

JOB SATISFACTION IN RELATION TO JOB PERFORMANCE OF CLINICAL INSTRUCTORS OF THE PRIVATE COLLEGES OF NURSING IN THE CITIES OF REGION VI*

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This study was undertaken by the writer who has had many years of experience as a clinical instructor and who felt that clinical instructors' job satisfaction has affected their work as educators.

The theoretical structure which supports this research study, stems from the assumption that generally there is some positive correlation between job satisfaction and job performance but they are not absolutely related.

This study dealt with a descriptive survey on the degree of job satisfaction and its relationship with job performance among the clinical instructors of the private colleges of nursing in the cities of Region VI (Western Visayas).

Specifically, it aimed to answer the following questions:

1. To what extent are clinical instructors satisfied with their job in terms of the following factors: (a) mental and physical exertion, (b) relations with associates, (c) relations with immediate superior, (d) job security, advancement and finances, (e) interest in, liking for emotional involvement, (f) job information, training and status, (g) physical surroundings and work conditions, (h) future goals and progress towards goal, and (i) past achievement and accomplishment when respondents were categorized as college based and university based and when taken as a whole?

2. Is there a relationship between clinical instructors' job performance and job satisfaction?

The participants were seventy-five clinical instructors of the nine colleges of nursing in the cities of Region VI during school year 1982-83. They comprise ninety-five per cent of the seventy-nine clinical instructors employed in these colleges at the given time.

The Johnson's Job Satisfaction Scale was used to gather data. The scale included eighty-three items under the nine factors of job satisfaction, namely: (a) mental and physical exertion, (b) relations with associates, (c) relations with immediate superior, (d) job security, advancement and finances, (e) job interest, liking for and emotional involvement, (f) job information, training and status, (g) physical surroundings and work conditions, (h) future goals and progress towards goal, and (i) past achievement and accomplishment.

The validity and reliability of the instrument was established by Ruiz in 1979. The coefficient alpha was used to determine the reliability of the scales and point biserial coefficient of correlation was used to determine the validity of the items in the scales. To test the appropriateness of the items in the scale to the activities and situations in nursing, an agreement ratio (AR) of the deans' opinions were ob-

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tained.

The second instrument was the 1975 Revised Job Performance Rating Scale for teachers. The scale consisted of thirty-five items under two parts: (a) instructional competencies, and (b) social and personal competencies.

The Kruskal-Goodman gamma coefficient was used to measure the relationship between job performance and the nine factors of job satisfaction. Because the test of the significance was non-directional, the two tailed test was used. The obtained z was compared with the tabled z at the 5 per cent level.

The null hypothesis was: There is no relationship between clinical instructors' job performance and job satisfaction.

Among the seventy-five respondents, 4 per cent were males and 96 per cent were females. Fifteen per cent were over thirty-nine years old, 47 per cent were 30-39 years old, 39 per cent were 20-29 years old. Eighty-three per cent of the clinical instructors have had more than a year of experience. The majority, at least 57 per cent, were over five years in their service. Seventy-nine per cent were married, 28 per cent single and one was widowed. Seventy-nine per cent had masteral units, 12 per cent had bachelor's degrees, seven per cent had completed the academic requirements for the masteral degree and 3 per cent had BSN-RM (Registered Midwife). Eighty-six per cent were on "permanent" status and 14 per cent were probationers.

The percentages of respondents

in the S-VS and DS-VDS groups when treated altogether, regardless of whether college based or university based were taken.

There is a good indication that the clinical instructors were satisfied and/or very satisfied in their jobs. The percentages of those "Very Satisfied" and "Satisfied" ranged from 49 per cent to 85 per cent.

Of the nine determinants, Job Information, Training and Status and Physical Surroundings and Work Conditions have the highest percentage of "Very Satisfied" and "Satisfied" respondents. It was 85 per cent. Job Security, Advancement and Financial Considerations have the highest percentage of "Dissatisfied" and "Very Dissatisfied" respondent. It was 49 per cent.

In the computation of gamma coefficient of the relationship between job performance and each of the nine factors of job satisfaction, the findings showed that of the nine factors, only one factor (interest in, liking for and emotional involvement) showed a slight but significant relationship with job performance. The rest of the factors, (mental and physical exertion; relations with associates; relations with immediate superior; job security, advancement and finances; job information, training and status; physical surroundings and work conditions; future progress towards goal, and past achievement and accomplishment) indicated negligible and insignificant relationship when respondents were taken as a whole.

In the computation of gamma

coefficient of the nine colleges, the findings showed that only College No. 4 showed a slight but significant relations between job performance and job satisfaction in terms of relations with immediate superior. For this institution, the null hypothesis for no relationship between job performance and satisfaction in this aspect was rejected.

The analyses of the preceding data provided conclusions of the study, which would serve as answers to the questions presented.

In all the nine determinants of job satisfaction there is a good indication that clinical instructors in general were satisfied in their job. There is a high degree of satisfaction shown by clinical instructors regarding job information, training and status and physical surroundings and work condition. There is slight degree of satisfaction shown by clinical instructors in regard to job security, advancement and financial considerations.

The clinical instructors showed dissatisfaction with the following situations and conditions: (1) income that they derive from work, and (2) recognition from their superior.

The clinical instructors felt that they have selected the wrong occupation.

There were negligible and insignificant relationship between job performance and job satisfaction in terms of: (a) mental and physical exertion, (b) relationship with associates, (c) relations with immediate superior, (d) job security, advancement and finances, (e) job informa-

tion, training and status, physical surroundings, (f) work conditions, (g) progress toward future goals, (h) past achievement and accomplishment, for all clinical instructors of the nine colleges of nursing.

The clinical instructors from College No. 4 having high degree of satisfaction in terms of relations with immediate superior tend to have higher performance ratings.

Based on the conclusions derived from the findings of the study, the following recommendations are proposed:

1. That the findings of this study be given as feedback to clinical instructors and administrators of the colleges of nursing included in this study to:

a. give the institution the information on the sources of satisfaction and dissatisfaction of the clinical instructors of their school in particular and of all clinical instructors in general; and

b. let the administrators know what satisfies and dissatisfies their clinical instructors so that they will maintain and enhance those elements which contribute to satisfaction and minimize, if not eliminate, those conditions which lead to dissatisfaction.

2. The administrators are encouraged to give some form of recognition for jobs well done to satisfy the instructor's ego need.

3. A study similar to the present be undertaken in all colleges of nursing, both private and government using variables: tardiness, ab-

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