

**How to Cite:**

Postrado, C. M. I., & Matildo, E. L. L. (2023). Employee engagement and job performance among employees in higher education institution: A Philippine illustration. *International Journal of Health Sciences*, 7(S1), 1813–1835.  
<https://doi.org/10.53730/ijhs.v7nS1.14271>

## **Employee engagement and job performance among employees in higher education institution: A Philippine illustration**

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**Abstract**---The study determined the demographic profile, employee engagement, and job performance of Saint Francis Xavier College of Agusan del Sur employees in three areas of operations for employee engagement and four areas of operations for job performance, using a descriptive-correlation approach. The survey was administered to 36 non-teaching and 64 teaching professionals for the 2020-2021 academic year. Overall, both teaching and non-teaching respondents agreed with 2.70 mean values, demonstrating that respondents are involved in terms of reward and recognition, as well as perceived supervisor support, but not in terms of turn-over intention, which requires intervention. On the other hand, significant difference between the variables on the level of employee engagement as perceived by the two groups of respondents, the computed t and p-Value accept the null hypothesis, which means that the difference is not significant. The results indicate that non-teaching employees are unsatisfied with their pay, with a mean score of 2.86 indicating disagreement. As per the significant relationships between the variables as perceived by the teaching respondents, educational attainment and employment status were found to be "significant," while all other variables were "not significant." Age and years of service were found to be "significant" in non-teaching variables, while all other variables were found to be "not significant." Subsequently, the analysis shows a "highly significant" relationship between employee engagement and job performance as regarded by the respondents.

**Keywords**---engagement, job performance, employees, higher education, college.

## Introduction

In evaluating each employee's work performance, employee engagement is essential. When an employee is engaged, it influences their work, relationships with coworkers, and much more with their client. Furthermore, the importance of employee involvement is undervalued. Nowadays, some businesses believe that hiring and paying employees is a waste of time and money. Vasani & Pillai (2019). As a result, the goal of this study is to see how employee engagement influenced job performance at Saint Francis Xavier College. One of the reasons why many studies combine commitment with attention, according to Tran (2018), is that engaged people stay because they enjoy their jobs, whereas unengaged individuals want to keep because they despise their jobs. Disengaged employees choose to stay for a variety of reasons, including money, career opportunities, security, stability, familiarity, and a pleasant working environment.

On the other hand, Sya'roni (2019 ), A variety of factors, such as the presence of a strong attachment that employees have to their work or company, should be present in order to produce a successful performance. Robinson et al. (2018) claim that employees are aware of the organization's business environment and interact with coworkers to better their work performance to their advantage. Most employees quit their employment because they do not feel like they belong and are undervalued for their achievements. In 2016, 16 out of 38 teaching workers and 4% non-teaching personnel changed positions, resulting in a 42 percent turnover rate. According to statistics, 13% of teaching staff (six out of 45) and 8% of non-teaching workers (three out of 36) quit their jobs in 2017. According to Isotech Solution's statistics, instructors' total performance in the first semester of 2019-2020 was 3.1 percent low, 5.5 percent fair, 29.2 percent good, and 62.2 percent outstanding. In the second semester of the academic year 2019-2020, teachers' total performance was 3.6 percent bad, 5.1 percent fair, 25.8% good, and 65.5 outstanding. The institution is currently experiencing trouble hiring competent teachers. These individuals have been in service for an average of two years, some are now regular employees; the majority are nearing completion of their graduate studies, though they continue to work.

The organization has a high amount of worker turnover every year. In terms of productivity, most firms now know that a happy employee may not always be an outstanding employee. The purpose of this research is to find out how a person's demographic profile influences employee engagement and how constraints influence employees' overall job performance. Furthermore, the research contributes to the body of knowledge on work performance and is relevant to Saint Francis Xavier College.

## Theoretical/ Conceptual Framework

Organization Support Theory (OST), concluded that staff gains a general sense of how much the organization values their contribution and cares for their well-being, according to Eisenberger and Stinglhamber (2011). (Expected organizational support). Employees create a comprehensive impression of how much effort the company appreciates and is concerned about its well-being (received organizational support post). The potential usefulness of seeing the

employees' and organizations' relationships from the employee's perspective, the clarity of the post concept, and the strong link with the post's emotional, organizational commitment, work happiness, and other approaches results all caused interest in the position. The position is a prefix of the post's central hypothesis (fairness, personal practice, supervisory support), the result of the approach (e.g., emotional organizational commitment, work satisfaction), and the work performance, Rhoades and Eisenberger (2002) and the evaluation of the post. The studies found that people who eat fish at least once a week have a lower risk of developing heart disease. Pos, in turn, initiates a social exchange process in which employees feel committed to helping the organization achieve its goals, and expect increased efforts on behalf of the organization to lead to greater rewards. Pos also fulfills social needs, such as feeling connected to and committed to the organization, which results in a stronger desire to help it succeed and a more positive psychological state.

David McClelland's Three Needs Theory, this theory is used as a guide in this study. According to McLean, individualized desires emerge over time are shaped by life experiences. No matter gender, culture, and age, everyone has three motivating elements, one of which will move you. This critical motivation is greatly influenced by cultural and life events. The three motivations are results, associations, and power. These three requirements will affect the ability to succeed in individual motivation and various work roles.

The Job Requirements Resources (Jd-R) Bakker and Demerouti, Model 2007, suggests that work engagement, on the one hand, mediates the relationship between job features and performance. Presumes that each job has its requirements and resources. In other words, employment resources can motivate people. The JDR-We model is built on two premises: (1) Work resources such as autonomy, social support by employees, and possibilities of self-employment (2) depending on work requirements become more visible and motivating potential in terms of work engagement. Employees are more committed when both labor resources and demand are substantial. Work engagement, for example, was linked to attitudes such as organizational commitment and the intention to go.

### **Problem Statement**

This intellectual piece of work aims to determine the relationship of Employee Engagement and Job Performance. The findings of which served as the basis for proposing intervention schemes.

Specifically, it sought to attain the following objectives:

1. What is the demographic characteristic of the respondents in terms of?
  - 1.1 Age;
  - 1.2 Educational attainment;
  - 1.3 Employment Status; and
  - 1.4 Years in service?
2. What is the level of employee engagement among the personnel of the St. Francis Xavier College as envisioned by the teaching and non-teaching in terms of?

- 2.1 Reward and Recognition;
- 2.2 Perceived Supervisor Support; and
- 2.3 Turnover Intention?
3. Is there a significant difference in the respondents' perception as to the level of Employee Engagement among personnel of Saint Francis Xavier College?
4. What is the level of Job Performance among the Personnel of Saint Francis Xavier College in terms of;
  - 4.1 Stress;
  - 4.2 Working Environment;
  - 4.3 Workload; and
  - 4.4 Salary?
5. Is there a significant difference in the respondents' insights on the level of Job Performance among the personnel of Saint Francis Xavier College?
6. Is there a significant relationship between the respondents' profile and the level of employee engagement?
7. Is there a significant relationship between the respondents' profile and the level of Job Performance?
8. Is there a significant relationship between the level of employee engagement and the level of Job performance?
9. What output can be proposed based on the findings of the study?

### **Statement of Null Hypothesis**

At a 0.05 level of significance, the following null hypothesis is advanced.

HO<sub>1</sub>: There is are significant differences in the perception of teaching and non-teaching personnel on the level of employee engagement.

HO<sub>2</sub>: There is no significant difference in the perceptions of teaching and non-teaching personnel on the job performance.

HO<sub>3</sub>: There is no significant relationship between the demographic profile between teaching and non-teaching personnel on the level of employee engagement.

HO<sub>4</sub>: There is no significant difference in the perception of the teaching and non-teaching personnel on the level of employee engagement and job performance.

HO<sub>5</sub>: There is no significant relationship between the demographic profile of the teaching and non-teaching personnel and the level of employee engagement as a result of job performance.

HO<sub>6</sub>: There is no significant relationship between the level of employee engagement and job performance as rated by the respondents.

### **Related Literature Foreign**

Employee engagement is a workplace strategy that encourages all employees to give their best every day, be devoted to the organization's goals and values, be motivated to contribute to the organization's success, and feel better about themselves. According to Im (2011), obtaining and maintaining employees is a battle. Mr. Chan, head of the Macau Hotel Association (MHA), stated that the hotel industry's annual turnover rate ranged from 30 to 48 percent between 2004 and 2008 ("Lodging and F&B business," 2010), any operation has a significant barrier because of the high turnover rate.

In connection, Shukla et al. (2015), Demographics are one of the essential aspects considered in most human resource and management choices since it has an impact on employee behavior and productivity in broad terms, the demographic characteristics of the population are observed that personal qualities of employees, such as age, gender, and length of service, can have a significant impact on organizational commitment. Employees' age is a crucial indicator of individual differences. According to Mathieu and Zajac, employees will have fewer career options as they become older, encouraging them to cherish their current employees' more. Robinson et al., looked into the relationship between employee engagement and age. According to the experts, there are significant differences in engagement scores.

According to Sya'roni (2019), every company or organization strives to improve employee performance to achieve common objectives. As a result, various people managing the same organization will provide different results; similarly, different human resources managing the same company assets will produce different added values. Good performance is influenced by many elements. According to Robinson et al., (2019), Employees' who are engaged are aware of the organization's business environment and collaborate with colleagues to improve their work performance for the benefit of the company. Individuals that feel strongly about their work will also feel strongly about their responsibilities. Companies must be aware of and preserve these assets in order to ensure the company's long-term viability.

According to Fonkeng et al., (2017), stress is an excessive demand that might have a negative effect on a person's physical or mental health, it is pervasive among people going about their regular lives. Stress can also harm organizational performance. Similar to a significant condition caused by work-related issues that may negatively impair an employee's performance. According to Mamun & Hasan (2017), employees leave the company for some reasons such as age, education level, and years of service. If an employee leaves, it may affect training expenses and the capacity to deliver the bare minimum of assistance. Employees who are young or inexperienced are treated equally.

## **Related Literature**

### **Local**

According to Jamal (2011), job stress can be defined as a person's mental and physical reactions to work environment elements that appear to be harmful, denotes a mismatch between an individual's capabilities and their work environment. The individual is subjected to unreasonable demands or is ill-equipped to deal with a specific situation. According to the research Trends in Global Employee Engagement published in 2015, employee engagement rates range from 57 percent to 71 percent depending on regions and markets, with the global average being 62 percent. Employee engagement improves as the economy improves, yet data shows that many employees are still disengaged. Summer of 2015, Pansari et al., (2015), conducted a qualitative study, interviewing over 200 HR (Human Resources) managers from 52 companies to explore how employee engagement addressed in their workplace. Although some HR managers

determined their company's employee engagement rate was high, most of employees left within two years, becoming less productive.

Furthermore, Sharon (2016) defines acknowledgment as offering an employee a specific position within a corporation. It critical factor in employee motivation and job satisfaction and as a result of their involvement in the decision-making process, employees will be more daring and enthusiastic about working for the company. Tiredness can also be caused by a lack of recognition and compensation, according to experts. The impact of reward and recognition on job satisfaction and motivation was discussed: an empirical study from Pakistan was conducted to investigate the relationship between reward and recognition and job satisfaction and motivation. They reported that statistical research revealed that different characteristics of work motivation and satisfaction are highly associated. That reward and recognition have a positive impact on job motivation and satisfaction.

According to Mamun et al., (2017), age, gender, marriage, educational levels, and years of service in the company are all characteristics that influence individual turnover intentions. According to their findings, female employee turnover is higher than male. Tied to a woman's obligation to give birth and care for her family as a result, this is a severe issue that requires prompt attention. According to Kuss et al., (2013), the general component accounted for over 60% of the variance in performance ratings. Furthermore, rater error is insufficient to account for this broader component (i.e., a halo effect). As a result, overwhelming empirical evidence suggests that academics should not dismiss the concept of a general factor. Multi-dimensional evaluations of overall performance may be necessary in theories.

## **Related Studies**

### **Foreign**

According to Woodruffe (2006), employee engagement is necessary regardless of the person's potential. Still, it is more critical for highly bright people who are likely to develop leadership potential. Because talented people are precious assets, engaging them should be a top organizational focus. They're especially likely to come across an opportunity. Nonetheless, not every organization thinks in this way, and even if it does, the organization must put this thinking into effect.

According to Chaudhry et al. (2017), employee engagement has become a hot topic. According to them, employee engagement is a critical problem in human resource management is linked to organizational performance. Organizational performance is a metric for evaluating the quality of an employee's employment, obligations, and duties. In research, employee involvement has been a primary driver of improved performance. Employee engagement is inclined by both employee happiness and business outcomes. Employees do successfully when they are respected, trusted, involved, well-compensated, promoted, mentored, challenged, empowered, and appreciated.

As a result, Hanaysha (2016), study suggested that businesses should consider investing in workforce engagement. Current research on the subject has proven a beneficial relationship between job engagement and performance outcomes such as employee retention and productivity. Employees who are engaged or concerned with their occupations are regarded to be more productive, according to specific experts such as Richman (2006) and Fleming et al., (2007), since they are motivated to complete their task beyond any personal motivations. In addition, they are more focused than their disengaged peers. Furthermore, active personnel expected to work more efficiently in most circumstances. Furthermore, the working environment are divided into three sub-environments, according to Bushiri (2014) the technical background, the human environment, and the organizational background. The technical environment comprises of tools, equipment, technological infrastructure, and other physical or technical aspects.

## **Related Studies**

### **Local**

Employee engagement, according to Kahn, is the best encapsulation of all multi-dimensional motivating motivations. Ariani (2013) defined employee engagement as "the simultaneous employment and expression of a person's preferred self in task behaviors that encourage connections to work and people, personal present (physical, cognitive, and emotional), and active, full performances." An employee's positive attitude toward the organization and its worth as employee engagement. Employees engaged in their work are more likely to engage in behaviors that support the organization's efficiency and effectiveness. Individual behavior that is discretionary, non-directly, and explicitly referred to as (OCB). OCB increases the efficiency and effective functioning of the organization and employee performance. Employees' that are highly engaged in their professions exert physical effort to meet role-related goals, but are also mentally aware and emotionally immersed in the project. Employees' who are significantly disengaged from their jobs, on the other hand, refrain from engaging in physical activity. According to Of et al., (2014), it is well understood as a technique for motivating employees, it described money's position as a condition reinforcement, an incentive capable of meeting needs, and an anxiety reliever that helps eliminate feelings of dissatisfaction.

According to Vance (2004), the more engaged an employee is, the more likely they are to "go the extra mile" and accomplish good on-the-job results. Engage employees are also more likely to commit to staying with their current employer. Some experts on the other hand, have identified the essential components that determine job happiness and performance, according to Jalagat (2016). Income and benefits, organizational climate, autonomy, achievement, recognition, job security, workplace flexibility, professionalism, communication, working conditions, interpersonal relationships, and job relevance are all things to consider.

Furthermore, Saad & Shah (2011) found that people in different organizations react differently to workload. Roughly people cope with issues much more efficiently than others, while others suffer the consequences of their actions. Workload, varies according to the individual and the type of profession. Other

occupations are inherently more labor-intensive than others and stress-strain connections have an impact on the business.

### **Synthesis**

This study differs from others covered in the preceding chapter because of the environment, location, and some of the indicators. Furthermore, the variables in this study are focused on the dimensions of evaluating employee engagement. Understanding the value of employee involvement is crucial, especially in light of today's generational trend of differing ideas and actions in the workplace. Employees' leave the firm for a variety of reasons, it could be they dislike their job, the surroundings, the people, or the money, or they do not feel like they belong or are recognized.

The importance of employee engagement can't be excessive, being engaged, according to various authors' studies, entails a person's cognitive, psychological, and even emotional condition. It will assist an employee in displaying their ingenuity and by all means, working beyond the scope of their job description. In order to achieve this, management/employers should put a better emphasis on allowing their employees to get involved, rather than solely on the fact that they are employed.

Employees who engaged at work are more likely to perform effectively. Organization's goals may be realized when people are motivated, secure, and engaged in what they do, which can be a competitive advantage in the corporate world. If a person is involved, they can contribute significantly to their job and even to the people around them.

### **Scope and Limitation**

Specifically, the study determined the demographic profile of the respondents; the extent of engagement in terms of reward and recognition; perceived supervisor support and turnover intention; the challenge met insofar as employee engagement and job performance as perceived by the two groups of respondents; the numerous difference within the perception of the two groups of respondents on the amount of Employee Engagement; the study findings indicate a significant difference within the perception of employee engagement among the two groups of respondents, significant difference within the perception of employees engaged in job performance the link between the population situation and also the level of labor performance of the respondents in terms of stress, the work environment, workload and stress; the vital relationship between the utilization of employees and work performance; and interventions supported research findings. The respondents of the study are the teaching and non-teaching staff who are currently employed at Saint Francis Xavier College, San Francisco Agusan del Sur. This study restricted correlation and covered the tutorial year 2020-2021.



## **Methodology**

### **Research Design**

Descriptive-correlational quantitative research was used to analyze employee engagement and job performance among the personnel of St. Francis Xavier College. It enabled the researcher to generate actual data on the questionnaire respondents' profiles. Information was collected via modified questionnaires that the researcher distributed to the respondents using Google Forms. The relationship between the independent and dependent variables was determined by design.

Descriptive quantitative research is intended to provide a representation of a situation as it naturally happens. Provides simple information and relationship of correlation, which tie two or more factors together. Normative in the sense that gathering data on the level of employee engagement and job performance using a survey of facts underlying services, commitment, and commitment and at the same time analyzing the results where the object of the study be improved.

### **Research Locale**

The study is conducted at St. Francis Xavier College Barangay 5, San Francisco Agusan del Sur, and has evolved and developed in recent years, not in agriculture, which is a common source of income among Agusanon, but also in terms of the places and businesses that have opened and continue to grow. Currently, there are now three (3) colleges operating in the province. Saint Francis Xavier College began modestly as a dream carved in the founders' hearts. In 1990, Saint Francis Xavier College, Inc. (SFXC) rented a historic two-story residential house from Mr. and Mrs. Demetrio G. del Rosario as a head start with a number of 108 students registered in short-term technical-vocational course certifications, Bachelor of Science in Sewing, and other programs at the time. The death of Agusan del Sur's legendary patriarch allowed Ma'am Valentina G. Plaza to extend her arms in service to the province's citizens through education. Respective spouses were granted membership to meet the college's rising needs and growing population.

St. Francis Xavier College remains devoted to fulfilling the Agusan del Sur community's educational needs. St. Francis Xavier College increased its services to include senior high school and additional degree and certificate programs to keep up with the times. St. Francis Xavier College currently has around 2,000 students enrolled as it works on its grand goal of building a modern structure for its pupils. Moreover, systems, rules, procedures, and relationships are developed, with some being re-polished on a regular basis, to preserve quality education in the face of changing conditions.

### **Research Respondents**

The respondents of the study were the staff of Saint Francis Xavier College, both teaching and non-teaching, with an overall population of 100 at present. To acquire data, the researcher made use of complete enumeration. There were two (2) groups of respondents in this study. The first group of respondents consists of

forty-nine (36) non-teaching staff, the other group of respondents consists of sixty-four (64) teaching forces with a total of 100 total respondents. The respondents of the study were the teaching and non-teaching staff of Saint Francis Xavier College.

Table 1  
Distribution of Respondents

	Population	Sample
Teaching	64	64
Non-Teaching	36	36
Total	100	100

### Research Instrument

The study utilized an adapted, modified questionnaire based on the survey conducted by Mohd. Sadiq (2016) "Employee Engagement for Optimizing Organizational Performance: A Case Study of Taj Group of Hotels, New Delhi from Aligarh Muslim University for employee engagement and the job performance tool of Sarasvathy Munisamy (2013) "Identifying Factors that Influence Job Performance amongst Employees in Oil Palm Plantation from the University of Malaysia."

After customizing the questionnaire, the researcher changed a few variables and items. The employee engagement questionnaire initially been included six criteria: reward and recognition, perceived supervisor support, psychological climate, level of employee engagement, customer satisfaction, and turnover intention. On the other hand, the researcher exclusively looked at reward and recognition variables in the study.

The instrument comprises 74 total items, which comprised of three (3) sections: Section A is for demographic variables; Section B is for the level of employee engagement, and; Section C is for the job performance of respondents. The researcher modified/rephrased all of the items in reward and recognition and perceived supervisor support and adopted item 10 and the rest of the questions. For turnover intention, items 32, 34, and 35 was modified by the researcher. For job performance under stress, the researcher adopted items 1, 3, 5, and item 7. The rest of the items are modified; for the working environment, items 1 and 2 are adapted; for workload, items 1 and 9 are adapted. Other items are modified by the researcher; lastly, for salary, items 1, 5, 6, and 8 were adapted. The respondents were to answer all three (3) sections of the questionnaire. Each item in the questionnaire has a corresponding core description, level, and behavioral description. At the onset of the instrument, the demographic profile sought to acquire information on age, educational attainment, employment status, and years of service, followed by respondents' level of employee engagement.

There are three (3) variables that influence employee engagement. The first is reward and acknowledgment. This metric was used to determine how satisfied respondents were with their compensation, opportunity, recognition, and contribution inside the company. Perceived supervisory support is the second

indicator, which aims to assess whether the employee received permission from his immediate boss or management in the form of respect, acknowledgment, and feedback that will help to improve the employee's image while also increasing his confidence in his ability to accomplish the work. Lastly, there's the goal of turnover.

Another vital component is job performance, which looks into respondents' ability to handle stress in terms of duties and relationships with coworkers and how they respond to obstacles and problems they face in the workplace; the working environment is the second indicator, aims to find out how employees feel about their surroundings and the individuals they work with daily. The workload is the third indicator, aims to determine how much and what kind of labor a person is likely to do. Lastly, the compensation, done to see if the employees are satisfied with the benefits and compensation. Using the indicator mentioned, this variable will determine employee response to their performance.

Content validation was done beforehand to ensure that the instruments were ready before the launch. The instrument was validated by an HR Supervisor who has been employed for more than ten years at Valdemer Resources in Butuan City. A Vice President for Academic Affairs with 25 years of experience both in research and teaching and as a school director in Cebu City. The researcher asks the approval of experts to validate the questionnaire by sending a letter and reaching them through chats and email. After content validation, the researcher conducted a reliability test by conducting pilot testing on individuals who were not part of the respondents. The results of the reliability test are shown in the appendices. Four scaling is used in the survey questionnaire. The neutral option is not included in the option to measure what the valid opinion of respondents was in every question from the questionnaire.

## **Results**

After examining all of the data and applying the required statistical procedures, it was discovered that one hundred (100) of the early adult respondents have completed college. The majority of them completed their Master's and Doctorate degrees after earning units. The bulk of these responders are regular employees, based on their years of service. The findings further disclosed the level of employee engagement as rated by the two groups of respondents in the three areas. Reward and recognition revealed an average weighted mean of 2.64 tagged as "agree"; perceived supervisor support gathered a weighted mean of 3.07 described as "agree"; and turnover intention gathered a 2.41 mean rated as "disagree." Over-all means of the three gathered, 2.70 mean was identified as "Agree." The result implies that the respondents are engaged in terms of reward and recognition and perceived supervisor support.

The results show that the computed  $r$  and  $P$ -value did not reject the null hypothesis, implying that there is no significant relationship between the two groups of respondents' variables tested. The findings further disclosed the level of job performance in the four areas: stress revealed a sub-mean of 3.23 tagged as "Agree; working environment garnered a sub-mean of 3.01 described as "Agree; workload earned a sub-mean of 3.07 described as "Agree; and salary with a sub-

mean of 2.49 tagged as "Disagree." This data gives an over-all mean of 2.91 with a corresponding adjectival rating of "agree." On the significant difference in the level of job performance as perceived by the two groups of respondents, it failed to reject the null hypothesis for stress, working environment, and salary, hence rejecting the null hypothesis for the workload.

In terms of the significant relationship between the demographic profile and the level of job performance as perceived by the teaching respondents, educational attainment was significant in terms of stress and workload. Hence, employment status was said to be significant in terms of salary. At the same time, all other variables resulted in being "not significant" as to non-teaching age and the number of years of service found to be significant in terms of stress. In contrast, all the variables resulted being insignificant. The data revealed a significant relationship between employee engagement and the level of job performance as perceived by the two groups of respondents. It was culled out of the data where it revealed a "highly significant" relationship between the two groups of respondents.

Content is presented based on the order based on the statement of the problems.

Table 1  
Demographic Profile of the Respondents

Age	Age Bracket	Teaching		Non-Teaching		Over-all Frequency	Over-all Percentage
		Frequency	Percentage	Frequency	Percentage		
	18-25	25	39%	14	39%	39	39%
	26-30	23	36%	15	42%	38	38%
	31-35	7	11%	5	14%	12	12%
	36 and above	9	14%	2	6%	11	11%
	Total	64	100%	36	100%	100	100%
Educational Attainment	Level	Teaching		Non-Teaching		Over-all Frequency	Over-all Percentage
		Frequency	Percentage	Frequency	Percentage		
	College Graduate	14	22%	34	94%	48	48%
	With MA units	35	55%	2	6%	37	37%
	Masters' Degree	6	9%	0	0%	6	6%
	With Doctorate Degree Units	7	11%	0	0%	7	7%
	Doctorate Degree	2	3%	0	0%	2	2%
	Total	64	100%	36	100%	100	100%
Employment Status	Status	Teaching		Non-Teaching		Over-all Frequency	Over-all Percentage
		Frequency	Percentage	Frequency	Percentage		
	Probationary	21	33%	6	17%	27	27%
	Regular	43	67%	30	83%	73	73%
Years' in Service	No. of Years	Teaching		Non-Teaching		Over-all Frequency	Over-all Percentage
		Frequency	Percentage	Frequency	Percentage		

Below 1 year	5	8%	6	17%	11	11%
1-2 Years	11	17%	14	39%	25	25%
More than 2 years up to 5 years	36	56%	12	0%	48	48%
More than 5 years up to 10 years	8	13%	3	0%	11	11%
More than 10 years	4	6%	1	0%	5	5%
Total	64	100%	36	0%	100	100%

Table 1 presents the demographic profile of the two groups of respondents, adding up to one hundred (100), where the majority of the non-teaching respondents were 26–30 years old, or 42%. 39% fall under the frame of 18–25 years old, 12% fall under the bracket of 31–35 years old, and the rest 11% fall under the frame of 36 years old and above. For educational attainment, most of the non-teaching respondents are college graduates, or 94%. In contrast, for teaching respondents, 55% have already earned units for a master's degree, of which 9% are full-pledged masters, and 3% finished with their Doctorate. Regarding employment status, 83% of the non-teaching respondents are in regular positions, while for teaching respondents, it is only 67%. Probationary status, 37% are teaching, and 17% are non-teaching. Using the frequency counting, the table further reveals the years of service rendered by the two groups of respondents, 56% of the teaching respondents already had more than two years to 5 years, 39% of the non-teaching falls under 1-2 years, 11% of the respondents fall under this category, more than five years up to ten years, and the remaining 5% have more than 10 years in the institution.

The data mentioned above would imply that demographics impact employee behavior and productivity, demographics are one of the most important factors to consider in most human resource and management decisions. In general, it is acknowledged that employee personal characteristics such as age, gender, and length of service can have a significant impact on organizational cohesion. (Shukla et al., (2015)

Table 2  
Level of Employee Engagement as perceived by the two groups of respondents in terms of

Verbal Interpretation of mean	Teaching (Mean)	Indicator	Non-Teaching (Mean)	Verbal Interpretation of mean	Total Mean	Over-all Adjectival Rating
Agree	2.69	Reward and Recognition	2.58	Agree	2.64	Agree
Agree	3.15	Perceived Supervisor Support	2.98	Agree	3.07	Agree

Disagree	2.38	Turn-over Intention	2.44	Disagree	2.41	Disagree
Agree	2.74	Over-all Mean	2.67	Agree	2.70	Agree

The table above shows the level of employee engagement as rated by the two groups of respondents. Noticed that in teaching, reward and recognition have a mean of 2.69 rated as agree. Perceived supervisor support has a mean of 3.15 rated as "agree," while turnover intention has a mean of 2.44 rated as "disagree." On the other hand, reward and recognition for non-teaching have a mean of 2.58 rated as "Agree". Perceived supervisor support has a mean of 2.98, and for turnover intention, teaching has a mean of 2.38 rated as disagree, while for non-teaching, it has a mean of 2.44 rated as disagree. The overall mean for employee engagement shows that teaching earned 2.74 rated as agree, while non-teaching earned 2.67 rated as Agree. A total mean of 2.70, rated as Agree for both respondents. Responses show that turn-over intention mainly challenges employee engagement. In an instance, one personnel response says that: a) "the majority of responders will most likely leave the company in the next few years and shift to a new job offered by other companies," b). Problems encountered include: "no appraisal system or evaluation," "the wage they are receiving is insufficient to meet their family's fundamental necessities," and c). Lack of balance in terms of workload and a defined wage structure, but this does not suggest they are solely employed in the organization in order to acquire experience."

It would imply that the variable for employee engagement, precisely turnover intention, has the lowest mean, which needs to resolve through the intervention program. A study by Chaudhry et al. (2017), employee engagement is dependent on employee happiness and organizational performance. Employees perform well when they are respected, trusted, involved, compensated well, promoted, mentored, challenged, empowered, and appreciated.

Table 3  
Significant difference in the level of employee engagement as perceived by the two groups of respondents

Sources of Variation		Computed-t	P-value	Decision	Conclusion
Employee Engagement	Reward & Recognition	0.70	0.404	Accept Null Hypothesis	Not Significant
	Perceived Supervisor Support	1.84	0.178	Accept Null Hypothesis	Not Significant
	Turnover Intention	0.13	0.719	Accept Null Hypothesis	Not Significant

Through the t-Test for independent samples, the researcher tested the perception of the two groups of respondents against employee engagement, table 3 shows the information and computed t and p-value to answer whether their variance in meaning is critical or not. The table revealed that the p-value of .040 is more

significant than the amount of significance which is 0.05 for reward and recognition. Henceforth, the hypothesis of no significant difference is to be recognized, perceived supervisor support with a p-value of 0.178 is more than the significance level of 0.05. Henceforth, the hypothesis of no significant difference is to be recognized. Further, the turnover intention has a p-value of 0.719 is more than the 0.05 level of significance. Then, the hypothesis of no significant difference is to be accepted. Data for table 2 would imply no considerable difference in the level of employee engagement as perceived by the two groups of respondents. Study of Vasani, P. J., & Pillai, V. V. (2019). proposes that employee engagement is critical for any organization's well-being because it leads to excellent company performance. Pledge, satisfaction, and organizational behavior are all topics covered—employees' level of dedication and involvement in their organization measures Employee engagement.

Table 4  
Level of Job Performance as rated by two groups of respondents in terms of

Verbal Interpretation of mean	Teaching (Mean)	Indicator	Non-Teaching (Mean)	Verbal Interpretation of mean	Total Mean	Over-all Adjectival Rating
Agree	3.20	Stress	3.24	Agree	3.23	Agree
Agree	3.11	Working Environment	2.97	Agree	3.01	Agree
Agree	3.19	Workload	2.95	Agree	3.07	Agree
Agree	3.21	Salary	2.48	Disagree	2.86	Disagree
Agree	3.17	Over-all Mean	2.90	Agree	3.43	Agree

Table 4 assessed the level of Job Performance as rated by the two groups of respondents in the four areas of indicators using the weighted mean.

The table above revealed that among non-teaching respondents, stress has a mean of 3.24 rated as agreeing, while for teaching, it has a standard of 3.20 rated as agree. Working environment, and teaching respondents have a standard of 3.11 rated as agreeing, while non-teachhave has a standard of 2.97 rated as agree. Workload, teaching has a mean of 3.19 rated as approved, while non-teaching has a standard of 2.95 rated as agreed. Lastly, for salary, teaching has a mean of 3.21 rated as agree, while for non-teaching, it has a standard of 2.48 rated as agree. It will give a total mean score among four indicators of 3.43, which is placed as decided. Responses show that salary is mainly a challenge to job performance. For instance, one personnel response says that: a) "they received their salary on time, but there was no clear structure of salary composition." They added, "they are not satisfied with the salary," b) " the management prerogative on how much salary you are receiving whether you do well or not," and c) they are not also providing a payslip only when you request it. No established system of rewards for monitoring performance.

The data would imply that teaching and non-teaching feel at ease in their workplace and perform well in their respective tasks. On the other hand, non-teaching has pay issues regarding salary. Results run counter to the study of et

al. (2014), which highlighted in their studies how money functions as a condition to reinforce or an incentive capable of meeting needs. Furthermore, a better physical office environment will improve the employees' workspace and, as a result, their productivity. Employees' who are physically and psychologically fit have a greater willingness to work, and their productivity rises.

Table 5  
Significant difference on the level of Job Performance as perceived by the two groups of respondents in terms of

Sources of Variation		Computed-t	P-value	Decision	Conclusion
Job Performance	Stress	0.14	0.712	Accept Null Hypothesis	Not Significant
	Work Environment	1.81	0.162	Accept Null Hypothesis	Not Significant
	Workload	7.89	0.006	Reject Null Hypothesis	Significant
	Salary	0.08	0.781	Accept Null Hypothesis	Not Significant

Using the t-Test for independent samples, the researcher tested the perception of the two respondents against the level of job performance in the four indicators, table 5 shows the data and the computed r and p-value as means to answer whether their variance is standard is significant or not. Table 5 revealed that stress contains a p-value of 0.712, which is over the amount of significance of 0.05. Henceforth, the idea of no significant difference is to be recognized. Workload, a p-value of 0.162 is more significant than the importance level of 0.05. Henceforth, the idea of no significant difference is to be recognized, salary with a p-value of 0.781 is less than the 0.05 level of significance. Then, the belief of no significant difference has got to be recognized. For workload, a p-value of 0.006 is less than the 0.05 significance level. So, the belief of no significant difference is rejected.

The implication of the information above is that job performance differs significantly in terms of workload as perceived by the two groups of respondents. Jalagat's (2016), study stated that various scholars had the key aspects that influenced job happiness and performance. Incomes and benefits, organizational atmosphere, autonomy, achievement, recognition, job security, workplace flexibility, degree of professionalism, communication, working conditions, interpersonal relationships, and job impact are a few of the factors to consider.



Table 6 Significant Relationship between demographic profile and the level of employee engagement as perceived by the two groups of respondents

Variable Tested			Computed r	P-Value	Decision	Conclusion
Teaching	Reward and Recognition	Age	0.068	0.595	Accept Null Hypothesis	Not Significant
		Educational Attainment	0.042	0.74	Accept Null Hypothesis	Not Significant
		Employment Status	0.069	0.586	Accept Null Hypothesis	Not Significant
		Years in Service	0.037	0.770	Accept Null Hypothesis	Not Significant
	Perceived Supervisor Support	Age	0.201	0.111	Accept Null Hypothesis	Not Significant
		Educational Attainment	0.056	0.659	Accept Null Hypothesis	Not Significant
		Employment Status	0.150	0.237	Accept Null Hypothesis	Not Significant
		Years in Service	0.011	0.931	Accept Null Hypothesis	Not Significant
	Turnover Intention	Age	0.100	0.940	Accept Null Hypothesis	Not Significant
		Educational Attainment	0.129	0.308	Accept Null Hypothesis	Not Significant
		Employment Status	0.241	0.055	Accept Null Hypothesis	Not Significant
		Years in Service	0.066	0.603	Accept Null Hypothesis	Not Significant
Non-Teaching	Reward and Recognition	Age	0.135	0.433	Accept Null Hypothesis	Not Significant
		Educational Attainment	0.123	0.475	Accept Null Hypothesis	Not Significant
		Employment Status	0.1	0.562	Accept Null Hypothesis	Not Significant
		Years in Service	0.221	0.196	Accept Null Hypothesis	Not Significant
	Perceived Supervisor Support	Age	0.083	0.63	Accept Null Hypothesis	Not Significant
		Educational Attainment	0.169	0.325	Accept Null Hypothesis	Not Significant
		Employment Status	0.272	0.109	Accept Null Hypothesis	Not Significant
		Years in Service	0.099	0.566	Accept Null Hypothesis	Not Significant
	Turnover Intention	Age	0.304	0.072	Accept Null Hypothesis	Not Significant
		Educational Attainment	0.007	0.97	Accept Null Hypothesis	Not Significant
		Employment Status	0.071	0.68	Accept Null Hypothesis	Not Significant
		Years in Service	0.237	0.163	Accept Null Hypothesis	Not Significant

The demographic profile of the respondents was tested against the level of employee engagement using Pearson Product Moment Correlation. Questions on whether their variance in means is significant or not, the data and the computed r and p-value in means shown in table 6 elucidates the result. Table 6 above evidently displays the level of significance in relations between variables as perceived by the two groups of respondents. Teaching and non-teaching perceptions, shows that in terms of age, highest educational attainment, employment status, and years of service found to have no significant relationship with employee engagement since their respective p-values are more than the significance level of 0.05. Thus, the hypothesis of no significant difference is to be accepted.

The above data would imply that employee engagement has no significant relationship with age, educational attainment, employment status, and years of

service among teaching and non-teaching staff. Hanaysha (2016) analysis, firms should consider investing in workforce engagement because current research has proven a beneficial relationship between job engagement and performance outcomes such as employee retention and productivity. Further, employees engaged or concerned with their occupations are regarded as more productive since they are motivated to complete their tasks beyond any personal motivation. Further, they are more focused than their disengaged colleagues. Also, engaged employees are more likely to perform more efficiently and make the organization's success a top priority in their minds Richman (2006) and Fleming et al., (2007).

Table 7 Significant Relationship between demographic profile and the level of job performance as perceived by the two groups of respondents

Variables Tested			computed r	P-value	Decision	Conclusion
Teaching	Stress	Age	0.172	0.173	Accept null hypothesis	Not Significant
		Educational Attainment	0.25	0.047	Reject Null Hypothesis	Significant
		Employment Status	0.194	0.125	Accept null hypothesis	Not Significant
		Years in Service	0.097	0.446	Accept null hypothesis	Not Significant
	Working Environment	Age	0.174	0.176	Accept null hypothesis	Not Significant
		Educational Attainment	0.258	0.048	Reject Null Hypothesis	Significant
		Employment Status	0.195	0.126	Accept null hypothesis	Not Significant
		Years in Service	0.098	0.447	Accept null hypothesis	Not Significant
	Workload	Age	0.219	0.083	Accept null hypothesis	Not Significant
		Educational Attainment	0.371	0.003	Reject Null Hypothesis	Significant
		Employment Status	0.026	0.839	Accept null hypothesis	Not Significant
		Years in Service	0.075	0.555	Accept null hypothesis	Not Significant
	Salary	Age	0.099	0.436	Accept null hypothesis	Not Significant
		Educational Attainment	0.035	0.784	Accept null hypothesis	Not Significant
		Employment Status	0.287	0.023	Reject Null Hypothesis	Significant
		Years in Service	0.19	0.133	Accept null hypothesis	Not Significant
Non-Teaching	Stress	Age	0.358	0.032	Reject Null Hypothesis	Significant
		Educational Attainment	0.11	0.524	Accept null hypothesis	Not Significant
		Employment Status	0.212	0.214	Accept null hypothesis	Not Significant
		Years in Service	0.365	0.029	Reject Null Hypothesis	Significant
	Working Environment	Age	0.295	0.081	Accept null hypothesis	Not Significant
		Educational Attainment	0.036	0.835	Accept null hypothesis	Not Significant
		Employment Status	0.158	0.357	Accept null hypothesis	Not Significant
		Years in Service	0.148	0.388	Accept null hypothesis	Not Significant
	Workload	Age	0.008	0.964	Accept null hypothesis	Not Significant
		Educational Attainment	0.034	0.844	Accept null hypothesis	Not Significant
		Employment Status	0.183	0.285	Accept null hypothesis	Not Significant
		Years in Service	0.034	0.846	Accept null hypothesis	Not Significant
	Salary	Age	0.078	0.649	Accept null hypothesis	Not Significant
		Educ. Attainment	0.089	0.605	Accept null hypothesis	Not Significant
		Employment Status	0.046	0.791	Accept null hypothesis	Not Significant
		Years in Service	0.115	0.499	Accept null hypothesis	Not Significant

Pearson Product Moment Correlation was used to test the demographic profile of the respondents against the level of job performance. Questions on whether their variance in means is significant or not, the data, and the computed  $r$  and  $p$ -value in means are shown in table 7 elucidates the result.

The table above evidently displays the significance level in relations between variables as perceived by teaching and non-teaching. In the teaching perception, it can be observed that age, employment status, and years of service have no significant relationship with the level of job performance, specifically stress, working environment, and workload. Stress educational attainment has a  $p$ -value of 0.047, 0.048 for working environment, and 0.003 for workload, therefore rejects the null hypothesis of no significant relationship; Henceforth, their variance is "significant" as specified in the decision. Employment status for teaching, a computed  $r$  of 0.287 under salary rejects the null hypothesis of no significant relationship; hence their difference is significant, as shown in the decision. Table above also shows the level of job performance as perceived by non-teaching. It shows that age, educational attainment, employment status, and years of service have no significant relationship with the level of job performance, explicitly working environment, workload, and salary. However, age and years of service, their  $p$ -value of 0.032 and 0.029, reject the null hypothesis of no significant relationship; hence, their difference is significant, as stated in conclusion.

This result implies that there is an essential association between demographic profile and employee engagement, result indicates that the teaching demographic profile regarding educational attainment contributes to their engagement level as they work in the organization. Hence, according to Jamal (2011), job stress is an individual's reactions to the work environment features that appear emotionally and physically hazardous. This indicates a mismatch between an individual's capabilities and their work environment. The individual is subjected to unreasonable demands or does not properly prepare to handle a given circumstance. Job performance can be seen as an activity in which an individual can complete successfully the task assigned to them, whereas job performance can be considered to be as an activity in which an individual can complete successfully the task assigned to them; subject to the usual constraints of the reasonable utilization of available resource.

Table 8  
Significant Relationship between the level of employee engagement and Job  
Performance as Perceived by Respondents

Variable Tested	Computed $t$	P-value	Decision	Conclusion
Employee Engagement Versus Job Performance for Teaching	0.595	0.000	Reject Null Hypothesis	Highly Significant
Employee Engagement Versus Job Performance for Non-Teaching	0.630	0.000	Reject Null Hypothesis	Highly Significant

The relationship between employee engagement and job performance as perceived by the two groups of respondents is presented in table 8. A p-value of 0.000 for teaching and non-teaching is less than the 0.05 level of significance. As a result, the hypothesis of no significant relationship is to be rejected. The findings imply a significant relationship between employee engagement and job performance for both teaching and non-teaching jobs, and thus the conclusion is "highly significant." The idea of Eisenberger & Stinglhamber, 2011- Organization Support theory (OST) proposes that employees form a generalized perception concerning the extent to which the organization values their contribution and cares about their welfare (perceived organizational support, or POS).

Personnel forms an opinion about what proportion of the organization values their contributions and cares about their welfare (perceived organizational support, or POS). Potential value of viewing the employee–organization relationship from the employees' perspective, the clarity of the POS construct, and thus the strong associations of POS with affective organizational commitment, job satisfaction, and other attitudinal outcomes have all piqued the interest of researchers. In keeping with Rhoades and Eisenberger's (2002) meta-analytic review, POS is secured to the key hypothesized antecedents of POS (fairness, HR practices, and supervisor support), attitudinal consequences (e.g., affective organizational commitment, job satisfaction), and job performance. In turn, POS initiates a social exchange process wherein employees feel obligated to assist a company in accomplishing its goals.

## **Conclusions**

Extracting from the findings, the researcher drew out the following conclusion: The demographic composition of the respondents reflects the reality that younger generations are now actively engaged at work as a result of having finished a college degree. At the same time, they are furthering their education by enrolling in graduate classes.

In terms of remuneration, however, the results in all four areas of the respondents' degree of job performance were divided into agreeing and disagree. As a result, it's critical to implement elements of Organization Support Theory, in which employees form an overall impression of how much the company values their contributions and cares about their well-being (perceived organizational support, or POS). OST has attracted considerable interest because of the potential value of viewing the employee– organization relationship from the employees' viewpoint, the clarity of the POS construct, and the strong associations of POS with affective organizational commitment, job satisfaction, and other attitudinal outcomes. In like manner, significant relationship in educational attainment and employment status for teaching and age and no. of years in service are correlated to job performance. Further, the level of employee engagement is very much correlated to the level of job performance.

## **Recommendations**

Based on the preceding summary and conclusion, the following recommendations are presented: Management needs to create a program to help employees improve

their skills and knowledge, such as providing financial aid to those who wish to pursue a second degree. It can be used as a measure to reduce employee turnover in contract and return service situations. It is suggested that the management may use the result of the evaluation and practice the implementation of reward and recognition, as this can be a tool for employees to be engaged and more likely to excel in their respective tasks.

Given the rising cost of basic necessities, management is recommended to evaluate the pay paid to non-teaching employees and give it some thought. It can also help them live a better life by sustaining not only their own but also their family's necessities. Because employee engagement is so important in terms of job performance, management and human resources may assess each employee's needs and provide training, webinars, and other programs that can motivate people to be their best and perform well in their jobs. Future research could entail gathering data from a variety of institutions with inherently varying incentive and recognition policies, and may examine the extent to which employee involvement affects performance.

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