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Job Satisfaction and Instructional Excellence of Teacher Education Faculty

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ABSTRACT

This study determined the job satisfaction and instructional excellence of teacher education faculty members in the seven (7) campuses of the University of Rizal System offering Teacher Education programs during the School Year 2025–2026. Specifically, it examined the respondents' demographic and professional profiles, assessed their level of job satisfaction, determined their instructional excellence based on performance ratings, and investigated significant differences and relationships among the variables. The study employed the descriptive method of research, involving the entire population of 151 core faculty members. A researcher-made questionnaire checklist served as the primary data-gathering instrument. Findings revealed that most respondents were 40–49 years old, female, married, holders of a Master of Arts in Teaching or Master of Arts in Education degree, and held the academic rank of Instructor III. Most had served for 11–15 years and attended in-service training activities at the national and campus levels. The respondents perceived themselves as extremely satisfied with their jobs, with workload equity and manageability emerging as the most identified dimension. Significant differences in job satisfaction were observed across selected profile variables and dimensions, particularly in terms of sex, educational attainment, length of service, academic rank, and in-service training. Regarding instructional excellence, 81 percent of the respondents obtained performance ratings ranging from 4.50 to 5.00, verbally interpreted as Outstanding, while 19 percent received ratings ranging from 3.50 to 4.49, interpreted as Very Satisfactory. However, no significant relationship was established between the respondents' perceived job satisfaction and instructional excellence. The study concluded that selected professional characteristics, particularly participation in in-service training, were associated with variations in job satisfaction, while instructional excellence was not significantly related to job satisfaction. It is recommended that the Individual Performance Commitment and Review (IPCR) be continuously utilized to support faculty performance improvement, institutional support and professional development opportunities be sustained, and the proposed action plan be considered in reviewing faculty development programs. Further studies may explore other factors influencing instructional excellence.

Keywords: *Job Satisfaction, Instructional Excellence, Teacher Education Faculty, Workload Equity, Institutional Support, Professional Development, University of Rizal System*

1. INTRODUCTION

1.1. Background and Context of the Study

Higher education plays a significant role in developing competent professionals, strengthening institutional capabilities, and preparing individuals to respond to the changing demands of society. Within this context, teacher education institutions carry a distinct responsibility of preparing future teachers who possess the necessary knowledge, pedagogical competencies, professional values, and instructional skills. The quality of teacher education largely depends on the competence and effectiveness of faculty members who facilitate learning, model professional practices, and guide pre-service teachers in developing their identities as future educators. Consequently, ensuring the quality of instruction requires not only qualified faculty members but also a working environment that supports their professional well-being, motivation, and commitment to their responsibilities.

Among the factors that contribute to faculty effectiveness, job satisfaction is considered an important organizational and professional concern. It reflects the extent to which individuals experience fulfillment, contentment, and positive attitudes toward their work and workplace conditions. For teacher education faculty, job satisfaction may be influenced by several interconnected factors, including professional autonomy, workload equity and manageability, institutional support and resources, and opportunities for professional recognition and growth. These dimensions shape how faculty members perceive their working conditions, evaluate institutional practices, and sustain their commitment to teaching and other academic responsibilities. When faculty members experience a supportive and equitable working environment, they are more likely to maintain positive professional attitudes and demonstrate commitment to institutional objectives.

Instructional excellence, on the other hand, represents the ability of faculty members to demonstrate high standards of teaching through effective lesson delivery, appropriate pedagogical strategies, meaningful assessment practices, classroom management, and the provision of learning experiences that promote student development. In teacher education, instructional excellence extends beyond the transmission of subject matter knowledge. Faculty members are expected to integrate educational theories with practical teaching experiences, employ innovative instructional approaches, demonstrate professional competence, and serve as role models for aspiring teachers. Their instructional performance is therefore an important indicator of the quality of teacher preparation and the institution's commitment to academic excellence.

Recent studies provide evidence of the importance of teachers' job satisfaction in relation to their professional performance. Wartenberg et al. (2023), in their meta-analysis and systematic review of 105 research records, established that job satisfaction was positively associated with teacher-student interactions, including emotional support, classroom management, and instructional support. Their findings further indicated relationships between job satisfaction and student motivation and achievement. These results suggest that teachers' positive perceptions of their work may contribute to the development of productive teaching and learning environments. Similarly, Tria (2023), in a systematic review of job satisfaction among educators, emphasized the relevance of examining personal, organizational, and professional factors that influence educators' satisfaction and performance.

The working conditions of educators also deserve particular attention in understanding job satisfaction. Workload distribution, professional autonomy, institutional resources, administrative support, and opportunities for career advancement influence how faculty members perform their responsibilities. Excessive workload, in particular, may limit the time

available for instructional preparation, research, student consultation, and professional development. The research synthesis of teachers' workload by Bubb and colleagues' contemporaneous research literature, including the systematic review of workload and work intensification published in 2023, highlights how excessive demands can negatively affect teachers' well-being and capacity to deliver educational priorities. The findings reinforce the importance of establishing manageable workloads and providing institutional mechanisms that enable faculty members to fulfill their academic responsibilities effectively (Ballet et al., 2023).

At the international level, UNESCO (2024) emphasized the need to empower, recruit, train, and support teachers through policies and institutional initiatives that strengthen the teaching profession. The report recognizes that teacher quality is not solely dependent on individual qualifications but is also shaped by the professional environment and support systems available to educators. In this regard, institutional support, adequate resources, professional recognition, and continuous opportunities for development are important considerations in sustaining the quality and effectiveness of teaching personnel. These concerns are equally relevant to higher education institutions, particularly those responsible for preparing future educators.

In the Philippine higher education context, these considerations are reflected in the continuing efforts of universities and colleges to strengthen faculty qualifications, improve instructional delivery, and promote professional development. State universities and colleges, in particular, are expected to maintain quality academic programs while responding to institutional standards, accreditation requirements, research expectations, and community engagement responsibilities. These expectations place multiple demands on faculty members, who must balance classroom instruction with research, extension activities, administrative assignments, student advising, and other institutional functions. Thus, examining faculty job satisfaction becomes essential in understanding how institutional working conditions relate to their professional experiences and instructional responsibilities.

Local research also provides insights into the job satisfaction of faculty members in Philippine state universities. Patosa (2023), in a study involving faculty members of a state university in the Philippines, found that respondents were generally highly satisfied with their jobs. The study further identified academic rank and the number of awards received as positively associated with job satisfaction, while local designations and additional work assignments showed negative associations. These findings demonstrate that faculty satisfaction may be influenced by both professional achievements and the demands associated with institutional responsibilities. However, the study focused on faculty members of a College of Arts and Sciences, indicating the importance of examining job satisfaction among faculty members in other academic disciplines, particularly teacher education.

In addition, Creagh et al. (2023) conducted a systematic research synthesis examining workload and work intensification among teachers and school leaders. Their findings revealed that excessive workload and increasing work demands negatively affected educators' health, well-being, and capacity to address educational priorities. The researchers emphasized the importance of understanding how competing responsibilities and limited time affect the professional experiences of educators. This perspective is particularly relevant to teacher education faculty members, whose responsibilities extend beyond classroom instruction to include the preparation of future teachers, academic mentoring, research production, and institutional participation.

Despite the existing literature on faculty job satisfaction and teaching performance, the relationship between these two areas remains an important subject for further investigation.

Although previous studies suggest that job satisfaction may contribute to positive teaching experiences and professional performance, such relationships should not automatically be assumed across different educational settings. Wartenberg et al. (2023) established positive associations between job satisfaction and several indicators of teaching effectiveness through their research synthesis. Nevertheless, the strength and nature of these relationships may vary depending on institutional contexts, performance indicators, and the specific characteristics of faculty members. Hence, examining job satisfaction alongside actual instructional performance ratings provides an opportunity to establish whether faculty members' perceptions of their working conditions correspond with their demonstrated instructional excellence.

In the University of Rizal System, the seven (7) campuses offering Teacher Education programs serve an important function in preparing future educators for the teaching profession. The core faculty members of these programs are responsible for delivering specialized and professional education courses, facilitating pedagogical development, supervising teaching-related activities, and ensuring that students acquire the competencies necessary for effective classroom practice. In fulfilling these responsibilities, faculty members are expected to maintain high standards of instruction while meeting the various academic and institutional requirements of the university. Their professional experiences, working conditions, and opportunities for development therefore warrant systematic assessment.

In view of these considerations, the present study seeks to determine the job satisfaction and instructional excellence of teacher education faculty members in the seven (7) campuses of the University of Rizal System during the School Year 2025–2026. Specifically, it examines their demographic and professional characteristics, including age, sex, civil status, educational attainment, academic rank, length of service, and in-service training attended. It also assesses their job satisfaction in terms of professional autonomy, workload equity and manageability, institutional support and resources, and professional recognition and growth. Furthermore, it considers their instructional excellence based on their performance ratings and determines whether significant differences and relationships exist among the variables.

Ultimately, the study is intended to provide empirical information that may guide institutional decision-making concerning faculty welfare, workload management, professional development, and instructional performance improvement. The findings may also serve as a basis for reviewing existing faculty development initiatives and formulating an appropriate action plan responsive to the needs of teacher education faculty members. Through this investigation, the researcher hopes to contribute to the continuing pursuit of quality teacher education by recognizing the importance of both faculty job satisfaction and instructional excellence in achieving institutional and educational goals.

1.2. Research Problem

The study evolved on the job satisfaction and instructional excellence of the teacher education faculty of University of Rizal System in the province of Rizal during the School Year 2025-2026.

The study sought to answer the following sub-questions.

1. What is the profile of the respondents in terms of:
    1.1 age;
    1.2 sex;
    1.3 civil status;
    1.4 educational attainment;
    1.5 academic rank;
    1.6 length of service; and

1.7 in-service trainings attended?

2. What is the level of job satisfaction of the Teacher Education Faculty as perceived by themselves with respect to:
   2.1 professional autonomy;
   2.2 workload equity and manageability;
   2.3 institutional support and resources; and
   2.4 professional recognition and growth?
3. Is there a significant difference on the level of job satisfaction of the Teacher Education Faculty as perceived by themselves with respect to the cited aspects in terms of their profile?
4. What is the level of instructional excellence of the respondents as revealed by the result of their latest rating in the Individual Performance Commitment and Review?
5. Is there a significant relationship on the perceived level of job satisfaction of the respondents and their instructional excellence?
6. What action plan may be proposed to maintain the job satisfaction and improve the level of instructional excellence of Teacher Education Faculty?

1.3. Research Gap

Although previous studies have extensively examined job satisfaction and teaching performance among educators, limited attention has been given to their combined examination among teacher education faculty members, whose responsibilities extend beyond classroom instruction to include the preparation and professional development of future teachers. Existing research has identified various factors influencing job satisfaction, such as professional autonomy, workload equity and manageability, institutional support and resources, and professional recognition and growth. However, there remains a need to determine how these dimensions are experienced by teacher education faculty members and whether their perceived job satisfaction is significantly associated with their actual instructional performance. Furthermore, differences in institutional settings, faculty characteristics, and performance assessment practices highlight the importance of conducting context-specific investigations, particularly within state universities offering teacher education programs.

1.4. Purpose and Objectives of the Study

This study aims to determine the job satisfaction and instructional excellence of teacher education faculty members in the seven (7) campuses of the University of Rizal System during the School Year 2025–2026. Specifically, it seeks to describe the respondents' demographic and professional profiles in terms of age, sex, civil status, educational attainment, academic rank, length of service, and in-service training attended; assess their level of job satisfaction in terms of professional autonomy, workload equity and manageability, institutional support and resources, and professional recognition and growth; determine their level of instructional excellence based on their performance ratings; identify significant differences in job satisfaction when respondents are grouped according to their profile variables; and establish whether a significant relationship exists between their perceived job satisfaction and instructional excellence. Ultimately, the study intends to utilize the findings as an empirical basis for proposing an action plan that may strengthen faculty development, improve institutional support, promote professional well-being, and sustain instructional excellence in teacher education programs.

1.5. Significance and Practical Contribution of the Study

The findings of this study are expected to provide valuable insights into the job satisfaction and instructional excellence of teacher education faculty members in the University of Rizal System. The results may benefit the university administration and campus administrators by providing empirical bases for reviewing institutional policies, improving faculty working conditions, promoting equitable workload distribution, and strengthening support mechanisms. For

academic heads and the Human Resource Management Office, the findings may guide the development of faculty welfare initiatives, performance evaluation practices, professional recognition programs, and capacity-building opportunities. Teacher education faculty members may benefit from a better understanding of their professional experiences and the factors associated with their job satisfaction and instructional performance, encouraging continuous professional growth and instructional improvement. Students and future teachers may indirectly benefit from initiatives that enhance faculty effectiveness and promote quality teaching and learning experiences. Furthermore, the study may serve as a reference for future researchers examining faculty satisfaction, instructional performance, and related organizational factors in higher education institutions. As its practical contribution, the proposed action plan may provide evidence-based recommendations for strengthening professional autonomy, ensuring workload equity and manageability, improving institutional support and resources, and promoting professional recognition and growth. Ultimately, the study may support the University's continuing efforts to sustain faculty well-being, enhance instructional quality, and strengthen the delivery of teacher education programs.

1.6. Sustainable Development Goals (SDG) Alignment

This study is aligned with the United Nations Sustainable Development Goal (SDG) 4: Quality Education, particularly Target 4.c, which emphasizes increasing the supply of qualified teachers through international cooperation for teacher training and supporting the development of competent and effective educators. By examining the job satisfaction and instructional excellence of teacher education faculty members, the study recognizes the importance of providing supportive professional environments that enable educators to deliver quality instruction and prepare future teachers effectively. It also supports SDG 8: Decent Work and Economic Growth, particularly Target 8.5, which promotes productive employment, decent work, and equal opportunities for all workers. The investigation of professional autonomy, workload equity and manageability, institutional support and resources, and professional recognition and growth contributes to understanding the conditions necessary for a positive and productive academic workplace. Furthermore, the study relates to SDG 3: Good Health and Well-being, particularly Target 3.4, through its consideration of manageable workloads and supportive institutional practices that may contribute to faculty members' professional well-being. Through its proposed action plan, the study may provide practical directions for strengthening faculty development, promoting decent working conditions, and sustaining instructional excellence, thereby contributing to quality teacher education and the broader sustainable development agenda.

2. METHODOLOGY

2.1. Research Design

The study employed the descriptive method of research to determine the job satisfaction and instructional excellence of teacher education faculty members, describe their demographic and professional profiles, assess their perceived job satisfaction, and examine differences and relationships among the identified variables.

2.2. Research Locale

The study was conducted in the seven (7) campuses of the University of Rizal System offering Teacher Education programs, covering the institution's teacher education faculty members during the School Year 2025–2026.

2.3. Sampling Technique

The study utilized total population sampling, wherein all 151 core faculty members from the seven (7) campuses offering Teacher Education programs were included as respondents, representing 100 percent of the identified population.

2.4. Data Gathering Procedure

he researcher secured the necessary permissions from the appropriate university authorities, administered the researcher-made questionnaire checklist to the identified respondents, retrieved the accomplished instruments, and organized the collected data for statistical analysis.

2.5. Data Analysis

The gathered data were analyzed using frequency count, percentage, weighted mean, and appropriate statistical tests to determine the respondents' profiles, levels of job satisfaction, instructional excellence, significant differences across profile variables, and significant relationship between job satisfaction and instructional excellence.

2.6. Ethical Considerations

The researcher observed ethical research principles by securing informed consent, ensuring voluntary participation, maintaining the confidentiality and anonymity of respondents, protecting the collected information, and utilizing the data exclusively for academic and research purposes.

3. RESULTS AND DISCUSSION

3.1. Profile of the Respondents in Terms of Selected Variables

The findings reveal that the majority of the 151 respondents were 40–49 years old, comprising 38.4 percent, female at 72.8 percent, and married at 78.8 percent. In terms of educational attainment, most were holders of MAEd/MAT degrees at 49.7 percent, while Instructor I emerged as the most common academic rank, representing 23.8 percent. Regarding length of service, the largest group had 11–15 years of teaching experience at 23.2 percent, indicating considerable professional experience among the respondents. As to in-service training, national-level and campus-level activities recorded the highest participation, with 48 respondents or 31.8 percent each. Overall, the profile indicates that the respondents were predominantly middle-aged, female, married, academically qualified, and experienced teacher education faculty members who participated in professional development activities at different institutional levels.

3.2. Level of Job Satisfaction of the Teacher Education Faculty as Perceived by Themselves with Respect to Professional Autonomy, Workload Equity and Manageability, Institutional Support and Resources, and Professional Recognition and Growth

The findings reveal that the teacher education faculty members were generally extremely satisfied with their jobs, obtaining a composite weighted mean of 4.51. Among the four dimensions, workload equity and manageability ranked first with a weighted mean of 4.61, followed by professional autonomy at 4.60 and institutional support and resources at 4.54, all verbally interpreted as Extremely Satisfied. Meanwhile, professional recognition and growth obtained the lowest weighted mean of 4.31, interpreted as Highly Satisfied. These results indicate that the faculty members generally experience fulfillment in their professional responsibilities, particularly in terms of workload management, teaching autonomy, and institutional support, although opportunities for professional recognition and career advancement may still be strengthened.These findings are supported by the study of Grajo et al. (2024), which emphasized that faculty happiness is associated with supportive research environments, career advancement opportunities, mentoring, effective workload management, and institutional governance. Similarly, Patosa (2023) found that faculty members in a Philippine

state university were generally highly satisfied with their jobs, although academic rank, professional awards, and additional work assignments were associated with variations in satisfaction. Kim et al. (2024) further established that workload and work-family conflict influence lecturers' stress, burnout, and work satisfaction. These related studies affirm that faculty satisfaction is shaped by the interaction of individual professional experiences and institutional working conditions. Thus, the present findings highlight the importance of sustaining equitable workload distribution, professional autonomy, and institutional support while strengthening recognition and opportunities for career advancement among teacher education faculty members.

3.3. Significant Difference on the the Level of Job Satisfaction of the Teacher Education Faculty as Perceived By Themselves With Respect to the Cited Aspects in Terms of Their Profile

The findings reveal that there were no significant differences in job satisfaction when respondents were grouped according to age and civil status across all four dimensions, as well as sex in terms of professional autonomy, institutional support and resources, and professional recognition and growth. Similarly, educational attainment, academic rank, and length of service showed no significant differences in selected dimensions. However, significant differences were observed in workload equity and manageability when grouped according to sex, professional recognition and growth in terms of educational attainment and length of service, and institutional support and resources and professional recognition and growth when grouped according to academic rank. Notably, in-service training attended showed significant differences across all four dimensions, indicating that professional development participation is an important profile-related factor associated with variations in job satisfaction. These findings imply that while certain demographic characteristics have limited associations with faculty satisfaction, professional qualifications, career progression, and exposure to in-service training may contribute to differences in how faculty members perceive their institutional experiences.These findings are supported by Javina et al. (2025), who established significant relationships between demographic profiles, gender-related issues, and professional growth, emphasizing the relevance of individual characteristics in understanding workplace experiences and career development. Similarly, Patosa (2023) reported that academic rank, professional awards, and additional work assignments were associated with faculty job satisfaction in a Philippine state university. These related studies reinforce the importance of considering both personal and professional characteristics in examining faculty satisfaction. In particular, the present findings highlight the value of providing equitable workload arrangements, strengthening institutional support, and expanding access to relevant in-service training opportunities to address the varying professional needs of teacher education faculty members.

3.4. Level of Instructional Excellence of the Respondents as Revealed by the Result of Their Latest Rating in the Individual Performance Commitment and Review

The findings reveal that the respondents demonstrated a high level of instructional excellence based on their latest Individual Performance Commitment and Review ratings. Of the 151 faculty members, 122 or 81 percent obtained ratings ranging from 4.50 to 5.00, verbally interpreted as Outstanding, while 29 or 19 percent received ratings ranging from 3.50 to 4.49, interpreted as Very Satisfactory. No respondent obtained a rating below Very Satisfactory. The overall mean of 4.61, with a standard deviation of 0.21, further indicates consistently high performance among the faculty members, with ratings ranging from 4.00 to 5.00. These results suggest that the respondents effectively performed their instructional responsibilities and contributed to the

university's four-fold functions of instruction, research, extension, and production. The findings also highlight the value of performance evaluation as a mechanism for monitoring faculty accomplishments, identifying areas for improvement, and sustaining instructional quality. This is consistent with the emphasis of UNESCO (2024) on strengthening teacher quality through professional support, continuous development, and institutional mechanisms that promote effective teaching. However, the findings differ from those of Cruz, who reported limitations in the effectiveness of the IPCRF in assessing teacher performance, particularly in terms of plus factors and the provision of technical assistance. This comparison underscores the importance of ensuring that performance evaluation is complemented by adequate resources, constructive feedback, and professional development opportunities to sustain instructional excellence.

3.5. Significant Relationship on the Perceived Level of Job Satisfaction of the Respondents and their Instructional Excellence

The findings reveal that there is no significant relationship between the perceived job satisfaction of teacher education faculty members and their instructional excellence, as all computed p-values exceeded the 0.05 level of significance. Specifically, professional autonomy obtained an r-value of 0.012 and a p-value of 0.887, workload equity and manageability recorded an r-value of 0.042 and a p-value of 0.605, institutional support and resources yielded an r-value of -0.034 and a p-value of 0.682, while professional recognition and growth obtained the highest correlation coefficient of 0.125 and a p-value of 0.128. Although the latter demonstrated a weak positive association, all relationships were statistically insignificant. Thus, the null hypothesis was accepted across all four dimensions. These results suggest that instructional excellence may be influenced by other factors, such as professional competence, pedagogical skills, teaching experience, personal commitment, and institutional performance standards, rather than job satisfaction alone. The findings are related to Canda (2023), who reported that administrative leadership and social relationships were positively associated with teachers' performance, while compensation and benefits and work environment demonstrated negative associations. This suggests that different workplace and professional factors may influence teaching performance in varying ways. Consequently, the present study highlights the importance of considering multiple determinants of instructional excellence rather than relying solely on faculty members' perceived job satisfaction.

4. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, it is concluded that the teacher education faculty members of the University of Rizal System are generally extremely satisfied with their jobs, particularly in terms of workload equity and manageability, professional autonomy, and institutional support and resources. Their instructional excellence is likewise commendable, as the majority obtained Outstanding ratings based on their latest Individual Performance Commitment and Review. However, significant differences in job satisfaction across selected profile variables indicate that faculty members' professional experiences and perceptions vary according to certain demographic and career-related characteristics, particularly their participation in in-service training. Furthermore, the absence of a significant relationship between job satisfaction and instructional excellence suggests that high instructional performance may also be influenced by other professional and institutional factors beyond job satisfaction. Thus, faculty satisfaction and instructional excellence should be recognized as complementary but distinct considerations in achieving quality teacher education.

In light of these conclusions, it is recommended that the university administration continuously strengthen faculty development programs, particularly through accessible and relevant in-service training opportunities at the campus, university, regional, national, and international

levels. Institutional support, equitable workload distribution, professional autonomy, and recognition mechanisms should likewise be sustained and enhanced to address the varying needs of faculty members. The Individual Performance Commitment and Review should continue to serve as a basis for monitoring instructional performance, identifying professional development needs, and recognizing faculty accomplishments. Moreover, the proposed action plan may be considered in reviewing existing faculty development initiatives and institutional policies. Future researchers may conduct similar studies involving other higher education institutions and additional variables, such as teaching competence, leadership practices, organizational commitment, pedagogical innovation, and institutional culture, to further explain the factors contributing to instructional excellence.

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