



Employee Satisfaction Across Organizational Dimensions: Evidence from a Private Higher Education Institution in Southern Philippines

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Abstract

This study examined employee satisfaction across six organizational dimensions—role recognition, work climate, compensation and benefits, work-life balance, managerial communication, and training adequacy—and their relationships with age and tenure among employees of a private higher education institution in the Southern Philippines. A quantitative descriptive-correlational design was employed. All 301 eligible employees were invited to participate; 130 responded, and 122 valid responses were analyzed. Descriptive statistics summarized employees' perceptions, while Pearson's product-moment correlation examined significant associations among the six dimensions and between these dimensions and age and tenure. Role recognition ($M = 3.26$) and work climate ($M = 3.22$) received the highest ratings, while training adequacy ($M = 2.85$), compensation and benefits ($M = 2.89$), and work-life balance ($M = 2.93$) received comparatively lower ratings. Several organizational dimensions showed significant positive associations, including role recognition and work climate; training adequacy and role recognition; training adequacy and managerial communication; and managerial communication and work climate. Age was significantly associated with role recognition, managerial communication, and training adequacy, whereas tenure was not significantly associated with any dimension. The findings indicate that employee satisfaction is multidimensional and that several organizational conditions are significantly interconnected. The study contributes institution-specific evidence from a private higher education institution in the Southern Philippines. It integrates the Job Demands-Resources model, Self-Determination Theory, and the micro-macro HRM perspective to interpret these associations. The findings are contextual and should not be generalized to all Philippine higher education institutions.

Keywords: *Employee Satisfaction, Organizational Climate, Work-Life Balance, Managerial Communication, Training adequacy, Age and tenure, Philippine Private Higher Education*

INTRODUCTION

Employee satisfaction is an important consideration in higher education because employees contribute directly to teaching, administration, student support, and institutional development. In private higher education institutions, employees' experiences may be shaped by organizational practices and conditions involving recognition, workplace relationships, compensation, communication, professional development, and work-life arrangements.

Job satisfaction is commonly understood as a positive emotional state resulting from an individual's appraisal of the job or job experiences (Locke, 1976). Previous research has associated employee satisfaction with organizational commitment, productivity, engagement, and reduced turnover intentions (Harter et al., 2002). Examining the organizational conditions associated with employee satisfaction is therefore relevant to higher education institutions seeking to maintain supportive and sustainable work environments.

Although employee satisfaction has been examined in several Philippine organizational and higher education contexts, the existing literature does not support the conclusion that research on the topic is absent or limited to only a few studies. Philippine studies have examined employee satisfaction in relation to organizational culture, organizational climate, psychosocial conditions, compensation, engagement, retention, and other workplace factors.



For example, [Batugal \(2019\)](#) examined the relationship between organizational culture, organizational commitment, and job satisfaction among faculty members, while [Batugal and Tindowen \(2019\)](#) examined organizational culture, job satisfaction, and organizational commitment in the Philippine higher education context. [Plomen \(2020\)](#) examined job satisfaction among college faculty in relation to demographic characteristics, while [Abun et al. \(2021\)](#) examined organizational climate and employee engagement.

More recent studies have likewise considered employee satisfaction in relation to psychosocial hazards, workplace factors, and specific organizational conditions ([Cainday et al., 2023](#); [Cerillo, 2024](#); [Gimeno et al., 2025](#); [Movilla et al., 2025](#); [Arguilla, 2025](#); [Balboa et al., 2026](#)). These studies show that employee satisfaction is an established area of inquiry in the Philippines, not an under-researched topic in absolute terms.

The research gap therefore lies not in the absence of Philippine studies, but in the scope and integration of the variables examined within a single empirical framework. The studies reviewed differ in their focal variables, organizational contexts, and analytical approaches. Some examine employee satisfaction in relation to organizational culture or climate, while others focus on specific workplace conditions, psychosocial factors, engagement, retention, or selected satisfaction dimensions.

Consequently, empirical evidence is still needed that examines several organizational dimensions of employee satisfaction simultaneously and considers how these dimensions interrelate within a private higher education institution. The present study addresses this gap by examining role recognition, work climate, compensation and benefits, work-life balance, managerial communication, and training adequacy within a single descriptive-correlational framework, while also examining their relationships with age and tenure.

A further gap concerns the integration of theoretical perspectives. The organizational dimensions examined in this study can be understood from different but complementary theoretical perspectives. The Job Demands–Resources (JD-R) model provides a framework for interpreting organizational conditions such as training, recognition, communication, and work climate as resources within the work environment. Self-Determination Theory (SDT) offers a psychological perspective on how organizational experiences may relate to employees' needs for competence and relatedness.

The micro–macro Human Resource Management (HRM) perspective, in turn, provides a basis for understanding how employees' perceptions of individual HR practices may reflect broader organizational practices and experiences. Although each perspective offers a useful explanation of particular aspects of employee experience, applying them complementarily to the interconnected organizational dimensions examined in the present study provides an opportunity to interpret employee satisfaction more comprehensively.

Accordingly, the present study does not seek to propose a new theory or establish causal relationships among the variables. Rather, it seeks to contribute empirical evidence on how multiple organizational dimensions of employee satisfaction are perceived and interrelated within a private higher education institution in the Southern Philippines.

By examining these dimensions together and interpreting the findings through the complementary lenses of JD-R, SDT, and the micro–macro HRM perspective, the study addresses both an empirical gap concerning the simultaneous examination of multiple organizational dimensions and a theoretical gap concerning their integrated interpretation. The study therefore contributes contextual evidence from Philippine private higher education while clarifying how established theoretical perspectives can jointly illuminate different aspects of employees' organizational experience.

Guided by these empirical and theoretical considerations, the study seeks to answer the

following questions:

1. What are the employees' perceptions across six organizational dimensions associated with employee satisfaction: role recognition, work climate, compensation and benefits, work-life balance, managerial communication, and training adequacy?
2. What significant relationships exist among the six organizational dimensions of employee satisfaction?
3. What significant relationships exist between age and tenure and each of the six organizational dimensions of employee satisfaction?

Theoretical Integration and Contribution

The present study draws on three established theoretical perspectives—the Job Demands-Resources (JD-R) model, Self-Determination Theory (SDT), and the micro-macro Human Resource Management (HRM) perspective—to provide an integrated interpretation of employee satisfaction within a private higher education institution. The purpose of integrating these perspectives is not to propose a new theory or to test the theories as competing causal models. Rather, the integration provides complementary lenses for understanding why different organizational dimensions of employee experience may be interconnected.

The Job Demands-Resources (JD-R) model provides the organizational-resource perspective. From this perspective, workplace conditions that support employees in performing their responsibilities can function as resources within the work environment (Bakker & Demerouti, 2007). In the present study, role recognition, supportive work climate, managerial communication, and training adequacy can be interpreted as organizational resources that employees may experience as supportive conditions. The observed relationships among these dimensions are therefore relevant to the JD-R perspective because they suggest that organizational resources may be experienced as interconnected rather than as completely independent conditions.

Self-Determination Theory (SDT) provides a complementary psychological perspective by emphasizing the basic psychological needs for autonomy, competence, and relatedness (Deci & Ryan, 2000). In the present study, training adequacy and role recognition are particularly relevant to competence because learning and development opportunities may be linked to employees' perceptions of their ability to perform and contribute effectively.

Work climate and managerial communication are also relevant to relatedness because employees experience these conditions through their interactions with supervisors and colleagues. The relationships observed among these dimensions therefore allow the findings to be interpreted not only as organizational conditions but also as experiences that may relate to employees' psychological needs.

The micro-macro HRM perspective offers a third level of interpretation by linking employees' individual perceptions of HR practices to broader organizational practices and systems (Wright & Boswell, 2002). Training, compensation and benefits, recognition, and managerial communication are distinct organizational practices, but employees may not evaluate them independently.

Instead, perceptions of one HR practice may be connected with perceptions of other practices as part of an overall experience of how the organization manages and supports its employees. The observed associations among Training Adequacy, Compensation and Benefits, Managerial Communication, and Role Recognition are therefore relevant to this perspective because they illustrate how employees may perceive separate HR practices as interconnected aspects of organizational experience.

Integrating these three perspectives addresses the theoretical gap identified in the present study. The gap does not concern the absence of theoretical explanations for employee satisfaction.

Rather, each perspective explains a different aspect of the phenomenon. JD-R emphasizes organizational resources, SDT emphasizes employees' psychological experiences and needs, and the micro-macro HRM perspective emphasizes the relationship between individual perceptions and broader HR practices. Examining the six organizational dimensions through these perspectives together therefore allows the study to interpret the same empirical pattern at complementary organizational, psychological, and HRM levels.

This integrative contribution is particularly evident in the relationship between Training Adequacy and Role Recognition. From a JD-R perspective, training is a developmental resource that helps employees meet work demands. From an SDT perspective, training may relate to competence by providing opportunities to develop knowledge and skills relevant to employees' roles.

From a micro-macro HRM perspective, training and recognition can be understood as interconnected HR practices through which employees perceive organizational investment and support. The significant association observed between Training Adequacy and Role Recognition therefore illustrates how a single empirical relationship can be interpreted through complementary theoretical lenses rather than being attributed to one theoretical mechanism alone.

The same integrative logic applies to the relationships involving Managerial Communication, Work Climate, and Compensation and Benefits. Their observed associations suggest that employees' evaluations of organizational practices may form part of a broader workplace experience. JD-R helps interpret these conditions as organizational resources, SDT provides a basis for considering their relevance to relatedness and competence, and the micro-macro HRM perspective explains how distinct HR practices may be perceived as interconnected elements of the organizational system.

The study's theoretical contribution is therefore contextual and integrative rather than theory-generating. The study does not establish that one theory is superior to another, nor does the correlational design permit causal conclusions about the mechanisms these theories propose. Instead, the contribution lies in demonstrating the usefulness of combining established theoretical perspectives to interpret the interconnected organizational experiences reported by employees in a private higher education institution in the Southern Philippines.

In this way, the study addresses the identified theoretical gap by moving beyond the isolated application of individual theories and showing how organizational resources, psychological experiences, and HR practices can be considered together when interpreting employee satisfaction.

LITERATURE REVIEW

Employee satisfaction refers to employees' evaluations of their work and work experiences. [Locke \(1976\)](#) conceptualized job satisfaction as a positive emotional state resulting from an individual's appraisal of the job or job experiences. Subsequent research has linked employee satisfaction to organizational commitment, engagement, productivity, and employee retention, underscoring its importance to organizational functioning ([Harter et al., 2002](#); [Harter et al., 2020](#)).

In higher education, employee satisfaction encompasses experiences that extend beyond the immediate tasks associated with a position. Faculty and administrative employees interact with supervisors, colleagues, institutional policies, compensation systems, professional-development opportunities, and work arrangements. These experiences can shape how employees evaluate their roles and their broader organizational environment. In this study, employee satisfaction is therefore treated as a multidimensional organizational experience rather than a response to a single employment condition.

The six organizational dimensions examined in this study represent distinct but potentially interconnected aspects of employee satisfaction. The hypotheses are therefore formulated as associational rather than causal propositions, consistent with the study's cross-sectional

descriptive-correlational design. The hypotheses focus on theoretically relevant relationships identified from the literature, while other statistically significant relationships among the dimensions are treated as additional empirical findings.

Role Recognition and Work Climate

Role recognition concerns employees' perceptions that the organization appropriately acknowledges and values their responsibilities, capabilities, and contributions. Recognition may reinforce employees' sense of competence and organizational value (Deci & Ryan, 2000). From the Job Demands–Resources (JD-R) perspective, recognition may also function as a social and organizational resource that supports positive work experiences (Bakker & Demerouti, 2007).

Work climate refers to employees' perceptions of the interpersonal and organizational environment in which work is performed. A favorable work climate may involve cooperation, respectful relationships, trust, and collegiality. In higher education, employees depend on relationships with colleagues and supervisors to accomplish teaching, administrative, and institutional responsibilities.

Role recognition and work climate may therefore be interconnected aspects of employees' organizational experience. Employees who perceive that their contributions are valued may also perceive their work environment more favorably. Conversely, a supportive work climate may reinforce perceptions that employees are respected and valued. From an SDT perspective, both conditions may also relate to employees' experiences of competence and relatedness. However, because the present study is correlational, the direction of the relationship cannot be established.

H1: Role recognition is significantly associated with work climate.

Training Adequacy and Role Recognition

Training adequacy concerns whether employees perceive available training and professional-development opportunities as sufficient and relevant to their responsibilities. Training can build employees' knowledge, skills, and performance (Blume et al., 2010), while development opportunities may also signal organizational investment in employees (Noe, 2017).

The relationship between training adequacy and role recognition can be interpreted through both JD-R and SDT. From a JD-R perspective, training represents a developmental resource that may help employees meet work demands. From an SDT perspective, learning opportunities may support the need for competence by enabling employees to develop skills relevant to their responsibilities (Deci & Ryan, 2000). From a micro–macro HRM perspective, training and recognition may also represent interconnected HR practices through which employees experience organizational support and investment.

Employees who perceive training as adequate may therefore also perceive stronger alignment between their capabilities and their organizational roles. Nevertheless, the relationship may operate in the opposite direction or reflect other organizational conditions. The correlational design does not establish the direction or mechanism of the relationship.

H2: Training adequacy is significantly associated with role recognition.

Training Adequacy and Managerial Communication

Training and managerial communication represent different organizational practices but may be experienced as interconnected components of organizational support. Training provides employees with knowledge and skills, whereas managerial communication provides information concerning expectations, responsibilities, institutional priorities, and feedback. Both may therefore

influence how employees understand and perform their organizational roles.

From a JD-R perspective, both training and communication may function as organizational resources that help employees manage work demands. From an SDT perspective, clear communication and development opportunities may support competence by helping employees understand expectations and strengthen their capabilities. The micro-macro HRM perspective further suggests that employees may experience training and managerial communication as connected elements of the organization's broader HR practices.

Because employees may experience these practices together as forms of organizational support, employees who report adequate training may also report more favorable perceptions of managerial communication. However, interpret this relationship as an association rather than evidence that training causes better communication or vice versa.

H3: Training adequacy is significantly associated with managerial communication.

Managerial Communication and Work Climate

Managerial communication concerns the clarity, accessibility, and effectiveness of communication between employees and organizational leaders. Effective communication may provide employees with information about institutional expectations, responsibilities, feedback, and organizational priorities.

Work climate refers to the broader interpersonal and organizational environment employees experience. Manager communication may shape perceptions of transparency, respect, support, and trust, while a positive work climate may facilitate more open and constructive communication. From an SDT perspective, constructive communication may support relatedness, while from a JD-R perspective, access to clear information and supportive leadership may constitute valuable job resources.

The micro-macro HRM perspective further supports examining communication and work climate together because managerial communication is an organizational practice that employees experience directly within the broader institutional environment. Nevertheless, the present study treats the relationship as associational.

H4: Managerial communication is significantly associated with work climate.

Age and the Organizational Dimensions

Age is examined as a demographic correlate because employees' workplace experiences may vary across career stages and levels of professional experience. Age may correspond with differences in responsibilities, expectations, organizational roles, and exposure to institutional practices. These differences may be reflected in employees' perceptions of recognition, communication, development opportunities, and other organizational conditions.

However, the direction of these relationships should not be predetermined. Older employees may have greater organizational experience and familiarity with institutional practices, while differences in career stage and responsibilities may also shape how employees evaluate workplace conditions. Accordingly, age is treated as an empirical correlate rather than as a causal determinant of employee satisfaction.

H5: Age is significantly associated with one or more of the six organizational dimensions of employee satisfaction.

Tenure and the Organizational Dimensions

Tenure refers to the length of employees' service within the organization. Longer tenure may bring greater familiarity with institutional practices and accumulated organizational knowledge, but it may also align with changing expectations regarding recognition, development, communication, and career progression.

Existing evidence does not establish that tenure should necessarily have a positive or negative relationship with employee satisfaction. Employees with longer service may evaluate organizational conditions differently from newer employees, but such differences remain empirical questions. The present study therefore examines tenure in relation to each of the six organizational dimensions without assuming a particular direction of association.

H6: Tenure is significantly associated with one or more of the six organizational dimensions of employee satisfaction.

RESEARCH METHOD

Research Design

This study used a quantitative descriptive-correlational research design to examine employee satisfaction and the relationships between six organizational dimensions and selected demographic characteristics within a private higher education institution in the Southern Philippines.

The descriptive component summarized employees' perceptions of role recognition, work climate, compensation and benefits, work-life balance, managerial communication, and training adequacy. The correlational component provided the inferential analysis by examining statistically significant associations among these dimensions and between the dimensions and age and tenure.

The study was designed to generate context-specific empirical evidence rather than statistically generalizable estimates for private higher education institutions throughout the Philippines. The purpose was to examine the research relationships within the participating institution and to determine whether meaningful associations could be observed among the organizational dimensions and demographic characteristics. Accordingly, the study does not claim that the observed patterns represent all employees or private higher education institutions in the Philippines.

Because the study used a cross-sectional correlational design, the observed relationships are interpreted as associations rather than causal effects. The inferential analysis therefore complements the descriptive analysis by determining whether statistically significant relationships exist among the variables examined.

Research Instrument

Data were collected using a structured questionnaire consisting of 30 Likert-scale items, with five items assigned to each of the six organizational dimensions: role recognition, work climate, compensation and benefits, work-life balance, managerial communication, and training adequacy. Respondents rated each item on a four-point scale from 1 (Strongly Disagree) to 4 (Strongly Agree). The questionnaire also included two open-ended questions concerning institutional strengths and areas for improvement. Responses to the open-ended questions were used only as contextual information and were not included in the quantitative analysis.

The instrument was adapted from the employee satisfaction survey developed by [Bloznalis \(2023\)](#) and modified for the institutional context. The instrument was pilot-tested with 10 employees to assess item clarity and relevance. Content validity was established by reviewing the questionnaire items against the six conceptual dimensions examined in the study.

Participants and Data Collection

The study was conducted among employees of a private higher education institution in Southern Philippines. The accessible population consisted of 301 eligible employees. Rather than using a formula to determine a smaller, statistically representative sample of Philippine private higher education employees, the researchers invited all eligible employees to participate. This approach fit the study's institution-specific objective because the researchers sought empirical evidence from the accessible population of the participating institution rather than a nationally representative sample.

Of the 301 employees invited, 130 completed the questionnaire. After screening, 8 responses were excluded, leaving 122 valid responses for the final analysis. This resulted in a response proportion of 40.5% of the eligible population. The final sample size therefore reflects the number of valid responses obtained from the accessible population rather than a predetermined sample-size calculation designed to support statistical generalization to other institutions.

The study therefore interprets the findings in the context of the participating private higher education institution in the Southern Philippines. The findings are not intended to represent all private higher education institutions in the Philippines. This scope matters because institutional practices, employee characteristics, organizational climate, and employment conditions may differ across institutions and geographic contexts.

Data Screening and Scoring

Responses were screened according to the established exclusion criteria before statistical analysis. The 30 Likert-scale items were scored by response direction, and mean scores were calculated for each of the six organizational dimensions. Higher mean scores indicated more favorable perceptions of the respective organizational dimension.

Reliability and Validity

The internal consistency of the 30-item questionnaire was assessed using Cronbach's alpha. The overall instrument demonstrated good internal consistency ($\alpha = .842$). Reliability coefficients were also examined for the individual dimensions. The overall reliability coefficient was considered together with the six-dimension structure because the questionnaire measures distinct organizational dimensions rather than a single homogeneous construct.

Data Analysis

Quantitative data were analyzed using Jamovi. Frequencies, percentages, means, and standard deviations summarized respondent characteristics and employees' perceptions across the six organizational dimensions.

Pearson's product-moment correlation coefficient was used to examine the strength and direction of associations among the six organizational dimensions and between these dimensions and age and tenure. The study assessed statistical significance at the 0.05 level. Because the study employed a correlational design, statistically significant relationships were interpreted as associations rather than evidence of causal relationships.

Ethical Considerations

Participation in the study was voluntary. Respondents were informed of the study's purpose, the nature of their participation, confidentiality procedures, and their right to decline participation. Responses were handled confidentially and used solely for research purposes. Data were securely maintained and accessed only for research purposes.

FINDINGS AND DISCUSSION

Overview of Respondent Profile

This study surveyed 122 employees from a private higher education institution in the Southern Philippines. To better understand the demographic composition of the respondents, data on age and tenure were categorized into meaningful ranges. These groupings were developed based on relevant patterns in workforce development literature and typical human resource classifications used in employee satisfaction studies (Noe et al., 2021). This approach enables more meaningful interpretation of demographic trends and clearer comparisons across experience levels and career stages.

Age Group Distribution

Respondent Profile

The study included 122 valid respondents from the 301 eligible employees invited to participate in the participating private higher education institution in the Southern Philippines. The respondents represented academic and administrative units. Regarding tenure, 43 respondents (35.2%) had 1–5 years of service, 33 (27.0%) had 6–10 years, 26 (21.3%) had 11–20 years, and 20 (16.4%) had 21 or more years of service. Thus, 62.2% of respondents had less than 10 years of institutional tenure.

Table 1. Distribution of Respondents by Tenure Group

Tenure Group	Years of Tenure	Frequency (n)	Percentage (%)
New Employees	1–5 years	43	35.2%
Experienced Employees	6–10 years	33	27.0%
Long-Serving Employees	11–20 years	26	21.3%
Veteran Employees	21+ years	20	16.4%
Total		122	100%

Table 2. Distribution of Respondents by Age Group

Age Group	Years	Frequency (n)	Percentage (%)
Young Adults	24–29	39	32.0%
Early Midlife	30–39	57	46.7%
Late Midlife	40–49	17	13.9%
Older Adults	50–63	9	7.4%
Total		122	100%

Regarding age, 39 respondents (32.0%) were 24–29 years old, 57 (46.7%) were 30–39, 17 (13.9%) were 40–49, and 9 (7.4%) were 50–63 years old.

Levels of Employee Satisfaction Across Key Dimensions

Descriptive statistics summarized employees' perceptions across the six organizational dimensions of employee satisfaction: role recognition, work climate, compensation and benefits, work–life balance, managerial communication, and training adequacy. Table 3 presents the mean and standard deviation for each dimension.

Table 3. Summary of Employee Satisfaction Levels Across Key Dimensions

Dimension	Mean	Standard Deviation	Interpretation
Role Recognition	3.26	0.546 (avg)	High Satisfaction
Work Climate	3.22	0.559 (avg)	High Satisfaction

Compensation & Benefits	2.89	0.592 (avg)	Moderate Satisfaction
Work-Life Balance	2.93	0.619 (avg)	Moderate Satisfaction
Managerial Communication	3.01	0.592 (avg)	High Satisfaction
Training Adequacy	2.85	0.591 (avg)	Moderate Satisfaction

Note: Mean scores are based on a 4-point Likert scale (1 = Strongly Disagree, 4 = Strongly Agree). Interpretation follows scale intervals where:

1.00–1.99 = Low, 2.00–2.99 = Moderate, 3.00–3.49 = High, and 3.50–4.00 = Very High Satisfaction.

Role Recognition obtained the highest overall mean ($M = 3.26$, $SD = 0.546$), followed by Work Climate ($M = 3.22$, $SD = 0.559$) and Managerial Communication ($M = 3.01$, $SD = 0.592$). Work-Life Balance ($M = 2.93$, $SD = 0.619$), Compensation and Benefits ($M = 2.89$, $SD = 0.592$), and Training Adequacy ($M = 2.85$, $SD = 0.591$) received comparatively lower ratings. Thus, employees' perceptions were relatively more favorable for role recognition, work climate, and managerial communication, while compensation and benefits, work-life balance, and training adequacy were comparatively less favorable.

At the item level, Role Recognition was highest for the alignment between employees' daily tasks and their professional skills ($M = 3.34$, $SD = 0.540$), while supervisory appreciation received the lowest rating within the dimension ($M = 3.16$, $SD = 0.603$). Work Climate was strongest for the perception that teammates functioned as collaborators rather than competitors ($M = 3.61$, $SD = 0.489$), while the availability of necessary work tools received the lowest rating ($M = 2.80$, $SD = 0.664$).

Compensation and Benefits received its highest rating for access to leave when needed ($M = 3.09$, $SD = 0.530$), while perceived adequacy of pay received the lowest rating ($M = 2.63$, $SD = 0.658$). Work-Life Balance scores ranged from 2.84 to 3.00, with satisfaction with paid time off receiving the highest rating ($M = 3.00$, $SD = 0.589$).

Managerial Communication received its highest rating for managerial openness and approachability ($M = 3.34$, $SD = 0.651$), whereas clarity regarding task or project goals received the lowest rating ($M = 2.49$, $SD = 0.707$). Training Adequacy received its highest rating for providing skills needed for future growth ($M = 3.05$, $SD = 0.512$), while the need to use unfamiliar tools received the lowest rating ($M = 2.43$, $SD = 0.749$).

Overall, the descriptive findings indicate that employees reported relatively stronger perceptions of role recognition and interpersonal work climate. At the same time, training adequacy and compensation and benefits received the lowest overall mean ratings. These descriptive results establish the baseline for the subsequent inferential analysis of relationships among the six organizational dimensions and between the dimensions and age and tenure.

Correlation Among Employee Satisfaction, Age and Tenure Variables

Because the study employed a descriptive-correlational design, Pearson's product-moment correlation was used to examine the strength and statistical significance of associations among the six organizational dimensions and between these dimensions and age and tenure. The analysis was intended to determine whether statistically significant relationships existed; it was not intended to establish causal relationships.

Table 4. Pearson Correlation Matrix of Employee Satisfaction Dimensions, Age, and Tenure

Variables	RR	WC	CB	WLB	MC	TA	Tenure	Age
Role Recognition	—	.421***	.252**	.040	.160	.356***	.081	.185*

Work Climate	—	.218*	.037	.262**	.281**	-.155	-.095
Compensation & Benefits	—	.115	.206*	.380***	.078	.068	
Work-Life Balance		—	.155	.218*	.001	-.130	
Managerial Communication			—	.356***	-.143	-.254**	
Training Adequacy				—	-.102	-.254**	
Tenure					—	.822***	
Age							—

*Note. * $p < .05$; ** $p < .01$; *** $p < .001$.

The correlation analysis identified several statistically significant associations among the organizational dimensions. Role Recognition was moderately and positively associated with Work Climate ($r = .421$, $p < .001$), supporting H1. Training Adequacy was positively associated with Role Recognition ($r = .356$, $p < .001$), Managerial Communication ($r = .356$, $p < .001$), Compensation and Benefits ($r = .380$, $p < .001$), and Work-Life Balance ($r = .218$, $p < .05$).

Compensation and Benefits was also significantly associated with Role Recognition ($r = .252$, $p = .005$), Work Climate ($r = .218$, $p = .016$), and Managerial Communication ($r = .206$, $p = .023$). Managerial Communication was significantly associated with Work Climate ($r = .262$, $p < .01$). Work-Life Balance was not significantly associated with Role Recognition, Work Climate, Compensation and Benefits, or Managerial Communication.

These findings indicate that the six organizational dimensions were not uniformly related. Instead, the pattern of relationships suggests that some dimensions were more closely interconnected than others. Role Recognition, Work Climate, Compensation and Benefits, Managerial Communication, and Training Adequacy demonstrated several significant positive associations. In contrast, Work-Life Balance showed a more limited pattern of association, being significantly related only to Training Adequacy.

Regarding demographic characteristics, Age was weakly and positively associated with Role Recognition ($r = .185$, $p = .042$) and weakly and negatively associated with Managerial Communication ($r = -.254$, $p = .005$) and Training Adequacy ($r = -.254$, $p = .005$). These findings provide support for H5. Tenure was not significantly associated with any of the six organizational dimensions, so these findings do not support H6.

Age and Tenure were themselves strongly and positively correlated ($r = .822$, $p < .001$). Despite this strong association, their relationships with the organizational dimensions differed. Age was associated with three dimensions, whereas Tenure was not significantly associated with any of the six dimensions. This distinction indicates that chronological age and organizational tenure should not automatically be treated as interchangeable indicators of employee experience.

Overall, the inferential findings demonstrate that the organizational dimensions were characterized by selective rather than uniform relationships. H1 was supported through the significant association between Role Recognition and Work Climate. H2 was supported through the significant association between Training Adequacy and Role Recognition. H3 was supported through the significant association between Training Adequacy and Managerial Communication. H4 was supported through the significant association between Managerial Communication and

Work Climate. H5 was supported because Age was significantly associated with three of the six organizational dimensions, whereas H6 was not supported. After all, Tenure was not significantly associated with any of the six dimensions.

Discussion

Employee Satisfaction as a Multidimensional Organizational Experience

The findings indicate that employee satisfaction in the participating private higher education institution is multidimensional rather than a single, uniform organizational condition. Role Recognition received the highest mean rating ($M = 3.26$, $SD = 0.546$), followed by Work Climate ($M = 3.22$, $SD = 0.559$) and Managerial Communication ($M = 3.01$, $SD = 0.592$). In contrast, Work-Life Balance ($M = 2.93$, $SD = 0.619$), Compensation and Benefits ($M = 2.89$, $SD = 0.592$), and Training Adequacy ($M = 2.85$, $SD = 0.591$) received comparatively lower ratings. These descriptive findings suggest that employees generally viewed their roles, interpersonal work environment, and managerial communication more favorably than compensation, work-life balance, and training conditions.

The relatively favorable rating for Role Recognition suggests that employees generally perceived their responsibilities as aligned with their professional capabilities. At the item level, alignment between daily tasks and professional skills received the highest rating within this dimension ($M = 3.34$), whereas supervisory appreciation received a comparatively lower rating ($M = 3.16$). From the perspective of Self-Determination Theory (SDT), this pattern relates to the need for competence because employees may feel more competent when they use their skills appropriately, and their contributions are recognized.

Work Climate also emerged as a relative organizational strength. Employees particularly agreed that teammates functioned as collaborators rather than competitors ($M = 3.61$), although they rated the availability of necessary work tools lower ($M = 2.80$). This suggests that interpersonal aspects of the work environment may be more favorable than some structural or resource-related conditions. Within the Job Demands-Resources (JD-R) model, supportive interpersonal relationships can function as job resources that help employees manage work demands.

The comparatively lower ratings for Training Adequacy, Compensation and Benefits, and Work-Life Balance are also important. Training Adequacy received the lowest overall mean ($M = 2.85$), followed by Compensation and Benefits ($M = 2.89$) and Work-Life Balance ($M = 2.93$). These findings indicate that employee satisfaction is uneven across organizational conditions. Employees may simultaneously experience positive role recognition and collegial relationships while reporting less favorable perceptions of development opportunities, compensation, and work-life conditions.

This multidimensional pattern is important to the empirical gap identified in the study. The Philippine literature reviewed for this study demonstrates that employee satisfaction has already been examined in several contexts and in relation to different organizational conditions. The present study therefore does not claim that Philippine research is absent or limited to only a few studies. Rather, the findings provide institution-specific evidence from a private higher education institution in Southern Philippines on the simultaneous pattern of six organizational dimensions and their relationships with one another and with demographic characteristics. This provides a more specific empirical contribution than treating employee satisfaction as a single generalized workplace outcome.

Interrelationships Among Organizational Dimensions

The inferential findings extend the descriptive results. Role Recognition was moderately and

positively associated with Work Climate ($r = .421, p < .001$), supporting H1. Training Adequacy was positively associated with Role Recognition ($r = .356, p < .001$), Managerial Communication ($r = .356, p < .001$), Compensation and Benefits ($r = .380, p < .001$), and Work–Life Balance ($r = .218, p < .05$). Compensation and Benefits was also significantly associated with Role Recognition ($r = .252, p = .005$), Work Climate ($r = .218, p = .016$), and Managerial Communication ($r = .206, p = .023$). In contrast, Managerial Communication was significantly associated with Work Climate ($r = .262, p < .01$).

These findings indicate that the organizational dimensions are not uniformly related. Instead, several dimensions form a pattern of interconnected organizational experiences, while Work–Life Balance shows a comparatively limited pattern of association.

The inferential findings therefore show that the study is not solely descriptive: it identifies statistically significant relationships among organizational dimensions and between these dimensions and demographic characteristics. These relationships provide empirical evidence that employees' perceptions of organizational conditions may be interconnected rather than operating as completely isolated aspects of the workplace.

Role Recognition and Work Climate

The significant positive association between Role Recognition and Work Climate ($r = .421, p < .001$) supports H1. Employees who reported more favorable perceptions of their roles and contributions also tended to report more favorable perceptions of their workplace environment. This relationship is consistent with both SDT and the JD-R model. Recognition may affirm employees' sense of competence and value, while a favorable work climate may provide social support and opportunities for relatedness.

The finding should not, however, be interpreted as evidence that recognition causes a favorable work climate. Employees who experience a supportive climate may be more likely to perceive recognition, while employees who feel recognized may evaluate their workplace more positively. Other unmeasured organizational conditions may also contribute to both perceptions. The theoretical significance of H1 is therefore relational rather than causal: the result demonstrates an empirical connection between employees' perceptions of being valued and the broader social environment in which work occurs.

Training Adequacy as a Central Organizational Dimension

Training Adequacy demonstrated the most extensive pattern of significant relationships among the organizational dimensions. It was positively associated with Compensation and Benefits ($r = .380, p < .001$), Role Recognition ($r = .356, p < .001$), Managerial Communication ($r = .356, p < .001$), and Work–Life Balance ($r = .218, p < .05$). The relationship with Role Recognition supports H2. In contrast, the relationship with Managerial Communication supports H3.

The pattern involving Training Adequacy provides an important basis for addressing the study's theoretical contribution. Rather than examining training as an isolated HR practice, the findings show that employees' perceptions of training were statistically associated with several other organizational dimensions. This pattern allows the study to connect the empirical findings to the three theoretical perspectives used in the study.

From a JD-R perspective, training can be understood as a developmental resource that may help employees build capabilities to meet work demands. From an SDT perspective, training may be relevant to competence because opportunities to develop knowledge and skills may strengthen employees' perceptions of their ability to perform their roles. From the micro–macro HRM perspective, training is one component of a broader HR system in which employees may experience development, recognition, compensation, and communication as interconnected organizational

practices.

The significant association between Training Adequacy and Role Recognition ($r = .356, p < .001$) is particularly relevant to this integrated interpretation. Employees who reported more favorable perceptions of training also tended to report more favorable perceptions of role recognition. This finding illustrates how the three theories provide complementary rather than competing explanations: JD-R emphasizes training as an organizational resource, SDT provides a competence-related interpretation, and micro-macro HRM situates training and recognition within employees' broader experience of organizational practices.

The same logic applies to the relationship between Training Adequacy and Managerial Communication ($r = .356, p < .001$). Managers may communicate, facilitate, and reinforce training opportunities, while effective communication may help employees understand available development opportunities and organizational expectations. However, because the study is correlational, the data cannot establish these possible mechanisms.

The significant association between Training Adequacy and Compensation and Benefits ($r = .380, p < .001$) is also relevant to the micro-macro HRM perspective. Employees may perceive development opportunities and rewards as related signals of organizational investment. Nevertheless, the finding should not be interpreted as evidence that better compensation produces better training or that training produces satisfaction with compensation. It indicates only that the two perceptions were significantly associated in the participating institution.

Managerial Communication and Work Climate

Managerial Communication was positively associated with Work Climate ($r = .262, p < .01$), supporting H4. Employees who reported more favorable perceptions of managerial communication also tended to report more favorable perceptions of their work climate. This finding is consistent with the view that communication can shape employees' perceptions of transparency, support, interpersonal relationships, and organizational functioning.

From an SDT perspective, constructive communication may contribute to relatedness by supporting meaningful interaction between employees and managers. From a JD-R perspective, access to clear information and supportive leadership may constitute valuable organizational resources. From a micro-macro HRM perspective, the finding illustrates how an individual employee's perception of managerial communication can connect to a broader perception of the organizational work environment.

Again, interpret the relationship as an association rather than a causal effect. The cross-sectional design does not establish whether communication influences work climate, whether work climate influences perceptions of communication, or whether other organizational conditions influence both.

Work-Life Balance as a Relatively Distinct Dimension

Work-Life Balance was significantly associated only with Training Adequacy ($r = .218, p < .05$) and was not significantly associated with Role Recognition, Work Climate, Compensation and Benefits, or Managerial Communication. This pattern distinguishes Work-Life Balance from several of the other organizational dimensions.

Employees may experience work-life balance through conditions that extend beyond immediate organizational interactions, including workload, scheduling, personal responsibilities, family circumstances, and individual coping resources. The relatively limited pattern of significant associations therefore suggests that favorable perceptions of one organizational dimension do not necessarily correspond with favorable perceptions of all other dimensions.

This finding contributes to the study's empirical gap by showing that the six dimensions

should not be treated as interchangeable indicators of a single workplace condition. Instead, the correlation pattern provides evidence of both interconnectedness and relative independence among the dimensions. Work–Life Balance may therefore require more targeted institutional attention rather than being assumed to improve automatically when other organizational conditions are favorable.

Age and Tenure as Demographic Correlates

Age was weakly positively associated with Role Recognition ($r = .185$, $p = .042$) and weakly negatively associated with Managerial Communication ($r = -.254$, $p = .005$) and Training Adequacy ($r = -.254$, $p = .005$), supporting H5. The weak positive relationship between age and Role Recognition may indicate that older employees perceive somewhat greater alignment or recognition of their organizational roles. However, the small magnitude of the association means that age should not be interpreted as producing stronger recognition.

The negative relationships between age and Managerial Communication and Training Adequacy may indicate that employees at different career stages experience communication and developmental opportunities differently. Several explanations are possible, including differences in responsibilities, career stage, access to training, communication preferences, or exposure to organizational changes. The available data cannot determine which explanation accounts for the observed relationships.

Tenure was not significantly associated with any of the six organizational dimensions, providing no support for H6. This finding suggests that length of service alone was not systematically related to employees' perceptions of role recognition, work climate, compensation and benefits, work–life balance, managerial communication, or training adequacy in the participating institution.

Age and Tenure were strongly correlated ($r = .822$, $p < .001$), yet their relationships with the organizational dimensions differed. This finding matters because it shows that demographic characteristics do not generally explain employee satisfaction. Rather, age was associated with particular organizational dimensions, whereas tenure was not significantly associated with any dimension. Chronological age and organizational tenure should therefore not automatically be treated as interchangeable indicators of employee experience.

Theoretical Contribution

The study's principal theoretical contribution is an integrated interpretation of the observed relationships through the Job Demands–Resources model, Self-Determination Theory, and the micro–macro HRM perspective. The contribution is contextual and integrative rather than the development of a new theory.

The findings address the theoretical gap identified in the study by showing how the same empirical pattern can be interpreted at complementary organizational, psychological, and HRM levels. JD-R provides the organizational-resource perspective; SDT provides a psychological interpretation centered on competence and relatedness; and the micro–macro HRM perspective connects employees' perceptions of individual HR practices with broader organizational practices.

First, the findings are consistent with the JD-R model because several organizational conditions commonly understood as resources were significantly associated. Training Adequacy, Role Recognition, Managerial Communication, and Work Climate were interconnected, while Training Adequacy was also associated with Compensation and Benefits and Work–Life Balance. These relationships support the interpretation that organizational resources may operate within an interconnected work environment rather than as completely isolated conditions. However, the results do not establish the causal sequence proposed by the model.

Second, the findings provide a basis for applying SDT to the organizational dimensions examined. Role Recognition and Training Adequacy are particularly relevant to competence, while Work Climate and Managerial Communication may be interpreted in relation to relatedness. The significant relationship between Training Adequacy and Role Recognition is particularly relevant because it connects an organizational development practice with employees' perceptions of their roles and capabilities.

Third, the findings support the usefulness of the micro–macro HRM perspective for interpreting employees' perceptions as interconnected experiences of organizational practices. Training, compensation, recognition, and managerial communication are distinct HR practices, yet the observed correlations indicate that employees may evaluate them in relation to one another. The significant associations between Training Adequacy and Compensation and Benefits, Managerial Communication, and Role Recognition are particularly relevant to this interpretation.

Integrating the three perspectives therefore provides a stronger theoretical interpretation than relying on any single perspective alone. JD-R helps explain the resource characteristics of organizational conditions; SDT helps explain their possible relevance to employees' psychological experiences; and micro–macro HRM helps explain how separate HR practices may be experienced as parts of a broader organizational system. The study thus fills the identified theoretical gap not by proposing a new theoretical mechanism, but by demonstrating the complementary value of these three perspectives for interpreting the multidimensional and interconnected pattern of employee experiences observed in the participating institution.

This theoretical contribution should nevertheless be understood within the limits of the research design. The study did not empirically test the three theories as competing structural models, nor did it establish causal mechanisms among the variables. The theoretical contribution is therefore interpretive and contextual: it demonstrates how established theories can be brought together to explain different aspects of the same empirical pattern.

Empirical Contribution and Scope

The study's empirical contribution is likewise contextual. The analysis involved 122 valid respondents from a population of 301 eligible employees in one private higher education institution in the Southern Philippines. The purpose was therefore to examine the proposed pattern of relationships within the participating institution rather than to establish a generalizable model for Philippine higher education.

This scope directly qualifies the interpretation of the research gap. The study does not claim that the six organizational dimensions have not previously been studied in the Philippines. Rather, it contributes evidence from a specific institutional and geographic context concerning their simultaneous examination and interrelationships, together with their relationships with age and tenure. This contextual contribution is particularly relevant because organizational practices and employee experiences may vary across institutions and regions.

Together, the descriptive and inferential findings suggest that employee satisfaction should be understood as a configuration of related but distinct organizational experiences. The findings show relative strengths in role recognition and work climate; comparatively lower perceptions of training adequacy, compensation and benefits, and work–life balance; significant interrelationships among several dimensions; and a more limited relationship involving work–life balance. The demographic analysis further shows that age was related to selected dimensions while tenure was not significantly related to any of the six dimensions.

Taken together, these findings address the study's empirical and theoretical gaps by providing institution-specific evidence of the multidimensional and interconnected nature of employee satisfaction and by interpreting that pattern through three complementary theoretical

perspectives. The study therefore contributes contextual evidence without extending its conclusions beyond what the design and sample can support.

CONCLUSIONS

This study examined employee satisfaction across six organizational dimensions—Role Recognition, Work Climate, Compensation and Benefits, Work–Life Balance, Managerial Communication, and Training Adequacy—among employees of a private higher education institution in Southern Philippines. The findings indicate that employee satisfaction is multidimensional, with Role Recognition and Work Climate receiving the most favorable ratings. In contrast, Training Adequacy, Compensation and Benefits, and Work–Life Balance received comparatively lower ratings.

The inferential findings further showed that the organizational dimensions were significantly associated but not uniformly interconnected. Role Recognition was significantly associated with Work Climate, while Training Adequacy was significantly associated with Role Recognition and Managerial Communication.

Managerial Communication was also significantly associated with Work Climate. Additional significant relationships were observed among Training Adequacy, Compensation and Benefits, and Work–Life Balance. These findings demonstrate that the study extends beyond descriptive analysis by identifying significant relationships among organizational dimensions, although the correlational design does not permit causal conclusions.

Regarding demographic characteristics, Age was significantly associated with Role Recognition, Managerial Communication, and Training Adequacy, whereas Tenure was not significantly associated with any of the six dimensions. Thus, H1, H2, H3, H4, and H5 were supported, while H6 was not supported.

The study contributes empirically by providing context-specific evidence on the simultaneous examination and interrelationships of six organizational dimensions within a private higher education institution in the Southern Philippines. The study does not claim that employee satisfaction is under-researched in the Philippines in absolute terms; rather, it adds evidence to the existing Philippine literature by examining these dimensions together within a specific institutional context.

The study also contributes theoretically by integrating the Job Demands–Resources model, Self-Determination Theory, and the micro–macro HRM perspective. JD-R provides an organizational-resource perspective, SDT provides a psychological perspective concerning competence and relatedness, and micro–macro HRM provides a perspective on how employees experience individual HR practices within the broader organizational system. Integrating these perspectives helps explain the observed interconnectedness among several organizational dimensions without claiming to establish a new theory or causal model.

Overall, the findings suggest that improving employee experience requires attention to multiple organizational conditions rather than reliance on a single dimension. The comparatively lower ratings for Training Adequacy, Compensation and Benefits, and Work–Life Balance provide areas for institutional consideration. At the same time, the significant relationships among several dimensions indicate that organizational practices may be experienced as interconnected.

Because the study was conducted within one private higher education institution and used a voluntary-response, cross-sectional design, interpret the findings within this institutional and geographic context rather than generalizing them to all private higher education institutions in the Philippines. Future research may examine multiple institutions across different regions to determine whether the patterns observed in this study are consistent across broader higher education contexts.

Recommendations

1. Align Training and Development with Employee Needs. Strengthen training through needs assessment, role-specific development, mentoring, and accessible learning opportunities aligned with employees' responsibilities and career needs.
2. Sustain Recognition and Work Climate. Maintain strengths in recognition and work climate through consistent feedback, acknowledgment of contributions, collaboration, and respectful communication.
3. Improve Managerial Communication. Strengthen managers' skills in feedback, active listening, consultation, and transparent communication regarding policies, expectations, and development opportunities.
4. Review Compensation and Work-Life Balance. Periodically review compensation and benefits, and address workload, scheduling, and flexibility to improve work-life balance based on employee feedback.
5. Consider Demographic Differences. Use age-related findings to assess whether employees at different career stages experience training, communication, and recognition differently, without adopting age- or tenure-based assumptions.
6. Extend Future Research. Future studies should examine these relationships across multiple institutions and through longitudinal designs to assess their consistency and broader applicability.

LIMITATION & FURTHER RESEARCH

Interpret the findings in light of several limitations. First, the study was conducted within a single private higher education institution in the Southern Philippines. The results therefore provide institution-specific evidence and should not be generalized statistically to all Philippine higher education institutions.

Second, although all 301 eligible employees were invited to participate, the study obtained only 122 valid responses. Voluntary participation creates the possibility of nonresponse and self-selection bias. Future studies may therefore examine multiple institutions and employ sampling strategies that permit stronger population-level inference.

Third, the study used a cross-sectional correlational design. The significant relationships identified cannot establish temporal ordering or causality. Longitudinal studies could examine whether changes in training, communication, compensation, recognition, or work climate are followed by changes in employee satisfaction.

Fourth, the study relied on self-reported perceptions. Future research could combine employee surveys with qualitative interviews, administrative HR data, performance indicators, or other organizational measures to provide a more comprehensive assessment.

Finally, the strong correlation between age and tenure ($r = .822, p < .001$) suggests that future research should examine these demographic characteristics carefully rather than treating them as interchangeable indicators of employee experience. Future studies may also examine whether organizational position, employment status, department, career stage, or other contextual characteristics help explain differences in employee perceptions.

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