



Job Satisfaction among Faculty Members in the Colleges of Pharmacy in Metro Manila, Philippines

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Research Article

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Abstract

Objective: This study explored job satisfaction among faculty members in the Colleges of Pharmacy in Metro Manila, Philippines.

Methodology: A descriptive, correlational research design using survey to collect data was conducted among faculty members employed in the twelve schools of pharmacy in Manila.

Results: The average job satisfaction score was 4.46. Among its different dimensions, faculty members scored highest in collegiality (4.89) and lowest in scholarship (4.11). Job satisfaction scores were higher for females, those with doctorate degree, single, with associate professor rank, tenured, full time and with higher salaries. Multiple regression analysis revealed perceived institutional support ($\beta=0.314$; $p=0.007$) and stress ($\beta=-0.224$; $p=0.014$) to significantly explain 33.7% of the variation in job satisfaction.

Conclusion: The study findings suggest that job satisfaction may be improved by altering the organizational environment which is within the realm of school administrators.

Keywords: Job satisfaction, perceived institutional support, stress

Introduction

Faculty attrition and retention are commonly studied concepts in the field of education because of the perceived effects on the quality of teaching and schooling. Literature cites job

satisfaction as a major determinant influencing faculty retention or the faculty's intent to leave^[1-6].

The less satisfied employees are more likely to leave an organization than their more satisfied counterparts. Job satisfaction in turn is also affected by a myriad of factors. Stress has been reported to be negatively associated with work satisfaction^[7]. Latiff and Grillo (2001)^[1] in their study among junior faculty members showed females, private school junior faculty members, faculty members in schools of pharmacy in existence of less than six years to be less satisfied. Similarly in an unpublished study by Caballero (2004)^[8] in the Philippines on job satisfaction among occupational therapy teachers, dissatisfaction was observed to be greater among females, tenured, married and with advanced degree in areas of school management, work conditions, professional competence and administrative duties. On the other hand, Prick (1989)^[9] reported that job satisfaction is primarily determined by content of the work itself. Still other studies showed institutional support, department chair support, intradisciplinary consensus, stress due to lack of time, dean support, degree of appreciation in a program, challenge, regional factors, compensation and convenience of work schedule to influence satisfaction^{[7][10]}.

In the Philippines, there is a dearth of literature on faculty retention and job satisfaction especially among the pharmacy faculty. Unpublished reports by Loquias and Robles in 2008^[11] however already revealed faculty retention concerns among the pharmacy faculty. Loquias and Sana (2012)^[12] likewise revealed faculty retention issues and provided strategies to address such. The same study also revealed job satisfaction as significantly correlated with intentions to stay or leave the academe although it was not found as a significant predictor. In this paper, we present a complete description of the results on job satisfaction among the faculty members in the schools of pharmacy in Metro Manila.



Material and Method

The study utilized a descriptive, correlational research design to describe job satisfaction and explore how demographic variables, institutional characteristics and contextual work environment affect job satisfaction. Demographic variables included were age, sex, civil status, education, rank, tenure, appointment status and years of employment. Institutional characteristics included ownership, years of existence of the college, teaching time, organizational decline and campus governance. Finally, contextual work environment variables included salary, number of students in class, teaching load, perceived organizational support, research productivity, committee work and job stress.

Population of the Study

This study included 12 of the 13 schools of pharmacy in Metro Manila. The survey targeted all the faculty members of the schools of pharmacy. A total of 107 (58%) out of 184 faculty members participated in the study.^[12]

Instrumentation

A more complete description of the 4-page questionnaire used in the study is presented in another paper by Loquias and Sana (2012)^[12].

Job satisfaction was measured using a 26-item questionnaire adapted from Conklin and Desselle^[13] which consisted of statements on a 6-point scale with 6 representing the most favored score. This instrument measured the degree of contentment in the following dimensions: resources for scholarship (6 items), equitable and supportive climate (5 items), requirements for promotion and tenure (3 items), availability of a graduate program (5 items), collegiality (3 items) and teaching environment (4 items).

The questionnaire was pilot tested and subsequently revised prior to its administration.

Data Collection Procedure

Endorsement was sought from the Philippine Association of Colleges of Pharmacy (PACOP) prior to the conduct of the study. Letters were then sent to the deans of the schools explaining the objectives and requesting for permission to the conduct of the study. After approval was obtained, questionnaires were sent to these schools personally or through their deans to be distributed to their faculty members. The survey was conducted from November 2011 to January 2012.

Informed consent was collected to ensure that participation in the study was voluntary.

Analysis of Data

Statistical tests were performed using SPSS version 12. Mean job satisfaction scores and standard deviation were computed. Pearson and multiple regression analyses were performed on the dependent and independent variables to test for any significant relationships. All non-metric variables were converted to dummy variables prior to the analysis.

Results

Demographic, institutional and work environment characteristics

A complete description of the demographic, institutional and work environment variables is presented in another paper by Loquias and Sana (2012)^[12].

Overall job satisfaction

The average job satisfaction score was 4.46. Among its different dimensions faculty members scored highest in collegiality (4.89) and lowest in resources for scholarship (4.11) [Table 1]. The faculty members were especially satisfied with the support provided to them by their respective deans (5.16) and least satisfied with the assistance provided by their institutions for their research endeavors (3.90).

Factors associated with job satisfaction

The mean scores for job satisfaction revealed higher values for females than males, those with doctorate degree, single, with associate professor rank, permanent, full time, employed in a private institution and with higher salaries (Table 2). Across the different dimensions of job satisfaction, almost similar characteristics were observed to have higher scores.

Pearson correlation revealed that only nine of the 18 variables entered into the analysis were significantly associated with job satisfaction (Table 3). Among the demographic variables, academic rank (dummy for assistant professor) and civil status (dummy for married) were negatively correlated with job satisfaction. For institutional characteristic variables, years of existence of the college, organizational decline and campus governance were significantly associated with job satisfaction. While for the contextual environment variables, salary (dummy variable for more than 25,001), perceived institutional support and stress were found significantly correlated with the dependent variable. Among these variables, perceived institutional support had the highest correlation of 0.46.

The stepwise estimation approach in building the regression model afforded four variables that could explain 34.8% of the variation in job satisfaction. However, only two variables namely, perceived institutional support and stress, significantly explained 33.7% of the variation in job satisfaction. The two other variables, campus governance and organizational decline explained an additional 1.58% in the variation of the dependent variable. The regression model and equation generated are shown in Figure 1. Regression coefficients (B) are indicated for each variable.



Table 1. Average Job Satisfaction Scores

	Mean	SD
Scholarship	4.11	1.24
Available computer hardware/ software to meet my research needs	4.11	1.70
Availability of time to pursue scholarship	4.06	1.48
Institutional support for research	4.12	1.57
Opportunities for collaboration with scholars outside my department	3.99	1.45
My department's reputation for excellence in scholarship	4.37	1.26
Institutional assistance with seeking funding for my research	3.90	1.50
Supportive Climate	4.54	1.00
General support from my department/ division chair	4.88	1.20
General support for my dean	5.16	0.95
Institutional efforts in support of the career development of their faculty	4.60	1.20
Salary competitive with other schools of pharmacy	4.01	1.66
Distribution of rewards (i.e. salary) based on merit	4.09	1.46
Promotion and Tenure	4.42	1.14
Clear understanding of the teaching requirements needed for tenure/ promotion	4.46	1.23
The procedures used to evaluate a faculty member's teaching effectiveness	4.39	1.33
Clear understanding of the research requirements needed for tenure/ promotion	4.36	1.27
Availability of a Graduate Program	4.39	1.24
The opportunity to mentor graduate students	4.28	1.34
The availability of competent graduate teaching assistants	4.17	1.57
The availability of competent graduate research assistants	4.06	1.51
The availability of graduate program in the university	4.68	1.42
Support provided by the university to my continuing studies	4.58	1.32
Collegiality	4.89	0.94
Opportunities for collaboration within my department	4.72	1.16
Mutual respect for other's scholarly endeavors within my department	4.91	1.08
The social interactions among faculty within my department outside of work	5.08	1.01
Teaching Environment	4.77	0.88
The freedom to design courses as I see fit	4.72	1.09
The quality of students admitted into our program	4.76	1.05
My teaching workload	4.68	1.23
The courses I am assigned to teach	4.92	1.03

Discussion

Among the demographic variables, only dummy for assistant professor and dummy for married had significant but negative correlations with job satisfaction (Table 3). This means that assistant professors were less satisfied when compared with instructors. Assistant professors were also significantly more stressed than instructors which could possibly explain their lower level of satisfaction (Table 2). Academic rank and tenure are common control variables for job satisfaction. Full professors report a higher mean level of satisfaction when compared to junior faculty members^{[7][13][14]}. Similarly, tenured faculty members have significantly higher levels of perceived job security^[13]. In this study, associate professors, full professors and tenured faculty likewise had higher job satisfaction levels although these differences were not significant. Those with higher educational degrees also had higher perceived levels of job satisfaction which could be explained in that they also enjoyed higher ranks and were most likely tenured.

Married respondents were less satisfied than their single counterparts. Married faculty members had lower job satisfaction levels when compared to single faculty members. There are however conflicting literature on this. Some state that marriage increases satisfaction levels while some stated it has negative impact on satisfaction^{[14][15]}. This is also perhaps compounded by the presence of children in the household. Carr and Ash (1998) found that "women with children published less, had lower self-perceived career progress and were less satisfied with their careers than were men with children."^[14]

The other demographic variables while not significantly associated with job satisfaction are more or less consistent with existing literature. Age and length of employment were shown to have positive but weak correlations with job satisfaction. Literature shows that correlations between job satisfaction and age are low or non-existent^[9]. Sex was also not a significant predictor or explanatory variable for job satisfaction. Female faculty



Table 2. Job Satisfaction Scores across Different Variables and Dimensions salary levels between males and females ^{[4][14]}. But this is not the case in the Philippines where faculty

Variable	Attributes	Scholarship	Support climate	Promotion and tenure	Availability of graduate program	Collegiality	Teaching environment	Average job satisfaction
Sex	Male	3.88 (1.13)	4.24 (0.94)	4.24 (1.01)	4.15 (1.29)	4.68 (0.89)	4.72 (0.85)	4.24 (0.87)
	Female	4.24 (1.61)	4.71 (1.00)	4.52 (1.19)	4.54 (1.20)	5.03 (0.95)	4.81 (0.88)	4.57 (0.93)
Education	Bachelor	4.16 (1.21)	4.55 (0.96)	4.56 (1.06)	4.42 (1.22)	4.94 (0.92)	4.74 (0.86)	4.39 (0.91)
	Master	4.06 (1.34)	4.50 (1.13)	4.23 (1.29)	4.44 (1.28)	4.93 (1.02)	4.76 (0.93)	4.33 (1.04)
	Doctorate	4.15 (1.16)	4.90 (0.89)	4.58 (1.07)	4.42 (1.50)	4.96 (0.63)	5.25 (0.60)	4.46 (0.84)
Civil status	Single	4.19 (1.17)	4.60 (1.00)	4.49 (1.08)	4.44 (1.21)	4.91 (0.98)	4.76 (0.85)	4.42 (0.92)
	Married	3.82 (1.44)	4.42 (1.05)	4.28 (1.29)	4.22 (1.34)	4.88 (0.84)	4.85 (0.92)	4.10 (0.96)
Academic rank	Instructor	4.07 (1.21)	4.51 (0.98)	4.38 (1.15)	4.31 (1.27)	4.91 (0.96)	4.74 (0.86)	4.31 (0.93)
	Assistant Professor	3.94 (1.23)	4.38 (0.97)	4.26 (1.13)	4.27 (1.29)	4.81 (0.94)	4.48 (0.81)	4.12 (0.93)
	Associate Professor	4.36 (1.23)	4.88(0.96)	4.58 (1.30)	4.86 (0.90)	5.08 (0.99)	5.17 (0.98)	5.04 (0.83)
	Professor	4.54 (0.24)	4.80 (0.35)	4.33 (1.20)	4.73 (0.23)	4.78 (0.69)	5.08 (0.95)	4.58 (0.59)
	Lecturer	3.84 (2.18)	4.25 (1.09)	4.33 (1.15)	3.50 (2.18)	5.11 (0.19)	5.25 (0.25)	4.30 (1.23)
Tenure	Temporary	4.13 (1.13)	4.53 (0.88)	4.40 (1.08)	4.37 (1.22)	4.89 (0.88)	4.73 (0.80)	4.34 (0.89)
	Permanent	4.12 (1.34)	4.57 (1.15)	4.42 (1.23)	4.47 (1.30)	4.93 (1.03)	4.85 (0.96)	4.43 (1.01)
Appointment status	Part time	3.96 (1.22)	4.33 (0.96)	4.36 (0.93)	4.07 (1.21)	4.73 (0.64)	4.90 (0.76)	4.19 (0.92)
	Full time	4.15 (1.20)	4.58 (1.00)	4.41 (1.17)	4.46 (1.24)	4.92 (0.99)	4.75 (0.89)	4.41 (0.94)
Ownership of school	Private	4.15 (1.28)	4.56 (1.03)	4.42 (1.17)	4.46 (1.28)	4.88 (0.98)	4.73 (0.91)	4.38 (1.03)
	Gov't.	3.79 (0.78)	4.41 (0.76)	4.29 (0.83)	4.10 (0.93)	5.04 (0.72)	4.97 (0.54)	4.35 (0.55)
Salary	Less than 10,000	4.02 (1.20)	4.38 (1.07)	4.37 (1.05)	3.94 (0.91)	4.56 (0.73)	4.86 (0.84)	4.13 (0.99)
	10,000 - 15,000	4.36 (1.32)	4.60 (1.04)	4.79 (0.99)	4.64 (1.35)	5.18 (0.84)	4.50 (0.89)	4.76 (1.08)
	15,001 - 20,000	4.19 (1.29)	4.51 (1.02)	4.47 (1.10)	4.46 (1.28)	4.77 (1.17)	4.67 (0.96)	4.32 (0.65)
	20,001 - 25,000	3.70 (1.15)	4.24 (1.04)	3.86 (1.23)	4.06 (1.29)	4.76 (0.88)	4.63 (0.90)	3.87 (0.82)
	Other	4.39 (1.19)	5.02 (0.81)	4.78 (1.08)	4.75 (1.11)	5.17 (0.88)	5.23 (0.61)	4.81 (0.91)

Values are Mean (SD)

members had slightly higher levels of job satisfaction than males. This result however is in contrast with existing studies where males are usually found to have higher levels of job satisfaction than females although in most of these studies, differences are also not significant^{[1][7][10][14][15]}. Some literature states that female faculty members encounter more barriers while advancing up the academic ladder that probably results to lower job satisfaction levels while others cited concerns of disparity in course assignments and

members are predominantly females who do not seem to have any similar concerns rising up the academic ladder. In this study, it was even observed that 47% of the females were assistant professor up while greater than 65% of the males were instructors.

Three of the four entered institutional variables into the analysis revealed significant correlations with job



satisfaction. Results showed that job satisfaction increases with increasing years of existence of the

Table 3. Pearson Correlation of Key Independent Variables with Job Satisfaction

	INDEPENDENT VARIABLES		
		r	p-value
Demographic characteristics	Dummy for assistant professor	-0.25*	0.02
	Dummy for senior faculty	0.11	0.19
	Dummy for part time	-0.18	0.08
	Sex_female	0.18	0.077
	Dummy for married	-0.21*	0.04
	Length of employment	0.12	0.18
Institutional characteristics	Age of the Colleges of Pharmacy	0.33**	0.00
	Teaching hours	-0.02	0.42
	Campus governance	0.40**	0.00
	Organizational decline	-0.37**	0.00
Work environment characteristics	Dummy for 10,000-15,000	0.28*	0.01
	Dummy for 15,001-25,000	-0.11	0.18
	Dummy for more than 25,001	0.28*	0.01
	Teaching load	0.20	0.05
	Perceived institutional support	0.46**	0.00
	Stress	-0.40**	0.00
	Number of students in the laboratory	0.18	0.08

*Significant at $\alpha = 0.05$

**Significant at $\alpha = 0.01$

satisfaction may perhaps be due to the time, obstacles and stress of beginning a new program when compared to a program which is already in place for quite some time. There are conflicting results on type of institution as an influencer for job satisfaction. Some suggested that faculty members in private institutions are generally less satisfied because of the lower resources allotted for research^[1] and greater pressure to ramp up their scholarship in what had been primarily teaching roles^[7]. Some studies however did not show type of institution as a significant factor for job satisfaction^[15].

Four of the six work-environment variables included in the analysis demonstrated significant correlations with job satisfaction. Perceived organizational support and salary were positively correlated while stress was negatively correlated with job satisfaction. These results corroborate with existing literature on these variables^{[4][6][7][9][15][16]}.

In general, this study revealed that job satisfaction may be explained or predicted by perceived organizational support, stress, campus governance and organizational decline which are institutional and work-environmental variables. Interestingly, these factors are among Herzberg's maintenance or dissatisfiers or hygiene factors. Herzberg postulates that these extrinsic factors must be sufficiently present in order for motivators to come into play and thereby lead to job satisfaction^[17].

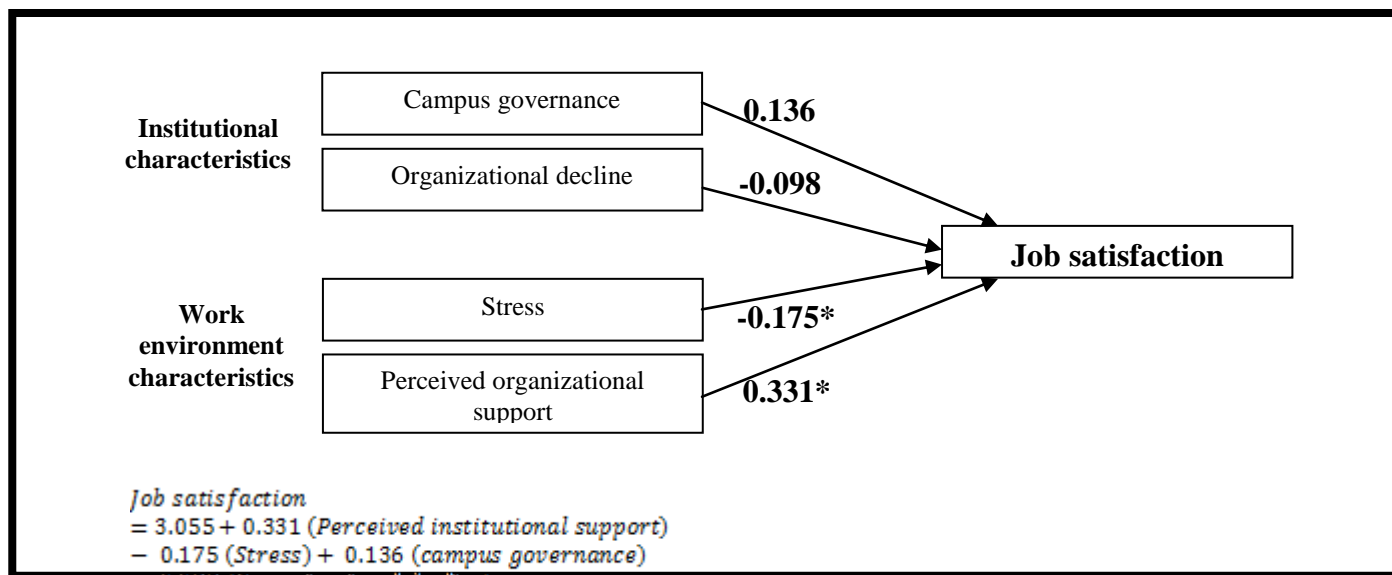


Figure 1. Regression Model for Job Satisfaction

Conclusion

college, increased faculty involvement in the governance process and decreasing enrolment and financial concerns. Job satisfaction levels in private schools were slightly higher than in public schools. Latiff and Grillo (2001)^[1] suggested that the length of program existence as a significant factor for

The results of this study revealed that the factors significantly associated with job satisfaction are the work-environment variables, perceived institutional support and stress. These suggest that educational leaders have the capacity to improve job satisfaction



by altering the organizational environment and hopefully indirectly alter or influence the inner state of the individuals that make up the organization. If the institution aims to increase job satisfaction among its faculty, it could increase the support it provides to its faculty endeavours, reduce stress, provide competitive salaries and benefits and initiate more democratic governance processes.

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AUTHORS' CONTRIBUTIONS

Dr. Loquias did the conceptualization, conduct of the study, data analysis and manuscript write- up. Dr Sana significantly contributed in the overall conception, analysis and interpretation of study results.

DECLARATION

The full paper will be orally presented in the 7th National Conference in Health Professions to be held on January 30-31, 2013 at Pan Pacific Hotel, Manila, Philippines.

PEER REVIEW

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CONFLICTS OF INTEREST

The authors declare that they have no competing interests.