



Organizational Climate and Faculty Job Satisfaction in Selected Chinese Higher Education Institutions

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Abstract

This study examined the relationship between organizational climate and faculty job satisfaction in selected Chinese higher education institutions. Using a descriptive-correlational research design, data were gathered from 234 faculty members from South China Normal University, Guangdong Neusoft University, and Foshan University of Science and Technology. The study assessed organizational climate in terms of motivational level, responsibilities delegation, leadership styles, work attitude, and evaluation process, while job satisfaction was measured in relation to salary and benefits, leadership behavior, personal growth, interpersonal relationships, and job competency. Frequency, percentage, weighted mean, analysis of variance, and Pearson correlation were used to analyze the data. Findings showed that faculty members generally agreed that their institutions had a positive organizational climate, with leadership styles receiving the highest mean rating. Faculty members were also generally satisfied with their jobs, particularly in terms of personal growth and leadership behavior. Significant differences were observed in selected organizational climate and job satisfaction dimensions when grouped according to sex, age, and highest educational attainment. Pearson correlation results indicated highly significant positive relationships between all organizational climate dimensions and job satisfaction dimensions. The study concludes that a supportive organizational climate is meaningfully associated with higher faculty job satisfaction. Results suggest the need for institutional strategies that strengthen leadership practices, faculty participation, professional development, recognition systems, and inclusive workplace policies.

Keywords: *organizational climate; faculty job satisfaction; higher education; Chinese colleges; leadership behavior; institutional management*

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1. Introduction

Higher education institutions operate within complex organizational environments shaped by leadership practices, communication systems, institutional expectations, workload arrangements, collegial relations, and opportunities for professional development. In colleges and universities, these conditions are particularly important because faculty members perform multiple academic roles, including instruction, research, student support, curriculum development, institutional service, and community engagement. The quality of the organizational environment therefore has direct relevance to how faculty members experience their work and how they evaluate their level of job satisfaction.

Organizational climate refers to the shared perceptions of employees regarding the prevailing work atmosphere, values, practices, relationships, and administrative processes within an institution. In the context of higher education, organizational climate may be reflected in the extent to which faculty members perceive support for professional growth, clarity in delegation, fairness in leadership, collegiality in work relationships, and coherence in evaluation processes. A positive organizational climate can provide faculty members with a sense of institutional support and professional belonging, while an unfavorable climate may contribute to dissatisfaction, disengagement, weak collaboration, and reduced commitment to institutional goals.

Job satisfaction, meanwhile, concerns the degree to which employees perceive their work as fulfilling, meaningful, fairly compensated, professionally rewarding, and socially supportive. In the original manuscript, job satisfaction is understood in relation to salary and benefits, leadership behavior, personal growth, interpersonal relationships, and job competency. Prior studies cited in the manuscript indicate that job satisfaction is shaped by organizational culture, leadership, work environment, and institutional support (Carvalho et al., 2020; Kankanamge & Sirisena, 2020; Subarto et al., 2021). In higher education, these factors are particularly relevant because faculty members' satisfaction may influence not only their own well-being but also teaching quality, research productivity, institutional participation, and student learning conditions.

Chinese higher education institutions have undergone continuing transformation due to growing enrollment, institutional expansion, globalization, technological development, and increased expectations from students, faculty, administrators, and external stakeholders. These changes have intensified the need to understand how faculty members perceive their organizational environment and how such perceptions are associated with job satisfaction. Recent work on AI adoption in education likewise indicates that digital transformation introduces not only instructional opportunities but also equity, access, cost, privacy, and governance concerns that institutions must manage carefully (Rao et al., 2025). Although the relationship between organizational climate and job satisfaction has been examined in various organizational and educational settings, the specific experiences of faculty members in selected Chinese higher education institutions require closer attention because institutional hierarchy, stakeholder dynamics, academic responsibilities, and cultural expectations may shape faculty perceptions differently.

This study focuses on faculty members from South China Normal University Nanhai Campus, Foshan University of Science and Technology, and Guangdong Neusoft University. These institutions provide a useful context for examining organizational climate and job satisfaction because they represent different higher education settings within China, including public and private institutional contexts. By examining faculty perceptions across these institutions, the study contributes to the discussion on how leadership, delegation, work attitudes, evaluation practices, professional growth, interpersonal relationships, and compensation-related factors relate to faculty satisfaction.

The practical relevance of the study lies in its potential contribution to institutional management and educational leadership. For college administrators, human resource personnel, and academic leaders, understanding the relationship between organizational climate and job satisfaction may support more evidence-based interventions in faculty development, communication, leadership support, decision-making participation, recognition systems, and work-life balance. For scholarship, the study contributes to the continuing discussion on faculty work conditions in higher education, particularly in relation to selected Chinese institutions.

This study aimed to determine the relationship between organizational climate and job satisfaction among faculty members in selected Chinese higher education institutions. Specifically, it sought to:

1. describe the profile of the respondents in terms of sex, age, highest educational attainment, and years in service;
2. assess the organizational climate of selected Chinese higher education institutions in terms of motivational level, responsibilities delegation, leadership styles, work attitude, and evaluation process;
3. determine the level of faculty job satisfaction in terms of salary and benefits, leadership behavior, personal growth, interpersonal relationships, and job competency;
4. test whether significant differences exist in organizational climate and job satisfaction when respondents are grouped according to profile variables;
5. examine the relationship between organizational climate and job satisfaction; and
6. propose institutional strategies for enhancing organizational climate and faculty job satisfaction based on the findings of the study.

2. Review of Related Literature

2.1 Organizational Climate and Faculty Job Satisfaction

Organizational climate has been widely examined as a contextual factor associated with employee satisfaction, performance, and institutional functioning. In the context of higher education, organizational climate refers to faculty members' shared perceptions of the work environment, including institutional support, communication patterns, leadership practices, collegial relationships, and the degree to which institutional policies encourage professional engagement. A related

higher education leadership synthesis similarly frames academic leadership as a mediating function that must balance program quality, faculty well-being, institutional viability, and generational responsiveness (Bermido et al., 2025). Job satisfaction, in turn, refers to employees' evaluative response to their work experience and the extent to which their expectations, needs, and professional aspirations are met (Chang et al., 2020; Obeng et al., 2021).

Several studies cited in the manuscript support the association between organizational climate and job satisfaction. Castro and Martins (2010) found a positive relationship between organizational climate and employee satisfaction, suggesting that the way employees perceive their work environment is linked to how they evaluate their jobs. Antoro and Herminingsih (2022) likewise reported that organizational climate, together with career development and leadership style, had a significant effect on employee satisfaction. In educational contexts, the relationship is especially relevant because faculty members' work satisfaction may influence teaching engagement, collegial participation, and institutional commitment.

The manuscript also situates this relationship within the Chinese higher education context. Studies on Chinese and related educational settings suggest that faculty satisfaction is shaped not only by general organizational conditions but also by cultural expectations, institutional hierarchy, collegial norms, and professional empowerment (Meng & Sun, 2019; Sargent & Hannum, 2005; Tsai, 2011). Hu et al. (2023) further emphasized the importance of working environment in relation to well-being and job satisfaction in Chinese institutional settings. These studies collectively suggest that organizational climate is not merely an administrative condition but a lived institutional experience that may influence faculty morale, engagement, and retention.

2.2 Leadership, Communication, and Delegation as Dimensions of Organizational Climate

Leadership, communication, and delegation are recurring dimensions in the literature on organizational climate. Supportive and empowering leadership has been associated with a more positive work environment and stronger employee satisfaction (Choudhary & Khan, 2021; Yoola et al., 2023). In educational institutions, leadership does not operate only through formal authority; it also shapes expectations, resource access, professional recognition, decision-making participation, and the general tone of institutional relationships. Cansoy (2019), for example, found that transformational, servant, and ethical leadership behaviors were positively associated with teachers' job satisfaction, while laissez-faire leadership showed a negative relationship with satisfaction.

Communication is similarly central to organizational climate. Effective formal and informal communication can strengthen information flow, collaboration, and employees' sense of belonging. Yao et al. (2020) associated principal–teacher communication with job performance through psychological empowerment and affective commitment, while Efendi et al. (2022) emphasized the role of interpersonal communication in teacher job satisfaction. Desa et al. (2019), Arya and Supartha (2022), and Nuraini et al. (2022) likewise linked communication with satisfaction and performance. These findings are relevant to faculty work because unclear communication, weak participation, and limited transparency may reduce employees' confidence in institutional processes.

Delegation and participation also contribute to organizational climate. Niswaty et al. (2019) reported that decision-making and delegation functions were effective when leaders created a positive work climate and connected leadership action with employee experience. Smith et al. (2020) also showed that principal influence could affect school climate through collegial leadership, institutional vulnerability, achievement press, and professional teacher behavior. In the present study, delegation is particularly important because faculty members may evaluate their institutional climate partly through the clarity of responsibilities, transparency of communication, and extent of participation in decision-making.

2.3 Work Attitudes, Collegiality, and Interpersonal Relationships

A positive organizational climate is also shaped by the attitudes, relationships, and collaborative practices experienced by employees. Collegiality has been identified as an important contributor to job satisfaction because supportive peer relationships can create a more cooperative and psychologically safe work environment (Toropova et al., 2021). Trofimov et al. (2019) similarly noted that diverse work tasks aligned with employee characteristics and positive relationships with colleagues can increase loyalty and satisfaction. Ashraf (2019) also found that supervisor cooperation and work atmosphere were positively associated with job satisfaction.

Interpersonal relationships are particularly important in educational institutions because faculty members interact not only with administrators but also with colleagues, students, and academic teams. Lopes and Oliveira (2020) found that teacher-level variables, especially those related to interpersonal relations, were stronger predictors of job satisfaction than school-level variables. Admiraal et al. (2019) likewise showed that veteran teachers' satisfaction was connected to the quality of their relationships with students and the nature of their work. Bulińska-Stangrecka and Bagieńska (2021), in the context of pandemic-era remote work, further emphasized that employee relations and interpersonal trust contributed to job satisfaction.

The manuscript also recognizes the cultural relevance of interpersonal relationships in Asian and Chinese contexts. Qing et al. (2020) and Thant and Chang (2021) indicate that interpersonal relations, recognition, personal life factors, and the nature of work may be important determinants of satisfaction. Hong et al. (2020) similarly discussed the role of cultural individualism and collectivism in career attitudes and job satisfaction. In Chinese higher education institutions, where institutional hierarchy and collectivist relational expectations may influence workplace behavior, interpersonal relationships may function as both a source of support and a possible site of tension. Thus, collegiality and collaborative work attitudes are important dimensions for understanding faculty satisfaction.

2.4 Compensation, Personal Growth, and Job Competency as Dimensions of Satisfaction

Job satisfaction is multidimensional and cannot be reduced to compensation alone. Salary and benefits remain important, but studies cited in the manuscript suggest that satisfaction is also influenced by recognition, work environment, professional growth, leadership behavior, and the meaningfulness of work. Putra and Asnur (2020) found that employees were generally satisfied with salary, position, promotion, and supervision indicators, while Serreqi (2020) reported that overall pay satisfaction and pay level affected job satisfaction. However, Putra et al. (2021) found that some aspects of satisfaction, such as supervision, contingent rewards, co-workers, nature of work, and communication, were more strongly related to caring behavior than salary and benefits alone.

Personal growth also appears as a major component of job satisfaction. Hee et al. (2019), using Herzberg's Two-Factor Theory, identified several contributors to faculty satisfaction, including company policy, supervision, working conditions, salary, recognition, nature of work, growth, and achievement. Al-Asadi et al. (2019) found that servant leadership positively influenced both intrinsic and extrinsic job satisfaction, suggesting that leadership may support employees' growth and engagement. Dhamija et al. (2019) also highlighted the importance of quality of work life, work environment, and institutional interventions in improving job satisfaction. In a higher education employee context, meaningful work and growth mindset have also been treated as psychological resources that may support workplace purpose and professional fulfillment (Aguilar, 2026). In the Chinese vocational education setting, professional values and personal development orientations have likewise been linked with learning motivation, indicating that growth-related values may shape how individuals engage with educational and work-related roles (Yan, 2026).

Job competency is another relevant dimension because employees may experience satisfaction when they perceive themselves as capable, effective, and able to contribute meaningfully to organizational goals. Sabuhari et al. (2020) found that human resource flexibility, employee competency, and job satisfaction influenced employee performance, while Saban et al. (2020) linked competencies, compensation, work culture, and job satisfaction with employee performance. Supriyatin et al. (2019) likewise found that auditor competencies and job satisfaction positively affected audit quality. Related organizational evidence from Philippine trading companies further suggests that work environment support, coaching, feedback, and recognition may strengthen productivity-related outcomes alongside self-efficacy (Espelita & Atento, 2026). Although these studies come from different professional contexts, they support the broader claim that competence, growth, and satisfaction are interconnected aspects of employee experience.

2.5 Synthesis and Literature Gap

The literature reviewed in the manuscript consistently suggests that organizational climate and job satisfaction are positively associated across educational and non-educational settings. Organizational climate is shaped by leadership, communication, delegation, collegiality, support, recognition, evaluation practices, and opportunities for professional development (Antoro & Herminingsih, 2022; Castro & Martins, 2010; Choudhary & Khan, 2021; Yao et al., 2020). Job satisfaction, meanwhile, is influenced by compensation, leadership behavior, personal growth, interpersonal relationships, work environment, and perceived competence (Hee et al., 2019; Lopes & Oliveira, 2020; Putra & Asnur, 2020; Serreqi, 2020).

However, the literature also indicates that these relationships may vary by institutional and cultural context. Chinese higher education institutions are shaped by hierarchical structures, collectivist expectations, academic workload, institutional reforms, and evolving expectations regarding teaching, research, and faculty development (Meng & Sun, 2019; Sargent & Hannum, 2005; Tsai, 2011). While prior studies provide broad evidence that organizational climate is associated with job satisfaction, fewer studies focus specifically on faculty members in selected Chinese higher education institutions using the organizational climate dimensions and job satisfaction dimensions examined in the present study.

This study responds to that gap by examining how faculty members assess organizational climate in terms of motivational level, responsibilities delegation, leadership styles, work attitude, and evaluation process, and how these dimensions relate to job satisfaction in terms of salary and benefits, leadership behavior, personal growth, interpersonal relationships, and job competency. Institutional improvement in higher education may also be supported by broader governance practices such as curriculum audits, faculty development, digital course design, and whole-institution approaches to academic development (Atento, 2025). In doing so, the study provides institutionally relevant evidence for improving faculty support, leadership practices, communication systems, professional growth opportunities, and workplace satisfaction in selected Chinese higher education institutions.

3. Methodology

3.1 Research Design

This study employed a descriptive-correlational research design to examine the relationship between organizational climate and job satisfaction among faculty members in selected Chinese higher education institutions. The descriptive component was used to determine the respondents' profile, organizational climate perceptions, and job satisfaction levels, while the correlational component was used to test the relationship between organizational climate and job satisfaction.

3.2 Research Locale

The study was conducted in three higher education institutions in China: South China Normal University, Guangdong Neusoft University, and Foshan University of Science and Technology. These institutions were selected because they represent varied institutional contexts within Chinese higher education, including public and private higher education settings. The inclusion of these institutions provided a basis for examining organizational climate and job satisfaction across different academic environments.

3.3 Respondents and Sampling Technique

The respondents of the study were 234 faculty members from the three selected Chinese higher education institutions. The total number was based on the respondent profile distribution reported in the results section, consisting of 116 male and 118 female respondents. The study used purposive sampling to include faculty members from different academic disciplines and departments. This approach was appropriate because the study specifically required respondents who could assess the organizational climate and job satisfaction conditions within their respective institutions.

3.4 Research Instrument

Data were gathered using a structured survey questionnaire composed of three parts. The first part collected the respondents' demographic profile in terms of sex, age, highest educational attainment, and years in service. The second part measured organizational climate in terms of motivational level, responsibilities delegation, leadership styles, work attitude, and evaluation process. The third part measured job satisfaction in terms of salary and benefits, leadership behavior, personal growth, interpersonal relationships, and job competency.

The organizational climate items used a four-point agreement scale, while the job satisfaction items used a four-point satisfaction scale. Higher mean scores indicated more favorable perceptions of organizational climate or higher levels of job satisfaction.

3.5 Reliability of the Instrument

A pilot test involving 30 participants was conducted to determine the reliability of the instrument. Cronbach's alpha coefficients indicated acceptable to high reliability across the study variables. The reliability values were as follows: motivational level, $\alpha = .876$; responsibilities delegation, $\alpha = .794$; leadership styles, $\alpha = .875$; work attitudes, $\alpha = .810$;

evaluation process, $\alpha = .820$; salary and benefits, $\alpha = .881$; leadership behavior, $\alpha = .768$; personal growth, $\alpha = .822$; interpersonal relationships, $\alpha = .918$; and job competency, $\alpha = .881$. These values suggest that the instrument was internally consistent for measuring the selected dimensions of organizational climate and job satisfaction.

3.6 Data Gathering Procedure

The researchers administered the survey questionnaire to faculty members of the selected institutions. The questionnaire was distributed either physically or through an online platform. Respondents were informed of the purpose of the study, the voluntary nature of participation, and the confidentiality of their responses. Completed responses were collected, organized, and prepared for statistical analysis.

3.7 Data Analysis

The data were analyzed using descriptive and inferential statistical tools. Frequency and percentage were used to describe the respondents' profile. Weighted mean and ranking were used to assess organizational climate and job satisfaction levels. Analysis of variance was used to test significant differences in organizational climate and job satisfaction when respondents were grouped according to profile variables. Pearson's correlation coefficient was used to determine the relationship between organizational climate and job satisfaction.

3.8 Ethical Considerations

Ethical considerations were observed throughout the study. Participation was voluntary, and respondents were informed about the purpose of the research before answering the questionnaire. Confidentiality and anonymity were maintained, and the findings were reported only in aggregated form. The study avoided disclosure of individual responses and protected the privacy of the participating faculty members.

4. Results and Discussion

4.1 Respondent Profile

The study involved 234 faculty members from the selected Chinese higher education institutions. The respondent group was nearly balanced by sex, with 116 male respondents and 118 female respondents. In terms of age, the largest group belonged to the 35–45 years old category, followed by those aged 46 years old and above, and then those aged 24–34 years old. Regarding educational attainment, most respondents were college graduates, followed by those with master's degrees and those with doctorate or PhD qualifications. In terms of years in service, the largest proportion had served for 10 years and above, followed by those with 6–10 years of service and those with 0–5 years of service. Overall, the respondent profile suggests that the study included faculty members with varied demographic and professional backgrounds, allowing the findings to reflect perspectives from different stages of academic employment.

4.2 Organizational Climate Perception

The respondents generally reported a favorable perception of organizational climate across the five dimensions assessed in the study. As shown in Table 1, all dimensions were interpreted as Agree, with a composite mean of 3.08. Among the dimensions, leadership styles obtained the highest mean rating of 3.12, followed by motivational level with a mean of 3.11. The lowest-rated dimension was work attitude, with a mean of 3.04, although it still fell within the Agree range.

Table 1. Summary of Organizational Climate Perception

Dimension	Weighted Mean	Verbal Interpretation	Rank
Leadership Styles	3.12	Agree	1
Motivational Level	3.11	Agree	2
Responsibilities Delegation	3.07	Agree	3
Evaluation Process	3.05	Agree	4
Work Attitude	3.04	Agree	5
Composite Mean	3.08	Agree	

The findings indicate that faculty members perceived their institutions as having generally positive organizational climates. The highest rating for leadership styles suggests that respondents recognized the presence of leadership practices that support fairness, institutional direction, and faculty motivation. The favorable rating for motivational level also suggests that faculty members perceived some degree of support for research, professional development, and institutional recognition. However, the relatively lower ratings for work attitude and evaluation process indicate areas where improvement may be needed, especially in promoting values-based activities, work-life balance, motivation, and regular revisiting of institutional mission and purpose.

4.3 Faculty Job Satisfaction

The respondents also reported a generally satisfactory level of job satisfaction. As shown in Table 2, the composite mean for job satisfaction was 3.08, interpreted as Satisfied. Among the dimensions, personal growth obtained the highest mean rating of 3.19, followed by leadership behavior with a mean of 3.12. The lowest-rated dimension was salary and benefits, with a mean of 3.01, followed closely by job competency with a mean of 3.02.

Table 2. Summary of Faculty Job Satisfaction

Dimension	Weighted Mean	Verbal Interpretation	Rank
Personal Growth	3.19	Satisfied	1
Leadership Behavior	3.12	Satisfied	2
Interpersonal Relationships	3.07	Satisfied	3
Job Competency	3.02	Satisfied	4
Salary and Benefits	3.01	Satisfied	5
Composite Mean	3.08	Satisfied	

The results suggest that faculty members were most satisfied with aspects of work related to personal development, autonomy, intellectual stimulation, and overall job experience. The relatively high rating for leadership behavior also implies that leadership support, workload manageability, and encouraging leader behavior contributed positively to job satisfaction. Although salary and benefits received the lowest rating, the mean still indicated satisfaction. This suggests that compensation was not evaluated negatively, but it may represent a comparatively weaker area of satisfaction when compared with personal growth and leadership behavior.

4.4 Differences in Organizational Climate and Job Satisfaction by Respondent Profile

The study tested whether perceptions of organizational climate differed significantly when respondents were grouped according to sex, age, highest educational attainment, and years in service. Table 3 presents only the statistically significant results. For sex, significant differences were found in responsibilities delegation and work attitude. For age, significant differences were found in responsibilities delegation and leadership styles. For highest educational attainment, significant differences were found in motivational level, responsibilities delegation, and evaluation process. No significant differences were found when respondents were grouped according to years in service.

Table 3. Significant Differences in Organizational Climate Perception by Respondent Profile

Profile Variable	Organizational Climate Dimension	F-value	p-value	Interpretation
Sex	Responsibilities Delegation	9.868	.002	Significant
Sex	Work Attitude	4.635	.032	Significant
Age	Responsibilities Delegation	5.152	.006	Significant
Age	Leadership Styles	4.754	.009	Significant

Highest Educational Attainment	Motivational Level	4.354	.014	Significant
Highest Educational Attainment	Responsibilities Delegation	3.328	.038	Significant
Highest Educational Attainment	Evaluation Process	4.654	.010	Significant

These results indicate that demographic and professional characteristics were associated with differences in selected organizational climate perceptions. In particular, perceptions of responsibilities delegation appeared to vary across sex, age, and educational attainment, suggesting that faculty members may experience or interpret delegation practices differently depending on their demographic or professional background. Leadership styles differed significantly by age, while motivational level and evaluation process differed significantly by highest educational attainment. These patterns suggest that institutional climate interventions should not assume a uniform faculty experience across all groups.

For job satisfaction, significant differences were also found across selected profile variables. As shown in Table 4, sex was significantly associated with differences in salary and benefits and leadership behavior. Age was significantly associated with differences in salary and benefits, leadership behavior, personal growth, and interpersonal relationships. Highest educational attainment was significantly associated only with salary and benefits. Years in service showed no significant differences across the job satisfaction dimensions.

Table 4. Significant Differences in Faculty Job Satisfaction by Respondent Profile

Profile Variable	Job Satisfaction Dimension	F-value	p-value	Interpretation
Sex	Salary and Benefits	6.937	.009	Significant
Sex	Leadership Behavior	4.989	.026	Significant
Age	Salary and Benefits	4.166	.017	Significant
Age	Leadership Behavior	7.129	.001	Significant
Age	Personal Growth	5.868	.003	Significant
Age	Interpersonal Relationships	3.400	.035	Significant
Highest Educational Attainment	Salary and Benefits	8.137	< .001	Significant

These findings suggest that faculty satisfaction was not experienced uniformly across respondent groups. Salary and benefits differed significantly by sex, age, and highest educational attainment, indicating that compensation-related satisfaction may be shaped by demographic and career-stage factors. Leadership behavior also differed by sex and age, which may indicate varied expectations of leadership support, recognition, communication, and workload management. Age-related differences in personal growth and interpersonal relationships further suggest that faculty members at different career stages may evaluate institutional support, autonomy, collegiality, and professional development differently.

4.5 Relationship Between Organizational Climate and Job Satisfaction

The study also examined the relationship between organizational climate and job satisfaction. As shown in Table 5, all organizational climate dimensions were positively and significantly correlated with all job satisfaction dimensions at the $p < .01$ level. The correlation coefficients ranged from $r = .212$ to $r = .538$, indicating generally positive associations of varying strength.

Table 5. Relationship Between Organizational Climate and Job Satisfaction

Organizational Climate Dimension	Salary and Benefits	Leadership Behavior	Personal Growth	Interpersonal Relationships	Job Competency
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Motivational Level	.519**	.437**	.499**	.386**	.436**
Responsibilities Delegation	.451**	.363**	.261**	.335**	.414**
Leadership Styles	.450**	.415**	.368**	.316**	.395**
Work Attitude	.274**	.316**	.212**	.231**	.281**
Evaluation Process	.538**	.371**	.357**	.283**	.303**

Note. ** $p < .01$.

The strongest correlation was found between evaluation process and salary and benefits ($r = .538$), followed by the relationship between motivational level and salary and benefits ($r = .519$), and between motivational level and personal growth ($r = .499$). These results suggest that faculty members who perceived stronger institutional evaluation processes and motivational support also tended to report higher satisfaction, particularly in relation to compensation, benefits, and personal growth. The weakest correlation was found between work attitude and personal growth ($r = .212$), although this relationship remained statistically significant.

Overall, the results indicate that more favorable perceptions of organizational climate were associated with higher levels of faculty job satisfaction. However, because the study used a descriptive-correlational design, the findings should be interpreted as evidence of association rather than causation.

4.6 Discussion

The findings demonstrate that faculty members generally perceived their institutional organizational climate positively and reported satisfactory levels of job satisfaction. The identical composite means for organizational climate and job satisfaction, both at 3.08, suggest a broadly favorable institutional environment. However, the results also show that the most favorable dimensions were not necessarily material or compensation-based. For organizational climate, leadership styles received the highest rating, while for job satisfaction, personal growth received the highest rating. This implies that faculty members may attach substantial value to leadership support, professional autonomy, intellectual stimulation, and opportunities for development.

The positive assessment of leadership styles supports prior literature indicating that leadership is a central determinant of organizational climate and job satisfaction. Earlier studies cited in the manuscript show that supportive, empowering, transformational, ethical, and servant leadership behaviors are associated with more favorable employee satisfaction outcomes (Cansoy, 2019; Choudhary & Khan, 2021; Yoola et al., 2023). In the present study, leadership-related dimensions were important in both organizational climate and job satisfaction results, suggesting that faculty members' experience of institutional leadership may shape how they interpret the broader work environment.

The findings on personal growth are also important. Among all job satisfaction dimensions, personal growth ranked highest. This result suggests that faculty members may derive satisfaction not only from compensation but also from autonomy, intellectual challenge, fulfillment, and professional development. This is consistent with the literature indicating that growth, achievement, recognition, work conditions, and the nature of work itself are important contributors to job satisfaction among faculty and other professionals (Al-Asadi et al., 2019; Hee et al., 2019). In higher education, where faculty work is strongly connected to professional identity, research engagement, and academic autonomy, personal growth may function as a major source of satisfaction.

At the same time, the relatively lower ratings for salary and benefits, job competency, work attitude, and evaluation process point to areas for institutional improvement. Salary and benefits remained within the Satisfied range, but its lowest ranking suggests that compensation-related concerns should not be dismissed. Similarly, work attitude and evaluation process were rated positively but ranked lower among organizational climate dimensions. These results indicate that the institutions may benefit from strengthening work-life balance measures, values-based activities, faculty motivation systems, evaluation transparency, and mechanisms for revisiting mission, vision, and organizational purpose.

The difference-test results further show that faculty perceptions vary across demographic and professional categories. Significant differences in organizational climate perception were found according to sex, age, and highest educational

attainment, particularly in responsibilities delegation. Significant differences in job satisfaction were also found according to sex, age, and highest educational attainment, especially in salary and benefits. These findings imply that organizational policies should not be designed on the assumption that all faculty members experience the institution in the same way. Faculty members at different career stages, with different educational qualifications, or from different demographic groups may have distinct expectations regarding leadership support, compensation, autonomy, recognition, and participation in decision-making.

The correlational findings provide the central empirical contribution of the study. All organizational climate dimensions were significantly and positively related to all job satisfaction dimensions. This supports the broader literature indicating that organizational climate is associated with employee satisfaction (Antoro & Herminingsih, 2022; Castro & Martins, 2010). In practical terms, the results suggest that improvements in institutional climate—particularly in motivation, delegation, leadership, work attitude, and evaluation—may be accompanied by higher levels of faculty satisfaction. Nevertheless, the study does not establish causal direction. A positive climate may support satisfaction, but satisfied faculty members may also evaluate their organizational climate more favorably. Longitudinal or mixed-method research would be needed to examine directionality and the mechanisms underlying these relationships.

Taken together, the findings suggest that organizational climate and job satisfaction are closely connected in the selected Chinese higher education institutions. The results support the need for institutional strategies that strengthen leadership quality, transparent delegation, faculty participation, professional development, recognition, fair evaluation processes, compensation review, and inclusive workplace relations. These areas are especially relevant because the study shows that faculty satisfaction is shaped by both institutional systems and interpersonal experiences.

5. Conclusions, Recommendations, and Implications

5.1 Conclusions

The study found that the respondents represented a diverse faculty profile in terms of sex, age, highest educational attainment, and years in service. This distribution provided a useful basis for examining how different faculty groups perceived organizational climate and job satisfaction in the selected Chinese higher education institutions.

The respondents generally perceived the organizational climate of their institutions positively. Among the organizational climate dimensions, leadership styles received the highest rating, followed by motivational level, responsibilities delegation, evaluation process, and work attitude. These findings suggest that faculty members recognized the presence of supportive leadership, institutional direction, and motivational conditions, although work attitude and evaluation-related practices remained areas for further improvement.

The respondents also reported a generally satisfactory level of job satisfaction. Personal growth received the highest rating, followed by leadership behavior, interpersonal relationships, job competency, and salary and benefits. This indicates that faculty members derived satisfaction primarily from opportunities for autonomy, intellectual stimulation, professional development, and leadership support, while compensation-related concerns remained comparatively weaker.

Significant differences were found in selected dimensions of organizational climate and job satisfaction when respondents were grouped according to sex, age, and highest educational attainment. These findings indicate that faculty members do not experience institutional climate and job satisfaction uniformly. Differences in demographic and professional characteristics should therefore be considered in designing faculty development, compensation, leadership, and support programs.

The study found statistically significant positive relationships between all dimensions of organizational climate and all dimensions of job satisfaction. This indicates that more favorable perceptions of motivational level, responsibilities delegation, leadership styles, work attitude, and evaluation process were associated with higher satisfaction in salary and benefits, leadership behavior, personal growth, interpersonal relationships, and job competency. However, because the study used a descriptive-correlational design, the findings should be interpreted as associations rather than evidence of causation.

Overall, the study concludes that organizational climate is meaningfully associated with faculty job satisfaction in the selected Chinese higher education institutions. A supportive institutional climate characterized by effective leadership,

transparent delegation, professional growth opportunities, constructive evaluation, and positive workplace relationships may contribute to stronger faculty satisfaction and institutional effectiveness.

5.2 Recommendations

Higher education leaders should strengthen organizational climate by improving leadership support, communication transparency, faculty participation, and recognition systems. Since leadership styles received the highest organizational climate rating, institutions may build on this strength by developing leadership practices that are consultative, fair, inclusive, and responsive to faculty concerns.

Institutions should enhance faculty development programs, particularly in research support, teaching innovation, professional training, and interdisciplinary collaboration. Since personal growth was the highest-rated job satisfaction dimension, maintaining and expanding opportunities for professional advancement may help sustain faculty motivation and satisfaction.

Academic and human resource administrators should review salary, benefits, and incentive structures. Although respondents were generally satisfied with compensation, salary and benefits ranked lowest among the job satisfaction dimensions. Institutions may therefore conduct periodic compensation benchmarking, clarify incentive systems, and develop transparent reward mechanisms linked to performance, contribution, and professional growth.

Faculty involvement in decision-making should be improved through faculty-led committees, regular consultation mechanisms, transparent communication channels, and structured feedback systems. This is especially important because responsibilities delegation showed significant differences across several respondent profile groups, suggesting that faculty members may perceive delegation and participation differently.

Institutions should strengthen evaluation processes by ensuring that performance feedback is constructive, developmental, transparent, and aligned with institutional goals. Evaluation systems should not be limited to compliance or appraisal; they should also identify faculty development needs, recognize performance, and support continuous improvement.

Because significant differences were observed according to sex, age, and highest educational attainment, institutions should use demographic-sensitive faculty support systems. Periodic surveys, focus groups, and disaggregated satisfaction analyses may help identify the needs of different faculty groups and guide more targeted interventions.

Finally, institutions should adopt continuous monitoring of organizational climate and job satisfaction through regular faculty surveys, qualitative consultations, and institutional scorecards. These mechanisms may help administrators track changes over time, evaluate the effectiveness of interventions, and adjust policies based on evidence rather than assumptions.

5.3 Implications of the Study

The study has practical implications for higher education management. It suggests that faculty satisfaction can be strengthened not only through compensation but also through leadership quality, professional growth, communication, participation, collegiality, and evaluation practices. Institutional leaders should therefore treat organizational climate as a strategic management concern rather than as a purely administrative or human resource issue.

The study also has implications for educational leadership. Since leadership styles and leadership behavior were important in both organizational climate and job satisfaction results, academic leaders should be trained to support faculty autonomy, provide recognition, communicate clearly, manage workload expectations, and promote a culture of fairness and trust.

For human resource management, the findings imply that faculty policies should be data-informed and differentiated. The significant differences by sex, age, and educational attainment suggest that uniform faculty support programs may not fully address the needs of different groups. HR systems should therefore include mechanisms for demographic analysis, equity review, compensation assessment, and targeted professional development.

For institutional planning, the study supports the use of periodic organizational climate and satisfaction assessments as part of quality assurance and continuous improvement. These assessments may help institutions identify weak areas in work attitude, compensation, evaluation, and participation before they affect morale, retention, or institutional performance.

For future research, the study implies the need for broader and more rigorous designs. Future studies may include larger samples across additional Chinese higher education institutions, compare public and private institutions, use longitudinal designs to assess changes over time, or adopt mixed-method approaches to explain why particular demographic groups differ in their perceptions of climate and satisfaction.

As a whole, the study contributes to the literature on faculty work experience by showing that organizational climate and job satisfaction are closely associated in selected Chinese higher education institutions. It also provides an empirical basis for developing institutional strategies that support faculty well-being, professional engagement, and organizational effectiveness.

6. References

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