Organizational Climate as Predictor of Organizational Commitment and Job Satisfaction of Employees in Selected Higher Institution: An Analysis

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Abstract— This study aimed to assess the organizational climate, organizational commitment, and job satisfaction among employees in selected higher education institutions in Basilan and Tawi-tawi. The results revealed that the overall organizational climate was perceived as good, with high ratings in work environment, leadership, and management. Employees demonstrated a high level of organizational commitment, particularly in affective commitment, indicating strong emotional attachment to the institution. However, continuance and normative commitments were also significant, reflecting the employees' recognition of the costs of leaving and their sense of loyalty. Regarding job satisfaction, employees expressed general satisfaction, with notable strengths in role clarity, organizational objectives, and empowerment. Nevertheless, lower ratings in managerial consistency and employee recognition highlighted areas for improvement. The study found a strong positive correlation between organizational climate and both organizational commitment and job satisfaction, indicating that a positive work environment is a significant predictor of both commitment and satisfaction. The findings suggested that improvements in leadership practices, recognition systems, and work-life balance could further enhance employee satisfaction and commitment, leading to better overall organizational performance.

Keywords— Commitment, Higher Education, Job Satisfaction, Organizational Climate.

I. INTRODUCTION

Employees are the primary resources of any organization. To achieve its objectives, an organization must first fulfill the needs of its employees, ensuring their satisfaction and commitment. When employees' requirements are met, they become more engaged and motivated, leading to improved productivity and service quality. This, in turn, allows organizations to compete effectively in the market, maintaining a high level of performance and operational efficiency. Organizations that recognize and invest in organizational climate tends to benefit the well-being of their employees that fosters long-term success.

Organizational climate refers to the perceptions of employees regarding their work environment, encompassing factors such as leadership styles, communication patterns, and workplace culture. It can significantly influence job satisfaction, motivation, and productivity levels within an organization. A positive organizational climate can foster collaboration, trust, and a sense of belonging among employees, which enhances their commitment and job satisfaction.. The school climate, in particular, shapes interactions among students, teachers, administrators, and parents, establishing shared goals, values, and norms that contribute to the institution's effectiveness.

The role of organizational climate in shaping employee commitment and job satisfaction is particularly important in higher education institutions. Schools and universities are not just educational spaces but also social environments where employees develop professional relationships and a sense of purpose. According to Cohen et al. (2009), a school is a place where meaningful social relationships are formed, fostering both cognitive and emotional development. Thus, a positive institutional climate enhances the commitment and job satisfaction of faculty and staff, leading to improved educational outcomes and institutional success.

Organizational commitment (OC), on the other hand, is a key factor influencing employee performance and retention. It refers to an employee's sense of attachment and loyalty toward their organization, encompassing their attitudes, intentions, and behaviors. Employees exhibit strong organizational commitment when their personal goals align with the organization's objectives, they willingly exert effort for the organization's success, and they desire to maintain their association with the company. This commitment not only enhances individual performance but also contributes to overall organizational stability and growth.

Studies have shown that organizational commitment is a crucial determinant of various workplace outcomes, including job performance, employee engagement, and turnover rates. Caught and Shadur (2000) emphasize that employees who identify with their organization's values and objectives demonstrate higher levels of loyalty and involvement. Furthermore, organizational commitment strengthens employees' psychological bonds with their employers, influencing their work behavior and job satisfaction. Employees who feel valued and appreciated are more likely to stay committed to their roles and contribute positively to the organization's development.

Job satisfaction is another crucial factor affected by organizational climate. It refers to the positive emotional state resulting from an individual's evaluation of their work experience. Several factors influence job satisfaction, including income, working conditions, leadership, promotion fairness, and social relationships (Locke, 1976; Luthans, 1998). Employees who experience high job satisfaction tend to

be more dedicated, engaged, and motivated to contribute to their organization. In higher education institutions, ensuring faculty and staff satisfaction enhances teaching quality, institutional reputation, and overall student success. Therefore, understanding the relationship of organizational climate toward commitment, and job satisfaction is essential for fostering a productive and thriving work environment.

Objectives of the Study

This study explored organizational climate as predictor of organizational commitment and job satisfaction. The specific objectives are the following:
1. To determine the level of organizational climate of employees in selected HEIs in terms of:
1.1 Work Environment and Support;
1.2 Leadership and Management; and
1.3 Policies and Work Conditions?
2. To determine the level of organizational commitment of employees in selected HEIs in terms of:
2.1 Affective Commitment;
2.2 Continuance Commitment; and
2.3 Normative Commitment?
3. To determine the level of job satisfaction of employees in selected HEIs?
4. To determine the relationship of organizational climate towards organizational commitment and job satisfaction.

Conceptual Framework

The conceptual framework illustrates the relationship between organizational climate as the independent variable and organizational commitment and job satisfaction as the dependent variables. This framework suggests that the overall work environment, including leadership, policies, and support systems, influences employees' level of commitment to the organization and their job satisfaction. A positive organizational climate fosters a sense of belonging, motivation, and engagement, leading to higher organizational commitment, which encompasses affective, continuance, and normative commitment. Similarly, a supportive and well-structured workplace enhances job satisfaction, making employees feel valued and motivated. The study assumes that improvements in organizational climate will lead to increased commitment and job satisfaction, ultimately benefiting employee retention and performance.

Figure 1. Conceptual framework of the study

II. METHODOLOGY

Research Design

This study utilized a descriptive-correlational research design to examine the relationship between organizational climate, organizational commitment, and perceived job satisfaction among employees in selected higher education institutions. The descriptive aspect aimed to systematically outline the characteristics and trends within the study population, while the correlational component sought to determine the extent of association among the key variables. The research was conducted in two higher education institutions: Mindanao Autonomous College Foundation, Inc. (MACFI), with its main campus in Lamitan City, Basilan, and offsite campuses in Isabela and Maluso, and Mahardika Institute of Technology (MIT) in Bongao, Tawi-Tawi. The study employed a judgmental sampling technique, a non-probability method where respondents were selected based on the researcher's knowledge and expertise, ensuring relevance to the research objectives. A total of 81 employees from these institutions participated in the study, providing insights into the organizational climate, commitment, and job satisfaction within their respective workplaces.

Research Instrument

The study utilized a structured questionnaire composed of three key sections: the Organizational Climate Questionnaire, Organizational Commitment Questionnaire, and the Job Satisfaction Questionnaire. The Organizational Climate Questionnaire was adapted from a validated instrument developed by Likert (1967), designed to assess various aspects of the working environment that may influence employee satisfaction and productivity. It included dimensions such as leadership, motivation, communication, decision-making, and goal-setting, with test-retest reliability coefficients ranging from 0.48 to 0.95. This section aimed to measure how the organizational environment affects employees' perceptions of their workplace and job engagement.

The Organizational Commitment Questionnaire was adapted from the Three-Component Model of Commitment developed by Meyer and Allen (1997), which is widely recognized in organizational research. It measured Affective Commitment (emotional attachment to the organization), Continuance Commitment (perceived cost of leaving), and Normative Commitment (obligation to stay). Previous studies, including those by Hareen and Harul (2006), found this model applicable across different cultural contexts. The instruments were tested for reliability using Cronbach's Alpha, which confirmed its internal consistency. All questionnaires were reviewed by a panel of experts to ensure their validity and relevance in the study's specific setting.

Mean Value	Descriptive Interpretation		
4.50-5.00	Strongly Agree	Very Satisfied	Excellent
3.50-4.49	Agree	Satisfied	Good
2.50-3.49	Neutral	Neither Satisfied nor Dissatisfied	Fair
1.50-2.49	Disagree	Dissatisfied	Poor
1.00-1.49	Strongly Disagree	Very Dissatisfied	Very Poor

Data Gathering Procedure

Firstly, a permission was sought from the Dean of Graduate School of Mindanao Autonomous College Foundation, Inc. in Lamitan and offsite campuses in Isabela

and Maluso and Mahardika Institute of Technology in Tawi-Tawi Province. The approved letter was presented to the Department Head of the respondent-schools and arranged with them the schedule of distribution and retrieval of the questionnaires. The researcher utilized a research assistant to administer the gathering of data and to fully explain the real intent of the study. The responses obtained from the student respondents were encoded and entered statistical technique to facilitate the analysis of data. The data that were extracted from the questionnaires were classified, organized, and tabulated accordingly.

Data Analysis

This study utilized both descriptive and inferential statistics to analyze the gathered data. Descriptive statistics were used to summarize and characterize the sample including the mean, and standard deviation to describe the distribution and variability of responses in relation to the organizational climate, commitment, and job satisfaction. Inferential statistics were employed to determine relationships among variables. Specifically, Pearson r was used to measure the degree of correlation between organizational climate, commitment, and job satisfaction.

III. RESULTS OF THE STUDY

Level of Organizational Climate Among Employees

Table 1 shows that the overall mean for level of organizational climate among employees was 4.197 which is interpreted as good. The dimension work environment and support has a mean of 4.252 interpreted as good. The dimension leadership and management also received a mean of 4.428 interpreted as good and the dimension policies and work conditions received 3.912 mean interpreted as good.

TABLE 1. Level of Organizational Climate of employees in selected Higher Education Institutions

STATEMENTS	Mean	Description
Work Environment and Support		
1. Safe and comfortable work environment	4.51	Excellent
2. Sufficient resources and tools	4.40	Good
3. Teamwork and collaboration culture	3.96	Good
4. Open and effective communication	4.22	Good
5. Recognition and appreciation of work	4.17	Good
Mean for Dimension 1	4.252	Good
Leadership and Management		
6. Clear expectations from supervisors	4.51	Good
7. Supportive leadership and growth	4.38	Good
8. Fairness and transparency in decisions	4.36	Good
9. Constructive performance feedback	4.37	Good
10. Trust between employees and management	4.52	Good
Mean for Dimension 2	4.428	
Policies and Work Conditions		
11. Promotion of work-life balance	4.05	Good
12. Fair policies for career growth	3.76	Good
13. Professional conflict resolution	3.80	Good
14. Freedom to express concerns	4.04	Good
15. Support for diversity and inclusion	3.91	Good
Mean for Dimension 3	3.912	Good
Overall Mean	4.197	Agree

Legend: (1) 1.00 – 1.49 = Very Poor; (2) 1.50 – 2.49 = Poor; (3) 2.50 – 3.49 = Fair; (4) 3.50 – 4.49 = Good; (5) 4.50 - 5.0 = Excellent

Level of Organizational Commitment Among Employees

Table 2 disclosed that the findings indicate that employees in selected higher education institutions exhibit a high level of organizational commitment, with an overall weighted mean of 4.22 (Agree). Among the three dimensions, Affective Commitment received the highest score (4.48, Agree), suggesting that employees feel emotionally attached and find personal meaning in their organization. Continuance Commitment (4.06, Agree) reflects that employees recognize the costs associated with leaving, including limited job alternatives and personal sacrifices. Normative Commitment (4.12, Agree) shows that employees feel a sense of duty and loyalty toward the organization. The results suggest that while employees are committed across all dimensions, their attachment is primarily driven by emotional connection rather than obligation or necessity. Strengthening workplace policies that reinforce career growth, leadership support, and employee engagement could further enhance long-term commitment.

TABLE 2. Level of Organizational Commitment of employees in selected Higher Education Institutions

STATEMENTS	Mean	Description
Affective Commitment		
1. Happy to stay in this organization long-term	4.73	Strongly Agree
2. Organization's problems feel like my own	4.48	Agree
3. I feel like part of a family here	4.42	Agree
4. I feel emotionally attached	4.49	Agree
5. Organization has personal meaning for me	4.29	Agree
6. I feel a strong sense of belonging	4.48	Agree
Mean for Dimension 1	4.48	Agree
Continuance Commitment		
7. Hard to leave this organization	3.70	Agree
8. Leaving would disrupt my life	3.93	Agree
9. Staying is a necessity and a choice	4.52	Strongly Agree
10. Few job alternatives are available outside organization	4.37	Agree
11. Leaving would have negative consequences	3.80	Agree
12. Leaving requires personal sacrifice	4.02	Agree
Mean for Dimension 2	4.06	Agree
Normative Commitment		
13. I feel a sense of duty to stay with this organization	4.19	Agree
14. Even if beneficial, I won't leave	3.85	Agree
15. Would feel guilty if I left now	4.07	Agree
16. This organization deserves my loyalty	4.51	Strongly Agree
17. Staying is a matter of obligation	4.16	Agree
18. I owe a lot to this organization	3.91	Agree
Mean for Dimension 3	4.12	Agree
Overall	4.22	Agree

Legend: (1) 1.00 – 1.49 = Strongly Disagree; (2) 1.50 – 2.49 = Disagree; (3) 2.50 – 3.49 = Neutral; (4) 3.50 – 4.49 = Agree; (5) 4.50 - 5.0 = Strongly Agree

Level of Perceived Job Satisfaction Among Employees

The results presented in Table 3 reveal that the level of perceived job satisfaction among employees in selected higher education institutions is generally positive, with a weighted mean of 3.96, indicating an overall satisfaction. A majority of the indicators fall within the "satisfied" range, with notable strengths in areas such as role clarity, understanding organizational objectives, and having a supportive work environment. The highest satisfaction was observed in roles and responsibilities (4.57) and having the authority to perform jobs effectively (4.57), indicating strong alignment with organizational goals and empowerment of employees. However, areas such as managerial consistency (3.36) and encouragement and recognition (2.93) received lower ratings, suggesting room for improvement in leadership behaviors and reward systems. Additionally, aspects like work-life balance (4.01) and employee support (3.90) reflect a generally positive, yet slightly variable experience among employees. These findings highlight the overall satisfaction of employees

but also emphasize areas, particularly in leadership and recognition, that could benefit from further attention to enhance overall job satisfaction.

TABLE 3. Level of Perceived Job Satisfaction of the employees in selected Higher Education Institutions

STATEMENTS	Mean	Description
1. The organization's goals are clear to me.	4.23	Satisfied
2. The organization's objectives are clear to me	4.44	Satisfied
3. Employees have a shared understanding of what the organization is supposed to do	4.52	Very Satisfied
4. Roles and responsibilities within the group are understood	4.57	Very Satisfied
5. Clear reporting structures have been established.	3.93	Satisfied
6. Employees at this organization have the right skill sets to perform their job functions	4.00	Satisfied
7. I receive the information I need to perform my job well.	3.51	Satisfied
8. When I need help, I can ask others in my work group for suggestions or ideas	3.90	Satisfied
9. Our face-to-face meetings are productive	4.09	Satisfied
10. I am inspired by my manager	4.11	Satisfied
11. I clearly understand what my manager expects of me	4.22	Satisfied
12. My manager's actions are consistent with the company values	3.36	Neutral
13. My supervisor encourages people to speak up when they disagree with the decisions.	3.59	Satisfied
14. I feel my input is valued by my peers	3.86	Satisfied
15. I feel supported by other employees even in the face of challenging situations	3.90	Satisfied
16. People in other departments willingly share information with my department.	3.79	Satisfied
17. Members of my work group vary widely in their skills and abilities	4.23	Satisfied
18. I have confidence and trust in my co-workers	4.40	Satisfied
19. I feel free to tell people higher up what I really think	4.36	Satisfied
20. We seek multiple sources of information before making important decisions.	4.19	Satisfied
21. I have the authority to do my job to the best of my abilities	4.57	Very Satisfied
22. I feel that this organization is making good progress in providing equal opportunity for all employees to make decision.	3.65	Satisfied
23. I have the chance to use my new ideas in my task.	4.07	Satisfied
24. This organization has a good working environment	3.85	Satisfied
25. I feel valued as an employee.	3.16	Neutral/Neither Satisfied nor Dissatisfied

Correlation Between Organizational Climate and Organizational Commitment

Table 4 shown the Pearson product moment correlation coefficient (Pearson r). The significant value 0.744, 0.760 and 0.784 described as there was a strong positive relationship between Organizational Climate and Organizational Commitment in terms of Affective (0.744-Moderately High Correlation), Continuance (0.760-High Correlation) and Normative (0.784-High Correlation) commitments. Therefore, the null hypothesis is Rejected. The result meant that the commitment of the employees like very happy to spend the rest of their career in this institution were significantly related to Organizational Climate like willing to put in a great deal of their effort beyond that normally expected in order to help this organization to be successful.

Correlation Between Organizational Climate and Job Satisfaction

Table 5 shown the Pearson product moment correlation coefficient (Pearson r). The significant value 0.767- High Correlation described as there was a strong positive relationship between Organizational Climate and Job Satisfaction of employees. Therefore, we rejected the null hypothesis. The result meant that the Organizational Climate of these two institutions as predictor to Job Satisfaction of

employees were significantly related because the organization's goals and objectives were very clear to the employees resulting to the best of all possible organizations for which to work.

TABLE 4. Correlation between Organizational Climate and Organizational Commitment in terms of Affective, Continuance and Normative commitments

	Pearson r Correlation	
Organizational Commitment of Employees	Organizational Climate	Interpretation
Affective Commitment	0.744	Moderately High Correlation
Continuance Commitment	0.760	High Correlation
Normative Commitment	0.784	High Correlation

Legend: ±1.00 – Perfect Correlation; 0.75 to 0.99 – High Correlation; 0.51 to 0.74 – Moderately High Correlation; 0.31 to 0.50 – Moderately Low Correlation; 0.01 to 0.30 – Low Correlation; 0.00 – No Correlation

TABLE 5. Correlation between Organizational Climate and Job Satisfaction of employees

	Pearson r Correlation	
	Organizational Climate	Interpretation
Job Satisfaction	0.767	High Correlation

Legend: ±1.00 – Perfect Correlation; 0.75 to 0.99 – High Correlation; 0.51 to 0.74 – Moderately High Correlation; 0.31 to 0.50 – Moderately Low Correlation; 0.01 to 0.30 – Low Correlation; 0.00 – No Correlation

IV. DISCUSSION OF RESULTS

The discussion of results reveals key insights regarding the organizational climate, organizational commitment, and job satisfaction among employees in selected higher education institutions, as well as the relationships between these variables.

In terms of organizational climate, the overall level was assessed as "good" with a mean of 4.197. This suggests that employees perceive their work environment, leadership, and policies as supportive and effective. Specifically, work environment and support (4.252) and leadership and management (4.428) received the highest ratings, reflecting that employees feel positively about the physical and social aspects of their work environment and their leaders' effectiveness. However, the dimension policies and work conditions received a slightly lower mean (3.912), which implies that there may be room for improvement in terms of organizational policies or working conditions to further enhance employees' experiences.

Regarding organizational commitment, employees demonstrated a high level of attachment to their institution, with an overall mean of 4.22, indicating agreement with the commitment statements. Among the three dimensions, Affective Commitment (4.48) was the highest, reflecting that employees feel emotionally connected to their organization. This suggests that they find meaning and purpose in their roles. Continuance Commitment (4.06) and Normative Commitment (4.12) were slightly lower but still in the "agree" range, indicating that employees are also motivated by practical considerations and a sense of duty. These results

underscore the importance of emotional attachment in driving organizational commitment and suggest that focusing on career development, leadership, and engagement could foster greater commitment.

For job satisfaction, the overall satisfaction level was reported as 3.96, falling within the "satisfied" range. Positive aspects of job satisfaction were found in areas such as role clarity (4.57) and authority to perform tasks (4.57), suggesting that employees feel empowered and clear about their responsibilities. However, areas like managerial consistency (3.36) and recognition (2.93) had lower scores, pointing to possible dissatisfaction with leadership practices and reward systems. Improving these areas could enhance overall job satisfaction and employee morale.

Finally, the correlations between organizational climate, commitment, and job satisfaction reveal strong positive relationships. The correlations between organizational climate and organizational commitment (ranging from 0.744 to 0.784) indicate that a positive organizational climate significantly enhances employee commitment across all dimensions. Similarly, the strong correlation (0.767) between organizational climate and job satisfaction highlights that a supportive climate contributes directly to employees' job satisfaction. These results suggest that enhancing the organizational climate can improve both commitment and satisfaction, with clear organizational goals, effective leadership, and a supportive environment being key factors.

V. OTHER RECOMMENDATIONS

Based on the results of the study, several areas need attention to improve the organizational climate, employee commitment, and job satisfaction in selected higher education institutions. First, enhancing policies and work conditions could be a key area of improvement, as this dimension had the lowest score among the organizational climate factors. Refining policies related to workload management, employee welfare, and compensation will better align institutional offerings with employee needs. Additionally, strengthening managerial consistency and leadership practices, which scored low, is crucial. Offering training for leaders to align their actions with organizational values and providing consistent feedback will build greater trust among employees, fostering a positive and cohesive work environment.

Moreover, employee recognition and reward systems need to be bolstered, as they received lower satisfaction ratings, with employees feeling undervalued. Establishing formal recognition programs and career development initiatives will enhance motivation and job satisfaction. Further, enhancing career growth opportunities will help retain employees who may otherwise feel disconnected due to lack of professional development. While Affective Commitment was high, institutions should capitalize on this emotional attachment by strengthening engagement activities and improving inter-departmental communication. Lastly, introducing flexible work options and wellness programs will address the work-life balance concerns, ensuring that employees feel supported both professionally and personally. These improvements will foster a more committed, satisfied, and productive workforce.

VI. CONCLUSIONS

The study highlights a generally positive organizational climate, employee commitment, and job satisfaction in selected higher education institutions, with employees expressing strong emotional attachment and a high level of satisfaction in several areas. However, areas such as managerial consistency, employee recognition, and work-life balance require attention to further enhance organizational effectiveness and employee morale. In addressing these issues through targeted initiatives, including improving leadership practices, refining reward systems, and promoting career development opportunities, institutions can foster a more supportive and productive environment. Ultimately, these improvements will not only increase employee satisfaction and commitment but also contribute to the long-term success and sustainability of the organization.

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