

## Examining the Work Engagement, Job Satisfaction, and Performance of Faculty in One State University in the Philippines

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### ABSTRACT

In view of the recent developments on the COVID-19 outbreak and in response to the declaration of a Modified Enhanced Community Quarantine (MECQ) in Laguna by President Rodrigo Duterte through the recommendation of the Inter-Agency Task Force (IATF), the Laguna State Polytechnic University joins the government to keep the faculty engaged and satisfied in their job. This descriptive-correlational study investigated the relationship between work engagement, job satisfaction, and work performance of 340 LSPU faculty. The researchers-made online survey instrument was content – validated by experts in the fields of educational management, quality assurance, statistics, and research. It is highly accepted in terms of suitability and appropriateness of items and reported a Cronbach  $\alpha = 0.953$  which indicates an excellent index of reliability. It was programmed in the google form, and the extracted data were treated using frequency count, percent, and weighted mean. The multiple linear regression using the Enter Method was employed for the inferential analysis of data. The results revealed that employee engagement and job satisfaction are important aspects of productivity that affect faculty performance and organizational success. Hence, the faculty may capitalize on their work engagement and job satisfaction since they are the best predictors of their performance. The school leaders need to be flexible and very creative in establishing policies and practices to meet the requirements of the teaching force in migrating to the new normal.

### Keywords

Work Engagement; Job Satisfaction; Work Performance; New Normal

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### Introduction

Philippines is one of the countries in Asia with almost 70% most engaged employees in their work (Hewitt, 2018). His study defined employee engagement as the level of an employee's psychological investment in their organization. Work engagement drives employees to a higher level of productivity in performing their duties and responsibilities in the workplace. (Deligero & Laguador, 2014). Evidently, engaged employees have strong will and desire to continuously improve their practices. Their commitment, creativity, and other characteristics of highly effective employees cannot be underscored. Their willingness to work beyond what is expected of them and keeping up to date with developments in their area of assignment make them appreciated and recognized by their immediate supervisors (Robinson et al., 2004). Indeed, employee's work engagement greatly contribute to the attainment of organizational outcomes attuned to the vision and mission of the organization (Steger et al. 2013). School leaders and managers may discover strategies to sustain employee's commitment to

achieve organizational growth and success (Javier, 2011). One way of realizing that is by assessing first the behavior of the workforce and providing the needed support to stay dedicated in doing their tasks. As engagement in the workplace is described by Kim et al., (2013) as a “positive, fulfilling, affective-motivational state of work-related well-being”, it appears to be a central indicator of longer-term organizational productivity. The accomplishment of each unit's targets within the margins of physical strengths and affective disposition would be more efficient if priorities are set through strategic planning (Laguador & Agena, 2013).

Research has shown that organizations with highly engaged employees are healthier, happier, and more productive and provide better services to citizens. As a result, improving the work environment by developing stronger and more effective organizational improvement strategies has an impact on both our employees and the citizens we serve (Hawkins, 2014).

Moreover, job satisfaction can be defined as a positive emotional state resulting from the pleasure an employee derives from doing a job (Locke, 1976; Spector, 1997; Zhang & Zheng, 2009), or as the affective and cognitive attitudes held by an employee about various aspects of their work (Kalleberg, 1977; Wong et al., 1998). The level of job ambiguity, quality of supervision, and social relationships such as level of support in the workplace are the antecedents of job satisfaction (Moura, Abrams, Retter, Gunnarsdottir, & Ando, 2009; Schmidt, 2007). Research suggests that employees with higher level of job satisfaction are more autonomously motivated, which means that they behave with a full sense of volition, willingness, and choice which promote employee well-being and psychological health. Consequently, these traits collectively explain desirable organizational outcomes and employee behaviors (Lam, Baum, & Pine, 2001; Moura et al., 2009; Zhang & Zheng, 2009).

Manaig, Buenvinida, and Yazon (2020) emphasize that there is a significant relationship between organizational commitment, professional self-esteem, and work engagement among faculty members. They further justified that satisfaction singly predicts work engagement, satisfaction, and knowledge development as sub-factors of professional self-esteem both explains work engagement, and satisfaction, knowledge development, and affective commitment in combination channels work engagement.

A respectful treatment of all employees at all levels was rated as very important by 67% of employees in 2015, making it the top contributor to overall employee job satisfaction. Hence, this study seeks to determine the relationship between employee's work engagement, job satisfaction, and performance using survey methodology which includes three constructs for employee engagement such as vigor, dedication, and absorption; eight constructs for job satisfaction, namely capacity, culture, development, diversity, excellence and innovation, health, wellness, and safety, leadership, and organizational change; and two constructs of work performance such as task performance scale and contextual performance scale.

## Problem Statement and Research Questions

Exploring the relationship between employee's work engagement, job satisfaction, and performance is necessary for institutional development. Hence, this study examined the following research questions:

1. What is the level of work engagement among faculty in terms of
  - 1.1 vigor
  - 1.2 dedication
  - 1.3 absorption
2. What is the level of job satisfaction among faculty in terms of
  - 2.1 capacity
  - 2.2 culture
  - 2.3 development
  - 2.4 diversity
  - 2.5 excellence and innovation
  - 2.6 health, wellness, and safety
  - 2.7 leadership
  - 2.8 organizational change
3. What is the employee's level of self-assessed performance in terms of
  - 3.1 task performance scale
  - 3.2 contextual performance scale
4. Is there a significant relationship between employee's work engagement and performance?
5. Is there a significant relationship between an employee's job satisfaction and performance?
6. Do the faculty members' work engagement and job satisfaction predict their work performance?

## Methods

### Research Design

The present study is quantitative research with descriptive-correlational, particularly explanatory (predictive) as the main method in analyzing the data. It is quantitative as the researchers are detached from participants and strives to be objective and summarizes the results numerically (Lodico, Spaulding, and Voegtler, 2006). It is a prediction since it did examine not only correlations between variables but also identified one or more variables (work engagement and job satisfaction) that can predict changes in another variable measured (work performance).

## Context and Participants

The current study was conducted at the Laguna State Polytechnic University, Philippines. The questionnaire was posted, sent via private message, and e-mailed to all faculty of the University. A sample of 340 usable responses was obtained, which constitutes 74.24% of the total population of faculty members. The respondents were asked to describe their personal characteristics in terms of Campus, sex, age, highest educational attainment, and academic rank. They were also asked to respond in reference to 7-point Likert-type scales on the constructs discussed in the instrument sub-section below.

The Santa Cruz-Main Campus registered with the highest number of respondents, with 161 (47.40%). It is followed by San Pablo City Campus (114; 33.50%), Siniloan (38; 11.2%), and Los Banos (27; 7.90%). There were more female respondents (176; 51.80%) than male respondents (164; 48.20%). Regarding their age, the majority of the respondents, 215 (63.20%), have ages which range from 21 – 40 years old. It indicates that this group was outnumbered by young adults. In terms of the academic rank and highest educational attainment, 264 (77.60%) are in the Instructor position while 208 (61.20%) faculty members have already obtained their master's degree and doctorate degree, respectively.

## Research Instrument

The Faculty Work Engagement, Job Satisfaction, and Performance (WEJSP) instrument was developed by the authors with reference to the literature (theoretical models and previous research). Research studies and reports (NWT Bureau of Statistics, 2017; SHRM Employee Job Satisfaction and Engagement Survey, 2015; Ang & Rabo, 2018; Deligero & Laguador, 2014, and Yusoff, Ali, and Khan, 2014) were reviewed to identify a framework and instrument that can be used to measure faculty work engagement, job satisfaction, and performance. This online survey instrument included the following components:

1. **Personal Characteristics.** It asks the respondent campus location, age, sex, highest educational attainment, and academic rank.

2. **Work Engagement.** Work engagement is defined as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption. It is a 17-item questionnaire that asks respondents about how they feel at work. In this study, the respondents rated themselves using the scale of one (lowest) to five (highest) that best describes how frequently they feel that way.

3. **Job Satisfaction.** It is a measure of teachers' "contentedness with their job, whether or not they like the job or individual aspects or facets of jobs, such as the nature of work or supervision". It is a 33-item questionnaire that asks respondents about how they feel about their job in terms of capacity, culture, development, diversity, excellence and innovation, health, wellness, and safety, leadership, and organizational change. In this study, the respondents rated themselves using the scale of one (lowest) to five (highest) that best describes how often they feel that way.

4. **Work Performance.** It is a self-report questionnaire on faculty work performance in terms of task performance scale and contextual performance scale. The respondents assessed this 16 – item instrument using the scale of one (lowest) to five (highest) that best describes how often they feel that way.

The researchers-made online survey instrument was content – validated by experts in the fields of educational management, quality assurance, statistics, and research. It is highly accepted in terms of suitability and appropriateness of items and reported a Cronbach  $\alpha = 0.953$  which indicates an excellent index of reliability. It was programmed in the google form, and the extracted data were treated using frequency count, percent, and weighted mean. The multiple linear regression using the Enter Method was employed for the inferential analysis of data.

## Results and Discussion

### On Work Engagement

Table 1: Level of Work Engagement of the Respondents in Terms of Vigor

Indicative Statement	Mean	SD	Descriptive	Rank
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As a faculty member...				Interpretation	
1. At my work, I feel bursting with energy.	3.73	0.87	High	4	
2. At my job, I feel strong and vigorous.	3.90	0.88	High	1	
3. When I get up in the morning, I feel like going to work.	3.89	0.88	High	2	
4. I can continue working for very long periods at a time.	3.56	0.98	High	5	
5. At my job, I am very resilient mentally.	3.37	1.03	Average	6	
6. At my work, I always persevere, even when things do not go well.	3.78	0.96	High	3	
<b>Composite</b>	<b>3.71</b>	<b>0.77</b>	<b>High</b>		

Legend:

- 4.50 – 5.00 = Always (Very High)
- 3.50 – 4.49 = Often (High)
- 2.50 – 3.49 = Sometimes (Average)
- 1.50 – 2.49 = Rarely (Low)
- 1.00 – 1.49 = Never (Very Low)

Faculty members often feel strong and vigorous as manifested by their mean score of 3.90. They are excited to work as they woke up in the morning with the computed mean score 3.89. Oftentimes, they persevere even they experience challenges; full of energy; and they can continue working for very long periods at a time as indicated by the weighted mean scores of 3.78, 3.73, and 3.56, respectively. They are sometimes resilient mentally as supported by the lowest mean score of 3.37.

The overall mean score of 3.71 indicates that the LSPU faculty possess high level of work

engagement in terms of vigor. The teaching force often remain vigorous despite of the rigors of their work (Laguador, 2013). Even the time of the pandemic where teachers need to become more flexible and agile, their high levels of energy and mental resilience while working, the willingness to invest effort in one's work and persistence are used in facing difficulty.

The faculty employees have high levels of energy while working for the institution; therefore, the support they are receiving from the University officials propel them to stay focused at work. Their desire to attend to the needs of the learners with vigor serves as their motivation to perform the tasks expected of them which enable them to be engaged in the profession.

Table 2 presents the level of dedication of the respondents as the second construct of work engagement. As seen in Table 2, they are always inspired by their job and proud of the work they do, as shown by their weighted mean score of 3.70 and 3.65, respectively. They are eager about their job as they feel a sense of meaning and purpose because of a challenging job as justified by the mean score of 3.61, 3.54, and 3.51, respectively. The overall mean score of 3.60 suggests that LPSU faculty exhibits a high level of dedication.

Table 2: Level of Work Engagement of the Respondents in Terms of Dedication

Indicative Statement	Mean	SD	Descriptive Interpretation	Rank
As a faculty member...				
1. I find the work that I do full of meaning and purpose.	3.54	1.03	High	4
2. I am enthusiastic about my job.	3.61	0.96	High	3
3. My job inspires me.	3.70	0.81	High	1
4. I am proud of the work that I do.	3.65	0.90	High	2



5. To me, my job is challenging.	3.51	0.85	High	5
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<b>Composite</b>	<b>3.60</b>	<b>0.65</b>	<b>High</b>	
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Legend:

4.50 – 5.00 = Always (Very High)

3.50 – 4.49 = Often (High)

2.50 – 3.49 = Sometimes (Average)

1.50 – 2.49 = Rarely (Low)

1.00 – 1.49 = Never (Very Low)

This phase under pandemic has impacted the lives of every individual in the academe, specifically the students and teachers. It takes a lot of courage, commitment, and dedication to really migrate from the old normal to the new normal. Faculty members are highly dedicated as they adapt themselves to flexible learning suited to their readiness. They engaged themselves so as to capacitate them in the alternative mode of instructional delivery with the intention to acquire technological and pedagogical content knowledge in lieu of the Learning Continuity Plan of the Laguna State Polytechnic University.

Table 3 discloses the level of work engagement of the respondents in terms of absorption. According to the respondents, time flies when they are working with a mean score of 3.57. It is evident that they sometimes forget everything else around them and get carried away when they are working with an equal mean score of 3.49. They often feel happy when they are working intensely and often immersed in their work; hence they often find it difficult to detach themselves from the job. The composite mean score of 3.40 indicates that the LPSU faculty have average work engagement in terms of absorption.

Table 3: Level of Work Engagement of the Respondents in Terms of Absorption

Indicative Statement	Mean	SD	Descriptive Interpretation	Rank
As a faculty member...				
1. Time flies when I'm working.	3.57	0.87	High	1
2. When I am working, I forget	3.49	0.85	Average	2.5

everything else around me

3. I feel happy when I am working intensely.	3.40	0.94	Average	4
4. I am immersed in my work.	3.28	0.84	Average	5
5. I get carried away when I'm working.	3.49	0.93	Average	2.5
6. It is difficult to detach myself from my job	3.19	0.94	Average	6

<b>Composite</b>	<b>3.40</b>	<b>0.74</b>	<b>Average</b>	
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Legend:

4.50 – 5.00 = Always (Very High)

3.50 – 4.49 = Often (High)

2.50 – 3.49 = Sometimes (Average)

1.50 – 2.49 = Rarely (Low)

1.00 – 1.49 = Never (Very Low)

The respondents are modestly concentrated and happily engrossed in their work due to the challenges brought by the pandemic. Although they remain enthusiastic and optimistic about the work they do, it seems that they are sometimes immersed in their work. But their immersion on their work even the time of the pandemic makes the LSPU sustain its ISO 9001:2015 certification and Level I Institutional Accreditation status. The unparalleled vigor, dedication, and absorption of LSPU Academic Community, especially the faculty brings the attainment of the University's target and realization of organizational outcomes. As Schaufeli and Bakker (2004) explains, they are being fully concentrated and happily engrossed in one's work, whereby time passes quickly without knowing that they have accomplished so much.

Table 4: Level of Job Satisfaction of the Respondents in Terms of Capacity

Indicative Statement	Mean	SD	Descriptive Interpretation	Rank
As a faculty member...				
1. I have support at	3.34	0.96	Average	5

work to provide a high level of service.					
2. My job is a good fit for my skills and interests.	3.49	0.83	Average	2	
3. I am satisfied with my workload.	3.44	0.89	Average	3	
4. I have access to information and data that I need in order to do my job effectively and efficiently.	3.36	0.76	Average	4	
5. I have access to clear processes in order to do my job effectively and efficiently.	3.63	0.88	High	1	
<b>Composite</b>	<b>3.45</b>	<b>0.57</b>	<b>Average</b>		

Legend:

4.50 – 5.00 = Always (Very High)

3.50 – 4.49 = Often (High)

2.50 – 3.49 = Sometimes (Average)

1.50 – 2.49 = Rarely (Low)

1.00 – 1.49 = Never (Very Low)

Table 4 presents the level of job satisfaction of the respondents in terms of capacity. They reported that they often have access to clear processes in order to do their job effectively and efficiently with the highest mean score of 3.63. They indicated that sometimes: their job is a good fit with their skills and interests ( $M = 3.49$ ); they are satisfied with workload ( $M = 3.44$ ); they have access to information and data that they need in order to do their job effectively and efficiently ( $M = 3.36$ ), and they have support at work to provide a high level of service ( $M = 3.34$ ). The composite

mean score of 3.45 denotes that faculty members have an average level of job satisfaction in terms of capacity.

As an ISO Certified Higher Education Institution in the Philippines, LSPU strictly follows the quality management system processes and procedures in carrying out the activities of each unit. The Work Instructions structure a clear direction to carry out the job efficiently and effectively.

Employees will be more motivated to do their jobs well if they have ownership of their work. This requires giving employees enough freedom and power to carry out their tasks so that they feel they "own" the result. As individuals mature in their jobs, they provide opportunities for the added responsibility. School administrators carefully in adding more work to the teacher they find ways to add challenging and meaningful work, perhaps giving the employee greater freedom and authority as well (Kadtong, Unos, Antok, and Midzid, 2017).

Table 5: Level of Job Satisfaction of the Respondents in Terms of Culture

Indicative Statement <i>As a faculty member...</i>	Mean	SD	Descriptive Interpretation	Rank
1. I have positive working relationships with my co-workers.	3.91	0.85	High	1
2. I have support at work to balance my work and personal life.	3.49	0.86	Average	4
3. I have opportunities to provide input into decisions that affect my work.	3.63	0.86	High	2
4. I receive meaningful	3.55	0.88	High	3

recognition for work well done.				
5. I am treated respectfully at work.	3.33	0.93	Average	6
6. Commitment to quality is a high priority at LSPU.	3.29	0.92	Average	7
7. Overall, I feel valued as an LSPU employee.	3.46	0.90	High	5
<b>Composite</b>	<b>3.52</b>	<b>0.64</b>	<b>High</b>	

Legend:

4.50 – 5.00 = Always (Very High)

3.50 – 4.49 = Often (High)

2.50 – 3.49 = Sometimes (Average)

1.50 – 2.49 = Rarely (Low)

1.00 – 1.49 = Never (Very Low)

Table 5 illustrates the level of job satisfaction in terms of culture. It can be observed that faculty members have strong positive working relationships with their co-workers (M = 3.91). They have high opportunities to provide input into decisions that affect their work (M = 3.63). They highly receive meaningful recognition for work well done (M = 3.55). Oftentimes, they have support at work to balance their work and personal life (M = 3.49). Overall, they often feel valued as LSPU employees (M = 3.46), treated respectfully at work (M = 3.33), and noted that commitment to quality is a high priority at LSPU (M = 3.29). The composite mean score of 3.52 suggests that faculty members have a high level of job satisfaction in terms of culture.

The Laguna State Polytechnic University commits itself to establish a culture of integrity, professionalism, and innovation. The good working relationship and strong collaboration between and among employees, middle management, and top officials transcend a conducive work environment that motivates its people to perform the assigned tasks and responsibilities with commitment and culture of excellence.

Job satisfaction strives to achieve a supportive school environment that allows teachers to focus

on teaching, helps them to improve professionally, and recognizes their contribution in education to raise morale and competence (Fullan, 2009). Workplace conditions positively affect teacher satisfaction; administration control was the most important, followed by teaching competence and organizational culture.

Table 6: Level of Job Satisfaction of the Respondents in Terms of Development

Indicative Statement <i>As a faculty member...</i>	Mean	SD	Descriptive Interpretation	Rank
1. My organization supports my work-related learning and development.	3.19	0.91	Average	4
2. I have opportunities for career growth at LSPU.	3.28	0.93	Average	3
3. I am satisfied with the way my career is progressing at LSPU.	3.50	0.81	High	1
4. LSPU has adequate reward programs in place to help celebrate and acknowledge individual and team efforts.	3.43	0.81	Average	2
<b>Composite</b>	<b>3.35</b>	<b>0.74</b>	<b>Average</b>	

Legend:  
4.50 – 5.00 =Always (Very High)  
3.50 – 4.49 = Often (High)  
2.50 – 3.49 = Sometimes (Average)  
1.50 – 2.49 = Rarely (Low)  
1.00 – 1.49 =Never (Very Low)

Table 6 describes the level of job satisfaction in terms of development. They reported that they are satisfied with the way their career is progressing at LSPU with the highest mean score of 3.50. Perhaps, it is due to the adequate reward programs in place to help celebrate and acknowledge individual and team efforts (M = 3.43) and opportunities for career growth at LSPU (M = 3.28). Moreover, they sometimes feel that the organization supports their work-related learning and development. The composite mean score of 3.35 connotes that LSPU faculty have an average level of job satisfaction in terms of career growth and development.

LSPU has strong support for its employees who are seeking professional growth and development. Regular faculty who wish to finish their master's degree or doctorate degree are entitled to free tuition fees and miscellaneous fees if they will pursue the graduate program at the University. If they plan to enroll in other accredited HEIs in the Philippines, they can avail of a master's thesis or dissertation allowance. These mechanisms prompted the faculty to continue achieving further education.

Other than taking graduate programs, there are three things that may be done to keep abreast of development in one's area of concern, such as reading professional books and journals, attend professional or job-related conferences at least once or twice a year, and enroll in advance courses (Labadia, 2010).

Table 7: Level of Job Satisfaction of the Respondents in Terms of Diversity

Indicative Statement	Mean	SD	Descriptive Interpretation	Rank
As a faculty member...				
1. I feel that LSPU promotes an	3.44	0.86	Average	2

inclusive public service where the staff is treated equitably and promote cross-cultural awareness opportunities for employees.				
2. LSPU provides adequate sensitivity training with regard to people with disabilities in the workplace.	3.50	0.90	High	1
Composite	3.47	0.79	Average	

Legend:  
4.50 – 5.00 =Always (Very High)  
3.50 – 4.49 = Often (High)  
2.50 – 3.49 = Sometimes (Average)  
1.50 – 2.49 = Rarely (Low)  
1.00 – 1.49 =Never (Very Low)

Table 7 articulates the level of job satisfaction in terms of diversity. According to the respondents, LSPU often provides adequate sensitivity training with regards to people with disabilities in the workplace (M = 3.50) and feel that LSPU promotes an inclusive public service where staff are treated equitably and promotes cross-cultural awareness opportunities for employees (M = 3.44). The composite mean score of 3.47 implies that LSPU faculty have an average level of job satisfaction in terms of diversity.

LSPU, through the Gender and Development Unit, is trying to be more diverse and inclusive – not just in terms of race but also gender, sexual orientation, age, ethnicity, social class, national origin, among others. It openly welcomes



international students and volunteers with diverse cultures and orientations such as Vietnamese, Korean, Lao, Angolan, and American. Strong linkage with international partners has been established, which offers an opportunity for inclusivity in diversity. Moreover, LSPU accommodates students with special needs, including those adult learners who are working and belong to the senior-aged group. They are well-guided until they finish their course in the University.

As Peterson (2020) mentioned, “Diversity means that the Campus is viewed as a welcoming environment for anyone who wants to apply. Having an inclusive mission at an educational institution says something progressive and important about their Campus that they value diversity and will allow their students to express themselves as they see fit”.

Table 8: Level of Job Satisfaction of the Respondents in Terms of Excellence and Innovation

Indicative Statement	Mean	SD	Descriptive Interpretation	Rank
<i>As a faculty member...</i>				
1. Innovation is valued in my work.	3.41	0.87	Average	1
2. Overall, people at LSPU strive to improve their results.	3.26	0.96	Average	3
3. My job gives me the chance to do challenging and interesting work.	3.22	0.91	Average	4
4. I am inspired to give my very best.	3.33	1.01	Average	2
5. I would recommend LSPU as a	3.08	1.04	Average	6

great place to work.

6. I would prefer to stay with LSPU even if offered a similar job elsewhere.

<b>Composite</b>	<b>3.24</b>	<b>0.80</b>	<b>Average</b>	
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Legend:

4.50 – 5.00 = Always (Very High)

3.50 – 4.49 = Often (High)

2.50 – 3.49 = Sometimes (Average)

1.50 – 2.49 = Rarely (Low)

1.00 – 1.49 = Never (Very Low)

Table 8 presents the level of job satisfaction in terms of excellence and innovation. According to the faculty, innovation is sometimes valued in their work ( $M = 3.41$ ) and are sometimes inspired to give their very best ( $M = 3.33$ ). Overall, people at LSPU sometimes strive to improve their results ( $M = 3.26$ ), and their job sometimes gives the chance to do challenging and interesting work ( $M = 3.22$ ). In fact, they would prefer to stay with LSPU even if offered a similar job elsewhere ( $M = 3.12$ ) and would recommend LSPU as a great place to work ( $M = 3.08$ ). The composite mean score of 3.24 supposes that LSPU faculty have an average level of job satisfaction in terms of excellence and innovation.

Excellence and innovation are given importance at LSPU. The Top Management never ceases in adopting innovative practices to ensure quality in delivering effective and efficient higher education services to all stakeholders. According to Park, Tseng, and Kim (2019), “innovation generally has a positive impact on job satisfaction, and these findings reveal that federal employees regard innovation as necessary for a more satisfactory job. This confirms the two-factor theory related to the innovation in that employees expect the external rewards or realize the fulfillment from attaining the goals of innovation”.

Table 9 presents the level of job satisfaction in terms of health, wellness, and safety. They reported that they are sometimes satisfied with the safety measures that are in place in the Campus ( $M = 3.49$ ) and in the physical workplace

conditions ( $M = 3.44$ ). They mentioned that they are sometimes satisfied with the health and wellness programs that are available to them as LSPU employees ( $M = 3.34$ ). The composite mean score of 3.42 assumes that LSPU faculty have an average level of job satisfaction in terms of health, wellness, and safety.

Table 9: Level of Job Satisfaction of the Respondents in Terms of Health, Wellness, and Safety

Indicative Statement <i>As a faculty member...</i>	Mean	SD	Descriptive Interpretation	Rank
1. I am satisfied with my physical workplace conditions.	3.44	0.82	Average	2
2. I am satisfied with the health and wellness programs that are available to me as an LSPU employee.	3.34	0.84	Average	3
3. I am satisfied with the safety measures that are in place on the Campus.	3.49	0.89	Average	1
<b>Composite</b>	<b>3.42</b>	<b>0.58</b>	<b>Average</b>	

Legend:

4.50 – 5.00 = Always (Very High)

3.50 – 4.49 = Often (High)

2.50 – 3.49 = Sometimes (Average)

1.50 – 2.49 = Rarely (Low)

1.00 – 1.49 = Never (Very Low)

The World Health Organization (WHO, 2020) “calls for healthy, safe, and decent working conditions for all health workers amidst the

COVID-19 pandemic. All governments, employers and workers organizations and the global community were advised to take urgent measures for strengthening countries' capacities to protect occupational health and safety of health workers and emergency responders respect their rights to decent working conditions, and develop national programs for occupational health of health workers and to provide them with occupational health services”.

As a response to the WHO's call, LSPU adopts the new norms of physical distancing and safety measures to prevent the transmission of the Coronavirus Disease 2019 (COVID-19). The number of people in the workplace was reduced, as well as the need to travel, including work from home arrangements to those whose tasks can be done at home, and among employees at high risk (employees beyond 60 years of age or of any age with co-morbidities, or pre-existing illness such as hypertension, diabetes, cancer/immunocompromised health status, or with high-risk pregnancy). LSPU screened returning employees/workers for influenza-like symptoms. Temperature checks and proper disinfection of inbound and outbound persons were strictly implemented. On-site classes, sports, and other extra-curricular activities remained suspended until further notice from the proper authorities. There were health service personnel at the main gate that conducted daily temperature and symptom monitoring and recording of all employees who report to work. The health units submitted weekly reports, or as the need arises to the Campus Director of their respective Campus. They referred/reported to Regional Health Unit any probable or suspected case of COVID-19.

The management institutionalized infection control procedures such as physical distancing of one (1) meter including in workspaces; mandatory wearing of face masks; all persons entering the University passed through the Sanitation Tent or Campus Observation Tent located at the main entrance; all vehicles passed through the sanitation area upon entering the University premises; e. no persons were allowed inside the University without proper authorization especially during weekends and holidays; f. availability of handwashing and/or sanitizing stations,

alcohol/sanitizer dispensers to promote meticulous hand hygiene (all employees were advised to at least bring with them alcohol or hand sanitizer to be used even when they are no longer in the University premises); g. there was the supervision of all sanitation and disinfection procedures (especially railings, doorknobs, etc.); and h—provision for the installation of pin microphone and speaker to all transaction windows. These safe and precautionary measures indicate that The Laguna State Polytechnic University (LSPU) joins the Philippine government with all its actions by launching an initiative to take care of its students and employees, and the academic community amid the spread of the COVID-19 disease (Yazon and Callo, 2020).

Table 10: Level of Job Satisfaction of the Respondents in Terms of Leadership

Indicative Statement	Mean	SD	Descriptive Interpretation	Rank
As a faculty member...				
1. I am satisfied with the quality of supervision I receive.	3.55	0.87	High	1
2. I have confidence in the senior leadership of my department	3.51	0.82	High	2
3. Essential information flows effectively from senior leadership to staff.	3.35	0.94	Average	3
4. I know how my work contributes to the	3.31	0.89	Average	4

achievement of my department's goals.

Composite	3.43	0.72	Average
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Legend:  
4.50 – 5.00 = Always (Very High)  
3.50 – 4.49 = Often (High)  
2.50 – 3.49 = Sometimes (Average)  
1.50 – 2.49 = Rarely (Low)  
1.00 – 1.49 = Never (Very Low)

Table 10 divulges the level of job satisfaction in terms of leadership. They assessed that they are often satisfied with the quality of supervision they receive (M = 3.55) and have confidence in the senior leadership of their department (M = 3.51). They stated that essential information sometimes flows effectively from senior leadership to staff (M = 3.35), and they know how their work contributes to the achievement of their department's goals (M = 3.31). The composite mean score of 3.43 signifies that LSPU faculty have an average level of job satisfaction in terms of leadership.

Amidst the pandemic, both the teaching and non-teaching staff at LSPU were properly guided by the school administration through well-communicated and well-disseminated advisories and memoranda about the suspension of classes and/or the submission of academic requirements for students in all LSPU Campuses. Faculty with administrative functions were advised to report to their offices if they have the transportation means to do so. They were to check their offices, work on documents which had been left in their offices, and to bring home office work that would be unfinished. They were entitled to an additional hazard pay on the scheduled days of reporting. They were reminded that the secretaries of their offices were not to report with them on those days. Further, they were advised to always adhere to the rules of their respective LGUs, secure the necessary passes/permits, and to observe safety measures and precautions.

The effective leadership of the Top Management radiates a more satisfied and well-engaged employees. The deans/associate deans consistently monitor and supervise their faculty. In fact, if the faculty wish to complete their tasks in the

University, an authorization letter from the respective deans/associate deans are to be presented upon entrance to the University premises. These indicate that a clear and sound protocol for smooth operations in the Campus amidst the pandemic is well-articulated and well-understood, resulting to a more empowered, engaged, and satisfied faculty. Cogaltay, Yalcin, and Karadag (2016) emphasized that educational leadership has a positive and strong correlation with the job satisfaction of teachers. Teachers have a positive attitude towards leaders who had constructive leadership behaviors.

Table 11: Level of Job Satisfaction of the Respondents in Terms of Organizational Change

Indicative Statement	Mean	SD	Descriptive Interpretation	Rank
As a faculty member...				
1. When organizational change occurs, I am satisfied with how the changes are communicated.	4.80	0.95	Average	1
2. When organizational changes occur, I am satisfied that I receive the training and support that I need.	4.76	0.98	Average	2
<b>Composite</b>	<b>4.78</b>	<b>0.89</b>	<b>Average</b>	

Legend:

4.50 – 5.00 = Always (Very High)

3.50 – 4.49 = Often (High)

2.50 – 3.49 = Sometimes (Average)

1.50 – 2.49 = Rarely (Low)

1.00 – 1.49 = Never (Very Low)

Table 11 expresses the level of job satisfaction in terms of organizational change. They stated that when organizational change occurs, they are very highly satisfied with how the changes are communicated ( $M = 4.80$ ), and when organizational changes occur, they are very highly satisfied that they receive the training and support that they need. The composite mean score of 4.78 implies that LSPU faculty have a very high level of job satisfaction in terms of organizational change.

The high assessment of the faculty in this facet of job satisfaction indicate that LSPU conforms with the Plan-Do-Check-Act (PDCA) Cycle of Demings (1950). This organizational cycle is best suited to the University's attempt to effect a change in the organization brought by the pandemic. Everything was planned carefully, and the best strategies and contingent solutions were implemented properly. As a result, a more involved faculty is evident, especially if their participation and cooperation are expected to various training and workshops designed to capacitate them in the new normal. The LSPU Academic Community appreciates LSPU provides Faculty Training in migrating to the new normal with emphasis on the essential learning outcomes, teaching-learning activities, and assessment in flexible learning.

As Gomes (2009) explicitly explained, "organizational change processes should be accompanied by the concern of informing, involving, and integrating the workers in the change process. Informing the workers of all consequences and expectations with the change seems to be an adjusted strategy. Planning internal communication practices should be made with the concern of maximizing the potentialities of the organization to inform and to include the workers in the change process".

Table 12: Level of Work Performance of the Respondents in Terms of Task Performance Scale

Indicative Statement	Mean	SD	Descriptive Interpretation	Rank
As a faculty				

member...	tation				
1. I managed to plan my work so that it was done on time.	3.18	0.97	Average	6	
2. My planning was the best.	3.42	0.81	Average	4	
3. I kept in mind the results that I had to achieve in my work.	3.33	0.85	Average	5	
4. I was able to separate the main issues from side issues at work.	3.57	0.90	High	2	
5. I knew how to set the right priorities.	3.60	0.91	High	1	
6. I was able to perform my work well with minimal time and effort.	3.53	0.88	High	3	
<b>Composite</b>	<b>3.30</b>	<b>1.03</b>	<b>Average</b>		

Legend:

4.50 – 5.00 = Always (Very High)

3.50 – 4.49 = Often (High)

2.50 – 3.49 = Sometimes (Average)

1.50 – 2.49 = Rarely (Low)

1.00 – 1.49 = Never (Very Low)

Table 12 unveils the level of work performance of the respondents in terms of the task performance scale. The respondents knew how to set the right priorities (M = 3.60). They were able to separate main issues from side issues at work (M = 3.57) and able to perform their work well with minimal time and effort (M = 3.53). They said that their planning was best (M = 3.42) and kept in mind the results that they had to achieve (M = 3.33). They

sometimes managed to plan their work so that it was done on time (M = 3.18). The composite mean score of 3.30 denotes that faculty members have an average level of work performance in terms of the task performance scale.

During the Enhanced Community Quarantine (ECQ), faculty members were busy completing the course of activity for the students (e.g., lessons, learning activity, assessment procedures, date of submission for course requirements, etc.). They were reviewed and approved by their immediate head/ dean/associate dean before giving them to their students. The submitted accomplishment reports notified that most of the faculty were able to perform the tasks expected of them.

Colquitt, LePine, & Wesson (2010) analyzed that “Job performance is one of the essential elements of organizational behavior research and has been considered a significant indicator of effective organizations. Thus, the success of an organization is dependent on the good performance of its employee”.

Table 13: Level of Work Performance of the Respondents in Terms of Contextual Performance Scale

Indicative Statement As a faculty member...	Mean	SD	Descriptive Interpretation	Rank
1. I took on extra responsibilities.	3.36	0.94	Average	7
2. I started new tasks myself when my old ones were finished.	3.42	0.95	Average	6
3. I took on challenging work tasks, when available.	3.09	1.01	Average	9
4. I worked at	3.19	0.98	Average	8



keeping my job knowledge and skills up-to-date.					
5. I came up with creative solutions to new problems.	3.46	0.85	Average	4	
6. I kept looking for new challenges in my job.	3.40	0.88	Average	5	
7. I did more than was expected of me.	3.55	0.86	High	2	
8. I actively participated in work meetings.	3.51	0.87	High	3	
9. I actively looked for ways to improve my performance at work.	3.60	0.81	High	1	
<b>Composite</b>	<b>3.40</b>	<b>0.60</b>	<b>Average</b>		

Legend:

4.50 – 5.00 = Always (Very High)

3.50 – 4.49 = Often (High)

2.50 – 3.49 = Sometimes (Average)

1.50 – 2.49 = Rarely (Low)

1.00 – 1.49 = Never (Very Low)

Table 13 shows the level of work performance of the respondents in terms of the contextual performance scale. Oftentimes, the respondents actively looked for ways to improve their performance at work. (M = 3.60) They did more than was expected of them (M = 3.55) and actively participated in work meetings (M = 3.51). They sometimes came up with creative solutions to new problems (M = 3.46), kept looking for new challenges in their job (M = 3.40), and started new tasks themselves, when old ones were finished (M = 3.42). They sometimes took on extra responsibilities (M = 3.36), worked at keeping their job knowledge and skills up-to-date (M =

3.19), and took on challenging work tasks, when available (M = 3.09). The composite mean score of 3.40 represents that faculty members have an average level of work performance in terms of the contextual performance scale.

Without face-to-face meetings with students, the months of May-June, 2020 was observed in completing the necessary course requirements both by the teachers and students, given the condition that they could experience challenges in using alternative delivery mode (e.g., online) during the Enhanced Community Quarantine (ECQ). Since online classes and activities during ECQ were not mandatory, it propelled the faculty to become more creative and receptive. They accommodated the students who have access to the internet for the accomplishment of all final course requirements. Faculty (regular and part-time) were required to submit accomplishments, including the improvement of the course syllabus/es and the prepared Teaching Manual or Learning Module of their teaching assignments, hard copies of which were submitted in the resumption of work/office. These scenarios proved that faculty showed commitment to performing their mandates in the most flexible ways they could.

Yusoff, Khan, & Azam (2013) posited that “effective job performance of a teacher is essential for the improvement of the educational system as a whole”. LSPU is fortunate to have faculty members who are always there; they serve as the driving force to go on with every academic activity the University is undertaking. In this way, “the job performance should measure not only the core activities (task performance) but also other activities (contextual performance) in order to grasp this concept in a holistic way (Motowidlo, 2003). The core activities include procedural and declarative knowledge, ability, experience and technical tasks involved in the job (Cai & Lin, 2006), whereas the contextual activities are not related to the technical core but support the organizational and social environment (Borman & Brush, 1993) by focusing on factors like morality, job dedication, and cooperation” (Cai & Lin, 2006).

Table 14. Test of Significant Relationship between Work Engagement, Job Satisfaction, and Work Performance

Variables	r-value	Strength of Association
Work engagement and Work performance	.631**	Moderate
Job Satisfaction and Work Performance	.712**	Strong

\*\*Significant at  $p < .01$  level

Table 14 reveals that there is a moderate positive correlation between work engagement and work performance among LSPU Faculty ( $r = .631$ ;  $p < .001$ ) and strong positive relationship between job satisfaction and work performance ( $r = .712$ ;  $p < .001$ ). These results infer that the increase in LSPU faculty member's vigor, dedication, and commitment is also an increase in their task performance and contextual performance scales. Similarly, the higher the level of their job satisfaction in terms of capacity, culture, development, diversity, excellence and innovation, health, wellness, and safety, leadership, and organizational change, the higher their level of work performance. It further indicates that faculty members who are engaged and satisfied in their job are more likely to perform well at work.

Roberts and Davenport (2002) listed out the "advantages of having high work engagement, such as higher motivation and being more productive in their jobs. Teachers' work engagement was negatively related to job burnout and intention to quit (Hakanen et al., 2006; Høigaard et al., 2012). Moreover, Schaufeli and Bakker (2004) found that burnout and engagement were negatively related".

Table 15. Test of Significant Prediction of Work Engagement and Job Satisfaction on Work Performance

Model	Predictors	B	<i>B</i>	t-value
1	(Constant)	2.020		7.743**
	Work engagement	.264	.641	1.192**

Job satisfaction	.332	.711	2.744**
$Adj R^2 = .631$ ; $F(2, 337) = 5.821$ ; $p < .001$			$N = 340$

Table 15 reveals that the respondent's work engagement and job satisfaction significantly predict their work performance. According to the adjusted R Square value in table 15, work engagement and satisfaction account for 63.1 percent of the variance in faculty work performance, which is significant  $F(2, 337) = 5.821$ ;  $p < .01$ .

Therefore, it can be justified that work engagement and job satisfaction significantly explain work performance. Furthermore, if Model 1 in Table 15 is to be considered, the teacher work engagement can be predicted using this regression equation:

$$WP = 2.02 + .764WE + .932JS \quad 3.82$$

where WP = Work Performance, WE = Work Engagement and JS = Job Satisfaction.

The above formula suggests that for every 1-point increase in Work Engagement (WE) score corresponds to 0.264 increase in Work Performance (WP) score holding the other factor fixed and; for every 1-point increase in Job Satisfaction (JS) score results to .332 increase in WP score keeping the other independent variable constant. It can be viewed that employee engagement and job satisfaction are important aspects of productivity that affect faculty performance and organizational success.

## Conclusion

The faculty – respondents reported a high level of work engagement in terms of vigor and dedication, and an average level of absorption. They have a high level of job satisfaction in terms of culture, and an average level of capacity, development, diversity, excellence, and innovation, health, wellness, and safety, leadership, and organizational change. In terms of work performance, it was found out that they have an average level of task performance and contextual performance. The results of this study showed that there is a significant positive relationship between faculty work engagement and the two areas of work performance. A strong

positive relationship between the different areas of job satisfaction and work performance was also found out. This is similar to previous studies, which unanimously showed that work engagement and job satisfaction are positively related to work performance. Thus, an increase in employee work engagement and satisfaction is expected for an increase in employee performance. Alternatively, a decrease in work engagement and job satisfaction also means a decrease in employee performance, although the former does not necessarily cause the latter.

The regression analysis supported that work engagement and job satisfaction significantly predict work performance. Hence, the null hypothesis proposed in this study was rejected. For future researchers, it is suggested that they look into the impact of faculty work engagement and job satisfaction on work performance or vice-versa. In addition, the introduction of mediating variables, such as demographic characteristics, may be considered. The use of sophisticated statistical tools such as structural equation modeling is also recommended. Finally, the use of different units in the University at a particular point in time or over longer periods of time may also be done. The faculty may capitalize on their work engagement and job satisfaction since they are the best predictors of their performance. The school leaders need to be flexible and very creative in establishing policies and practices to meet the requirements of the teaching force in migrating to the new normal.

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