# Unravelling The Professor's Resiliency AndWell-Being In A State University In The Philippines: A Qualitative Single-Case Study

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**ABSTRACT:**Job satisfaction of Professors in a state university in the Philippines has shown contradicting the idea between security of tenure and the compensations to those who are teaching in the private Universities. Despite of these competitive benefits, many remain teaching in a state university. This paper attempted to unravel the qualitatively using single case study the actual lived experiences of the Professors in the Information Technology and Computer Education Unit with seven (7) participants chosen purposively using a selection criterion. It revealed that, the Professors were highly satisfied and was described through its resiliency, motivating factors, and worthiness of achieving job satisfaction. Finally, some issues that need to be addressed like overwhelming and overlapping work assignments and diverse student learning style leads to varied preparations.

## I.  Introduction

Education is an essential tool and the most important means that an individual need towards transformation. It is a system by which society employs to carry out its national policies and objectives. Individuals should acquire, understand and apply basic concepts and methodologies of different branches of human knowledge in order to promote their physical, intellectual, emotional and social well-being. Towards this end, educational thrusts, programs and projects are then focused as a response to this great demand.

If the education's essential task is social transformation, which involves the total development of an individual, therefore the participation contributed by teachers cannot be underestimated.Teachers arethe ones who determine the implementation of the teaching andlearning process in the classroom. Teachers' seriousness inteaching depends on teachers' work motivation, jobsatisfaction and professional teaching competencies.

Educational organizations, exist to accomplish specific goalsand objectives (Fisher, et al., 2003). The workforce or employees, which include both teaching and non-teachingstaff, hired by educational organizations likewise have theirown needs.In order that educational organizations will functioneffectively and efficiently, the needs of its employees or staff(both teaching and non-teaching) should enjoy the highestpreference or priority of the management. Appropriate rewardsand compensations should be provided them so that theirfeeling of satisfaction will be properly addressed. Miner (1988)claimed that work motivation and job satisfaction cansubstantially contribute to the effectiveness of an organization.It can increase remarkably in the work performance ofemployees.

Fink, et al. (1998)emphasized that organizations, more specifically educationalorganizations, must recognize that the human factor isbecoming more and more important for organizationalproductivity and survival.According to Watson (1994) organizations have come torealize that a motivated and satisfied workforce can deliverpower to the bottom line. Since employee performance is ajoint function of ability and motivation, one of management'sprimary tasks, therefore, is to motivate employees to perform tothe best of their ability.

Such being the case, in order that educational organizationswill function effectively and efficiently, the needs of itsemployees or staff (both teaching and non-teaching) shouldenjoy the highest preference or priority of the management.Appropriate rewards and compensations should be providedthem so that their feeling of satisfaction will be properlyaddressed. Miner (1988) claimed that work motivation and jobsatisfaction can substantially contribute to the effectiveness ofan organization. It can increase remarkably to the workperformance of employees. Hence, this is likewise true in a schoolorganizations or work environments, including the Leyte Normal University, Tacloban City which is an institution of higher learning and being categorized as public state university in the Philippines.  The university value most of its employee being the

paramount resource of the organization in which satisfied employee are more productive, efficient and effective in the performance of his or her mandate. Further, it is on this premise that this study is conducted in order that the university will be able to cope with the demands and complexities of a fast changing educational milieu that will propel its continuing growth and stability as an institution of higher learning.

## II. Theoretical Framework

This study is anchored on job satisfaction theory. The job satisfaction at its most general conceptualization, is simply how content an individual is with his job. Simply stated, job satisfaction refers to the attributes and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes toward the job indicate job dissatisfaction Armstrong (2003). This satisfaction may be affective: one-dimensional subjective construct representing an overall emotional feeling individuals have about their job as a whole Kalleberg (1977) and Moorman (1993). It may also be cognitive: more objective or logical evaluation of various facets of a job. Cognitive job satisfaction does not assess the degree of pleasure or happiness that arises from specific job facets, but rather gauges the extent to which those job facets are judged by the job holder to be satisfactory in comparison with the objectives they themselves set or with other jobs. The two constructs are distinct, not directly related, have different antecedents and consequences, though cognitive job satisfaction might help to bring about affective job satisfaction in the organization.

The theory cited is vital to this study as this is important to teacher retention, but is also related to teacher empowerment, school culture,quality work environment, and student achievement. Greater job satisfaction is also a critical factor to consider in terms of recruitment of new teachers into the profession.

## III. Statement of the Problem

This study explored the resiliency and well-being of the Professors in a State University in the Philippines to unravel their sentiments and provide appropriate inputs to the faculty development plan of the University.

Specifically, this study seeks the following questions:
1.      How resilient do the BSIT Professors in the University? Moreover, What motivating factors that keep them back into shape?
2.      How satisfied does the BSIT Professors in their job?
3.      What appropriate suggestions derived from the results as inputs to the faculty development plan of the University?

## IV. Methodology

### *Research Design*

This study utilized a qualitative design using single case study. Typically, case studies are qualitative by nature. A case study usually refers to studying an individual and reporting their lived experience as it relates to the phenomenon in question. A Single-case or single subject design typically refers to examining a single subject within a group for the purpose of comparison to the remainder of the group (Yin, 2011). Whether or not quantitative methods are included in the analysis is greatly dependent on the nature of the data collected and the intended use of this information. Further, this design is appropriate for this study considering that this only not applies to the social sciences, but as well other practice-oriented field such in the field of education.

### *Research Methods*

The researchers sought approval from the University President of Leyte Normal University as to the purpose of conduction such study and also to determine the participants of the study. Hence, this study was confined to all the faculties teaching under the Information Technology and Computer Education Unit (ITCE) of Leyte Normal University and was chosen purposively. It includes a total of 7 participants who are involved in the study. This was chosen considering that these are the faculty whom are directly teaching the program, Bachelor of Science in Information Technology.
a.      Selection Criteria:
o       Must teach at the university for at least 2 years.
o       Teaching IT Major Subjects.
o       Must be at least with a Temporary Status.

b.       Profile of the Participants:

| Age | Sex | Highest Educational Qualification | Academic Rank |
|---|---|---|---|
| Male | 41 | DM | Associate Prof. I |
| Male | 36 | PhD | Assistant Prof. III |
| Male | 39 | DM (Candidate) | Assistant Prof. II |
| Male | 36 | PhD (Candidate) | Assistant Prof. IV |
| Female | 37 | MSIT | Assistant Prof. III |
| Female | 38 | PhD (Candidate) | Assistant Prof. II |
| Male | 24 | MSIT (Candidate) | Instructor I |

### *Ethical Consideration*

This study reserved the right to protect the participants involved in the study to avoid misconceptions and impressions of the readers. Data derived from the respondents on the issues and their respective views in relation to the subject remained confidential.

## V. Results and Discussion

*Resiliency and the Motivating Factors of the Professors in the University*
Theme 1: Factors Affecting Resiliency
- Overwhelming and Overlapping Work Assignment
- Student Behavior and Attitude
- Diverse Student Learning Style Leads to Varied Preparations

Theme 2: Leaving those with Less Important and Positive Look in Life
- Administrative Support
- Adequate ICT Facilities
- Conducive Work Place
- Peer Support
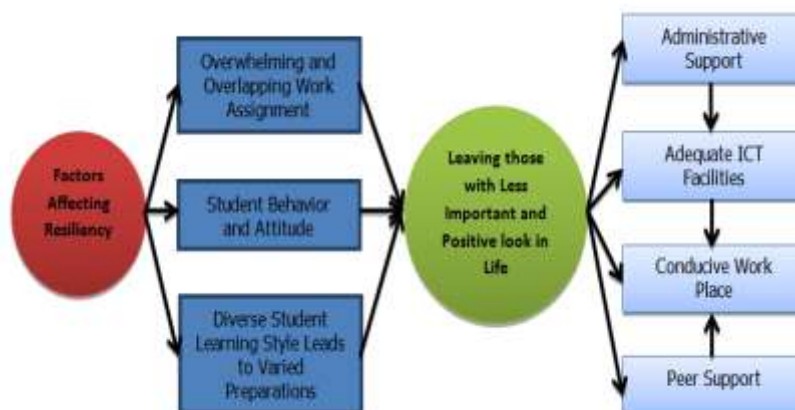


**Figure 1:** *Resiliency and the Motivating Factors of the Professors in the University*

Resilience is the ability of an individual to positively adjust to adversity, and can be applied to building personal strengths (Jackson, Firtko, &Edenborough, 2007). Vulnerability, or susceptibility, is seen in opposition to resilience (Kulig, 2000; cited by Jackson, Firtko, &Edenborough, 2007). However, it has been noted that there is inconsistency and little consensus about the term vulnerability itself (Luthar&Cicchetti, 2000; cited by Jackson, Firtko, &Edenborough, 2007). Professors of the ITCE Unit of the University faced some factors affecting its resiliency working in the University. Among those were overwhelming and overlapping work assignment, student behavior and attitude, and diverse student learning style leading to varied preparations. It is not an excuse that all these factors show how vulnerable the Professors are in this kind of situation they are facing. However, despite of these factors affecting its resiliency, the Professor's defense mechanisms in getting

back into shape were leaving those with less important and positive look in life. The source of their resiliency came from administrative support, adequate ICT facilities, conducive work place, and peer support.

*Motivating Factors and Worthiness of Achieving Job Satisfaction*
Theme 1: Promotion and Salary as Motivating Factors and Worthiness
o        Opportunities for promotion
o        Job Security
o        Recognition for work accomplished
Theme 2: Benefits as Motivating Factors and Worthiness
o        The amount of paid vacation time and Sick leaves offered
o        Benefits (e.g. Health Insurance and Life Insurance)
Theme 3: Rewards and Incentives as Motivating Factors and Worthiness
o        Provision of Research Related Rewards
o        Recognition of Achievements in Academic and Sports
o        Recognition of Achievements in Extension Services
Theme 4: Nature of Work as Motivating Factors and Worthiness
o        Flexibility of Schedule
o        Location of Work
o        Conducive work environment
o        Adequate ICT Materials
o        Hours worked each week
Theme 5: EmploymentStatus and Development as Motivating Factors and Worthiness
o        Equal opportunity to become permanent status
o        Opportunity in the Faculty Scholarships
o        Opportunity for personal development (like trainings and seminars).
Theme 6: Work Relationships as Motivating Factors and Worthiness
o        Relation with co-workers
o        Relationships with your supervisor
o        Relationships with your subordinates
Theme 7:Use of Skills and Abilities as Motivating Factors and Worthiness
o        Variety of job responsibilities
o        Degree of independence associated with your work roles
o        Adequate opportunity for periodic changes in duties



**Figure 2:** *Schematic Network of Motivating Factors and Worthiness of Achieving Job Satisfaction*

Job satisfaction, organizational loyalty, and attitudes toward organizational change, and the relationships among these constructs have been the topic of numerous papers over the last few years (Yousef, 2017).Job satisfaction is defined as a positive or pleasant emotional state resulting from a person's appreciation

of his/her own job or experience (Locke, 1976; cited by Yousef, 2017). Leap and Crino (1993; cited by Yousef, 2017) view job satisfaction as the attitude of workers toward their job, rewards that they get, and the social, organizational, and physical characteristics of the environment in which they perform their working activities. Robbins (2003; cited by Yousef, 2017) sees the job satisfaction as the general attitude of an individual to his/her job.

In this study, it revealed that the *motivating factors and worthiness of achieving job satisfaction* resulting to a **very satisfied** feedback from the Professors of ITCE Unit of the University. Among those themes were promotion and salary and was described by the participants as Opportunities for promotion, Job Security, and Recognition for work accomplished motivates them to be very satisfied in their teaching job. Yousef (2017) revealed that cognitive attitudes toward change increase with the increase in satisfaction with pay, while affective attitudes toward change increase with the increase in satisfaction with promotion. Another theme is the benefits, rewards and incentives received by the participants. Many literatures revealed the importance of benefits, rewards and incentives in an organization, a company, or institution. A well-structured program with a good balance of wages, benefits and rewards will support an organization to remain competitive in today's labour market and ensure sustainability in the future (Nabi, Ahmed, & Rahman, 2017). In effect, a well-compensated, many benefits, well recognized through rewards and incentives give a positive feedback in their job satisfaction and attitudes towards work that leads to more productive and happy and contented employees. The description of the participants in terms of benefits as motivating factors and worthiness in achieving job satisfaction based on their experiences were the amount of paid vacation time and Sick leaves offered and Benefits (e.g. Health Insurance and Life Insurance). While Rewards and Incentives as Motivating Factors and Worthiness in achieving job satisfaction were described to have Provision of Research Related Rewards, Recognition of Achievements in Academic and Sports, and Recognition of Achievements in Extension Services. Moreover, the nature of work is another theme that leads to a very satisfied feedback about jobsatisfaction.Sudha (2017; originally from Yadav, 2004) depicts that the nature of work or the job content also influences the level of job satisfaction. Among those descriptions of the participants about Nature of Work as Motivating Factors and Worthiness in achieving job satisfaction were Flexibility of Schedule, Location of Work, Conducive work environment, Adequate ICT Materials, and Hours worked each week. Employment Status and Development as Motivating Factors and Worthiness in achieving job satisfaction of the Professors. This factor was described by the participants as an Equal opportunity to become permanent status, Opportunity in the Faculty Scholarships, and Opportunity for personal development (like trainings and seminars). Work relationship is another emerging theme that came out from the participants' views that contribute their job satisfaction. This was described through the following opinions such as Relation with co-workers, Relationships with your supervisor, and Relationships with your subordinates. Finally, the opportunity to harness and the Use of Skills and Abilities were identified by the participants as a motivating factor and worthiness in achieving their job satisfaction. They say that Variety of job responsibilities, Degree of independence associated with your work roles, and Adequate opportunity for periodic changes in duties were some of those attributes that leads them to be very satisfied in their work as teachers.

## VI. Conclusion

Resiliency and motivating factors such as promotion, salary, benefits, the nature of work, rewards and incentives, employment status, work relationships, and the use of skills and abilities were identified factors leading to a very satisfied feedback about Professors JobSatisfaction.

### Recommendation

The following are the recommendation of the study:

➢ IT faculty should call the attention of the parents whose students are misbehaving in the classroom and inform the unit chair for disciplinary action and sanction.

➢ Overwhelming and overlapping of work assignment should be discouraged. Prioritization of work assignment should be observed.

➢ Teachers should be sent to attend seminars and trainings to identify the different teaching strategies for diverse student learning style. Once the teachers are familiar with these learning styles, classroom activities and study habits can be adjusted to accommodate the styles of any group of students in giving subject loading.

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