

Professional Development, Organizational Climate, Supervisory Rapport and Overall Satisfaction of Employees: An Attitudinal Study

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Abstract— This study aimed to analyze the professional development, organizational climate, supervisory rapport, and overall satisfaction of employees from a local higher education institution in Central Luzon, Philippines. This study made use of a descriptive-correlational design with an adapted and modified survey questionnaire as an instrument and selected sixty-five (65) respondents using a convenience sampling technique. The paper utilized SPSS 20 to treat the gathered data with the use of the following statistical tools: frequency, percentage, weighted mean, t-test, ANOVA, and Pearson-r. The study generated the following results: the employees unanimously agreed on the contexts and concepts presented in the three variables of the study namely, professional development, organizational climate, and supervisory rapport. Moreover, they responded favorably about their job satisfaction. In addition, there are significant findings observed as regards to professional development, organizational climate and supervisory rapport of the employees when grouped according to demographic profiles. Furthermore, there is substantial evidence of relationships observed among demographic profile, professional development, organizational climate, supervisory rapport, and overall satisfaction. With the foregoing results, the researchers recommended suggestions to promote organizational development among employees.

Keywords: *professional development, organizational climate, supervisory rapport, job satisfaction, attitudinal study*

I. INTRODUCTION

The approach of an individual towards work is an essential component of a healthy organization. It can affect the organizational output in many ways since it is a unique trait of an individual to behave appropriately towards a certain job and even if the organization has set parameters and routines, the output is never the same to some extent. In recent years, developments in theory and methodology have reinvigorated research which now addresses an opulent display of topics related to the daily flow of affect [1]. Furthermore, the intricacy of particular motives and dispositions, and the multi-faceted interplay of attitude objects and motivation play a major role in shaping behavior. An attitudinal study validates such important facets of organizational management.

This paper puts a premium on the attitudes of employees from a local higher education institution in Central Luzon, Philippines, with a primary purpose of analyzing the level of perception among the respondents in their workplace. The higher education system has been facing major challenges, especially in matching its outcomes to the market needs [2]. This particular study focuses on four variables to analyze the extent of professional development, organizational climate, supervisory rapport, and overall satisfaction of the employees in a local higher education institution. The baseline information shall provide substantial ideas and concepts of what roles individuals play within and outside the organization.

Furthermore, the results will also play a vital role in organizational development among the employees.

This study hopes to provide the “big picture” of the institution’s employees and to engage in the development of the behavioral perspective of the work environment of those individuals or groups. The study can also support the organization in identifying the weak spots of the management system and try to strengthen it shortly.

Section I of this paper contains a brief introduction of the study, while section II chronicles the related materials which provided both theoretical and practical approaches for this research. Moreover, section III includes the methodology which described the (1) research design; (2) respondents of the study; (3) instrument used; and (4) statistical analysis. The results of the study provided in section IV include tables for the demographic profile; professional development; organizational climate; supervisory rapport; and overall satisfaction of employees; at the same time, tables are also indicated for the significant differences of the responses and correlation matrix. Section V contains the discussion of the study, while Section VI details the conclusion and future scope.

II. RELATED WORK

Various literatures provide diverse perspectives and analyses towards employees’ attitudes towards work, towards team or group activities, towards their manager or

supervisor. Employees in probed departments remain with their present departments either because they need to do so, or because they have to do so, but not because they feel they must to do so [3]. Furthermore, when it comes to gender, female personnel have more positive work associated attitudes towards client organizations than their male counterpart [4]. Another study indicated that job satisfaction is not a predictor of assurance, and work commitment is linked to work engagement [5]. This only shows that it is probably dependent on the individuality and uniqueness of the employee which is quite hard to modify to some extent.

Another important perspective to be considered in attitudinal literature is its relationships with other pertinent variables in the organization. A significant relationship between transformational leadership and employee performance outcomes exist [6]. On the same idea, another study suggested the relationship between trust and all three attitudes toward change dimension [7]. Psychological contract fulfillment and perceived need for change mediate the relationship. Furthermore, emotional intelligence is related to job satisfaction, organizational commitment, and turnover intentions [8]. The ever-changing world of management causes a drastic and dramatic turn of events in an organization's domain, and employees tend to adapt in different ways that they can to compensate for the pace. To support this idea, a study showed that perceived organizational support moderated the effects of management commitment [9].

In terms of effects and benefits, public service motivation aggravates the antagonistic effects of red tape on negative employee attitudes and behaviors [10]. These effects are transmitted through the mechanisms of resigned satisfaction. Also, significant and beneficial effects of family-supportive supervisor behavior training can have a substantial impact on individuals [11]. For instance, they can observe this on changes in employee job performance, organizational commitment, engagement, job satisfaction, and turnover intentions. This phenomenon happens when changes in employee perceptions of their supervisor's overall family-supportive supervisor behaviors occur.

Other variables that play a contributory part of attitudinal studies include the perspective wherein public employees expressed higher levels of public-service-oriented motives [12]. They are also more likely to receive this in the form of perceived social impact. Besides, motivated employees improve both the effectiveness and efficiency of the organizational goals [13]. Furthermore, effective leadership is one key element in the success of a group, and virtually anyone can learn to be an effective leader [14].

III. METHODOLOGY

Design

This study made use of descriptive-correlational research design with the survey as its primary instrument. The

survey research for quantitative design in the social sciences, which relies on asking people standardized questions [13], was utilized in the study. Since this study dwells on collecting data through a survey questionnaire, it is just and fitting to use this design for this paper.

Respondents

Participants of the study are employees of a local higher education institution in Central Luzon, Philippines. They are currently employed, regardless of the status and position, in the academic year 2019-2020. The study used the purposive sampling technique in drawing out respondents since the employees are the targeted population. There were sixty-five (65) employees who participated and who answered the survey questionnaire which served as the sample for this study.

Instrument of the Study

This study modified and adapted the International Public Management Association for Human Resources (IPMA-HR) Employee Attitude Surveys (2008). This survey contains management/leadership style, supervisory relationship, workgroup/team effectiveness, organizational climate, performance enhancement review, communication, employee development, total compensation, diversity, and inclusion, as well as overall satisfaction, morale, productivity, motivation, and commitment as major variables in the determination of employee attitudes in the workplace.

The present study used only four (4) variables which include the professional development, organizational climate, supervisory rapport and overall satisfaction of the employee. The instrument was modified to fit with the purpose of the study. Cronbach Alpha was used to measure the reliability of the questionnaire, and it yielded an overall score of .90, which is better than the benchmark score of .70. To check for any misunderstood word(s) and to test for readability, it was first pre-tested to students who are not part of the study. Another round of revision was conducted until all of the statements were clear, concise, understandable and reader-friendly.

Statistical Analysis

This study used the following statistical tools: frequency and percentage for the demographic profile of the respondents; weighted mean for the professional development, organizational climate, supervisory rapport and overall satisfaction of employees; t-test and ANOVA for the significant difference in the mean scores of the respondents; and Pearson-r for relationships among the variables in the study. SPSS 20 was used for the statistical analysis after data-tallying and tabulation.

IV. RESULTS

This study analyzed the professional development, organizational climate, supervisory rapport and overall satisfaction of employees from a local higher education

institution. The researcher used different statistical tools to treat the gathered data. The following presentations were results from the statistical treatment of gathered data.

Table 1. Demographic Profile of the Respondents

	Frequency	Percentage
Department		
Faculty	37	57
Administration	28	43
Position/Designation		
Instructor	37	57
Admin Aide	21	32
Manager/Coordinator	7	11
Age		
20-30 years old	27	42
31-40 years old	15	23
41-50 years old	12	18
51 years old above	11	17
Sex		
Male	37	57
Female	28	43
Civil Status		
Single	37	57
Married	26	40
Others	2	3
Educational Attainment		
High School Level	5	8
High School Graduate	3	5
Vocational Course	4	6
College Level	3	5
College Graduate	23	35
Post Graduate Level	21	32
Post Graduate	6	9
Employment Status		
Regular	16	25
Casual	2	3
Contract of Service	45	69
Job Order	2	3
Years in Service		
1-5 years	44	68
6-10 year	7	11
11 years above	14	21
Salary		
Less than 5,000 pesos	4	6
5,001-10,000 pesos	9	14
10,001-20,000 pesos	40	61
20,001-30,000 pesos	12	19
Total	65	100

Table 1 shows the demographic profile of the respondents. It can be deduced that 57% of the respondents are faculty personnel, while administrative personnel occupies 43% of the sampled population. There are also more instructors with 37 than the combined number of administrative aides and supervisors. Furthermore, the table shows that respondents 20-30 years old dominated the entire group, with the male dominating the number of their female counterparts. In terms of civil status, there are more single cases than the combined number of married respondents.

Moreover, college graduates topped the list in terms of educational attainment, followed by the postgraduate level. There are also more contract-of-service respondents than regulars, casuals and job order cases. The majority of the respondents are in the service between 1-5 years, followed by 11 years and above. The salary of most of the respondents is between 10,001-20,000 pesos per month. Additionally, the table above provides a glimpse of the actual personnel in the surveyed higher education institution. Regardless of the status and conviction of each respondent, the result reflects their perceptions.

Table 2. Professional Development of Employees

Statements	Mean	Interpretation
In the past year, I have had adequate training opportunities that developed my knowledge and skills to help me better perform my work.	3.94	Agree
My office/department makes me aware of available training and development activities and opportunities	4.12	Agree
Employees are provided with a variety of useful training opportunities.	3.92	Agree
There are career growth opportunities for me within the office/department.	3.92	Agree
The office/department provides me the tools and resources I need to achieve my career goals within the City.	3.80	Agree
My office/department encourages continual learning and development.	4.14	Agree
My office/department provides effective safety related training.	4.00	Agree
Average Mean	3.99	Agree

Legend: 1.00-1.45= Don't know; 1.46-2.45= Strongly Disagree; 2.46-3.45= Disagree; 3.46-4.45= Agree; 4.50-5.00 = Strongly Agree

Table 2 displays the professional development of the employees. The item with the highest mean is statement 6 with a score of 4.14, which has a Likert scale equivalent of "agree". In contrast, statement 5 got the lowest mean score of 3.80, which corresponds to "agree" on the Likert scale. Overall, the mean average is 3.99, with a Likert scale interpretation of "agree". The result implies that the institution meets its end to provide substantial professional development among its constituents.

Table 3. Organizational Climate of Employees

Statements	Mean	Interpretation
I believe that discipline is administered fairly and consistently to all employees in my office/department.	4.22	Agree
Discipline in my office/department is administered according to Civil Service	4.22	Agree

Rules.		
As an employee, I feel secure in speaking up about office/department practices and/or policies that are ethically questionable.	4.02	Agree
My co-workers know the difference between ethical and unethical behaviors, and seem to care about the difference.	4.17	Agree
My office/department is serious about maintaining a work environment that is free of violence and harassment	4.45	Agree
My office/department is serious about maintaining a work environment that is free of drugs and alcohol.	4.49	Strongly Agree
My office/department creates and maintains a safe and healthy work environment by taking action which prevents injury or harm to self, others, equipment and/or property.	4.51	Strongly Agree
Average Mean	4.29	Agree

Legend: 1.00-1.45= Don't know; 1.46-2.45= Strongly Disagree; 2.46-3.45= Disagree; 3.46-4.45= Agree; 4.46-5.00= Strongly Agree

Table 3 represents the organizational climate of employees. Statement 7 got the highest mean score with 4.51, with an equivalent Likert scale interpretation of "strongly agree". Statement 3, on the other hand, got the lowest mean score of 4.02, which is equivalent to "agree" on the Likert scale. The overall average mean for the organizational climate is 4.29, which relates to "agree" on the Likert scale. The result shows that the institution commends its employees by providing a conducive working environment in the organization. Fellow employees also play a vital role in maintaining the ambiance of the organization.

Table 4. Supervisory Rapport of Employees

Statements	Mean	Interpretation
My supervisor fosters an atmosphere of mutual trust, respect and confidence.	4.51	Strongly Agree
My supervisor does a good job of sharing necessary information.	4.45	Agree
My supervisor clearly communicates his or her performance expectations to me.	4.37	Agree
I receive routine feedback from my supervisor about my job performance.	4.25	Agree
Discussions with my supervisor about my performance are beneficial	4.31	Agree
Average Mean	4.38	Agree

Legend: 1.00-1.45= Don't know; 1.46-2.45= Strongly Disagree; 2.46-3.45= Disagree; 3.46-4.45= Agree; 4.50-5.00= Strongly Agree

Table 4 represents the supervisory rapport of employees. The highest mean produced is from statement 1 with a mean score of 4.51, and a Likert scale equivalent of "strongly agree". On the other end, statement 4 that got the lowest mean with 4.25 which has a Likert scale equivalent of "agree". The average mean for supervisory rapport is 4.38, which has a Likert equivalent of "agree". This result states that in terms of supervisors/managers, the relationship is mutual and beneficial with the institution.

Table 5. Overall Satisfaction of Employees

Statements	Mean	Interpretation
Overall, I am satisfied with my job.	4.31	Agree
Overall, I feel positive about working for the office/department.	4.34	Agree
Overall, I feel that I am as productive as I can be.	4.38	Agree
Overall, I am motivated to do good work.	4.48	Strongly Agree
Overall, I am committed to achieving the goals of the office/department.	4.52	Strongly Agree
Average Mean	4.41	Agree

Legend: 1.00-1.45= Don't know; 1.46-2.45= Strongly Disagree; 2.46-3.45= Disagree; 3.46-4.45= Agree; 4.46-5.00= Strongly Agree

Table 5 presents the overall satisfaction of employees. Statement 5 got the highest mean score of 4.52, which equates to "strongly agree" on the Likert scale. Statement 1 got the lowest mean score of 4.31, which could be interpreted as "agree" on the Likert scale. Overall, the average mean is 4.41, with a Likert scale interpretation of "agree.". The result attests that the institution satisfies its employees. With such a notion, the employees enjoy the benefits and advantages of being part of the organization.

Table 6. Significant Differences on the Professional Development, Organizational Climate, Supervisory Relationship and Overall Satisfaction of Employees

Variables	Prof. Dev't	Org. Climate	Super. Rapport	Overall Satisfac.
Department	2.682* (.009)	0.468 (.641)	2.201* (.031)	0.407 (.685)
Position/ Designation	3.971* (.024)	3.058 (.054)	2.790 (.069)	0.083 (.921)
Age	1.255 (.298)	1.143 (.339)	3.888* (.013)	0.630 (.599)
Sex	0.550 (.584)	1.320 (.192)	-0.034 (.973)	1.376 (.174)
Civil Status	3.766* (.029)	5.361* (.007)	2.733 (.073)	1.097 (.340)
Educ. Attain.	1.139 (.352)	2.510* (.032)	5.300* (.000)	0.659 (.683)
Employ. Status	4.988* (.004)	2.980* (.038)	0.806 (.495)	2.485 (.069)
Years in Service	4.620* (.013)	1.531 (.224)	3.097 (.052)	0.396 (.674)
Salary	4.391* (.004)	4.211* (.007)	3.148* (.000)	2.664* (.000)

	(.004)	(.005)	(.020)	(.041)
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* $p < .05$

Table 6 provides the significant differences in the professional development, organizational climate, supervisory rapport and overall satisfaction of employees. We can deduct from the table that there is a significant difference in the supervisory rapport of the faculty ($M=4.52$; $SD=.428$) which is higher than the administrative personnel ($M=4.18$; $SD=.820$) since $t(63)=2.201$, $p=.031$ which is lower than the Alpha significance level of .05. This could mean that faculty personnel have a better supervisory rapport than the administrative workers.

Also, there is a significant difference in the professional development of faculty ($M=4.15$; $SD=.553$) which is higher than the administrative personnel ($M=3.78$; $SD=.559$), since $t(63)=2.682$, $p=.009$ which is significant at .05 Alpha significance level. It is safe to assume that the faculty has a better professional development than the administrative personnel.

Moreover, professional development also got significant differences in terms of position [$F(2, 26)=3.971$, $p=.024$]; civil status [$F(2, 62)=3.766$, $p=.029$]; employment status [$F(3, 61)$, $p=.004$]; years in service [$F(2, 62)=4.620$, $p=.013$]; and salary [$F(4, 64)=4.391$, $p=.004$].

In terms of organizational climate, it also produced significant findings in the civil status [$F(2, 62)= 5.361$, $p=.007$]; educational attainment [$F(6, 58)= 2.510$, $p=.032$]; employment status [$F(3, 61)= 2.980$, $p=.038$]; and salary [$F(4, 60)= 4.211$, $p=.005$]. Furthermore, supervisory rapport also yielded significant differences in terms of age [$F(3, 61)= 3.888$, $p=.013$]; educational attainment [$F(6, 58)= 5.300$, $p=.000$]; and salary [$F(4, 60)= 3.148$, $p=.020$].

Lastly, for the overall satisfaction of the employees, salary yielded a significant result since $F(4, 60)=2.664$, $p=.041$. All the aforementioned variables have a p -value lower than the standard .05 Alpha significance level thus; it is safe to assume that there are significant differences in the workplace attitude of employees when grouped according to demographic profiles.

Table 7. Correlation Matrix between Professional Development, Organizational Climate, Supervisory Relationship and Overall Satisfaction of Employees

Variables	Prof. Dev't	Org. Climate	Super. Rapport	Overall Satisfac.
Department	-.237 (.068)	-.271* (.036)	.006 (.965)	.017 (.895)
Position/ Designation	-.190 (.147)	-.220 (.091)	-.094 (.473)	.018 (.889)
Age	-.348* (.006)	-.045 (.736)	-.113 (.390)	-.041 (.758)
Sex	.038	-.025	-.159	-.159

	(.775)	(.847)	(.224)	(.224)
Civil Status	-.251 (.054)	-.269* (.038)	-.263* (.042)	-.109 (.405)
Educational Attainment	.333* (.009)	-.088 (.504)	.276* (.033)	-.046 (.729)
Employment Status	-.034 (.798)	.376* (.003)	-.173 (.186)	.143 (.275)
Years in Service	-.207 (.112)	-.305* (.018)	-.102 (.438)	-.067 (.613)
Salary	.257* (.047)	-.204 (.118)	.166 (.206)	-.121 (.357)
Professional Development				.170 (.194)
Organizational Climate				.445* (.000)
Supervisory Rapport				.375* (.003)

* $p < .05$

Table 7 shows the correlation matrix between the demographic profiles, professional development, organizational climate, supervisory rapport, and overall satisfaction of the employees.

As observed, for the professional development, the demographic profiles which produced significant results were age ($r=-.348$, $p=.006$); educational attainment ($r=.333$, $p=.009$); and salary ($r=.257$, $p=.047$).

For organizational climate, department ($r=-.271$, $p=.036$); civil status ($r=-.269$, $p=.038$); employment status ($r=.376$, $p=.003$); and years in service ($r=-.305$, $p=.018$) proved to have substantial scores as they produced both negative and positive relationship among the variables.

As for supervisory rapport, the demographic profiles which yielded substantial results were civil status ($r=-.263$, $p=.042$); and educational attainment ($r=.276$, $p=.033$). The abovementioned correlation results mean that the demographic profiles of the study have certain positive and negative relationships with professional development, organizational climate, and supervisory rapport.

In addition, organizational climate ($r=.445$, $p=.000$); and supervisory rapport ($r=.375$, $p=.003$) correlate with the overall satisfaction of the employees.

V. DISCUSSION

The attitude in the workplace is an essential aspect to keep the organization working with proper administrative and management schemes. This study analyzes the attitude of employees in terms of professional development, organizational climate, supervisory rapport and overall satisfaction from a local higher education institution. We can utilize the results of this study on the human resource office and for school administrators.

In the professional development of employees, there are varied results from the respondents depending on the categories, but still, they provided an overall good evaluation in the said domain. Employee development is essential in developing a good and dependable workforce, therefore it is vital to train employees and to improve their performance level. In relation, psychological health and safety play a critical role across workplaces and organizations [16]. Although it is stipulated that organizational identification is significantly associated with key attitudes and behaviors in the organizations [17]. It is also reiterated that social support and perceived organizational support are related to positive attitudes toward change [18].

Furthermore, the organizational climate is also promoted in the institution, thus respondents provided a substantial score in the said domain. This is aptly so since values and work ethics are promulgated within the workplace. Besides, stress perception can harm positive attitudes towards change [18]. It is also reiterated that organizational identification has a direct effect on general behavior above and beyond the effect of general attitudes [17]. However, it is interesting to note that workplace spirituality is related to the organizational commitment of supervisors and related to intention to quit [19]. In contrast, Laissez-Faire leadership has more influence than other leadership styles [20]. A parallel argument can be stated that the effects of organizational identification are moderated by national culture, a high-level social context where the organization is embedded [17].

For the organization to work, supervisors intend to manifest in the area for concerns. The supervisory rapport among the employees also got a good mean score. This signifies that supervisors are there for the workers and are willing to help them in any way they can. The importance of understanding the negative influence of a demanding work environment is vital even on employees who have a positive attitude toward helping customers [21]. Further, a supervisor's organizational commitment mediates the negative relationship of workplace spirituality to intention to quit [19].

If an organization gives a premium to its constituents, these individuals will also reciprocate back to the organization. A mutual relationship is then created between the organization and the individual. It is argued that mindfulness at work exerted a direct and indirect effect on turnover intentions and affective commitment of workers [22].

Statistical treatments of the data provided some interesting outcomes. There are significant results in the workplace attitudes of the employees in terms of departments, position/designation, age, civil status, educational attainment, employment status, years in service, and salary in different variables of the study. This could mean that there are major factors that play a role in the organization and they affect each individual differently especially in

their attitudes. However, corporate psychopathy had the most significant influence on employee attitude [20]. On the other hand, it is suggested that mindfulness at work is an important antecedent to organizational attitudes [22].

VI. CONCLUSION AND FUTURE SCOPE

Based on the results of the study, the respondents provided a consistent perspective with workplace attitude, as they gave a positive response in all the four indicators of the study. There is a significant difference in professional development when grouped according to the department, position/designation, civil status, employment status, years in service and salary of the employees. Significant differences were also observed in the organizational climate when grouped according to civil status, educational attainment, employment status, and salary of the employees. For supervisory rapport, a significant difference is also noted in the supervisory rapport when grouped according to the department, age, educational attainment and salary of the employees. Moreover, it is detected that the same result for the overall satisfaction of employees is evident, wherein a significant difference is found when respondents are grouped according to salary. The study also yielded significant relationships between demographic profiles, professional development, organizational climate, supervisory rapport and overall satisfaction of employees.

This study produced some interesting insights and results yet it also possesses significant areas of limitations. Firstly, the sample of the study is quite small; therefore, it is suggested that increasing its sample to gain more relevant data is necessary. Secondly, based on the demographic profile, there were only a few supervisors/managers; it is highly advised to consider the top management in the survey. Thirdly, as regards the number of variables in the study, it is recommended to consider other pertinent human resource management considerations to expand the coverage of this study. Lastly, in discussing the statistical treatment used in the study, the researchers suggest considering a more rigorous test like multiple regression analysis or even structural equation modeling in future studies.

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AUTHORS PROFILE

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