

Level of Satisfaction of Faculty Members: Its Relationship to their Levels of Commitment, Professionalism and Performance

Prince Mert O. Nicolas¹, Rodibelle F. Leona², Christine Joyce M. Carlos³, Rose Anne G. Cochanco⁴

¹Assistant Professor, Nueva Ecija University of Science and Technology, Sumacab Este, Cabanatuan City Philippines

²Associate Professor, Nueva Ecija University of Science and Technology, Sumacab Este, Cabanatuan City Philippines

³Associate Professor, Nueva Ecija University of Science and Technology, Sumacab Este, Cabanatuan City Philippines

⁴Instructor, Nueva Ecija University of Science and Technology, Sumacab Este, Cabanatuan City Philippines

Abstract:

Faculty satisfaction plays a critical role in the overall success of educational institutions, impacting not only faculty retention but also their levels of commitment, professionalism, and performance. This study examines the relationship between faculty satisfaction and these key factors among the faculty members of the College of Information and Communications Technology (CICT) at the Nueva Ecija University of Science and Technology (NEUST). Using a quantitative research design, data was collected from 31 faculty members through surveys measuring satisfaction, commitment, professionalism, and performance. The results revealed that faculty members exhibit high levels of satisfaction, particularly in areas such as job security, compensation, and institutional support for professional development. Correlation analyses showed significant positive relationships between satisfaction and commitment ($r=0.44$), professionalism ($r=0.73$), and performance ($r=0.68$). These findings suggest that enhancing faculty satisfaction could lead to improved commitment, ethical behavior, and academic performance, thus contributing to the overall effectiveness of the institution. The study recommends implementing work-life balance initiatives, recognition programs, and continuous professional development to further boost faculty satisfaction and institutional success.

Keywords: Faculty Satisfaction, Commitment, Professionalism, Performance, Job Security, Professional Development, Work-Life Balance, Institutional Support, Educational Institutions

Introduction

In the modern academic setting, faculty satisfaction is becoming more and more acknowledged as a critical factor in determining the caliber of instruction and the success of the institution. A number of variables, such as job security, work-life balance, academic freedom, and administrative support, are included in the concept of faculty satisfaction. It is crucial to comprehend how it affects faculty commitment, professionalism, and performance in order to cultivate a fruitful and encouraging learning environment.

The relationship between faculty satisfaction and their levels of commitment, professionalism, and performance has profound implications for educational institutions. Faculty members who are satisfied with their roles are more likely to demonstrate higher levels of commitment to their institutions, exhibit greater professionalism in their interactions with students and colleagues, and perform more effectively in their academic and administrative duties. Conversely, dissatisfaction can lead to decreased morale, reduced engagement, and a decline in teaching quality and research productivity.

Faculty members' emotional and dedicated attachment to their institution is shown in their commitment, which is influenced by factors such as leadership, opportunity for professional growth, and organizational environment satisfaction. Professionalism is defined as upholding moral principles, being a team player, and valuing lifelong learning. These traits are essential to creating a supportive learning environment in schools.

Performance is directly related to the institutional goals of academic excellence and innovation. Performance includes teaching efficacy, research production, and service contributions.

This study seeks to explore the intricate dynamics between the level of satisfaction of faculty members and their corresponding levels of commitment, professionalism, and performance among the teachers under the College of Information and Communications Technology of Nueva Ecija University of Science and Technology. By investigating these relationships, the study aims to provide insights into how educational institutions can enhance faculty satisfaction to improve overall institutional effectiveness and educational outcomes. Understanding these connections is vital for developing strategies that not only support faculty well-being but also promote a thriving academic environment conducive to high-quality education and research.

Review of Related Literature

The multifaceted concept of faculty happiness is impacted by a number of variables, including the work environment, job security, possibilities for professional growth, and work-life balance. According to Kaliannan et al. (2016), faculty satisfaction plays a crucial role in both academic production and institutional loyalty. They emphasize that contented faculty members are more likely to remain dedicated to their professions and positively contribute to the academic goals of their institutions [1]. In a similar vein, Frye et al. (2020) stress the importance of institutional support networks and policies in relation to faculty satisfaction. They contend that since they provide a sense of stability and professional fulfillment, supportive environments—which are defined by well-defined policies and strong support networks—are crucial for improving teacher retention and performance [2].

Commitment among faculty members often manifests as an emotional attachment to their institution, a sense of loyalty, and a desire to contribute to its success. Meyer and Allen's (1991) three-component model of organizational commitment, which includes affective, continuance, and normative commitment, provides a comprehensive framework for understanding faculty commitment [3]. Affective commitment refers to the emotional attachment and identification with the organization, continuance commitment pertains to the costs that employees associate with leaving the organization, and normative commitment reflects a sense of obligation to remain.

Studies by Chang et al. (2017) indicate that higher levels of faculty satisfaction are linked to increased affective commitment, characterized by a genuine emotional attachment to the institution. This attachment enhances faculty members' willingness to engage in and contribute to the institution's success [4]. Additionally, Kim et al. (2021) argue that satisfaction with professional development opportunities and recognition leads to stronger normative commitment, reflecting a sense of obligation to remain with the institution. Their research suggests that when faculty feel valued and supported in their professional growth, they are more likely to develop a strong sense of duty towards their institution [5].

Academic professionalism is defined by upholding moral principles, a dedication to lifelong learning, and constructive interpersonal interactions. Faculty members need to strike a compromise between their personal ideals and the expectations of their institutions and the larger academic community. Koehn (1994) defines professionalism as the dynamic interplay of personal, institutional, and societal standards [6]. According to Starr-Glass (2013), when teachers are happy in their roles and with their colleagues, it fosters a sense of respect and responsibility that improves professionalism. Faculty members who are happy with their jobs are more likely to act professionally because their positive experiences reinforce their dedication to moral principles and productive teamwork [7].

According to Alonderienė and Majauskaitė (2016), contented faculty members are more inclined to take part in activities that advance their professional growth and raise their ethical standards. According to their research, faculty members are more driven to pursue ongoing professional development when they perceive support and value from their institutions. This, in turn, strengthens their adherence to professional and ethical principles [8].

The interplay between faculty satisfaction, commitment, professionalism, and performance suggests a cyclical and reinforcing relationship. Bogler and Nir (2012) argue that higher satisfaction levels lead to greater organizational commitment, which in turn enhances professionalism and performance. Their

research indicates that when faculty members feel satisfied with their work environment and institutional support, they develop stronger loyalty to their institution, which positively impacts their professional conduct and effectiveness [9].

Feldman and Turnley (2001) suggest that faculty members who feel professionally satisfied are more likely to invest in their roles, leading to improved performance outcomes. This investment manifests in increased engagement in teaching, research, and service activities, thereby contributing to the overall success and reputation of the institution [10]. Sesen et al. (2011) emphasize that faculty satisfaction and commitment are crucial for maintaining high levels of professionalism, which subsequently boosts overall academic performance. Their findings highlight that satisfied and committed faculty members uphold high ethical standards, pursue continuous professional development, and exhibit a collaborative spirit, all of which enhance their performance and contribute to the institution's academic excellence [11].

The literature consistently underscores the significant impact of faculty satisfaction on their levels of commitment, professionalism, and performance. Bogler and Nir (2012) emphasize that faculty satisfaction is integral to fostering strong organizational commitment, which subsequently enhances both professionalism and performance [9]. Frye et al. (2020) note that when educational institutions prioritize faculty well-being by creating supportive environments, they effectively promote higher levels of engagement and productivity among faculty members [2]. Sesen et al. (2011) assert that satisfied faculty members are more likely to exhibit ethical behavior and a commitment to continuous improvement, contributing positively to their academic roles [11]. Similarly, Feldman and Turnley (2001) highlight that professional satisfaction drives faculty to invest more in their responsibilities, leading to better teaching, research, and service outcomes [10].

Despite these insights, further research is needed to explore specific interventions and policies that effectively enhance faculty satisfaction and its subsequent benefits on commitment, professionalism, and performance. Investigating targeted strategies, such as tailored professional development programs, supportive leadership practices, and balanced work-life initiatives, can provide valuable guidance for educational institutions aiming to improve faculty satisfaction and, consequently, their overall academic and institutional success.

This study aims to assess the level of satisfaction of faculty members and its relationship to their levels of commitment, professionalism, and performance among the College of Information and Communications Technology of the Nueva Ecija University of Science and Technology. Specifically, this aims to answer the following questions:

1. How may the faculty members be described in terms of their:
 - a. Age
 - b. Gender
 - c. Academic Rank
 - d. Years in Service
2. What is the level of satisfaction of the faculty members?
3. How may the level of commitment, professionalism, and performance of the faculty members be described?
4. Is there a significant relationship between the levels of satisfaction of the faculty member and their commitment, professionalism, and performance?

Materials and Methods

This study utilized a quantitative research design to investigate the relationships between faculty satisfaction and their levels of commitment, professionalism, and performance among faculty members of the College of Information and Communications Technology (CICT) at Nueva Ecija University of Science and Technology (NEUST). The research involved a total enumeration of 37 faculty members, with data collected from 31 respondents who voluntarily participated. A survey questionnaire was employed as the data collection tool, designed to measure key variables including faculty satisfaction, commitment, professionalism, and performance. The survey incorporated validated scales from existing literature, using a five-point Likert scale (ranging from 1 = Highly Dissatisfied/Disagree to 5 = Highly Satisfied/Agree) to capture responses.

The questionnaire was structured to assess various aspects of faculty satisfaction, including job security, compensation, institutional support, professional development, work-life balance, and recognition. Commitment was measured using Meyer and Allen's (1991) three-component model, which includes affective, continuance, and normative commitment. Professionalism was evaluated based on ethical standards, continuous improvement, interpersonal relationships, and leadership within the academic community. Faculty performance was gauged through factors such as teaching effectiveness, research productivity, service contributions, and interdisciplinary collaboration.

Data collection involved administering self-completion surveys to the faculty, who also provided demographic information such as age, gender, academic rank, and length of service. Descriptive statistics were used to summarize the demographic profiles and the levels of satisfaction, commitment, professionalism, and performance. To determine the relationships between these variables, Spearman's Rank Correlation was employed. The analysis was performed using SPSS software, with a significance level of $p < 0.05$ to assess the strength and significance of the correlations between faculty satisfaction and the other key factors.

Results

This section presents the results of the quantitative analyses done on the responses of 31 faculties who agreed to be a part of this study.

Faculty Profile

Distribution of faculty members in terms does not significantly vary with 17 of 31 (55%) of the teaching force being female and the remaining 14 (45%) being male.

At present, almost half of the faculty members have a rank of Associate Professors, 28% have a rank of Assistant Professor, 13% are Instructors, and the remaining 10% are Lecturers-On-Hourly-Basis.

In terms of age, the biggest proportion of the teaching force is between 30-39 years of age at 45%, followed by 40-49 years old at 29%, 50 years old and above at 19%, and the 6% who are below 30 years old.

Looking at the tenure, 35% of the faculty have been with the university for more than 10 years, and another 35% have been working for NEUST in about one to five years. Meanwhile, there are three (10%) recently hired faculties.

A summary of the mentioned demographics of CICT faculty can be seen in Table 1.

Table 1. Profile of CICT Faculty (n=31)

	Count	Percentage
Sex		
Female	17	55%
Male	14	45%
Faculty Rank		
Lecturer on Hourly Basis	3	10%
Instructor	4	13%
Assistant Professor	8	26%
Associate Professor	16	52%
Age Group		
Under 30	2	6%
30-39	14	45%
40-49	9	29%
50 or above	6	19%
Length of Service (in years)		
Less than 1 year	3	10%
1-5 years	11	35%
6-10 years	6	19%
More than 10 years	11	35%

Level of Satisfaction of CICT Faculty

Eight questions are utilized to measure the level of satisfaction of faculty members. The average of the scores given to these questions represents the overall satisfaction of teaching personnel. On average, faculty members exhibit a high level of satisfaction with an overall satisfaction score of 4.33. Majority of the faculty members noted high satisfaction with job security, compensation and benefits, institutional support for research activities, and opportunities for professional development. The distribution of responses for level of satisfaction is summarized in Table 2.

Table 2. Distribution of Level of Satisfaction of CICT Faculty on Different Work Factors

Work Factors	Level of Satisfaction (n=31)				
	Highly Dissatisfied	Dissatisfied	Neutral	Satisfied	Highly Satisfied
Job security.	0%	0%	3%	19%	77%
Compensation and benefits.	0%	3%	3%	26%	68%
Workload and job demand.	0%	0%	13%	55%	32%
Institutional support for research activities.	0%	0%	16%	19%	65%
Opportunities for professional development.	0%	0%	6%	39%	55%
Work-life balance.	0%	3%	16%	58%	23%
Supportive work environment.	0%	0%	19%	52%	29%
Recognition and appreciation from colleagues and administration.	0%	0%	13%	65%	23%
Overall Satisfaction Score	4.33				

Level of Commitment of CICT Faculty

To measure the level of commitment, ten questions were utilized. The average of the responses to the ten questions represents the overall commitment score. On average, the level of commitment of CICT teaching personnel is high at 4.57. Most of the faculty gave a high agreement rating to 8 of those questions. However, only 39% of the faculty highly agreed with the statement that “It would be very hard for me to leave my current institution, even if I wanted to” and 6% at least disagreed with the said statement. The distribution of answers to the commitment questions can be seen in Table 3 below.

Table 3. Distribution of Level of Commitment of CICT Faculty

Commitment Statements	Level of Agreement (n=31)				
	Highly Disagree	Disagree	Neutral	Agree	Highly Agree
I feel a strong sense of belonging to this institution.	0%	0%	3%	52%	45%
I am willing to put in a great deal of effort beyond what is normally expected to help this institution succeed.	0%	0%	0%	45%	55%
It would be very hard for me to leave my	3%	3%	10%	45%	39%

current institution, even if I wanted to.					
I am proud to be affiliated with this institution.	0%	0%	0%	16%	84%
I feel a strong emotional attachment to this institution.	0%	0%	3%	55%	42%
I believe in the mission and values of this institution.	0%	0%	0%	29%	71%
I am committed to the long-term goals and objectives of this institution.	0%	0%	0%	23%	77%
I see my future tied to the future of this institution.	0%	0%	3%	39%	58%
I actively promote and defend the reputation of this institution.	0%	0%	0%	32%	68%
I recommend this institution as a great place to work or study.	0%	0%	0%	32%	68%
Overall Commitment Score	4.57				

Level of Professionalism of CICT Faculty

In determining the perceived level of professionalism, the average of the scores on the ten questions utilized is computed. An overall professionalism score of 4.59 is recorded for CICT. More than half of the respondents highly agreed that they exhibited and observed 9 of the 10 statements related to professionalism, as shown in Table 4.

Table 4. Distribution of Level of Professionalism of CICT Faculty

<i>Professionalism Statements</i>	<i>Level of Agreement (n=31)</i>				
	<i>Highly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Highly Agree</i>
I adhere to high ethical standards in my academic and professional activities.	0%	0%	0%	19%	81%
I actively seek opportunities for continuous improvement in my teaching, research, and service.	0%	0%	3%	23%	74%
There is a positive and respectful relationship among colleagues, myself included.	0%	0%	10%	29%	61%
There is an active collaboration across disciplines, functions, and offices that I am a part of.	0%	0%	6%	39%	55%
I demonstrate leadership in my academic field or department.	0%	0%	6%	52%	42%
There are mentoring activities for junior faculty that I can engage with.	0%	0%	3%	45%	52%
I contribute positively to the academic community through service activities.	0%	0%	0%	42%	58%
I observe transparency and accountability, and	0%	0%	3%	39%	58%

both are upheld within the institution.					
I integrate innovative practices into my teaching and research.	0%	0%	0%	29%	71%
I participate actively in professional development activities.	0%	0%	0%	26%	74%
Overall Professionalism Score	4.59				

Level of Performance of CICT Faculty

The perceived level of performance was measured using the average of the scores given to the seven statements related to the job performance of faculty members. CICT teaching force recorded an average score of 4.57, implying a high level of agreement that faculty members are performing well. This is evident in the distribution of scores related to performance as summarized in Table 5.

Table 5. Distribution of Level of Performance of CICT Faculty

<i>Performance Statements</i>	<i>Level of Agreement (n=31)</i>				
	<i>Highly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Highly Agree</i>
I am satisfied with my overall performance as a faculty member.	0%	0%	3%	19%	77%
I get the support I need to meet or exceed institutional expectations on my research activities.	0%	0%	13%	42%	45%
My service contributions positively impact my institution and community.	0%	0%	3%	39%	58%
I receive positive feedback from students regarding my teaching effectiveness.	0%	0%	0%	29%	71%
I actively engage in interdisciplinary collaborations that enhance my research impact.	0%	0%	3%	52%	45%
My professional activities contribute to enhancing the reputation of my institution.	0%	0%	0%	26%	74%
I effectively balance teaching, research, and service responsibilities.	0%	0%	6%	35%	58%
Overall Performance Score	4.57				

Relationship of Satisfaction to Commitment, Professionalism, and Performance

To establish the relationship of Level of Satisfaction with level of Commitment, level of Professionalism, and level of Performance, Spearman's Rank Correlation Test was utilized. Based on the results, a significantly positive relationship can be seen between the level of Satisfaction and level of Professionalism, level of Performance and level of Commitment. This implies that a high level of satisfaction occurs with a high level of professionalism and performance of the CICT teaching force. The magnitude of the relationship is summarized in Table 6.

Table 6. Correlation of Level of Satisfaction to Level of Commitment, Level of Professionalism and Level of Performance

Factor	Spearman's Rank Correlation	p-Value
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	Coefficient	
Level of Commitment	0.44	0.0136
Level of Professionalism	0.73	0.0000
Level of Performance	0.68	0.0000

Discussion

The study analyzed responses from 31 faculty members, comprising 55% female and 45% male participants. The faculty ranks were diverse, with nearly half (52%) holding the title of Associate Professor, 26% as Assistant Professors, 13% as Instructors, and 10% as Lecturers on an hourly basis. In terms of age, 45% of faculty were between 30-39 years old, 29% between 40-49 years old, 19% were 50 years or older, and 6% were under 30. Regarding tenure, 35% of faculty had been with the university for over 10 years, another 35% for 1-5 years, 19% for 6-10 years, and 10% were recent hires.

Faculty satisfaction was measured through eight questions, resulting in a high overall satisfaction score of 4.33. Key areas of high satisfaction included job security, compensation and benefits, institutional support for research, and opportunities for professional development. Specific areas such as work-life balance and recognition from colleagues and administration showed more neutral and varied responses.

Commitment was assessed with ten questions, yielding a high overall commitment score of 4.57. Most faculty strongly agreed with statements regarding their sense of belonging, willingness to put in extra effort, and pride in their affiliation. However, fewer faculty members strongly agreed with the difficulty of leaving their current institution.

Professionalism, determined by ten questions, resulted in a high score of 4.59. A majority of faculty members highly agreed with statements about adhering to ethical standards, seeking continuous improvement, and engaging in positive relationships and collaborations.

Performance was evaluated through seven statements, with a high average score of 4.57. Faculty generally agreed that they were satisfied with their performance, received necessary support, and contributed positively to their institution and community.

Spearman's Rank Correlation Test revealed significant positive relationships between satisfaction and the other three factors. The correlation coefficients were 0.44 for commitment ($p=0.0136$), 0.73 for professionalism ($p=0.0000$), and 0.68 for performance ($p=0.0000$). This indicates that higher satisfaction is associated with higher levels of commitment, professionalism, and performance among the faculty members.

Conclusion

Based on the study's findings, several recommendations are suggested to enhance faculty satisfaction, commitment, professionalism, and performance at the institution. First, improving work-life balance initiatives is crucial, as responses in this area were more neutral. Implementing flexible working hours, remote work options, and wellness programs could significantly benefit faculty members. Additionally, increasing recognition and appreciation through formal recognition programs and regular acknowledgment of faculty achievements can boost morale and satisfaction.

To strengthen professional development opportunities, the institution should provide more diverse and frequent workshops, conferences, and funding for further education. While satisfaction with research support is high, there is still room for enhancement. Ensuring that resources such as funding, research assistants, and administrative support are readily available to faculty members can further improve this area. Fostering a supportive work environment through open communication, collaboration, and mentorship can create a more positive and productive atmosphere.

Retention strategies need to be strengthened, as a lower percentage of faculty highly agree that it would be hard to leave the institution. Offering career advancement opportunities, competitive compensation packages, and creating a strong sense of community and belonging can help in retaining faculty. Promoting ethical standards and professionalism through regular training sessions, clear guidelines, and a culture of accountability and transparency is also essential. Encouraging interdisciplinary collaboration can lead to innovative research projects and a more integrated academic community. Finally, regularly surveying faculty to gather feedback on various aspects of their job satisfaction, commitment, professionalism, and performance can help the institution stay attuned to their needs and make timely adjustments. Implementing

these recommendations can significantly improve the overall work experience for faculty members, leading to higher levels of satisfaction, commitment, professionalism, and performance.

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Author Profile



Prince Mert O. Nicolas garnered his degree on Bachelor of Science in Information Technology from Wesleyan University- Philippines in 2014 where he was awarded Cum Laude. He started his career in the BPO industry after graduation. He discovered his passion in teaching afterwards and got employed in a private higher education institution for 4 years. During these years, he earned Professional Education Units and successfully passed the Licensure Examination for Teachers in 2019. He continued improving himself and graduated Master of Science in Information Technology at NEUST last 2021. Presently, he is enrolled in the program Doctor of Education in ITE at the same institution.

His research interest is in the Academic and Student Tracking, Decision-support Systems and other IT related studies which are presented in different local and international fora.

Currently, Mr. Nicolas is a Faculty Member at the College of Information and Communications Technology of NEUST handling courses such programming, web development and information management among other