



PNU NORTH LUZON ADMINISTRATIVE STAFF: JOB SATISFACTION SURVEY

Richard R. Guiab

Supply Officer, Philippine Normal University-North Luzon

Alicia, Isabela, Philippines

INTRODUCTION

Job satisfaction is the job attitudes most widely investigated today and the most extensively researched subjects in Industrial/Organizational Psychology (Judge & Church, 2000). Many work motivation theories have represented the implied role of job satisfaction. In addition, many work satisfaction theories have tried to explain job satisfaction and its influence (Redmond, BF & Gustaveson, C. 2015), such as: Maslow's (1943) Hierarchy of Needs, Herzberg's (1968) Two-Factor (Motivator-Hygiene) Theory, Adam's (1965) Equity Theory, Porter and Lawler's (1968) modified version of Vroom's (1964) VIE Model, Locke's (1969) Discrepancy Theory, Hackman and Oldham's (1976) Job Characteristics Model, Locke's (1976) Range of Affect Theory, Bandura's (1977) Social Learning Theory, and Landy's (1978) Opponent Process Theory.

Job satisfaction is the favorableness or unfavorableness with which employees view their work (Davis, 1977). This provides a measure of the progress that has been made in developing an excellent behavioral climate in an organization. Job satisfaction may also be regarded as "an attitude that individuals have about their jobs" (Ivancevich & Matteson, 1996 in Mancao, 2002). According to Hrebiniak and Roteman,(1973 in Mancao,2002), an employee with high job satisfaction stays with their employer. But the most-used research definition of job satisfaction is by Locke (1976), who defined it as "...a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." Implicit in Locke's definition is the importance of both affect, or feeling, and cognition, or thinking (Saari and Judge, 2004). People who are committed are less likely to quit their jobs (Cohen, 1993). Needless to say, a discontented work force, particularly from the non-teaching staff, can hinder the realization of the university mission, vision and goals. Increasing job satisfaction is important for its humanitarian value and for its financial benefit (due to its effect on employee behavior). This insight was realized as early as in 1918 when Edward Thorndike explored the relationship between work and satisfaction as reflected in several psychology and management books.

As a result of this expansive research, job satisfaction has been linked to productivity, motivation, absenteeism/tardiness, accidents, mental/physical health, and general life satisfaction (Landy, 1978 in Redmond

& Gustaveson, 2015). A common idea within the research has been that, to some extent, the emotional state of an individual is affected by interactions with their work environment. People identify themselves by their profession, such as a doctor, lawyer, or teacher. High employee job satisfaction insures high productivity and commitment to the organization's vision. A person's individual well-being at work, therefore, is a very significant aspect of research (Judge & Klinger, 2007).

Bravendam Research (2000) on job satisfaction uncovered some clear patterns: Employees with higher job satisfaction believe that the organization will be satisfying in the long run; care about the quality of their work; are more committed to the organization; have higher retention rates; and are more productive.

From the several literature and web links (www.myprimetime.com; www.bgsu.edu; www.meaningatwork.com; www.findarticles.com), psychologists and other writers pinpoint common facets in assessing job satisfaction:

1. Pay/Financial Rewards
2. Promotion
3. Supervision
4. Relation with Co-Workers
5. Resources
6. Procedures
7. Challenge
8. Comfort
9. Fringe Benefits
10. Nature of Work
11. Communication

Organizations often wish to obtain a more detailed assessment of employee attitudes and or customize their issues unique to their firm.

Relevance of job satisfaction and motivation are crucial to the long-term growth of any educational institution. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of performance (Filak and Sheldon,2003. In addition, needs satisfaction and motivation to work are very essential to non-teaching staff because they form the fundamental reason for working in life. While almost every non-teaching staff works in order to satisfy needs in life, he or she constantly desires job satisfaction. Hence, job satisfaction in this context is the affective relation of the non-teaching staff to their role and is a function of the perceived relationship between what one wants from work and what one perceives it is offering to meet the needs of the staff and improve job performance (Zembylas and Papanastasiou,2006).

The non-teaching staff are usually unnoticed in almost all of the University's undertakings, the faculties are perceived to be more important, more recognized, and more compensated. Yet the University, without the non-teaching staff, cannot operate efficiently (Mancao, 2002). The administrative support is indispensable to effective organization.

The years 2013 and 2014 were challenging times for both the teaching and non-teaching staff of PNU-North Luzon. Challenging in the sense that the Performance –Based Bonus (PBB 2013) caused a furor among the faculty and staff. There were faculty and staff whose performance were rated Poor. Any employee with a rating of Poor would not be entitled to any cash incentive. So those staff did not receive any incentive.

According to the faculty and staff “money is not the issue” but the evaluative rating itself. How can an agency be rated “Good” when there are “Poor” performers within it? PNU NL was rated “Good” so it was unbelievable that it has non-performing employee. Complaint arose. The staff concerned got so agitated to the point that the Director for Finance and Administration got verbally attacked. The dissatisfied staff became indifferent to the point of being hostile to the official. PBB 2014 effect was not so serious compared to PBB 2013 but still there were faculty and staff who got low rating. Dissatisfaction and low morale was again evidently high particularly among the non-teaching staff.

With the aforementioned experiences in the Campus, this research was conducted to provide the Philippine Normal University North Luzon Campus officials an over-all measure of the non-teaching staff level of job satisfaction. Especially in seeking answers on how the respondents rate the following in relation to job satisfaction: achievement, advancement, commitment, meaning, promotions, quality of interpersonal relations, quality of supervision, recognition, responsibility, salary, university procedures, the work itself, and working conditions (Mancao, 2002). Whatever outcome is delimited to November –December 2014 when this survey was conducted. Whatever result achieved from this research, the Campus can obtain a complete picture of their strengths and weaknesses related to non-teaching job satisfaction and take appropriate actions to improve PNU-Isabela Administrative Employee job satisfaction.

Conceptual framework

Extensive research has revealed that the nature of an individual’s job or the characteristics of the organization that the individual works for predominantly determines job satisfaction (Jex, 2002). According to Hackman and Oldham (1980), a job characteristic is an aspect of a job that generates ideal conditions for high levels of motivation, satisfaction, and performance. Furthermore, Hackman and Oldham (1980) proposed five core job characteristics that all jobs should contain: skill variety, task identity, task significance, autonomy, and feedback. Hackman and Oldham (1980), also defined four personal and work outcomes: internal work motivation, growth satisfaction, general satisfaction, and work effectiveness. These characteristics have been added to the more popular dimensions of job satisfaction assessment: the work itself, pay, promotional opportunities, supervision, and co-worker relations (Smith, Kendall, & Hulin, 1969 in Redmond & Gustaveson, 2015).



Figure 1. Components of job satisfaction (The Pennsylvania State University, 2010)

According to Locke (1976), this process becomes complex since the importance of work facets differs for each individual. For example, one employee may feel that pay rate is extremely important while another may feel that social relationships are more important. To explain the effects of these differences, Locke (1976) put forward the ideas of the range of affect theory. The hypothesis of this theory is that employees weigh facets differently when assessing job satisfaction (Locke, 1976). Consequently, this leads to an individual measure of satisfaction or dissatisfaction when expectations are met or not. For example, the job satisfaction of an employee who places extreme importance on pay would be positively impacted if he or she receives a salary within expectation. Conversely, his or her level of pay would minimally impact the job satisfaction of an employee who places little importance on pay.

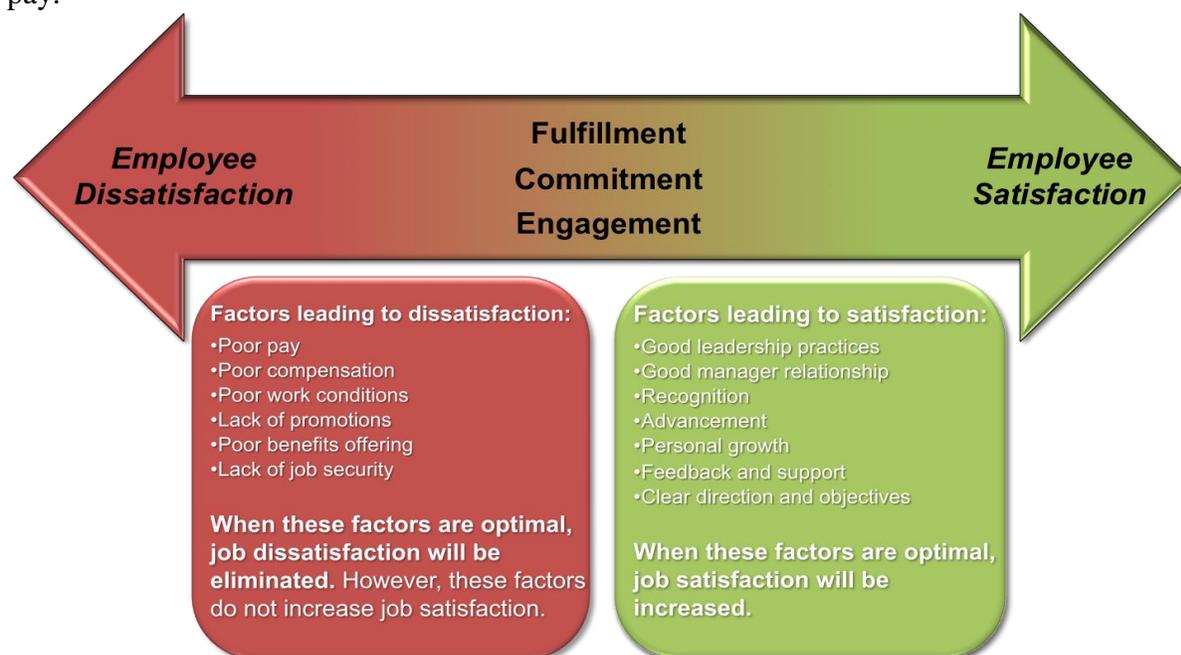


Figure 2. Job Satisfaction Model (Field, 2008).

Statement of the Problems

The study aimed to identify the over-all measure of the level of job satisfaction of administrative non-teaching staff of PNU-NL. Specifically, it sought to answer the following questions:

1. How do the respondents rate their job satisfaction in relation to the following:
 - a. salary
 - b. promotion
 - c. working conditions
 - d. university procedures

- e. quality of supervision
- f. quality of internal relations
- g. achievement
- h. recognition
- i. responsibility
- j. advancement
- k. work itself
- l. remuneration
- m. importance of work
- n. commitment

2. What are the strengths and weaknesses of the Campus' non-teaching staff?
3. What possible staff development programs and human resource management enhancement mechanisms and activities can be developed from the research?

METHODOLOGY

This descriptive survey research was intended for the PNU Philippine Normal University North Luzon Administrative Employees. All Administrative Staff were asked to participate in the study.

The Instrument

The PNU Job Satisfaction Survey (PNU JSS) developed by Ma. Carmelita T. Mancao, 2002 was the instrument used in the survey. The instrument has two parts. The first part is consisted of 36 statements that reflect particular job satisfaction using the scale below:

Rating Scale	Interpretation
4.50-5.0	Always
3.50-4.49	Often
2.50-3.49	Sometimes yes/sometimes no
1.50-2.49	Rarely
1.0-1.49	Not at all

The second part of the instrument has five specific questions on salary, meaning, commitment, and over-all job satisfaction. Each of the questions has a multiple choice format with a scale to facilitate statistical analysis.

- 5 A. All my needs and much more
- 4 B. All my basic needs only
- 3 C. A great part of my basic needs
- 2 D. A small part of my basic needs
- 1 E. Hardly my basic needs

- 5 A. Extremely very fair
 4 B. Very fair
 3 C. Fair enough
 2 D. Very unfair
 1 E. Extremely very unfair

The presentation of data is grouped into each two: high job satisfaction and low job satisfaction.

RESULTS AND DISCUSSION

Job satisfaction of non-teaching staff on:

A. Working Conditions

Item No.	Statement	Average	Interpretation
1	My office/work area is pleasant and comfortable	3.5	Often
2	My work load is not too heavy, not too light	3.75	Often
3	I have all the office items and supplies I need to do my work properly	3.56	Often
4	Work conditions and benefits are regularly studied and improved	3.38	Sometimes
5	My job has caused physical illness or injury to me	2.4	Rarely

Scale: Always (4.5-5.0); Often (3.5-4.49); Sometimes (2.5-3.49); Rarely (1.5-2.49); Not at all (1.0-1.49)

The staff regard their office /work area as pleasant and comfortable. The administrative offices are equipped with air conditioning units or electric fans. Most of the members of the staff maintain their own office desk. Staff responded positively on their workload which is not too heavy or not too light. This shows they are satisfied with their load. They feel the work conditions and benefits are regularly studied and improved by management only sometimes. This implies that management should look into their benefits for improvements more often. It is noted that they rarely attribute their jobs to cause them injury or physical illness. Safety measures on staff's work conditions are provided.

B. Quality of Supervision

Item No.	Statement	Ave.	Interpretation
6	My supervisor makes competent decisions	3.56	Often
7	My supervisor sets good examples.	3.81	Often
8	My supervisor responds timely and fairly to problems, complaints, questions, etc.	3.69	Often
9	My supervisor is unfair to me	2.79	Sometimes

Scale: Always (4.5-5.0); Often (3.5-4.49); Sometimes (2.5-3.49); Rarely (1.5-2.49); Not at all (1.0-1.49)

The staff admitted they were often satisfied with the quality of supervision they receive because their supervisor makes competent decisions, sets good examples and responds timely and fairly to problems, complaints and questions. Although there were respondents who evaluated their supervisor as unfair to them. This may be due to the PBB issue.

C. Quality of interpersonal relations

Item No.	Statement	Ave.	Interpretation
10	I get along with my co-workers	4.75	Always
11	I get along with my supervisor	4.63	Always
12	I am able to express my feelings and opinions to my supervisor	4.56	Always
13	Everyone is treated fairly and equally	3.67	Often
14	There's too much fighting and intrigues in the office.	2.8	Sometimes

Scale: Always (4.5-5.0); Often (3.5-4.49); Sometimes (2.5-3.49); Rarely (1.5-2.49); Not at all (1.0-1.49)

Interpersonal relations with co-workers and supervisor is remarkable. There is a good working relationship and strong friendship between the staff and their supervisor. Open communication is evident. Admittedly, there were intrigues in the office but there was no fighting.

Studies show that an employee's direct supervisor has the most influence on whether the employee finds a job satisfying (Hochgraf, 1998). Working with one who understands and gives his/her employee choices in their work lives tend to improve the satisfaction level of most employees. The supervisor then has to act consistently as a role model and communicate vision and values (Punagco, PDI, September 11, 2020 in Mancao, 2012) of the University. This is a one-on-one conversation with the subordinate to bond with the person and at the same time strengthen institutional values and perspectives.

D. The Work Itself

Item No.	Statement	Ave.	Interpretation
15	I know how to do my work	4.87	Always
16	I like my work.	4.87	Always
17	I enjoy doing my work.	4.8	Always
18	I find my work meaningless	2.33	Rarely

Scale: Always (4.5-5.0); Often (3.5-4.49); Sometimes (2.5-3.49); Rarely (1.5-2.49); Not at all (1.0-1.49)

The respondents know their jobs, love their work and enjoy doing their work. They also found their work meaningful. The staff show a positive feeling about their works. The staff are very satisfied with their work. The data indicate that the staff possessed proper knowledge, right skills, positive attitudes and commitment to perform well in response to ever-challenging job.

E. Achievement

Item No.	Statement	Ave.	Interpretation
19	I am proud of my work	5	Always
20	There are challenging assignments to do	4.2	Often
21	I am inspired to do my best by my co-workers	4.2	Often
22	My work is hard to do because my co-workers are incompetent	2.07	Rarely

Scale: Always (4.5-5.0); Often (3.5-4.49); Sometimes (2.5-3.49); Rarely (1.5-2.49); Not at all (1.0-1.49)

The respondents are always proud of their work at PNU. There were challenging activities to do but they could find solutions to do the assignments because they support each other.

F. Recognition

Item No.	Statement	Ave.	Interpretation
23	Everyone is genuinely considered important in PNU NL	4.73	Always
24	I am praised and/or rewarded for a job well done.	4.25	Often
25	I don't feel my work is appreciated	2.33	Rarely

Scale: Always (4.5-5.0); Often (3.5-4.49); Sometimes (2.5-3.49); Rarely (1.5-2.49); Not at all (1.0-1.49)

The respondents manifest a very favorable response on recognition. They experienced recognition and praise for a job well done almost always. Appreciation heightens employee morale which enhance the job interest, job commitment and performance, especially when the recognition comes from the higher officials (Executive Director, Director for Administration).

Creating meaning in the workplace should transcend beyond the financial benefits. The value of the non-teaching staff as co-partners with the faculty in public service can never be overstated (Mancao, 2002). The staff need recognition and appreciation along this line.

G. Advancement

Item No.	Statement	Ave.	Interpretation
26	I am inspired to continually improve myself professionally and personally	4.6	Always
27	I am sent for trainings and seminars	2.87	Sometimes

Scale: Always (4.5-5.0); Often (3.5-4.49); Sometimes (2.5-3.49); Rarely (1.5-2.49); Not at all (1.0-1.49)

The respondents show desire to continually improve themselves professionally and personally. They believe that higher educational attainment and participation in seminars and trainings can give them better

chances for promotion. The desire for self-improvement turns to frustration and dissatisfaction when they are not chosen to attend trainings and seminars.

The staff claim financial rewards are not important in all situations. Other rewards such as opportunities to learn skills and advancement are important for work satisfaction. Providing skill variety, task significance, autonomy and feedback can make their job more meaningful.

Opportunity for growth and chances to learn new things enhance employees' satisfaction towards their jobs.

It's almost intuitive to conclude that people who are dissatisfied don't perform as well as people who are satisfied with their job. However this isn't always the case; discontent can trigger a change for people to come up with creative solutions to problems (Zhou & George, 2001). If a person is dissatisfied they may perform better to rectify the situation, so performance level may be high or low depending on the individual.

H. Responsibility

Item No.	Statement	Ave.	Interpretation
28	Assignments and workloads are distributed fairly and consistently among employees	3.27	Sometimes
29	I trust my co-workers to do the right thing.	4.53	Always

Scale: Always (4.5-5.0); Often (3.5-4.49); Sometimes (2.5-3.49); Rarely (1.5-2.49); Not at all (1.0-1.49)

The non-teaching staff perceive that the work assignments and workloads are only distributed fairly and consistently sometimes but they show very high confidence and trust that their co-workers can do the job right. This shows that the employees have self-confidence in accomplishing their own work as required and have full trust in their co-workers' ability to do their work as expected.

I. importance of work/Meaning

Item No.	Statement	Ave.	Interpretation
31	How important is your work in running the University?	4.67	Extremely important
	a. Extremely important		
	b. Very important		
	c. Important		
	d. Not so important		
	e. Can be removed		

Scale: Extremely Important (4.5-5.0); Very important (3.5-4.49); Important (2.5-3.49); Not so important (1.5-2.49); Can be removed (1.0-1.49)

Everybody believes their respective work is extremely important in running the University. The respondents said they do their work well because of accountability. They belong to the university so doing their job well, though how small, is their share in making things run smoothly in the University. This shows the

staff can be depended upon in ensuring unity to realize the vision of PNU NL and excellent delivery of services for quality education (Mancao,2002).

J. Commitment

Item No.	Statement	Ave.	Interpretation
32	How much do you care about PNU NL?	4.93	Very, very much
	a. Very, very much		
	b. Very much		
	c. Much		
	d. Not so much		
	e. Not at all		

Scale: Very, very much (4.5-5.0); Very much (3.5-4.49); Much (2.5-3.49); Not so much (1.5-2.49); Not at all (1.0-1.49)

The non-teaching staff care for PNU NL very, very much. They care for PNU NL because it is their source of income and a responsibility entrusted to them. They said they may be disappointed with some things some of the times but their commitment to the University is more important than their personal feelings.

K. Over-all Satisfaction

Item No.	Statement	Ave.	Interpretation
33	How satisfied are you working at PNU NL?	4.07	Very Satisfied
	a. Extremely satisfied		
	b. Very satisfied		
	c. Satisfied		
	d. Not satisfied		
	e. Not at all satisfied		

Scale: Extremely satisfied (4.5-5.0); Very satisfied (3.5-4.49); Satisfied (2.5-3.49); Not so satisfied (1.5-2.49); Not at all satisfied (1.0-1.49)

The respondents, generally, are very much satisfied working at PNU NL. From the preceding data, it can be deduced that this positive evaluation stems from satisfying work conditions, quality of supervision, harmonious interpersonal relations, the work itself, a sense of achievement, recognition, responsibility, meaning and commitment.

L. Salary

Item No.	Statement	Ave.	Interpretation
34	I feel unappreciated when I think how much I am paid.	3.15	Sometimes
35	How much do you feel your salary can cover? a. All my needs and much more. b. All my basic needs only. c. A great part of my basic needs. d. A small part of my basic needs. e. Hardly my basic needs.	3	A great part of my basic needs
36	With the kind and amount of work you do, what can you say about your salary? a. Extremely fair b. Very fair c. Fair enough d. Very unfair e. Extremely very unfair	3	Fair Enough

Scale: Always (4.5-5.0); Often (3.5-4.49); Sometimes (2.5-3.49); Rarely (1.5-2.49), Not at all (1.0-1.49)

Scale: A (4.5-5.0); B (3.5-4.49); C (2.5-3.49); D (1.5-2.49); E (1.0-1.49)

A sense of dissatisfaction prevails regarding salary. They sometimes feel unappreciated when they think how much they are paid but admit that with the kind and amount of work they do the salary is fair enough. The salary received is sufficient to cover a great part of their basic needs.

The respondents have low satisfaction level regarding salary but they measured high in over-all job satisfaction. This affirms their previous statement on work and responsibility that financial compensation is not always the factor to perform their job well.

M. University Procedures

Item No.	Statement	Ave.	Interpretation
37	Employee problems (e.g. absences, tardiness, vices) are handled fairly.	3.33	Sometimes
38	Management keeps employees informed of the University's plans and decisions	2.93	Sometimes
39	Present rules and procedures make doing a good job difficult	2.53	Sometimes

Scale: Always (4.5-5.0); Often (3.5-4.49); Sometimes (2.5-3.49); Rarely (1.5-2.49), Not at all (1.0-1.49)

The table above shows a low satisfaction by the non-teaching staff on university procedures. Some thought that employee problems are handled fairly. One detailed comment was on absences and tardiness. There were employees who filled up the daily time record as per official time. The issue may not be of employee delinquency to the detriment of the university welfare but the seemingly lack of discipline measures affects the employment force. They get disappointed by management's lax discipline approach. The supervisor and Human Resource Management Office can apply Progressive and Positive discipline approaches (Gomez-

Mejia, et.al, 1995) to employee discipline. Progressive Discipline procedures are warning steps to correct a misconduct while Positive Discipline is the act of encouraging employees to monitor their own behaviors and assume responsibility for the consequences of their action. Through preventive discipline measures, a healthy organizational climate is preserved.

The respondents hope that they be informed of the plans and decisions of the university. Their work in the university is very important so they need to be informed on things that are work-related. Furthermore, the respondents feel that certain rules and procedures do not simplify work. One comment was on rendering services during enrolment in the Graduate School. The respondents encountered a problem when they claimed payment for services rendered on Saturdays. The Administration told them they would not be paid because there was no request letter approved by the authority. They were also told that job order should be issued before they report for work especially if it was considered over time.

Perhaps, staff orientation on rules and procedures to clarify issues can be conducted among the respective staff.

N. Promotion

Item No.	Statement	Ave.	Interpretation
40	Vacant positions are announced to all	2.42	Rarely
41	Management tries its best to make sure promotions happen	2.33	Rarely
42	Promotions are handled fairly	2.47	Sometimes

Scale: Always (4.5-5.0); Often (3.5-4.49); Sometimes (2.5-3.49); Rarely (1.5-2.49), Not at all (1.0-1.49)

Promotion ranks lowest in the satisfaction ratings of respondents. The respondents commented announcements on vacant positions and promotion rarely happen. The responses reflect the respondents' dissatisfaction with the promotion system of the university. However, their commitment to work is not adversely affected. Perhaps, the administration can conduct an orientation on the promotion process. Promotion is an important issue for the respondents because it is their main hope for higher pay and retirement benefits.

Summary Ranking by Areas of Job Satisfaction

Area	Mean Weight	Interpretation
Commitment	4.93	Extremely Satisfied
Meaning	4.67	Extremely Satisfied
The Work Itself	4.22	Very Satisfied
Quality of Interpersonal Relations	4.08	Very Satisfied
Over-all Satisfaction	4.07	Very Satisfied
Responsibility	3.9	Very Satisfied
Achievement	3.87	Very Satisfied
Recognition	3.77	Very Satisfied
Advancement	3.73	Very Satisfied

Quality of Supervision	3.46	Satisfied
Working Conditions	3.32	Satisfied
Salary	3.05	Satisfied
University Procedures	2.93	Satisfied
Promotions	2.4	Fairly Satisfied
	3.74	Very Satisfied

Scale: Extremely satisfied (4.5-5.0); Very satisfied (3.5-4.49); Satisfied (2.5-3.49); Not so satisfied (1.5-2.49); Not at all satisfied (1.0-1.49)

Commitment and Meaning got highest level of satisfaction among the respondents which are directly related to the work. Thus, "The Work Itself" has proven to be a major source of satisfaction among the respondents. Following Herzberg's Two-Factor Theory, the presence of this intrinsic condition in the job builds strong levels of motivation that can result in good job satisfaction (Mancao, 2002). Apparently, this motivator is enough to ensure the workers' favorableness in viewing their job despite the dissatisfaction expressed along three extrinsic conditions- salary, company procedures and promotions.

Another inspiring enhancement is the remarkable quality of interpersonal relations among staff and supervisors. Even with a perceived inadequate salary which to Herzberg tantamounts to job dissatisfaction, the respondents expressed deep commitment to PNU NL and are very satisfied with their jobs.

On salary, the respondents are aware that salaries of government employees can only be raised through legislation, hence their resigned stance. May be this provision push some of the respondents to complain about the promotion process in the University which they thought have not been handled fairly. One thing more, promotion is an act of recognition by management of one's competence and skill.

The respondents are confident in their personal and professional abilities, thus their discontent on the issues of promotions.

The study further reveals that the Philippine Normal University North Luzon has administrative employees :

- A. Who are a highly knowledgeable, competent work force
 1. who always know how to do his/her work
 2. who are always inspired to continually improve himself/herself professionally and personally
 3. who are always proud of their work
 4. who care very much about PNU NL
 5. who always like their work
 6. who always get along with their co-workers
 7. who often get along with his/her supervisor
 8. who always enjoy doing their work
 9. who do not find their work meaningless
 10. who sees their work as very important in running the University
 11. who regard their supervisors as treating them fairly

12. whose supervisors are often deemed to make competent decisions
13. who often regard their office/work area as pleasant and comfortable
14. who rarely find work as hard to do because his/her co-workers are incompetent
15. who always have challenging assignments to do
16. whose supervisors are often regarded as setting good examples

B. There are also employees

1. who feel unappreciated sometimes when they think how they are paid
2. who sometimes believe that everyone is treated fairly and equally
3. who sometimes believe that employee problems are handled fairly
4. who sometimes believe that s/he is praised and/or rewarded for a job well done
5. who sometimes believe that management keeps employees informed of the University's plans and decisions
6. who sometimes believe that vacant positions are announced to all
7. whose salary is deemed only fair enough with the kind and amount of work they do
8. who sometimes believe that management tries its best to make sure promotions happen
9. who sometimes believe that present rules and procedures make doing a good job difficult
10. who believes promotions are sometimes not handled fairly
11. whose salary covers only a small part of his/her basic needs
12. who rarely believes s/he is sent for training and to seminars.

Generally, the respondents' strength is their high confidence in their personal and professional competence coupled with love of work and sense of responsibility. Their low satisfaction on salary, rules and procedures and promotion could not be assessed as weakness since it does not hinder their good job performance.

The findings is similar to the study of Mancao (2002) that PNU Manila administrative employee respondents were very satisfied working at PNU, Manila.

There are two types of job satisfaction based on the level of employees' feelings about their jobs. The first, and most studied, is global job satisfaction, which refers to employees' overall feelings about their jobs (e.g., "Overall, I love my job.") (Mueller & Kim, 2008). The second is job facet satisfaction, which refers to feelings about specific job aspects, such as salary, benefits, and the quality of relationships with one's co-workers (e.g., "Overall, I love my job, but my schedule is difficult to manage.") (Mueller & Kim, 2008). According to Kerber and Campbell (1987), measurements of job facet satisfaction may be helpful in identifying which specific aspects of a job require improvements. The results may aid organizations in improving overall job satisfaction or in explaining organizational issues such as high turnover (Kerber & Campbell, 1987).

CONCLUSION

The PNU NL administrative employee were very satisfied working at Philippine Normal University North Luzon.

RECOMMENDATIONS

Based on the findings of the study, the recommendations are:

1. Top level university management should meet with all the administrative non-teaching staff at least once every semester to review working condition problems, questions related to interpersonal relations, work loads, rules and procedures, promotions and staff development program including attendance in trainings and seminars.
2. Human Resource Management Office should take note of the low evaluation given by the respondents in this survey. Any complaint is most often a symptom of organizational weakness or breakdown that should be addressed early.

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