

**RELATIONSHIP BETWEEN ADMINISTRATIVE PRACTICES AND WORK
SATISFACTION TO TEACHERS IN THE HEALTHCARE ACADEME**

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ABSTRACT

This study investigated the administrative practices of a Private Institution in relation to work satisfaction behavior of College teachers. There are nine areas of the administrative practices as variables. These are leadership, conflict resolution, treatment of employees, communication, motivation of employees, exercising of power, interpersonal sensitivity, organizational planning, and decisiveness. The work satisfaction has six areas of concern. These are professional growth, salary and fringe benefits, faculty workloads, interpersonal relationship, working condition, and satisfaction with community. The study employed the descriptive method, the survey technique. It utilized the universal sampling all 30 teachers of Butuan Doctors' College (BDC). Two questionnaires were used; the administrative behavior and the work satisfaction. It employed sample percentage, weighted mean and frequency distribution, chi-square product correlation, and stepwise regression analysis. The results indicated that two areas under administrative practices got low rates namely exercising of power and organizational planning. On work satisfaction areas, it got low rates on areas of salary and of fringe benefits for teachers. As both correlated it found out that the areas of communication and decisiveness are weak and need to be given attention. These areas considered as roadblocks to the institutional development that requires better recommendations

KEYWORDS: Administrative practices, work satisfaction behavior, relationship

INTRODUCTION

Academic institution on training healthcare students is a concurrent business that thrives profitably in producing better and competitive professionals. The products of this type of business depend to both the administration of the academe and teachers in delivering quality education to students. However, some administrative practices in the academe fail to respond to issues on providing better work satisfaction and affect their working environment and teaching quality education. Aiken (2012) mentioned that if organizations are weak internally, they could less capable of introducing competitive products into the healthcare market. Teachers are considered the backbone and frontlines of the academic institution. They are essential employees that considered as basic lifeline of the institution. Employee is an essential component in the process of achieving the mission and vision of a business and provides the performance criteria set by the organization to ensure quality work (Raziq and Maulabakhsh, 2014).

On the context of the study, it chose Butuan Doctors' College (BDC) as an academic institution and a healthcare provider located at Butuan City, Philippines. Currently, the school brought significant

changes in the fields of science and of health care professionals to augment the quality of hospital and medical services in the region. It really producing competent, reliable, and committed health professionals here and in abroad, in the service of man, country, and God. This is realized due to quality education received from their competent teachers.

At this, administrative practices should be look into to know how it affects satisfaction of work and salaries for teachers (Robbins and Judge, 2003). For if not, how can then the institution sustain quality education if such needs are ignored? To meet the standards of organizational demand, employees need a working environment that allows them to work freely without problems that may restrain them from performing up to the level of their full potential (Raziq andMaulabakhsh, 2014). Hence, the study in a way focused on the administrative practices of the institution in relation to the work satisfaction of the faculty staffs of the academe.

LITERATURE REVIEW

The success or failure for the institution depends on the administrative ability of administrators in a given institution wherein their behaviors are properly in line to each goals and interest. Any changes for the good of its employees and integrity of the institution has to be attended to. Hallinger and Murphy (1985) pointed out that school administrators are change agents themselves that must acquire knowledge and skills in the discharge of their duties with utmost responsibility, care and willing to communicate for their subordinates' needs. The immediate change of one's administrative behavior has to be flexible on their part, just provide healthy working environment where feeling of love and dedication for work happens.

The ancient Philosopher named Tales of Miletus (Palmer 1988) mentioned that the only thing that does not change is changing itself. Change through reformation in an organization to some of their organizational practices that impact to the performance of the work force and their needs that is the most important element of the institution. Abraham Maslow on his hierarchy of needs theory cited basic biological needs should be satisfied first before ascending to upper stages of needs like of safety needs, love needs and other needs (Avnet, 2013). One should satisfy first his biological needs before going back to work, and satisfying other needs. Banyard & Grayson (2000) mentioned under Social learning theory that human continually learn activities and behaviors from his interaction with individuals in the environment for he wants to cater his needs. As Edinyang (2016) supported that people assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior.

At this, Hallinger (2005) pointed out that School administrators should develop an environment wherein developmental activities are learned and working relationship among employees are healthy. They must be knowledgeable and skillful in working with the teaching force in the selection and evaluation of educational procedure and understanding the physiological and psycho-emotional needs (Abe and Drake, 1980). The role of the administrator, as an instructional leader, is formed by behaviors and need of people being managed, cared and supervised well (Mann, 1985). This

produces work satisfaction on the part of the employees. According to Tsai (2011) worksatisfaction is the essential component for employee motivation of their role and encouragement towards better performance. Hoppok& Spielgler (1938) defines work satisfaction as the integrated set of psychological, physiological and environmental conditions that encourage employees to admit that they are satisfied or happy with their jobs. Their morale should be high as it will be reflected in their performance because with low morale, they will make lesser efforts to improve (Nielsen, et al, 2008).

A pivotal study of Berson (2005) claimed that many studies had indicated the effectiveness of any curriculum reforms of tertiary education depends largely on Administrator's instructional management ability and leadership role encouraging teachers in improving their performance under curriculum development. In this manner, the school administrator is willing to act in achieving tremendous teaching quality by increasing teachers' salaries, other commensurable benefits for coming up excellence in teaching based on work satisfaction.

This literature contributed in the construction of the questionnaire and in the analysis and interpretation of data. This study is significantly related in substance but differ on context wherein studies are based on public schools whereas this study is on private academe.

THEORETICAL FRAMEWORK

In any study of the organization dynamics, human resources are the most important asset. Administrator has to deal right with the people at work in the institution. In administering an institution, the best asset should emerge is the relationship between the employer and its employees. The employees are the best tool where the employer utilizes their skills and potentials to bring the institution to where should it go. The study is based on the theory that administrative behavioral practices affect the work force and institution's performance. This study theorizes that leadership, conflict relation, treatment of employees, communication, motivation of employees, exercising of power, interpersonal sensitivity, organizational and planning, and decisiveness could affect the professional growth, salary, fringe benefits, and interpersonal relationship as the work satisfaction of the faculty staffs of the institution.

Leadership as a management behavior is the activity of influencing people to cooperate to some goals to which they come to find desirable and directing group activities. Strong leadership is resulting effective role behavior, not much on traits but on productive action. (Leveriza,1990).

Conflict resolution contributes to the success of the work satisfaction of the staff. Because this resolution empowers the staff to have teamwork, increase interpersonal relationship and create success in their work.

Treatment of employees is another management behavior that creates condition by which employees may able to strive hard for promotion, salary increase and professional growth. Communication is

another management behavior that controls and operates working relationship to the management of the institution.

Motivation of employees encourages the working force to have safe and healthy working atmosphere. And this urges and persuades the subordinates to comply assigned responsibilities and works.

Exercising of power involves guiding and motivating employees to work for a common objective.

Interpersonal sensitivity gives continual support to employees by giving relevant information for improvement, listening and responding to the concerns of others.

Organizational Planning is on the actions of the managerial competence of the abilities and skills of the administrator in combining all aspects of the organization.

Decisiveness is one of the primary responsibilities of an administrator in exercising such responsibility one should see to it that every decision based on the organization goals and interest, and to the support of the employees' welfare as well.

At this juncture, the faculty work satisfaction is anchored on Maslow's hierarchy of needs such as physiological needs, safety or security, love and belongingness, self-esteem and self-actualization needs. These needs are focused and improvised in the following areas that are used to measure the work satisfaction of faculty teachers such as professional growth, salary and fringe benefits, faculty work load, interpersonal relationships, working conditions, satisfaction with community.

Professional growth is the condition by which teachers doing their best for promotion of position and opportunity for advance for its carrier through trainings and seminars.

Salary and fringe benefits is important to most of the needs. This provides job security that includes salary increase, job tenure, special and fringe benefits on provision for retirement. **Faculty work load** is referring to number of course loads.

Interpersonal relationship is the institutional relationship between the administration and the teaching force. This promotes understanding and acceptance for rendering quality and collaborative work.

Working condition is another necessity of the teachers that promotes physical and environmental condition that creates a safe and healthy working condition.

Satisfaction with the community is the focus on teaching profession that gives the desired esteem in the community. It is on the satisfaction on how the community respects and gives confidence in the professional ability of a teacher.

These work satisfaction areas were utilized in the making of faculty work satisfaction questionnaire for teachers of BDC Institution. These areas are correlated to the administrative behavioral practices having also a questionnaire of its own. The result is being tabulated, interpreted for data discussion, findings, conclusion, and basis for recommendations for development of the private academe.

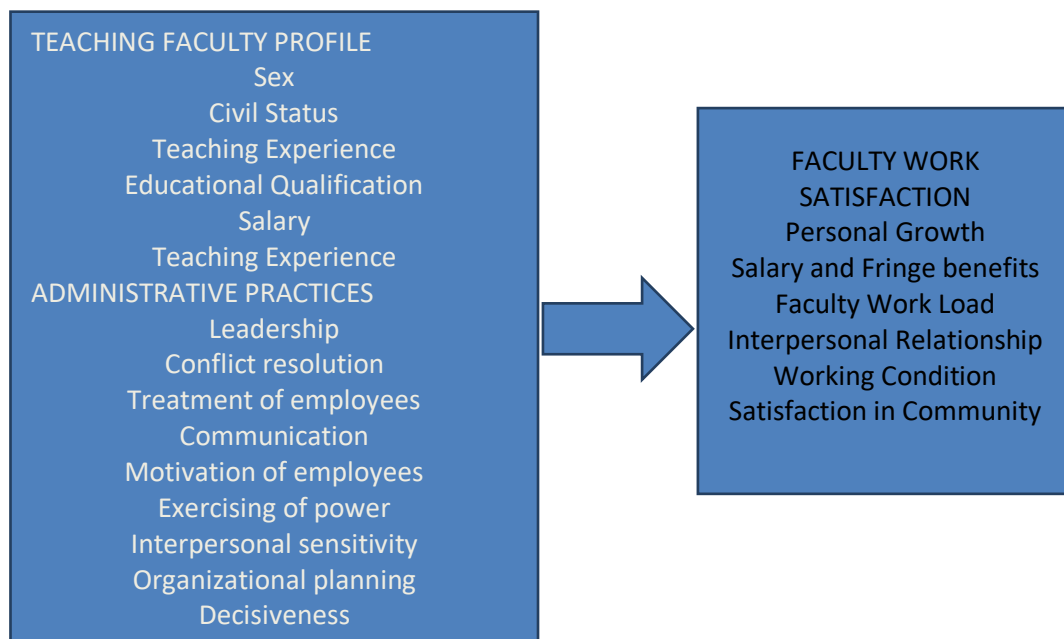


Fig. 1: A Schematic Diagram Showing the Paradigm

OBJECTIVES

1. What is the profile of the respondents in terms of sex, civil status, educational qualification, salary, and work experience?
2. What is the perception of the respondents in the Administrative practices of the Institution in terms of leadership, treatment of employees, conflict resolution, communication, motivation of employees, exercising of power, interpersonal sensitivity, organizational planning, and decisiveness?
3. What is the perception of the teachers on their work satisfaction in terms of professional growth, salary and fringe benefits, faculty work load, interpersonal relationship, working condition, and satisfaction with community?
4. Is there a significant relationship between the administrative practices of the institution and work satisfaction of teachers as perceived by the respondents?

5. What areas of administrative practices influence work satisfaction areas among employees of the institution?
6. What are the recommendations to enhance the organizational behavior of both faculty and administration of the institution?

HYPOTHESES

Ho1: There is no significant relationship between the administrative behavioral practices of the Institution and the faculty work satisfaction as perceived by the respondents.

Ho2: There is no administrative behavioral practices that significantly influence work satisfaction among faculty of BDC.

METHODOLOGY

The study used descriptive research to describe and interpret what was happening in the institution. It utilized the constructed questionnaire to do survey and determine the perspective of what like the private academe is on its administrative behaviors and practices to their teaching force. Questionnaire was on administrative behavior, and on work satisfaction. The former based on Stogdill's itemized questionnaire whereas the latter on Maslow's hierarchy of needs. The questionnaire made use of a Five-point scale procedure. The data collected was analyzed through the utilization of frequency counts and weighted means in all of the specific items given to the questionnaire, and chi-square test to determine the degree of the association of variables, T-test on the validity of the hypothesis and stepwise regression analysis for determining the predictors of the administrative behaviors and practices of the Academe's administrators. It was then conducted in the academic departments (Nursing, Medical Technology, and Midwifery) of BDC at Butuan City, Philippines. Since It had just 30 teaching force as the respondents of the study, universal sampling was used.

RESULTS AND DISCUSSION

Profile of the BDC teaching force

This section tends to know the profile of the respondents on their sex, civil status, teaching experience and educational qualification, and salary. In this manner, it could then uncover how effective and efficient they are in their teaching career and what are the discrepancies of the BDC Administration to such employees' credentials.

Table1. Socio-demographic profile

| Profile | Frequency | Percentage (%) |
|----------------------------------|-----------|----------------|
| Sex | | |
| Male | 10 | 33.33 |
| Female | 20 | 66.66 |
| Civil Status | | |
| Single | 13 | 43.33 |
| Married | 17 | 56.66 |
| Teaching Experience | | |
| 0-5 years | 11 | 36.66 |
| 6-10 years | 1 | 3.33 |
| 11-15 years | 14 | 46.66 |
| 16 years and above | 4 | 13.33 |
| Educational Qualification | | |
| College Graduate | 6 | 20.0 |
| MA or MS units | 3 | 10.0 |
| MA or MS | 18 | 60.0 |
| Ph D or Ed D units | 1 | 3.33 |
| Ph D or Ed D | 2 | 6.66 |
| Salary | | |
| 3,000 below | 0 | 0 |
| 3,001 – 5,000 | 0 | 0 |
| 5,001-8,000 | 12 | 40.0 |
| 8,001-10,000 | 16 | 53.33 |
| 10,001 and above | 2 | 6.66 |

As shown on this table, the institution has 30 teaching work force, and dominated by female teachers numbered 20. Majority of them have families (17), have better teaching experience from more than five years (19), and have MS or MA Degrees and academically equip with knowledge and teaching strategies (21). On their salary, most teachers received not that satisfying salary ranging from 5,000 - 10,000 with a combined percentage of 93.33%. This means that their profile represents their hard work, teaching skill, better biological needs, and working commitment to the Institution which does not compensate to their salary and of being quality teachers.

Administration Practices of the Institution

Table 2. Administrative Behavior practices

| AREAS | No. of items | Ave.Wx | Verbal description |
|---------------------------|--------------|--------|--------------------|
| Leadership | 5 | 2.58 | Sometimes |
| Conflict Resolution | 5 | 2.69 | Sometimes |
| Treatment of Employees | 5 | 2.54 | Sometimes |
| Communication | 5 | 2.50 | Sometimes |
| Motivation of Employees | 5 | 2.51 | Sometimes |
| Power Exercise | 5 | 2.42 | Seldom |
| Interpersonal Sensitivity | 5 | 2.60 | Sometimes |
| Organizational planning | 5 | 2.48 | Seldom |
| Decisiveness | 5 | 2.57 | Sometimes |
| Average Total Mean | 45 | 2.54 | Sometimes |

The table shows that the areas of exercising of power, organizational planning on BDC Administration behavior has been described as “seldom” with the weighted mean of 2.42 and 2.48. This implies that the BDC Administration are not giving huge attention to teachers’ interest and concerns.

WORK SATISFACTION PERCEPTION

Table 3. Work Satisfaction Areas

| Area | No. of items | Ave. Wx | Verbal Description |
|----------------------------|--------------|---------|--------------------|
| Professional growth | 5 | 2.51 | Sometimes |
| Salary and Fringe benefits | 5 | 2.23 | Seldom |
| Faculty workload | 5 | 2.61 | Sometimes |
| Interpersonal Relationship | 5 | 2.65 | Sometimes |
| Working Condition | 5 | 2.63 | Sometimes |
| Community satisfaction | 5 | 2.50 | Sometimes |
| Ave. Total Mead | 30 | 2.52 | Sometimes |

It shows that among the areas of Work satisfaction behaviors among respondents, salary and fringe benefits has the lowest average weighted mean of 2.23 as described “seldom” in which the administration shows less interest in it. This concern requires keen interest on the part of the administration. This provides merit to respondents for providing quality teaching. In addition, other areas with the description of “Sometimes” should be given attention to solve their discrepancies to gradually create healthy and working environment conducive for improvement.

A Test of Relationship on the areas of BDC Administrative practices and Work satisfaction behaviors of the teachers

Table 4. Statistical Analysis of Correlation between Administrative Behaviors and Work satisfaction behaviors

| Indicator | Scale | | | | | Total | Critical t value at 0.05 |
|-------------------|-------|------|------|------|-----|-------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 | | |
| Admin. Practices | 159 | 824 | 1429 | 676 | 220 | 3308 | X1=46.71 |
| Work satisfaction | 109 | 478 | 863 | 624 | 165 | 2239 | C=0.10 |
| Total | 268 | 1302 | 2292 | 1300 | 385 | 5547 | T=7.48 |

The table above presents the statistical analysis correlation between two variables on Administrative practices of BDC Administration and Work satisfaction behaviors of their teaching force. The result yielded a c-value of 0.10 which means that the relationships between administrative behaviors and work satisfaction behaviors are very weak. It points out that administrative practices influence the work satisfaction of the employees a little. The result calls for the rejection of the null hypothesis. This goes to show that there is a significant relationship between the two variables involve in the study. The very weak relationship is still statistically significant due to relevant sample responses. As cited in Mann (1965) that administrators must be knowledgeable and skilled in working with employees in the selection and evaluation of educational procedures and understanding the physiological and psycho-emotional needs- that are important in teaching career and teaching satisfaction of the teachers. Thus, administrative practices affect the work satisfaction of the employees.

Administrative practices that influence work satisfaction among teaching staff

Table 5. Stepwise Regression on predictor Variables of Communication and Decisiveness

| Model (Areas) | Unstandardized Coefficient | | Standardized Coefficient | t | Significant Value |
|---------------|----------------------------|------------|--------------------------|--------|-------------------|
| | Beta | Std. Error | | | |
| (Constant) | -4.616 | 2.014 | .898 | -2.292 | .106 |
| Communication | 2.846 | .804 | | 3.539 | .038 |
| (Constant) | -1.171 | .879 | | -1.332 | .315 |
| Communication | 2.250 | .269 | .710 | 8.375 | .014 |
| Decisiveness | -.760 | .139 | -.465 | -5.487 | .032 |

The table shows the stepwise regression analysis of the BDC administrative behavior and work satisfaction of its teaching force. This is supported by a beta weight (standardized) of 0.898 at 0.038 probability level which point out that open communication between the administration and faculty members contribute to their work satisfaction. Communication for work satisfaction is significant beyond 0.05 probability level as supported by t-value of 3.539.

In model 2, Decisiveness emerged as the best predictor that influence work satisfaction among faculty employees of BDC. The Beta weight of -0.465 at 0.032 probability level that decisiveness of BDC administration contributed to the work satisfaction. The finding is significant at 0.032 probability as supported a t-value of -5.487. Decisiveness on the administration when combine with communication factor contributes about 97.6 percent of the variances that influence work satisfaction.

As Levereza (1990) pointed out that communication and decisiveness in the part of the administration are relevant to the fulfillment of the organizational goals, provision of teaching needs, and the development of the institution. Such communication means by him as formal channeling of plan policies and objectives and even sharing of work experiences, feelings and ideas to both administration and employees within the organization in transparent manner. At this, effective communication could really felt in the working environment. And administrative decision has to be made by administrators for organizational and teaching development in a quality state.

Lastly, on the administrative practice areas that predict the Administrative performance to the work satisfaction of the teachers, it was found out that Communication and Decisiveness are poor in level that affect the areas of the work satisfaction, especially on salary and fringe benefits.

CONCLUSIONS

1. The above average profile of the faculty staff of the institution does not compensate to meagre salary of the teachers.
2. On the administrative practices, the exercising of power and organizational planning are having low ratings that affect the school activities and weakens the gradual development of the Institution.
3. On the areas of work satisfaction, salary and fringe benefits are most likely low that hampers the rendering quality education among teachers, and non-agreeable to their high academic profile.
4. There is relationship among two variables that confirms on the administrative practices of the Administration clearly affects the teaching performance based on work satisfaction. These are the areas of communication and decisiveness. This means that under the area of communication, working relationship and fulfilling the targets, goals, salaries, and other resources to provide relationship between the administration and its employees are not being done well. And on the areas of decisiveness, exercising of such administrative responsibility based on the organizational goals and interest and to the support of the welfare of the employees are not well carried out.

RECOMMENDATIONS

To help improve the organization in both communication and administrative decision, recommendations are offered as follows;

1. Educational upgrading should be the main goal of the organization to maintain the integrity and image of the institution. Teachers should be allocated with budget for improving their teaching skills through farther education to schools.
2. Provide trainings and seminars for teachers to improve their teaching performance, and to the administration develop their management strategies. These would enhance the areas of professional growth, organizational planning and exercising power on the administrative behavioral practices.
3. Salary and Fringe benefits should be given a gradual increase commensurate to their performance, years of experience, and educational background to provide job security.
4. To be more effective administration, communication strategies in disseminating information regarding teaching and administrative works have to be established in the organization.
5. Regular feedbacks and concerns regarding efficiency and effectiveness of teaching and administrative communication and decision have to be assessed and be attended to.

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