

## Job Satisfaction Among CEU Teaching and Non-Teaching Employees: Basis for A Proposed Employee Retention Program

Bella Marie L. Fabian<sup>1</sup> and Mark Vincent F. Reyes<sup>2</sup>

### **Abstract**

*This study aimed to explore the CEU Teaching and Non-Teaching employee's level of job satisfaction. The method used in this study is descriptive quantitative. The researcher used survey questionnaires to obtain data from the respondents. It was concluded that the CEU's employees were very satisfied with the supervision that they received and interacted with their co-workers. The employees were also satisfied with the organization's support for training, their feelings about the training they received, and their satisfaction with training and CEU development. Nevertheless, it was also disclosed that they were partially satisfied with the fringe benefits of the company's offer, the opportunities and rewards they receive, and the operating policies and procedures they follow. The results have shown that CEU teaching and non-teaching employees are satisfied with their jobs and the administration should think about more extensive operating rules and procedures, fringe benefits, opportunities, and rewards in the university. Career pathing should also be contemplated.*

**Keywords:** Job Application, Employee Retention, Teaching Employees, Non-Teaching Employees

### **INTRODUCTION**

Organizations will not survive without their heart - their employees. These are individuals who are hired by companies or organizations and are tasked by doing specific jobs depending on the job position that they have applied for. Employees are known for being the foundation of an organization and the reason why a company becomes successfully developed. Every employee, either newly hired or tenured, has needs that must be fulfilled to function properly.

Basic needs such as food, water, shelter, clothing, etc. are one of those things an organization must consider. This need can come from internal or external factors. As an employer, the organization is responsible for achieving these needs that lead to factors that consider hygiene, these may include wages, working conditions, relationships with colleagues' supervision, company policies, and even the nature of the work (Alhmemri, et al,2017). When these factors do not meet employees' expectations, they will contribute to an employee's lack of interest leading to low satisfaction. To reduce the apathy of employees and improve employees' contribution to the organization's goals, there are motivating factors that need to be met such as advancement, growth, and success that will help employees achieve self-actualization (Almere, et al,2017). These motivating factors can lead to a higher likelihood of satisfaction. Organizations that can meet the needs of their employees produce employees who are highly committed to their tasks and perform their job well.

According to Tirta, A, and Enrika A. (2020), job satisfaction has a positive effect on employee retention. The importance of job satisfaction states that when an employee is happy and satisfied with their job, it increases their productivity and the likelihood that the employee will stay with the company. When employees achieve a high level of job satisfaction, they gain a sense of attainment and a high level of satisfaction with their job which lessens employee job turnover. In comparison to job satisfaction, a company cannot prevent experiencing employee's resigning. Where this phenomenon usually occurs when an employee's needs are not met by the organization. Employee's resignation refers to the employee's termination of their employment at their current place of employment.

---

<sup>1</sup> Centro Escolar University E-mail: [bfabian@ceu.edu.ph](mailto:bfabian@ceu.edu.ph)

<sup>2</sup> Centro Escolar University E-mail: [mfreyes@ceu.edu.ph](mailto:mfreyes@ceu.edu.ph)

There are various reasons for which an employee tenders their resignation. When employees do not achieve their needs at work, a phenomenon usually occurs. Insufficient work-life balance, time off, and flexibility cause employees to file their resignations. Feeling unvalued, and lacking support from their colleagues and their managers are other factors of employee resignation.

Due to the COVID-19 pandemic, the lifestyles of people all over the world have changed massively. Not only in terms of health care but in the daily life course. To minimize the spread of the virus, lockdowns, and restrictions are implemented worldwide, which lead to the closure of a lot of businesses, works, establishments, self-employment, customer services, hospitality, etc. Therefore, a lot of people are affected by the operation and income loss. After lockdowns and restrictions areas, a lot of people expected that things would go back to the face-to-face modality. However, by considering the working conditions during the pandemic, a lot of workers re-evaluated their career paths and options to stay from work from home and an online job made the media dubbed this unfortunate circumstance as the “Great Resignation” (Jiskrova, G.K., 2022).

At Centro Escolar University, employees are split into two, which are the Teaching and Non-Teaching employees. Teaching employees refer to those teachers teaching the students in their field of specialty. Presently, there are a total of 545 Permanent, Probationary, Fixed term, Lecturers, and Preceptors faculty members who are instructing their students on one side, they also record and encode their students’ grades to provide help to students who are assigned to the Program Head. The roles and responsibilities are also anchored in the implementation of policies and programs that align with the vision and mission of the institution while being guided by the dean.

The total number of population in Non-teaching is 325 and consist of Permanent, Probationary, Contractual and Seasonal employees. These employees refer to workers with various job descriptions unrelated to teaching courses or subjects in university’s student. The university’s non-teaching employees have different expertise in a particular field that makes the operation effective and smooth. Given the different job opportunities in Centro Escolar University, it is important to consider the job satisfaction of Non-teaching employees. This study aims to develop an effective retention program to improve keeping valued employees that help in providing quality services to the institution.

Due to COVID- 19 pandemic, the researcher conducted a study because of the various facets of employees’ job satisfaction that were affected by the pandemic. The study aims to determine the factors that are affecting employee’s job satisfaction to help them to coordinate with university’s goal. Value and care for employees is one of the university’s core values. As the organization puts employees first, one of the company’s visions is to promote its integrity by knowing the value and worth of their employees by carrying out various activities that will help them become fully in their work which eventually lead to great productivity and motivation.

To help maintain the job satisfaction of Centro Escolar University employees and remain knowledgeable, the researcher aims to develop an employee Retention Program. This program will serve as a blueprint to help the human resources department promote a healthy work environment. With the design program, it can lead to employee retention in the institution.

## **BACKGROUND OF THE STUDY**

An institution of higher education, the Centro Escolar University was established on June 3, 1907, founded by Doña Librada Avelino and co-founded by Carmen de Luna. The aforementioned educators founded this institution for the education and assembly of young people in all branches of arts and science. The University has three campuses in the Philippines and they are from Manila, Makati, and Malolos. In addition, the motto of the university is “Cienca Y Virtud” or Science and Virtue. Centro Escolar University offers various programs, and the following schools are schools of Accountancy and Management. School of Dentistry, School of Education- Liberal-Arts-Music-Social Work (SELAMS), School of Medical Technology, School of Medicine, School of Nursing, School of Nutrition and Hospitality Management, School of Optometry, School of Pharmacy, School of Science and Technology, Graduate school of Law and Jurisprudence.

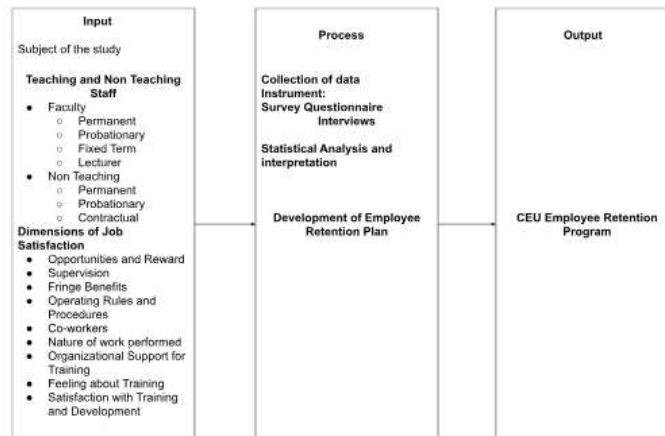
Teaching and Non-Teaching at Centro Escolar University are the respondents of this study. There are 545 respondents from the teaching employees and 325 from the non-teaching employees, for a total of 870 respondents. The researchers aim to determine the respondent's background such as age, gender, marital status, educational/degree attainment, campus employment category and status, job position, years of service, and department/ division/ section.

A job is a role or function performed by an individual that is then paid for with money. It is also defined as an occupation that can be done regularly or otherwise. Employed individuals are given their position or title in a company, institution, or organization. This is the extent to which an employee is fulfilled and content in their work.

The researchers have looked at several theories and practices and determined what factors contribute to employee job satisfaction, to answer the research questions and investigate how employers can improve the employee's job satisfaction.

Job satisfaction can be defined as the feeling of satisfaction as a result of working in a particular role. The satisfaction of employees can be seen in various factors that affect the workplace, especially the conditions within the working environment that can lead to the level of job satisfaction. The employee's job satisfaction can be affected by different factors. The two-factor Motivation Theory by Frederick Herzberg in 1950 was the researcher's inspiration for this, which declared that two factors can cause job satisfaction or job dissatisfaction. Motivator factors can ensure job satisfaction, whereas lack of cleanliness is a factor that removes the concept of job satisfaction which leads to job dissatisfaction. Factors that may make employees dissatisfied such as workplace, salary, hygiene, working conditions, quality of supervisor, relationship with supervisor and co-workers, as well as the rules and regulations to give a thought about in the organization. Herzberg emphasizes that one of the great sources of employee frustration is the policies or rules even if it is clear to them. Another factor that can lead to employees' job dissatisfaction like a lack of delegation of authority, procedures, communication, and policies. Involve salaries, such as salary increase expectations or unmet salary expectations. Supervisions include employee judgments of managerial ability or incompetence. Working relationships between an employee and subordinates are included in Interpersonal relationships.

The diagram below shows the variables that were measured in the study. With the combination of the ideas in Two-Factor Motivation Theory which focuses on the hygiene factors and motivation factors affecting the job satisfaction of employees, Vroom's Expectancy Theory which discusses how expectancy, instrumentality, and valence play a role in employee motivation, and Abraham Maslow's Hierarchy of Needs which emphasizes on the employees' needs to be fulfilled for them to become fully engaged, and lastly the Employee Retention Model which focuses on the actions to be implemented by the Human Resource Department in relation to employee retention. The researchers have come up with a paradigm in which to determine the job satisfaction and employee engagement of Teaching and Non-Teaching Employees in CEU Makati, Manila, and Malolos campus. The information gathered by the researchers were utilized for the proposed CEU Employee Retention Program.



**FIGURE 1,** Job Satisfaction of Teaching and Non-Teaching Staff of CEU Manila, Makati, and Malolos as a Basis for a Proposed Employee Retention Program.

The research paradigm shows what factors in the Employee Job Satisfaction were measured through a survey questionnaire administered to both teaching and non-teaching employees. The result is the development of the CEU Employee Retention Program.

This research is inspired by the Two-Factor Motivation Theory by Herzberg, Hierarchy of Needs by Maslow, and Expectancy Theory by Vroom. These theories discuss how people are motivated by certain dimensions-hygiene and motivators by Herzberg, hierarchy of needs by Maslow, and expectancy; instrumentality; and valence by Vroom.

The dimensions-Opportunities and Rewards, Supervision, Fringe Benefits, Operating Rules and Procedures, Coworkers, Nature of work performed, Organizational Support for Training, Feeling about Training, Satisfaction with Training and Development- were measured in this study using the Job Training and Job Satisfaction Survey developed by Steven W. Schmidt.

### **Statement of the Problem**

The main thrust of the study was to determine the job satisfaction of the CEU Teaching and Non-Teaching Employees that will be utilized as a basis for a proposed employee retention program. Along with the main objective, the researchers aim to identify the following:

1. What is the demographic profile of the respondents according to age, gender, marital status, educational or degree attainment, campus, employment classification, position classification, and years of service?
2. What are the level of Job Satisfaction of employees in terms of Opportunities and Rewards, Supervision, Fringe Benefits, Operating Rules and Procedures, Coworker, Nature of work performed, Organizational Support for Training, Feeling about Training and Satisfaction with Training and Development?
3. What dimensions of job satisfaction do teaching and non-teaching find important in the determination of job satisfaction?
4. What dimensions of job satisfaction should be the focus of the proposed employee retention program?
5. What employee retention program may be implemented for the CEU Teaching and Non-Teaching Employees?

### **Hypothesis**

1. There is no significant difference in job satisfaction of teaching and non-teaching employees in the surveyed factors of job satisfaction.

2. There is a significant difference in job satisfaction of teaching and non-teaching employees in the surveyed factors of job satisfaction.

### **Review of Related Literature and Studies**

This chapter includes reviews of related literature and studies that will further support this study. It comprises international and local studies in accordance with the following topics such as job satisfaction and employee retention of the teaching and non-teaching employees, as well as the studies that utilized the Job and Training Satisfaction Survey. Aside from these are the existing gaps found in the current study and the synthesis of the overall chapter.

#### **What is Job Satisfaction: an Overview**

Biason, R. (2020), considers job satisfaction to be the most vital factor for a successful organization. Riggio, R. (2018), defined it as the positive and negative feelings, as well as inclination towards one's specific occupation. Whereas according to Marshall, C. (2020), the overall concept of job satisfaction is divided into two: extrinsic and intrinsic job satisfaction. The former pertains to what an employee appraises in their working situation such as their salary, co-workers, supervisors, working environment, and more. Whereas, the latter refers to the definite or actual work an employee does on a daily basis such as their responsibilities or duties in their work assignments.

The very idea of job satisfaction is what employees or workers seek for; it is a key element for employee retention. It is indicated in a study produced by Biason, R. (2020), the importance of job satisfaction was emphasized for employers to value the feelings and attitude of their employees towards their work job.

#### **How does Job Satisfaction Affect Employee Engagement**

Anwar, K. & Qadir, G.H. (2017), determined in their study the relationships between work engagement and job satisfaction. It has been concluded in their research that all factors that represents work engagement (i.e. Equal Opportunities, Personal Influence, Nature of Career, Development Opportunity, Employee Recognition, Workplace Challenge, Supervisor Behavior, Ethics and Integrity, and Job Empowerment) have a positive and significant correlation to job satisfaction. This indicates that respondents depend and get motivated more upon the workplace challenge which in return demonstrates a positive attachment and engagement to the organization. Vorina, A., et. al. (2017), they found that there is a positive relationship between job satisfaction and employee engagement. They indicated that if there is an increase of employee engagement, job satisfaction would also increase. Tentama, F., et. al. (2019), considered job satisfaction to be a factor capable of increasing the employee engagement level of the respondents. From the data that they have collected in their study, it has been shown that there was a very significant positive relationship between job satisfaction and employee engagement among the participants of their study, which were lecturers at a certain university.

#### **How does Job Satisfaction Affect Employee Retention**

According to Biason, R. (2020), found in their study that there is a positive impact on satisfaction towards work for all indications. The respondents of their study were satisfied with good compensation, job content, promotion, supervisor, and colleagues. The researchers have concluded that a positive impact of job satisfaction leads to an improvement in employee retention. Due to its reliability, employers of an organization should take into consideration engaging employees in practices to become satisfied with their work and remain in their organization. Desai, D. (2018), stated in their study that there are four factors that affect job satisfaction and those are Organizational Factors, Financial Factors, Work-related Factors, and Psychological Factors. These are analyzed in relation to employee retention. From the results, the researchers have concluded that there is a positive relationship between job satisfaction and employee retention. This means that when there is an accumulation of unsatisfied expectations from employees that reached a critical level, then there is less job satisfaction and a greater possibility of dissatisfaction which then leads to greater employee turnover.

## **Association Between Job Satisfaction and Employee Engagement to Employee Retention**

Reissová, A. & Papay, M. (2021), the results in their study has shown that employee engagement has a strong positive correlation with job satisfaction, as well as having a negative correlation with potential turnover. It is concluded that the higher an employee is engaged, the higher they are satisfied with their job, and the lower the potential turnover there is. Simply, that an employee who is engaged is satisfied and is least likely to resign from their work. Tepayakul, R. & Rinthaisong, I. (2018), concluded in their study that those with higher job satisfaction and engagement demonstrate fewer turnover intentions, while those who have low job satisfaction are more likely to resign and leave the organization. Alharthey, A.M., et. al. (2022), the result of the data that they have gathered shows that employee engagement has a significant and positive relationship on employee satisfaction. This indicates that the more engaged employees are, it would affect their satisfaction positively. In addition, employee engagement has a significant and positive relationship with employee retention. Which imply that with a higher level of work engagement, will contribute to an increase in employee retention in an organization or institution.

## **An Overview of an Employee Retention Plan/Program**

According to BambooHR (n.d.), defines a retention strategy as a plan that organizations utilize to reduce employee turnover, prevent attrition, increase retention, and foster employee engagement. For SHRM (n.d.), a comprehensive retention program plays a vital role in both attracting and retaining key employees, as well as reducing turnover and its related costs. Enamala, J. & Reddy, M. (2022), a plan for employee retention is utilized to increase present employee retention rate and establish high performance groups. It is stated in their study that the most important aspect of a good retention strategy is having a high retention workforce. This is to develop rewards that are meaningful for the workers and helps to improve morale through recognition programs and effective rewards. Employees are more likely to leave if they have not reached their full potential and are not acknowledged and respected at work. (Enamala and Reddy, 2022). Pavlou, C. (n.d.), stated that one of the few elements that can make an employee retention program efficient is deciding on employee compensation strategies. In designing compensation strategies, it should be meaningful enough to show respect to your employees. According to Pavlou, we must find out what matters to the employees and offer some benefits that they will actually appreciate.

## **Summary and Synthesis**

The accumulated related literature and studies were arranged to discuss job satisfaction, employee engagement, and retention concepts, practices and related studies. The review focused on Employee Job Satisfaction, Employee Engagement, and Employee Retention both in academic institutions and private industries, as well as some other settings. The readings gave the researchers a complete view and provided them with insights on practices of industries that pertain to improving employee retention through the practice of job satisfaction and engagement. The results gathered in this study will help provide the means to discover new strategies that will serve as a basis in developing a retention program. The literature on the relationship of Job Satisfaction and engagement and employee retention focused on the concepts and factors that can lead to improvements in achieving employee satisfaction in the workplace. The readings have created an impression that the strategies go hand in hand through the practice of employee retention programs. The job satisfaction and employee engagement factors used by practitioners in industry studies have been simply utilized as a basis for comparisons. Through this paper, good practices are identified and they serve as a basis in improving employee retention in organizations. The different views shared by different experts on the subject that gained worldwide acceptance in its application can be summarized in a uniformed statement that may be considered as a new job satisfaction definition. Job satisfaction then is the sum of the result of all the good works of empowered employees who endeavor for improvements in the organization that leads to meeting the needs and wants of customers. Higher education institutions have started to adapt this progress to achieve employee job satisfaction and engagement and to improve employee retention. Productivity and Security was facilitated thus there is an increasing rate with regards to employee turnover. A comprehensive selection program has a vital role in both attracting and retaining key employees as well as reducing turnover and its related costs. The review of related studies made the researchers believe that they used the same indicators to measure employee job satisfaction in

business and higher education. The common factors used include opportunities and rewards, supervision, fringe benefits, operating rules and procedures, organizational support for training, nature of work performed, feelings about training, and satisfaction with training and development. The gathered related literature and studies formed part of the main concern in the assumptions of this paper. It has helped define the parameter of the research problem as well as the research design. With this endeavor, it is the hope of the researcher to add more information into the field of business research, specifically determining the job satisfaction of employees in higher education institutions and to use this as a basis in crafting an employee retention program in the future.

## **METHODS AND PROCEDURES**

This chapter focuses on the research methodology and designs used in the discussions. The researchers emphasized the comprehensive description of the research population, design, data collection methods, sampling, instrumentation, data organization, and analysis.

### **Methods of Research**

This study is descriptive research. The study is broadly connected to the descriptive domain of research, which is concerned with the existing status

Teaching and Non-Teaching employees on all campuses of Centro Escolar University are the respondents of this study. 545 Teaching employees and 325 non-teaching employees with a total of 870 respondents. Teaching and non-teaching personnel of the university are the focus of this study among various departments. The restriction due to the COVID-19 pandemic caused the researchers to refrain from physical contact with the respondents while conducting research. The researchers gathered the participant's data on their demographic profile. To determine the employees' job satisfaction, the participants were requested to answer the online questionnaires.

Stratified purposive sampling was used to classify the population into two statuses. Non-teaching and teaching employees are composed of faculty members teaching in different schools of the University. One year residency is the required criteria to include in respondents' selection and they must be an employee, either faculty or non-teaching staff, and willing to participate in the study.

Steven W. Schmidt developed a Job training and Job Satisfaction Survey and utilized it in the study. To assess employees' attitudes towards job training and satisfaction, 43 compromise item nine-facet scale was used. The total score is computed from all six choices per item ranging from disagree very much to agree very much from a facet had three (3) to twelve (12) items. The job training satisfaction scale instrument scored .83 in Cronbach's alpha.

To gather data, the researcher used a questionnaire, interview, observation, and documentary analysis that served as instruments. The questionnaire by Steven W. Schmidt was applied as the main instrument and they were granted permission to use the 6-page questionnaire. The first part was composed of demographic information and the second part contained questions about job satisfaction in a total of 53 questions for the two divided parts.

The researchers presented the questionnaire to other research specialists for feedback and recommendations to test the validity of the instruments. To appraise the questionnaire's soundness and estimate the time requirement to answer the items, the researcher carried out the pre-test, involving members of the management and employees who are excluded from the sampled population.

The following statistical procedures were used to attain an in depth analysis of data:

To attain the in-depth analysis of data, the following statistical procedures were applied:

Enables to identify the frequency of occurrences of category per 100 cases, Frequency and Percentage were used regarding the level of employees' job satisfaction. To identify the responses that were the usual respondent's group, the weighted mean was used. The following conversation was used in the table below to determine the verbal interpretation of the computed mean.

## DISCUSSION

In this chapter, the researchers analyzed the findings collected from 545 faculty members and non-teaching employees. The summary is presented using proportions, means, and tables. The goal was to determine job satisfaction among CEU Teaching and Non-Teaching employees, which will serve as information to the proposed employee program. Participants include middle managers such as deans, department heads, assistant deans, program heads, senior staff, faculty, and non-teaching staff. A questionnaire was used as a research instrument for collecting the study's findings.

### Job Satisfaction of the Employees

TABLE 1.

	Mean	S.D.	V.I.
<b>Job Satisfaction</b>			
Opportunities and Rewards	3.41	1.037	Slightly Satisfied
Supervision	5.01	1.120	Very Satisfied
Fringe Benefits	2.94	1.234	Slightly Satisfied
Operating Rules and Procedures	2.91	.895	Slightly Satisfied
Coworkers	5.19	.905	Very Satisfied
Nature of work performed	4.98	.922	Satisfied
<b>Overall</b>	<b>4.07</b>	<b>.716</b>	<b>Satisfied</b>

TABLE 1, Job Satisfaction of the Employees.

The researchers assessed various aspects of job satisfaction among CEU employees. Table 1 shows the findings of the study which shows a general positive sentiment, with employees expressing satisfaction in significant areas. The results show the highest score in Coworkers with a coefficient of 5.19, indicating a very high satisfaction. Closely, it was followed by Supervision with a coefficient of 5.01. However, there are certain aspects that garnered lower mean scores which suggests a slight satisfaction. This includes operating rules and procedures, fringe benefits, and opportunities and rewards which coefficients are 2.91, 2.94, and 3.41 respectively.

In congruence to the results of this study, Dziuba, et. al. (2020) discussed that a friendly work atmosphere is beneficial for its employees. Companies benefit from this inasmuch as it prompts the employees to show more willingness to come at work, be unpressured from deadlines, show more willingness to finish their tasks, and motivated to develop and act on behalf of the company. Another study that supports the results is a study conducted by Ali Ashraf (2019), emphasizing that work atmosphere has a mediating role with the relationship between supervisor cooperation and job satisfaction.

### Training Satisfaction of the Employees

TABLE 2.

	Mean	S.D.	V.I.
Organizational Support for Training	4.78	.996	Satisfied
Feeling About Training	5.02	.792	Very Satisfied
Satisfaction with Training and Development	4.52	1.065	Satisfied
<b>Overall</b>	<b>4.77</b>	<b>.809</b>	<b>Satisfied</b>

TABLE 2, Job Satisfaction of the Employees.

Table 2 shows the coefficients for the training satisfaction of the employees. In general, when it comes to training satisfaction, the employees are satisfied. With a mean of 5.02 for feeling about training, the score indicates the highest assessment that they are very satisfied. training and development which has a mean of 4.52 and organizational support for training with a mean of 4.78 indicates that they are satisfied.



Nguyen (2021), also conducted a study about employee training satisfaction wherein it can be affected by training and development considering that employees learn more technical skills for the job that it also correlates to how they cope-up with their jobs.

### **Summary, Conclusions, and Recommendations**

The objective of this study is to determine job satisfaction of CEU employees inasmuch as it is a basis for developing employee programs. Utilizing a descriptive method of research, the researchers analyzed the data gathered from the respondents. There were also secondary sources such as books, publications, reports, periodicals, and electronic resources. The statistical treatment included weighted mean, frequency, and percentage. Various research instruments were also gathered from library records, documentary and survey techniques.

### **Summary of Findings**

#### **Employee Profile**

The participants of this study include the middle managers, senior staff, faculty, and non-teaching staff of the different schools and departments of Centro Escolar University. They also have been an employee within the University for at least one year.

#### **Characteristics of the Respondents**

Majority of the respondents were female. Most of them are single in terms of marital status. The academic classification of the respondents were mostly teaching, with a majority of the respondents having a status of permanent and the years in service were mostly from 1 to 5 years. Most of the respondents come from the Manila campus.

#### **Job Satisfaction**

Job Satisfaction of the employees in terms of Opportunities and Rewards

There is a slight satisfaction to the majority of the participants when it comes to the University opportunities and rewards. When it comes to the statements stating that they receive recognition when they do a good job and statements that say they have a fair chance of being promoted, participants have slightly agreed.

In the statements that raises are not too few and not too far as well as that their efforts are not rewarded fairly, there's a moderate disagreement.

Job Satisfaction of the employees in terms of Supervision

The majority of participants indicated a high satisfaction with the supervision provided by the university. There's moderate agreement regarding their perception of their supervisor's competence, attentiveness to their concerns, and fairness in their interactions.

Job Satisfaction of the employees in terms of Fringe Benefits

There is a slight satisfaction between employees of CEU and their provided fringe benefits. The participants showed disagreement when it comes to the benefits that they receive. Furthermore, there is a moderate disagreement with the statement concerning that employees have lack of benefits. In future studies, if results yield comparable findings, then this would indicate that fringe benefits and employee compensation are imperative to employee retention. While other dimensions/factors influence an employee's choice to stay in his or her workplace, compensation is a controllable dimension that can be adjusted through the implementation of policies and practices.

Job Satisfaction of the employees in terms of Operating Rules and Procedures

CEU's teaching and non teaching staff showed slight satisfaction with the statements that indicate the university's operating rules and procedures. However, they slightly disagreed that these operating rules and

procedures simplify and make their jobs easier in CEU. They also have slight disagreement with the statement that they do not have excessive paperwork.

#### Job Satisfaction of the employees in terms of Coworkers

Most of the employees showed high satisfaction with their relationship with coworkers. There is moderate agreement with the statement about their enjoyment with their coworkers. Furthermore, there is moderate agreement between the employees and the statement that implies there is not much hostility in the workplace

#### Job Satisfaction of the employees in terms of Nature of Work

Majority of the employees of CEU find satisfaction in their work. They take pride in doing their job and they do not find it meaningless.

#### Training Satisfaction of the employees in terms of Organizational Support for Training

Majority of the participants showed satisfaction with the organization's training support. There is moderate agreement with the statement that employees in their designated departments were inclined to professional and personal development.

#### Training Satisfaction of the Employees in terms of Feelings about Training

The majority of the respondents expressed high satisfaction with the university's training provided. They showed moderate agreement with the statement provided for it.

#### Training Satisfaction of the employees in terms of Satisfaction with Training

Majority of the participants showed satisfaction with training by the university. They moderately expressed agreement with the statement that they receive relevant on-the-job training.

## **CONCLUSIONS**

The following conclusions were drawn based on the findings of the study:

The CEU teaching and non-teaching employees expressed overall satisfaction with their job. Particularly, employees expressed satisfaction with their relationship with supervisors and their co-workers.

There is a necessity to conduct a thorough review of operating rules, fringe benefits, procedures, rewards, and opportunities by the management in which the management should focus more on their employees' preferences.

While organizational support is extensive, increased attention is needed for the employees' career path assistance.

Employees are aware of the existing benefits whilst there is a need for alignment to see the benefits that employees find attractive and what they really prefer.

Retaining top talent is crucial for organizations in today's competitive market with frequent job changes and employees poaching.

## **RECOMMENDATIONS**

The conclusions of the study has prompted the researchers to recommend the following:

It is significant to review and improve the policies and procedures of the university for a more optimized outcome and operation of everyday work.

Continually review employee benefits based on the fit of it to their satisfaction. A cost effective management can result from the examination of compensation which may have been affected by an increase in employee attrition.

Develop a sustainable and flexible development program that can be modified based on individual and collective needs of employees

Develop a sustainable and flexible employee retention program that can be adjusted based on the needs of different existing generations of employees.

Future studies can benefit from these conclusions as it can present data to be compared or contrasted from other data to be examined by other researchers.

## REFERENCES

- Alharthey, A. M., Leong, Y., Said, M. F. M., and Chong, C. W. (2022b). An Analysis of The Perceived Factors Impacting Employee Satisfaction and Retention in Saudi Arabia's Higher Education Sector. *Advances in Social Sciences Research Journal*, 9(6), 19–43. DOI: 10.14738/assrj.96.12406
- Anwar, K. and Qadir, G.H. (2017) A Study of the Relationship between Work Engagement and Job Satisfaction in Private Companies in Kurdistan. *International Journal of Advanced Engineering, Management, and Science*, 3(12), 1102–1110. <https://doi.org/10.24001/ijaems.3.12.3>
- Biason, R. S. (2020). THE EFFECT OF JOB SATISFACTION ON EMPLOYEE RETENTION. *International Journal of Economics, Commerce, and Management*, 8(3). Retrieved from: <https://ijecm.co.uk/wp-content/uploads/2020/03/8330.pdf>
- Desai, D. (2018). A Study on Linkage Between Job Satisfaction and Employee Retention. *International Journal for Research in Applied Science and Engineering Technology*, 6(6), 588–593. DOI : 10.22214/ijraset.2018.6092
- Enamala, J., and Reddy, J. M. (2022, May 3). Strategies for employee retention. *International Journal of Health Sciences Enamala, J., and Reddy, J. (2022). Strategies for employee retention. International Journal of Health Sciences (IJHS)*, 4586–4600. Retrieved July 15, 2022, from <https://www.neliti.com/publications/430168/strategies-for-employee-retention>
- Friedman, B. A., and Schnorr, L. M., (2016). Latent Employee Turnover and Prevention—When Job Creation Catches Up with Economic Recovery: An Employee Retention Model and Case Study. *The BRC Academy Journal of Business*. DOI: 10.15239/j.brcacadjb.2016.06.01.ja01. Retrieved July 15, 2022 from [https://www.researchgate.net/publication/301309341\\_Latent\\_Employee\\_Turnover\\_and\\_Prevention-When\\_Job\\_Creation\\_Catches\\_Up\\_with\\_Economic\\_Recovery\\_An\\_Employee\\_Retention\\_Model\\_and\\_Case\\_Study](https://www.researchgate.net/publication/301309341_Latent_Employee_Turnover_and_Prevention-When_Job_Creation_Catches_Up_with_Economic_Recovery_An_Employee_Retention_Model_and_Case_Study)
- Marshall, C. (2016). Analysis of a Comprehensive Wellness Program's Impact on Job Satisfaction in the Workplace. *International Hospitality Review*, 32 (1). Retrieved July 11, 2022, from <https://www.emerald.com/insight/publication/issn/2516-8142>
- Maslow's hierarchy for employee engagement | Ovation Incentives. (n.d.). <https://www.ovationincentives.com/articles/maslows-hierarchy-of-needs-applied-to-employee-engagement#:~:text=Maslow's%20Hierarchy%20of%20Needs%E2%80%8D,-The%205%20needs&text=Importance%20%E2%80%93%20Feeling%20of%20accomplishment%2C%20independence,food%2C%20water%2C%20shelter%20and%20sleep>
- Pavlou, C. (2022). How to create an employee retention program. *Recruiting Resources: How to Recruit and Hire Better*. Retrieved on July 06, 2022 from <https://resources.workable.com/stories-and-insights/employee-retention-program#>
- Reissová, A. and Papay, M. (2021). Relationship Between Employee Engagement, Job Satisfaction and Potential Turnover. *Temjournal*, 10 (2) , 847-852 Retrieved July 6, 2022, from [https://www.temjournal.com/content/102/TEMJournalMay2021\\_847\\_852.pdf](https://www.temjournal.com/content/102/TEMJournalMay2021_847_852.pdf)
- Riggio, R. E. (2018). Introduction to Industrial/Organizational Psychology. Routledge. DOI: 10.4324/9781315620589
- Society for Human Resource Management (2022). Organizational Culture. SHRM. Retrieved July 15, 2022, from <https://www.shrm.org/ResourcesAndTools/Pages/Organizational-Culture.aspx>
- Tepayakul, R. and Rinthaisong, I. (2018). Job Satisfaction and Employee Engagement among Human Resources Staff of Thai Private Higher Education Institutions. Retrieved July 6, 2022, from *The Journal of Behavioral Science*, 13 (2), 68-81. <https://so06.tci-thaijo.org/index.php/IJBS/article/view/109260>
- Tirta, A.H. and Enrika, A. (2020). Understanding the Impact of Reward Recognition, Work Life Balance, on Employee Retention with Job Satisfaction as Mediating Variable on Millennials in Indonesia. *Journals of Business and Retail Management Research*, 14 (13), pp. 88 - 98. Retrieved on July 06, 2022 from [https://jbrmr.com/cdn/issue\\_file/2021-03-23-10-41-21-AM.pdf#page=94](https://jbrmr.com/cdn/issue_file/2021-03-23-10-41-21-AM.pdf#page=94)
- Vorina, A., Simonič, M., and Vlasova, M. (2017). An Analysis of the Relationship Between Job Satisfaction and Employee Engagement. *Economic Themes*, 55(2) 243-262. Retrieved July 6, 2022, from <https://sciendo.com/pdf/10.1515/ethemes-2017-0014>
- What is a Retention Strategy? | BambooHR Glossary. (n.d.). Retrieved on July 06, 2022, from <https://www.bamboohr.com/resources/hr-glossary/retention-strategy>