

President Ramon Magsaysay State University Graduate School (PRMSU-GS) Lecturers' Job Satisfaction in the 'New Normal'

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DOI: [10.36348/jaep.2023.v07i05.002](https://doi.org/10.36348/jaep.2023.v07i05.002)

| Received: 17.03.2023 | Accepted: 25.04.2023 | Published: 06.05.2023

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Abstract

A study on job satisfaction study among Graduate School professor/lecturer respondents of President Ramon Magsaysay State University, Iba, Zambales, Philippines was conducted during the first quarter of the school year 2023. A descriptive research design with standardizes survey checklist on job satisfaction. The study used a descriptive statistical tool in analyzing the data gathered. Dimensions of the job satisfaction include pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work and communication. Majority of the Graduate School professor/lecturer respondents are female, holders of Doctorate degree, Associate Professors and Assistant Professors and working in PRMSU for less than two decades. The Graduate School professor/lecturer respondents strongly agreed that they are satisfied with the aspect of job satisfaction primarily Supervision; followed by nature of work and communication. Overall the Graduate School professor/lecturer respondents perceived strongly agreed they are satisfied with their job/work at the Department during the New Normal.

Keywords: Graduate School, professor/lecturer, job satisfaction, 'new normal'.

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INTRODUCTION

Teachers are a valuable human resource in every society, some even refer to it as a noble Profession. However, concurrently, there are also teachers so committed to education, that they have stayed teaching despite the obstacles and difficulties; teacher retention. When employees are satisfied with their job, they are more committed to it than those who are not; therefore, it stands to reason that keeping teachers who are satisfied with their job benefits everyone. Educators, school administrators, parents, and policy makers need to better understand the facets impacting the job satisfaction of teachers to effectively address and reduce teacher attrition and improve teacher retention. If not, there will be serious financial, structural, and educational consequences for the educational system. Understanding job satisfaction of teachers is far reaching as it can also affect career longevity and tenure.

This study used the Job Satisfaction Survey (JSS) of Paul E. Spector (1985). The Job Satisfaction Survey, JSS is a 36 item, nine facet scale to assess employee attitudes about the job and aspects of the job.

Each facet is assessed with four items, and a total score is computed from all items. A summated rating scale format is used, with six choices per item ranging from "strongly agree" to "strongly disagree". The nine facets are Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards (performance-based rewards), Operating Procedures (required rules and procedures), Coworkers, Nature of Work, and Communication.

The researchers knew and are aware the analysis on job satisfaction in the Graduate School is vital in analyzing quality, commitment and dedication at work, also involving social relationships, affecting job performances, and job turnover and productivity. The researchers find it a must and an essential to strengthen empirical evidence and specific knowledge about job satisfaction through the conduct of his survey. Findings will be used to address issue/s on the theme and the benefits related to a correct approach to work-life.

METHODOLOGY

The study used a descriptive research design. Descriptive design according to Creswell & Creswell, (2018) is very suitable for research in education,

management, epidemiology, and social sciences, behavioral sciences. This survey describes the job satisfaction of professor/lecturer respondents at PRMSU Graduate School, Iba, Zambales Philippines in the 'new normal'

There was thirty six (36) GS professor/lecturer who participated in this study. The personal profiles sought from the respondents are sex, highest educational attainment, position/designation and years of service. The Job Satisfaction Survey (JSS) of Paul E. Spector (1985), a standardized instrument was used to measure the GS professor/lecturers' work satisfaction in nine facets such as pay, promotion, supervision, fringe benefits, contingent rewards (performance-based rewards), operating procedures (required rules and procedures), coworkers, nature of work, and communication. The respondents will assess using the four point scale from 4-Strongly Agree, 3- Agree, 2- Disagree, and 1 – Strongly Disagree.

The President Ramon Magsaysay State University, commonly referred to as PRMSU is a state

university in Zambales established in 1910. The university is named after the province's greatest son and former President of the Republic of the Philippines, President Ramon del Fierro Magsaysay Sr.

The researchers administered the survey instrument through google form f=during the first quarter of year 2023. The objectives of the study were explained to the participants and their answers were treated confidential. The researchers allotted five (5) days to fill out the survey instrument. After the retrieval of the instrument, the researchers organized, tabulated, and analyzed the data using descriptive statistics analyzed by the software SPSS version 28.

RESULTS AND DISCUSSION

1. Personal Profile of the Graduate School Professor/Lecturer Respondents

Table 1 shows the frequency and percentage distribution of the respondents as to their sex, highest educational attainment, academic rank/administrative position and number of years teaching.

Table 1: Frequency and Percentage Distribution of the Graduate School Professor/Lecturer Respondents' Personal Profile

Sex	Frequency (f)	Percent (%)
Female	25	69.44
Male	11	30.55
Total	36	100.00
Highest Educational Attainment	Frequency	Percent
MA Holder	1	2.78
Masters with EdD/ PhD units	7	19.44
EdD/ PhD Holder	28	77.78
Total	36	100.00
Academic Rank/Administrative Position	Frequency	Percent
Professor	8	22.22
Associate Professor	10	27.77
Assistant Professor	12	33.33
SUC President	1	2.77
Supervising Administrative Officer	1	2.77
Board Secretary	1	2.77
Accountant IV	1	2.77
Instructor I	2	5.56
Total	36	100.00
Number of Years Teaching	Frequency	Percent
36 and above	2	5.56
31-35	1	2.77
26-30	1	2.77
21-25	9	25.00
16-20	5	3.47
11-15	7	19.44
6-10	11	30.55
Total	36	100.00
Mean = 16.41		

Sex: Of the 36 there are 25 (69.44%) female and 11 (30.55%) male. This RESULT means that the majority of the professor/lecturer-respondents teaching in

PRMSU GS is represented by women. These result shows that women are significantly over-represented in the profession of educators.

Highest Educational Attainment: Overwhelming majority (28 or 77.78%) of the PRMSU GS professor/lecturer-respondents are EdD/PhD Holder; (7 or 19.44%) who are Masters with EdD/PhD units and (1 or 19.44%) Master's Degree Holder. The result suggests that the Graduate School professor/lecturer respondents are EdD/PhD holders or have achieved the highest educational requirement to teach in Advanced Education.

Academic Rank/Administrative Position: There are 12 (33.33%) Assistant Professor; (10 or 27.77%) Associate Professor; (8 or 22.22%) Professor; 2 (5.56%) Instructor I; 1 (2.77%) SUC President, Supervising Administrative Officer, Board Secretary and Accountant IV respectively. The result clearly shows that the Graduate School professor/lecturer-respondents belong to the highest position in the rank and file and assigned in the key designations in PRMSU.

Number of Years Teaching: Of the 36 Graduate School professor/lecturer respondents, there are (11 or 30.55%) had served for 6-10 years; 9 (25.00%) served in GS for 21-25 years; 7 (19.44%) served for 11-15 years; 5 (3.47%) served in GS for 16-20 years; 2 (5.56%) served as faculty in GS for 35 years and above; 1 (2.77%) had served for 31-35 years and 26-30 years respectively.

The mean for the number of years teaching is 16.41. In this study, the professor/lecturer respondents rendered their service for a decade and a half. The respondents are teaching in the Graduate School foe quite sometimes.

2. Perception on the Job Satisfaction of the Graduate School Professor/Lecturer Respondents

2.1. Pay

Table 2: Graduate School Lecturers' Job Satisfaction in the New Normal as to Pay

PAY	Weighted Mean	Descriptive Rating	Rank
1. I feel I am being paid a fair amount for the work I do.	3.34	Strongly Agree	1.5
2. Raises are too few and far between.	2.89	Agree	4
3. I am appreciated by the organization when I think about what they pay me.	3.34	Strongly Agree	1.5
4. I feel satisfied with my chances for salary increases.	3.29	Strongly Agree	3
Overall Weighted Mean	3.21	Agree	

Table 2 presents the Graduate School lecturer's job satisfaction in the new normal as to pay. Indicator 1, "I feel I am being paid a fair amount for the work I do" and indicator 3, "I am appreciated by the organization when I think about what they pay me" obtained weighted mean of 3.34 which were ranked 1.5th and with verbal interpretation of Strongly Agreed. Graduate School professors/lecturer's strongly agreed that a fair amount of money that is earned from working according to how many hours or days for work each week or month they rendered is still a major factor to consider when it comes to their job satisfaction. Moreover, they strongly agreed that the compensation they received is tantamount to Administration's appreciation of their good and exemplary job done. This is fair enough and what matters to them at work as compensation which is given according to their performance, experience, and job requirements.

Most individuals choose to spend most of their adult lives in paid employment. When individuals are asked why they work, however, money is one of the most cited reasons especially in this time of new normal brought about by COVID-19 Pandemic. According to Srimarut & Mekhum (2020) for most, the choice to work may not be seen as much of a choice at all, since money provides sustenance, security, and privilege. To no small extent, people work to live, and the pecuniary aspect of the work is what sustains the living.

Overall, the Graduate School Lecturers' Job Satisfaction in the New Normal as to Pay was 3.21 (OWM), with descriptive rating of Agree.

2.2. Promotion

Table 3: Graduate School Lecturers' Job Satisfaction in the New Normal as to Promotion

PROMOTION	Weighted Mean	Descriptive Rating	Rank
1. There is really a big chance for promotion on my job.	3.43	Strongly Agree	1
2. Those that do well on the job stand a fair chance of being promoted.	3.26	Strongly Agree	3
3. People get ahead as fast here as they do in other places.	3.14	Agree	4
4. I am satisfied with my chances for promotion.	3.31	Strongly Agree	2
Overall Weighted Mean	3.29	Strongly Agree	

Table 3 presents the Graduate School lecturer's job satisfaction in the new normal as to

promotion. Indicator 1, "There is really a big chance for promotion on my job" was Strongly Agreed indicator of

job satisfaction in terms of Promotion (OWM=3.43, ranked 1st). The Graduate School professor/lecturers strongly agreed that promotion is one of the main reasons and goals why employees work that hard and that would give them satisfaction on their assigned task and workload.

Promotion is ascension of a higher rank which also include pay raise and benefits, more responsibilities, and status is seen as more prestigious (Perugini & Vladislavljević, 2019). For Graduate School Lecturers respondents, promotional expectations affect job satisfaction. The aspect of promotion drives employees to have a dedication and loyalty towards an organization. Promotion-based decisions in the new normal are taken on different aspects such as length of service, experiences, outputs, achievements, and performances.

Table 4: Graduate School Lecturers' Job Satisfaction in the New Normal as to Supervision

SUPERVISION	Weighted Mean	Descriptive Rating	Rank
1. My supervisor is competent in doing his/her job.	3.86	Strongly Agree	1
2. My supervisor is fair to me.	3.69	Strongly Agree	3
3. My supervisor shows interest in the feelings of subordinates.	3.51	Strongly Agree	4
4. I like my supervisor.	3.71	Strongly Agree	2
Overall Weighted Mean	3.69	Strongly Agree	

Graduate School lecturers strongly agreed that in the new normal their supervisor demonstrate competence in doing their job and capable of performing tasks efficiently and effectively. Their supervisor had enough knowledge, skills and experiences to perform duties and responsibilities as head of the department. It is apparent that the head of the unit is qualified in all aspect as a leader and as a manager which contributes to their perceived satisfaction in their job.

Supervision is based on mutual trust and respect, when their supervisor shows concern for others and encourages employees to do well in performing tasks, it leads to job satisfaction (Brock, Beach, Musselwhite & Holder, 2021). For teachers and students to be successful during the 'new normal created by the COVID 19 pandemic, instructional

It is human nature to grow, as employees are no exception. Promotion plays a big role in job satisfaction. According to Barman (2022), it aids in employee engagement, boosts morale, reduces absenteeism, and ultimately in productivity. Organizations and institutions can use promotions as a reward for highly productive workers, creating an incentive for workers to exert greater effort.

Overall, the Graduate School Lecturers' Job Satisfaction in the New Normal as to Promotion was 3.29 (OWM), with descriptive rating of Strongly Agree.

2.3. Supervision

Table 4 shows the Graduate School lecturer's job satisfaction in the new normal as to supervision. Indicator 1, "My supervisor is competent in doing his/her job" was rated strongly agreed (weighted mean=3.86 ranked 1st).

supervisors needed to have the requisite skills, abilities, and mindset (Renninger, 2020). The improved and appropriate supervision of a school head, the higher the teacher's job satisfaction (Nurhayati, Mesiono & Daulay, 2022).

Chamberlain (2017) on the other hand asserted that one top predictor of job satisfaction is the culture and values of the organization, followed closely by the quality of senior leadership and the career opportunities at the company, organization, and institution.

Overall, the Graduate School Lecturers' Job Satisfaction in the New Normal as to Supervision was 3.69 (OWM), with descriptive rating of Strongly Agree.

2.4. Fringe Benefits

Table 5: Graduate School Lecturers' Job Satisfaction in the New Normal as to Fringe Benefits

FRINGE BENEFITS	Weighted Mean	Descriptive Rating	Rank
1. I am satisfied with the benefits I receive.	3.31	Strongly Agree	1.5
2. The benefits we receive are as good as most other organizations offer.	3.29	Strongly Agree	3
3. The benefit package we have is equitable.	3.17	Agree	4
4. The benefits I receive is equitable	3.31	Strongly Agree	1.5
Overall Weighted Mean	3.27	Strongly Agree	

Table 5 presents the Graduate School lecturer's job satisfaction in the new normal as to fringe benefits. Indicator 1, "I am satisfied with the benefits I

receive." and Indicator 4, "The benefits I receive is equitable" obtained a weighted mean of 3.31 tied at ranked 1.5th respectively. Graduate School lecturers

strongly agreed that fringe benefits are great help to motivate, keeps and satisfies high-quality employees in their jobs. Fringe benefits are additions to compensation that is fairly received by the employees. For La Chica (2021), these may include health insurance, life insurance, tuition assistance, childcare reimbursement, cafeteria subsidies, below-market loans, employee discounts, employee stock options, and personal use of school owned vehicle.

In the new normal, employee benefits have become even more important as health and wellbeing, it is the top of mind for both employers and employees. Benefit programs will need to be active to allow employee choice in terms of what they need to address, their unique circumstances and life stage requirements. Employers must ensure that their benefit plans are simple, effective, and forward-looking.

Artz (2008) argued that a comprised number of fringe benefits for employees is positively related to job satisfaction. Furthermore, La Chica (2021) stated that the way we work is transforming so must the way we design and deliver employee benefits in the new normal. As work has transformed and now largely sits beyond the bounds of an office environment, employees are struggling with fear of inadequate insurance cover, medical benefits, and accessibility of healthcare.

Overall, the Graduate School Lecturers' Job Satisfaction in the New Normal as to Fringe Benefits was 3.27 (OWM), with descriptive rating of Strongly Agree.

2.5. Contingent Rewards

Table 6: Graduate School Lecturers' Job Satisfaction in the New Normal as to Contingent Reward

CONTINGENT REWARDS	Weighted Mean	Descriptive Rating	Rank
1. When I do a good job, I receive the recognition for it.	3.34	Strongly Agree	2
2. I feel that the work I do is appreciated.	3.43	Strongly Agree	1
3. There are enough rewards for those who work here.	3.11	Agree	4
4. I feel my efforts are rewarded the way they should be.	3.23	Agree	3
Overall Weighted Mean	3.28	Strongly Agree	

Table 6 shows the Graduate School lecturer's job satisfaction in the new normal as to contingent reward. The respondents strongly agreed that indicator 2, "I feel that the work I do is appreciated" (weighted mean=3.43, ranked 1st) emerged as the most important indicator of Contingent Rewards as aspect of job satisfaction in PRMSU Graduate School.

Graduate School lecturers strongly agreed that contingent rewards are motivation-based system and positive reinforcement that leads to job satisfaction. For Graduate School professors/lecturers contingent rewards that they had received includes bonuses, promotions, recognition, appreciation, and merits. This are utilized to honor and appreciate those who have meet their identified goals and fulfill their outcomes.

School leaders who recognize and reward individual accomplishments motivate and encourage teachers to meet a higher level of standards. Praises promotes a higher sense of self-worth and increases the

sense of belonging, commending educators for their continuous dedication and efforts can inspire them to continue the positive behavior (de Guzman, Orge, Borje & Ganaden, 2017). According to Watt & Richardson (2015), research on teachers' motivation has received a significant impulse focusing around three main motivation theories: expectancy-value, achievement goal, and self-determination. Davis (2020) argued that with all those teachers have to do especially in this new normal, motivation is the key to keeping them focused and feeling worthy

Overall, the Graduate School Lecturers' Job Satisfaction in the New Normal as to Contingent Rewards was 3.28 (OWM), with descriptive rating of Strongly Agree.

2.6. Operating Conditions

Table 7 presents the Graduate School lecturer's job satisfaction in the new normal as to operating condition.

Table 7: Graduate School Lecturers' Job Satisfaction in the New Normal as to Operating Conditions

OPERATING CONDITIONS	Weighted Mean	Descriptive Rating	Rank
1. Many of our rules and procedures make doing a good job easy.	3.20	Agree	2
2. My efforts to do a good job are further encouraged	3.43	Strongly Agree	1
3. I have too much to do at work.	3.14	Agree	3
4. I have too much paperwork.	3.11	Agree	4
Overall Weighted Mean	3.22	Agree	

Indicator 2, "My efforts to do a good job are further encouraged" obtained a weighted mean of 3.43,

ranked 1st with descriptive equivalent of Strongly Agree. Graduate School lecturers strongly agreed that to

meet the standards of organization. They are more satisfied in their job if the Graduate School maintains a working environment that allows them to perform their respective tasks and assignment freely, up to the level of their full potential and without worries.

To win in the marketplace, you must first win the workplace (Doug Conant, 2017 as cited by Malman, 2019). For the Graduate School lecturer's respondents, they had increased their efficiency, effectiveness, productivity, and job commitment because their own institutions satisfy their needs by providing good

working and operating conditions. Dizon, de Guzman, Uy & Ganaden (2021) also observed that encouraging and fostering lecturers to work in an environment that is positive, motivated, fun and inspires employees to take joy in their work can yield huge benefits and overall success. Overall, the Graduate School Lecturers' Job Satisfaction in the New Normal as to Operating Conditions was 3.22 (OWM), with descriptive rating of Strongly Agree.

2.7. Coworkers

Table 8: Graduate School Lecturers' Job Satisfaction in the New Normal as to Coworkers

COWORKERS	Weighted Mean	Descriptive Rating	Rank
1. I like the people I work with.	3.11	Agree	3
2. I do not work harder than I should because I work with competent people	2.57	Strongly Agree	4
3. I enjoy the company of my coworkers.	3.71	Strongly Agree	1
4. My coworkers prefer a cordial relationship at work	3.46	Strongly Agree	2
Overall Weighted Mean	3.21	Agree	

Table 8 presents the Graduate School lecturer's job satisfaction in the new normal as to coworkers. Indicator 3, "I enjoy the company of my coworkers" obtained a weighted mean of 3.71 (ranked 1st) interpreted as Strongly Agree. Graduate School lecturer's strongly agreed that it is important to find a way to enjoy a coworker's company. A good coworker is someone that many employees enjoy working with, pleasant to be around, having a positive attitude, treat their coworkers with respect and willing to help their organization to succeed and meet the common goals. For Graduate School lecturer respondents enjoying coworkers' company especially in this new normal creates a sense of camaraderie that improve teamwork and collaboration skills that leads to job satisfaction. Everybody's role is to be the best teammate can be and help create a positive work environment. Healthy relationships may motivate employees and increase morale. When employees cast aside relationship issues, they can focus on work tasks more effectively. By getting to know peers, employees can understand each

other to be able to work together more effectively in a team for a more satisfying environment.

Coworkers are other individuals situated in the same stratum of an organizational hierarchy and with whom one executes tasks and has routine interactions (Fairlie, 2018). Co-workers had little choice but to bond when they spent 40 hours a week together. But if widespread remote work sticks around, those relationships will never be the same. Friday Pulse (2022) stated that in this new normal with most people returning to the office for at least some of the time. Leaders need to make deliberate efforts to encourage positive social interaction amongst teams.

Overall, the Graduate School Lecturers' Job Satisfaction in the New Normal as to Coworkers was 3.21 (OWM), with descriptive rating of Strongly Agree.

2.10. Nature of Work

Table 9: Graduate School Lecturers' Job Satisfaction in the New Normal as to Nature of Work

NATURE OF WORK	Weighted Mean	Descriptive Rating	Rank
1. I feel my job is meaningful.	3.69	Strongly Agree	1
2. I like doing the things I do at work.	3.57	Strongly Agree	2.5
3. I feel a sense of pride in doing my job	3.57	Strongly Agree	2.5
4. My job is enjoyable	3.51	Strongly Agree	4
Overall Weighted Mean	3.59	Strongly Agree	

Table 9 presents the Graduate School lecturer's job satisfaction in the new normal as to nature of work. Indicator 1, "I feel my job is meaningful" (weighted mean=3.69, ranked 1st) was assessed to be Strongly Agreed indicator of nature of work.

Graduate School lecturers strongly agreed that the sense of comfort and pride in work-related experiences is known as job satisfaction. For the respondents, one of the most powerful forces in education in this new normal is having the new technologies. The new normal in education in Higher Education Institutions in the Philippines needs the

utilization of different but appropriate modalities in teaching and learning (limited face-to-face, online blended, etc.) (Calimlim, de Guzman & Villalobos, 2021), for instance in PRMSU Graduate School. GS Faculty members need continuous support from the GS and PRMSU administration to further their instruction every regular classes.

The fundamental and meaningful job of teaching in this new normal is not only distribute facts but also help students learn how to use them by developing their abilities to think critically, solve problems, make informed judgments, and create knowledge that benefits both the students and society (Wang, *et al.*, 2021). Graduate School professors/lecturers had to adapt to unexpected conditions, teaching in unprecedented ways, using synchronous and asynchronous instruction, while also

being challenged to establish connections with students, external clients and colleagues.

This job satisfaction is achieved by employees who feel their job is valuable and essential (Mustofa & Muafi, 2021). Thus, motivation at work is an essential criterion for a healthy organization, particularly in an epidemic context (Wang, Qian & Parker, 2021).

Overall, the Graduate School Lecturers' Job Satisfaction in the New Normal as to Nature of Work was 3.59 (OWM), with descriptive rating of Strongly Agree.

2.11. Communication

Table 10 indicates the Graduate School lecturer's perceived job satisfaction in the new Normal as to Communication.

Table 10: Graduate School Lecturers' Job Satisfaction in the New Normal as to Communication

COMMUNICATION	Weighted Mean	Descriptive Rating	Rank
1. Communications is good within this organization.	3.63	Strongly Agree	2
2. The goals of this organization are clear to me.	3.71	Strongly Agree	1
3. I know what is going on with the organization.	3.40	Strongly Agree	3
4. Work assignments are often fully explained.	3.29	Strongly Agree	4
Overall Weighted Mean	3.51	Strongly Agree	

Indicator 2, "The goals of this organization are clear to me." obtained a weighted mean of 3.71, ranked 1st with descriptive interpretation of Strongly Agree. Graduate School lecturers strongly agreed that when the lines of communication between employees and administration are open, this helps keep professional objectives clear and projects focused, hence, adds to lecturers' job satisfaction.

For Graduate School lecturer's respondents' communication is a vital component to their organization. An ideal communication that will ensure that there is space to listen to concerns and feedbacks of the GS professors/lecturers; updating them on new rules or policies; implementation of appropriate teaching and learning modality this new normal in education. To become effective and successful leader, the

organization should have comprehensive policies and strategies for communications. Understanding how good communication affects employees and how the GS superior build stronger job satisfaction. According to Sarchet (2021) managers who work together with employee to establish new ways of communicating and managing support greater team agility and employee empowerment. Milano (2023) argued that effective communications with employer and employee can help the organization decrease morale problems, stay satisfied and feels part of a team.

Overall, the Graduate School Lecturers' Job Satisfaction in the New Normal as to Communication was 3.51 (OWM), with descriptive rating of Strongly Agree.

Table 11: Summary on the Graduate School Lecturers' Job Satisfaction in the New Normal

	Weighted Mean	Descriptive Rating	Rank
1. Pay	3.21	Agree	8
2. Promotion	3.29	Strongly Agree	4
3. Supervision	3.69	Strongly Agree	1
4. Fringe Benefits	3.27	Strongly Agree	6
5. Contingent Rewards	3.28	Strongly Agree	5
6. Operating Conditions	3.22	Agree	7
7. Coworkers	3.21	Agree	8
8. Nature of Work	3.59	Strongly Agree	2
9. Communication	3.51	Strongly Agree	3
Grand Mean	3.36	Strongly Agree	

Table 11 presents the summary of the Graduate School Lecturers' Job Satisfaction in the New Normal. Supervision was ranked 1st with an overall weighted mean of 3.69 (Strongly Agree), Nature of Work obtained an overall weighted mean of 3.59 (Strongly Agree) ranked 2nd, Communication obtained an overall weighted mean of 3.36 ranked 3rd and Promotion obtained an overall weighted mean of 3.29 (Strongly Agree) ranked 4th. The Grand Mean is 3.36 interpreted as Strongly Agree. The Graduate School professor/lecturer respondents strongly approved and believed that the Supervision on the part of the GS leadership and management contributes much of the increased job satisfaction of the faculty workforce of the Department.

CONCLUSIONS AND RECOMMENDATIONS

With the increase in the job satisfaction of professors/lecturers on PRMSU Graduate School, their work will also be maximized so that Departments' educational goals can be achieved. The study revealed that majority of the Graduate School professor/lecturer respondents are female, holders of EdD/PhD degree, Associate Professors and Assistant Professors and working in PRMSU for less than two decades. The Graduate School professor/lecturer respondents strongly agreed that they are satisfied with the Supervision aspect of job satisfaction primarily the feeling that they are being paid a fair amount for the work they do, perform and accomplish; and the feeling that remuneration they receive is a sign that the PRMSU Administration and Graduate School management appreciate them as their employees (professors/lecturers). It was followed by the job satisfaction aspects nature of work and communication. Overall the Graduate School professor/lecturer respondents perceived strongly agreed they are satisfied with their job/work at the Department during the new normal.

Recommendations based on the results should be towards preserving a strong relationship between employer and employee in order to move the Department/Unit forward. This study realized that the importance of the Department to further foster good working condition and environment for maximizing the level of job satisfaction among the professors/lecturers.

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