Performance of Instructors in Public University and Colleges in Xiamen City, China

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ABSTRACT. *The study is concerned in determining the level of job performance, job satisfaction, and occupational stress of public universities and colleges instructors in Xiamen City, China. The relationship of job satisfaction and occupational stress with job performance is determined. The study used descriptive and inferential statistics wherein the research described both qualitatively and quantitatively the variables being used in the study.The following findings were observed based on the research results:The level of Job Satisfaction is generally moderate. The level of Occupational Stress is generally moderate. The level of Job Performance is generally high. No relationship between Job Satisfaction and Job Performance, and their Occupational Stress and Job Performance. The instructors are generally contented with their job. Innovative scale value to determine the relationship between job satisfaction and occupational stress and job performance..*

KEYWORDS: *Human Resource, Job Satisfaction, Occupational Stress, Job Performance*

1. Introduction

One of the most accessible ways to achieve and start with a globally competitive educational system is to train and produce educators who are not only intellectually adept with teaching skills but are also emotionally and socially committed to the teaching profession. Ho, Leticia accounted that the teacher-learner duality demands a goal of continuous development in order to anticipate the professional future; because at the "center of information on technology and communication is still the human person-the teacher"[1] .

In fact, the quality of the educational system as a whole depends basically on the quality of the instructor who is going to implement the educational plans. If we want to give our young people the best education, possible, we must first provide the best education and training to those who will teach them. In short, faculty members must learn how to use a broad range of teaching strategies.

In Xiamen city, there are 19 colleges and universities. Including 5 full-time public undergraduate institutions, 2 public higher vocational colleges, 2 private regular universities, 7 private higher vocational colleges, 1 independent college, 2 secondary colleges. The majority owned by the provincial education department management, Xiamen University of Technology, Xiamen Medical College, Xiamen City University three school owned Xiamen Bureau management.Select the three university and colleges as the research object.

Xiamen University of Technology (XMUT) is a public college born and growing simultaneously with Xiamen Special Economic Zone, XMUT was later upgraded to a public university of technology by the decision issued by President Xi Jinping, then Governor of Fujian. There mission is to help students develop and apply knowledge, skills and abilities for real world success through competency-based and industry-informed learning and teaching.

Xiamen Medical College (XMMC) is a full-time public undergraduate college, which is one of the three medical undergraduate colleges in Fujian Province and the only medical undergraduate college in central and southern Fujian. XMMC will shoulder heavy responsibilities to commit to cultivating applied and technical talents for healthcare industry, biological medicine and health service industry. The college has been awarded multiple key construction specialties or featured specialties, demonstration sites and courses at national level, provincial level and municipal level.

Xiamen City University (XMCU), established in 1952, is a full-time college for higher vocational education directed by Xiamen Municipal Government. It is voted as one of the most popular higher vocational colleges in Fujian Province by candidates for college entrance examination. The University always runs under the principle of "Educating people, pursuing cross-industrial integration, providing service as needed, and striving for excellence", adheres to student-centered education, develops towards the orientation of the benefit for all labors who are fighting for University, and devotes itself to training diligent workers with professional dignity.

Lastly, this study is significant to the researcher because as Human Resource Development Officer of Xiamen City, the findings are bases to proposed programs to improve the condition of the students and teachers and to uplift the quality of education in public universities and colleges. This research is important in the work of the researcher because it serves as a vehicle to reach out to the respondents and find out their current situation.

1.1 Conceptual Framework

In 1959, Frederick Herzberg, a behavioral scientist proposed a two-factor theory or the motivator-hygiene theory. According to Herzberg, there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. According to Herzberg, the opposite of "Satisfaction" is "No satisfaction" and the opposite of "Dissatisfaction" is "No Dissatisfaction"[2].

Herzberg classified these job factors into two categories:

Hygiene factors: Hygiene factors are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent/if these factors are non-existant at workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate/reasonable in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called as dissatisfies or maintenance factors as they are required to avoid dissatisfaction. These factors describe the job environment/scenario. The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled. Hygiene factors include: Pay,Company Policies and administrative policies,Fringe benefits,Physical Working conditions,Status,Interpersonal relations,Job Security.

Motivational factors: According to Herzberg, the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance. These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit. Motivational factors include: Recognition, Sense of achievement,Growth and promotional opportunities,Responsibility,Meaningfulness of the work[3].
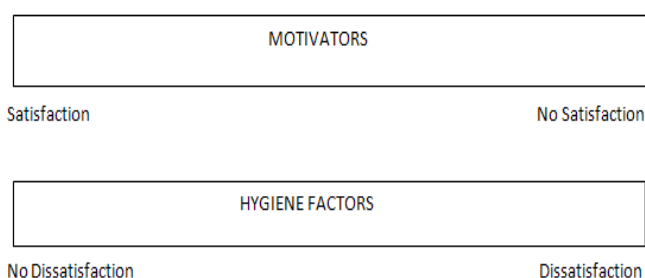

Figure 1: Herzberg's view of satisfaction and dissatisfaction

1.2 Statement of the Problem and Hypothesis

The study aimed to analyze the job performance of employees of instructors of public universities in Xiamen City. Specifically, the researcher sought answers to the following queries:

1.2. 1. What is the level of the job satisfaction of instructors of Public University and Colleges in Xiamen City along:

a. Hygiene factors; and

b. Motivators?

1.2.2. What is the level of occupational stress of instructors of Public University and Colleges in Xiamen City along:

a. Human resource policies;

b. Interpersonal relationship;

c. Job Environment;

d. Job itself; and

e. Reward system?

1.2.3. What is the level of teaching performance of instructors of Public University and Colleges in Xiamen City along:

a. Cognitive dimension;

b. Affective dimension;

c. Motivational dimension;

d. Disciplinary dimension; and

e. Innovative dimension?

1.2.4. What is the relationship between the level of teaching performance and the following:

a. Job satisfaction; and

b. Occupational stress?

Hypothesis: There is a significant relationship between job performance and occupational stress and job satisfaction.

1.2. 5. What recommendation may propose to improve job performance of the instructors?

2. Description of the Problem

2.1 Research Design and Methodology

This study used the descriptive research method as it gathered information about the responses on level of the job satisfaction, occupational stress and teaching performance. Descriptive method is concerned with present conditions or relationships: prevailing practices, on-going processes and its effects, or developing trends. Descriptive research involves either the elements or interpretation of meaning or significance of what is described[4]. To determine information regarding these, the survey approach was adopted by this research.

2.2 Population and Locale of the Study

The locale of the study is in Xiamen City China involving the public university and colleges. The institutions involved are Xiamen University of Technology, Xiamen Medical College, Xiamen City University. The respondents are the instructors and students. The total population of instructor respondents is 1643 wherein the researcher got 330 sample or actual respondents. The total population of students is 8472 wherein the researcher got 338 as actual respondents in this research. The researcher applied Cochran formula as suggested by the Research and Development Office of the University of the Cordilleras to determine the number of needed respondents. The student respondents are those in the third year or junior level. The researcher is including only this group because they have longer time of exposure to their professors and they are more mature to evaluate the performance of the first set of the respondents. From the total number of the population, the researcher got only a sample using purposive sampling.

Table 1: Population of actual instructors and sampling instructors

	Xiamen University of Technology		Xiamen Medical College		Xiamen City University		Total	
	ACT	SAMP	ACT	SAMP	ACT	SAMP	ACT	SAMP
Professor	127	25	33	7	11	2	171	34
AssociateProfessor	343	69	73	15	74	15	490	99
Lecturer	528	106	139	28	124	25	791	159
Assistant	78	16	52	10	61	12	191	38
Total	1076	216	297	60	270	54	1643	330

Table 2: Population of actual students and sampling students

	Xiamen University of Technology		Xiamen Medical College		Xiamen City University		Total	
	ACT	SAMP	ACT	SAMP	ACT	SAMP	ACT	SAMP
Junior Students	4886	195	1300	52	2286	91	8472	338

2.3 Data Gathering Tools

This study used a questionnaire to gather the necessary information to answer the problem. The questionnaire used consisted of 3 major parts. The first part is items on job satisfaction. Ten items are under Hygiene factors and ten items are under motivators.

The second part of the questionnaire is items on factors on occupational stress. In the first factor which is Human Resource policies, there are ten items included. The second factor is interpersonal relationship with six items. On the third factor which is the job environment, there are also six items. The fourth factor is the job itself with ten items. The last factor with six items is the reward system.

The third part of the instrument is items on the different dimensions of teaching. The first group of items is on cognitive dimension. There are ten items on this part. The second dimension is affective with seven items. The third dimension is motivational with seven items followed by disciplinary with only 3 items. The last dimension is on innovative with only two items.

All the items in the questionnaire are with four choices. The respondents simply put check marks on their answers. The first two parts of the questionnaire were answered by the selected instructors and the third part was answered by the selected students[5].

The instrument was pre-tested with a sample population of 31. Out of the total sample, 13 are instructors, 18 are students. The result of the pre-test is 0.771. According to Reynolds, Livingston and Wilson (2006) positioned that if a questionnaire will be used, a reliability estimate of at least 0.70 is expected. The reliability coefficient of each area is 0.709 for job satisfaction, 0.888 for occupational stress and 0.717 for job performance.

2.4 Data Gathering Procedure

The researcher conducted a pretest on the validity of the instrument after the approval of the panel members. The questionnaires were personally administered by the researcher for the respondents to be guided in answering the items. The instrument translated into Chinese version for the respondents to comprehend.

The names of the respondents were generated through computer. The student respondents answered the questionnaires during their review class at night since they have a whole day classes. All respondents are staying at the dormitory of the University and Colleges. The researcher used 8 assistants from the Department of Education to administer the questionnaire. There were two assistants for each group of students. The instructor respondents answered the questionnaire during their free time of the day.

2.5 Treatment of the Data

The study used descriptive and inferential statistics wherein the research described both qualitatively and quantitatively the variables being used in the study.

Descriptive Statistics were used to present the level of job satisfaction, level of occupational stress, and level of teaching performance among instructors of public university and colleges in Xiamen City. Specifically mean and its corresponding descriptive equivalent (DE) were used together with ranking[6]. To interpret the answer of the respondents reflected from the mean, the researcher used the scale indicated below.

Table 3: The Scale value used to determine the level of job satisfaction

Scale Value	Statistical Limits	Description	Interpretation
4	3.26-4.00	Highly Satisfied	There is a full job satisfaction
3	2.51-3.25	Moderately Satisfied	There is an acceptable job satisfaction
2	1.76-2.50	Slightly Satisfied	There is a minimal job satisfaction
1	1.00-1.75	Not Satisfied	There is no job satisfaction at all

Table 4: The scale valued used to determine the level of occupational stress

Scale Value	Statistical Limits	Description	Interpretation
4	3.26-4.00	Highly Stressful	The factor causes much stress
3	2.51-3.25	Moderately Stressful	The factor causes stress
2	1.76-2.50	Slightly Stressful	The factor causes Minimal Stress
1	1.00-1.75	Not Stressful	The factor is not a cause of Stress

Table 5: The scale value used to determine the level of job performance

Scale Value	Statistical Limits	Description	Interpretation
4	3.26-4.00	Excellent	Very High Performance
3	2.51-3.25	Very Good	High Performance
2	1.76-2.50	Good	Low Performance
1	1.00-1.75	Poor	Very Low Performance

In order to determine the relationship between level of job satisfaction and occupational stress with level of job performance, Pearson Product- Moment Correlation was used[7]. This is to test the null hypothesis which states that no significant relationship exists between job satisfaction and occupational stress with that of job performance. In order to interpret the correlation result, the following scale was used for interpretation:

Table 6: The scale value to determine the relationship between job satisfaction and occupational stress and job performance

r	Interpretation
.01 to .19	No or negligible relationship
+.20 to +.29	Weak or low relationship
+.30 to +.39	Moderate relationship
+.40 to +.69	Strong or high relationship
+.70 or higher	Very strong or high relationship

3. Results Analysis

Specifically, it provides the answers to the research problems regarding the level of job satisfaction, job performance, and occupational stress among public university and college instructors in Xiamen City, China. More importantly, the relationship of job satisfaction and occupational stress with the instructors job performance were also determined.

Level of job satisfaction among the instructors in terms of Hygiene Factors. The overall weighted mean is 2.93 interpreted as moderately satisfied. This means that, generally, the respondents have an acceptable level of job satisfaction. They are not fully satisfied but in a way the level of their satisfaction is admissible.

Level of job satisfaction of instructors along motivators. The general weighted mean is 2.89 which means moderate level of satisfaction. All items or indicators got the same level. Relating this to Herzberg's theory, the result implies that the respondents generally display an acceptable level of satisfaction on the different motivators.

Summary table 7 for problem No. 1 the general weighted mean of the two factors is 2.91 which is Moderately Satisfactory.

Table 7: Summary table for problem No. 1

Area	Mean	DE	Rank
Hygiene Factors	2.93	MS	1
Motivators	2.89	MS	2
Overall Mean	2.91	MS	

The respondents are Both moderately satisfied in the two factors however, hygiene got a higher mean of 2.93 while motivator got a mean of 2.89. This implies that the instructors are satisfied but not totally or completely. This research confirmed the findings of Gautam in his survey on job satisfaction of faculty members of veterinary sciences where he got the same result, which is moderate satisfaction.

It is a serious concern when employee morale and job satisfaction are low. Low job satisfaction implies that employees probably have unfavorable response towards the organization and their job.

The level of occupational stress experienced by instructors is Moderately Stressful with a weighted mean of 2.95 which means Moderately Stressful. This means, that the level of stress coming from the different sources of human resource policies bring a high level of stress among the instructors.

Level of occupational stress of instructors along interpersonal relationship. The overall mean is found to be 2.92. This implies, that the level of stress coming from the different interpersonal relationships bring a higher than normal level of stress among the instructors. Accordingly, this level of stress is higher than the acceptable level of stress and some unhealthy effects of stress may result.

Level of occupational stress of instructors along job environment. Based on the result, all indicators of Job/Work Environment brought moderate level of stress on the respondents. The overall mean was found to be 3.14 which suggests that some improvement are to be done in the classrooms of public university.

Level of occupational stress of instructors along job the itself. The stress level brought about by the job itself was determined with the mean of 2.92 which mean Moderately Satisfactory. The results shows that level of stress were observed on all indicators of the job itself.

Level of occupational stress of instructors along reward system. The overall mean of 2.91, is observed in the area, which is interpreted as Moderately Stressful. Furthermore, the results also showed that across all indicators moderate level of stress is brought about by the institutions policies on the reward system for the instructors. Generally, what they get and the opportunities for the respondents are limited.

Summary table 8 for problem No.2. This is done to know which areas among the sources of stress relatively brought more stress to the instructors. This is further verified by the overall mean of 2.97, which is interpreted as moderately stressful.

Table 8: Summary table for problem No. 2

Area	Mean	DE	Rank
Job Environment	3.14	MS	1
Human Resource Policies	2.95	MS	2
Job Itself	2.93	MS	3
Interpersonal Skills	2.92	MS	4
Reward System	2.91	MS	5
Overall Mean	2.97	MS	

In terms of specific sources, the highest stress is coming from the Job Environment with a mean of 3.14. This means that the facilities or crowded classrooms are the number one source of stress of the instructors. Human resource policies ranked second with a mean of 2.95 and then followed by job itself with 2.93. Relatively, the reward policies of the institutions yielded the lowest mean of 2.90 compared with other sources. Interpersonal relationship also ranked among the least source of stress with a mean of 2.92. Nevertheless, all sources brings moderate level of stress to the respondents.

Level of job performance of instructors along cognitive dimension of teaching. The overall mean of 3.00 showed that the students are moderately satisfied on the level of performance of instructors in the area of cognitive domain of teaching.

Level of job performance of instructors along affective dimension of teaching. The overall mean is 3.01 observed in the overall mean of the area affective domain of teaching. Furthermore, all the indicators of affective dimension of teaching, showed a very good level of performance evaluation by the respondent. This shows

that the students are satisfied on the level of performance of the instructors in the different indicators of the affective dimension.

Level of job performance of instructors along motivational dimension of teaching. The overall mean is 3.00 on all the indicators of affective dimension of teaching, the respondents showed a very good level of performance evaluation. This shows that the students are contented on the level of performance of the instructors in the different indicators of the affective dimension.

Level of job performance of instructors along disciplinary dimension of teaching. Based on the overall mean of 3.03, it shows that teachers are able to impose a good level of discipline in their teaching. This is very evident from the different indicators, wherein the respondents showed a very good level of performance evaluation in the area. This shows that the students are very satisfied on the level of performance of the instructors in the different indicators of the disciplinary dimension.

Level of job performance of instructors along innovative dimension of teaching. The mean of 2.97 is observed in the area which has a corresponding descriptive interpretation of 'Very Good'. Moreover, all indicators also showed high level of performance evaluation in the area of innovative dimension of teaching. This means that the instructors apply different teaching strategies and approaches. This shows that the students are satisfied on the level of performance of the instructors in the different indicators of the affective dimension.

Table 9: Summary table for problem No. 3

Area	Mean	DE	Rank
Disciplinary Dimension of Teaching	3.03	VG	1
Affective Dimension of Teaching	3.01	VG	2
Cognitive Dimension of Teaching	3.00	VG	3.5
Motivational Dimension of Teaching	3.00	VG	3.5
Innovative Dimension of Teaching	2.97	VG	5
Overall Mean	3.00	VG	

Summary table 9 for Problem No. 3 presents the summary of the different areas of job performance considered in the study. This is done to know which dimension of teaching the respondent showed high level of performance. As reflected from the overall mean of 3.00, which is interpreted as 'Very Good', the instructors have a high level of job performance. The results also showed that across all dimensions a very good level of performance is observed among the respondents.

In terms of specific dimension, the highest mean is observed for Disciplinary with a mean of 3.03, interpreted as 'Very Good'. This only means that instructors really give value to discipline. This is followed by the affective dimension with mean of 3.01, also interpreted as 'Very Good'. Relatively, innovative dimension of teaching yielded the lowest mean with 2.97 compared with other sources. Cognitive

Dimension and Motivational Dimension both yielded a mean of 3.00, also interpreted as 'Very Good'.

Table 10 provides the relationship between job performance and job satisfaction. This is done in order to know whether or not job satisfaction influences the instructor's level of teaching performance. Furthermore, job performance was correlated to the different areas of job satisfaction namely Hygiene Factors and Motivators, as well as the overall job satisfaction.

Table 10: Correlation between job performance and job satisfaction

Area of Job Satisfaction	r	p-value	Interpretation
Hygiene Factors	0.13*	0.03	Significant Low Positive Relationship
Motivators	-0.09	0.13	No Relationship
Overall Job Satisfaction	0.08	0.18	No Relationship

The result revealed that as a whole, job satisfaction does not significantly influence job performance. This is also true for the influence of Motivators on job performance. What the study found to significantly influence performance of the instructors is the Hygiene Factors of Job Satisfaction. Improvement in Hygiene Factors is expected to also increase the job performance of the instructors. More importantly, the result shows that when the institution provides enabling environment for the instructors, it is translated into better performance. The findings of this research accepted the hypothesis that there is no relationship between Job Performance and Job Satisfaction.

Table 11 provides the relationship between job performance and job satisfaction. This is done in order to know whether or not job satisfaction influences the instructor's level of teaching performance.

Table 11: Correlation between Job Performance and Occupational Stress

Area of Job Satisfaction	r	p-value	Interpretation
Human Resource Policies	-0.144*	0.02	Significant Low Negative Relationship
Interpersonal Relations	-0.141*	0.02	Significant Low Negative Relationship
Job Environment	-0.124*	0.04	Significant Low Negative Relationship
Job Itself	-0.146*	0.02	Significant Low Negative Relationship
Reward System	-0.131*	0.03	Significant Low Negative Relationship
Overall Occupational Stress	0.10	0.11	No Relationship

The result revealed that as a whole, overall occupational stress does not significant influence job performance. However, when the sources of stress is considered individually, a significant influence on performance of the instructors is observed. Decrease in the stress brought by the different sources is expected to bring improved job performance of the instructors. More importantly, the result shows that when the institution addresses the different factors causing stress among instructors, it is translated into better performance.

4. Conclusions

The following conclusions were derived from the findings of the study:

A. The instructors of the Public University and Colleges of Xiamen City, China are generally contented with their job.

B. The instructors of Public University and Colleges of Xiamen City, China are generally stressed in their job.

C. The instructors of Public University and Colleges of Xiamen City, China are generally performing well.

D. The level of job satisfaction and level of stress of instructors of Public University and Colleges of Xiamen City do not affect their teaching performance.

5. Recommendations

From the resulting conclusions derived in the study, the following recommendations are given:

A. There has to be a review on the pay or salary of the public university and college instructors by the government by amending the standard salary scale of the public instructors since the requirement for promotion and ranking is really tedious.

B. A social gathering activities for instructors, students, administrators and parents have a part of the calendar of activities of public university and colleges to improve interpersonal relationships among stakeholders.

C. The government has to build more public educational institution in rural areas by allocating funds from the national budget to avoid congestion of students in the city.

D. There has to be a continuous training or faculty development program for the public university and colleges of Xiamen City, China through scholarship, international fora, training and workshops and the like, to achieve excellence in the job performance of public instructors.
Other Recommendations:

A. Ranking has to be kept confidential and not to be displayed on the school bulletin boards to avoid embarrassment or humiliation on the part of instructors.

B. The government has to establish Wellness Program which focuses on the employee's total physical and mental condition.

C. There has to be a strict monitoring mechanism on the budget of public educational institutions to eliminate corruption practices to improve the condition of the institutions and employees.

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