

ORGANIZATIONAL SATISFACTION AND WORK ENGAGEMENT AMONG NON-TEACHING PERSONNEL OF AN ASIAN UNIVERSITY

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ABSTRACT

Non-teaching personnel are considered the support group in attaining the mission and vision of the university in providing quality education for its clients. Knowing the level of their organizational satisfaction is an important component of success in maintaining excellence in providing quality services. This study aimed to determine the level of respondents' organizational satisfaction in terms of learning and development; reward and recognition; leadership; and work environment; to determine the level of work engagement in terms of vigor, dedication and absorption. Descriptive type of research was utilized in the study. Results showed that the non-teaching personnel are normally satisfied in the services being provided to them by the university. Though, the services are being given equally to all employees, female respondents have significantly higher organizational satisfaction in terms of learning and development, rewards and recognition and leadership.

Keywords: Business, Organizational Satisfaction, Work Engagement, Non-teaching, LPU, Lyceum, Batangas.

INTRODUCTION

Organizational satisfaction is a valuable indicator of engagement which supports the importance of having a group of fulfilled employees in the company that seeks to develop a more engaged people leading towards the achievement of high level of performance and customer satisfaction. Employees of the academic institutions must be satisfied first with the services provided to them by the management before they provide the same or greater level of satisfaction to its clients. Everything must be translated into service-oriented employees to keep everyone satisfied in the organization (Laguador, De Castro & Portugal, 2014). Javier and Deligero (2014) stated that in the advent of global economy, the importance of human resources development (HRD) in creating and sustaining growth and development has become more pronounced today not only in business communities, but most especially for educational institutions which are considered as the prime producers of human resource force of the country.

It is widely believed that employees are the company's most valuable assets (Ilagan & Javier, 2014). Javier (2011) emphasized that the key to business success is its ability to retain the loyalty of its stakeholders, which include not only their customers but also the employees who run the business activities. Kalaw (2014) pointed out that the successful organizations know how to excel in today's competitive business that they must develop, shape and retain talented and productive human resources. The company needs highly motivated, dedicated and hard working individuals who can provide services which are beyond of their responsibility to the achievement of one's vision and mission where it grows gearing towards initiative to make a difference in the organization.

Work engagement is the assumed opposite of burnout. Contrary to those who suffer from burnout, engaged employees have a sense of energetic and effective connection with their work activities and they see themselves as able to deal well with the demands of their job (Schaufeli & Bakker, 2003). When applying the term to the workplace, engagement can be described as involving positive feelings towards work and the job. The construct connotes multiple meanings and incorporates a variety of concepts including but not limited to satisfaction, vigor, dedication, energy, job involvement, and organizational commitment (Macey & Schneider, 2008; Ravichandran et al, 2011).

The present study is anchored in the concept of engagement drivers' model of Irmer and Jorgensen (2009) and the dimensions of work engagement were taken from Bakker and Schaufeli (2003). Vigor is high energy, resilience, a willingness to invest effort on the job, the ability to not be easily fatigued, and persistence when confronted with difficulties. Dedication is a strong involvement in work, enthusiasm, and sense of pride and inspiration. Absorption is a pleasant state of being immersed in one's work experiencing time passing quickly, and being unable to detach from the job. People who are highly engaged in their jobs identify personally with the job and are motivated by the work itself. They tend to work harder and more productively than others and are more likely to produce the results their customers and organizations want.

Work engagement is an important business issue especially in the contemporary times of financial instabilities and dynamic work environments (Kataria, Garg & Rastogi, 2013). Increasingly, interest has been directed at individual-level personality factors that may serve as antecedents to engagement (Steger et al. 2013).

Cross-sample findings demonstrated that organizational politics perceptions strengthened positive work engagement–work outcomes relationships, such that engaged individuals were less stressed, more satisfied, worked with greater intensity and exhibited greater performance when they perceived their job environments to be political (Kane-Frieder et al. 2014). Rather than a momentary and specific state, engagement refers to a more persistent and pervasive affective-cognitive state that is not focused on any particular object, event, individual, or behaviour (Schaufeli, Bakker & Salanova, 2006). If every part of human resources is not addressed in appropriate manner, employees fail to fully engage themselves in their job in the response to such kind of mismanagement (Markos & Sridevi, 2010).

Examining organizational satisfaction and work engagement of non-teaching personnel gives background information to the nature of human resource and support that the university has come to realize in order to provide necessary plan of actions for the continuous improvement and development of its people as an investment for the success of any worthwhile undertaking.

OBJECTIVES OF THE STUDY

The study aimed to determine the personal profile of the respondents in terms of age, sex, civil status and length of service; to determine the level of respondents' organizational satisfaction in terms of learning and development; reward and recognition; leadership; and work environment; to determine the level of work engagement in terms of vigor, dedication and absorption; to test the differences on the Organizational Satisfaction and Work Engagement when they are grouped according to profile variable; and to test the relationship between Organizational Satisfaction and Work Engagement.

METHODS

Descriptive type of research method will be utilized in the study. The standardized instrument of Utrecht Work Engagement Scale (UWES) was used to measure work engagement. The 17-item scale is composed of three subscales namely *vigour* (six items) with Cronbach alphas ranging from 0.75 to 0.82, *dedication* (five items) with Cronbach alphas ranging from 0.88 to 0.90 and *absorption* (six items) with Cronbach alphas ranging from 0.70 to 0.75 (Schaufeli & Bakker, 2003).

The organizational satisfaction questionnaire was taken from the study of Lu, et al (2007) in identifying the organizational satisfaction of the employees. Some modifications were made in the instrument to make it more suitable to the respondents. The instrument for identifying the satisfaction is composed of 20 questions divided into four (4) variables with 5 statements each.

Frequency count and percentage were used to describe the profile of the respondents. Weighted mean and rank were employed to analyze the level of organizational satisfaction and work engagement. T-test was used to test the differences on the work engagement and organizational satisfaction when the respondents were grouped according to gender and civil status and ANOVA when grouped according to age and length and length of service while Pearson-Product moment was used to test the relationship between the respondents' level of organizational satisfaction and work engagement.

The given scale was used to analyze the result of data gathered in the organization satisfaction survey: 4.50 – 5.00: Very Satisfied (VS)/ Very High; 3.50 – 4.49: Normally Satisfied (NrS)/ High; 2.50 – 3.49: Moderately Satisfied (MS)/ Average; 1.50 – 2.49: Less Satisfied (LS)/ Low; 1.00 – 1.49: Not Satisfied (NoS)/ Very Low.

The given scale was used to analyze the result of data gathered in the work engagement survey: 0 – 0.49: Never; 0.50 – 1.49: Rarely (few times a year); 1.50 – 2.49: Sometimes (Few times a month); 2.50 – 3.49: Often (Once a week); 3.50 – 4.49: Very often (Few times a week); 4.50 – 5.00: Always (Everyday).

RESULTS AND DISCUSSION

Table 1: Profile of the Respondents

	f	%
Sex		
Male	25	22.9
Female	84	77.1
Civil Status		
Single	36	33.0
Married	73	67.0
Age		
21-30	38	34.9
31-40	37	33.9
41-above	34	31.2
Length of Service		
Below 1– 5	43	39.4
6 – 10	27	24.8
11 and above	39	35.8

There are more female with 77.1 percent in the non-teaching personnel included in the study compared to male with 22.9 percent and 33 percent of the respondents are single while 67 percent of them are married. There is fair distribution of respondents in terms of age where differences among groups are only little. There are 34.9 percent of the respondents belong to 21 to 30 years old while 33.9 percent with 31 to 40 years old and 31.2 percent of them are 41 years old and above.

There are more non-teaching personnel with below 1 year to 5 years of length of service in LPU-B which comprised of 39.4 percent while 35.8 percent those who have 11 years and above and 24.8 percent those who have 6 to years of service.

Table 2: Level of Organizational Satisfaction of the Non-Teaching Personnel

Organizational Satisfaction	CM	VI	Rank
Rewards and Recognition	3.23	NrS	4
Learning and Development	3.41	NrS	2
Leadership	3.33	NrS	3
Work Environment	3.50	HS	1

CM-Composite Mean

Rewards and recognition obtained a computed composite mean score of 3.23 which implies that the non-teaching personnel are normally satisfied. Meanwhile, non-teaching personnel are highly satisfied in the amount of responsibility being given to them based on their capacity; the privilege for educational opportunities to use and enhance their abilities. Meanwhile, they are also satisfied from the organization's support in motivating the employees for professional development and attention paid to their suggestions for development. Incentives and other methods of rewards and recognition to get employees motivated are being used to produce higher quality and more productive work results (Umali et al, 2013).

A continuing education program supported by financial assistance/scholarships has been instituted so that a number of employees can be tapped anytime for any vacant position. Multi-tasking is also an accepted approach to prepare and train employees for other responsibilities. The committee system also helps the employees adjust in the changing capability and capacity needs. Since most programs are facilitated by assigned committees, the workforce is used to job enlargement schemes or concurrent positions. Macalaguim and Meñez (2014) stressed that most organization applied competency training as a form of reward package particularly to employee's promotion.

LPU-B is also considered the Asia's First IiP-Silver Certified Organization. This is a manifestation that the administration really values the importance of satisfying its human resource, considering it as very significant bone structure of its holistic approach to management (Laguador, Dotong and De Castro, 2014). To prepare the employees to the changing capability and capacity needs of LPU, there is an Employee Development Program that is a vital part of the Investors in People. LPU responds to the changing environment in the global educational system through continuous training and development of teachers to hone their skills in the implementation of the innovation in the workplace, such as implementation of the new curriculum or the new technology that will be needed to enhance teaching and learning in various programs.

The non-teaching personnel are highly satisfied in the level of trust given to them as employees in Lyceum of the Philippines University-Batangas (LPU-B). They are also satisfied in the praise they received from their superior and the appreciation they received for good work. They are also normally satisfied in the recognition they get from exceptional work and the fairness of LPU policies regarding promotions on the least statements of their satisfaction. Javier (2012) concluded in her study that the leaders and subordinates had congruent perceptions on the organizational effectiveness of the leaders of LPU-B.

They are normally satisfied in the support from the management to school activities; superior's leadership style; and the way employees are treated. Satisfaction in the management of organization is also manifested in the academic community as well as the management of conflict with the least satisfaction rating from the respondents.

They are highly satisfied in the interpersonal relations among fellow workers and with the working conditions of their offices where all offices are air-conditioned as well as the relations between management and staff. Good working relationship is always being maintained in all work units to avoid conflicts and misunderstanding but there is a grievance committee whenever any case of disagreement arises. They learn to keep an open communication and ensure the quality of atmosphere in the work environment would be a great venue for sharing of ideas where participation of the employees is encouraged during regular departmental meetings.

Some employees are trained to work in other fields aside from the regular functions. This ensures continuity of functions despite temporary or permanent reduction in the workforce. LPU also outsources some manpower services particularly the janitorial, security and some clerical services.

Table 3: Level of work engagement of the Non-Teaching Personnel

Vigor	WM	VI	Rank
1. At my work, I feel bursting with energy	4.01	VO	6
2. At my job, I feel strong and vigorous	4.31	VO	1
3. When I get up in the morning, I feel like going to work	4.15	VO	4
4. I can continue working for very long periods at a time	4.22	VO	3
5. At my job, I am very resilient, mentally	4.06	VO	5
6. At my work I always persevere, even when things do not go well	4.28	VO	2
Composite Mean	4.17	VO	
Dedication	WM	VI	Rank
1. I find the work that I do full of meaning and purpose	4.53	A	2
2. I am enthusiastic about my job	4.38	VO	3
3. My job inspires me	4.28	VO	5
4. I am proud on the work that I do	4.58	A	1
5. To me, my job is challenging	4.32	VO	4
Composite Mean	4.42	VO	
Absorption	WM	VI	Rank
1. Time flies when I'm working	4.27	VO	3
2. When I am working, I forget everything else around me	3.62	VO	6
3. I feel happy when I am working intensely	4.32	VO	1.5
4. I am immersed in my work	4.32	VO	1.5
5. I get carried away when I'm working	3.81	VO	5
6. It is difficult to detach myself from my job	3.97	VO	4
Composite Mean	4.05	VO	

The LPU-B non-teaching personnel very often feel strong and vigorous at work (4.31) and they always persevered even when things do not go well (4.28). They very often continue working for very long periods (4.22) whenever there are program accreditations and certification visits from external regulatory agencies. They very often feel like going to work when they get up in the morning (4.15) and they are very mentally resilient (4.06). They tried to maintain positive mental attitude towards work and they keep on giving the best effort and energy that they can exert the university.

The non-teaching personnel are always proud on the work they do (4.58) and they always find the work they do full of meaning and purpose (4.53). They very often enthusiastic about their job (4.38) and they considered their job as very often challenging (4.32). They also very often considered their job that inspires them (4.28) which obtained the lowest weighted mean score in terms of dedication. The composite mean score of 4.42 signifies that the non-teaching personnel have high level of dedication towards work. This can be attributed to the familial atmosphere in the workplace. Most of them were graduates of the same university and they already adapted the culture and practices of the members of the organization. They already have the sense of ownership and responsibility in the tasks assigned to them. The value of dedication like what any other traits is not being taught, but it is being acquired from the people around them and the way things are being handled by the leaders or immediate superiors. Commitment

They very often feel happy when they are working intensely (4.32) and they are very often immersed in their work (4.32). Their time flies very often when working (4.27) and it is very often difficult to detach themselves from the work (3.97). They very often are being carried away when working (3.81) and they very often tend to forget everything else around them when working (3.62) which obtained the least weighted mean scores in terms of absorption. The computed composite mean score of 4.05 signifies that the non-teaching personnel have high level of work engagement in terms of absorbing the time and load of their assignments.

Table 4: Differences on the Organizational Satisfaction and Work Engagement in terms of Sex

Sex	Male	Female	t-value	r-value	VI	Decision
Learning & Development	3.22	3.47	-2.434	.017	S	Reject
Rewards & Recognition	2.98	3.30	-2.154	.033	S	Reject
Leadership	3.12	3.39	-2.255	.026	S	Reject
Work Environment	3.37	3.53	-1.662	.099	NS	Accept
Vigor	4.09	4.20	-.749	.456	NS	Accept
Dedication	4.38	4.43	-.370	.712	NS	Accept
Absorption	4.07	4.05	.113	.910	NS	Accept

HS-Highly Significant; NS – Not Significant

There is a significant difference on the level of organizational satisfaction when the respondents are grouped according to sex. Female employees have significantly higher satisfaction in terms of learning and development, rewards and recognition and leadership while work environment is not a factor in identifying certain degree of satisfaction. Meanwhile, there is no significant difference between male and female in terms of work engagement.

Table 10: Differences on the Organizational Satisfaction and Work Engagement in terms of Civil Status

Civil Status	Single	Married	t-value	r-value	VI	Decision
Learning & Development	3.29	3.47	-1.840	.069	NS	Accept
Rewards & Recognition	3.26	3.21	.375	.709	NS	Accept
Leadership	3.29	3.35	-.518	.605	NS	Accept
Work Environment	3.44	3.52	-.848	.398	NS	Accept
Vigor	4.11	4.20	-.692	.491	NS	Accept
Dedication	4.28	4.49	-1.600	.113	NS	Accept
Absorption	4.00	4.08	-.574	.567	NS	Accept

S – Significant; HS-Highly Significant; NS – Not Significant

There is no significant difference on the level of organizational satisfaction and work engagement among the non-teaching personnel in terms of civil status as denoted by the computed p-values of greater than 0.05 level of significance. Single and married employees have given equal educational opportunities to enrol and finish their graduate studies. Both groups are being given the chance to show their potential as significant part of the organization. Their remarkable contribution to the attainment of mission and vision of university is being rewarded and recognized in the appropriate occasion and venue. Like what the LPU-B's Planning and Quality Assurance Office is doing, they recognized those individuals or work units who submitted their reports ahead of time to motivate the early submission of the requirements. Simple token of appreciation for a job well done is already big enough to boost the morale of the employees.

Table 11: Differences on the Organizational Satisfaction and Work Engagement in terms of Age

Age	21-30	31-40	41 & above	f-value	p-value	VI	Decision
Learning & Development	3.23	3.44	3.58	5.770	.004	HS	Reject
Rewards & Recognition	3.13	3.15	3.42	2.137	.123	NS	Accept
Leadership	3.23	3.25	3.52	3.355	.039	S	Reject
Work Environment	3.36	3.43	3.71	6.875	.002	HS	Reject
Vigor	3.96	4.23	4.35	3.657	.029	S	Reject
Dedication	4.18	4.54	4.55	4.016	.021	S	Reject
Absorption	3.77	4.19	4.22	4.687	.011	S	Reject

S – Significant; HS-Highly Significant; NS – Not Significant

There is a significant difference on the organizational satisfaction when they are grouped according to age in terms of learning and development, leadership and work environment. Non-teaching personnel belong to 21 – 30 years old have significantly lower satisfaction in terms of learning and development compared to personnel belong to 31 years old and above. The employees who belong to 41 years old and above have significantly higher satisfaction in terms of leadership and work environment. They have already given enough educational opportunities and recognition by their superiors and they are well adjusted in their respective work environment compared to new employees who are just starting to build their own career in the university (Laguador, De Castro & Portugal, 2014).

There is a significant difference on the work engagement of the non-teaching personnel when they were grouped according to age. Younger employees have significantly lower vigor than

those employees belong to 41 and above. Meanwhile, Younger employees have significantly lower dedication and absorption compared to employees from 31 years old and above.

Table 12: Differences on the Organizational Satisfaction and Work Engagement in terms of Length of Service to LPU

Length of Service	Below		11 & above	f-value	p-value	VI	Decision
	1- 5	6 - 10					
Learning & Development	3.22	3.49	3.56	6.537	.002	HS	Reject
Rewards & Recognition	3.07	3.24	3.39	2.440	.092	NS	Accept
Leadership	3.23	3.29	3.46	1.936	.149	NS	Accept
Work Environment	3.38	3.45	3.66	4.589	.012	S	Reject
Vigor	4.07	4.21	4.26	.940	.394	NS	Accept
Dedication	4.29	4.54	4.48	1.516	.224	NS	Accept
Absorption	3.85	4.13	4.22	3.049	.052	NS	Accept

HS- Highly Significant; NS – Not Significant

There is a significant difference in the organizational satisfaction in terms learning and development among the three groups of respondents in terms of length of service. Those respondents belong with below 1 to 5 years of service in LPU-B have significantly lower satisfaction in the learning and development compared to employees with 6 – 10 years and 11 years and above. This can be attributed to the situation that they are still not availing some of the scholarship programs and privileges given to the regular employees because some of them are still contractual. They haven't enjoyed and experienced the benefits of staff development program.

Satisfaction on work environment of those non-teaching personnel with below 1 to 5 years in service is significantly lower compared to employees with 6 – 10 years and 11 years and above in service. Some of them are still adjusting to the nature of their work and may be some of them are still not comfortable in the atmosphere or working with people in the office. Deligero and Laguador (2014) emphasized that these employees have the tendency to gain various levels of work engagement where it is considered very subjective in nature based on the different factors that can influence the level of their interest, commitment and drive.

There is no significant difference in the work engagement when the respondents were grouped according to length of service. The mean difference among the groups is not sufficient to make their responses distinctive from the other group. Therefore, various levels of work engagement can be observed among non-teaching personnel with any length of service in the university.

Table 13: Relationship of Organizational Satisfaction and Work Engagement

	Vigor		Dedication		Absorption	
	r-value	p-value	r-value	p-value	r-value	p-value
Leadership & Development	.357(**)	.000	.290(**)	.002	.373(**)	.000
Reward & Recognition	.431(**)	.000	.337(**)	.000	.362(**)	.000
Leadership	.425(**)	.000	.333(**)	.000	.334(**)	.000
Work Environment	.364(**)	.000	.209(*)	.029	.275(**)	.004

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

There is a significant relationship in all aspects of organizational satisfaction and work engagement. This signifies that those non-teaching personnel with high level of organizational satisfaction are also those with higher level of work engagement. The organizational satisfaction creates a winning attitude towards work that defines the engagement pattern of the employees. They know how to give whatever that they have received from the management. The give and take relationship is an important ingredient of success.

CONCLUSION AND RECOMMENDATION

Lyceum of the Philippines University (LPU) – Batangas as an institution of higher learning is now making its highest peak to be one of the nation's prime leaders in providing equally productive and globally competitive graduates to the international community by pushing its image judiciously in the frontier of world-class universities (Laguador, Villas and Delgado, 2014). Non-teaching personnel are highly satisfied in the condition of their respective work environment including the ambiance and relationship among the colleagues. Furthermore, they are normally satisfied in the rewards and recognition being received from the management and from their immediate superiors. The administration provides proper venue and occasions to acknowledge and recognize the remarkable achievements and contribution of its people to the attainment of the LPU-B's vision and mission.

The management also provides educational benefits for the employees for continuing professional education in order for them to finish their graduate studies through Employee Development Program of the university. The leadership capability of the administration is being manifested through undergoing accreditations and certifications that maintains the reputation and image of the university in providing quality services to its human resources and clients.

Though, the services are being given equally to all employees, female respondents have significantly higher organizational satisfaction in terms of learning and development, rewards and recognition and leadership. There are differences between male and female in terms of their level of appreciation, agreement and conformity to standards that can be explained further the distinction between the two groups in another study.

Business organization is one of the aspects of management that needs clear communication of information so that the employees would be enlightened and updated of what are the plans of the administration for the university and for the people. Good keeping of data and records would provide clear direction to attain the goals of the university.

Research is area in the academic community that needs to be strengthened to get the international recognition from prestigious world university rankings. Administrators need to have a holistic understanding of how research should become integrated in their academic functions towards collaborative and reflective interventions (Bay & Clerigo, 2013). The LPU-B management is very supportive in providing incentives and honorarium for the researchers, therefore, employees must grab this opportunity to analyze all available records and data in every work unit to produce research outputs.

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