



EMPOWERMENT AND JOB SATISFACTION OF ESSU FACULTY AND STAFF, CY 2017

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ABSTRACT

The study was conducted at the Eastern Amar State University Borongan Campus during the first semester of the school year 2017 to 2018. It aimed to determine the level of job empowerment and job satisfaction of the respondents. It also aimed to determine whether there is significant relationship between these variables. The respondents of the study were the faculty and staff of the university, regardless of the nature of their appointment. A total of 188 respondents were selected as sample through simple random sampling. Liker-type questionnaires were used to obtain mean scores of respondents, then the mean scores were analyzed using the Chi Square test of independence.

The findings of the study revealed that the respondents possess moderate levels of job empowerment and job satisfaction. Further results yielded a significant relationship between job empowerment and job satisfaction of the respondents.

The results of the study implied that the employee of the Eastern Samar State University have a generally moderate degree of control over the tasks they perform in relation to their respective jobs and have a generally moderate contented outlook regarding the natures of their positions in the university.

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INTRODUCTION

Employee empowerment leads to positive results for employees, their managers, and their organizations (Richards, 2014). Richards (2014) also pointed out that empowered employees generate good ideas, provide better products and services, are committed and loyal, productive and most likely to spread positive word about the organization.

Organizations use surveys to assess employees' job satisfaction for many purposes, including gauging work morale and diagnosing potential problems. Often, it is of interest to make comparisons across different types of jobs (i.e., job contexts). For instance, employers may compare the job satisfaction of workers under a new compensation or incentive policy to workers under an existing policy to assess employee reactions to the new policy (Watson, et al., 2007).

This link needs to be pursued in order that organizations such as the academe may benefit from the advantages that employee empowerment and job satisfaction may bring forth, hence this study.

Objectives of the Study

The study aims to determine how satisfied about their job and how empowered the faculty members of ESSU are as well as provide insights to their job performance. Specifically, this aimed to realize the following research objectives:

1. Determine the level of job empowerment of the faculty and staff of ESSU.
2. Describe the level of job satisfaction of the faculty and staff of ESSU.
3. Establish whether there is significant relationship between empowerment and job satisfaction of the faculty and staff of ESSU.

Review of Related Literature

The following are cited based on their relevance to the study undertaken. An organization that is geared towards achieving its goals needs employees who take initiatives and function as partners working towards organizational success (Arindam, 2012).

Employee Empowerment

Employee empowerment refers to the ways in which non-managerial staff members are able to make decisions without consulting their supervisors or managers. These can be minor or major decisions, depending upon the degree of power with which the organization wishes to invest employees. Employee empowerment can begin with training and converting a whole organization to an empowerment model. Employee empowerment's underlying principle of giving employees the freedom, flexibility, and power to make decisions and solve problems allows employees to feel energized, capable, and determined to make the organization successful. As a result of these management practices work quality, employee satisfaction, collaboration, and employee productivity rises, while organizational costs decrease. All of these benefits

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increases the organization's competitive advantage and to bolster its bottom line. (Ramesh & Kumar, 2014). It was found out that there was a significant relationship between KM and employee empowerment. Moreover, KM predicted the aspects of employee empowerment in higher educational institutions. Through the study, the positive role of KM in employee empowerment in higher educational institutions has been described and the importance of taking into account such studies has been specified for researchers (Hasani, 2016).

An article from the Philippines published in 2015 indicated that there is a need for Filipino employees to be empowered, citing the Filipino penchant of working overseas, away from the bosom of their native land, and being embroiled in unfortunate situations where the government almost always needs to intercede as a chief reason for this clamor.

A breakthrough study on employee empowerment revealed that empowerment and sharing power help some employees feel motivated at work (Wakida, 2015).

Job Satisfaction

Job satisfaction plays a significant part in every worker's productivity. Feelings of fulfillment and satisfaction about one's work are encapsulated in the Hierarchy of Needs postulated by Maslow (1987) as quoted by Shriberg (2007). Passer, *et al* (2005) posited that the provision of skill variety, task identity, task significance, autonomy, and job feedback make a job intrinsically motivating, while Santrock (2011) identified self-esteem, attitudes, values and humane treatment of workers play a significant part in job satisfaction. A study conducted by Hanaysha and Tahir (2016) in Malaysia indicated that employee empowerment significantly positively influences job satisfaction.

A study in 2015 conducted by Nirav and Raval found that job satisfaction of faculty members is a very critical aspect for all the higher educational institutes and it affects performance of employees and quality of education in all the higher education institutes. A significant body of research has been conducted by researchers on the areas of state, demographic factors and satisfaction. In a study on Job satisfaction of Greek university professors by Platsidou & Diamantopoulou, (2009) it was found that job satisfaction was significantly affected by demographic aspects, academic rank and issues or problems of higher education. They have also discovered that the faculty members who were more contented with their work tended to report as fewer problems in the context of higher education, unlike those who were less contented with their job. One of the severe problems of higher education institutes as reported in the study was the reliance of Greek universities on the state and the political parties which considerably forecast the overall job contentment of the Greek faculty members.

A significant amount of research has been carried out by researchers on the extent of outcomes of job satisfaction and dissatisfaction. Nagar, K. (2012) in her study on organizational commitment and job satisfaction among teachers during times of burnout, has focused to find out three parameters of burnout that are, reduced personal achievement, depersonalization, and emotional tiredness. She has taken 153 universities faculty members job contentment and the effect of enhanced job contentment on dedication among faculty members toward their institute. She has chosen Minnesota Satisfaction Questionnaire (MSQ) for this research to evaluate faculty member's job contentment. She applied many equipment for

analysis like Chi-square/degrees of freedom, factor analysis, AGFI, GFI, RMSEA, NNFI, RMSR, and CFI. She has found that job contentment is a significant predictor of a faculty member's promise toward his/her organization. Faculty members with high job contentment are more probable to show greater managerial promise. As faculty members contented with their occupation are more likely to be pleased and have a stronger will to work hard, they may be more competent and flourishing in doing their work. The contentment and passion toward one's occupation further support the sentiment of dedication toward the institute that acts as the large source of such contentment. The administration of educational institutions may lead to Faculty member's burnout. Constant pressure can result in reduced faculty member's participation with the occupation, declined organizational promise, and also lower the job contentment level. It may even cause increased levels of faculty member's turnover and absenteeism. The cost of turnover can be towering to institutes. The stress of faculty members is another important outcome due to high faculty member's turnover. She has recommended that one of the scariest outcomes of decreased job contentment is its effect on health.

MATERIALS AND METHODS

The study employed the descriptive correlation design which enabled it to satisfy the research objectives. It was conducted at the Eastern Samar State University Borongan Campus. It was participated by all the faculty members and administrative personnel of the university's Borongan Campus, be they permanent regular, temporary-permanent or contractual employees. Simple random sampling using Slovin's formula generated 188 sample size to ensure the members of the population are represented in the study.

The study employed the Employee Empowerment Questionnaire (EEQ) developed by Hayes (2014) to determine the employee empowerment level of the respondents. The EEQ is calculated by averaging the rating across all eight questions. EEQ scores can range from 1 (no empowerment) to 5 (high empowerment). Studies using the EEQ show that it has high reliability (Cronbach's alpha = .85 and .94 in two independent samples) and is related to important organizational variables.

Another instrument that was used to assess the job satisfaction of the respondents is the Job Satisfaction Survey (JSS; Spector, 1997) is a 36 item, nine-facet survey instrument designed to assess employee attitudes about aspects of their jobs. Each facet is assessed with four items using a Likert-type rating scale format with five ordered response options ranging from "strongly disagree" to "strongly agree." Reverse coded items were recoded prior to analysis.

The researchers conducted a survey of all qualified respondents in order to obtain the necessary data for the study. Once the cooperation of the respondents are ensured, the data gathering instrument was administered and then retrieved right after the respondents have completely answered all requisite fields in the questionnaires.

Descriptive statistical tools such as frequency, percentages and mean were employed to describe the variables while the Chi Square Test of Independence was used to determine the relationship between variables since all scores that was obtained are interval scores. Appropriate degrees of

freedom was employed in determining the X^2 critical value and the analysis was set at 0.05 level of significance.

Table 1 Distribution of respondents as to level of job empowerment

Mean	Interpretation	Frequency	Percentage
4.21-5.00	Very high level of empowerment	5	2.66%
3.41-4.20	High level of empowerment	72	38.30%
2.61-3.40	Moderate level of empowerment	106	56.38%
1.81-2.60	Low level of empowerment	5	2.66%
1.00-1.80	Very low level of empowerment	0	0.00%
TOTAL		188	100%

Table 2 Mean scores of respondents in specific areas of job empowerment.

Survey Statements	Mean	Interpretation
1 I am allowed to do almost anything to do a high-quality job.	4.14	High Level
2 I have the authority to correct problems when they occur.	3.18	Moderate Level
3 I am allowed to be creative when I deal with problems at work.	3.17	Moderate Level
4 I do not have to go through a lot of red tape to change things.	3.52	High Level
5 I have a lot of control over how I do my job.	3.09	Moderate Level
6 I do not need to get management's approval before I handle problems.	2.23	Low Level
7 I am encouraged to handle job-related problems by myself.	3.07	High Level
8 I can make changes on my job whenever I want.	3.29	High Level
GRAND MEAN:	3.21	Moderate Level

Table 3 Distribution of respondents across corresponding levels of job satisfaction

Mean	Interpretation	Frequency	Percentage
4.21-5.00	Very high level of job Satisfaction	19	10.11
3.41-4.20	high level of job Satisfaction	76	40.43
2.61-3.40	Moderate level of job Satisfaction	87	46.28
1.81-2.60	Low level of job Satisfaction	4	2.13
1.00-1.80	Very low level of job Satisfaction	2	1.06
TOTAL		188	100%

RESULTS AND DISCUSSION

The study was posed to determine the level of job empowerment of the faculty and staff of the Eastern Samar State University during the first semester of the school year 2017 to 2018, regardless of their employment status. The findings regarding the level of job empowerment of the respondents generally indicated that they collectively possess a moderate level of empowerment. Table 1 below presents the distribution of respondents according to level of job empowerment.

As shown in Table 1, the largest number of the distribution with a total of 56.38% falls in the category of moderate level of empowerment. This suggests that the majority of the

respondents believe that they have a moderate degree of control over the way they perform their jobs.

A total of 38.30% reported a high level of empowerment, indicating the belief that they are enjoying a generous latitude of control over how they perform their jobs. Some 2.66% of the respondents reported a very high level of job empowerment, suggesting their belief of possessing a very high degree of control in terms of the way they perform their duties; while the remaining 2.66% admitted to having a low level of job empowerment from which it can be inferred that they believe they have minimal control over the way they perform their jobs.

The specific areas of job empowerment are shown in Table 2 below, as well as the mean score of the respondents in each area. As shown in table 2, a generally moderate level of job empowerment is apparent.

An assessment of specific areas of the job empowerment scale found out that the respondents were highly empowered in terms of their belief that they are allowed to do almost anything to do a high-quality job, earning the relative highest mean score of 4.14, while the scored relatively lowest in terms of their belief that they need to get management's approval before I handle problems, implying that when a problem on the job occurs the employees refrain from taking any action without the express approval of their supervisors.

Other areas that obtained high mean scores include not have to go through a lot of red tape to change things, being encouraged to handle job-related problems by themselves and making changes on the job whenever the employee believes to be appropriate.

Moderate mean scores were obtained by the areas including the authority to correct problems when they occur, being allowed to be creative when dealing with problems at work, and feeling like they have a lot of control over their job.

The respondents' job satisfaction level was likewise assessed in the study. Findings suggest that the majority of the respondents possess a collectively moderate level of job satisfaction. Table 3 below shows the distribution of the respondents across the five levels of job satisfaction.

As shown in Table 3 above, 46.28% of the respondents possess a moderate level of job satisfaction. From the result, it can be inferred that the respondents enjoy a moderate degree of contentment regarding their present positions at the university. Only a meagre 1.06% reported to experience very low level of job satisfaction. From these results it can be inferred that employees of the Eastern Samar State University have a generally favourable outlook towards the nature of their respective jobs in the university.

The respondents' mean scores for specific areas of job satisfaction were examined. There were eight identified areas of employee job satisfaction namely: pay, promotion, supervision, fringe benefits, operating conditions, co-workers, nature of work and communication in the workplace. Sub-areas were used as indicators from which each of the eight main areas are determines through area mean scores.

Table 4 below presents the specific areas of job satisfaction and their corresponding mean scores:

Table 4 Specific areas of job satisfaction and their corresponding mean scores

No.	Survey Statements	Mean	Interpretation
Pay			
1	I feel I am being paid a fair amount for the work I do	3.84	High level
2	*Raises are too few and far between	2.4	Low level
3	*I feel unappreciated by the organization when I think about what they pay me.	2.89	Moderate Level
4	I feel satisfied with my chances for salary increases	3.64	High Level
		3.19	Moderate Level
Promotion			
1	* There is really too little chance for promotion on my job	2.79	Moderate Level
2	Those who do well on the job stand a fair chance of being promoted	3.76	High Level
3	People get ahead as fast here as they do in other places.	3.51	High Level
	I am satisfied with my chances for promotion.	3.64	High Level
		3.43	High Level
Supervision			
1	My supervisor is quite competent in doing his/her job.	4.18	High Level
2	*My supervisor is unfair to me.	3.57	High Level
3	*My supervisor shows too little interest in the feelings of subordinates	3.23	Moderate Level
4	I like my supervisor.	4.12	High Level
		3.77	High Level
Fringe Benefits			
1	*I am not satisfied with the benefits I receive.	2.68	Moderate Level
2	The benefits we receive are as good as most other organizations offer.	3.18	Moderate Level
3	The benefit package we have is equitable.	3.2	Moderate Level
4	*There are benefits we do not have which we should have.	2.3	Low Level
		2.83	Moderate Level
Operating Conditions			
1	*Many of our rules and procedures make doing a good job difficult.	2.48	Low Level
2	My efforts to do a good job are seldom blocked by red tape.	3.02	Moderate Level
3	*I have too much to do at work.	2.31	Low level
4	*I have too much paperwork.	2.3	Low Level
		2.53	Low Level
Coworkers			
1	I like the people I work with.	4.28	High Level
2	*I find I have to work harder at my job because of the incompetence of people I work with.	3.12	Moderate level
3	I enjoy my coworkers.	4.19	High Level
4	*There is too much bickering and fighting at work.	3.34	Moderate Level
		3.73	High Level
Nature of Work			
1	*I sometimes feel my job is meaningless.	3.48	High Level
2	I like doing the things I do at work.	4.15	High Level
3	I feel a sense of pride in doing my job.	4.09	High Level
4	My job is enjoyable.	4.11	High Level
		3.96	High Level
Communication			
1	Communications seem good within this organization.	3.68	High Level
2	*The goals of this organization are not clear to me.	3.25	Moderate Level
3	*I often feel that I do not know what is going on with the organization.	3.09	Moderate Level
4	*Work assignments are not fully explained.	3.07	Moderate Level
		3.27	Moderate Level
GRAND MEAN		3.34	MODERATE

*Negative statements are coded inversely to reflect the congruency among job satisfaction mean scores.

Based on the data presented in Table 4 above, it can be inferred that the respondents have high positive views with regards to the areas pertaining to their relationship with co-workers, nature of work, supervision and promotion policies of the university. These findings prove that the employees of the university are highly satisfied with the interpersonal relationships in their respective units, the nature of their work professional duties, their relationship with their supervisors and their fair chances of being promoted in the ranks.

Meanwhile, the respondents reported a moderate level of satisfaction regarding the areas concerning their pay, fringe benefits, and the communication process in the workplace. This means that the respondents have moderate outlook towards the salary they receive in relation to their workload, the fringe benefits such as bonuses that they expect to receive and the means of information dissemination processes employed in their respective units and in the university as a whole.

The area concerning operating conditions obtained a low mean score, meaning that employees feel that work efficiency is hampered or delayed by paperwork. This implies that there is need to address the operating conditions in the units of the university.

Chi Square test of independence was employed to test whether significant relationship exists between the job empowerment and job satisfaction levels of the respondents. The hypothesis test was set at 0.05 level of significance to determine the critical X^2 value. The computed value of 21.04 resulted in the analysis. Since it is higher than the critical value of 15.507, it is therefore proven that the job empowerment and job satisfaction levels of the employees of the Eastern Samar State University during the first semester of school year 2017-2018 are significantly associated. This findings support the conclusion drawn by Hanaysha and Tahir (2016) that indicated that employee empowerment significantly positively influences job satisfaction.

CONCLUSIONS AND RECOMMENDATIONS

The findings of the study revealed that the respondents possess moderate levels of job empowerment and job satisfaction. Further results yielded a significant relationship between job empowerment and job satisfaction of the respondents.

CONCLUSIONS

Based on the results of the study, the following conclusions are drawn

1. The employees of the Eastern Samar State University have a generally moderate degree of control over the tasks they perform in relation to their respective jobs.
2. The respondents have a generally moderate contented outlook regarding the nature of their positions in the university.
3. There is significant relationship between the respondents' job empowerment and their job satisfaction levels

Recommendations

The following Recommendations are Made Based on the Conclusion Forwarded by the study

The Human Resource Management Office should conduct job empowerment trainings and seminars that will enable the employees of the university to possess a higher level of job empowerment, giving emphasis on the areas of decision-making regarding dealing with work-related problems autonomously with minimal supervisory dependence.

The university policy-makers should examine policies regarding extent of employee autonomy and accountability pertaining specific job tasks and positions so as to encourage decision-making empowerment and responsibility among employees. They should likewise review the university policies regarding paperwork and other similar operating conditions and upgrade practices that will ensure minimal delays and hassle for the employees to be able to efficiently perform their job-related duties. They should also look into the issues of fringe benefits of employees and how these may be most effectively availed by the employees so that they may feel more positively about the perks of their respective jobs. Another issue to be addressed by policy makers is the implementation of streamlined communication flow among the offices and units of the university so that transparency and effective feedback and response mechanisms may be enjoyed by employees.

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