

Relationship Between Faculty Workload Management and Job Satisfaction Among College Instructors

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ABSTRACT

This study examined the relationship between faculty workload management and job satisfaction among college instructors at the University of the Visayas College of Arts and Sciences during the Academic Year 2025–2026. Specifically, it determined the level of faculty workload management, the level of job satisfaction, and the significant relationship between the two variables. The study employed a quantitative descriptive-correlational research design. Sixty (60) college instructors were selected from a population of seventy (70) faculty members using Slovin's formula with a 0.05 margin of error. Data were collected through an adopted Role Overload Scale and an adopted Job Satisfaction Questionnaire. The data were analyzed using Jamovi Statistical Software. Mean and Standard Deviation were used to determine the levels of faculty workload management and job satisfaction, while the Pearson Product-Moment Correlation Coefficient was utilized to determine the relationship between the variables. The findings revealed that faculty workload management was very high ($M = 3.32$, $SD = 0.72$), while job satisfaction was moderate ($M = 3.25$, $SD = 0.67$). Moreover, the Pearson correlation analysis revealed a significant moderate negative relationship between faculty workload management and job satisfaction ($r = -0.542$, $p = 0.001$). This indicates that as faculty workload demands increased, the level of job satisfaction tended to decrease. The study concluded that workload management significantly influences the job satisfaction of college instructors. It is recommended that educational administrators strengthen workload allocation policies, provide faculty support programs, and enhance opportunities for professional growth and advancement to improve faculty satisfaction and well-being.

Keywords: faculty workload management, job satisfaction, college instructors, higher education, descriptive-correlational research

INTRODUCTION

Rationale

Faculty members in higher education institutions perform various responsibilities that extend beyond classroom instruction. Aside from teaching, college instructors are expected to engage in research, extension services, administrative functions, accreditation activities, and student mentoring. These multiple responsibilities often create challenges in workload management, making it difficult for instructors to balance professional demands while maintaining a satisfactory level of well-being and productivity. According to the Job Demands-Resources (JD-R) Theory, high job demands such as excessive workload, time pressure, and role overload may lead to strain and reduced work-related well-being when not balanced by adequate resources (Demerouti et al., 2001).

Faculty workload has become a critical concern in higher education due to increasing institutional expectations and accountability requirements. Research suggests that excessive workload can negatively affect educators' psychological well-being, work-life balance, and professional performance. A study by Winefield et al. (2003) found that heavy workloads and role stress significantly contributed to occupational stress and lower job

satisfaction among university employees. Similarly, Watt and Richardson (2020) emphasized that workload-related pressures may diminish teachers' enthusiasm and commitment to their profession.

Job satisfaction is considered a vital indicator of employee well-being and organizational effectiveness. In higher education, satisfied instructors are more likely to demonstrate commitment, motivation, effective teaching practices, and positive relationships with students and colleagues. Herzberg's Two-Factor Theory posits that workplace factors such as working conditions, policies, supervision, and workload can influence employees' satisfaction and dissatisfaction levels (Herzberg et al., 1959). When faculty members perceive their workload as manageable and equitable, they are more likely to experience higher job satisfaction and remain committed to their institution.

Several studies have identified workload as a significant factor influencing faculty job satisfaction. For instance, Banzon (2019) reported that workload was one of the major dimensions affecting job satisfaction among faculty members in a Philippine university. Likewise, Zhang and Gandham (2025) noted that workload serves as a hygiene factor that can prevent dissatisfaction among higher education faculty when appropriately managed. Furthermore, excessive workload has been associated with burnout, stress, and turnover intentions among university instructors, with job satisfaction often acting as an important mediating factor (Zhang et al., 2022).

Despite the growing body of literature on faculty workload and job satisfaction, limited studies have specifically examined the relationship between faculty workload management and job satisfaction among college instructors within local higher education settings. Understanding this relationship is essential because effective workload management may contribute to improved faculty well-being, retention, teaching effectiveness, and institutional performance. Therefore, this study seeks to determine the relationship between faculty workload management and job satisfaction among college instructors. The findings of this research may provide valuable insights for academic administrators and policymakers in developing workload policies and support systems that promote faculty satisfaction and organizational productivity.

LITERATURE REVIEW

Faculty Workload Management in Higher Education

Faculty workload management has become a significant concern in higher education due to the increasing responsibilities assigned to academic personnel. College instructors are expected to engage not only in teaching but also in research, extension services, student mentoring, accreditation activities, and administrative functions. As these responsibilities accumulate, institutions face challenges in ensuring equitable workload distribution. According to Watermeyer et al. (2021), contemporary university faculty experience growing pressures arising from increased accountability measures, digital transformation, and performance expectations. These demands often intensify workload and reshape the nature of academic work.

Similarly, Johnson et al. (2023) reported that higher education faculty frequently encounter workload imbalances resulting from competing teaching, research, and service obligations. Their findings emphasize that excessive workload may reduce productivity and contribute to work-related stress. Effective workload management, therefore, is necessary to ensure that faculty members can perform their duties efficiently while maintaining professional well-being.

Recent investigations have also highlighted the influence of institutional policies on faculty workload experiences. Mahmud et al. (2024) found that transparent workload allocation systems promote fairness and reduce role ambiguity among academic staff. Faculty members who perceive workload assignments as equitable tend to demonstrate higher engagement and commitment to institutional goals.

Job Satisfaction Among College Instructors

Job satisfaction remains one of the most widely studied indicators of employee well-being and organizational effectiveness. Within higher education, job satisfaction influences faculty performance, retention, organizational commitment, and teaching quality. According to Toropova et al. (2021), teachers and educators who experience favorable working conditions report higher levels of professional satisfaction and motivation. Positive work experiences may encourage instructors to remain committed to their institutions and contribute more effectively to student success.

A study by Ortega-Jiménez et al. (2024) revealed that institutional support, professional autonomy, and manageable workloads significantly influence faculty satisfaction. The researchers emphasized that educators who perceive supportive organizational environments tend to report stronger job satisfaction and greater commitment to their professional responsibilities.

Furthermore, Kim et al. (2023) found that job satisfaction among university faculty is closely associated with organizational climate and opportunities for professional development. Instructors who feel valued and supported by their institutions often demonstrate stronger engagement and positive attitudes toward their work.

Relationship Between Workload and Job Satisfaction

The relationship between workload and job satisfaction has received considerable attention in recent years. Existing literature generally indicates that workload serves as a predictor of employees' attitudes toward their jobs. Excessive workload may contribute to stress, exhaustion, and reduced work satisfaction, whereas manageable workloads are often associated with positive work experiences.

Research conducted by Burić et al. (2021) found that workload-related demands significantly affect educators' emotional well-being and job satisfaction. Faculty members who experience excessive workloads are more likely to encounter burnout symptoms, which may diminish their satisfaction with their profession. Likewise, Pressley et al. (2022) reported that increasing workload demands contribute to occupational stress and lower job satisfaction among educators.

Another recent study by Li et al. (2024) demonstrated that workload stress negatively influences university instructors' satisfaction levels, particularly when faculty members lack sufficient organizational support and resources. The study suggests that institutions must develop policies that balance workload demands and available professional resources to promote faculty well-being.

Additionally, García-González et al. (2020) found that the perception of workload fairness significantly affects job satisfaction among academic employees. When faculty members believe that duties are distributed equitably, they are more likely to report favorable workplace attitudes and stronger organizational commitment. Recent empirical studies consistently support the existence of a relationship between workload and job satisfaction. A systematic review conducted by Zhang and Gandham (2025) concluded that workload remains one of the most influential factors affecting job satisfaction among higher education faculty. The review found that excessive workload frequently emerges as a source of dissatisfaction, stress, and reduced organizational commitment.

Similarly, Wang et al. (2024) reported that academic staff who experience high workload levels often demonstrate lower satisfaction and higher intentions to leave their institutions. Their findings suggest that effective workload management strategies may contribute to improved faculty retention and organizational stability.

Additionally, Chugh et al. (2023) found that balancing teaching, research, and administrative responsibilities remains a major challenge for university faculty. The study highlighted the importance of workload policies that consider both institutional expectations and faculty well-being.

Organizational Support and Workload Management

Organizational support is increasingly recognized as an important factor that mitigates the adverse consequences of excessive workload. Educational institutions that provide professional resources, mentoring opportunities, and administrative support help faculty cope more effectively with workload demands. Alrawahi et al. (2020) found that organizational support significantly predicts employees' job satisfaction and psychological well-being across professional settings.

Within higher education, Shiri et al. (2023) reported that supportive leadership and effective communication contribute positively to faculty morale and satisfaction. Faculty members who perceive support from administrators often view workload demands as more manageable and less stressful.

Moreover, Cobo-Rendón et al. (2022) suggested that organizational interventions designed to improve workload management can reduce burnout and improve overall job satisfaction among educators. Such interventions include equitable workload allocation, flexible work arrangements, and opportunities for professional development.

The reviewed literature demonstrates that faculty workload management and job satisfaction are closely related constructs within higher education. Recent studies indicate that increasing workload demands continue to challenge university instructors as institutions expand teaching, research, and service expectations (Watermeyer et al., 2021; Johnson et al., 2023). At the same time, job satisfaction remains essential for faculty engagement, performance, and retention (Toropova et al., 2021; Kim et al., 2023).

Empirical evidence suggests that excessive workload negatively affects job satisfaction through increased stress, burnout, and emotional exhaustion (Burić et al., 2021; Pressley et al., 2022; Li et al., 2024). Conversely, organizational support, fairness in workload distribution, and effective workload management practices contribute positively to faculty satisfaction and well-being (Alrawahi et al., 2020; Shiri et al., 2023). Despite growing international evidence, studies focusing specifically on the relationship between faculty workload management and job satisfaction among college instructors in local higher education institutions remain limited. Therefore, the present study seeks to address this gap by examining how workload management relates to the job satisfaction of college instructors.

Theoretical Framework of the Study

This study is anchored on the Job Demands-Resources (JD-R) Theory developed by Demerouti et al. (2001). The theory explains how job demands and job resources influence employees' well-being, work performance, and job satisfaction. According to the JD-R Theory, job demands refer to physical, psychological, social, or organizational aspects of a job that require sustained effort and are associated with physiological and psychological costs. In the context of higher education, faculty workload, including teaching responsibilities, research activities, extension services, administrative tasks, and student consultations, represents a major job demand. When these demands become excessive, instructors may experience stress, fatigue, and burnout.

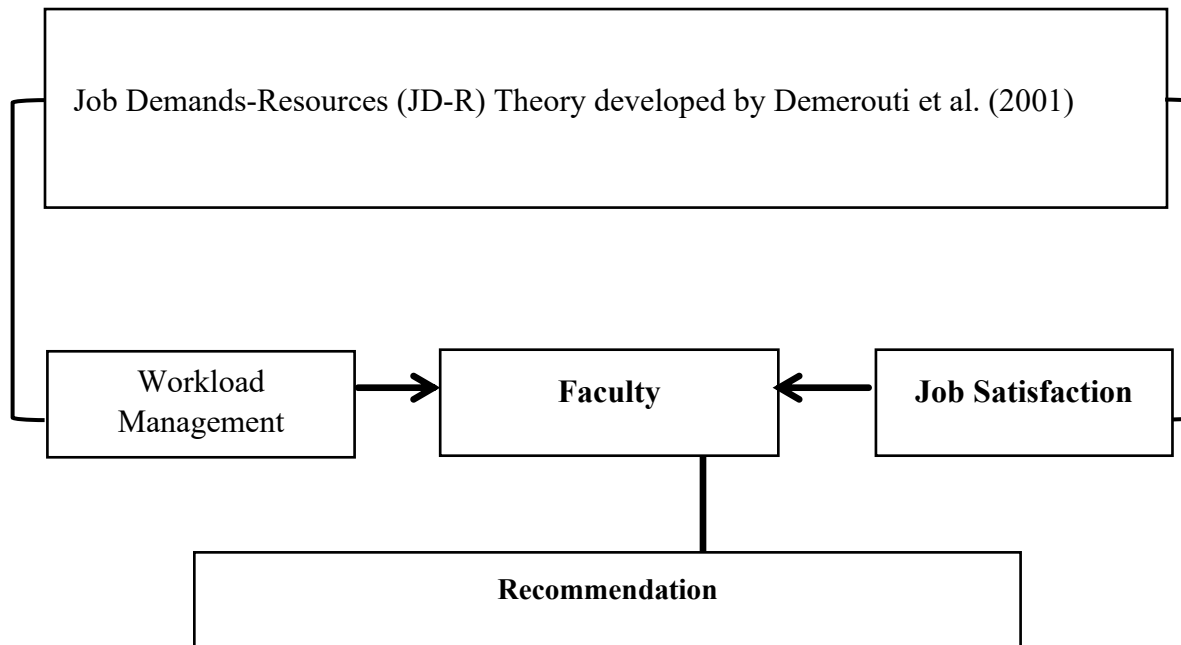
Conversely, job resources are aspects of the job that help employees accomplish work goals, reduce job demands, and stimulate personal growth and development. Examples include institutional support, fair workload distribution, flexible work arrangements, adequate facilities, and professional development opportunities. The theory posits that when job resources are sufficient to counterbalance job demands, employees are more likely to experience positive work outcomes, including higher levels of job satisfaction.

Applied to the present study, faculty workload management serves as an organizational mechanism that influences how workload demands are distributed and handled among college instructors. Effective workload management may prevent role overload and work-related stress, thereby enhancing instructors' satisfaction with their jobs.

Conversely, poor workload management may increase pressure and dissatisfaction among faculty members.

Therefore, the Job Demands-Resources Theory provides a relevant framework for explaining the possible relationship between faculty workload management and job satisfaction among college instructors. The theory suggests that a well-managed workload contributes to a healthier work environment and promotes positive attitudes toward work, resulting in greater job satisfaction.

Figure 1. Schematic Diagram of the Theoretical Framework of the Study



Statement of Purpose

This study aims to examine the relationship between faculty workload management and job satisfaction among college instructors at the University of the Visayas College of Arts and Sciences for the Academic Year 2025-2026.

Specifically, this study seeks to answer the following questions:

1. What is the level of faculty workload management among college instructors;
2. What is the level of job satisfaction among college instructors; and
3. Is there a significant relationship between faculty workload management and job satisfaction among college instructors?

Null Hypothesis

(H₀): There is no significant relationship between faculty workload management and job satisfaction among college instructors.

METHODOLOGY

Design

This study employs a quantitative descriptive-correlational research design to determine the level of faculty workload management and job satisfaction among college instructors and to examine the relationship between these variables. Quantitative research utilizes numerical data and statistical analysis to objectively measure

respondents' perceptions and identify patterns and relationships among variables. As emphasized by Lara et al. (2025), quantitative research is appropriate for studies that seek to measure attitudes and determine relationships among identified variables using structured research instruments and statistical procedures. This design is considered suitable for the present study because it enables the researcher to describe the existing levels of faculty workload management and job satisfaction and determine whether a significant relationship exists between them among college instructors at the University of the Visayas–College of Arts and Sciences.

Participants of the Study

Sample Size. The study involves faculty members of the University of the Visayas–College of Arts and Sciences (CAS) during Academic Year 2025–2026. The total population consists of 70 faculty members, and the sample size was determined using Slovin's Formula with a 0.05 margin of error, resulting in a sample of 60 faculty members. This sample size was considered adequate to represent the target population and provide sufficient statistical power for determining the levels of faculty workload management and job satisfaction, as well as examining the relationship between these variables.

Inclusion Criteria. The inclusion criteria for participation in the study were strictly defined to ensure relevance to the research objectives. Participants must be officially employed as faculty members of the College of Arts and Sciences of the University of the Visayas during Academic Year 2025–2026. Additionally, faculty members must have completed at least one academic semester of teaching service and must voluntarily provide informed consent before participation. These criteria ensure that all respondents possess adequate experience regarding faculty workload management and job satisfaction within the institution.

Exclusion Criteria. Faculty members who do not meet the established inclusion criteria will be excluded from the study. Specifically, instructors who are not affiliated with the College of Arts and Sciences, those who are on leave during the conduct of the study, and those who have rendered less than one semester of service will not be included. Furthermore, respondents who submit incomplete or invalid questionnaire responses will be excluded from the final analysis to preserve data integrity and ensure the reliability of statistical findings.

Sampling Technique. The study employs a simple random sampling technique. After identifying all eligible faculty members in the College of Arts and Sciences who satisfy the inclusion criteria, each faculty member was assigned a corresponding number and given an equal opportunity to be selected. Using a random selection procedure, 60 faculty members were chosen from the total population of 70 instructors. This sampling technique minimizes selection bias and enhances the representativeness of the sample, making it appropriate for examining the relationship between faculty workload management and job satisfaction among college instructors.

Instrument

The study utilizes an adopted structured questionnaire consisting of two parts.

Part I: Faculty Workload Management Questionnaire. The construct of faculty workload management will be measured using the Role Overload Scale developed by Reilly (1982). The instrument consists of 13 items designed to assess the extent to which faculty members perceive their workload as excessive and difficult to manage. The questionnaire uses a five-point Likert scale with response categories ranging from 1 = Strongly Disagree to 4 = Strongly Agree. The instrument has been widely used in studies examining workload, role demands, and occupational stress among educators and professionals with a Cronbach's alpha of 0.70. For this study, the scale will be adopted to determine the level of faculty workload management among college instructors.

Part II: Job Satisfaction Questionnaire. The level of job satisfaction among college instructors will be measured using an adopted questionnaire from the study of Aure et al. (2022). The instrument is composed of eleven (11) items designed to obtain information regarding the respondents' level of job satisfaction using a five-point rating

scale ranging from 1 = Very Low to 5 = Very High. According to Aure et al. (2022), the items included in the survey instrument were formulated based on the criteria of clarity of language, specificity, singleness of purpose, linguistic completeness, grammatical consistency, freedom from assumptions, freedom from suggestion, and reasonable time required for completing the questionnaire, as recommended by Sevilla (2004). The instrument is appropriate for assessing faculty members' perceptions of their level of job satisfaction in higher education institutions. The weighted mean scores obtained from the respondents' answers will be used to determine the level of job satisfaction among the college instructors, with a Cronbach's alpha of 0.813.

Data Gathering Procedure

Prior to the conduct of the study, a letter requesting permission to conduct the research was submitted to the Dean of the College of Arts and Sciences and other concerned university officials. Upon approval, the researcher coordinated with the department heads for the identification of eligible respondents. The adopted questionnaires on faculty workload management and job satisfaction were then distributed to the selected faculty members who met the inclusion criteria. Before answering the questionnaire, the respondents were informed about the purpose of the study and were asked to sign an informed consent form. After the retrieval of the completed questionnaires, the responses were checked for completeness, coded, tabulated, and prepared for statistical analysis using Jamovi. All collected data were treated with strict confidentiality and were used solely for academic and research purposes.

Data Analysis

The data gathered from the respondents were analyzed using Jamovi Statistical Software. The Mean and Standard Deviation were utilized to determine the level of faculty workload management and job satisfaction among college instructors. Furthermore, the Pearson Product-Moment Correlation Coefficient (Pearson r) was employed after the normality test with a normal distribution to determine the significant relationship between faculty workload management and job satisfaction. The null hypothesis was tested at the 0.05 level of significance.

Ethical Consideration

The study adhered to the ethical principles governing research involving human participants. Prior to data collection, permission to conduct the study was secured from the appropriate university authorities. Participation in the study was strictly voluntary, and informed consent was obtained from all respondents before the administration of the questionnaires. The respondents were informed of the purpose of the study, the nature of their participation, and their right to withdraw from the study at any time without penalty. To ensure confidentiality and anonymity, no identifying information was required in the questionnaires, and all responses were treated with utmost privacy. The collected data were used solely for academic purposes and were stored securely to prevent unauthorized access. Furthermore, the study ensured that no physical, psychological, or professional harm was inflicted on the participants throughout the research process.

RESULT AND DISCUSSION

Table 1. Level of Faculty Workload Management Among College Instructors

Indicators for Faculty Workload Management	Mean	SD	Interpretation
1. I have to do things that I do not really have the time and energy for	3.42	0.68	Very High
2. There are too many demands on my time.	3.38	0.71	Very High
3. I need more hours in the day to do all the things that are expected of me.	3.40	0.73	Very High

4. I cannot ever seem to catch up.	3.31	0.75	Very High
5. I do not ever seem to have any time for myself.	3.36	0.69	Very High
6. There are times when I cannot meet everyone's expectations.	3.28	0.72	Very High
7. Many times, I have to cancel commitments.	3.18	0.76	High
8. I seem to have more commitments to overcome than other co-workers, family members, or people I know.	3.22	0.70	High
9. I have to prepare priority lists to get all the things done. Otherwise, I forget because I have so much to do.	3.35	0.67	Very High
10. I feel I have to do things hastily and may be less careful to get everything done.	3.29	0.74	Very High
Overall Mean	3.32	0.72	Very High

Legend: 3.25 – 4.00 = Very High, 2.50 – 3.24 = High, 1.75 – 2.49 = Low, 1.00 – 1.74 = Very Low

Table 1 presents the level of faculty workload management among college instructors at the University of the Visayas–College of Arts and Sciences. The findings revealed an overall mean of 3.32 and a standard deviation of 0.72, which was interpreted as Very High Faculty Workload Management. Among the indicators, the statement “*I have to do things that I do not really have the time and energy for*” obtained the highest mean ($M = 3.42$, $SD = 0.68$), while “*Many times I have to cancel commitments*” received the lowest mean ($M = 3.18$, $SD = 0.76$). The results suggest that faculty members experienced substantial workload demands associated with their academic responsibilities, indicating a very high level of workload management challenges.

The findings indicate that college instructors perceived their workload demands to be very high. This suggests that faculty members were frequently confronted with multiple responsibilities that competed for their time and energy, including teaching, research, extension activities, and administrative functions.

The highest-rated item reflected instructors’ perception that they were often required to perform tasks beyond their available time and energy resources. This finding supports the study of Watermeyer et al. (2021), who reported that academic staff increasingly experience intensified workloads due to rising institutional expectations and accountability requirements. Similarly, Johnson et al. (2023) found that faculty members often encounter workload pressures arising from competing teaching, research, and service demands, which affect their professional experiences and overall well-being.

The results also support the concept of role overload proposed by Reilly (1982), which suggests that individuals experience strain when the demands placed upon them exceed the time and resources available to fulfill their responsibilities effectively. The high ratings across most workload indicators imply that faculty instructors constantly manage competing obligations and deadlines.

Consistent with this finding, Mahmud et al. (2024) emphasized that excessive workload and unclear allocation of responsibilities may contribute to stress and reduced work effectiveness among higher education personnel. Therefore, the results highlight the importance of developing equitable workload distribution practices and providing institutional support mechanisms that can help faculty members manage their responsibilities more effectively while maintaining their productivity and well-being.

Table 2. Level of Job Satisfaction Among College Instructors

Indicators of Job Satisfaction	Mean	SD	Interpretation
I am satisfied with my job as a faculty member in this College/University.	3.45	0.58	Moderate
I am satisfied with the administration of this College/University compared to other organizations.	3.28	0.67	Moderate
I am satisfied with my immediate dean and supervisor in this College/University.	3.42	0.61	Moderate
I am satisfied with my co-workers in this College/University.	3.51	0.56	High
I am satisfied with the loading system of the College/University.	3.19	0.73	Moderate
I am satisfied with the physical working environment of this College/University.	3.33	0.65	Moderate
I am satisfied with the flexibility of working hours in this College/University.	3.37	0.60	Moderate
I am satisfied with the process of determining my salary increase in this College/University.	3.05	0.79	Moderate
I am satisfied with the amount of performance-based bonus received from the College/University.	2.85	0.81	Moderate
I am satisfied with the procedure for the College/University in giving me opportunities for advancement.	3.17	0.71	Moderate
I am satisfied with the system of the College/University in giving me a promotion.	3.12	0.74	Moderate
Overall Mean	3.25	0.67	Moderate

Legend: 4.50 – 5.00 Very High, 3.50 – 4.49 High, 2.50 – 3.49 Moderate, 1.50 – 2.49 Low, 1.00 – 1.49 Very Low

Table 2 presents the level of job satisfaction among college instructors at the University of the Visayas–College of Arts and Sciences. The findings revealed an overall mean of 3.25 and a standard deviation of 0.67, which was interpreted as Moderate. Among the indicators, the statement “*I am satisfied with my co-workers in this College/University*” obtained the highest mean score ($M = 3.51$, $SD = 0.56$), interpreted as High, while “*I am satisfied with the amount of performance-based bonus received from the College/University*” received the lowest mean score ($M = 2.85$, $SD = 0.81$), interpreted as Moderate. Overall, the findings suggest that the respondents exhibited a moderate level of job satisfaction.

The findings indicate that faculty members generally experienced a moderate level of job satisfaction. This suggests that while instructors viewed several aspects of their work environment positively, there remained areas that could be improved to enhance their overall satisfaction. The highest-rated indicator pertained to satisfaction with co-workers, indicating that positive collegial relationships contribute significantly to faculty members' work experiences. According to Aure et al. (2022), interpersonal relationships and collaboration among colleagues are important contributors to faculty satisfaction because they foster a supportive and productive work environment. Likewise, Kim et al. (2023) emphasized that positive workplace relationships and organizational support are strong predictors of employee satisfaction and professional commitment.

However, the relatively lower ratings on compensation-related indicators suggest that faculty members may have concerns regarding financial rewards and promotion systems. While respondents generally expressed satisfaction with their employment, the results imply that opportunities for advancement and incentive structures remain areas for improvement. This finding is consistent with Toropova et al. (2021), who reported that compensation, recognition, and career advancement opportunities significantly influence educators' overall job satisfaction. Similarly, Ortega-Jiménez et al. (2024) noted that fair compensation systems and transparent promotion processes enhance employee morale and organizational commitment. Therefore, strengthening institutional policies related to rewards, promotions, and professional growth opportunities may further improve the job satisfaction of college instructors.

Table 3. Relationship Between Faculty Workload Management and Job Satisfaction Among College Instructors

Variables	Pearson R	P-Value	Decision	Interpretation
Faculty Workload Management And Job Satisfaction	-0.542	0.001	Reject H_0	Significant Moderate Negative Relationship

Table 3 presents the relationship between faculty workload management and job satisfaction among college instructors. The Pearson Product-Moment Correlation analysis revealed an r-value of -0.542 and a p-value of 0.001. Since the computed p-value was less than the 0.05 level of significance, the null hypothesis was rejected. The findings indicate a significant moderate negative relationship between faculty workload management and job satisfaction among college instructors.

The results suggest that as faculty workload demands increase, the level of job satisfaction among college instructors tends to decrease. The negative correlation indicates that instructors who experience greater workload pressures are likely to report lower levels of satisfaction with their jobs. This finding implies that excessive teaching loads, administrative responsibilities, research requirements, and other institutional duties may adversely affect instructors' perceptions of their work environment and overall professional fulfillment. The result is consistent with the findings of Burić et al. (2021), who reported that increased workload demands contribute to stress and reduced satisfaction among educators. Similarly, Pressley et al. (2022) found that excessive workload was associated with lower job satisfaction and greater occupational strain among teaching professionals.

The finding also supports the Job Demands-Resources (JD-R) Theory of Demerouti et al. (2001), which posits that excessive job demands may exhaust employees' physical and psychological resources, resulting in negative work outcomes such as reduced job satisfaction. In higher education settings, faculty members are often expected to simultaneously fulfill instructional, research, extension, and administrative responsibilities. When these

demands exceed the resources and time available, employees may experience role overload and dissatisfaction. Likewise, Watermeyer et al. (2021) emphasized that increasing workload expectations in higher education have intensified work-related pressures among academic staff, affecting their well-being and professional experiences. Therefore, institutions may benefit from implementing effective workload management policies and support systems to promote faculty satisfaction and organizational effectiveness.

CONCLUSION

Based on the findings of the study, it was concluded that the college instructors of the University of the Visayas–College of Arts and Sciences experienced a very high level of faculty workload management, indicating that they were frequently exposed to substantial workload demands associated with their teaching, research, extension, and administrative responsibilities. Despite these workload demands, the respondents demonstrated a moderate level of job satisfaction, suggesting that they generally maintained positive perceptions of their profession, colleagues, and working environment, although certain aspects such as compensation and promotion opportunities may require improvement. Furthermore, the correlation analysis revealed a significant negative relationship between faculty workload management and job satisfaction. This implies that as workload demands increased, the level of job satisfaction among college instructors tended to decrease. Therefore, the null hypothesis stating that there is no significant relationship between faculty workload management and job satisfaction among college instructors was rejected.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. University administrators should review and strengthen workload allocation policies to ensure a fair and balanced distribution of teaching, research, extension, and administrative responsibilities among faculty members.
2. The College of Arts and Sciences administration may establish workload management programs that help faculty members effectively manage their responsibilities and minimize role overload.
3. The institution should provide additional support mechanisms such as faculty development programs, mentoring initiatives, wellness activities, and stress-management interventions to enhance faculty well-being and work-life balance.
4. University officials may improve compensation packages, performance-based incentive systems, promotion procedures, and career advancement opportunities to further increase faculty job satisfaction.
5. Faculty members are encouraged to practice effective time management, prioritization, and workload planning strategies to better cope with multiple academic responsibilities.
6. Future researchers may conduct similar studies involving larger populations, different colleges or universities, and additional variables such as work-life balance, organizational support, organizational commitment, and burnout to further examine factors affecting faculty job satisfaction.
7. Future studies may also utilize mixed-methods or qualitative approaches to gain a deeper understanding of faculty members' experiences regarding workload management and job satisfaction in higher education institutions.

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