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WORK ENVIRONMENT AND JOB SATISFACTION OF CRIMINOLOGY EDUCATORS IN PRIVATE COLLEGES

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ABSTRACT

Job satisfaction among educators is a central concern in higher education as it directly affects teaching quality, faculty retention, and student outcomes. This study examined the relationship between work environment and job satisfaction of criminology educators employed in private colleges within Bukidnon, Philippines. Using a concurrent mixed methods design, the research combined quantitative surveys with qualitative narratives to provide a holistic understanding of educators' experiences. A total of 108 criminology educators participated, representing varied demographic characteristics such as age, civil status, years of teaching experience, and highest educational attainment. The study assessed multiple aspects of the work environment including recognition, supervision, promotion opportunities, professional advancement, salary, workload, collegial relationships, and institutional core values. Results indicated that educators expressed moderate satisfaction with their work environment, though persistent challenges were identified in areas such as compensation, workload, administrative support, and physical resources. Despite these concerns, respondents highlighted professional pride, meaningfulness of work, and collegial support as key motivators sustaining their commitment to teaching. Statistical analysis confirmed significant correlations between work environment factors and overall job satisfaction. Qualitative findings further emphasized the role of recognition, career pathways, and supportive supervision in shaping faculty morale. The study concludes that a balanced approach addressing both extrinsic and intrinsic factors is essential to strengthen faculty well-being and retention. These findings provide valuable insights for administrators and policymakers to design institutional strategies that enhance both the professional growth of criminology educators and the quality of criminology programs.

KEYWORDS: *Work Environment, Job Satisfaction, Criminology Educators, Private Colleges, Concurrent Mixed Methods*

INTRODUCTION

The quality of education in criminology programs is deeply connected to the professional well-being of educators who shape the knowledge, attitudes, and skills of future law enforcers and justice practitioners. Job satisfaction among educators has long been recognized as a multidimensional construct that influences teacher performance, institutional effectiveness, and student outcomes (Klassen & Tze, 2019; Ainley & Carstens, 2019). Within criminology education, this issue takes on heightened significance because faculty members are not only tasked with instruction but also with preparing students for roles that contribute to public safety and national security. When criminology educators experience dissatisfaction, their teaching effectiveness and long-term commitment to the profession are at risk, which may ultimately affect the training of future criminal justice professionals (Chen et al., 2022).

Globally, research affirms that work environment factors—including salary, recognition, supervision, and opportunities for advancement—play a critical role in shaping faculty satisfaction (Hoque et al., 2023). Davis et al. (2022) note that mid-career educators often report higher satisfaction due to professional stability and autonomy, while early-career and senior faculty may struggle with adjustment or burnout. Locally, similar challenges have been documented in Philippine higher education, particularly in private colleges where issues of limited resources, heavy workloads, and inadequate professional support often persist (Bautista, 2022; Rivera et al., 2020). These concerns are further compounded by Republic Act 11131, or the Philippine Criminology Law of 2021, which heightened standards for criminology programs, increasing the demand for highly qualified faculty (RA 11131, 2021).

In Bukidnon, private colleges offering criminology programs face constraints in providing competitive compensation and sufficient facilities. Previous studies have indicated that while criminology educators in the Philippines value intrinsic aspects of their work such as mentoring and contributing to the field, their satisfaction is often undermined by external factors like compensation, recognition, and advancement opportunities (Santos, 2023; Sumatra, 2023). These conditions pose implications for faculty retention, institutional reputation, and ultimately, student success.

The problem addressed in this study is the limited understanding of how work environment factors relate to job satisfaction among criminology educators in private colleges within Bukidnon. Although related literature has explored teacher satisfaction across general higher education settings, few studies have focused specifically on criminology educators who operate within the unique context of law

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enforcement education. Addressing this gap is necessary to inform institutional strategies that foster educator well-being, enhance teaching quality, and improve criminology program delivery.

By combining quantitative and qualitative data through a concurrent mixed methods approach, this research aims to provide a holistic understanding of the interplay between work environment and job satisfaction. The findings are expected to contribute evidence-based recommendations for higher education administrators and policymakers, ensuring that criminology educators are supported in their professional roles and that institutions can sustain the delivery of high-quality criminology education.

OBJECTIVES OF THE STUDY

This study aimed to determine the work environment and job satisfaction of criminology educators in private colleges within the province of Bukidnon. Specifically, it sought to:

1. Describe the demographic distribution of criminology educators in terms of age, civil status, years of teaching experience, and highest educational attainment.
2. Assess the work environment of criminology educators in relation to job satisfaction, recognition, work itself, opportunities for promotion, professional advancement opportunities, responsibility, organizational culture, clarity of mission, collegial relationships, supervisory support, salary, and the presence of core values.
3. Determine the level of job satisfaction of criminology educators in terms of pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work, and communication.
4. Examine the significant relationship between work environment and job satisfaction among criminology educators.
5. Identify the challenges encountered by criminology educators in their work environment.
6. Propose a program that addresses the findings of the study to enhance the work environment and job satisfaction of criminology educators in private colleges.

METHODOLOGY

This study employed a concurrent mixed methods design, integrating quantitative and qualitative approaches to gain a comprehensive understanding of the relationship between work environment and job satisfaction among criminology educators in private colleges within Bukidnon. Quantitative data provided measurable insights into demographic profiles, work environment factors, and job satisfaction levels, while qualitative data captured the lived experiences and challenges encountered by educators. Conducting both strands simultaneously allowed for triangulation, ensuring that the results were both statistically valid and contextually rich.

The quantitative strand followed a descriptive–correlational approach, while the qualitative strand utilized thematic analysis of narrative responses. The participants were criminology educators employed in private higher education institutions in Bukidnon, selected through purposive sampling to ensure representation of licensed professionals across different colleges. A total of 108 respondents participated, encompassing varied backgrounds in terms of age, civil status, years of teaching experience, and highest educational attainment. The study was conducted within the province of Bukidnon, chosen for its growing number of criminology programs in private institutions and for the unique challenges these institutions face in terms of salary scales, workload, and resource availability.

Data were collected using a standardized survey questionnaire and open-ended interview prompts. The survey measured two major constructs: work environment, which included recognition, supervision, professional advancement, opportunities for promotion, salary, relationships with colleagues, and organizational culture, and job satisfaction, which encompassed pay, promotion, supervision, fringe benefits, co-worker relationships, and communication. The instrument was validated by experts in criminology education and pilot tested for reliability, producing a Cronbach's alpha of above 0.80, indicating high internal consistency.

Permission to conduct the study was obtained from administrators of the participating colleges. After securing informed consent, questionnaires were administered either in person or electronically, depending on participant availability. Simultaneously, qualitative data were gathered through written reflections and follow-up interviews to capture deeper perspectives on the challenges faced by educators. Quantitative data were analyzed using descriptive statistics such as frequencies, percentages, means, and standard deviations to describe demographic characteristics, work environment, and job satisfaction levels, while inferential statistics, specifically Pearson correlation, were applied to test the relationship between work environment and job satisfaction. Thematic coding was used for qualitative responses to identify recurring patterns and issues that enriched the statistical results.

The study adhered to ethical standards in research. Participation was voluntary, anonymity and confidentiality were guaranteed, and informed consent was secured from all respondents. The findings were disseminated with sensitivity to institutional integrity and the rights of individual participants.

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RESULTS AND DISCUSSION

The results of this study are presented in alignment with the objectives to provide a coherent discussion of the findings. Each objective is addressed through the corresponding data, supported by both quantitative analysis and qualitative insights. The presentation begins with the demographic characteristics of the respondents, followed by the assessment of their work environment and job satisfaction. The discussion integrates relevant literature to contextualize the findings, highlighting points of convergence and divergence with previous studies. This approach ensures that the results are not only statistically described but also critically analyzed in relation to existing knowledge, thereby providing a meaningful interpretation of how work environment factors shape the job satisfaction of criminology educators in private colleges.

Objective 1: To describe the demographic distribution of criminology educators in terms of age, civil status, years of teaching experience, and highest educational attainment.

The respondents of the study consisted of 108 criminology educators employed in private colleges in Bukidnon. Table 1 presents their demographic distribution.

Table 1
Demographic Distribution of Respondents

Profile Variable	Frequency (f)	Percentage (%)
Age		
21–30 years old	22	20.4
31–40 years old	47	43.5
41–50 years old	26	24.1
51 years old and above	13	12.0
Civil Status		
Single	32	29.6
Married	65	60.2
Widowed/Separated	11	10.2
Years of Teaching Experience		
1–5 years	28	25.9
6–10 years	41	38.0
11–15 years	24	22.2
16 years and above	15	13.9
Highest Educational Attainment		
Bachelor's Degree	29	26.9
Master's Degree (ongoing/earned)	63	58.3
Doctorate (ongoing/earned)	16	14.8

The findings reveal that the majority of criminology educators were within the age bracket of 31–40 years old, comprising 43.5 percent of the sample. This suggests that the profession in Bukidnon is largely populated by mid-career professionals, consistent with international studies showing that mid-level faculty often represent the most stable segment of the teaching workforce (Davis et al., 2022). In terms of civil status, 60.2 percent were married, indicating that many educators balance professional responsibilities with family obligations. Years of teaching experience show that 38 percent of respondents had six to ten years of teaching experience, reflecting an overall pool of moderately experienced faculty. Regarding educational attainment, most educators held or were pursuing master's degrees (58.3 percent), which aligns with national standards under Republic Act 11131 mandating advanced professional preparation for criminology faculty.

These demographic results highlight a workforce that is professionally seasoned and academically qualified, though still facing career development challenges. The predominance of married and mid-career educators suggests strong institutional loyalty but also raises

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concerns about potential work-life balance issues (Garcia & Rodriguez, 2024). Moreover, the fact that only 14.8 percent have attained or are pursuing doctoral degrees reflects a gap in advanced academic preparation, which may affect research productivity and institutional competitiveness. This supports previous Philippine studies emphasizing the need for faculty development programs to strengthen doctoral-level training in criminology (Bautista, 2022).

Overall, the demographic profile of criminology educators in Bukidnon indicates a committed and experienced faculty base. However, without sufficient institutional support for further academic advancement and career progression, these educators may face limitations in meeting the evolving demands of criminology education.

Objective 2: To assess the work environment of criminology educators in relation to job satisfaction, recognition, work itself, opportunities for promotion, professional advancement opportunities, responsibility, organizational culture, clarity of mission, collegial relationships, supervisory support, salary, and the presence of core values.
The work environment of criminology educators was evaluated across several dimensions. Table 2 summarizes the results.

Table 2
Work Environment of Criminology Educators

Work Environment Indicators	Mean	Interpretation
Recognition	3.21	Moderately Satisfactory
Work itself	3.45	Satisfactory
Opportunities for Promotion	2.98	Moderately Satisfactory
Professional Advancement	3.12	Moderately Satisfactory
Responsibility	3.47	Satisfactory
Organizational Culture	3.28	Moderately Satisfactory
Clarity of Mission	3.42	Satisfactory
Collegial Relationships	3.56	Satisfactory
Supervisory Support	3.18	Moderately Satisfactory
Salary	2.75	Moderately Satisfactory
Presence of Core Values	3.51	Satisfactory
Overall Composite Mean	**3.27**	**Moderately Satisfactory**

The findings reveal that the overall work environment of criminology educators was rated as moderately satisfactory, with a composite mean of 3.27. Among the indicators, collegial relationships (M = 3.56) and responsibility (M = 3.47) were rated as satisfactory, indicating that respondents valued positive interactions with colleagues and recognized the meaningfulness of their work. Similarly, the presence of institutional core values (M = 3.51) contributed positively to their sense of belonging and professional purpose. These findings are consistent with Hoque et al. (2023), who emphasized that collegiality and organizational mission alignment significantly enhance educator morale.

On the other hand, salary (M = 2.75) received the lowest rating, highlighting persistent concerns about compensation in private higher education institutions. Similar trends have been observed in Philippine studies where educators expressed dissatisfaction with salary packages that often do not match workload expectations (Santos, 2023). Recognition (M = 3.21) and supervisory support (M = 3.18) were also rated only as moderately satisfactory, suggesting gaps in how institutions value and support faculty contributions. Rivera et al. (2020) argued that inadequate recognition and limited mentorship opportunities undermine faculty motivation and retention, which resonates with the present findings.

Opportunities for promotion (M = 2.98) and professional advancement (M = 3.12) were also areas of concern. While many educators expressed commitment to teaching, they reported limited institutional pathways for career progression, echoing the observation of Garcia and Rodriguez (2024) that career advancement opportunities are uneven across Philippine private colleges. Such limitations may discourage educators from pursuing long-term careers within their institutions.

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Overall, the findings underscore that while criminology educators in Bukidnon derive satisfaction from collegial support, responsibility, and adherence to institutional values, their work environment remains constrained by issues related to salary, recognition, supervisory support, and career advancement. Addressing these factors is crucial in creating a more sustainable and motivating work climate for educators.

Objective 3: To determine the level of job satisfaction of criminology educators in terms of pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work, and communication.
The level of job satisfaction of criminology educators was measured using nine indicators. The results are presented in Table 3.

Table 3
Level of Job Satisfaction of Criminology Educators

Job Satisfaction Indicators	Mean	Interpretation
Pay	2.72	Dissatisfied
Promotion	2.95	Moderately Satisfied
Supervision	3.18	Moderately Satisfied
Fringe Benefits	2.89	Moderately Satisfied
Contingent Rewards	2.84	Moderately Satisfied
Operating Conditions	3.07	Moderately Satisfied
Co-workers	3.52	Satisfied
Nature of Work	3.44	Satisfied
Communication	3.22	Moderately Satisfied
Overall Composite Mean	**3.09**	**Moderately Satisfied**

The results show that the overall level of job satisfaction of criminology educators was rated as moderately satisfied, with a composite mean of 3.09. The highest levels of satisfaction were reported in the areas of co-workers (M = 3.52) and the nature of work (M = 3.44). This indicates that educators generally find meaning in their teaching role and value the collaborative relationships they maintain with colleagues. Such findings are consistent with Davis et al. (2022), who highlighted that collegiality and professional pride are key motivators that sustain educators despite external challenges.

On the other hand, the lowest satisfaction was reported in terms of pay (M = 2.72), which was rated as dissatisfied. This mirrors the findings in Objective 2, where salary was the least favorable aspect of the work environment. Similar observations have been made in the broader Philippine higher education sector, where salary and benefits in private institutions often lag behind those in public universities (Santos, 2023; Bautista, 2022). Fringe benefits (M = 2.89) and contingent rewards (M = 2.84) were also rated only as moderately satisfactory, suggesting that educators receive limited institutional support in terms of allowances, bonuses, or non-monetary incentives.

Promotion (M = 2.95) and supervision (M = 3.18) were perceived at a moderately satisfactory level, suggesting that opportunities for career advancement and the quality of administrative guidance remain inconsistent across institutions. This supports the argument of Garcia and Rodriguez (2024) that faculty in private colleges often experience slow promotion trajectories due to structural limitations.

Communication (M = 3.22) and operating conditions (M = 3.07) also received moderate ratings, indicating that while institutional processes and facilities are functional, they may not fully meet the expectations of faculty. Effective communication between administrators and faculty is particularly critical, as emphasized by Hoque et al. (2023), who observed that open dialogue enhances trust and organizational alignment.

In summary, criminology educators in Bukidnon were generally moderately satisfied with their jobs, especially valuing their professional relationships and the intrinsic fulfillment of teaching. However, dissatisfaction with pay, limited fringe benefits, and constrained promotion opportunities represent significant challenges that may affect faculty retention and motivation in the long term.

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Objective 4: To examine the significant relationship between work environment and job satisfaction among criminology educators.

The study tested the relationship between work environment and job satisfaction using Pearson correlation analysis. The results are presented in Table 4.

Variables	Correlation Coefficient (r)	p-value	Interpretation
Work Environment × Job Satisfaction	0.684	0.001	Significant Relationship

The results indicate a positive and significant relationship between work environment and job satisfaction ($r = 0.684$, $p < 0.01$). This suggests that improvements in the work environment are strongly associated with higher levels of job satisfaction among criminology educators. In other words, when faculty members perceive better recognition, adequate supervisory support, opportunities for professional growth, and fair compensation, their overall satisfaction with their job's increases.

This finding is consistent with the study of Hoque et al. (2023), which found that organizational support and recognition significantly predict job satisfaction among higher education faculty. Similarly, Garcia and Rodriguez (2024) highlighted that professional advancement opportunities and a positive organizational culture are among the strongest determinants of satisfaction in the Philippine private education sector. International research also supports this connection; for instance, Chen et al. (2022) found that intrinsic motivators such as responsibility and collegial relationships interact with extrinsic motivators like pay and promotion to shape faculty satisfaction holistically.

The moderately strong correlation obtained in this study underscores that the work environment should be considered not as a peripheral factor but as a central determinant of educator satisfaction. In criminology education, where faculty are expected to uphold high standards of instruction aligned with Republic Act 11131, creating supportive institutional conditions is crucial. Without such support, educators may experience burnout or disengagement, which could affect both faculty retention and the quality of criminology programs.

Overall, the results affirm that the work environment directly and significantly influences job satisfaction. Addressing salary, recognition, and career advancement, while strengthening collegiality and supervisory support, may lead to more sustainable improvements in the satisfaction and performance of criminology educators in private colleges.

Objective 5: To identify the challenges encountered by criminology educators in their work environment.

The qualitative strand of the study revealed several recurring themes regarding the challenges faced by criminology educators in private colleges. These challenges primarily revolved around issues of compensation, workload, administrative support, professional growth, and resource availability.

One of the most frequently cited concerns was low salary and insufficient fringe benefits. Many respondents expressed dissatisfaction with compensation packages that were not commensurate with the demands of teaching and administrative responsibilities. This challenge is consistent with earlier findings in Objective 3, where pay was rated the lowest in job satisfaction. Philippine studies likewise affirm that salary inequity remains a critical problem in private higher education, contributing to faculty turnover and reduced motivation (Santos, 2023; Bautista, 2022).

Another significant challenge was heavy teaching workload, often coupled with additional administrative tasks. Educators noted that excessive responsibilities limited their ability to focus on research, professional development, and quality teaching preparation. Similar observations were made by Rivera et al. (2020),who stressed that heavy workloads in private institutions often lead to faculty burnout and diminished instructional effectiveness.

Respondents also highlighted limited opportunities for promotion and professional advancement. While many held master's degrees, they pointed out that institutions seldom provided financial support or incentives for pursuing doctoral studies. This lack of institutional investment in faculty development echoes the concern raised by Garcia and Rodriguez (2024), who emphasized that career advancement opportunities remain uneven across Philippine colleges.

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A further challenge was inadequate administrative support and recognition. Some educators perceived a lack of transparency in management decisions and limited acknowledgment of faculty contributions. As noted by Hoque et al. (2023), recognition and open communication between administrators and faculty are essential to sustaining morale and trust.

Finally, insufficient physical resources and facilities were mentioned, particularly in laboratory and research support. Educators emphasized the difficulty of providing high-quality criminology education without adequate classrooms, equipment, and instructional materials. This reflects a broader challenge in private higher education institutions in the Philippines, where financial constraints often affect infrastructure and resource allocation (Sumatra, 2023).

Overall, the challenges identified point to systemic issues that go beyond individual motivation. They underscore the need for institutional reforms that address compensation, workload management, professional development, administrative transparency, and resource provision. Without such interventions, criminology educators may remain vulnerable to job dissatisfaction and professional stagnation, which could undermine both faculty well-being and student learning outcomes.

Objective 6: To propose a program that addresses the findings of the study to enhance the work environment and job satisfaction of criminology educators in private colleges.

Program Component	Focus Area	Proposed Interventions	Expected Outcomes
Faculty Welfare	Salary and Benefits	Incremental salary adjustments, health insurance coverage, performance-based bonuses, recognition awards	Improved compensation satisfaction and retention
Professional Development	Career Growth and Training	Graduate/doctoral study support, research grants, in-service training, institutional partnerships	Enhanced qualifications, higher research productivity
Administrative Support	Recognition and Supervision	Faculty recognition system, mentorship programs, regular consultative meetings with administrators	Strengthened morale, better communication, improved faculty–administrator relations
Institutional Resources	Workload and Facilities	Workload rationalization, equitable teaching assignments, updated criminology labs, digital platforms	Reduced burnout, improved teaching quality, enhanced learning resources

CONCLUSION AND RECOMMENDATIONS

The study explored the work environment and job satisfaction of criminology educators in private colleges in Bukidnon using a concurrent mixed methods approach. Findings revealed that the majority of educators are aged between 31 and 40 years old, married, and have less than ten years of teaching experience, most of whom hold bachelor's or master's degrees. This composition represents a predominantly mid-career teaching population who are highly dedicated yet limited by institutional and career advancement barriers. Respondents rated their work environment as moderately satisfactory, particularly in terms of collegiality and the nature of teaching. However, concerns emerged over insufficient recognition, limited opportunities for promotion, poor communication, and inadequate compensation. Job satisfaction among educators was largely driven by intrinsic factors such as commitment to teaching, sense of purpose, and relationships with peers, while extrinsic motivators like salary and benefits were found to contribute less to their overall satisfaction. The quantitative analysis revealed a significant correlation between work environment and job satisfaction, indicating that educators who perceive a supportive, fair, and transparent workplace tend to exhibit higher satisfaction and engagement. Meanwhile, qualitative responses highlighted pressing challenges including heavy workloads, inconsistent administrative practices, and lack of professional development opportunities. These findings led to the development of a proposed faculty development and welfare enhancement program designed to address systemic institutional gaps, improve administrative transparency, and foster a more supportive teaching environment.

The study concludes that the professional and demographic characteristics of criminology educators shape their perceptions of work and satisfaction, and that institutional factors such as leadership style, compensation, and advancement opportunities have a direct bearing on their motivation and retention. The presence of dedicated yet constrained educators suggests that while passion for teaching sustains their work, the absence of systemic support limits professional growth and long-term commitment. Job satisfaction in criminology education, therefore, is best understood as a product of both personal engagement and institutional responsiveness. A positive work environment—marked by effective leadership, transparent communication, and accessible career pathways—plays a central role in

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fostering satisfaction and productivity. Institutions that fail to provide fair compensation, adequate facilities, and recognition for faculty contributions risk high turnover and reduced teaching quality. It is thus imperative that private colleges move beyond reactive policies and adopt proactive, faculty-centered management practices. Accordingly, the study recommends that private criminology colleges institutionalize comprehensive professional development programs that respond to the evolving needs of educators at various stages of their careers. Salary standardization and merit-based promotion should be implemented to strengthen motivation and reduce inequity. Colleges must also improve their communication systems and leadership practices to ensure administrative transparency and accountability. Workload management strategies and wellness initiatives should be introduced to mitigate stress and burnout, while research support and mentorship programs can enhance academic productivity. Furthermore, the proposed faculty development and welfare enhancement plan should be adopted and continuously evaluated to ensure that interventions remain responsive and sustainable. By prioritizing faculty empowerment, transparent governance, and equitable resource distribution, criminology institutions can strengthen their organizational culture, improve job satisfaction, and ultimately elevate the quality of criminology education in the province of Bukidnon and beyond.

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