

Marketing capabilities, market orientation, and employee satisfaction of congregational schools: Basis for a marketing plan effectiveness framework

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ISSN: 2243-7770
Online ISSN: 2243-7789

Received: 15 July 2025

Revised: 27 August 2025

Accepted: 31 August 2025

OPEN ACCESS

Available Online: 7 September 2025

DOI: 10.5861/ijrsm.2025.25093

Abstract

This study examined the marketing capabilities and market orientation of Catholic Congregational Schools as key strategic drivers in addressing external organizational challenges. To provide a more comprehensive understanding of marketing effectiveness, the research also explored the relationship between these marketing constructs and employee satisfaction, recognizing the critical role of personnel engagement in achieving institutional objectives. Specifically, it assessed marketing capabilities in terms of vigilant market capability, adaptive market experimentation capability, and open marketing capability; evaluated market orientation through intelligence generation, dissemination, and responsiveness; and examined employee satisfaction regarding result feedback and motivation, management systems, and work environment. The findings reveal that the congregational schools' marketing capabilities in terms of open marketing capability is slightly above the competitors, while vigilant market and adaptive market experimentation capabilities are slightly below the competitors. The respondents agree that market orientation which include intelligence generation, intelligence dissemination, and responsiveness are being practiced in the congregational schools, and that the congregational schools ensure employee satisfaction in terms of result feedback and motivation, management system, and work environment. Correlation analyses confirmed significant positive relationships among marketing capabilities, market orientation, and employee satisfaction. These results served as the basis for the development of the marketing plan effectiveness framework.

Keywords: congregational schools, employee satisfaction, market orientation, marketing capabilities, marketing plan effectiveness

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1. Introduction

Competition is one of the inevitable realities of the business landscape. Nowadays, non-price measures to remain significant in the market are widely used due to changes in uncontrollable external factors including socio-cultural and technological. This has been the challenge being faced by enterprises today including Catholic Educational Institutions, which, for the longest time, many have been using traditional and conservative ways of doing business. These institutions are affiliated with the Catholic Church being established under a recognized Catholic diocese or religious order such as Congregations.

Catholic Educational Institutions in several countries face challenges in enrolment brought about by its external environment. This was one of the issues pointed out during the International Office of Catholic Education's World Congress in New York City last June of 2019. In the United States, enrolment has been declining for 50 years compared to Great Britain and Ireland where enrolment has remained steady but the problem faced is declining market share blaming challenges in attracting students (Cattaro et al., 2021). In the Philippines, most Catholic schools are confronted with the same issues of declining enrolment, market share, adding migration of qualified teachers to public institutions. These issues result in threats to Catholic identity and mission, sustainability, and quality education. These challenges made the Catholic Educational Association of the Philippines (CEAP), an association of which the Catholic School under study is a member, come up with standards to help member Catholic schools revisit and re-examine their institutional practices (Banusing & Bual, 2020). These standards are enumerated in the Philippine Catholic Schools Standards (PCSS) which serve as a guide in school operations to eradicate the problems in Catholic Schools.

Cattaro, et al. (2021) emphasized that the decline in enrolment and market share was due to the weakness of Catholic schools to attract students and was further challenged by different external factor changes. These issues motivated researchers to assess the institutions' internal environment to know how prepared they are to these external and uncontrollable environmental forces. This is the reason why marketing capabilities, which are considered an important support system to attain enterprise objectives, are seen to have an important role and which are necessary to be installed and maintained.

Going back to Catholic schools' challenges, among the marketing capabilities, Adaptive Marketing Capabilities (AMC), which enable enterprises to adjust quickly to fast and ever-changing markets, should be studied. In the school setting, AMC refers to the institution's strategic ability to compete and adapt in an evolving educational environment. Thus, this study will focus on AMC which is believed to happen only by its dimensions: Vigilant Market Capability- the ability to scan, detect, and forecast changes in the school's external environment, Adaptive Market Experimentation Capability- the capacity to pilot and iterate marketing strategies based on feedback and innovation, and Open Marketing Capability- the openness to collaborate with stakeholders, build partnerships, and co-create value (Guo, et al., 2018; Shen, et al., 2020).

Another support system that should be looked into is Market Orientation, which shows how the enterprise obtains internal or external information and how it is disseminated. This variable will be assessed based on the dimensions of Intelligence generation- the collection of relevant data about student, parent, and community needs, intelligence dissemination- the internal sharing of this information across departments, and responsiveness- the timely and appropriate action based on the insights gathered (Prifti & Alimehmeti, 2017; Nurcholis, 2020). Market orientation, together with marketing capabilities are support systems seen as pivotal to the enterprise's market performance particularly the market effectiveness, customer satisfaction, and profitability (Auh & Merlo, 2012; Mousa, et al., 2021).

Customer service has always been the concentration of numerous studies linking it to organizational success. One study is that of Aslam, et al. (2021) emphasizing that customer satisfaction is directly being influenced by employee satisfaction. They further suggest that to be able to achieve customer satisfaction, especially in the service industry, high-performing employees are essential. Similar to this, Xu, et al. (2023) found, in their internal marketing analysis, employees who are highly motivated and satisfied with their job exhibit greater customer orientation which then translates to customer satisfaction. These studies, and many others indicate strong measures for customer satisfaction, which often neglect the role of employee satisfaction. Therefore, to fill on this gap in the literature, this study focused on employee satisfaction.

Relative to the Resource-Based View (RBV) theory, which emphasizes that a firm's resources and capabilities are the primary drivers of its competitive advantage, Marketing Capabilities, Market Orientation, and its relationship to Employee Satisfaction are the variables to look into in this dynamic market (Khan et al., 2022; Ngo & O'Cass, 2012). Marketing capabilities are seen as a form of strategic resource under the RBV theory since these represent internal processes, skills, and knowledge enabling schools to identify opportunities and respond to external factors. On the other hand, market orientation serves as the capability-enhancing resource, which turn marketing intelligence into competitive advantage. When organizations view their employees as internal customers, they are more likely to achieve a cohesive approach toward marketing objectives, thereby enhancing the firm's marketing capabilities and orientation (Idrus et al., 2019). Thus, this study, unlike previous research, focused on internal customers' point of view. RBV ties these three together by framing marketing capabilities and market orientation as strategic assets, and employee satisfaction as the human capital factor that sustains and amplifies their impact.

Four Catholic schools, managed by a religious Congregation in the Philippines, were the focus of this research. Cattaro, et al. (2021) mentioned that Catholic schools lack government support and rising tuition costs. The reason why the management needs to focus on controllable measures to battle these challenges and that includes strengthening marketing capabilities and market orientation to improve employee satisfaction and performance. These variables may have been investigated in prior studies in corporate settings and developed countries, but not so much in a developing economic context, such as the Philippines, and not focusing on Catholic Schools which are now facing so many challenges and for the longest time, many are still utilizing traditional marketing strategies. The researcher believes that looking into this unexplored topic will give that and open other opportunities to learn more and to be better. As part of this institution as a teacher, this is a means of doing personal social responsibility – to be able to use the researcher's ability to research to help Catholic schools render more informed decisions, especially those that will benefit the primary stakeholders, including the employees. Catholic schools may be challenged and it is up to us its members to ensure its missions will be realized for more years to come.

Objectives of the Study - This study aimed to examine the Marketing Capabilities, Market Orientation, and Employee Satisfaction of selected Catholic Schools under one congregation to develop a Marketing Plan Effectiveness Framework. Specifically, this study sought to assess the marketing capabilities in terms of vigilant market capability, adaptive market experimentation capability, and open marketing capability; evaluate the market orientation focusing on Intelligence generation, intelligence dissemination, and responsiveness; determine employee satisfaction in the areas of result feedback and motivation, management system, and work environment; test the significant relationship among marketing capabilities, market orientation, and employee satisfaction; and develop a marketing plan effectiveness framework for the Catholic Schools of the Congregation.

2. Methods

Research Design - The study employed descriptive and correlational research techniques in gathering data. Both descriptive and correlational research designs promote a powerful framework to analyze relationships among marketing capabilities, market orientation, and employee satisfaction. Descriptive methodology lays the

foundation for thorough exploration of all the variables. On the other hand, correlational approaches quantify the dynamics at play to be able to have a deeper understanding of how organizations can optimize internal practices for better employee outcomes which will impact the overall performance.

Participants of the Study - The four higher education institutions which comprise a cluster in Luzon under a Philippine-based Congregation were the focus of the study. Particularly, the study utilized complete enumeration, and the participants were the teaching personnels who, in the congregation, are expected to teach, research, be involved in community service, and do administrative tasks including marketing. They all have knowledge on the marketing aspect of the institutions and compose their marketing arm. Total number of teaching personnel in the four schools in Academic Year 2024-2025 was 217 of which 205 or 94 percent participated in the study.

Data Gathering Instrument - Primary data were collected using a survey instrument converted digitally through Google Forms after undergoing validation and reliability testing. Part 1 of the questionnaire consists of respondents' profiles including age, gender, number of years in the school, and department assignment. Part 2 is intended to measure adaptive marketing capabilities, while part 3 is for market orientation, and lastly, part 4 measures employee satisfaction. The measurement scale of adaptive marketing capabilities was modified from the scale of Guo et al. (2018) which was the same scale adopted in more recent studies such as that of Reimann et al. (2022), Ali et al. (2021), and Shen et al. (2020). The 12-item scale grouped into three dimensions: vigilant marketing capability, market experimentation capability, and open marketing capability. The indicators were modified taking into account the actual scenario of the schools and institutions of the Congregation ending with 15 items. These items were measured using a 4-point scale anchored at "far below major competitors" (1) and "far above major competitors" (4).

The Market Orientation Scale (MARKOR) of Kohli et al. (1993), which was modified to measure market orientation. The 20-item scale consists of 6 statements for Intelligence generation, 5 for intelligence dissemination, and 9 for responsiveness. The statements were adjusted in line with the schools and institutions arriving at 15 items. These items were measured also on a 4-point scale anchored at "strongly disagree" (1) and "strongly agree" (4). Lastly, employee satisfaction was measured through a self-made questionnaire, considering the dimensions proposed by Chen, et al. (2006), employing a 4-point scale anchored at "strongly disagree" (1) and "strongly agree" (4). Measures include 5 items for the three dimensions of employee satisfaction focused on results feedback and motivation, management systems, and work environment. The instrument was validated by two experts. The first expert is the research professor and an administrator in one of the catholic schools under study and the second expert is a marketing and communications supervisor of a higher education institution and a lecturer. After approval of the questionnaire, the instrument underwent reliability testing through 30 samples.

Table 1
Reliability Results

Variables	No. of Items	α value	Interpretation
Adaptive Marketing Capabilities			
Vigilant Market Capability	5	0.926	Excellent
Adaptive market experimentation capability	5	0.923	Excellent
Open marketing capability	5	0.935	Excellent
Overall	15	0.957	Excellent
Market Orientation			
Intelligence generation	5	0.850	Good
Intelligence dissemination	5	0.944	Excellent
Responsiveness	5	0.897	Good
Overall	15	0.954	Excellent
Employee Satisfaction			
Results feedback and motivation	5	0.930	Excellent
Management system	5	0.923	Excellent
Work environment	5	0.925	Excellent
Overall	15	0.963	Excellent

Legend > 0.9 =Excellent; >0.8=Good;>0.7=Acceptable;>0.6=Questionable;>0.5=Poor;<0.5=Unacceptable

The reliability results, as shown in Table 1, indicate strong internal consistency across all measured variables. These results prove that the questionnaire used for measuring Adaptive Marketing Capabilities, Market Orientation, and Employee Satisfaction is highly reliable. The high Cronbach's alpha values across all variables ensure that the survey items consistently measure the intended dimensions, making the data collected robust for further analysis.

Data Gathering Procedure - The conceptualization of this study was initially brought about by a needs assessment conducted in one of the congregational schools, which revealed gaps in marketing strategies, stakeholder engagement, and employee support systems. Building on these findings, the researcher refined the study topic and identified four congregational schools under the same congregation as the research sites. A review of related literature was undertaken to guide the development of the survey instrument, ensuring that it covered the key variables: marketing capabilities, market orientation, and employee satisfaction. The draft instrument underwent content validation by a panel of experts in marketing, educational management, and research methods, with revisions made according to their feedback. A pilot test with teaching personnel from a non-participating school established its reliability, producing acceptable Cronbach's alpha values across all dimensions. Following validation, the researcher secured formal approval from the Congregation Cluster President to implement the study. With this endorsement, coordination was made with the School Presidents and Human Resource Directors to finalize the distribution plan. The validated instrument was converted into a Google Form for ease of access. The Human Resource Directors of each school disseminated the survey link through email and other official digital channels. To boost participation, the researcher also attended school activities in the four sites, where printed QR codes linking to the survey were displayed and distributed. Upon completion of data gathering, responses from Google Forms were downloaded, encoded, and screened for completeness and consistency. The collected data were then processed, organized, and analyzed using appropriate procedures to generate results that address the study's objectives.

Data Analysis - Weighted mean and rank were used to assess the marketing capabilities in terms of vigilant market capability, adaptive market experimentation capability, and open marketing capability; evaluate the market orientation focusing on Intelligence generation, intelligence dissemination, and responsiveness; determine employee satisfaction in the areas of result feedback and motivation, management system, and work environment. The result of the Shapiro-Wilk Test showed that p-values of all variables were less than 0.05 which means that the data set was not normally distributed. Therefore, Spearman rho was used as part of the non-parametric tests to determine the significant relationship. All analyses were performed using SPSS version 28.

Ethical Considerations - The researcher ensured that ethical considerations were adhered to safeguard the rights, well-being, and confidentiality of the participating schools and the respondents. All information gathered were ensured to be used for research purposes only. The study was carried out in accordance with all applicable laws, rules, and institutional guidelines. There was transparency and openness in the research process. A communication letter was sent electronically to all the Congregational Schools for the approval of the research topic. Disclosure was made on any conflicts of interest or modifications to the initial research proposal. All research participants received thorough and lucid information regarding the nature, goals, risks, and possible advantages of the study prior to their involvement. They were also informed that the confidentiality of participants will be strictly maintained. Lastly, all possible physical, psychological, and emotional risks to participants were reduced. There was clear communication of any possible risks related to the study, and suitable steps will be taken to address and reduce these risks. These ethical practices in research ensured to protect participant's rights and well-being. The clearance issued by the University's Research Ethics Review Committee indicates that the study meets the university's established ethical standards, ensuring that it can proceed safely and responsibly.

3. Results and Discussion

Table 2
Summary Table of Marketing Capabilities

Indicators	Weighted Mean	Verbal Interpretation	Rank
Vigilant Market Capability	2.46	Slightly below the competitors	3
Adaptive Market Experimentation Capability	2.49	Slightly below the competitors	2
Open Marketing Capability	3.05	Slightly above the competitors	1
Composite Mean	2.67	Slightly above the competitors	

Legend: 3.50-4.00=Far above the competitors; 2.50-3.49=Slightly above the competitors; 1.50-2.49=Slightly below the competitors; 1.00-1.49=Far below the competitors

The composite mean of 2.67, as shown in Table 2, for the overall marketing capabilities of congregational schools falls under the category slightly above the competitors. Generally, the congregational schools may have demonstrated edge over their competitors in looking into the marketing capabilities, but, this is still a room for improvement. These schools have established functional marketing strategy specifically on various capabilities such as vigilance, adaptability, and openness, but there still is inconsistency across all the dimensions. The score reflects a developing capacity to engage with market demands, partner with stakeholders, and explore innovative approaches to stay relevant in a competitive educational environment.

Among the three capabilities, Open Marketing Capability, with a weighted mean of 3.05 interpreted verbally as slightly above the competitors, is rated the highest. This suggests that the congregational schools have been effective in partnership building wherein these collaborations strengthen their marketing performance. Additionally, this openness allows institutions to utilize shared resources to co-create value enabling them to respond to market needs more efficiently. Lyu and Choi (2021) suggest that when there is active engagement between organizations and their partners, greater innovation performance and competitive advantage, are being achieved.

The other two capabilities—Adaptive Market Experimentation Capability (M = 2.49) and Vigilant Market Capability (M = 2.46)—were both rated as slightly below the competitors. Vigilant Market Capability, which was rated the lowest, highlights the schools' weakness - the ability to continuously monitor, sense, and forecast not only market trends but also stakeholder needs. Due to the institution's lack of vigilance, anticipating changes is impossible making response to external forces more on being reactive than proactive. As stressed by Morgan, et al. (2018), vigilant market orientation is important in ensuring long-term resilience and relevance. Additionally, Day and Schoemaker (2020) emphasize that strategic vigilance via market scanning is essential to surpass uncertainties to position institutions above the rest. The findings suggest they lack the formal structures, processes, or skilled personnel necessary to elevate these practices to a competitive level. Therefore, improving this capability could enable the transition from passive adaptation to strategic leadership in their market.

Table 3
Summary Table of Market Orientation

Indicators	Weighted Mean	Verbal Interpretation	Rank
Intelligence Generation	2.74	Agree	3
Intelligence Dissemination	2.87	Agree	2
Responsiveness	3.04	Agree	1
Composite Mean	2.88	Agree	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

Market orientation's composite mean, as shown in Table 3, is 2.88, verbally interpreted as agree. This shows that a moderated level of market-oriented practices are being maintained by the congregational schools. These practices include generating, disseminating, and responding to market intelligence. Even though these are being practiced, they appear more reactive than proactive, which the industry needs. This reflects that the congregational

schools are still in the development stage and must have a clear plan in reaching full strategic maturity. According to Chen, et al. (2021), for institutions to be able to align more efficiently with both stakeholder demands and environmental shifts, institutions should integrate market orientation effectively to be more adaptive and innovative.

Among the three dimensions, which were all verbally interpreted as agree, the highest rated with a weighted mean of 3.04 is responsiveness. This suggests that the congregational schools make service adjustments promptly to address concerns of stakeholders. These schools reflect customer-centric mindset and give importance to stakeholder inputs to ensure more sound decision making. Because of these practices, stakeholder satisfaction and loyalty are ensured and considered effects of strong market orientation. Al-Henzab, et al. (2022) confirmed that to enhance institutional effectiveness in service sectors like education, where client relationship is critical, responsiveness to stakeholder feedback should be practiced.

Intelligence dissemination ranks second with weighted mean of 2.87 and verbal interpretation of agree. This result shows that though information sharing among departments is practiced and is fairly consistent, there is still a need for it to be widely utilized in the institution. Although with the same verbal interpretation of agree, the lowest rated is intelligence generation with a weighted mean of 2.74. This suggests stronger efforts not just in analyzing, and understanding the trends, changes, and preferences of the stakeholders, but also in gathering information. It may be that measures may already have been installed in gathering information but these are not yet robust across the congregational schools. Without this, anticipating needs and strategically positioning school offerings may be an ultimate struggle. As noted by Ali et al. (2020), the foundation for strategic success, which is long term in nature, informs not only reactive decisions but also proactive planning and innovative services. Furthermore, the congregational schools should have market orientation in place, more structured systems and resources to ensure consistency and data-driven planning across departments.

Table 4
Summary Table of Employee Satisfaction

Indicators	Weighted Mean	Verbal Interpretation	Rank
Result Feedback and Motivation	2.51	Agree	2
Management System	2.62	Agree	1
Work Environment	2.50	Agree	3
Composite Mean	2.54	Agree	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

Table 4 presents the summary of indicators for employee satisfaction. The composite mean of 2.54, which is verbally interpreted as agree, suggests that the congregational school’s teaching personnel have a moderate level of satisfaction across the key dimensions assessed. Although the overall interpretation shows positive assessment, the composite mean almost fell under the disagree threshold. This signals that even though there is employee support in place, there is a substantial room for improvement. According to Lee, et al. (2020), organizational support across systems, when perceived positively by employees, improve institutional success. These support systems include feedback mechanisms and working conditions, which if provided will ensure employee satisfaction and productivity.

Rank 1 is management system with a weighted mean of 2.62 and verbal interpretation of agree. This result suggests that the congregational schools’ structure and processes in terms of managing marketing activities are perceived more satisfactory than the other dimensions. These marketing initiatives include definition of objectives, communication of strategies, clear roles framework, and alignment of initiatives, which the teaching personnel likely appreciate. This is congruent with the study by Baykal (2020), which concluded that direction and communication are provided and enabled across departments or units contributing to greater job quality and motivation in educational and nonprofit organizations.

In the second rank is the result feedback and motivation with 2.51 weighted average and verbal interpretation of agree. This result suggests that while certain levels of recognition, feedback, and support are in place for the teaching personnel, these still are inconsistent or underdeveloped. This should be addressed to ensure that the teaching personnel's performance results are communicated for improvement to serve as motivation. The lowest-rated dimension was work environment with a weighted mean of 2.50, which is the minimum value for the verbal interpretation of agree. This signals limitations in terms of leadership support, collaboration, and access to tools of the congregational schools' teaching personnel. As emphasized by Koçak et al. (2021), without the essential resources as well as encouragement for innovation, employees may be demotivated and disengaged, especially for functions in need of collaboration and creativity like marketing. If this gap will be filled, this will lead to higher satisfaction and unsure productivity.

Table 5
Relationship Between Marketing Capabilities and Market Orientation

Variables	rho	p-value	Interpretation
Vigilant Market Capability			
Intelligence Generation	.762**	<.001	Highly Significant
Intelligence Dissemination	.540**	<.001	Highly Significant
Responsiveness	.474**	<.001	Highly Significant
Adaptive Market Experimentation Capability			
Intelligence Generation	.771**	<.001	Highly Significant
Intelligence Dissemination	.513**	<.001	Highly Significant
Responsiveness	.480**	<.001	Highly Significant
Open Marketing Capability			
Intelligence Generation	.649**	<.001	Highly Significant
Intelligence Dissemination	.658**	<.001	Highly Significant
Responsiveness	.743**	<.001	Highly Significant

Legend: Significant at p-value<0.01

Table 5 presents the relationship between marketing capabilities and market orientation, revealing statistically significant correlations across all variables examined. This result supports the theoretical view that market orientation is shaped by the institution's ability to sense, respond to, and experiment with external stimuli, which means it does not operate alone. According to Fang, et al (2022), the enablers of market-oriented behavior are marketing capabilities since these enhance the institution's adaptability and stakeholder engagement.

Vigilant Market Capability shows a strong and highly significant relationship with Intelligence Generation ($\rho = .762$, $p < .001$), followed by moderate yet still highly significant correlations with Intelligence Dissemination ($\rho = .540$, $p < .001$) and Responsiveness ($\rho = .474$, $p < .001$). In the table, the lowest, but still highly significant, is the correlation between vigilant market capability and responsiveness. This relationship suggests that even if the congregational schools may be able to collect information effectively, they may face challenges in terms of translating this information into timely and actionable responses. As explained by Liu et al. (2021), responsiveness requires not just awareness, but also agility, resource alignment, and speed in terms of decision making. These factors may be limited in educational institutions, including the congregational schools, where structures are often rigid or bureaucratic.

Adaptive Market Experimentation Capability similarly exhibits a strong and highly significant correlation with Intelligence Generation ($\rho = .771$, $p < .001$), and moderate, highly significant correlations with Intelligence Dissemination ($\rho = .513$, $p < .001$) and Responsiveness ($\rho = .480$, $p < .001$). The strongest correlation in the table was between adaptive market experimentation capability and intelligence generation. This indicates that congregational schools fostering experimentation and learning from marketing initiatives are found to be more proactive in generating market intelligence. Therefore, it suggests that it is necessary for these schools to develop culture that values inquiry, innovation, and responsiveness to environmental and stakeholder feedback. This is in support of Wu and Wang (2020) stating that organizations promoting experimental marketing approaches are

found to excel in data generation as well as in analysis. These practices lead to more strategic and data-driven decisions ensuring better alignment with stakeholder needs.

Lastly, Open Marketing Capability shows consistently strong and highly significant correlations with all three dimensions of market orientation—Intelligence Generation ($\rho = .649, p < .001$), Intelligence Dissemination ($\rho = .658, p < .001$), and especially Responsiveness ($\rho = .743, p < .001$). One notable high correlation is between open marketing capability and responsiveness. This result shows that the more schools in flexible, proactive, and collaborative marketing functions, the more likely they are to excel in understanding and reacting to market conditions. Overall, the findings indicate that all three marketing capabilities are significantly and positively associated with market orientation components, underscoring the critical role of marketing capabilities in enhancing market-oriented behaviors.

Table 6
Relationship Between Marketing Capabilities and Employee Satisfaction

Variables	rho	p-value	Interpretation
Vigilant Market Capability			
Result Feedback and Motivation	.800**	<.001	Highly Significant
Management System	.792**	<.001	Highly Significant
Work Environment	.817**	<.001	Highly Significant
Adaptive Market Experimentation Capability			
Result Feedback and Motivation	.794**	<.001	Highly Significant
Management System	.821**	<.001	Highly Significant
Work Environment	.808**	<.001	Highly Significant
Open Marketing Capability			
Result Feedback and Motivation	.472**	<.001	Highly Significant
Management System	.564**	<.001	Highly Significant
Work Environment	.417**	<.001	Highly Significant

Legend: Significant at p-value<0.01

Table 6 illustrates the relationship between marketing capabilities and employee satisfaction, with all correlations found to be highly significant at $p < .001$. This indicates that improvements made in marketing capabilities result in an increase in employee satisfaction across result feedback and motivation, management systems, and work environment. These correlations demonstrate that as congregational schools enhance their marketing systems, especially in terms of being adaptive, vigilant, and open, their teaching personnels' satisfaction tends to increase. This is consistent with the statement of Kim and Beehr (2021) that motivation and satisfaction will rise significantly if employees are integrated into strategic systems and when they see the alignment between their tasks and organizational functions. Overall, the results emphasize that marketing capabilities, particularly vigilant and adaptive ones, play a crucial role in fostering a supportive and satisfying work environment for employees.

Vigilant Market Capability demonstrates strong positive correlations with all three aspects of employee satisfaction: Result Feedback and Motivation ($\rho = .800$), Management System ($\rho = .792$), and Work Environment ($\rho = .817$), indicating that this capability is closely tied to enhanced employee experiences and organizational climate. Vigilant market capability shows robust association across all employee satisfaction indicators. These results stress the value of workplace culture where employees learn, anticipate, and adapt making them more engaged and motivated even in dynamic marketing environments. The strongest correlation, indicating strong positive relationship, was found between vigilant market capability and work environment. This suggests that schools tend to create more enabling and responsive work environments for employees whenever they actively monitor and anticipate stakeholder and both internal and external changes especially that these environments are seen as more dynamic, engaged, and exclusive. In line with this, Bakker and Van Woerkom (2020) pointed out that proactive systems involve employees in planning and in responding mechanisms, promoting a climate of empowerment, trust, and fulfillment, which are key elements of a healthy work environment.

Similarly, Adaptive Market Experimentation Capability also shows strong associations with Result Feedback and Motivation ($\rho = .794$), Management System ($\rho = .821$), and Work Environment ($\rho = .808$), suggesting that adaptability in market experimentation supports employee satisfaction across multiple dimensions. Furthermore, this asserts that innovation and flexibility positively contribute to employee experiences. As noted by Putra et al. (2022), innovation-driven environments promoting experimentation as well as flexibility support job satisfaction since these tend to reduce stress and increase perceived control to complete tasks.

On the other hand, Open Marketing Capability exhibits moderately yet still highly significant correlations with Result Feedback and Motivation ($\rho = .472$), Management System ($\rho = .564$), and Work Environment ($\rho = .417$), which, although weaker than the other two capabilities, still affirm a meaningful positive relationship. Among the three relationships, the lowest yet statistically significant correlation was between open marketing capability and work environment. This suggests that there is a weaker association between open sharing insights about marketing and perception of the work environment. Despite this weakness, the relationship is still meaningful. Furthermore, it shows that even if there is the presence of external collaboration and openness, these may not be directly perceived by the congregational schools' teaching personnel. As emphasized by Zhou et al. (2021), marketing strategy openness must be coupled with alignment internally and ensure inclusivity. If not, employees may feel they disconnected from the strategic plans which may lead to low employee satisfaction.

Table 7
Relationship Between Market Orientation and Employee Satisfaction

Variables	rho	p-value	Interpretation
Intelligence Generation			
Result Feedback and Motivation	.770**	<.001	Highly Significant
Management System	.848**	<.001	Highly Significant
Work Environment	.730**	<.001	Highly Significant
Intelligence Dissemination			
Result Feedback and Motivation	.574**	<.001	Highly Significant
Management System	.670**	<.001	Highly Significant
Work Environment	.516**	<.001	Highly Significant
Responsiveness			
Result Feedback and Motivation	.482**	<.001	Highly Significant
Management System	.621**	<.001	Highly Significant
Work Environment	.406**	<.001	Highly Significant

Legend: Significant at p-value < 0.01

Table 7 presents the relationship between market orientation and employee satisfaction, showing that all components of market orientation such as intelligence generation, dissemination, and responsiveness, are highly significantly correlated with various aspects of employee satisfaction like feedback and motivation, management system, and work environment ($p < .001$). This shows that when employees perceive their work environment as with market-aware institutional culture, they tend to be more satisfied, involved, and aligned with set organizational goals. As concluded by Suharti and Sugiarto (2020), internal collaboration and wellbeing of employees will be enhanced if market-oriented behaviors within the organization are manifested. This will be achieved through alignment of operational practices with both stakeholder needs and organizational purpose.

Intelligence Generation shows strong positive correlations with all three dimensions of employee satisfaction: Result Feedback and Motivation ($\rho = .770$), Management System ($\rho = .848$), and Work Environment ($\rho = .730$), indicating that when organizations actively generate relevant market intelligence, employees tend to feel more motivated, supported by effective management, and satisfied with their work environment. Employees will then view the management system as more relevant, data-driven, and aligned strategically, which reflects how much trust and confidence they can give to the organization. According to Yusliza et al. (2020), systematic generation of market intelligence contributes to better strategic alignment as well as enhanced internal

communication, which then improves employee satisfaction with both process and structure.

Intelligence Dissemination also demonstrates moderately and highly significant relationships with Result Feedback and Motivation ($\rho = .574$), Management System ($\rho = .670$), and Work Environment ($\rho = .516$), suggesting that the effective sharing of market information contributes positively to employee satisfaction. Furthermore, these findings affirm that with effective gathering and distribution of relevant market information, benefits for employees include clearer roles, higher engagement, and provide sense of shared directions.

Responsiveness, while still showing significant associations, exhibits relatively weaker correlations with Result Feedback and Motivation ($\rho = .482$), Management System ($\rho = .621$), and Work Environment ($\rho = .406$). These findings suggest that among the components of market orientation, Intelligence Generation has the most substantial impact on employee satisfaction, followed by Intelligence Dissemination and Responsiveness. Overall, fostering a market-oriented culture appears to support more engaged and satisfied employees. The lowest correlation was between responsiveness and work environment. The rho of .406, although is still highly significant, having the weakest relationship, suggests that the schools' ability to quickly act on market cues or forces has limited effect on improving the work environment. Employees must have appreciated responsiveness in terms of strategic viewpoints, but it does not always translate into remarkable improvements in their work settings. This finding is supported by the study of Jabeen et al. (2021) which pointed out that responsiveness is seen to be more focused on the outcome and is driven by external factors and will only have a direct and higher impact on the work environment if supported by internal structural changes and empowerment practices.

The proposed framework, the Marketing Plan Effectiveness Framework as shown in Figure 1, illustrates the interconnected relationships among three major constructs: Marketing Capabilities, Market Orientation, and Employee Satisfaction. It is built on the premise that strengthening an institution's marketing capabilities can positively influence its market orientation practices, which in turn enhance employee satisfaction within the organizational context of congregational schools.



Figure 1. Marketing Plan Effectiveness Framework

The first component, Marketing Capabilities, comprises three core dimensions: vigilant market capability, adaptive market experimentation capability, and open marketing capability. Based on the results, vigilant and adaptive capabilities were rated *slightly below competitors* ($M = 2.46$ and $M = 2.49$, respectively), indicating weaknesses in proactive market scanning and innovation testing. These findings suggest that many congregational schools lack structured systems for forecasting market changes, evaluating competitor behavior, or initiating trial marketing programs. In contrast, open marketing capability emerged as a relative strength ($M = 3.05$), with schools demonstrating moderate engagement in stakeholder partnerships and collaborative marketing efforts. This distinction reveals a contrast between internal limitations in strategic vigilance and adaptability, and

external strengths in relationship building.

These marketing capabilities directly influence the second major construct, Market Orientation, which consists of intelligence generation, intelligence dissemination, and responsiveness. While the overall composite mean ($M = 2.88$) reflects moderate agreement, closer examination reveals disparities across dimensions. Responsiveness was the most developed aspect ($M = 3.04$), showing that schools tend to respond fairly well to the needs and concerns of stakeholders. However, intelligence generation ($M = 2.74$) and intelligence dissemination ($M = 2.87$) were found to be less consistently practiced. This gap underscores the need for formal mechanisms to regularly gather and share relevant market data, especially when marketing efforts are still largely reactive rather than strategic. A notable correlation was found between adaptive market experimentation and intelligence generation ($\rho = .771$), suggesting that when schools are encouraged to experiment, they simultaneously become more capable of producing useful market intelligence.

The third component, Employee Satisfaction, is shaped by the degree of market orientation within the institution. This component was measured across three indicators: result feedback and motivation, management system, and work environment, with an overall mean of 2.54. Among these, the management system was rated highest ($M = 2.62$), while the work environment—especially in terms of access to resources and leadership support—was the lowest ($M = 2.50$). These findings imply that while the organizational systems are relatively stable, employees—especially teaching personnel—feel under-supported in their roles as contributors to marketing functions. The strong positive relationship between intelligence generation and employee satisfaction with the management system ($\rho = .848$) indicates that when market insights are systematically gathered and shared, employees feel more empowered, aligned, and connected to institutional goals.

Overall, the framework reveals a dynamic process: when marketing capabilities are enhanced, particularly through vigilance and adaptive experimentation, they lead to stronger market orientation practices, particularly in generating and responding to stakeholder intelligence. In turn, this contributes to higher employee satisfaction, particularly when employees are included in marketing processes, provided with resources, and recognized for their contributions. The strongest relationships, such as vigilant marketing capability and work environment satisfaction ($\rho = .817$), reinforce the idea that proactive strategic awareness not only improves institutional agility but also cultivates a more empowered and engaged workforce. Thus, the framework supports the development of an Operational Marketing Plan that is data-informed, inclusive, and aligned with both institutional goals and stakeholder expectations. By addressing gaps in marketing vigilance, experimentation, and internal communication, congregational schools can strengthen their competitiveness while creating a positive and supportive working environment for their employees.

4. Conclusions and recommendations

Based on the findings of the study, the following conclusions were drawn:

- The congregational schools' marketing capabilities in terms of open marketing capability is slightly above the competitors while vigilant market and adaptive market experimentation capabilities are slightly below the competitors.
- The respondents agree that market orientation which include intelligence generation, intelligence dissemination, and responsiveness are being practiced in the congregational schools.
- The respondents agree that employee satisfaction is ensured by the congregational schools in terms of result feedback and motivation, management system, and work environment.
- There is a highly significant and positive relationships among marketing capabilities, market orientation, and employee satisfaction, underscoring their interdependence in improving institutional effectiveness.

- A marketing plan effectiveness framework was developed to serve as guide in solving the identified gaps in market vigilance, innovation practices, and internal support systems, leveraging existing strengths in partnerships and responsiveness.

Based on the results, the following strategies were recommended: Congregational schools may enhance their vigilant and adaptive marketing capabilities by formalizing marketing teams and investing in data analytics and pilot programs to better anticipate and respond to market demands. To strengthen market orientation, schools may integrate structured intelligence generation systems—especially in technology-driven research—and ensure consistent dissemination and utilization of market data across departments. To improve employee satisfaction, institutions may ensure regular feedback, provide recognition for marketing contributions, and allocate sufficient resources to empower teaching personnel in marketing roles. The marketing plan effectiveness framework may be reviewed and institutionalized with clear implementation guidelines and periodic evaluations to ensure strategic alignment, sustainability, and stakeholder responsiveness. Future studies are recommended to expand the scope to include non-congregational or public schools and apply longitudinal designs to assess how improvements in marketing and satisfaction over time.

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