**Level of Job Satisfaction Among Faculty Members of the College of Business and Hospitality Management in Apayao State College**

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ABSTRACT

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| --- |
| This study focuses on investigating the levels of job satisfaction among faculty members in the College of Business and Hospitality Management at Apayao State College. The study utilized a descriptive survey method to evaluate the level of job satisfaction among faculty members. The findings indicated a satisfactory result in an overall level of job satisfaction among faculty members in various aspects, including the school/work/teaching environment, compensation and benefits, psychological aspects, social aspects, and human resource management. Colleagues and superiors play a crucial role in boosting the job satisfaction of faculty members at Apayao State College's College of Business and Hospitality Management. Identifying areas for improvement, such as professional development opportunities, adequate learning resources, information dissemination, timely salary payments and work-life balance, can greatly enhance faculty satisfaction in the future. Various factors on the profile of the participants in the study, such as age, sex, monthly salary, and nature of employment, were found to have significant differences in the different factors in the level of job satisfaction. Establish faculty compensation and benefits regardless of the nature of employment; improve college facilities/resources, mental health programs, team building activities/academic break, work life balance and Human Resource Management services; and maintain and encourage professionalism, social interactions, open communication, good work relationships, and collegiality among faculty members. These factors are essential for boosting job satisfaction and employee motivation, which ultimately creates a positive work environment. |

*Keywords: Job satisfaction, faculty members*

1. INTRODUCTION

Job satisfaction of faculty members helps in the attainment of the goals and objectives of an institution. Success and failure of an institution can be measured through the level of job satisfaction that could greatly affect the performance of the employee. With their performance, it will also reflect the quality of the instructional services that the institution has. The great effect of this satisfaction from the employees could build a better institution with dedicated employees who always give their best.

Job satisfaction is an attitude, which manifests at the place of work, as individual behavior of the employee and could have an impact on the organization and organizational behavior. Job satisfaction encourages employees to increase their performance, and commitment to the organization, reduce absenteeism and increase interest in the profession.  It is equally important in the private and public sectors, in developed and developing countries (Muhammad et al., 2014)

Significantly, monitoring of job satisfaction is very essential to the continuing growth of educational systems around the world. Identifying the success and failure of an institution can be measured by the job satisfaction level among its employees, because of the great effect caused by this satisfaction upon the performance of employees, which will reflect positively or negatively on the quality of the institution's services. Successful organizations seek to focus on achieving job satisfaction among employees so that they feel the institutional belongingness that results in loyalty and dedication of employees to achieve their objectives (Al-Smadi & Qblan, 2015).

Job satisfaction of faculty of higher education institutions is an essential motivation for the advancement towards achieving efficiency and effectiveness in the processes of learning and education. It also reinforces psychological stability for faculty, which in turn reflects 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. The faculty must feel a high level of job satisfaction as they are the most significant pillars of 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

This study aims to determine the job satisfaction level of all the faculty members, identify the factors that affect the level of job satisfaction among faculty members and collect suggestions on how to improve it.

2. Literature REVIEW

Job satisfaction is defined as the level of contentment employees feel with their job. This goes beyond their daily duties to cover satisfaction with team members/managers, satisfaction with organizational policies, and the impact of their job on employees’ personal lives (BasuMalick, 2021). It is how someone feel about their job and it may depend from what a person perceives of their works.

Job satisfaction is important to organizations because it means higher productivity. Research shows that knowledge sharing has a positive and significant effect on job satisfaction, leading to higher productivity and job performance. However, a study conducted in private hospitals in Ambon City found that job satisfaction does not have a significant effect on employee performance. This contradicts previous research that suggested job satisfaction impacts employee performance positively. Overall, while job satisfaction is crucial for productivity, its direct impact on employee performance may vary depending on the context and industry." (Pieter et al., 2022)

Job satisfaction plays a significant role in improving employee performance, as indicated by a qualitative research study conducted in private universities in Jakarta. The study found that job satisfaction positively impacts the quality of employee performance (Prihadini, 2021)

           Results of the study of Pilarta (2015) showed that job satisfaction is related to teacher’s job status and interpersonal relationship; financial and the physical resources of the school and supervision (Amalia, 2015)

The level of job satisfaction among faculty members at Najran University was found to be significantly related to specific problem assessments, with more satisfied faculty members perceiving higher education problems as less serious compared to their less satisfied peers. Factors influencing job satisfaction among faculty members include engagement in development and training programs, cooperation with colleagues, equipment, rewards, incentives, security, job stability, institutional objectives, and participation in decision-making. (Marwan & Yahya, 2015)

Another study on health sciences faculty members in Saudi Arabia found that factors other than administrative policies and interpersonal relationships were significant predictors of overall job satisfaction, with salary being the most significant predictor. (Ahmed et al., 2020) (M. & Niaz, 2012)

The general level of job satisfaction among faculty members at SALU in Pakistan is also being studied to determine the influence of Intrinsic (Motivator) and Extrinsic (Hygiene) factors on job satisfaction (Ahmed et al., 2020) (M. & Niaz, 2012)

3. METHODOLOGY

**3.1. Research Design**

This study made use of a descriptive-survey method of research using a survey questionnaire to gather data on the level of job satisfaction.

**3.2. Respondents of the Study**

The study involves the faculty members from the College of Business and Hospitality Management at both the Conner and Luna campuses of Apayao State College.

**3.3. Research Instrument**

This study made use of a researcher-made questionnaire which are composed of three parts. Part One was for the Respondent's Profile, Part Two was for the level of job satisfaction, and Part three was for the Recommendations to enhance the level of job satisfaction. A Google form was distributed using private messages on Facebook Messenger and the department's group chat.

**3.4. Data Gathering Procedures**

The respondent’s consent and approval were obtained before releasing the questionnaires. The total amount of data was tallied and then used for mean, frequency, and percentage analysis. The researchers personally administered the survey questionnaire to the respondents to ensure immediate retrieval of the answered questionnaires.

**3.5. Statistical Tool**

Frequency, percentage analysis, and ranking were used to describe the profile of respondents.

The **Mean** was used to determine the Level of Job Satisfaction Among Faculty Members of the College of Business and Hospitality Management in ASC.

**Table 1. 4 points Likert Criterion Scale**

|  |  |  |
| --- | --- | --- |
| Point | Mean Scale | Verbal Interpretation |
| 4 | 4.00 – 3.00 | Very Satisfied |
| 3 | 2.99 – 2.00 | Satisfied |
| 2 | 1.99 – 1.00 | Dissatisfied |
| 1 | 1.00 – 0.99 | Very Dissatisfied |

**ANOVA** and **T-test** were used to determine the difference in the Level of Job Satisfaction Among Faculty Members of the College of Business and Hospitality Management in Apayao State College as perceived by the respondents when grouped according to profiles.

4. results and discussion

* 1. **Profile of the Respondents**

**Table 2. Age**

|  |  |  |
| --- | --- | --- |
| **Indicators** | **Frequency** | **Percentage** |
| 20-25 years old | 1 | 5% |
| 26-30 years old | 9 | 41% |
| 31-35 years old | 6 | 27% |
| 36-40 years old | 2 | 9% |
| 46-50 years old | 3 | 14% |
| 51-55 years old | 1 | 5% |
| **Total** | **22** | **100%** |

The table presented illustrates the age distribution of the respondents. The age bracket of 26–30 years old exhibits the highest frequency, accounting for 41 percent of the total. Following behind is the age group of 31–35 years old, which accounts for 27 percent. Thirdly is the age group of 46–50 years old; the last group is the age group of 20–25 years old and 51–55 years old.

It is evident from the findings that the faculty members in the College of Business and Hospitality Management fall within the age range of 26–30 years old, indicating a relatively younger group. According to the HRMO of Apayao State College, there has been a noticeable trend in the age group of 26–30 years applying for teaching positions. Additionally, some faculty members have retired, so people in this age range are filling open positions.  The HRMO also mentioned that the younger faculty members bring fresh perspectives and innovative ideas to the College of Business and Hospitality Management. This influx of younger educators has sparked a new energy within the college, leading to increased collaboration and creativity among the staff. While it is true that younger faculty members may bring fresh perspectives and innovative ideas, it is important to recognize the value of experience and wisdom that older faculty members can offer. Embracing a mix of both generations can lead to a more balanced and comprehensive educational environment.

**Table 3. Sex**

|  |  |  |
| --- | --- | --- |
| Indicators | Frequency | Percentage |
| Male | 11 | 50% |
| Female | 11 | 50% |
| Total | 22 | 100% |

The table above displays the distribution of the participants based on their sex. The table clearly shows a balanced distribution, indicating that the respondents are fairly represented across sexes.

This balanced representation is important in ensuring that diverse perspectives and experiences are considered in the research study. The study can better capture the full range of viewpoints and insights that sex may influence by including an equal number of male and female participants. By incorporating a balanced representation of both sex, researchers can also avoid inadvertently reinforcing harmful stereotypes or perpetuating gender biases.

**Table 4. Educational Background**

|  |  |  |
| --- | --- | --- |
| Indicators | Frequency | Percentage |
| Doctorate Degree | 5 | 23% |
| With Units in Doctorate | 3 | 14% |
| Master's Degree | 10 | 45% |
| With Units in Master's Degree | 4 | 18% |
| Total | 22 | 100% |

According to the data provided in the table, it is clear that a significant portion of the respondents held master's degrees, making up 45% of the total. This suggests that a majority of the faculty members are highly qualified to teach in higher education. Graduates with a doctorate in their field of specialization make up 23% of the faculty. This demonstrates the high level of expertise and knowledge possessed by the faculty members with doctorates. Approximately 14% of individuals are actively pursuing their doctorate in their chosen field. This indicates a strong desire among faculty members to enhance their expertise and qualify themselves for professorial positions. The faculty with master's degree units comes in last with 18%, which indicates that the faculty is making significant efforts to enhance their qualifications for teaching in higher education.

**Table 5. Length of Service**

|  |  |  |
| --- | --- | --- |
| Indicators | Frequency | Percentage |
| 1-5 years | 12 | 55% |
| 6-10 years | 7 | 32% |
| 11-15 years | 3 | 14% |
| Total | 22 | 100% |

As shown in the table, most faculty members have 1-5 years of experience, indicating that they are new to their positions. This indicates that they can bring new viewpoints and inventive ideas to the college. Furthermore, a considerable proportion, 32%, have 6-10 years of experience, followed by 14% with 11-15 years of experience. Based on this data, a major number of the faculty in the College of Business and Hospitality Management are new to their positions and might benefit from the experience of those with 11-15 years of service. The demographic breakdown indicates that there is space for growth and development among the faculty members. Individuals with fewer years of employment can obtain knowledge and expertise in their chosen occupations. The blend of younger and more experienced faculty members creates a vibrant environment conducive to knowledge sharing and collaboration. Given the findings, it appears that the College of Business and Hospitality Management has a promising future.

**Table 6. Monthly Salary**

|  |  |  |
| --- | --- | --- |
| Indicators | Frequency | Percentage |
| 1000- 15,000 | 8 | 36% |
| 16,000-30,999 | 5 | 23% |
| 31,000-45,999 | 6 | 27% |
| 46,000-60,000 | 0 | 0% |
| 61,000-75,999 | 2 | 9% |
| 76,000 and above | 1 | 5% |
| Total | 22 | 100% |

The results presented in the table indicate that the majority of faculty members earn 15,000 pesos each month, whereas a smaller segment benefits from a significantly higher monthly income, reaching up to 80,003 pesos. Their status as permanent and associate professors results in a significantly elevated compensation grade. The disparity in compensation is closely linked to the differing job statuses of the faculty members. Permanent and associate professors, representing the smallest group, receive higher incomes as a reflection of their advanced academic roles. The situation regarding faculty members being primarily contract employees clarifies the reason for their monthly compensation of only 15,000 pesos. This statistic highlights the significance of job security and career advancement in influencing salary levels during college years.

**Table 7. Nature of Employment**

|  |  |  |
| --- | --- | --- |
| Indicators | Frequency | Percentage |
| Permanent | 14 | 64% |
| Contract of Service | 8 | 36% |
| Total | 22 | 100% |

As seen in the table, permanent faculty have a larger percentage than contracts of service. As shown in the educational background table, most of the faculty in the College of Business and Hospitality Management are master's degree holders, which means they are qualified for permanent positions under MC No. 22 S. 2016, an amendment to CSC MC No. 10, s. 20212 on the Educational Requirement for Faculty Positions in State Universities and Colleges and Local Universities and Colleges. This could imply that the college values long-term commitment and stability among faculty members.

* 1. **Level of job satisfaction among the faculty of the College of Business and Hospitality Management.**

**Table 8. School/Work/Teaching environment**

|  |  |  |
| --- | --- | --- |
| Indicator | Mean | Descriptive Interpretation |
| 1. Facilities/resources (Classrooms, library, etc) | 2.64 | Satisfied |
| 1. The faculty space to work. | 2.82 | Satisfied |
| 1. Communication flow | 2.95 | Satisfied |
| 1. The quality of students admitted into the program | 2.95 | Satisfied |
| 1. Available computer hardware/software to meet research needs | 2.45 | Satisfied |
| 1. Teaching workload | 3.55 | Very Satisfied |
| 1. Instructional support from department head/Dean. | 3.23 | Very Satisfied |
| Weighted Mean | 2.94 | Satisfied |

Overall, the data suggests that participants are generally satisfied with the school/work/teaching environment indicators. The facilities and resources, faculty workspace, communication flow, quality of students admitted, and instructional support are all rated as satisfied. Notably, the available computer hardware/software received a slightly lower score. Teaching workload and instructional support were rated as very satisfied. To improve the satisfaction level of the faculty in the College of Business and Hospitality Management, it us advisable that the Top Management could allocate budget for learning and teaching resources as well as the computers available to meet research need especially that instruction and research are part of the four fold functions of Apayao State College.

**Table 9. Compensation and Benefits**

|  |  |  |
| --- | --- | --- |
| Indicator | Mean | Descriptive Interpretation |
| 1. The amount of salary is sufficient for the faculty. | 3.00 | Very Satisfied |
| 1. There is a fair increase in salary | 2.91 | Satisfied |
| 1. There are incentives given to the faculty. | 2.55 | Satisfied |
| 1. The salary is received on time. | 2.59 | Satisfied |
| 1. The faculty have health benefits, hazard pay and other benefits | 2.32 | Satisfied |
| Weighted Mean | 2.67 | Satisfied |

The data indicates that faculty members are satisfied with their compensation and benefits. The majority find that their salary is enough for themselves. Nevertheless, the school should improve its programs and services in compensation and benefits as this is one of the powerful motivators for faculty members to keep striving for excellence in their profession and enhance job satisfaction and reduce employee turnover. This was proven in the study of Marwan & Yahya on the assessment of job satisfaction among faculty members and its relationship with some variables at Najran University that salary makes a significant contribution to a faculty's overall performance. (Marwan & Yahya, 2015)

**Table 10. Psychological**

|  |  |  |
| --- | --- | --- |
| Indicator | Mean | Descriptive Interpretation |
| 1. Healthy environment for the faculty | 3.18 | Very Satisfied |
| 1. Provision of activities for mental health. | 2.55 | Satisfied |
| 1. Safe work environment. | 3.18 | Very Satisfied |
| 1. Team building/ Academic breaks | 2.45 | Satisfied |
| 1. Healthy work-life balance. | 2.73 | Satisfied |
| Weighted Mean | 2.82 | Satisfied |

The data indicates that, in general, faculty members express a significant level of satisfaction regarding the psychological indicators present in their work environment. The highest mean score was recorded for a healthy environment for the faculty and a safe work environment, suggesting a high level of satisfaction in this area. This indicates that Apayao State College emphasizes and fosters a constructive and encouraging environment for its employees. The psychological aspect plays a crucial role in job satisfaction, as proven by the studies conducted by Marwan and Yahya, Adam and Radoslaw, and M and Niaz. Their findings indicate that collaboration with colleagues and favorable environmental conditions are associated with higher levels of job satisfaction among faculty members. (Marwan & Yahya, 2015) (Adam & Radosław, 2020) (M. & Niaz, 2012)

**Table 11. Social**

|  |  |  |
| --- | --- | --- |
| Indicator | Mean | Descriptive Interpretation |
| 1. The heads, faculty members and other co-workers' professionalism. | 3.27 | Very Satisfied |
| 1. Social interactions among faculty. | 3.23 | Very Satisfied |
| 1. There is an open communication in the workplace. | 3.05 | Very Satisfied |
| 1. Good work relationship in the campus is maintained. | 3.18 | Very Satisfied |
| 1. Collegiality in the workplace | 3.05 | Very Satisfied |
| Weighted Mean | 3.15 | Very Satisfied |

The table shows that employees are highly satisfied with workplace social indicators, including professionalism, open communication, good work relationships, and collegiality. These factors contribute to overall job satisfaction, highlighting the importance of fostering a positive work environment. A strong sense of belonging can increase retention and reduce turnover, while a supportive atmosphere enhances efficiency and teamwork.

**Table 12. Human Resource Management**

|  |  |  |
| --- | --- | --- |
| Indicator | Mean | Descriptive Interpretation |
| 1. Orientation on established institutional policies for faculty. | 2.59 | Satisfied |
| 1. The welfare of the employees is given priority | 2.86 | Satisfied |
| 1. Feedback mechanism is available and functional. | 2.95 | Satisfied |
| 1. Opportunity for professional growth and development. | 2.82 | Satisfied |
| 1. Support provided for advanced studies | 2.77 | Satisfied |
| 1. The procedures used to evaluate a faculty member’s teaching effectiveness | 3.27 | Very Satisfied |
| 1. Institutional efforts in support of the career development of their faculty. | 2.95 | Satisfied |
| Weighted Mean | 2.89 | Satisfied |

The table shows that most faculty members are satisfied with the Human Resource Management, with a weighted mean of 2.89. It is particularly noteworthy that the procedures used to evaluate teaching effectiveness received a high satisfaction rating of 3.27.  With its overall result, the institution may further improve its Human Resource Management program and activities to elevate the satisfaction level of faculty members even more. This could potentially lead to increased productivity and morale among the faculty, ultimately benefiting the institution as a whole.

* 1. **Significant difference between the profile of the respondents and the level of job satisfaction among faculty members of the College of Business and Hospitality Management.**

**Table 13. Anova and Ttest on School/Work/Teaching Environment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Profile** | **df** | **f-value** | **p-value** | **decision** |
| **Age** |  |  | | |
| Between Groups | 8 | 9.46 | 0.004 | Reject Ho |
| Within Groups | 13 |
| **Educational Background** |  |  |  |  |
| Between Groups | 8 | 2.38 | 0.130 | Accept Ho |
| Within Groups | 13 |
| **Length of Service** |  |  |  |  |
| Between Groups | 8 | 2.42 | 0.127 | Accept Ho |
| Within Groups | 13 |
| **Salary** |  |  |  |  |
| Between Groups | 8 | 1.23 | 0.275 | Accept Ho |
| Within Groups | 13 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Profile** | **Mean** | **t-value** | **p-value** | **Decision** |
| **Sex** |  |  |  |  |
| Male | 2.96 | -2.25 | 0.04 | Reject Ho |
| Female | 3.03 |
| **Nature of Employment** |  |  |  |  |
| Permanent | 3.07 | -2.86 | 0.01 | Reject Ho |
| Contract of Service | 2.86 |

The table presents data that distinctly shows the impact of factors such as age, sex, and type of employment on the school, work, and teaching environment. It also shows that young faculty and male employees view the school, work, and teaching environment differently than female employees, who express high levels of satisfaction. Additionally, permanent employees also report significant satisfaction with these aspects.

With the overall data it could indicate potential areas for improvement to have a positive atmosphere and increased productivity in the workplace.

**Table 14. Anova and Ttest on Compensation and Benefits**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Profile** | **df** | **f-value** | **p-value** | **decision** |
| **Age** |  |  | | |
| Between Groups | 10 | 1.64 | 0.216 | Accept Ho |
| Within Groups | 11 |
| **Educational Background** |  |  |  |  |
| Between Groups | 10 | 2.05 | 0.127 | Accept Ho |
| Within Groups | 11 |
| **Length of Service** |  |  |  |  |
| Between Groups | 10 | 2.64 | 0.064 | Accept Ho |
| Within Groups | 11 |
| **Salary** |  |  |  |  |
| Between Groups | 10 | 10.26 | 0.000 | Reject Ho |
| Within Groups | 11 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Profile** | **Mean** | **t-value** | **p-value** | **Decision** |
| **Sex** |  |  |  |  |
| Male | 2.60 | -2.54 | 0.02 | Reject Ho |
| Female | 2.80 |
| **Nature of Employment** |  |  |  |  |
| Permanent | 3.14 | -3.07 | 0.01 | Reject Ho |
| Contract of Service | 2.13 |

The results presented in the table reveal a notable disparity in salary, sex, and nature of employment. Faculty members do not receive uniform salaries; those with higher academic ranks typically earn more. Generally, a faculty member on a service contract can expect to receive between ten to fifteen thousand a month. Both sexes express satisfaction regarding compensation and benefits; however, those in permanent positions convey a higher level of satisfaction with this aspect. It is suggested that the institution review and potentially adjust salary structures among faculty members to boost their morale and lessen employee turnover especially those faculty that are assets to the institution.

**Table 15. Anova and Ttest on Psychological**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Profile** | **df** | **f-value** | **p-value** | **decision** |
| **Age** |  |  | | |
| Between Groups | 9 | 0.85 | 0.589 | Accept Ho |
| Within Groups | 12 |
| **Educational Background** |  |  |  |  |
| Between Groups | 9 | 1.04 | 0.462 | Accept Ho |
| Within Groups | 12 |
| **Length of Service** |  |  |  |  |
| Between Groups | 9 | 1.29 | 0.333 | Accept Ho |
| Within Groups | 12 |
| **Salary** |  |  |  |  |
| Between Groups | 9 | 0.93 | 0.534 | Accept Ho |
| Within Groups | 12 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Profile** | **Mean** | **t-value** | **p-value** | **Decision** |
| **Sex** |  |  |  |  |
| Male | 2.73 | -2.00 | 0.06 | Accept Ho |
| Female | 2.91 |
| **Nature of Employment** |  |  |  |  |
| Permanent | 2.83 | -2.40 | 0.03 | Reject Ho |
| Contract of Service | 2.80 |

The analysis showed a notable difference in the nature of employment between permanent employees and contract workers, evidenced by a t-value of -2.40 and a p-value of 0.03, resulting in the rejection of the null hypothesis. This suggests that the employees would like the institution to enhance its psychological aspects, particularly regarding mental health initiatives, team-building activities, academic breaks, and work-life balance.

**Table 16. Anova and T-test on Social**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Profile** | **df** | **f-value** | **p-value** | **decision** |
| **Age** |  |  | | |
| Between Groups | 8 | 1.78 | 0.171 | Accept Ho |
| Within Groups | 13 |
| **Educational Background** |  |  |  |  |
| Between Groups | 8 | 0.52 | 0.825 | Accept Ho |
| Within Groups | 13 |
| **Length of Service** |  |  |  |  |
| Between Groups | 8 | 0.66 | 0.716 | Accept Ho |
| Within Groups | 13 |
| **Salary** |  |  |  |  |
| Between Groups | 8 | 0.84 | 0.584 | Accept Ho |
| Within Groups | 13 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Profile** | **Mean** | **t-value** | **p-value** | **Decision** |
| **Sex** |  |  |  |  |
| Male | 3.07 | -2.28 | 0.03 | Reject Ho |
| Female | 3.24 |
| **Nature of Employment** |  |  |  |  |
| Permanent | 3.10 | -2.92 | 0.01 | Reject Ho |
| Contract of Service | 3.25 |

The analysis results indicate a notable difference in sex, with a p-value of 0.03 observed between males and females. In a similar vein, a notable distinction exists between permanent employees and contract workers, evidenced by a t-value of -2.92 and a p-value of 0.01. It appears that both male and female faculty members, whether in permanent or contract positions, express a high level of satisfaction regarding social factors. However, they exhibit distinct approaches or methods when it comes to communication and socialization. Grasping these distinctions in communication and socialization preferences enables Apayao State College to refine its strategies for more effectively engaging and supporting its varied workforce.

**Table 17. Anova and T-test on Human Resource Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Profile** | **df** | **f-value** | **p-value** | **decision** |
| **Age** |  |  | | |
| Between Groups | 8 | 0.93 | 0.551 | Accept Ho |
| Within Groups | 13 |
| **Educational Background** |  |  |  |  |
| Between Groups | 8 | 1.49 | 0.269 | Accept Ho |
| Within Groups | 13 |
| **Length of Service** |  |  |  |  |
| Between Groups | 8 | 0.72 | 0.705 | Accept Ho |
| Within Groups | 13 |
| **Salary** |  |  |  |  |
| Between Groups | 8 | 0.65 | 0.757 | Accept Ho |
| Within Groups | 13 |

**Table 18. t-value and p-value on Human Resource Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Profile** | **Mean** | **t-value** | **p-value** | **Decision** |
| **Sex** |  |  |  |  |
| Male | 2.75 | -2.05 | 0.05 | Accept Ho |
| Female | 3.03 |
| **Nature of Employment** |  |  |  |  |
| Permanent | 3.08 | -2.50 | 0.02 | Reject Ho |
| Contract of Service | 2.55 |

The analysis results reveal a statistically significant difference in employment types between permanent and contract employees. This difference is supported by a p-value of 0.02, providing strong evidence for rejecting the null hypothesis. The institution should delve into an in-depth analysis of the services and programs offered by Human Resource Management. This analysis should focus on enhancing support for faculty career development, creating opportunities for professional growth, providing assistance for advanced studies, and ensuring orientation on established institutional policies for faculty members. This underscores the necessity for HR to assess its practices rigorously to ensure that contract employees receive adequate support and ample opportunities for career progression as they are still part of the institution.

* 1. **The factors affecting the level of job satisfaction and the recommendation from faculty members in the College of Business and Hospitality Management to the institution/top management to improve job satisfaction levels.**

**Table 19. Factors affecting the level of job satisfaction and the recommendation to the institution/top management for its improvement.**

|  |  |
| --- | --- |
| **Factors affecting the level of job satisfaction** | **Recommendation to the institution/ top management to improve the level of job satisfaction** |
| Lack of training for faculty in their field of specialization especially the contract of service employees | It is highly recommended that the institution offers or permits faculty members, including those on contract of service, to participate in training and seminars as this opportunity will greatly enhance the knowledge and skills of faculty members in their respective areas of expertise. |
| Dissemination of information. policies, new forms and format (ex. Syllabus, TOS, etc.) | Proper Dissemination of information, policies, new forms and format should be posted on bulletin boards or should be distributed in terms of letters or memos to all offices. |
| Inadequate educational resources pose a significant challenge in the academic environment. | The institution is urged to allocate additional resources such as computers, WiFi connectivity, subject-specific software, downloadable ebooks, or premium Scribd memberships to enhance the educators' knowledge base. |
| Inadequate laboratory facilities and classrooms within the Hospitality Management department present significant challenges. | The institution's top management should allocate a budget for acquiring high-quality, calibrated facilities for the Hospitality Management Department and develop strategies to address classroom scarcity issues. |
| Workplace environment | The institution must consider checking the workplace environment of the faculty, especially in times of summer because some offices are not conducive for the faculty and cannot perform well because of the temperature inside their offices. |
| Late giving of salaries for the contract of service employees | Timely giving of salaries |

5. Conclusion

The research concludes that faculty members at the College of Business and Hospitality Management are generally satisfied with their work environment, compensation, and social aspects, contributing to a supportive campus culture. The faculty, primarily in their late twenties and early thirties with master's degrees, bring diverse perspectives that enhance research outcomes. While satisfaction levels are high, particularly regarding social interactions, the study identifies that factors such as age, sex, nature of employment, salary of the respondents have a significant difference in the level of job satisfaction. Recommendations for improving job satisfaction include involving contract faculty in professional development, enhancing communication, ensuring resource allocation, and timely salary payments. These measures aim to create a more positive and productive work environment for all faculty members.

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I acknowledge that I have not used ChatGPT or Copilot for refining some of the sections in the document.

Consent (WHEREVER applicable)

I affirm that the respondents voluntarily agreed to participate after being fully informed about the purpose, nature, and potential implications of the study. Their responses have been collected with utmost respect for their privacy and confidentiality, in accordance with ethical research guidelines.

Ethical approval (WHEREVER applicable)

The study was conducted with approval and in accordance with the standards of the college. No ethical approval was required, as the research followed all applicable ethical guidelines, ensuring respect for the respondents' privacy and confidentiality

COMPETING INTERESTS

Authors have declared that they have no known competing financial interests OR non-financial interests OR personal relationships that could have appeared to influence the work reported in this paper.

COMPETING INTERESTS DISCLAIMER:

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