

Employees' Organizational Satisfaction and Its Relationship with Customer Satisfaction Measurement of an Asian Academic Institution

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Abstract

Satisfaction drives the motivation to continuously improve the process of delivering services to customers and provide the culture of excellence towards the achievement of its vision and mission. This study aimed to determine the level of organizational satisfaction in terms of Learning and Development; Reward and Recognition; Leadership; and Work environment and to test its differences when the respondents were grouped according to civil status gender, age and length of service in the university as well as the relationship between the work units' organizational and customer satisfaction. Descriptive of research was utilized in the study. Results showed that employees have high organizational satisfaction primarily in terms of learning and development and work environment. Generally, the customers were highly satisfied in the services provided by the work units included in the study. Female employees who are 41 years old and above with more than 11 years in service in the university have significantly higher organizational satisfaction.

Keywords: Organizational Satisfaction, Leadership, Rewards, Recognition, Work Environment, Customer Satisfaction

1. Introduction

Satisfaction of employees and clients is an important element of success for any organization and any sector of the economy. It drives the motivation to continuously improve the process of delivering services to customers and provide the culture of excellence towards the achievement of its vision and mission. Employees regard the organization where they work as a structure in which they can fulfil their social and psychological needs as well, rather than only a means to earn money (Şahin et al., 2014). -Satisfaction characterizes the quality of products and services that the organization delivers to its customers that serves as the basis for continuous improvement (Buted et al., 2014).

One important dimension plays an important role in the dynamics of organizational life is the human resource dimension (Sani, 2013). Successful organizations know that to excel in today's competitive business, they must develop, shape and retain talented and productive human resources (Kalaw, 2014) and provide them with support and necessary assistance to improve their personal and professional career aligned to the vision of the company. Relational resources are now recognized as significant factors in workplaces and increasing attention is being given to the motivational impact of giving, in addition to receiving social support (Freeney & Fellenz, 2013). Universities are organisations that perform a key role within contemporary societies by

educating large proportions of the population and generating knowledge (Perkmann, 2013 as cited in Laguador & Ramos, 2014).

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Educational institutions especially those belong to private sectors are very much particular with the customer satisfaction to retain their students and encourage more parents to enrol their children on the same college or university. Making things possible is through developing its human resources. Employees of the academic institutions must be satisfied first with the services provided to them by the management before they provide the same or greater level of satisfaction to its clients. Everything must be translated into service-oriented employees to keep everyone satisfied in the organization.

Organizational satisfaction describes the performance of any administration in managing the business through observation and perspective of the employees on how satisfied they are with the management's manner of taking care of its human resource. The role of the school officials in maintaining remarkable atmosphere of working relationship among people is necessary to demonstrate larger commitment and intense devotion to quality service.

Managing people appropriately would lessen conflicts among the members of the organization and will result to a highly productive workforce. Giving what is due to them is also something that could create and maintain an atmosphere a well rounded trust and integrity of the human resources. Higher level of satisfaction can be done in the form of improved or better human resource management and development programs in the form of better benefits, better working conditions, training to supervisory levels so their level of supervision can be improved, or better growth and development opportunities for the employees (Javier & Deligero, 2014).

Customers are one of the most valued assets of a corporation and important cornerstone for organizations in highly competitive and rapidly changing market situations (Bencito, 2014). Assessment of customer satisfaction serves as a strong basis for future revenues and action plans to improve quality service (Mendoza, 2014). The level of customer satisfaction as to business environment is being affected by processing transaction and safety and security (Devicais, 2014). In maintaining sustainable competitive advantage (Mojares, 2014), organizations must be proactive in the dynamics of social transformation while satisfying both needs of its employees and students.

The study intends to determine the level of respondents' organizational satisfaction which can be measured in terms of respondents' opportunities for learning and development, possibilities of being rewarded and recognized their valuable efforts, fulfilment of their duties through the support and leadership of the administration and the nature of work environment while the organizational commitment will be determined in terms of loyalty, advocacy and values.

It is necessary to determine the level of organizational satisfaction of the employees as part of the needs assessment as basis for the development of a concrete and specific plan of actions to address certain issues for continuous improvement of the organization.

Objective of the Study

This study aimed to determine profile of the respondents in terms of civil status gender, age and length of service in the university; to determine the level of organizational satisfaction in terms of Learning and Development; Reward and Recognition; Leadership; and Work environment; to present the result of customer satisfaction measurement with employees and students as respondents; to test the differences on the level of respondents' organizational satisfaction when they are grouped according to profile; and to test the relationship between the work units' organizational satisfaction and customer satisfaction.

2. Methods

Descriptive type of research method will be utilized in the study. There were 92 teaching and 110 non-teaching staff with the total of 202 out of 600 employees or 30 percent of the total population were included as respondents of the study.

Documentary analysis was used to determine the result of customer satisfaction measurement (CSM) of the university during SY 2013-2014 with students and employees as respondents. Total population of the 42

work units were included in the study but only twenty-six (26) of them completed and returned the organizational satisfaction survey which served as the basis to gather the data from CSM result. The university services are being evaluated by the 10 percent of the total population of the students while 70 percent of the employees were also being asked to evaluate the performance of each work unit with direct involvement on their processes.

The organizational satisfaction questionnaire was taken from the study of Lu, et al (2007) in identifying the organizational satisfaction of the employees. Some modifications were made in the instrument to make it more suitable to the respondents. The instrument for identifying the satisfaction is composed of 20 questions divided into four (4) variables with 5 statements each.

Frequency count and percentage were used to describe the profile of the respondents. Weighted mean and rank were employed to analyze the organizational satisfaction. T-test and Analysis of Variance were used to test the differences in the variables when the respondents were grouped according to their profile. Pearson-product moment correlation coefficient was used to test the relationship between organizational satisfaction and CSM result.

The given scale was used to analyze the result of data gathered in the organization satisfaction survey:

Weight	Range	Verbal Interpretation	Holistic Interpretation
5	4.50 – 5.00	Very Satisfied (VS)	Very High
4	3.50 – 4.49	Normally Satisfied (NrS)	High
3	2.50 – 3.49	Moderately Satisfied (MS)	Average
2	1.50 – 2.49	Less Satisfied (LS)	Low
1	1.00 – 1.49	Not Satisfied (NoS)	Very Low

The needed data were tabulated and interpreted using ranking and weighted mean. A five-point Likert scale was also used.

Weight	Range	Description	Interpretation
5	4.80 – 5.00	Excellent	Very Highly Satisfied
4	3.90 – 4.79	Very Good	Highly Satisfied
3	3.00 – 3.89	Good	Moderately Satisfied
2	2.00 – 2.99	Fair	Fairly Satisfied
1	1.00 – 1.99	Poor	Not at all Satisfied

3. Results and Discussion

Table 1 shows the profile of the respondents in terms of nature of work, sex, civil status, age and length of service to LPU-Batangas.

More than half of the respondents were non-teaching personnel which composed of 110 or 54.4 percent while teaching personnel-respondents is composed of 92 or 45.5 percent. There were 145 or 71.8 percent of the respondents were female against the 57 or 28.2 percent of males. Most of them were already married with 133 or 65.8 percent against 69 or 34.2 percent of single respondents.

Table 1: Profile of the Respondents

Nature of Work	f	%
Teaching	92	45.5
Non - Teaching	110	54.5
Sex		
Male	57	28.2
Female	145	71.8
Civil Status		
Single	69	34.2
Married	133	65.8
Age		
21-30	56	27.7
31-40	77	38.1
41-above	69	34.2
Length of Service		
Below 1– 5	66	32.7
6 – 10	60	29.7
11 and above	76	37.6

There were 77 or 38.1 percent belonged to 31 – 40 years followed by the group of respondents with 41 years old and above while the least group of respondents have 21 – 30 years old which is composed of 56 or 27.7 percent. In terms of length of service, most of them have 11 years and above in the university with 76 or 37.6 percent against 66 or 32.7 percent of having below 1 year to 5 years of service and 60 or 29.7 percent of those with 6 to 10 years of service.

Table 2 presents the level of organizational satisfaction in terms of learning and development of the teaching and non-teaching staff in an Asian academic institution.

Table 2: Level of Organizational Satisfaction in terms of Learning and Development

Learning and Development	WM	VI	Rank
1. Motivation for professional development	3.40	NrS	3
2. Privilege for educational opportunities	3.37	NrS	4
3. Amount of responsibility being given based on my capacity	3.44	NrS	2
4. Opportunity to use my abilities	3.45	NrS	1
5. Attention paid to my suggestions for development	3.19	NrS	5
Composite Mean	3.37	NrS	

Respondents were normally satisfied in the opportunity to use their abilities and the amount of responsibility being given based on their capacity as denoted by the weighted mean scores of 3.45 and 3.44, respectively. They are also normally satisfied with the motivation for professional development and privilege for educational opportunities with computed weighted mean scores of 3.40 and 3.37, respectively. However, attention paid to their suggestions for development obtained the least weighted mean score of 3.19 with normally satisfied verbal interpretation. The computed composite mean score of 3.37 implies that the LPU-Batangas employees were generally satisfied with the learning and development.

In the very challenging world of business, leaders and managers must discover new strategies that will make their companies achieve growth and success (Javier, 2011). And one way to address the issue of dynamic leadership is through development of human resource as important ingredient of one’s victory.

Employees are being given assignments as committee chairs or members in any institutional or departmental activities based on their capacity for them to be encouraged to participate in the decision

making, planning and implementing certain programs and events. They were also given equal opportunity to take advance studies and courses in Graduate School of the University and even in Schools in Manila.

Table 3 shows the level of organizational satisfaction in terms of rewards and recognition of the employees in an Asian academic institution.

Table 3: Level of Organizational Satisfaction in terms of Reward and Recognition

Rewards and Recognition	WM	VI	Rank
1. Fairness of LPU policies regarding promotions	2.96	NrS	5
2. The appreciation I received for my good work	3.19	NrS	3
3. Recognition I get for exceptional work	3.12	NrS	4
4. The praise I received from my superior	3.33	NrS	2
5. The level of trust given to me as employee	3.48	NrS	1
Composite Mean	3.21	NrS	

Respondents were normally satisfied in the level of trust given to them as employee and the praise they received from their superior as denoted by the weighted mean scores of 3.48 and 3.33, respectively. They are also normally satisfied in the appreciation they received for their good work and recognition they get for exceptional work with computed weighted mean scores of 3.19 and 3.12, respectively. However, fairness of LPU policies regarding promotions obtained the least weighted mean score of 3.19 with normally satisfied verbal interpretation. When the value of reward is different from the actually acquired results after hard work, such a result does not appear any value (Shieh, 2014).

The university is annually recognizing the remarkable accomplishments of employees who contributed to the achievement of the vision and mission in tri-fold functions of Higher Education Institutions in instruction, research and extension services through Awards Convocation which is being held during Foundation Anniversary of the university sometime in the month of September. The awards being given to the employees are: Service Award, Research Award in Publication, Presentation and Editorial Board Membership, Outstanding Contribution in Community Extension Service and other Special Awards.

Aside from that, each college is also conducting Dedication Ceremony before graduation to honor the parents, students and teachers wherein faculty members with outstanding achievement in the college level are also being awarded and recognized.

Table 4 presents the level of organizational satisfaction in terms of leadership of the teaching and non-teaching staff in an Asian academic institution.

Table 4: Level of Organizational Satisfaction in terms of Leadership

Leadership	WM	VI	Rank
1. Superior's leadership style	3.35	NrS	1
2. Management of the organization	3.29	NrS	3.5
3. Support from the management to school activities	3.32	NrS	2
4. The way employees are treated	3.29	NrS	3.5
5. Management of conflicts	3.11	NrS	5
Composite Mean	3.27	NrS	

LPU-B employees were normally satisfied with their superior's leadership style and the support from the management to school activities as indicated by the weighted mean scores of 3.35 and 3.32, respectively. They are also normally satisfied with the management of the organization and the way employees were treated with computed weighted mean score of 3.29 on rank 3.5.

However, management of conflicts obtained the least weighted mean score of 3.11 with normally satisfied verbal interpretation. The computed composite mean score of 3.27 implies that the employees were normally satisfied with the leadership of the LPU-B Officials and department heads.

The university is promoting its leadership brand which evolved in 4 Cs: Commitment, Competence, Credibility and Collaboration. The 4Cs must be possessed by the school officials and staff to produce competitive graduates with the same qualities, characteristics and brand of a leader. The management is very supportive to the activities of the university which is being demonstrated through providing budget for the operational expenses of the program, logistics and human resources who serve in the committees to coordinate before, during and after the activity.

Employees are also being fairly treated with respect. The university practices family values that considers every member of the organization as important part of one institution with common goals and objectives. Leadership role of the management is being felt among the employees. Empirical support for positive benefits of authentic leadership serves as further evidence to the fact that authentic leadership in organizations is useful, as it leads to employees' job satisfaction (Černe et al., 2014). The leaders and subordinates had congruent perceptions on the organizational effectiveness of the leaders of LPU. When tested by individual criteria, the leaders were found to have higher perceptions in the areas of employees' knowledge of the school's mission and vision and who their important customers are and in soliciting subordinates when planning (Javier, 2012).

Table 5: Level of Organizational Satisfaction in terms of Work Environment

Work Environment		WM	VI	Rank
1.	The volume of work assigned to me	3.21	NrS	5
2.	Interpersonal relations among fellow workers	3.50	HS	1
3.	The physical conditions of the office where I work	3.39	NrS	4
4.	Relations between management and staff	3.41	NrS	3
5.	Working conditions	3.42	NrS	2
Composite Mean		3.38	NrS	

Table 5 presents the level of organizational satisfaction in terms of work environment of the teaching and non-teaching staff in an Asian academic institution.

Respondents were highly satisfied in the interpersonal relations among fellow workers and normally satisfied in working conditions as denoted by the weighted mean scores of 3.50 and 3.42, respectively. They are also normally satisfied with the relations between management and staff and the physical conditions of the office where they work with computed weighted mean scores of 3.41 and 3.39, respectively. However, the volume of work assigned to them obtained the least weighted mean score of 3.21 with normally satisfied verbal interpretation. The computed composite mean score of 3.38 implies that the LPU-Batangas employees were generally satisfied with their work environment.

Table 6: Customer Satisfaction Measurement Result for SY 2013-2014

	CSM-Employees	VI	CSM-Students	VI
Customer Satisfaction Measurement Result	4.53	Highly Satisfied	4.64	Highly Satisfied

Table 6 reveals the Customer Satisfaction Measurement Result for SY 2013-2014 of the 62 percent work units participated in the study. The CSM results of the work units as evaluated by the employees is 4.53 which implies that co-employees of the respondents were highly satisfied in the services provided by other work units as they transact their business everyday while students were also highly satisfied with the services delivered in general by the employees as denoted by the weighted mean score of 4.64. The university is serious with its commitment to serve both the employees and students in order to provide optimum

satisfaction to its clients as they launched the Customer – Friendly Environment Pledge wherein everyone is required to perform their duties and responsibilities in accordance to the quality policy of the institution with confidence and feeling of concern to all clients.

Table 7 shows the differences on the organizational satisfaction in terms of nature of work.

Table 7: Differences on the Organizational Satisfaction in terms of Nature of Work

Nature of Work	Teaching	Non teaching	t-value	p-value	VI	Decision
Learning & Development	3.32	3.41	-1.210	.228	NS	Accept
Rewards & Recognition	3.20	3.23	-.344	.731	NS	Accept
Leadership	3.21	3.33	-1.506	.134	NS	Accept
Work Environment	3.25	3.50	-3.804	.000	HS	Reject

HS-Highly Significant; NS – Not Significant

There is no significant difference in the responses of teaching and non-teaching staff in terms of learning and development, rewards and recognition and leadership as denoted by the computed p-values which are greater than the 0.05 level of significance, therefore, the null hypothesis of no significant difference on these variables are accepted. However, there is a significant difference in terms of work environment as denoted by the computed p-value of 0.000 is less than the 0.01 level of significance, therefore, the null hypothesis is rejected on this variable. This implies that Non-teaching (3.50) staff have significantly higher organizational satisfaction compared to teaching staff (3.25).

The difference on their responses can be associated to the implementation of Outcome-Based education wherein faculty members were given too much paper works and requirements for documentation as required by the external accrediting agencies. The most affected work force of the university by OBE is the teaching staff and lesser effect to non-teaching staff.

Table 8: Differences on the Organizational Satisfaction in terms of Sex

Sex	Male	Female	t-value	p-value	VI	Decision
Learning & Development	3.18	3.44	-3.350	.001	HS	Reject
Rewards & Recognition	2.98	3.31	-3.355	.001	HS	Reject
Leadership	3.05	3.36	-3.621	.000	HS	Reject
Work Environment	3.24	3.44	-2.696	.008	HS	Reject
Composite Mean	3.11	3.39				

HS-Highly Significant; NS – Not Significant

Table 8 reveals the differences on the organizational satisfaction in terms of sex. There is a highly significant difference between the organizational satisfaction of male and female respondents as denoted by the computed p-values of less than 0.01 level of significance, therefore, the null hypothesis is rejected. This implies that female employees (3.39) have higher organizational satisfaction compared to male employees (3.11). A cultural perspective is rooted in socialization theory that says males and females are sex-role trained and expected to behave differently (Anderson & Martin, 1995). Although Jablin and Krone (1994; as cited in Anderson & Martin, 1995) argue that people form impressions of how employees communicate in organizations from family, schools, mass media, peers, and adolescent part-time jobs, early male and female socialization is an underlying factor.

Table 9: Differences on the Organizational Satisfaction in terms of Civil Status

	Single	Married	t-value	p-value	VI	Decision
Learning & Development	3.24	3.43	-2.606	.010	S	Reject
Rewards & Recognition	3.12	3.26	-1.492	.137	NS	Accept
Leadership	3.20	3.32	-1.454	.147	NS	Accept
Work Environment	3.30	3.43	-1.841	.067	NS	Accept

S – Significant; HS-Highly Significant; NS – Not Significant

There is a significant difference between the responses of single and married employees in terms of learning and development as denoted by the computed p-value of 0.010 which is less than the 0.05 level of significance, therefore the null hypothesis on this variable is rejected. This signifies that married employees have significantly higher organizational satisfaction compared to employees who are single.

However, there is no significant difference on their organizational satisfaction in terms of rewards and recognition, leadership and work environment as indicated by the computed p-values which are greater than the 0.05 level of significance, therefore, the null hypothesis is accepted on these variables.

Table 10: Differences on the Organizational Satisfaction in terms of Age

Organizational Satisfaction	21-30	31-40	41 & above	f-value	p-value	VI	Decision
Learning & Development	3.20	3.36	3.51	6.19	.002	HS	Reject
Rewards & Recognition	3.07	3.15	3.41	5.19	.006	HS	Reject
Leadership	3.18	3.19	3.43	4.54	.012	S	Reject
Work Environment	3.28	3.29	3.57	8.72	.000	HS	Reject
Composite Mean	3.18	3.25	3.48				

S – Significant; HS-Highly Significant; NS – Not Significant

There is a highly significant difference on the organizational satisfaction among the employees in terms of learning and development, rewards and recognition and work environment when they were grouped according to age as denoted by the computed p-values which are less than the 0.01 level of significance while there is also significant difference on leadership as indicated by the computed p-value of 0.012 which is less than the 0.05 level of significance, therefore, the null hypothesis is rejected.

This signifies that there is a significantly higher organizational satisfaction among the employees who are 41 years old and above compared to young adults and middle-aged employees. The difference can be associated to the level of their achievements, status of employment and position in the university. They have already given enough educational opportunities and recognition by their superiors and they are well adjusted with their work environment compared to new employees who are just starting to build their own career in the university.

Table 11 reveals the differences on the organizational satisfaction in terms of length of service to LPU

Table 11: Differences on the Organizational Satisfaction in terms of Length of Service to LPU

	Below 1- 5	6 - 10	11 & above	f-value	p-value	VI	Decision
Learning & Development	3.18	3.37	3.53	9.314	.000	HS	Reject
Rewards & Recognition	3.05	3.15	3.41	6.121	.003	HS	Reject
Leadership	3.18	3.17	3.44	5.640	.004	HS	Reject
Work Environment	3.27	3.29	3.55	7.710	.001	HS	Reject

HS- Highly Significant; NS – Not Significant

There is a highly significant difference on the organizational satisfaction among the employees as denoted by the computed p-values which are less than the 0.01 level of significance, therefore, the null hypothesis is rejected. This signifies that those employees having below 1 year to 5 years length of service have significantly lower organizational satisfaction compared to employees with 6 years and above while employees with 11 years and above have significantly higher organizational satisfaction than those with 6 to 10 years of service. This finding confirms the result of the previous table which shows differences in terms of age where older respondents have higher organizational satisfaction than the young ones due to experience and stability of their job positions.

Table 12 reveals the relationship of organizational satisfaction with customer satisfaction measurement

Table 12: Relationship of Organizational Satisfaction with Customer Satisfaction Measurement

	CSM - Employee		CSM-Student	
	r-value	p-value	r-value	p-value
Learning & Development	.200	.399	.238	.312
Rewards & Recognition	.285	.223	.609(**)	.004
Leadership	.271	.248	.559(*)	.010
Work Environment	.329	.157	.478(*)	.033

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

There is a significant relationship between the CSM result with students as respondents and the organizational satisfaction among the employees in terms of rewards and recognition, leadership and work environment as denoted by the computed p-values which are less than the 0.05 level of significance. Therefore, the null hypothesis is rejected on these variables. This implies that the higher the employees' organizational satisfaction, there is a possibility of obtaining higher students' satisfaction. On one hand, employees who received high level of trust, praise and appreciation from their superiors are those who provide better services to the students. It means that the organizational satisfaction of the employees is being translated to CSM result of the students.

On the other hand, there is no significant relationship between organizational satisfaction and employees' customer satisfaction measurement as denoted by the computed p-values which are greater than the 0.05 level of significance, therefore, the null hypothesis is accepted. This signifies that the organizational satisfaction of work units is not a factor to determine the result of CSM from their co-employees. Those work units with high organizational satisfaction have the possibility to obtain either high or low CSM results; the same condition to those work units with employees having low satisfaction.

Satisfaction with learning and development is not directly associated with the CSM result of employees and students. Professional development, educational opportunities and responsibilities given to the employees by the management do not affect the result of the CSM.

4. Conclusion

1. More than half of the respondents were married female non-teaching personnel belong to middle aged bracket having 11 years and above length of service in the university.
2. The employees have high organizational satisfaction primarily in terms of learning and development and work environment followed by leadership while rewards and recognition obtained the least.
3. Generally, the customers were highly satisfied in the services provided by the work units included in the study.
4. Female employees who are 41 years old and above with more than 11 years in service in the university

have significantly higher organizational satisfaction.

5. Organization satisfaction is a factor that could possibly determine the result of the CSM with students as respondents.

5. Recommendation

1. Department heads may continue to encourage their subordinates to obtain advance studies and to attend seminars and conferences that would definitely enhance skills related to work assignment and they must learn how to listen to the suggestions of co-workers for any innovation and development might needed by the work unit through adapting participative approach during departmental meetings.
2. Department heads may implement a reward and recognition system within their work unit to acknowledge the exceptional work done by the staff through congratulatory messages posted in the bulletin or greeting them with praises and cheers during casual conversation and regular meetings.
3. Human Resource department may provide specific policies for promotion of the administrative personnel for them to be motivated to work passionately while achieving the personal at the same time the professional goals.
4. Strengthen the function of the Quality Circle to empower the employees in making their contribution obvious and visible to the top management in order for them to be treated with respect to their job well done.
5. Lessen the OBE requirements needed to prepare by the faculty members because they are working to deliver quality instruction and not only to comply with the needs of accreditation and other certifying bodies. The volume of work should be justified if the paper works can still be accommodated by the time allotted to them during vacant periods.

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