



# World Scientific News

WSN 81(2) (2017) 279-291

EISSN 2392-2192

---

## Job Satisfaction as Determinants of Organizational Performance

**Tomas U. Ganiron Jr.**

IPENZ, Auckland City, NZ

College of Architecture, Qassim University, Buraidah City, KSA

E-mail address: [tomasuganironjr@gmail.com](mailto:tomasuganironjr@gmail.com)

### ABSTRACT

This study presented the survey carried out among employees of Pasay City South High School (PCSHS). The aim of this research is to investigate the organizational performance leading to job satisfaction. The critical factors leading to organizational performance have been investigated through survey among teaching staff and non-teaching staff. Some interesting insights of the study are (a) The demographic variables of the respondents, to a large extent contribute to a high salary of the respondents. b) The level of job satisfaction and organizational performance are dependent on the profile of respondents. c) Policy and administration, supervision, responsibility, interpersonal relations and pay were perceived the most important factors contributing to organizational performance.

**Keywords:** Educational management, indicators, job satisfaction, motivators, organizational performance, pcshs

### 1. INTRODUCTION

Like the other nations of Southeast Asia, the Philippines are experiencing a period of constantly accelerating diversification and growth in its institutions of higher education. Philippines education has passed through various interesting stages of development starting with the pre-Spanish and Spanish periods when education, whether formally or informally

delivered, was an important activity of the people. It was, however, during the American regime and the periods thereafter that the Philippine educational system, especially in the public schools, became a unified and well-organized system and was expanded nationwide (Ganiron Jr et al., 2012).

During the Spanish era, education in the Philippines was left to the religious orders. The school under the Spanish government was mostly parochial schools. These learning institutions afforded less than religious training but the establishment bestowed untold benefits on the Filipinos.

The system of public education established during the American regime was patterned after the state educational systems which prevailed during this period. Colleges and universities organized by the religious orders during the Spanish period were continued. However, their program of studies and curricula were revised to adapt to the changes which have taken place (Ganiron Jr, 2012).

The first American public schools were established by the American Army among which was the municipal school in Manila. Instruction in subjects and courses offered were taught both in English and Spanish by Filipino teachers. The operation of private schools was controlled by the religious orders.

Under the American civil government (1904-1936), the development of the country's educational system underwent many adjustments and changes to satisfy and accommodate the Filipino's thirst for knowledge, education, and modernity.

Towards the end of the American rule, surveys were conducted to evaluate efforts in education. The greatest effort, however, was directed to the improvement of the quality of the teaching force and the methods of instruction (Ganiron Jr, 2013).

The Commonwealth Period (six years after the regime) was instrumental to the development and progress of education. The curricula in the secondary and elementary school levels were revised. Progress and development went until the brief Japanese Occupation when the new administrators made drastic efforts to make Filipinos assimilate their culture and ideologies through the classrooms. With all these schemes to win the heart of the Filipinos, not much headway was gained.

The succeeding years saw reorganization in structures. Educational activities continued to be administered opportunities were widened for the poor but deserving students through loan assistance and scholarships. General policies, administrative plans, teaching and supervisory have been modified or adopted following the recommendations of education supports. The Philippine Educational System includes an elementary course, an intermediate course, and several tertiary courses (Ucol-Ganiron Jr, 2012).

Public colleges and universities are classified into chartered state universities and colleges, non-chartered or DECS-supervised colleges, and community colleges. The coverage responsibilities of state colleges and universities (SCUs) include instruction on formal education, research, and extension and continuing education. Their intrinsic mission is to help people to help themselves. Big state universities offer advanced studies and medicine, such as the University of the Philippines.

The influx of school going Age population in the formal system every year is increasing significantly in the three levels of education. Considering this growth in population, the number of school personnel (teaching and non-teaching), the structure and resources of the system are expected to expand correspondingly. The composition of the faculty in a way poses difficulties to the university. Due to the fast growth of the organization from a business

school to university, a majority is composed of the old blood that has less chance to grow professionally than the young (Li et al., 2006). The differences in pay, status and rank would affect their performance (Ucol-Ganiron Jr et al., 2012). Likewise, the growth in size creates problems in the management of facilities and personnel. If this is not attended, it may result in ineffective and inefficient performance (Pritchard et al., 973).

Being at the apex of the educational system and reorganizing higher education as a means for development and improvement in the general standards of living, the university unquestionably has to take responsibility for creating and transmitting new knowledge and for producing the highly qualified manpower which society depends on for its progress (Caprara et al., 2006). If the teaching staff is unqualified or demoralized, the quality of instruction at a university cannot be high and if they are not interested in research or not rewarded for a creation of new knowledge, research productivity will inevitably be low and scientific and technological development slowed (Ganiron Jr, 2017). The attitudes of the teaching staff also matter, not only because they provide instruction and sometimes role models for the next generation of society's leaders, but also because they contribute to the national debate through their writing and occasionally through their participation in government (Babin et al., 1996).

The aforementioned educational problems and the apparent deterioration of education in the world in the regional countries, and in the Philippines, could be due to one vital factor, the lack of job satisfaction of the staff, which could contribute to the failure to participate and perform effectively in facing an ever changing environment (Bruck et al., 2002). A lot of resources spent for higher education attaining fewer returns is a national problem which must be a major concern for authorities (Croteau et al., 2001). Effort must be mobilized to revitalize and enhance the performance of the institutes in order for them to survive and grow (Schwepker, 2001).

The progressive administrator is interested in knowing the state of morale among his staff resulting from policies and the organization in general. As partners in a common undertaking, the administrator and staff must live to up to the expectation of each other if they are to work harmoniously and contribute to their mutual benefit (Clark, 1997). How can the administrator obtain reliable information about what his staff thinks of their work and the organization in general? The administrator must employ a reliable method in discovering the real feelings and attitudes of the staff (Lin et al., 2005). Systematic research is one of the most logical methods to obtain that information (Clark et al., 1996).

Therefore, in order to examine the relationship, the researcher comes up with this study. First, identify the status of Pasay City South High School employees in terms of demographic variables. Secondly, it attempts to determine the level of job satisfaction of the respondents in terms of motivators and hygiene. Third, identify the level of organizational performance of the respondents in terms of process and output. Fourth, determine the relationship of job satisfaction and organizational performance and fifth, identify the determinants of organizational performance. The aim of this research is to achieve these five objectives by empirical analysis of a specific component of data.

## **2. HISTORY OF PASAY CITY SOUTH HIGH SCHOOL**

Pasay City South High School (PCSHS) is an educational institution in Pasay City, Philippines. It was first built along the present site of the Francis Burton Harrison, Pasay City

as an annex of Pasay City West High School (PCWHS) in 1967 with two sections in the first year. It started operation with ten teachers, a clerk, a janitor and a principal to manage the institution. In its opening year, more than 100 youth of different ages from Pasay City enrolled. Students attended classes from 7:30 in the morning until 4:30 in the afternoon.

In 1968, the five prefabricated buildings were constructed between the Andrews Avenue and Manliness Street in Villamor Air Base (formerly known as Nichols Air Base), Pasay City. The Philippine Air Force Engineering Squadron constructed the buildings while the Pasay City Government paid the salaries of the teachers and employees. In the third year of operation, the rise in the number of enrollees had caused lack of qualified teachers who will teach the students and the budget for the salaries of the teachers. The late Mayor Jovito Claudio raised funds from various sources for hiring more teachers and purchases an additional lot for school. One year after PCSHS became independent, a 15-room school house stood imposingly in the piece of land acquired.

On the new site, one by one building rose all through the initiative of Mrs. Josefina J. Roque (1968-69 & 1970-80), the first principal and the support of the city officials led by the late Mayor Pablo Cuneta.

Mrs. Anita H. Pizzaro (1969-70), took the helm of leadership. The new principal strived even harder for the school to reach new heights. Classrooms were added, teachers were hired and facilities were acquired or installed. Mrs. Pizzaro ably stirred the school to fame and glory. She raised the level of professionalism of teachers and school personnel, developed the culture of good discipline among students and promoted goodwill to the city government officials and to the leaders of various organizations in the city and neighboring municipalities. She left the school with many legacies to be proud of for a more challenging assignment- as assistant superintendent of the school's division of Cavite City.

In 1980, Mrs. Heliadora M. Dizon (1980-89) became the new principal. She initiated the clean and green project, revived the culture of punctuality among teachers and personnel and changed the study habits of the students. It was during her time when the school led in cleanliness, the discipline of students, professionalism of teachers and proudly, in academic excellence. Aside from discipline, she removed the Junior and Senior Promenade because there are many bad incidents happen in 1983. In 1984, prom is way too expensive and alcohol intoxication becomes a major factor. In most cases, prom during those years is a very bad experience for the youth.

A new Principal Dr. Vivencio Q. Mendoza (1989-91) was named as the fourth principal on July 1989. He led the school up to July 26, 1991. His two-year stay was also worth remembering. He improved the facilities of the school and face lifted the buildings through repainting of walls and installing of grills on the windows and corridors. Dr. Mendoza was promoted to assistant superintendent in the Schools Division of Palawan province.

The next day Dr. Mendoza left; Mrs. Nancy D. Flores (1991-98) became the new principal. Like the previous principals, she left a legacy of her own. She organized the ANKLUNG Ensemble and procured costumes for the school's cultural performers.

Other principals who served the school were Mrs Lourdes A. Monje (1998-04), Mrs Leonor B. Garcia (2004-09), Dr. Myrna M. Sarmiento (2009-11), Mrs Lourdes G. Garrido (April 2011-Oct. 2011) Myrna B. Gaza (2011-2014), Mr Peter Canon (2014-15) and Mr Agapito N. Manaog (2015 to present)

Today, PCSHS is one of the seven (7) public high schools in Pasay City. The school compound is a rectangular block in shape measuring 1 hectare situated at Piccio Garden,

Villamor Air Base Pasay City. The facade of the main building faces the busy South Super Highways and the entrance of the school stands firmly along the perimeter road of Piccio Garden connecting the community where it caters. The community which is the hub of Villamor Air Base is mostly populated by military dependents being once a military camp. Mindful of their economic standing most of the families engage in gainful activities, jobs, and entrepreneurial pursuit to cope with the rapid development of the community.

Villamor Air Base is now declared Tourism Zone in Pasay City. The emergence of the high rise commercial establishments like the Marriot Hotel, Newport Condominium, Star Cruise, Resort World, Maxim, NAIA 3, well-known food chains, Shrines, and Museum etc. which are all extraordinary captures the attention of all. With these conspicuous structures and on-going projects in the dominant sites, it is evident that the community has improved and progressed a lot. PCSHS has achieved its goals of academic excellence through its dynamic and supportive administrators, teachers and parents.

### **3. RESEARCH DESIGN AND INSTRUMENTATION**

#### **3. 1. Research design**

The ex-post facto design will be used using the regression analysis. The respondent's perceptions will be measured on the basis of what they have experienced in the last three years. The subjects of this study were the teachers and employees of Pasay City South High School located at Villamor Air Base, Pasay City. About one hundred fifty (150) will be drawn from the population noting the following variables: gender, age, educational qualifications, and position.

#### **3. 2. Instrumentation**

The major tool for data gathering was the questionnaire. The questionnaire was divided into 2 parts. The first part dwelt on the sample characteristics of the respondents. The second part focused on the job satisfaction and organizational performance. The second questionnaire is designed according to the constituent factors of the indicators with the following distributions: Job satisfaction (advancement, recognition, responsibility, work itself, interrelationships, pay, policy and administration, supervision and working conditions) and Organizational Performance (communication, decision making, dynamism, graduate, research and service). The questionnaire is designed to induce the independent perception of the respondents with the use of a five (5) point scale response model with five (5) as the highest and one (1) of the lowest shown in Table 1. The descriptive ratings of the mean values of the indices used are as follows:

**Table 1.** Descriptive ratings of the mean values

<b>Mean</b>	<b>Job Satisfaction</b>	<b>Organizational Performance</b>
4.21-5.00	Very much	Outstanding
3.41-4.20	Much	Very Satisfied

2.61-3.40	Moderate	Moderately Satisfied
1.81-2.60	Poor	Dissatisfied
1.00-1.80	Very Poor	Very Dissatisfied

After the retrieval of the questionnaire, the data were encoded and entered into the master list. Data analysis was done using the following items shown in Table 2.

**Table 2.** Data analysis

<b>Required answer</b>	<b>Statistical Tools</b>
Level of job satisfaction and organizational performance	Mean
Relationship between the motivators and organizational performance	Pearson-r
Relationship between hygiene and organizational performance	Pearson-r
Relationship between job satisfaction and organizational performance	Pearson-r
Factors most contribute to organizational performance	Multiple regression (step wise)

#### **4. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

##### **4. 1. Demographic variables of respondents**

In Table 3, forty-two (42%) of the respondents are between the age range of 30-40 years old, twenty-five (25%) are between the age range of 41-50 years old. The ideal age of the respondents is 36.8 or 37 years old. The ages of the respondents range from 20 to 60 years old classified into (5) age groups. This implies that the respondent of this study is just the right age, with adequate experience and maturity. It seems that the high school recruits young personnel in the belief that they can contribute more to the high school than older ones.

Table 3 shows that the frequency distribution of respondents based on gender. Sixty-five (65%) of the respondents are females and thirty-five (35%) of the respondents are males. In the high school where the study was conducted, it seems that majority of the employees are females.

Of the one hundred (100) respondents, fifty (50%) are teaching staff, twenty-five (25%) each are semi-academic and administrative staff shown in table 3. This data implies that Pasay City South High School has more teachers than support staff.

Table 3 also shows that the demographic variables of the respondents based on length of service. It can be seen from the table that thirty-two (32%) of the respondents have been in service for 11 to 15 years, twenty (20%) have been for 6 to 10 years while only five (5%) have served above 25 years. This implies that the respondent of Pasay City South High School is composed of young and matured employees.

**Table 3.** Frequency and percentage distribution of the respondents by demographic variables

<b>Demographic variables</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Rank</b>
<b>1. By Age</b>			
Below 20 years	6	6	5
21-30 years	15	15	3
31-40 years	42	42	1
41-50 years	25	25	2
51-60 years	12	12	4
above 60 years	0	0	
Total	100	100	
<b>2. By Gender</b>			
Male	35	65	2
Female	65	65	1
Total	100	100	
<b>3. By Position</b>			
Administrative Staff	25	25	2.5
Semi-academic	25	25	2.5
Teaching	50	50	1
Total	100	100	
<b>4. By Length of service</b>			
Less than 5 years	18	18	3
6-10 years	20	20	2
11-15 years	32	32	1
16-20 years	15	15	4
21-25 years	10	10	5
above 25 years	5	5	6
Total	100	100	
<b>5. By Salary</b>			
Below P 10,000	6	6	4
P 10,001-P 15,000	32	32	3
P 15,001-P 20,000	22	22	2
above P 20,000	40	40	1
Total	100	100	
<b>6. By Educational Attainment</b>			
BS degree	85	85	1
MS/MA degree	13	13	2
Doctorate	2	2	3
Total	100	100	

In Table 3, forty (40%) of the respondents are receiving salaries above P 20,000. These are the holders of masters degrees and doctoral degrees. Some of them are with professional chairs. Thirty-two (32%) are receiving P 10,001-P 15,000, composed mostly of bachelor's

degrees. Only six (6%) of the respondents are receiving less than P 10,000. This shows that the pay scale of high school is dependent on the educational qualification.

The frequency distribution of respondents based on the educational attainment, bachelor's degree holders comprise the majority of the respondents. The lowest rank is the highest degree (doctoral) educational qualification. This could be attributed to the difficulty of attaining a doctorate degree.

#### **4. 2. Level of job satisfaction**

Table 4 reveals the job satisfaction level of respondents. A mean job satisfaction of 3.25 reveals that the personnel of Pasay City South High school perceived themselves to be satisfied in their job to a moderate degree. The mean motivators of 3.278 indicates a moderate level of satisfaction and the same level is computed for hygiene ( $X = 3.222$ )

**Table 4.** Level of Job satisfaction

<b>Mean Job Satisfaction (JS)</b>				
<b>Indicators</b>	<b>Administrative Staff</b>	<b>Semi-academic</b>	<b>Teaching</b>	<b>Aggregate (JS)</b>
Motivators	3.364	3.23	3.244	3.278
1. Advancement	3.25	3.46	3.17	3.29
2. Recognition	3.56	3.14	3.25	3.32
3. Responsibility	3.42	3.16	3.18	3.25
4. Work itself	3.47	3.17	3.42	3.35
Hygiene	3.156	3.33	3.27	3.222
1. Interpersonal Relations	3.14	3.25	3.11	3.17
2. Pay	3.62	3.14	3.21	3.33
3. Policy & Administration	2.96	3.27	3.35	3.19
4. Supervision	2.95	3.35	3.42	3.09
5. Working conditions	3.11	3.62	3.27	3.33
Job Satisfaction	3.26	3.28	3.258	3.25

#### **4. 3. Level of organizational performance**

Organizational performance as perceived by the respondents of Pasay City South High School is moderately satisfactory ( $X = 3.05$ ) shown in Table 5. The mean process of 2.85 indicates a moderate level of satisfaction. Among the three (3) process indicators, dynamism ranks the highest ( $X = 3.09$ ) and the lowest is decision making ( $X = 2.797$ ).

The output factor has a mean of 3.12 which indicates a moderate level of satisfaction. Considering the three (3) output indicators, graduate output has the highest mean ( $X = 3.49$ ) while research performance has the lowest mean ( $X = 2.79$ )

**Table 5.** Level of Organizational Performance

<b>Mean Organizational Performance (OP)</b>				
<b>Indicators</b>	<b>Administrative Staff</b>	<b>Semi-academic</b>	<b>Teaching</b>	<b>Aggregate OP</b>
Process	3.05	2.96	2.9	2.85
1. Communication	3.1	3.1	3.04	3.08
2. Decision Making	2.8	2.8	2.79	2.797
3. Dynamism	3.2	3.1	2.97	3.09
Output				
1. Graduates	3.52	3.5	3.44	3.49
2. Research	2.9	2.6	2.88	2.79
3. Service	3.15	3.2	3.06	3.14
Organizational Performance	3.12	3.01	3.03	3.05

**4. 4. Relationship between motivators and organizational performance**

Table 6 reveals that motivators are positively significantly and highly related to organizational performance ( $r = 0.480, p \leq 0.001$ ). It implies that if the staffs are satisfied with the motivating factors, it will affect the organizational performance. A direct relationship exists between motivators and organizational performance which means that the greater the satisfaction the staff perceives their motivators in terms of advancement, recognition, responsibility and work itself, the higher the level of high school performance and vice versa.

Among the motivating factor indicators, responsibility ranks first ( $r = 0.470$ ) and work itself last ( $r = 0.370$ ) in relation to organizational performance. This finding implies that there is a significant relationship between motivators and organizational performance.

In table 6, hygiene is perceived to be highly and significantly related to the organizational performance ( $r = 0.689, p = 0.001$ ). This shows that the more the personnel are satisfied with hygiene factors, the higher the level of organizational performance. Of the five (5) indicators of the hygiene, the highest correlation value was computed between the policy and administration ( $r = 0.632, p \leq 0.001$ ).

This implies that working condition is least considered by the personnel for organizational performance as long as the other indicators are satisfactory. This finding implies that there is a significant relationship between the hygiene and organizational performance.

In general, the person r value between the job satisfaction and organizational performance is 0.6538. The value reveals a significant positive relationship between job satisfaction and organizational performance at 0.001 level which indicative of the consistency of the pilot test results during the validation of the questionnaire. This finding indicates that if the staffs are satisfied with the job, the organizational performance is enhanced.

**Table 6.** Correlation coefficients between job satisfaction and organizational performance

<b>Indicators</b>	<b>Correlation with organizational performance</b>
Motivators	0.480
1. Advancement	0.401
2. Recognition	0.390
3. Responsibility	0.470
4. Work itself	0.370
Hygiene	0.689
1. Interpersonal relations	0.385
2. Pay	0.410
3. Policy & Administration	0.632
4. Supervision	0.531
5. Working conditions	0.382
Job Satisfaction	0.6538

p ≤ 0.001

#### **4. 5. Determinants of organizational performance**

Table 7 shows the results of multiple regressions. The job satisfaction indicators that contribute most significantly to organizational performance are policy and administration, supervision, responsibility, interpersonal relations and pay. These five indicators account for organizational performance variance of 53%.

The policy and administration indicator explain 40% of the variance with the highest regression weight ( $\beta = 0.11$ ) on organizational performance by 0.89%.

Indicators perceived to contribute most significantly to organizational performance are policy and administration, supervision, responsibility, interpersonal relations and pay.

**Table 7.** Coefficient value of prediction equation

Predicting variables	<b>b</b>	$\beta$	<b>SE<sub>b</sub></b>	<b>t</b>
1. Policy & Administration	0.279	0.401	0.035	7.97**
2. Supervision	0.099	0.1899	0.030	3.79**
3. Responsibility	0.130	0.170	0.040	3.50**
4. Interpersonal relations	0.100	0.121	0.039	2.56*
5. Pay	0.069	0.110	0.032	2.359*
Constant	0.8039	-	0.153	5.269

\*Significant at 0.05

\*\*Significant at 0.01

## 5. CONCLUSIONS

This research examines the factors associated with job satisfaction that contributes significantly to organization performance. among employees in Pasay City South High School. Overall, the researcher finds that the connection between job satisfaction and organizational performance was stronger. It showed that there was an impact of the majority of job satisfaction factors on organizational performance. This is logical, considering that organizational success is something that employees generally have no opportunity to concretely realize, or directly feel the positive effects of.

Public schools like PCSHS are not obliged to give employees any additional benefits or benefits arising from organizational success. In fact, employees often receive the same salary and other forms of compensation, regardless of how much a school is successful. It is also important to note that this study makes a significant contribution to the observing link between job satisfaction and organizational performance in both directions, whereby it is particularly important to emphasize the contribution of observing the link between organizational performance and job satisfaction.

### Biography

Dr. Tomas U. Ganiron Jr is an Associate Professor in the Civil Engineering Department and College of Architecture at Qassim University. Previously, Dr. Ganiron Jr was an Associate Professor in the College of Engineering at Auckland University of Technology. Dr. Ganiron Jr is a member of Institute of Professional Engineers New Zealand (IPENZ) and Australian Institute of Geoscientist (AIG). Dr. Ganiron Jr's current fields of research include construction materials, construction technologies, Nano structure materials, project management and recycled waste materials. Dr. Ganiron Jr published 60 journal papers and 18 conference proceedings papers and conducted 4 short courses and workshops. Dr. Ganiron Jr is a reviewer of a number of international journals.

## References

- [1] Babin, B. J., & Boles, J. S. (1996). The effects of perceived co-worker involvement and supervisor support on service provider role stress, performance and job satisfaction. *Journal of retailing*, 72(1), 57-75
- [2] Bruck, C. S., Allen, T. D., & Spector, P. E. (2002). The relation between work–family conflict and job satisfaction: A finer-grained analysis. *Journal of vocational behavior*, 60(3), 336-353
- [3] Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of school psychology*, 44(6), 473-490
- [4] Clark, A. E. (1997). Job satisfaction and gender: why are women so happy at work? *Labour economics*, 4(4), 341-372
- [5] Clark, A. E., & Oswald, A. J. (1996). Satisfaction and comparison income. *Journal of public economics*, 61(3), 359-381
- [6] Croteau, A. M., & Bergeron, F. (2001). An information technology trilogy: business strategy, technological deployment and organizational performance. *The journal of strategic information systems*, 10(2), 77-99
- [7] Ganiron Jr, T. U. (2017). Job Satisfaction with a Career in Structural Engineering. *World Scientific News*, 80, 297-316
- [8] Ganiron Jr, T. U. (2017). Teaching Performance and Moral Principle of the Academic College Advisers. *World Scientific News*, 80, 177-191
- [9] Ganiron, T. U. (2013). Social capital and career success of civil engineers towards designing career paths. *Procedia-Social and Behavioral Sciences*, 102, 611-621
- [10] Ganiron Jr, T., Ganiron, T., & Ucol-Ganiron, N. (2012). Modeling the Level of Objective & Subjective Career Success of Civil Engineers Towards Developing a Career Planning Program. *International Proceedings of Computer Science & Information Technology*, 45, 36-41
- [11] Ganiron Jr, T. U. Human Capital and Career Success of Structural Engineers towards Designing a Career Planning Model. Proceedings of 2012 2nd International Conference on Industrial Technology and Management (ICITM 2012), 49, 1-5
- [12] History - Pasay City South High School. Retrieved from <http://pasaysouth.weebly.com/history.html>
- [13] Li, S., Ragu-Nathan, B., Ragu-Nathan, T. S., & Rao, S. S. (2006). The impact of supply chain management practices on competitive advantage and organizational performance. *Omega*, 34(2), 107-124
- [14] Lin, Chinho, Wing S. Chow, Christian N. Madu, Chu-Hua Kuei, and Pei Pei Yu., A structural equation model of supply chain quality management and organizational performance. *International journal of production economics* 96, no. 3 (2005) 355-365

- [15] Pritchard, R. D., & Karasick, B. W. (1973). The effects of organizational climate on managerial job performance and job satisfaction. *Organizational behavior and human performance*, 9(1), 126-146
- [16] Schwepker, C. H. (2001). Ethical climate's relationship to job satisfaction, organizational commitment, and turnover intention in the salesforce. *Journal of business research*, 54(1), 39-52
- [17] Ucol-Ganiron Jr, T. (2012). Structural Engineers Career Success. *International Journal of Innovation, Management, and Technology*, 3(4), 321
- [18] Ucol-Ganiron Jr, T. (2012). The additive value of psychological capital in predicting structural project success and life satisfaction of structural engineers. *International Journal of Social Science and Humanity*, 2(4), 291
- [19] Ucol-Ganiron Jr, T., & Malvecino-Ganiron, T. (2012). Social capital on civil engineer career success. *International Journal of Innovation, Management, and Technology*, 3(6), 718
- [20] Ucol-Ganiron Jr, T., & Malvecino-Ganiron, T. (2013). Managing Career Success of Geodetic Engineers. *International Journal of Education and Learning*, 2, 13-24

( Received 15 July 2017; accepted 01 August 2017 )