



Correlates on Job Performance, Job Satisfaction, and Demographics of State University Employees

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Abstract— This survey looked into the significant relationship between employees' job performance and satisfaction levels, and the demographic profile of the employees of Bohol Island State University in Bohol, Philippines. Towards this end, using the descriptive-survey method of research with a quantitative-correlational approach, and the universal sampling technique, it surveyed 345 permanent employees. Specifically, the study identified the respondents' age, sex, educational attainment, and length of service in the institution; the relationship between their demographics and their level of job performance, and the extent of job satisfaction. Findings revealed that the respondents were in their young adulthood stage, dominated by females, experienced employees in the institution, and had high educational credentials. Moreover, they performed well in their duties and were somewhat satisfied with their jobs. Despite the insignificant results of almost all of the null hypotheses tested, the respondents considered their length of service as a contributory factor that would influence their level of job performance and extent of job satisfaction, which implies that the longer their work experience, the better their work performance would be expected from them, and the more satisfied they are with their jobs. It indicates, therefore, that high levels of job satisfaction did not necessarily lead to employee performance. There may be other must-be studied factors that influenced one's job performance and satisfaction.

Keywords— Job performance, employees' demographics, job satisfaction, descriptive-correlation

I. INTRODUCTION

The main consideration why the study was conceived was the account of positing that indeed employees are one of the important tools of any organization (Gabčanová, 2011) and their development is considered an important factor for organizational growth (Mutonga, 2012).

Secondly, this was subsidiary to one of the accreditors' major recommendations during their previous evaluation of the institution's Education program.

Although a plethora of studies have been conducted on job performance and job satisfaction that showed significant results (Hajjali, Muhammad, Budiandriani, Prihatin, & Sufri, 2022; Chirchir, 2016; Inuwa, 2016; Angeles, Saludo, Virtus, & Win, 2015; Satar, Nawaz, &

Khan, 2012; Anuar, 2011), there were also studies that yielded on the contrary (Ezeamama, 2019; Ram, 2013). Hence, there is a need to conduct more studies on job satisfaction and performance of employees since an employee is believed to be an indispensable part of an organization. More so, this study also posited that a high level of satisfaction would lead to high performance among employees.

Job performance is probably the most important and studied variable in industrial management and organizational behavior (Carpini, Parker, & Griffin, 2017 as cited by Cabarcos, Rodriguez, & Piñeiro, 2022). It can be defined as individual behavior, something that people do and can be observed, that generates value for the organization (Campbell, McCloy, Oppler, & Sager, 1993 as cited by Cabarcos, Rodriguez, & Piñeiro, 2022), and contributes to the organization's goals (Campbell &

Wiernik, 2015 as cited by Cabarcos, Rodriguez, & Piñeiro, 2022).

Sonnentag, Volmer, and Spychala (2008), as cited in Alromaihi, Alshomaly, & George, (2017) claimed that understanding the job performance of each employee is essential as organizational decisions are based on individual performance that leads to organizational success. As found out, performance ratings by supervisors, peers, subordinates, or by oneself are ubiquitous (Campbell & Wierneck, 2015); hence, this study used the 2018 Individual Performance Commitment and Review ratings which were rated by the individual employees, checked by their supervisors/immediate heads, verified by the Campus Directors, and approved by the University President.

On the other side, job satisfaction is a psychological phenomenon that is highly complex and subjective. It describes how contented a person is with their job or assignment (Chirchir,

2016). It is an important factor in an organization's success (Tan & Waheed, 2015). It is a topic that has received considerable attention from researchers and practitioners (Bhatnagar, & Srivastava, 2012). It is simply how people feel about their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. It can also be a reflection of good treatment and an indicator of emotional well-being (Spector, 1997). It is the level to which workers like their work, and the difference between what employees expect and what they receive, and for Omori & Basse, (2019), it is a reflection of good treatment and an indicator of emotional well-being.

Subsequently, this study is based on the theories by Super, Adams, and Herzberg. Donald E. Super's Life Career Rainbow Theory in 1980 described career development in terms of life stages and life roles that reflected a rainbow. The life roles were shown in the colored stripes of the rainbow where age was written with numbers under these stripes. The size of the dots in the colored stripes indicated the time that took a life role up. Career development can be analyzed based on the career stages. There are five career development stages through which most of us have gone through or will go through (Mulder, 2019). Further, according to Super et al. (1996) as cited by Kosine, and Lewis, (2008), this theory is a combination of stage development and social role theory (Super et. al, 1996), which posits that people progress through five stages during the career development process, including growth, exploration, establishment, maintenance, and disengagement.

Adam's Equity Theory in 1963 posits that people maintain a fair relationship between performance and rewards in comparison to others. In other words, an

employee gets demotivated by the job and his employer in case his inputs are more than the outputs (Business Jargon). Thus, an individual's level of motivation depends on the extent he feels being treated fairly, in terms of rewards, in comparison to others. Thus, Al-zawahreh, and Madi, (2012), equity theory predicts that low rewards produce dissatisfaction; this would in turn motivate people to take action and reduce the discrepancy between their ratio and the ratio of the comparison other.

In addition, Herzberg's Two Factor Theory Herzberg in 1976 holds that job satisfaction and dissatisfaction are driven by different determinants (Hewstone & Stroebe, 2001). According to this theory, factors such as recognition, accomplishment, responsibility, and promotion were treated as motivator factors, while policy and administration, supervision, interpersonal relationship, working conditions, salary, status, and security were treated as hygiene factors. The motivating factors are those aspects of the job that make people want to perform well and thus provide them with job satisfaction (Tan & Waheed, 2011).

In a study by Inuwa (2016), results showed a positive relationship between job satisfaction and employee performance which means that employee job satisfaction has a positive impact on their performance. Anuar (2011) examined the level of job satisfaction performance and identified the relationship between job satisfaction components and job performance among employees of Trade Winds Group of companies. The study proved that the job satisfaction dimension can contribute to an increase the job performance. However, at Anambra State University, Nigeria, the result of the study suggests that job satisfaction is not a

contributor to employee productivity. It further indicates that the institution does not cue its goals towards satisfying the need of the employee (Ezeamama, 2019). Much more, in the Kingdom of Saudi Arabia, a study conducted showed no association between overall job satisfaction and overall job performance, and there was also no association between age and overall job satisfaction (Ram, 2013).

This present endeavor attempted also to delve into exploring whether or not demographic characteristics on age, sex, educational attainment, and length of service components of employees have something to do with their job performance and satisfaction. Ugwu and Ugwu, (2017) found that work experience was significant and positively correlated to the job performance of librarians in Nigeria; whereas, a study by Shrestha, (2019), and Barotik, (2016) indicated a positive relationship between the length of service and job performance.

Gender had a negative significant relationship with workers' performance (Omori, et al., 2019). Following this result, both males and females trained on the same job do perform alike. It, therefore, means that if males and females are given equal opportunities on any task's performance in the public service, there is bound to be a progressive improvement as both can deliver as same. Ng and Feldman (2009) argued against the age as a determinant factor in performance. They say that age is a very weak predictor of performance.

The original description of the relationship of job satisfaction to age was provided by Herzberg et al. (1957). According to them, global job satisfaction was high among young workers, as under 20 years old. It declined during the next 10 years and then increased steadily up to the age of retirement. Although this curvilinear relationship has not always been found, there is a general agreement that job satisfaction is related to age (Spector, 1997). In reviewing the pertinent literature Rhodes (1983) concludes that, in general, overall job satisfaction increases with age, with the relationship appearing to be linear at least up to age 60. The hypothesis that there is a relationship between job satisfaction and employee experience is true to a lot extent (Barotik, 2016). Meanwhile, Gaki, Kontodimopoulos, and Niakas, (2012) reported in their study that most participants were women, married, between 36 years and 45 years old, and higher education graduates.

Education level refers to the academic credentials or degrees an individual has obtained (Ng and Feldman, 2009), in which they predicted that education level was positively related to task performance. The Human Capital Theory of Becker in 1964 suggested that the abilities and knowledge acquired by individuals are likely to be rewarded with higher earnings in the labor market and that an educational attainment is a form of human capital and so must be appropriated with enough compensation. It must be noted that the core of the human capital theory is that education provides knowledge and skills that have a direct influence on the productivity of workers. Thus, this present endeavor wants to determine whether the educational attainment of employees has an impact on their job satisfaction.

This study used descriptive-correlational research utilizing a set of structured and closed-ended questionnaires administered to the 345 regular employees from the six campuses of Bohol Island State University – Balilihan, Bilar, Calape, Candijay, Clarin, and Tagbilaran City, the Main Campus. A universal sampling technique was employed. However, the problem in the retrieval of the duly accomplished questionnaires occurred in Bilar

and Tagbilaran campuses where the respondents failed to return said questionnaires, refused to answer them, without Individual Performance Commitment and Review (IPCR) ratings, and had some unlikely responses.

The results of their IPCR ratings in 2018 were considered for the job performance of employees. A total of 345 regular BISU employees across its six campuses comprise the respondents of this study. They were broken down as follows: 261 faculty members, 68 nonteaching personnel, and 16 management personnel. Management personnel here, as research respondents, refer to the six (6) Campus Directors of each campus, five (5) Administrative Officers, and five (5) other heads of departments from Tagbilaran City-Main Campus. They were further broken down as follows: Balilihan Campus with 24 respondents (7%), Bilar Campus with 73 (21%), Calape Campus with 35 (10%), Candijay Campus with 66 (19%), Clarin Campus with 47 (14%), and Tagbilaran City-Main Campus has 100 (29%) respondents. The instruments used for data collection were the Respondents' Demographic Survey, the summary results of ratings of the 2018 Individual Performance Commitment and Review, and the Job Satisfaction Survey (JSS) from Spector in 1994. These tools were devised and used in order to address all the problems under investigation.

The Job Satisfaction Survey by Paul E. Spector in 1994 was used in determining their job satisfaction level. The tool has 36 items with a nine-facet scale to assess employee attitudes about the job and aspects of the job. Each facet is assessed with four items. Using the 6-point Likert scale, 6 as "strongly agree" down to 1 as "strongly disagree", the respondents were asked to rate the extent of their satisfaction based on the nine facets - pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. As a preliminary activity and part of the research protocol and ethics, the researcher secured informed consent from the respondents prior to the administration of the tools to the six campuses of BISU. A letter of request approved by the University President regarding the administration of the research tools was attached to the informed consent. Then the actual personal distribution of questionnaires commenced which lasted for about a week. The researcher was able to retrieve enough valid and duly accomplished questionnaires.

All computations were done using Microsoft excel. For job performance, it used the scale based on Civil Service Commission Memorandum Circular No. 06, s. 2012 which set the guidelines for the establishment and implementation of the Strategic Performance Management System (SPMS) in all government agencies.

For job satisfaction, the respondents were told to use these scales, responses, and interpretations, such as 6 described as “Strongly Agree” and interpreted as extremely satisfied; 5 as “Moderately Agree” MA, meaning, very satisfied; 4 as “Slightly Agree” which means somewhat satisfied; 3 as “Slightly Disagree” interpreted as somewhat dissatisfied; 2 as “Moderately Disagree” meaning, very dissatisfied; and 1 as “Strongly Disagree” interpreted as extremely dissatisfied. The Job Satisfaction Survey, high scores on the scale represent job satisfaction, so the scores on the negatively worded items were reversed first before computing using the said formula assuming with the positively worded into facet or total scores. A score of 6 representing strongest agreement with a negatively worded item is considered equivalent to a score of 1 representing strongest disagreement on a positively worded item, allowing them to be combined meaningfully. Thus, this means that scores with a mean item response (after reverse scoring the negatively-worded items) of 4 or more represent satisfaction, whereas mean responses of 3 or less represent dissatisfaction. Mean scores between 3 and 4 are ambivalent (Spector, 1994).

II. OBJECTIVES

The main goal of this study was to determine the correlations between the employees’ level of job performance, the extent of job satisfaction levels, and their demographic characteristics. Specifically, it sought answers to the following questions:

1. What are the respondents’ demographic profiles in terms of age, sex, educational attainment, and length of service in this institution?
2. What is the level of the job performance of the respondents? and the extent of job satisfaction of the respondents?
3. What is the extent of job satisfaction of the respondents?
4. Is there a significant relationship between their demographic profile and their job performance?
5. Is there a significant relationship between their demographic profile and their job satisfaction?
6. Is there a significant relationship between their level of job performance and the extent of job satisfaction?

III. RESULTS AND DISCUSSION

Table 1. Demographic profile of respondents

N=345		
Age	Frequency	Percentage
21 and below years old	136	79.53
22-25 years old	35	20.46
26-29 years old	49	14.20
30-33 years old	38	11.01
34-37 years old	46	13.33
38-41 years old	42	12.17
42-45 years old	38	11.01
46-49 years old	29	8.41
50-54 years old	21	6.09
55-61 years old	23	6.67
62 and up years old	9	2.61
Total	345	100
Sex		
Male	150	43.48
Female	195	56.52
Total	345	100
Educational Attainment		
Bachelor’s Degree holder	41	11.88
With MA/MS units	41	11.88
Master’s Degree holder	86	24.93
With Doctoral units	88	25.51
Doctorate	73	21.16
Others	16	4.64
Total	345	100
Length of Service/work experience		
Less than a year	7	2.03
1-3 years	66	19.13
4-7 years	65	18.84
8-11 years	73	21.16
12-15 years	34	9.86
16-19 years	37	10.72
20-23 years	13	3.77
24-27 years	16	4.64

28-31 years	13	3.77
32-35 years	11	3.19
36-39 years	6	1.74
40 and up years	4	1.15
Total	345	100

The result shows that most of the respondents, 49 or 14.20% are in their 26-29 years old. This implies that they are in their young adult life stage in career development where an individual is settled, a family is founded, a study program has been completed, and a permanent job has been found. Taking responsibility and personal satisfaction from work are characteristics of this phase (Mulder, 2019). The results concord with Gaki, Kontodimopoulos, and Niakas, (2012) which most participants were women, married, between 36 years and 45 years old, and higher education graduates. As to sex, it reveals that female respondents, 195 or 56.52%, are more in number than males (150 or 43.48%). The result supports

to the study of Sarker, Crossman, and Chinmeteeputuck, (2003).

The educational attainment of the respondents showed that the majority of them have doctoral units, 88 or 25.51%, followed by those who are master's degree holders, 86 or 24.93%, and doctorates, 73 or 21.16%. Presumably, these data are the offshoot of CHED's upholding of the issued Revised Manual of Regulations for private schools by the then Department of Education in 1992 which required college faculty members to have a master's degree as a minimum educational qualification for acquiring regular status. Moreover, the above data shows a larger portion of the respondents have spent between 8-11 years in service here in BISU representing about 21.16%, which is followed by 66 (19.13%) who have spent 1-3 years, and 65 (18.84%) with 4-7 years. This implies that the majority are already seasoned employees. This finding is similar to Odhiambo, Gachoka, and Rambo (2018) where the majority of the respondents had worked for organizations between 10 and 14 years which they considered experienced employees.

Table 2. Level of the job performance of respondents

N=345

Job Performance	Management		Faculty Non-teaching			%	Rank	Male Female Male	
	Female	Male	Female	Total					
Outstanding	3	4	3	8	1	0	19	5.51	2
V-Satisfactory	3	6	103	143	34	32	321	93.04	1
Satisfactory	0	0	2	2	1	0	5	1.45	3
Unsatisfactory	0	0	0	0	0	0	0	0	4.5
Poor	0	0	0	0	0	0	0	0	4.5
Total	6	10	108	153	36	32	345	100.0	

Overall Performance: 3.72 = Very Satisfactory

Data in this table show that 321 respondents or 93.04% are "Very Satisfactory", 19 (51%) are "Outstanding", and the rest (5 or 1.45%) are "Satisfactory". Overall, their job performance level is "very satisfactory" with a weighted mean of 3.72. No one is rated "unsatisfactory" and "poor". This implies that the

performance of BISU employees has exceeded expectations and that all goals, objectives, and targets were achieved above the established standards. In other words, they are performing well in their tasks since this is expected of them as government servants in an institution of higher learning.

Table 3. The extent of job satisfaction of respondents

Items	Weighted Mean	Descriptive Value
1. I feel I am being paid a fair amount for the work I...	4.62	Very Satisfied
*2. There is really too little chance for promotion on my...	4.01	Somewhat Satisfied
3. My supervisor is quite competent in doing his/her job.	4.73	Very Satisfied
*4. I am not satisfied with the benefits I receive.	4.34	Very Satisfied
5. When I do a good job, I receive recognition for...	3.93	Somewhat Satisfied
*6. Many of our rules and procedures make doing a good...	3.31	Somewhat Dissatisfied
7. I like the people I work with.	4.97	Very Satisfied
*8. I sometimes feel my job is meaningless.	4.74	Very Satisfied
9. Communications seem good within this organization.	4.03	Somewhat Satisfied
*10. Raises are too few and far between.	3.55	Somewhat Satisfied
11. Those who do well on the job stand a fair chance of...	4.14	Somewhat Satisfied
*12. My supervisor is unfair to me.	4.83	Very Satisfied
13. The benefits we receive are as good as most other...	4.35	Very Satisfied
*14. I do not feel that the work I do is appreciated.	4.08	Somewhat Satisfied
15. My efforts to do a good job are seldom blocked by...	2.66	Somewhat Dissatisfied
*16. I find I have to work harder at my job because of...	4.34	Very Satisfied
17. I like doing the things I do at work.	4.90	Very Satisfied
*18. The goals of this organization are not clear to me.	4.23	Somewhat Satisfied
*19. I feel unappreciated by the organization when I...	4.37	Very Satisfied
20. People get ahead as fast here as they do in other...	3.47	Somewhat Dissatisfied
*21. My supervisor shows too little interest in the...	4.18	Somewhat Satisfied
22. The benefits package we have is equitable.	4.12	Somewhat Satisfied
*23. There are few rewards for those who work here.	3.54	Somewhat Satisfied
*24. I have too much to do at work.	2.89	Somewhat Dissatisfied
25. I enjoy my coworkers.	4.89	Very Satisfied
*26. I often feel that I do not know what is going on...	3.76	Somewhat Satisfied
27. I feel a sense of pride in doing my job.	4.61	Very Satisfied
28. I feel satisfied with my chances of salary increases.	3.82	Somewhat Satisfied
*29. There are benefits we do not have that we should...	3.18	Somewhat Dissatisfied
30. I like my supervisor.	4.67	Very Satisfied
*31. I have too much paperwork.	3.04	Somewhat Dissatisfied
*32. I don't feel my efforts are rewarded the way they...	3.87	Somewhat Satisfied
33. I am satisfied with my chances for promotion.	4.28	Somewhat Satisfied
*34. There is too much bickering and fighting at work.	4.00	Somewhat Satisfied
35. My job is enjoyable.	4.80	Very Satisfied
*36. <u>Work assignments are not fully explained.</u>	<u>3.63</u>	<u>Somewhat Satisfied</u>
Composite Mean	4.08	Somewhat Satisfied

This table depicts the results of employees' behavior and attitudes toward their job. Results show that their job satisfaction level is "slightly agree" with a composite mean of 4.08. This implies that the respondents are "somewhat satisfied" with their jobs. They are "very satisfied" on 12 items that refer specifically to the nature of work (4.76), supervision (4.60), and co-workers (4.55);

however, they are "somewhat dissatisfied" on 4 items under operating procedures. These results are consistent with the study by Chirchir (2016). Moreover, according to Spector (1994), scores with a mean item response of 4 or more represent satisfaction; hence, the respondents are somewhat satisfied. This result supports the study of Janardhanan, and George, (2011) and of Ram (2013).

Table 4. Relationship between Profile and the Level of Job Performance

Variables	Chi-square test	Df	Critical value	Decision	Result
Age	36.636	30	43.77	Insignificant, Ho: Accepted	Not Related
Sex	2.556	6	12.59	Insignificant, Ho: Accepted	Not Related
Educational Attainment	17.474	15	25.00	Insignificant, Ho: Accepted	Not Related
Length of Service	119.241	33	47.37	Significant; Ho: Rejected	Related

Results show that the age and educational attainment of respondents do not yield a positive relationship with their job performance since the computed Chi-square values are much lesser than the critical values; hence, the null hypothesis is accepted. This means that whether the employees are young or old, and got higher educational attainment or not, these do not influence their job performance. In other words, their job performance was not affected by their age, sex, and educational credentials. Nonetheless, their length of work experience is noted to have significantly influenced their job performance. As reflected, the computed value of 119.241 is very much greater than the critical value of 47.37; hence, the null hypothesis is rejected, meaning their length of service here in BISU matters most towards their job performance. It implies further that the higher the length of their service in this institution, the better they

perform in their job. Years of service denotes work attitude maturity, and many skills learned from colleagues and from those experienced ones added to their better work performance. This result is in accord with the study of Omori, et al, (2019) where years of work experience significantly influenced workers' performance. Moreover, as to gender, this table shows that it has a negative significant relationship with workers' performance. This result corroborates with the study of Omori, et al., (2019) where both male and female do perform their duties alike, which means that if males and females are given equal opportunities in any tasks performance, there is bound to be a progressive improvement as both can deliver the same. The age result is corroborated by the study of Hedge and Borman (2012), who argued against age as a determinant factor in performance. They said that age was a very weak predictor of performance.

Table 5. Relationship between the profile and the extent of job satisfaction

Variables	Chi-square test	Df	Critical value	Decision	Result
Age	35.841	30	43.773	Insignificant, Ho: Accepted	Not Related
Sex	8.517	6	12.592	Insignificant, Ho: Accepted	Not Related
Educational Attainment	22.448	15	24.996	Insignificant, Ho: Accepted	Not Related
Length of Service	52.156	33	47.3685	Significant, Ho: Rejected	Related

As shown in this table, age, sex, and educational attainment do not result in a significant relationship towards their job satisfaction where each computed chi-square value is much lesser than the critical value; hence, the null hypothesis is accepted. This means that these demographics, whether young or old, male or female, earned the highest degree or not, these do not influence their satisfaction or dissatisfaction with their jobs. This result supports the study of Amarasena, Ajward, & Ahasanul Haque, (2015) wherein gender, age (Sarker, Crossman, & Chinmeteeptuck, 2003; Ram, 2013), academic qualifications (Vasiliki, and Efthymios, 2013). However, their length of service in BISU and their job satisfaction are positively and significantly correlated,

where their computed chi-square test value (52.156) is greater than its critical value (47.3685); hence, the null hypothesis is rejected, which means that their length of service in BISU is a factor towards their job satisfaction. This further implies that the longer their years of service in this institution, the more satisfied they become. It is indicative that experience signifies job promotions and opportunities, and many achievements. Consequently, the employee becomes more satisfied with his chosen profession. This result supports the studies of Barotik, (2016) and Amburgey (2005) who noted a significant relationship between job satisfaction and employee experience.

Table 6. Relationship between the level of job performance and the extent of job satisfaction

Variables	Spearman rho test	p-value	Decision	Result
Job Performance and Job Satisfaction	0.013	0.810	Insignificant, Ho: Accepted	No Relationship

It is reflected here that their job performance is not influenced by their positive or negative feelings about their jobs or their job satisfaction. In short, their satisfaction or dissatisfaction with their jobs has nothing to do with their outstanding or poor performance. This result supports the study of Angeles, Saludo, Virtus, and Win, (2015) who found no significant relationship between job satisfaction and performance of Ajinomoto employees, and so with the study of Ezeamama, (2019), and Ram (2013) implying that high levels of job satisfaction did not necessarily lead to employee performance.

IV. CONCLUSION

In the whole scheme, despite the insignificant results of almost all of the null hypotheses tested, BISU System employees consider their length of service as a contributory factor that would influence their level of job performance and extent of job satisfaction, which implies that the longer their work experience here in BISU, the better their work performance would be expected from them, and the more satisfied they are with their jobs. It indicates, therefore, that high levels of job satisfaction did not necessarily lead to employee performance. Perhaps, there may be other must-be studied factors that would influence one's job performance and satisfaction.

V. RECOMMENDATIONS

Since the present study was not confined to determining the factors influencing the job satisfaction of

employees, factors on communication, contingent rewards, and supervision are recommended for future researchers to delve into as these were the factors on job satisfaction where the respondents expressed less satisfaction.

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