

Applicants' Recruitment Satisfaction: A Correlational Study in Catbalogan City Higher Education Institutions (HEIs)

AVELINA ABULENCIA-MONTEJO

Administrative Officer III
Samar State University

Abstract — This study examined the factors influencing recruitment satisfaction among employees in Catbalogan Higher Education Institutions (HEIs) through a descriptive-correlational research design. The research investigated three key dimensions of satisfaction: job fulfillment, growth opportunities, and personal values alignment, while analyzing their relationships with various demographic factors. Data were collected from 201 faculty and staff members across multiple HEIs in Catbalogan City, representing diverse age groups, educational backgrounds, income levels, and employment types. The study employed both descriptive statistics (mean, standard deviation) and inferential statistics (Pearson correlation, ANOVA) to analyze the data. Results indicated that employees reported high levels of satisfaction with job fulfillment (Mean=3.44) and personal values alignment (Mean=4.16), suggesting strong congruence between employee expectations and institutional culture. However, satisfaction with growth opportunities was notably lower (Mean=3.35), highlighting a critical area for improvement. Statistical analysis revealed significant positive correlations between age and growth opportunities ($*r^*=0.23$, $*p^*<0.001$), as well as between income levels and both job fulfillment ($*r^*=0.20$, $*p^*=0.004$) and growth opportunities ($*r^*=0.22$, $*p^*=0.002$). ANOVA results showed that female employees demonstrated significantly stronger alignment with institutional values ($F=8.45$, $*p^*=0.004$), while contractual employees expressed lower satisfaction with career advancement compared to their permanent counterparts ($F=4.12$, $*p^*=0.044$). The study concludes that while Catbalogan HEIs successfully foster job satisfaction and values alignment among employees, there remains substantial room for improvement in career development opportunities and compensation equity. Based on these findings, the study recommends five strategic interventions: (1) implementation of structured mentorship programs, (2) establishment of transparent promotion pathways, (3) regular salary benchmarking exercises, (4) adoption of gender-inclusive workplace policies, and (5) creation of clear conversion mechanisms from contractual to permanent employment status. These recommendations aim to enhance overall recruitment satisfaction, improve employee retention rates, and better align institutional human resource practices with workforce expectations in the higher education sector.

Keywords — **Recruitment Satisfaction, Job Fulfillment, Career Growth, Values Alignment, Higher Education Workforce**

I. Introduction

Recruitment and selection have evolved into key strategic functions, especially in higher education where faculty and staff quality directly impact academic performance and student

outcomes. Studies show that fair and transparent recruitment processes lead to higher employee satisfaction and engagement (Lievens & Slaughter, 2021), while positive recruitment experiences reduce turnover and strengthen organizational stability (Thompson & Dwyer, 2022). Research also highlights that strong employer branding, inclusive hiring practices, and the use of recruitment technology improve candidate satisfaction, boost job performance, and support workforce diversity (Becker & Huselid, 2023; Kulik & Cregan, 2023; Allen & McCarthy, 2024). These global findings emphasize the importance of effective recruitment in building a committed and sustainable workforce. Recent reports and employee feedback from Catbalogan's Higher Education Institutions (HEIs) show declining recruitment satisfaction, with 68% of exiting employees citing issues like unclear job descriptions, poor interview communication, and weak onboarding. Surveys rate recruitment processes at just 2.8 out of 5—well below the 3.5 regional benchmark—while focus group discussions confirm these concerns. This study aims to examine how demographic and experiential factors influence recruitment satisfaction among HEI employees in Catbalogan. The findings will help HR units improve hiring practices, guide CHED and institutional leaders in crafting better policies, and support college administrators in aligning recruitment strategies with organizational goals. By addressing the gap between intended outcomes and actual employee experiences, this research seeks to enhance recruitment effectiveness and retention in Philippine higher education.

Literature Review

Higher education employees' demographics greatly impact their recruiting satisfaction, with age impacting expectations and perceptions throughout the hiring process. As higher education institutions seek multigenerational workforces, age and recruiting satisfaction are becoming more important. Garcia et al. (2022) found that younger workers value career advancement and older workers favor employment security, affecting recruiting satisfaction. This disparity shows that HEIs must customize their recruitment strategy to different age groups to ensure that candidates understand how the school satisfies their needs. When recruitment strategies emphasize stability and institutional values, older employees are more satisfied, while younger employees may seek professional development and innovation, so recruitment strategies must accommodate these different expectations (Smith & Jones, 2023). Different generations have different expectations for HEI recruiting satisfaction, especially considering age-specific preferences and career aspirations. Millennials and Gen Z employees value flexibility, technological integration, and career development, which affects recruitment satisfaction, while Baby Boomers and Generation X may value job security and institutional missions (Chen & Lee, 2023). Miller and Chen (2021) found that younger employees were more satisfied with recruitment experiences that emphasized growth and innovation, while older employees were more satisfied with stability and long-term benefits. These findings emphasize the need to tailor recruitment methods to different age groups' expectations. employment fit is important in HEI recruiting satisfaction, and age affects how people view their qualifications and employment needs. In a correlational study by Torres et al. (2023), older workers reported higher job satisfaction when

their values and experiences match the institution's mission. This suggests that HEIs should address age-specific aspects in their recruitment tactics to improve job fit perceptions and recruitment satisfaction across age groups. Nguyen and Patel (2023) found that recruitment satisfaction is highest when institutions acknowledge the needs of different age groups, with older employees reporting higher satisfaction when recruitment communications focused on stability and professional growth and younger employees on innovation and mentorship. Harris and Martinez (2022) found that HEIs that prioritize gender equity and transparency during recruitment have higher employee satisfaction rates among both men and women, creating more inclusive environments that boost employee retention and morale. Johnson and Lee (2023) found that candidates in HEIs often seek positions that closely match their educational backgrounds and professional skills, and that specialists in fields like engineering and healthcare tend to report higher satisfaction when recruitment processes clearly communicate the alignment between their employee satisfaction depends on job fit, which this alignment improves. Garcia et al. (2022) found that candidates from different specializations are satisfied with the recruitment process based on how well it meets their needs. Technical candidates value detailed job expectations and growth opportunities, while humanities candidates value organizational culture and research support. HEIs seeking to attract and retain talent must understand how area of specialization affects recruitment satisfaction, according to Patel and Rodriguez (2023). Thompson and Brown (2024) found through correlational analysis that candidates in specialized disciplines who perceived a strong match between their skills and the institution's mission reported higher recruitment satisfaction, suggesting that HEIs should actively communicate their vision and values in relations. Nguyen and Patel (2023) found that job fit is closely linked to recruitment satisfaction, particularly in the area of specialization, with candidates often evaluating their satisfaction based on how well their qualifications match job requirements in their specialized fields. Social scientists may seek recruitment processes that emphasize community engagement, while scientists may prior to Smith and Lee (2021) found that candidates feel more valued and understood when recruitment communications are tailored to their expertise and career aspirations, highlighting the importance of HEIs developing specialized recruitment strategies to meet various academic needs. The new study examines occupational preferences within a broader demographic framework that includes age, gender, educational achievement, and socioeconomic status, unlike earlier studies. Nguyen and Lee (2023) and Garcia et al. (2022) focused on career aspirations and recruitment satisfaction, but this study examines how career preferences interact with other demographics to affect recruiting experiences. The current study's focus on Philippine higher education's unique institutional and cultural context may reveal different career preference-related satisfaction patterns than previous studies in other countries and cultures. Our recruitment satisfaction study shares major methodological and theoretical similarities with Patel and Rodriguez (2023) and Thompson and Brown (2024)'s focus on career goal alignment. These studies agree with the present research that career objectives strongly impact recruitment experiences, setting the stage for studying career choices as demographic variables. Patel and Rodriguez (2023) and Thompson and Brown (2024) focused on how institutions can align recruitment practices with candidate

career goals, but this study examines how career preferences, specialization, income, and employment type affect recruitment satisfaction. The current study examines recruiting satisfaction in Catbalogan City's higher education institutions, which is unique. The theoretical framework of this study's recruiting satisfaction factor analysis matches Kumar and Brown (2022) and Johnson et al. (2024)'s strategic approach to career preference accommodation. These studies help explain how professional goals affect recruitment experiences, particularly institutional alignment and purpose connection. The current study examines career preferences in a multi-dimensional demographic setting that includes numerous variables simultaneously, unlike earlier studies. Kumar and Brown (2022) and Johnson et al. (2024) examined institutional techniques for job preference diversity, but this study examines how demographic factors, including career preferences, affect recruitment satisfaction. The current study examines recruitment satisfaction in Catbalogan Higher Education Institutions, which may reveal different career preference-related satisfaction patterns than previous studies in different institutional and cultural settings. Garcia and Wong (2023) found that career preferences significantly affect employee expectations and recruitment satisfaction in HEIs. Candidates interested in research-heavy roles prioritize institutions that demonstrate strong commitments to funding and resources for research initiatives. Chen and Harris (2022) found through correlational analysis that candidates who feel their aspirations are supported by the institution are more likely to experience job satisfaction and commitment, emphasizing the importance of career preference considerations in recruitment strategies. Garcia and Wong (2023) and Chen and Harris (2022)'s focus on career preference acknowledgment and institutional support provides a solid theoretical framework for this study's assessment of recruitment satisfaction in Catbalogan Higher Education Institutions. These studies show that career aspirations matter when examining recruiting outcomes, validating the present research's theoretical framework. The new study examines occupational preferences within a demographic model that incorporates age, gender, educational achievement, and socioeconomic status, surpassing earlier studies. Garcia and Wong (2023) and Chen and Garcia et al. (2022) found that candidates with higher SES tend to have different perceptions of recruitment satisfaction, with higher SES candidates seeking positions that align with their professional aspirations and evaluating job offers based on potential for upward mobility and prestige, while lower SES candidates may focus more on immediate job security and benefits, suggesting that HEIs should tailor their recruitment. Nguyen and Lee (2023) and Garcia et al. (2022)'s study on socio-economic status and recruitment satisfaction provides theoretical foundation for this study's assessment of income as a demographic variable affecting recruiting experiences. These findings agree with the current research that economic background affects recruiting expectations and satisfaction, justifying the inclusion of income variables in the demographic profile analysis. This study examines socio-economic characteristics within a broader demographic framework that includes age, gender, educational achievement, and professional specialization, unlike earlier studies. Nguyen and Lee (2023) and Garcia et al. (2022) focused on how socio-economic status affects recruiting expectations alone, but this study examines how income levels affect recruitment satisfaction along with other demographics. The current study examines recruitment satisfaction

in the unique economic and cultural context of Philippine higher education institutions, which may reveal different socio-economic-related satisfaction patterns than previous international studies. Patel and Rodriguez (2023) found that candidates' socio-economic backgrounds significantly affect their recruitment satisfaction in HEIs. Candidates from higher SES backgrounds may have more professional networking experience and expect more streamlined recruitment processes, while those from lower SES backgrounds may need more support and resources during recruitment, which can affect their overall satisfaction. The current study's focus on Catbalogan City's distinct socio-economic milieu may reveal different income-related satisfaction patterns than earlier studies. Nguyen and Patel (2023) found that socio-economic status and job fit are crucial for understanding recruitment satisfaction in HEIs, as candidates from different socio-economic backgrounds assess job fit differently, affecting their overall satisfaction with the recruitment process. Lower SES candidates prioritize job security and community impact, while higher SES candidates focus on car. Smith and Lee (2021) found through correlational analysis that candidates who perceive good job fit based on their socio-economic context are more satisfied, emphasizing the importance of tailored recruitment strategies that consider socio-economic factors. The correlational approach and findings on socio-economic status and work fit by Nguyen and Patel (2023) and Smith and Lee (2021) give useful methodological precedent for the current study's assessment of recruitment satisfaction in Catbalogan Higher Education Institutions. These studies show that correlational analysis can examine socio-economic background and recruiting outcomes, validating the current study strategy. The new study examines socio-economic aspects within a demographic framework that encompasses age, gender, educational achievement, and occupational preferences, going beyond earlier studies. Kumar and Brown (2022) found that effective socio-economic recruitment strategies can significantly improve employee satisfaction in HEIs, noting that candidates from lower socio-economic backgrounds often face unique challenges during the recruitment process, such as limited access to professional networks or resources. Johnson et al. (2024) found that mentorship and support programs attract diverse talent and foster a sense of belonging and engagement among employees, improving recruitment satisfaction. The strategic approach to socio-economic inclusion described by Kumar and Brown (2022) and Johnson et al. (2024) helps explain the current study's link between economic background and recruitment satisfaction. These studies agree with the present research that focused measures can improve satisfaction outcomes for candidates from varied socioeconomic backgrounds, supporting the theory of income as a demographic variable. The current study examines socio-economic aspects in a multi-dimensional demographic setting that includes numerous variables simultaneously, unlike earlier studies. Kumar and Brown (2022) and Johnson et al. (2024) examined institutional strategies for socio-economic issues, but this study examines how demographic factors, including income, affect recruitment satisfaction. The current study's focus on Catbalogan Higher Education Institutions' distinct socio-economic context may reveal different income-related satisfaction patterns than earlier studies in other economic and cultural contexts. Garcia and Wong (2023) found that candidates' socio-economic status significantly affects their expectations and recruitment satisfaction in HEIs. Lower SES candidates seek more

information and support during the recruitment process, which can change their satisfaction levels. Lower SES candidates prioritize salary and job security transparency. Higher education research has focused more on recruitment satisfaction and the time dimension of recruiting experiences, notably the amount of years people have applied for permanent positions. Garcia et al. (2022) found that candidates with long application histories are more critical of the recruitment process, especially transparency and communication, and that HEIs should actively engage with these candidates to address their concerns and expectations. Improved communication can lead to higher satisfaction rates among those who have struggled to secure permanency. Patel and Rodriguez (2023) found that candidates who apply for permanency for several years may feel fatigued and disappointed, especially if they perceive inconsistencies in the recruitment process, which can lower candidate satisfaction because they may feel undervalued or overlooked. Thompson and Brown (2024) found that institutions recognizing the unique challenges faced by long-term applicants can improve recruitment satisfaction by providing mentorship and clearer communication, indicating that HEIs can improve the recruitment experience for people with long application histories through proactive approaches that foster a sense of belonging and increase satisfaction. Candidates with long application periods often have different levels of satisfaction based on their perceptions of the recruitment process, with those with multiple applications seeking reassurance about their qualifications and fit. Smith and Lee (2021) found that long-term applicants have higher expectations of recruitment transparency and support, and when HEIs provide clear communication and constructive feedback, these candidates report higher satisfaction. This highlights the importance of institutions understanding long-term applicants' unique needs to improve recruitment experiences.

The correlational technique and findings on long-term candidate expectations by Nguyen and Patel (2023) and Smith and Lee (2021) give essential methodological precedent for the current study's assessment of recruitment satisfaction in Catbalogan Higher Education Institutions. These studies show that correlational analysis can examine application duration and recruiting outcomes, supporting the current research and methodological approach. The current study examines application duration within a demographic framework that includes age, gender, educational achievement, and career interests, going beyond past studies. Nguyen and Patel (2023) and Smith and Lee (2021) focused on application duration and transparency expectations, but this study examines how years of application experience affect numerous recruiting satisfaction factors. Johnson et al. (2024) found that institutions with tailored support systems for long-term applicants have higher recruitment satisfaction. Offering additional resources and transparent communication improves recruitment experiences for candidates who have struggled to secure permanent positions, indicating that this proactive approach is essential for building diverse and engaged workforces. Garcia and Wong (2023) found that recruitment satisfaction in HEIs is closely linked to institutional reputation, indicating that candidates are more likely to express higher satisfaction when applying to institutions with strong reputations for academic excellence and employee support, especially in higher education settings where candidates often have specific expectations about institutional values and culture. Chen and Harris (2022) found that candidates' perceptions

of an institution's reputation significantly affect their recruitment satisfaction, with institutions that actively promote their values and successes being more likely to attract and retain talent. This highlights the importance of reputation management in recruitment satisfaction. This study's examination of recruitment satisfaction in Catbalogan Higher Education Institutions is contextualized by Garcia and Wong (2023) and Chen and Harris (2022)'s study of institutional reputation effects on recruitment satisfaction. These studies agree with the present research that institutional features strongly influence recruitment experiences, offering essential context for evaluating findings in Catbalogan's higher education scene. Nguyen and Lee (2023) found that candidates who receive timely and clear information during the recruitment process report higher levels of satisfaction, with transparent communication about job expectations, institutional culture, and potential career pathways shaping candidates' perceptions. The focus on Catbalogan Higher Education Institutions provides unique insights into recruitment satisfaction patterns in a specific geographical, cultural, and institutional context that may reveal different demographic relationships than previous international studies in diverse settings. The present study's focus on correlational analysis between comprehensive demographic profiles and multiple dimensions of recruitment satisfaction, including job fulfillment, growth opportunities, and personal values alignment, expands the literature by revealing how individual characteristics affect recruitment experiences. Through this comprehensive examination of demographic correlations with recruitment satisfaction, the current research advances the theoretical understanding of higher education recruitment processes and provides practical advice for improving recruitment effectiveness in Philippine higher education institutions.

II. Methodology

Research Design

This study employed a descriptive-correlational research design to explore the relationship between various factors influencing recruitment satisfaction among employees in higher education institutions (HEIs) in Catbalogan City. The primary aim was to assess how variables such as communication effectiveness, institutional reputation, and job fit correlate with overall recruitment satisfaction. Through survey administration to current employees and recent hires, the research gathered quantitative data on their experiences and perceptions of the recruitment process. The use of statistical analysis techniques, such as Pearson's correlation coefficient, which allowed for the identification of significant relationships between these variables and recruitment satisfaction levels, providing insights into how these factors influence candidates' experiences during the recruitment phase (Creswell, 2022).

Sample of the Study

The sampling procedure for the study on recruitment satisfaction of employees in Catbalogan Higher Education Institutions (HEIs) during the academic year 2024–2025 and utilized

a stratified random sampling method to ensure diverse representation from the selected institutions. The first step involved obtaining a complete list of employees from each institution, categorized by relevant strata such as academic staff, administrative personnel, and support staff. This stratification allowed for the inclusion of various roles and perspectives, ensuring that the sample reflects the different experiences and satisfaction levels across departments. This study was conducted among the HEIs in Catbalogan City, Samar. A predetermined sample size was calculated using a formula appropriate for correlational studies, ensuring statistical power while considering the total employee population of each institution. Once the sample size is determined, random selection was conducted within each stratum. This involved using random number generation techniques to select participants from each category, thereby minimizing selection bias and ensuring that every employee has an equal opportunity to participate. Recruitment was facilitated through official channels, including emails and announcements in staff meetings, emphasizing the study's confidentiality and voluntary nature.

Measures

This study employed a researcher-made survey questionnaire designed to comprehensively examine recruitment satisfaction among employees in Catbalogan Higher Education Institutions. The instrument consists of three distinct parts that systematically gather data on demographic characteristics, recruitment satisfaction levels, and factors influencing application decisions. Part I focuses on the demographic profile of respondents, collecting information on age, gender, highest educational attainment, area of specialization, career preference, socio-economic status, and number of years applying for permanent positions. Part II constitutes the primary component of the instrument, measuring the level of recruitment satisfaction across three key dimensions: job fulfillment, growth opportunities, and personal values alignment. This section employs a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), allowing respondents to indicate their level of agreement with statements related to their recruitment experiences. Part III addresses the factors considered before applying for positions, utilizing the same 5-point Likert scale format to quantify respondents' considerations and motivations during their application decision-making process. This section explores various institutional, professional, and personal factors that influence candidates' decisions to pursue employment opportunities within higher education institutions.

Procedures

The study on recruitment satisfaction of employees in Catbalogan Higher Education Institutions (HEIs) was conducted during the academic year 2024–2025, following a systematic and comprehensive research procedure designed to ensure methodological rigor, validity, and reliability of findings. The research process was meticulously planned and executed through several interconnected phases, each incorporating specific protocols and quality assurance measures to address the complexities inherent in conducting empirical research within academic institutional settings. Recruitment of participants was facilitated through multiple official

communication channels within the institutions, including institutional email systems, departmental announcements, and administrative notices, ensuring that potential respondents received comprehensive information about the study's purpose, scope, methodology, and their fundamental rights to confidentiality, anonymity, and voluntary participation. Informed consent procedures were rigorously implemented, with participants receiving detailed information sheets explaining the research objectives, data usage protocols, and their right to withdraw from participation at any time without consequence.

Data Processing

To analyze the data on recruitment satisfaction among employees in Catbalogan Higher Education Institutions (HEIs), a comprehensive quantitative correlational research design was employed, utilizing multiple statistical procedures to examine relationships between demographic variables and recruitment satisfaction outcomes. Prior to conducting inferential analyses, normality testing was performed to determine the appropriate statistical methods for data analysis. The data processing framework incorporated both descriptive and inferential statistical analyses to comprehensively address the research objectives. Descriptive statistics were systematically employed to analyze the demographic profile of respondents, utilizing frequencies and percentages to summarize categorical variables including age groups, gender, highest educational attainment, area of specialization, career preferences, socio-economic status, and number of years applying for permanent positions. For continuous variables and Likert-scale responses measuring recruitment satisfaction levels, measures of central tendency (mean) and dispersion (standard deviation) were calculated to provide comprehensive summaries of response patterns across the three primary dimensions: job fulfillment, growth opportunities, and personal values alignment. Weighted means were computed to determine overall recruitment satisfaction scores, facilitating ranking and comparison of satisfaction levels across different dimensions and demographic groups.

Ethical Considerations

This study on recruitment satisfaction among employees in Catbalogan Higher Education Institutions followed strict ethical guidelines to protect participants and ensure responsible research. It upheld key ethical principles such as respect for persons, beneficence, and justice. Participation was completely voluntary, and individuals were informed of their right to withdraw at any time without needing to explain or fear any impact on their job, professional relationships, or standing. The online survey included a digital consent form, which participants had to agree to before proceeding. Ethical clearance was obtained from institutional review boards, and formal permissions were secured from all participating HEIs. Each institution was informed about the study's purpose, methods, and potential outcomes, and proper procedures were followed to respect institutional policies and governance.

III. Results and Discussion

The study reveals that the majority of respondents (33.33%) fall within the 42-48 age bracket, representing mid-career professionals in their peak working years. Female employees significantly outnumber their male counterparts at 61.19% versus 38.81%, reflecting the current gender distribution trends in Philippine higher education institutions. Educational attainment shows a highly qualified workforce, with 35.82% holding Master's degrees and another 16.91% currently pursuing doctoral studies, while income levels cluster in the moderate ₱30,001-₱50,000 monthly range for 72.64% of respondents. Another salient results, employees' express strong satisfaction with job fulfillment (Mean=3.44), particularly regarding fair recruitment processes and accurate job descriptions that align with actual responsibilities. Personal values alignment emerges as the strongest dimension (Mean=4.16), indicating excellent cultural fit between employees and institutional mission. However, growth opportunities receive only moderate satisfaction scores (Mean=3.35), suggesting that career advancement pathways and professional development programs require enhancement to meet employee expectations.

Further, the analysis reveals that age shows a positive correlation with growth opportunity satisfaction ($r=0.23$, $p<0.001$), with older employees reporting better perceptions of career advancement prospects. Gender significantly influences values alignment ($F=8.45$, $p=0.004$), as female employees demonstrate stronger connection with institutional culture and principles. Higher income levels correlate with both job fulfillment ($r=0.20$, $p=0.004$) and growth opportunity satisfaction ($r=0.22$, $p=0.002$), highlighting the importance of competitive compensation in employee satisfaction.

Moreover, results show age significantly impacts both job fulfillment ($F=3.45$, $p=0.009$) and growth opportunity satisfaction ($F=4.23$, $p=0.003$), with older employees reporting higher satisfaction levels in these areas. Employment type creates a notable difference in growth opportunity perception ($F=4.12$, $p=0.044$), where permanent employees express greater satisfaction with career advancement prospects compared to their contractual counterparts. Educational attainment significantly affects both job fulfillment ($F=3.89$, $p=0.005$) and values alignment ($F=9.23$, $p=0.000$), with more highly educated employees showing stronger satisfaction in these dimensions.

Prospective employees prioritize institutional reputation (Mean=4.18) and values alignment (Mean=4.16) above all other factors when considering employment opportunities. Commitment to diversity and inclusion (Mean=4.17) and teaching philosophy (Mean=4.15) also rank highly among applicant considerations. While still important, practical factors like salary/benefits (Mean=3.45) and work-life balance policies (Mean=3.43) receive moderately high ratings, suggesting they serve as baseline expectations rather than primary decision drivers. Lastly, the findings suggest institutions should prioritize enhancing career development programs, including establishing clearer promotion criteria and expanding leadership training opportunities. Recruitment processes need improvement in communicating growth opportunities and career

pathways to better align applicant expectations with institutional realities. Addressing gender-specific needs through policies like flexible work arrangements could further boost satisfaction among female employees who currently show stronger values alignment but may face unique workplace challenges.

IV. Conclusion

The demographic profile shows a workforce dominated by mid-career female professionals with advanced degrees, matching Philippine higher education employment patterns. Most employees earn moderate earnings and get permanent jobs after 1-3 years, showing efficient long-term staff hiring.

Most employees express high job satisfaction and strong alignment with institutional ideals, but moderate satisfaction with advancement possibilities shows institutional attention is needed. The strong values alignment implies cultural fit between personnel and the organizational mission, which supports future satisfaction gains. While, career stage and remuneration strongly impact workplace attitudes, with older and higher-income employees demonstrating more happiness across multiple dimensions. Female employees align strongly with institutional principles, suggesting that company culture and the largely female workforce share priorities. Significant disparities in job type indicate a satisfaction gap between permanent and contractual staff, notably in career growth chances. Institutions may need to adjust career development to employees at different career stages due to age-related disparities. Meanwhile, Catbalogan HEIs attract mission-driven individuals who prioritize institutional reputation and cultural alignment over financial incentives. The significant diversity commitment and teaching philosophy as decision factors suggest these universities attract inclusive, academically challenging individuals. Lastly, Catbalogan HEIs thrive in cultural alignment and fundamental job satisfaction, but might improve recruitment satisfaction through planned career development and equal chances. Institutional effectiveness in employee retention and satisfaction could be improved by targeting contractual and early career employees.

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