

Communication Climate and Job Satisfaction of Faculty Members at Cavite State University - Naic

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Abstract - The purpose of the study is determine whether communication climate and job satisfaction are independent from one another as perceived by the faculty members of Cavite State University – Naic . Specifically, it seeks answers to the following questions:(1)What is the level of faculty members' communication satisfaction in relation to the following variables, communication, information, relationships, communication channels? (2) What is the level of faculty members' job satisfaction at Cavite State University- Naic? (3) Is communication climate independent from job satisfaction? The researcher used the descriptive research design. Qualitative and quantitative techniques were utilized in this study. The data for this study was gathered through the use of communication satisfaction and job diagnostic survey questionnaires. Results revealed that Job satisfaction and communication climate are not independent. It means that Communication climate is related to job satisfaction, employees with positive satisfaction on communication climate are satisfied on their job. Therefore, establishing and maintaining a healthy and positive communication climate are very vital in creating and maintaining job satisfaction.

Keywords - Job Satisfaction, Communication, Communication Channel, Communication Climate

I. INTRODUCTION

“The greatest continuing area of weakness in management practice is the human dimension. In good times or bad, there seems to be little real understanding of the relationships between managers, among employees, and interactions between the two. When there are problems, everyone acknowledges that the cause often is a *communication problem*” (Lukazewsk, 2006).

Communication is one of the most dominant and important activities in organizations (Harris & Nelson, 2008). Fundamentally, relationships grow out of communication, and the functioning and survival of

organizations is based on effective relationships among individuals and groups. In addition, organizational capabilities are developed and enacted through “intensely social and communicative processes” (Jones et al., 2004). Communication helps individuals and groups coordinate activities to achieve goals, and it’s vital in socialization, decision-making, problem-solving and change-management processes.

Internal communication also provides employees with important information about their jobs, organization, environment and each other. Communication can help motivate, build trust, create shared identity and spur engagement; it provides a way for individuals to express emotions, share hopes and ambitions and celebrate and remember accomplishments. Communication is the basis for individuals and groups to make sense of their organization, what it is and what it means.

Organizations confront many challenges in today’s turbulent global market. They must process continuous changes and shifting workplace demographics, assimilate new technologies, manage knowledge and learning, adopt new structures, strengthen identity, advance diversity and engage employees—often across cultures and at warp speed. Internal communication lies at the center of successful solutions to these issues, and professional communicators must play key leadership, strategic and tactical roles to help their organizations resolve them.

According to D’Aprix (2006), engaging employees more fully in their work is the most important issue facing organizations. *Engagement* refers to “unleashing the full energy and talents of people in the work place” (p. 227). Long an issue, it is more crucial today due to a dynamic marketplace, an information-saturated work place and trust and morale problems exacerbated by waves of downsizing, restructuring and corporate governance problems in the past 15 years (Burton, 2008). Employees are inundated with so much information today that they are overwhelmed, confused and work with the “volume off” (Grates, 2006).

School administrators can help by aligning words with actions, building relationships and conversing with employees rather than communicating at them, and helping guide authentic executive actions which reflect organizational purpose. Burton (2008) suggested that new technologies help engage employees by personalizing executive communications and reinforcing face-to-face initiatives. Edelman's white paper ("New Frontiers," 2006) on employee engagement provides a number of ideas for using social media to better reach and engage employees. The benefits of an engaged workforce are clear. Izzo and Withers (2000) found that organizations with engaged and committed employees were 50 percent more productive than those where employees weren't engaged. Employee retention rates also were 44 percent higher. A Wyatt (2002) study found that companies with more engaged employees produce greater financial returns. Engaged employees contribute discretionary efforts, which they otherwise may withhold (D'Aprix, 2006).

A negative communication climate is created when the contribution of individuals is not appreciated. A negative climate makes it difficult for people to get and give information and to take action, because it is hard to communicate. People feel uncomfortable and unwilling to interact. Consequently, they are less willing to ask questions, or offer ideas and feedback, and are more inclined to wait and see what happens. The accuracy of the communication declines and interpersonal relationships are less effective in a negative communication climate.

Another, it includes estimates of whether or not people's attitudes toward communicating are healthy in the organization. Horizontal Communication concerns the extent to which co-workers and informal communication is accurate and free flowing. This factor also includes satisfaction with the activeness of the grapevine. Media Quality deals with the extent to which meetings are well-organized, written directives are short and clear, and the degree to which the amount of communication is about right. Subordinate Communication focuses on upward and downward communication with subordinates. Only workers in supervisory positions respond to these items which include subordinate responsiveness to downward communication, and the extent to which subordinates initiate upward communication.

Kim (2005) in his study concluded that three identifiable trends emerged: organizational communication had an "above average" effect on

productivity, organizational communication satisfaction factors differentially affected productivity, and the effect of organizational communication on productivity varied with job design and information usefulness.

Jain's (2003) early study used a questionnaire interview format to examine the relationship between communication effectiveness of hospital supervisors and their job performance as perceived by their subordinates. Effectiveness criteria were supervisor communication behavior, supervisor-subordinate communication frequency and amount, employee knowledge of policies and procedures, employee communication satisfaction, and nonsupervisory formal communication channels use. Results showed positive correlations between communication effectiveness and job performance, communication frequency and amount and job performance, and employee communication satisfaction and supervisor job performance.

Segal (2004) concluded that higher employee communication satisfaction levels relate to higher supervisor staff evaluations in small firms. Firm growth rates, though, did not relate to communication satisfaction levels in his study; and no similar studies were found for comparison with this finding.

Locke (cited in Sempane et al., 2002) defines job satisfaction "a pleasurable or a positive emotional state resulting from the appraisal of one's job or job experience." Job satisfaction can be viewed as an employee's observation of how well their work presents those things which are important to them. Simply put, "job satisfaction is an attitude people have about their jobs." Job satisfaction is one of the most researched areas of organizational behavior and education. It is perceived as an attitudinal variable measuring the degree to which employees like their jobs and the various aspects of their jobs. This is an important area of research because job satisfaction is correlated to enhanced job performance, positive work values, high levels of employee motivation, and lower rates of absenteeism, turnover and burnout (Chiu, 2000).

Buitendach and de Witte (2005) proffer the view that job satisfaction relates to an individual's perceptions and evaluations of a job, and this perception is in turn influenced by their circumstances, including needs, values and expectations. Individuals therefore evaluate their jobs on the basis of factors which they regard as being important to them (Sempane, Rieger & Roodt, 2002).

According to Bishay (2006), the teaching profession ranks high on the success list of a

society. In conjunction with this, “teachers' organizational commitment and general job satisfaction” have been identified as important to understanding the work behaviour of employees in organizations. Job satisfaction amongst teachers is a multifaceted construct that is critical to teacher retention and has been shown to be a significant determinant of teacher commitment, and in turn, a contributor to school effectiveness. Research, however, reveals wide-ranging differences in what contributes to job satisfaction and group differences according to demographic factors (Shan, 2008).

Van der Westhuizen and Smit (2001) report that there is a tendency worldwide towards job dissatisfaction in education. Their research indicates that educators display dissatisfaction with the introduction of a new education policy, new post structures and unfair appointments.

In order to understand job satisfaction, it is important to understand what motivates people at work. Campbell 1970 cited in Smucker & Kent,(2004) categorized job satisfaction theories into either content theories or process theories. Content theories are based on various factors which influence job satisfaction. Process theories, in contrast, take into account the process by which variables such as expectations, needs and values, and comparisons interact with the job to produce job satisfaction.

In terms of content theorists, there is an emphasis on the type of goals and incentives that people endeavour to achieve in order to be satisfied and succeed on the job. Scientific management believed at first that money was the only incentive, later other incentives also became prevalent for example; working conditions, security and a more democratic style of supervision. Maslow, Herzberg, Alderfer and McClelland focused on the needs of employees with respect to job satisfaction and performance (Robbin et al, 2003).

In terms of Herzberg's motivation-hygiene theory, factors that make employees feel good about their work, are different from factors that make them feel bad about their work. According to Herzberg (cited in Schulz et al., 2003), employees who are satisfied at work attribute their satisfaction to internal factors, while dissatisfied employees ascribe their behaviour to external factors. Factors that play a role in contributing to the satisfaction of employees are called motivators, while hygiene factors contribute to job dissatisfaction. These

two factors are also called the intrinsic (internal) and extrinsic (external) factors.

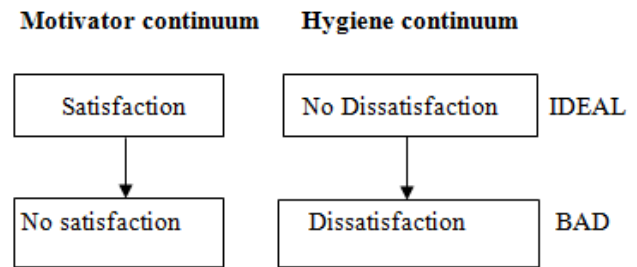


Figure. 1 Herzberg's two factor theory (Schultz et al., 2003, p. 60)

Figure 1 gives a schematic representation of the two-factor theory. It can be argued that if the hygiene factors are removed, that it is unlikely workers will be satisfied. Both the hygiene factors and motivators play an important role in the performance of the individual. Criticism against Herzberg's theory is that the relationship between motivation and dissatisfaction is too simplistic as well as the relationship between sources of job satisfaction and dissatisfaction.

In summary, investigation of the organizational communication-job performance research indicates a need for further empirical study. The existing researches on these areas are still limited. Intensified efforts to explain the nature of organizational communication satisfaction as a construct likely would prove beneficial in further developing the theoretical base for sound applications research and in determining important research directions.

Cavite State University- Naic is an institution which undergoes several transition periods, from an institution that offers merely a high school program to an institution govern by state university system. Instructors and other employees witnessed several changes in organizational policies, management, likewise system and procedures. Moreover, changes brought about by technology and demands in the academe also affect the nature work of both teacher and employees in this institution.

With all these changes in the organization, how does the quality and amount of communication in the job of the employees particularly, faculty members contribute to both job satisfaction and productivity? How satisfactory communication practices are in the institution as perceived by the faculty members?

III. OBJECTIVES OF THE STUDY

Generally, the study aimed to determine whether communication climate and job satisfaction are independent from one another as perceived by the faculty members of Cavite State University – Naic.

Specifically, it aimed to determine the level of faculty members' communication satisfaction in relation to the communication information, communication relationships and communication channels; to identify the level of faculty members' job satisfaction at Cavite State University- Naic; and to test if communication climate is independent from job satisfaction.

III. METHODS

Research Design

The study determined the relationship of communication climate and job satisfaction. The researcher used descriptive research using quantitative and qualitative techniques. On the quantitative part the test of independence was employed. The qualitative technique was employed through the use of questionnaire intended to determine the perception of faculty members on communication climate and job satisfaction.

Participants

Random Sampling was utilized in determining the number of respondents of the study. This study involved fifty eight faculty members with permanent and contractual status.

Instruments

A survey questionnaire checklist is the main instrument of the case study. The checklist is adapted from Hackman and Oldham (1975) Job Diagnostic

Survey and Communication Questionnaire by Down and Hazen (1977). The 40 Items are used with a Likert-type scale ranging from very satisfied to very dissatisfied. Each factor has five items, which are averaged for factor score. The eight factor deal with communication information, relationship, channels, and climate. Three additional items are found in the instrument. One global item asks faculty members to indicate their level of job satisfaction on a 7-point Likert Scale. Then they asked whether their satisfaction has gone up or down, or remained the same for the last 6 months. An open ended question asks respondents to indicate what needs to be changed about communication in the organization to improve their satisfaction.

Data Analysis

All the collected data were tabulated for analysis. Appropriate statistical measures were employed to quantify the data that were collated to answer the questions set in the study. Since the data is more on the ordinal case, Mode was used to determine the perception of the faculty members on the level of satisfaction on the job and communication climate. Chi-square was utilized to determine the independence of job satisfaction and communication climate.

As shown in table 1 the level of satisfaction of faculty members in information is somewhat satisfied. Moderate satisfaction is expressed by most of the faculty members to the extent by which they receive the information needed to do their job, based from the answers of 25 respondents.

IV. RESULTS AND DISCUSSION

Table 1. Level of Satisfaction in Communication- Information

Category	Mode	Description
1. Extent to which I receive in time in the information needed to do my job.	25	Somewhat Satisfied
2. Extent to which amount of communication in the organization is about right	25	Somewhat Satisfied
3. Extent to which communicate practices are adaptable emergencies.	22	Satisfied
4. Extent to which our meetings are well-organized.	24	Satisfied
5. Extent to which informal communication is active and accurate	23	Somewhat Satisfied

Twenty three of them also expressed less satisfaction on the extent to which information communication is active and accurate. The data also shows that the respondents are satisfied to the extent to

which communication practices are adaptable to emergencies and to the extent to which meetings are well organized as expressed in the answers of 22 and 24 faculty members in the two statements respectively.

Table 2. Level of Satisfaction in Communication- Relationship

Category	Mode	Description
1. Extent to which my supervisor listens and pays attention to me.	20	Satisfied
2. Extent to which my supervisor offers guidance for solving job related problems	23	Satisfied
3. Extent to which my supervisor offers guidance for solving job related problems.	23	Satisfied
4. Extent to which my supervisor is open to ideas.	25	Satisfied
5. Extent to which the amount of supervision given to me right.	22	Satisfied

The data on table 2 reveal the level of satisfaction of communication in terms of superior- subordinate relationships. Twenty of the respondents said that they are satisfied to the extent to which their superior listens and pay attention to them. They are also satisfied to the extent to which superior offer guidance for solving job related problems as perceived by 23 respondents.

Satisfaction is also expressed by 23 of the respondents to the extent to which supervisor trusts them. Most of the supervisors are open to ideas and it is perceived as satisfactory by 25 of the respondents. Twenty two of them also expressed their satisfaction to the extent to which the amount of supervision is given to them.

Table 3. Level of Satisfaction in Communication- Channel

Category	Mode	Description
1. Extent to which conflicts are handled appropriately through proper communication channels.	23	Somewhat Satisfied
2. Extent to which the grapevine is active in our organization.	26	Somewhat Satisfied
3. Extent to which written directives and reports are clear and concise	26	Somewhat Satisfied
4. Extent to which my work is compatible.	23	Satisfied
5. Extent to which horizontal communication with other organizational members is accurate and free flowing.	22	Satisfied

Table 3 presents the level of satisfaction of the faculty members in terms of communication channel. It shows that 23 of them are somewhat satisfied to the extent to which conflicts are handled appropriately through proper communication channels. Twenty six of them also showed satisfaction on the extent to which active grapevine is present in the organization. The extent to which the written directive and reports are clear and concise was perceived with somewhat satisfaction by twenty six of the respondents . Moreover, with regards to the extent of work compatibility and horizontal communication with other organizational members, respondents answered satisfied

as expressed by 23 and 22 to the two statements respectively.

Table 4. Level of Job Satisfaction

Description	No. of Responses
Very Satisfied	11
Satisfied	38
Somewhat Satisfied	9

Table 4 illustrates the level of job satisfaction of the faculty members. 19% or 11 faculty rated their satisfaction as very satisfied, 65.5% or 38 of them are satisfied, and 15.5% or 9 of the respondents answered somewhat satisfied.

Table 5. Level of Satisfaction in Communication-Climate

Category	Mode	Description
1. Extent to which the organization's communication motivates and stimulates an enthusiasm for meeting its goals.	22	Satisfied
2. Extent to which the organization's communications are interesting and helpful.	25	Somewhat Satisfied
3. Extent to which the people in my organizations have great ability as communicators.	25	Satisfied
4. Extent to which the organization's communication makes me identify with it or feel a vital part of it.	25	Somewhat Satisfied
5. Extent to which the attitudes toward communication in the organization are basically healthy.	25	Somewhat Satisfied

As shown in table 5, respondents are satisfied to the extent to which the organizations' communication motivates and stimulates an enthusiasm for meetings as expressed by 22 of them. The extent to which the people in the organizations' communication are

interesting and helpful, ability as communicators, feelings of identification and belongingness, and healthy attitudes towards communications are all rated as somewhat satisfied by 25 of the respondents.

Table 6. Test of Independence of Communication Climate and Job Satisfaction

Communication Climate Statements	Computed Chi-Square	Measurement	Degree of Freedom (df)	Critical Value at 0.05	Decision
1	24.39	3x4	6	12.5	Reject Ho
2	20.76	3x4	6	12.5	Reject Ho
3	22.16	3x5	8	15.51	Reject Ho
4	23.76	3x3	4	9.49	Reject Ho
5	39.12	3x5	8	15.51	Reject Ho

Table 6 presents the computed values of determining the independence job satisfaction and communication climate. Based from the different degrees of freedom and critical values at 0.05, results show the decision to reject research null hypothesis.

V. CONCLUSIONS

The level of satisfaction of communication in terms of information, relationship and channels lies between somewhat satisfied and satisfied. This implies that faculty members are quite satisfied on the information they are receiving, their relationship with their superiors and the directions of communication within the organization. Most of the faculty members are satisfied on their job, few are very satisfied and some are somewhat satisfied. This implies that positive satisfaction on the performance of the job is present among the faculty members of Cavite State University – Naic. Job satisfaction and communication climate are not independent. It means that Communication climate is related to job satisfaction, employees with positive satisfaction on communication climate are satisfied on their job. Therefore, establishing and maintaining a healthy and positive communication climate are very vital in creating and maintaining job satisfaction.

VI. RECOMMENDATIONS

It is recommended that establishing and maintaining a healthy and positive communication climate is highly encouraged in creating high level of job satisfaction. Promoting more avenues for open communication between supervisors and subordinates is also recommended to cultivate positive communication relationships.

Similar case study should be conducted using other variable as determinant for job satisfaction. The result of the study can be compared with other related for more proof of job satisfaction determinants.

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