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Institutional Financial Management and Job Performance in State Universities: A Mediation Analysis of Job Satisfaction

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ABSTRACT

Financial constraint among state universities is not a unique discussion as state becomes vulnerable to funding fluctuations. Cascading this uncertainty to its components affects how it operates toward attaining institutional mandates. However, fund fluctuation is beyond the control of state universities. The concern is on how these limited resources are managed to contribute to faculty performance in the key result areas, instruction, research, extension and professional development. Thus, the study examined how Institutional Financial Management (IFM) practices in state universities through the lens of faculty are translated to outcomes as evidenced by faculty Job Performance (JP) and the mediating role of faculty Job Satisfaction (JS). The study utilized a descriptive correlational approach to examine the direct effect of IFM on JP and JS, and JS on JP. Mediation analysis using Partial Least Squares Structural Equation Modelling (PLS - SEM) was utilized to analyze the mediation pathway. The data were collected from faculty across six (6) state universities in the Eastern Visayas Region Philippines. The findings revealed that IFM significantly affect JP and JS. While the mediation analysis revealed partial mediation. This highlights that IFM influences faculty JP both directly and indirectly through JS. Grounded from the findings, state universities shall improve IFM practices to effectively support faculty performance while strengthening measures to enhance JS. The proposed IFM framework such as digitalization of financial transactions may streamline processes to increase faculty JS, improve organizational climate, and enhance faculty JP which provides a strategic direction towards strengthened institutional productivity, and contribute to national development.

Keywords: Financial management; Job performance; Job satisfaction; Universities

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INTRODUCTION

State universities significantly rely on state allocations for funding and, having entrusted with public funds, operate under various provisions of regulatory bodies such as CHEd, Department of Budget and Management (DBM), and Commission on Audit (COA). This is to ensure accountability and effective management of their financial resources while delivering outcomes. CHEd Memorandum Order No. 20, series of 2011, and DBM National Budget Circular No. 567, series of 2017 set forth guidelines for allocating funds to state universities, detailing accountability and performance-based budgeting, aligning spending with institutional development plans and performance indicators for strategic and responsive financial

management. COA Circular No. 2021-004 provides updated guidelines on financial reporting and internal control system for government agencies including state universities with emphasis on financial operation accountability, transparency and compliance ensuring appropriate accounting and effective use of financial resources.

However, the capacity for adequate funding, sustaining the needs for facilities and complex budget processes still warrants concern affecting the free education's sustainability (Roman, 2023; Dagohoy & Lagura, 2024). State Universities are challenged concerning limited funding, making it difficult to maintain facilities and hire qualified faculty (Moreno & Sulasula, 2023). Operational productivity and efficiency are impacted by financial constraints, especially when considering resource allocation limitations and rising student enrollment (Condez, 2024). These challenges prompted interventions such as a regional system that facilitates resource sharing among state universities, leveraging other revenue streams by engaging in production activities, external funding from research grants, partnership with government and private agencies as well as sustainable financial models, and fostering long-term community partnerships (Moreno & Sulasula, 2023; Gabriel & Cruz, 2018; Delavin, 2025).

Accordingly, state universities' performance measured based on the quality of teaching, research productivity, community engagement, and resources management fared differently. Among the issues are multi-tasking faculty, and inadequacy of facilities which are largely related to funding, planning and prioritization (Cerado & Naanep, 2023). Moreover, the comparative historical trends of faculty performance from 2017-2019 among state universities revealed waning productivity in research and extension, which was attributed to overwhelming instructional workload, lack of funding, and lack of community participation (Casillano et al., 2021). In addition, prior findings emphasized that research consistently showed low productivity, which has been called for immediate response such as faculty professional development that entails financial requirements (Monsura et al., 2022; Jay-cen et al., 2025).

Despite existing strategies and practices intended to effectively manage financial resources, there remains a lack of contextual and practical understanding on how IFM contributes to JP. The study addresses the knowledge gap on how IFM translates into outcomes from the lens of the faculty. IFM for the purpose of the study is the management of financial resources to provide necessary inputs and support to the mandated functions of the faculty. Existing literature exists relative to financial management with focus only on the the extent of practice from the perspective of the institution and by the finance people. Thus, lacking results from the perspective of the faculty. Additionally, little empirical data linking IFM to JP in consonance to state university's mandated functions, which become the faculty deliverables. Empirical data considering institutional support and resources, converting into output in the areas of instruction, research, extension and professional development can provide contextual and deeper understanding on the value of IFM. Moreover, the researcher barely found literature discussing JS as mediator between IFM and JP. While JS is widely studied, its applicability as mediator can be a critical input towards understanding faculty behavior and factors influencing performance. Its role as the mediating factor between IFM and JP is believed to provide deeper insights into how institutional support strategies translate into actual performance.

Contextually, despite various studies on JP applying to different sectors, little findings exist discussing state universities in a less-developed region. This can provide insights as to how IFM are managed to effectively carry out the functions, which is identical to other state universities in more developed regions of the country. Practically, although studies exist as to financial challenges, there is still limited assessment on the disconnection between policy created and its implementation. Thus, modelling the potential influence of IFM to JP directly and indirectly through JS may provide critical input to university administrators and its stakeholders into how IFM can be improved to impact faculty performance thereby contributing to institutional productivity and on a wider scope, to national development.

The study examines how the financial management practices of state universities are translated into outcomes as evidenced by faculty performance. Further, it intends to determine the mediating role of faculty JS on the relationship between IFM and JP.

Specifically, the study addresses the following questions:

1. *Do IFM practices significantly affect faculty JP in state universities?*
2. *Do IFM practices significantly affect faculty JS in state universities?*
3. *Does faculty JS significantly affect JP in state universities?*
4. *Is there indirect effect between IFM and JP when mediated by job satisfaction?*
5. *What IFM framework can be proposed to impact faculty JP in a state universities?*

Hypotheses

H_01: *IFM does not significantly affect faculty JP in state universities.*
H_02: *IFM does not significantly affect faculty JS in state universities.*
H_03: *Faculty JS does not significantly affect JP in state universities.*
H_04: *There is no indirect effect between IFM and JP when mediated by JS.*

LITERATURE REVIEW

State Universities and Institutional Financial Management

Institutional Financial Management comprises planning, organizing, directing, and controlling financial resources (Brigham & Houston, 2019). Financial planning according to Kasradze et al. (2019), should be anchored on clearly defined priorities characterized by specificity, measurability, reality, and time-bound targets. In addition, collaboration and stakeholder participation are critical in improving an organization's fund utilization efficiency. The identification and understanding of specific department needs may be improved by stakeholders' participation which includes faculty participation leading to more accurate budgeting and resource allocation (Collantes, 2021). Faculty participation in the financial planning process is crucial to enhance quality of governance and service delivery (Cantor, 2016). Accordingly, Nyanful (2024) provides that increase participation of faculty in the crucial process of financial planning helps improve realization of revenue expectation and the overall university performance.

To address financial constraints in state universities, Shokhrukh (2024) highlighted the importance of effective financial management, giving emphasis on its role in improving institutional performance along with enhancing financial autonomy. Accordingly, Figer-Canes (2023) emphasized that strict adherence to accounting rules, equitable resource allocation, proper documentation, and the involvement of officials in strategic planning are all areas needing effective financial management. Similarly, Alba et al. (2026) provides that budget transparency remains limited to statutory compliance, with minimal public-facing disclosure beyond aggregate reports recommended, strengthening internal financial management systems, expanding transparency policies, and enhancing participatory oversight to move beyond procedural compliance among state universities. De Guzman (2025) further examined financial management practices among state universities and found out that monitoring and evaluation were only partially implemented. Challenges involve procurement efficiency, disbursement timeliness, coordination, and real-time monitoring. Thus, to attain efficient and accountable utilization of public resources, enhancing monitoring tools, strengthening evaluation mechanisms, improving interdepartmental coordination, and building the fiscal capacities of university personnel were recommended.

Job Performance among Faculty in State Universities

In faculty evaluations, teaching quality is a universally significant criterion. It is frequently evaluated using standardized tools, classroom observations, and student feedback. According to Patimo (2020), state universities and colleges in the Philippine Eastern Visayas Region employ a combination of administrative observation and appraisal tools to evaluate faculty performance with teaching commitment, mastery of subject matter, teaching for independent learning, and classroom management, which are the most often used criteria. Mangila (2022) emphasized that in order for teachers to be effective, they must have a strong background in a subject area covered in the curriculum, be competent in selecting and implementing appropriate teaching methods, and have a kind and amiable disposition. Punongbayan and Bauyon (2015) disclosed that faculty members performed well in the classroom in as much as the subject taught was concerned. The faculty feel satisfied with the way they handled the course as it provided them with better understanding of the degree program. Moreover, instructional functions of faculty also involve activities outside the four corners of the classroom such as development of instructional materials, research mentoring and consultation, and other significant university activities such as participation in the curriculum enhancement. Teaching resources are more than just tools for the classroom; they influence instructors' pedagogy and professional development.

In many universities, particularly research universities, productivity is a crucial criterion. Commonly used metrics include the quantity of research grants, peer reviews, and publications. However, each university has a different weight given to research; some place more emphasis on teaching than on research (Buyukdagli & Yeralan, 2020). Further, Pedrajas (2024) highlighted research competence and positive attitude toward research of faculty in state universities in Iloilo. The study found that faculty were deemed "Competent" in research and exhibited a "Positive attitude" toward research activities. It also noted that research- related training influenced research competence and attitude but there was no significant relationship between the two factors.

Extension involvement could be regarded as the center of community engagement. SUCs are able to provide beneficiaries with the knowledge that the university had produced through research. Despite the community engagements contributions and importance, they frequently carry less weight in performance reviews than teaching and research. This is especially noticeable in research universities where academic output is prioritized. Mani and Zulueta (2018) presented a documentary analysis of the Marinduque State College's training services and extension activities to various communities. They found that these initiatives clearly improved the college's performance and significantly increased its enrollment. Medina (2019) emphasized that SUCs always ensure that extension programs are grounded in research and that relevant community engagement and generated through a variety of extension delivery methods. While there were certain problems and difficulties with community engagement, this could be an indication that no institution is operating flawlessly, but it requires attention to avoid a negative impact.

Furthermore, the commitment of faculty in state universities to continuous learning and professional engagement is crucial for enhancing both personal and institutional effectiveness. A study found that faculty in state universities exhibit very high levels of professional self-esteem, particularly in knowledge development, which indicates a strong commitment to continuous learning and professional engagement, positively influencing their work engagement (Manaig et al., 2024). In contrast, Tulo and Lee (2022) revealed that engagement among teacher education faculty members in Philippine state universities is still low, despite the existence of mandates for continuing professional development (CPD), suggesting a lack of strong commitment to continuous learning and professional engagement.

Job Satisfaction among Faculty in State Universities

Job satisfaction is a measure of how content workers are with their jobs. Research indicates that both motivator and hygiene factors, as outlined by Herzberg (2015), play crucial roles in shaping faculty

satisfaction. While hygiene factors such as working conditions, salary, and institutional policies are essential for basic job satisfaction, motivator factors like recognition, advancement opportunities, and the intrinsic value of work are pivotal for enhancing motivation and commitment.

Furthermore, Sahl (2017) found that institutional satisfaction was positively correlated with acknowledgment and appreciation for individual efforts, such as teaching, research, and service, as well as recognition from others, such as the department chair and coworkers. This positive correlation implied that faculty members are more likely to be content with the institution when they feel satisfied with the recognition and appreciation they receive for their efforts. In contrast, faculty who work hard for schools and institutions believe their efforts go unappreciated. Accordingly, Kezar & Elrod (2020) offered recommendations for how college and university administrators can foster a culture where positive affirmation is more commonplace and explained that institutional culture is the reason why celebration, appreciation, and recognition are so difficult to find in higher education.

METHOD

Research Design

The study made use of descriptive correlational research design to determine the interrelationship of IFM, JP and JS. Further, structural mediation analysis was utilized to determine whether direct and indirect effect exist between IFM and JP when mediated by JS. Mediation analysis seeks to explain the process underlying an observed relationship between an independent variable (IV) and dependent variable (DV) by including a mediator variable (Kenny, 1986). In the study, the independent variable is IFM, while JP is the dependent variable and JS plays the role of mediator variable.

Research Respondents

The respondents of the study are the faculty members which are considered salient human resources of state universities. The study employed stratified sampling wherein each state university per province in Eastern Visayas with at least level III SUC level accreditation was considered a stratum. After careful evaluation of SUC level accreditation, only six (6) state universities were identified to have met with the inclusion and exclusion criteria. . The list of faculty members was provided by the Human Resource and Management Office; the population was comprised of 1,309 faculty members with regular position and with at least one (1) year residency to ensure adequate exposure to institutional processes and contribution to institutional outcomes. The sample size comprises 298 (Krejcie & Morgan, 1970). To ensure proportionate representation for each university, 23% was applied to the total faculty count. Simple random sampling using Microsoft Excel was employed to ensure objective representation.

Research Instrument

The study utilized both adapted from existing tools in the literature and researcher-made survey instrument. The instrument has undergone series of validation of both adapted and self-made constructs. Prior to actual administration, pilot testing was administered to the faculty in one state university that was outside the identified participating state universities. The internal consistency of the IFM, JP, and JS Instrument and its corresponding dimensions was examined using Cronbach's alpha (α) and McDonald's omega (ω). Both oefficients demonstrated acceptable reliability (α = .973, ω = .974), (α = .829, ω = .830), (α = .866, ω = .875) indicating that the instrument consistently measures IFM practices, JP, and JS respectively.

Data Gathering Procedure

Ethics clearance was secured prior to actual administration of the survey. Approval by the University President of the participating universities was also secured. The data gathering duration lasted twelve weeks. The faculty respondents were given their most convenient time avoiding disruption of work

commitments. The instruments were retrieved physically while others were online. The actual response turnout was 93% or a total of 276.

Ethical Consideration

Prior to actual data gathering, necessary documentations were secured such as ethics clearance from the Ethics Review Board, and a letter request to conduct the study from the University President of all the participating state universities. Informed Consent Form was carefully discussed to the respondent giving emphasis that participation was purely voluntary, and that they may refuse participation in the study anytime without further obligation, the researcher's adherence to confidentiality of the information pursuant to Data Privacy Act of 2012, and the anonymity of their responses.

RESULTS

The Effect of IFM on Faculty JP

Table 1. Effect of IFM practices on Faculty JP

Predictor	R	R^2	B	SE	T	P	Interpretation
Intercept	.502	.252	1.81	0.20	9.08	< .001	
IFM Practices			0.51	0.05	9.48	< .001	Significant

As presented in table 1, a simple linear regression analysis was conducted to determine whether overall IFM significantly predicts overall faculty JP. The regression model revealed a moderate to strong relationship between IFM and JP, R = .502, with an R^2 of .252, indicating that overall IFM explains 25.2% of the variance in faculty JP. This suggests that IFM practices demonstrate a meaningful influence on faculty JP outcomes. The results indicate that overall IFM significantly affect faculty JP, (B = .506, p < .001).

The Effect of IFM on Faculty JS

Table 2. Effect of IFM on Faculty JS (in General)

Predictor	R	R^2	B	SE	t	p	Interpretation
Intercept	.622	.387	2.013	0.1504	13.4	< .001	
IFM Practices			0.522	0.0402	13	< .001	Significant

The result presented in table 2 indicates the simple linear regression analysis conducted to determine whether overall IFM significantly predicts overall faculty JS. In general, when considering all the IFM domains, the regression model reveals a strong relationship between overall IFM and JS, R = .622, with an R^2 of .387, indicating that overall IFM practices explain 38.7% of the variance in faculty JS. The analysis revealed that overall IFM practices significantly predicted JS, (B = .522, p < .001). The positive regression coefficient implies that improvements in IFM in general can lead to higher levels of faculty JS. This suggests that effective financial management systems contribute to a supportive organizational environment that enhances faculty perceptions of their work conditions.

The Effect of Faculty JS on JP

Table 3. Effect of faculty JS on JP (in General)

Predictor	R	R^2	B	SE	T	p	Interpretation
Intercept	.538	.290	1.127	0.2462	4.58	< .001	
JS			0.647	0.0619	10.44	< .001	Significant

The result presented in table 3 indicates the simple linear regression analysis conducted to determine whether overall faculty JS significantly predicts overall JP. The regression model reveals a moderate relationship between faculty JS and JP, R = .538, with an R^2 of .290, indicating that JS explains 29.0% of the variance in faculty JP. This finding suggests that job satisfaction represents a meaningful determinant of faculty performance outcomes. The results revealed that faculty JS significantly affects JP, (B = .647, p < .001). The positive regression coefficient implies that higher levels of faculty satisfaction contribute to enhanced job performance.

The Mediation effect of JS on IFM and JP

Table 4. Mediation Analysis of JS on the Relationship between IFM and JP

Path	β	T	p
IFM → JS	0.632	16.552	< .001
JS → JP	0.472	6.072	< .001
IFM → JP (Direct)	0.205	2.7	0.007
Indirect Effect (IFM → JS → JP)	0.298	5.568	< .001

A mediation analysis was conducted using Partial Least Squares Structural Equation Modelling (PLS – SEM) to examine whether JS mediates the relationship between IFM and JP. As presented in table 4, when evaluating direct effect, the structural model revealed that IFM significantly predicted both JP (β = 0.205, p = .007) and JS (β = 0.632, p < .001). JS in turn significantly predicted JP (β = 0.472, p < .001).

Consequently, the examination of the indirect effect revealed a statistically significant mediation pathway (β = 0.298, t = 5.568, p < .001), indicating that JS functions as a mediating factor through which IFM influences faculty JP. The result reveals partial mediation, that is, IFM influences JP both directly and indirectly through JS.

Discussion

Based on the findings of the study, the meanings and implications are discussed on the interrelationship of the variables and the mediating role of JS.

The results demonstrate that IFM significantly predicts faculty JP. Thus, there is sufficient evidence to reject H01. This implies that improvements in IFM practices are associated with higher faculty JP. This finding is consistent with Ampo (2020) and Alegado (2016), who emphasized that sound financial governance contributes to the achievement of institutional outputs and enhances faculty productivity.

Further, the findings demonstrate that IFM significantly predicts faculty JS. Thus, there is sufficient evidence to reject H02. This finding suggests that IFM represents a substantial organizational factor influencing faculty satisfaction. This is consistent with de Guzman et al. (2019) and Flores (2025), who emphasized that institutional support such as professional development opportunities, recognition programs, and supportive organizational policies significantly contributes to faculty job satisfaction.

In addition, the findings demonstrate that faculty JS significantly predicts JP. Thus, there is sufficient evidence to reject H03. The results indicate a positive relationship, implying that faculty who

experience higher levels of satisfaction with their work are more likely to demonstrate stronger performance across academic functions. This finding is consistent with Khoso and Raza (2023), and Fachrudin Factoriza and Galicia (2025), who emphasized that satisfied faculty members show stronger commitment, motivation, and engagement, leading to improved performance outcomes.

Finally, the findings reveal that JS significantly mediates the relationship between IFM and JP. Thus, there is sufficient evidence to reject H04. The significant indirect effect confirms that JS functions as an important factor through which IFM influences faculty performance. This suggests that financial governance not only support faculty performance but also enhance faculty psychological conditions thereby motivate faculty to perform better. In this context, IFM practices contribute to creating a more supportive, fair, and enabling work environment, which in turn leads to higher levels of satisfaction and improved performance outcomes. Consequently, the results indicate partial mediation, through which IFM influences JP both directly and indirectly through JS. This suggests that while effective IFM can directly provide the necessary resources for faculty to perform their roles, its impact is further strengthened when it enhances faculty JS. Thus, IFM do not operate in isolation but interact with faculty perceptions and experiences within the organization. Job satisfaction through improved financial management practices can lead to enhanced faculty performance, ultimately benefiting the academic institutions (Sudaria, 2025). The findings underscore the dual role of IFM both as structural and psychological enabler of faculty JP. This highlights the importance of integrating sound IFM with strategies that enhance faculty well-being and motivation in order to achieve optimal faculty productivity thereby contributing to institutional effectiveness.

Institutional Financial Management Framework

The inputs to the IFM Framework are based on national laws and regulatory policies that guide financial governance and accountability among state universities. These regulations and policies ensure that financial resources are managed effectively and align with institutional mandates. At the moment, government financial transactions are mostly manual. Thus, operationalizing institutional financial management by utilizing digital technology in the Framework's five (5) key elements: participatory budgeting, reinvestment policy, procurement management, financial transparency, and research support program may result to financial resources being planned, mobilized, utilized, and monitored within the university.

Strengthened IFM practices lead to enhanced faculty performance. Improved access to financial resources, research support, and professional development opportunities motivates faculty to actively participate in scholarly and community-oriented initiatives. Beyond the institution, these impacts contribute to national development by strengthening the role of public higher education institutions as drivers of innovation, community development, and economic growth. Increased research productivity contributes to knowledge generation, technological advancement, and evidence-based solutions to national issues, while extension programs facilitate the transfer of knowledge and technologies to communities and local industries.

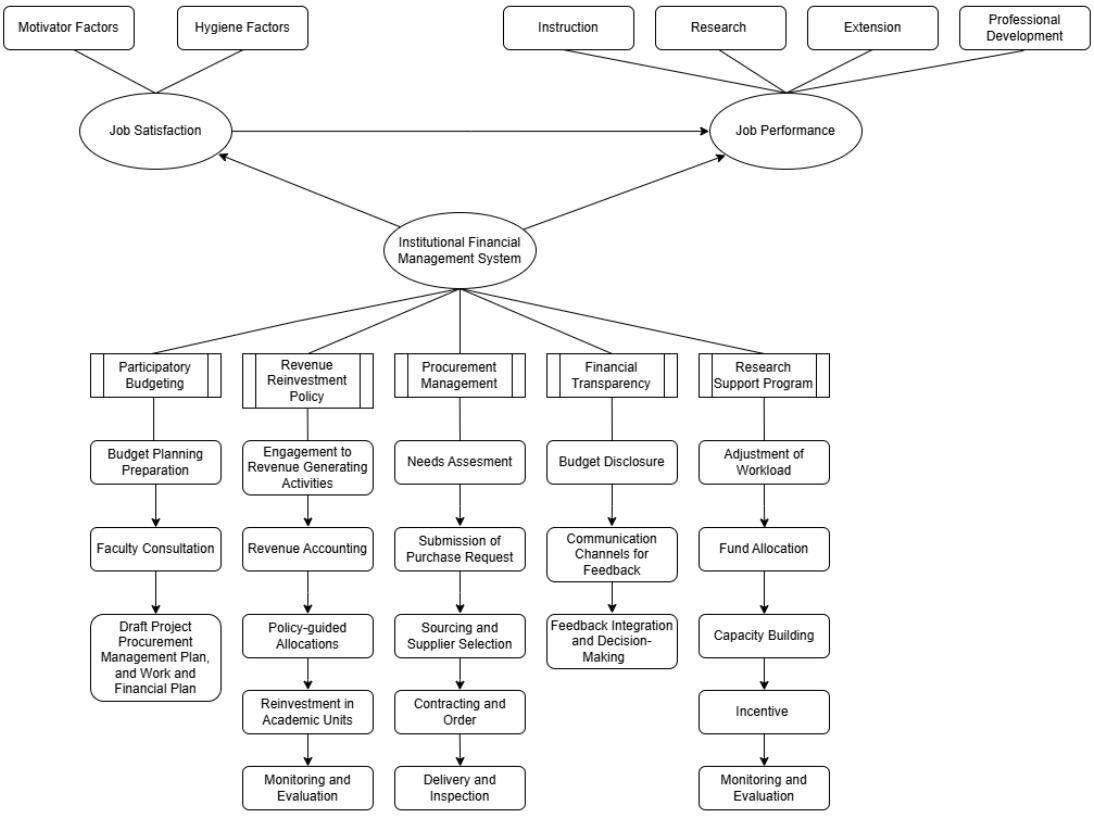


Figure 1. The IFM Framework

CONCLUSION

The results of the study confirm that IFM significantly influences both JP and JS, and JS partially mediates the relationship between IFM and JP. This establishes that IFM enhances faculty JP both directly, through participative planning and systems, and indirectly, by fostering a supportive and satisfying work environment. The partial mediation proves the relevance and integration of both RBV and Herzberg's theories which provide that faculty JP is shaped by both structural conditions which is resource-based and faculty behavioral responses.

The study draws attention to inadequacy of research on IFM, faculty JP, and JS in the context of state universities. This study enhances understanding on how IFM practices from the lens of the faculty is implemented, how it contributes to the delivery of mandatory functions, and the role of JS in improving faculty performance. The context of the study being in the less-developed region, provides understanding on how limited resources are managed while working towards institutional mandates that is not unique with state universities operating in more developed regions of the country.

Recommendations

Based on the findings of the study, state universities shall improve IFM practices to effectively support faculty performance while strengthening measures to enhance JS. University administrators shall implement participatory budgeting ensuring that faculty are involved in the budget preparation, establish clear policy on the reinvestment of generated income to academic units which are crucial to support faculty functions, streamline procurement process through digitalization to avoid delays in acquiring necessary resources needed to carry out faculty functions, provide financial communication procedures through various media that are capable of formally documenting faculty feedback on financial operations, and ensure a reliable research support system to address waning productivity among faculty. While the results highlight the importance of strengthening IFM practices to impact faculty performance, future research may render deeper knowledge in the subject area such as the

examination of additional mediating variables, employment of mixed-method approach, and replication to private universities.

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