



COMMUNICATION SATISFACTION: A DETERMINANT FOR FACULTY JOB SATISFACTION IN STATE UNIVERSITIES AND COLLEGES

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Abstract: This study tested the relationship between communication satisfaction and job satisfaction of SUCs' faculty members in the National Capital Region by analyzing the significance of the different dimensions of Communication Satisfaction with the viewpoint that it is multifaceted. This study used the quantitative method of research, particularly the Correlational design. Results of the study initially indicated that the level of communication satisfaction of SUCs' faculty members in the National Capital Region was significantly satisfied in terms of the Communication dimensions. Then, the study proved the feeling of satisfaction with the communication system, which is a significant variable for job satisfaction. The study found a strong positive relationship found between overall Communication Satisfaction and Job Satisfaction scores. It indicates that when faculty members are satisfied with the communication system they have in their schools, they also tend to feel confident and happy in doing their job. The study also proved that when both communication and job satisfaction are satisfied, a school will have the power to fulfill its goals, mission, vision, and objectives. Thus, enabling it to address the challenges set by the Technology-driven society

Keywords: communication satisfaction, job satisfaction, correlational design, communication system

I. INTRODUCTION

Communication is a vital requisite for effective education amidst the Fourth Industrial Revolution, the digital world. McGinnis (2018) describes it as the advances of technologies in our present world. The tech-driven society that we have sets the challenge among educators to face the need for Education 4.0, which calibrates students into independent problem solvers and valuable workforce members. It calls for a more realistic and practical learning approach, as Fedena (2018) considers it the non-traditional school of thought that employs technology-based tools and resources. All these happenings in the hub of an evolving world further demand effective communicators of Communication 2.0, the transmission of information using written, verbal, and electronic channels.

These teachers have to collaborate and learn with and from others. They train students and make them problem solvers. In support of this, there are no excuses for teachers not to collaborate with others since we get more connected (Kemp, 2018). We know that information overflows, and we get drowned from it, so teachers should have the mastery of communication, embedded knowledge, and understanding of the advanced use of technology to communicate with others effectively. Furthermore, when it comes to teaching and learning, teachers should be technology-oriented. Their dexterity in using the technology enables them to create critical thinking and learning style among learners and eventually serves as guides and catalysts to help them learn (Thanh, 2018).



We have significantly advanced from Steam Engine, Production Line, Computer times and now have faced the Internet Industrial Revolution complemented by Globalization (Intelitek, 2018). The latter revolution demands connectivity. Yes, connectivity is the key. Keeping in touch with one another has become the trademark of the 21st century. The change and negotiations are made possible through communication, collaboration, and engagement among members of an organization.

On the other hand, teachers should give their students a healthy environment to be the master of the learning process and to directly learn in their unique and flexible way. They must be equipped with the necessary information, be trained as overall communicators, and know the communication process per se. Teachers also need to make information accessible and accurately exchanged.

Intelitek (2018) mentions that communication skills are crucial to the success of the organizational operation in the new Digital world. Carrera (2019) considers it to be the foundational skill for human beings. Alongside this, logical and critical communication allows humans to combat the complex and daunting mode of communication. The availability of social media platforms where people engage, collaborate, and communicate has been developed. However, despite the changes brought about by the Internet Revolution, the structure of the education system has been left unchallenged (Intelitek, 2018). The criteria of the Production Line Revolution still test the learning outcome of students' and teachers' performance. Employees of the organization are being assessed based on their roles and expertise. They are still considered very vital members of the workforce. It improves efficiency and allows productivity. After all, effective communication in the technologically-driven society helps administrators be more focused on meeting the needs of their subordinates, making the system efficient for better financial outcomes and more productive workplaces.

Communication satisfaction is employees' level of satisfaction in an organization's experience during interactions between themselves and their superiors and between themselves and their fellow employees (Wagner, 2013). The truth is that it is still one of the assessment tools for job satisfaction. It aims at the shared success of a group. In support, it is apparent that communication sets the tone for the interaction of organization members since it is a social process whose ultimate purpose is a common understanding- a unity within the social group or team (Hennings, 2013). But the challenge now remains debatable in the Philippine context. The deficiency of local studies investigating the interconnection of communication satisfaction and job satisfaction in meeting the goal of an organization remains evident. There is still least attention given to using the upward form of communication where employees can express their concerns to the authorities. But the chance to rectify the communication system for better motivation and productivity remains within reach of possibility.

Taking the case of State Universities and Colleges (SUCs) at the National Capital Region (NCR) is no excuse. Downward communication drives the interaction between the administrators and the subordinates. Since the government funds these schools, its financial allocation and procurement of facilities, faculty development, education, scholarship grants, and other work-related transactions come from the government itself. Faculty members receive messages in memoranda, school publication, performance assessment, job instructions, school orientation, and training for

the job. However, schools should consider using Upward Communication to generate a more open flow of communication within the system. Also, the SUCs' faculty members should participate in the communication process and their schools' operations. They should understand the communication process and be knowledgeable enough of the existing issues that hamper it.

Teachers' awareness of the existing communication problems helps the administration solve the issues that obstruct job productivity. Writing (2016) states that organizations should address such issues because poor communication strains the organization's productivity.

Furthermore, Job Satisfaction directly influences an organization's competitive advantage. Usually, managers should understand the workforce's job satisfaction to address job-related issues. Understanding the situation instills leaders' or superiors' roles in considering communication in understanding the nature of job satisfaction within their working vicinity in which favorable results prevail.

In an unyielding analysis, many studies on communication satisfaction and other variables like job performances, Organizational Identification by Nakra (2006), Job performance by Pongton & Suntrayuth (2019) were conducted. However, seldom studies constitute communication satisfaction with job satisfaction, particularly in the SUCs or academe context. For this reason, this study aimed to figure out the interrelationships of communication satisfaction and job satisfaction and how they work together to address the challenges of the 21st century.

Objectives of the Study

This study tested the communication satisfaction of faculty members in State Universities and Colleges (SUCs) at the National Capital Region as a factor for their job satisfaction.

It intended to provide answers to the following questions:

1. What is the level of communication satisfaction of SUCs' faculty members in terms of:
 - 1.1. Interpersonal communication context;
 - 1.2. Group communication context; and
 - 1.3 Organizational communication context?
2. What is the level of job satisfaction of SUCs' faculty members in terms of :
 - 2.1 Motivators; and
 - 2.2 Hygiene Factors?
3. Is there a significant relationship between the communication satisfaction indicators to faculty job satisfaction?

Hypothesis

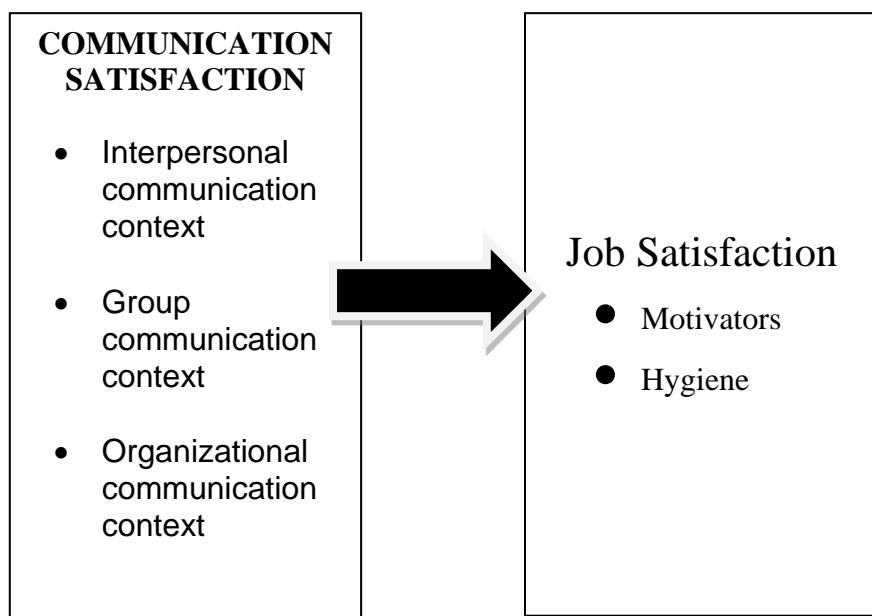
The study tested the Null Hypothesis at a 0.05 level of significance.

- There is no significant relationship between the communication satisfaction indicators to faculty job satisfaction.

Conceptual Framework

The conceptual framework constitutes an effective communication system among the SUCs in the National Capital Region. First, it attempts to measure the level of communication satisfaction of faculty members of SUCs, which contributes to their job satisfaction as members of their institutions.

Figure 2: The Research Paradigm



Communication satisfaction as the independent variable contains three contexts: Interpersonal communication context, Group communication context, and Organizational communication context.

Interpersonal communication contains the Personal Feedback dimension, Supervisory Communication dimension, and Subordinate Communication dimension. The Group Communication context also has its dimensions, including the Horizontal (Co-worker) Communication dimension and the Organizational Integration dimension. Lastly, the Organizational Communication context comprises the Corporate Information dimension, Communication Climate dimension, and Media Quality dimension. As these factors work for hand and hand, job satisfaction is upheld

Job satisfaction is the dependent variable. It considers the presence of Motivators and Hygiene Factors as mentioned by Herzberg in his Siemens case study on motivation within a creative

environment that focused upon engineers' and accountants' activities. Some of these motivators or satisfiers are the opportunity for personal development, achievement, recognition, promotion, and levels of responsibility. The hygiene factors or dissatisfiers is Company policy that may frustrate some employees and serve as a hindrance. Examples of this are bureaucracy or needless paperwork, which may be considered a barrier to getting a job completed.; Sometimes working conditions are not suitable; and other factors such as poor salary or feeling of not being valued or consulted. These two factors may make the faculty members motivated and upset them in their workplace.

II. METHODOLOGY

The study utilized the Quantitative design of research. Notably, it employed the Correlational method. This paper used the quantitative method as the most appropriate one since it focused on the quantitative data, which are the levels of Communication Satisfaction of regular faculty members of SUCs at the NCR in terms of Interpersonal Communication, Group Communication, and Organizational Communication. The needed Quantitative Data were obtained using the modified communication satisfaction survey questionnaire of Downs and Hazen (1977).

Furthermore, the study employed 377 full-time faculty members of SUCs at the National Capital Region. It took Twenty-five percent (25%) from the total population of Polytechnic University of the Philippines (PUP) main campus only, Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), Rizal Technological University (RTU), Technological University of the Philippines (TUP), Philippine Normal University (PNU), Philippine State College of Aeronautics (PhilSCA) and Marikina Polytechnic College (MPC). The said sample became the participants of this study. However, a sample from PNU was not included since permission to gather data was not given to the researcher. The word full-time is similar to permanent teachers. Concerning their age profile, 8.15% of them were under 20 years old, 25% of them were between 21-29 years old, 34.24% of them were between 30-39 years old, 18.21% of them were between 40-49 years old, 10.33 % of them were between 50-59 years old, and 4.08% of them were 60 and above years old. For the gender of the respondents, 50.54% were male, while 49.46 % were female. Lastly, their period of working in their schools is as such:

- 13.59% of them have been working for less than a year.
- 31.52% of them have been working for one to four years.
- 33.70% of them are regular employees for five to eight years.
- 21.20% of the respondents have been affiliated with their schools for more than nine years already.

About the sampling technique, the study employed Simple Random Sampling in identifying the respondents. The researcher gave the official number of questionnaires to the different deans of colleges per school based on the sample. She gave clear instructions to them as to who will answer the questionnaire and how many (the sample) of their permanent faculty members will participate in the survey. The researcher explained the criterion of being full-time faculty members as the study participants since they instructed her to leave the questionnaires and retrieve them after a week. The deans themselves made the random selection. The sample size, which was 25% was

proportional to the overall population of each school. It turned out to be feasible after the computation.

The researcher adopted and modified the Communication Satisfaction Questionnaires (CSQ) by Downs and Hazen (1977). The said questionnaire underwent expert validity by three experts. It availed the Pilot Testing with 30 faculty members from Holy Spirit College and San Beda University, Manila. Then, it completed the reliability test. This investigation used the modified CSQ, a 107-item instrument, using the **Cronbach's Alpha reliability value** of 0.98. Then, the test measured the internal consistency of each scale. The questionnaire included the 5-point Likert-type scale for communication satisfaction and job satisfaction. The study used the following arbitrary levels: 4.51 – 5.00 Highly Satisfied, 3.51 – 4.50 Moderately Satisfied, 2.51 – 3.50 Satisfied, 1.51 – 2.50 Fairly Satisfied, and 1.00 – 1.50 Highly Unsatisfied. Also, it availed the Content and Face Validity tests. Lastly, the questionnaire adopted the Philippine setup by using academic terminologies (administrator, faculty, school) to fit the needs of the study. The Filipino SUCs' faculty members, as the participants of the survey, answered the survey questionnaire.

Statistically speaking, the study used the Weighted Mean to determine the levels of communication satisfaction and job satisfaction of the faculty members of SUCs., the Spearman's Rank-Order Correlation to figure out the relationship among the communication satisfaction indicators to job satisfaction and to determine the strength and direction of the said variables. Lastly, the Pearson Correlation Coefficient was used to measure the strength among the variables of communication satisfaction and job satisfaction and their relationships. This test determines how strong the relationship is among those mentioned variables.

III. RESULTS AND DISCUSSION

The study yielded the following conclusive results.

1. Level of Communication Satisfaction of SUCs' Faculty Members in terms of Interpersonal Communication, Organizational Communication, and Organizational Communication.

Table 1

Level of Communication Satisfaction of SUCs' Faculty Members in terms of Interpersonal Communication

Communication Satisfaction in terms of Interpersonal Communication	Mean	Verbal Interpretation
Q4. Information about your progress in your job.	3.71	Moderately Satisfied
Q8. Information about how you are being performance managed.	3.50	Satisfied
Q9. Recognition of your efforts.	3.47	Satisfied
Q18. Extent to which your manager/supervisors understand the problems faced by staff.	3.60	Moderately Satisfied
Q20. Extent to which your	3.43	Satisfied

supervisor listens and pays attention to you.		
Q22. Extent to which your supervisor offers guidance for solving job-related problems.	3.47	Satisfied
Q25. Extent to which your supervisor trusts you.	3.62	Moderately Satisfied
Q29. Extent to which your supervisor is open to ideas.	3.55	Moderately Satisfied
Q33. Extent to which the amount of supervision given to you is about right.	3.48	Satisfied
Grand Mean	3.54	Moderately Satisfied

Note: 4.51-5.00 – “Highly Satisfied”, 3.51-4.50 – “Moderately Satisfied”, 2.51-3.50 – “Satisfied”, 1.51-2.50 – “Fairly Satisfied”, 1.00-1.50 – “Highly Unsatisfied”

Note: 4.51-5.00 – “Highly Satisfied”, 3.51-4.50 – “Moderately Satisfied”, 2.51-3.50 – “Satisfied”, 1.51-2.50 – “Fairly Satisfied”, 1.00-1.50 – “Highly Unsatisfied”

Table 1 presents the Level of Communication Satisfaction of SUCs' faculty members in terms of Interpersonal Communication. It shows that the Level of Communication Satisfaction of SUCs' faculty members in terms of Interpersonal Communication has a "Moderately Satisfied" response. Overall, the mean score for level of communication satisfaction in terms of Interpersonal Communication which was 3.54 with a moderately satisfied descriptor, is presented. Five items (Q8, Q9, Q20, Q22, Q33) got a "Satisfied" response, while Four (Q4, Q18, Q25, Q29) obtained a "Moderately Satisfied" reply. It appeared that SUCs' faculty members are "Moderately Satisfied" with a score of 3.71 regarding their information about the progress in their job. It is, however, found to have their least communication satisfaction with the extent to which their supervisor listens and pays attention to them with a 3.43 score. Nevertheless, four faculty members' responses reveal that the level of communication satisfaction in terms of Interpersonal Communication was "Moderately Satisfied."

The yielded result correlates with Jooste (2010) claim that information on what to do and a clear focus on what to be achieved is significant. Also, for the faculty members to be highly satisfied, supervisors and subordinates should understand each other. They must listen and communicate to each other and maintain a healthy relationship, as Sharma (2015) mentioned. Also, for the teachers to be satisfied, proper attention should be given to them by their superiors so that trust and mutual respect are upheld (McDonnell, 2018). This kind of atmosphere promotes efficiency among the members of a group. There is effectiveness in doing one's job if respect and open communication among the members of an organization are observed. As a result of such practice, a school or an organization will have its machinery to fulfill its goals.

Table 2

Level of Communication Satisfaction of SUCs' Faculty Members in terms of Group Communication

Communication Satisfaction in terms of Group Communication	Mean	Verbal Interpretation
Q5. News regarding personnel.	3.40	Satisfied
Q7. Information about how your job performance compares with other.	3.45	Satisfied
Q10. Information about departmental policies and goals.	3.52	Moderately Satisfied
Q11. Information about the requirements of the job.	3.65	Moderately Satisfied
Q26. Extent to which you receive the information required to do your job in time.	3.44	Satisfied
Q27. Extent to which conflicts are handled appropriately through proper communication channels.	3.43	Satisfied
Q28. Extent to which the informal communications network (grapevine) is active in your school.	3.47	Satisfied
Q30. Extent to which communication with other employees at your level is accurate and free flowing.	3.38	Satisfied
Q31. Extent to which your work group is compatible.	3.51	Satisfied
Q36. Extent to which informal communication is active and accurate.	3.50	Satisfied
Grand Mean	3.48	Satisfied

Note: 4.51-5.00 – "Highly Satisfied", 3.51-4.50 – "Moderately Satisfied", 2.51-3.50 – "Satisfied", 1.51-2.50 – "Fairly Satisfied", 1.00-1.50 – "Highly Unsatisfied"

Table 2 shows the Level of Communication Satisfaction of SUCs' Faculty Members in Group Communication. Table 2 shows that the Level of Communication Satisfaction of SUCs' Faculty Members in terms of Group Communication is "Satisfied." Overall, the mean projects the value of 3.48 for Group Communication. Eight factors (Q5, Q7, Q26, Q27, Q28, Q30, Q31, and Q36) obtained a "Satisfied" response while two factors (Q10, Q11) got the "Moderately Satisfied" response. It showed that SUCs' faculty members are "Moderately Satisfied" with the value of 3.65 when it comes to the information about the requirement of their job. It is, however, found to have their most minor communication satisfaction level in terms of the extent to which communication

with other employees at their level is accurate and free-flowing. The score of 3.38 calls for attention from the administration to improve group communication since faculty members are satisfied. Thus, highly satisfied is needed for them to be contented with their job.

The faculty members need to get satisfied or even highly satisfied to appreciate the value of group communication. They need to be aware of the well-being of their colleagues because this promotes belongingness in an organization. Downs & Hazen (1977) support this claim that the information conveyed to employees about their fellow workers has a significant impact on their level of psychological belonging. Communicating with colleagues empowers the Horizontal mode of communication, which is evident in this kind of occurrence.

Table 3

Level of Communication Satisfaction of SUCs' Faculty Members in terms of Organizational Communication

Communication Satisfaction in terms of Organizational Communication	Mean	Verbal Interpretation
Q6. Information about policies and goals.	3.45	Satisfied
Q12. Information about government regulations affecting your school.	3.45	Satisfied
Q13. Information about changes in your school.	3.37	Satisfied
Q14. Reports on how problems in your job are being handled.	3.36	Satisfied
Q15. Information about employee benefits and pay.	3.44	Satisfied
Q16. Information about profits and/or financial standing of the school.	3.29	Satisfied
Q17. Information about achievement and/or failures of your school.	3.38	Satisfied
Q19. Extent to which your school's communication motivates you to meet its goals.	3.45	Satisfied
Q21. Extent to which school employees have communication abilities.	3.43	Satisfied
Q23. Extent to which communication in your school make you identify with it or feel a vital part of it.	3.42	Satisfied
Q24. Extent to which your school communications are interesting and helpful.	3.41	Satisfied
Q32. Extent to which your meetings are well organized.	3.45	Satisfied

Q34. Extent to which written directives and reports are clear and concise.	3.49	Satisfied
Q35. Extent to which the attitudes towards communication at your school are basically healthy.	3.40	Satisfied
Q37. Extent to which the amount of communication at your school is about right.	3.44	Satisfied
Grand Mean	3.41	Satisfied

Note: 4.51-5.00 – “Highly Satisfied”, 3.51-4.50 – “Moderately Satisfied”, 2.51-3.50 – “Satisfied”, 1.51-2.50 – “Fairly Satisfied”, 1.00-1.50 – “Highly Unsatisfied”

Table 3 shows the Level of Communication Satisfaction of SUCs' Faculty Members in terms of Organizational Communication. Table 3 shows that the Level of Communication Satisfaction of SUCs' Faculty Members in terms of Organizational Communication is "Satisfied." Overall, it presents the mean value of 3.41 for Organizational Communication. Fifteen factors (Q6, Q12, Q13, Q14, Q15, Q16, Q17, Q19, Q21, Q23, Q24, Q32, Q34, Q35, and Q37) uniformly yielded a Satisfied response. It showed that SUCs faculty members are Satisfied with a score of 3.49 regarding the extent to which written directives and reports are clear and concise. It is, however, found to have their most minor communication satisfaction level concerning information about profits and financial standing of the school. It obtained a score of 3.29. Nonetheless, this response categorized that the level of communication satisfaction was to a "Satisfied." Such a situation instills that the faculty members who are just satisfied need to feel highly satisfied in their organizational communication process to give their best in working.

Meyer et al. (2009) support this study's result that clear and concise directives and reports in an organization impact employees' effectiveness in doing their job. This medium in which organizations distribute their information to internal and external destinations could considerably impact the efficacy of such information. It is the receiver who needs to make sense of the intended message and interpret it as the correct intention of the sender. Schools should utilize the proper media of communication for communication satisfaction promotion. Downs & Adrian (1977) also support traditional media such as meetings, written directives, reports, and formal and official communication. However, the results call for the practice of transparency as to the expenditures of the school. It also relates to the financial standing for the teachers to feel involved and contribute to the needed solution for any financial constraint experienced by the organization.

2. Level of Job Satisfaction of SUCs' Faculty Members

Table 4

Level of Job Satisfaction of SUCs' Faculty Members in terms of Motivators

Job Satisfaction in terms of Motivators	Mean	Verbal Interpretation
Q39. There is really too little chance for promotion on my job.	3.27	Satisfied
Q42. When I do a good job, I receive the recognition for it that I should receive.	3.29	Satisfied
Q45. I sometimes feel my job is meaningless.	3.23	Satisfied
Q46. Communications seem good within this organization.	3.34	Satisfied
Q48. Those who do well on the job stand a fair chance of being promoted.	3.33	Satisfied
Q51. I do not feel that the work I do is appreciated.	3.16	Satisfied
Q52. My efforts to do a good job are seldom blocked by red tape.	3.20	Satisfied
Q54. I like doing the things I do at work.	3.47	Satisfied
Q55. The goals of this organization are not clear to me.	3.23	Satisfied
Q57. People get ahead as fast here as they do in other places.	3.21	Satisfied
Q60. There are few rewards for those who work here.	3.32	Satisfied
Q61. I have too much to do at work.	3.36	Satisfied
Q64. I feel a sense of pride in doing my job.	3.57	Moderately Satisfied
Q68. I have too much paperwork.	3.33	Satisfied
Q69. I don't feel my efforts are rewarded the way they should be.	3.22	Satisfied
Q70. I am satisfied with my chances for promotion.	3.23	Satisfied
Q72. My job is enjoyable.	3.55	Moderately Satisfied
Q73. Work assignments are not fully explained.	3.25	Satisfied
Grand Mean	3.31	Satisfied

Note: 4.51-5.00 – "Highly Satisfied", 3.51-4.50 – "Moderately Satisfied", 2.51-3.50 – "Satisfied", 1.51-2.50 – "Fairly Satisfied", 1.00-1.50 – "Highly Unsatisfied"

Table 4 shows the Level of Job Satisfaction of SUCs' Faculty Members in terms of Motivators. Table 4 shows that the level of Job Satisfaction of SUCs' faculty members in terms of motivators is "Satisfied." Overall, it shows the mean value of 3.31 for motivators. Sixteen factors (Q39, Q42, Q45, Q46, Q48, Q51, Q52, Q54, Q55, Q57, Q60, Q61, Q68, Q69, Q70, and Q73) yielded a Satisfied response while two factors (Q64, Q72) got a "Moderately Satisfied" response. It appeared that SUCs' faculty members are moderately satisfied with the value of 3.57 when they feel a sense

of pride in doing their job. It is found to have their most minor job satisfaction level when they do not think their work is appreciated. The obtained score of 3.16 calls for improved recognition from the administration.

Employees need to experience recognition for whatever they achieve. By appreciating the effort of the subordinates, encouraging questions, and providing solutions to their problems, administrators can create a supportive communication climate where employees can clarify things about their job.

However, such clarification should be motivational, helpful, and attractive to the employees' feeling of being appreciated (Muller et al., 2006). Lastly, employees should feel qualified for the job; they have to be motivated. They must think that they are a vital school resource and deserve further progress on their job to feel highly satisfied. With this scenario, they would be happier to speak about their job as teachers (Schneider, 2002). In addition, the feeling of pride in what the teachers do can be possible if schools provide education and career steps among the faculty members. This action would make them feel qualified to be part of the workforce. They would further feel proud of their job if faculty development is provided to improve their teaching skills (Kamel, 2016).

Table 5

Level of Job Satisfaction of SUCs' Faculty Members in terms of Hygiene Factors

Job Satisfaction in terms of Hygiene Factors	Mean	Verbal Interpretation
<i>*Continuation of Table No. 6</i>		
Q38. I feel being paid fair amount for the work I do.	3.38	Satisfied
Q40. My supervisor is quite competent in doing his/her job.	3.52	Moderately Satisfied
Q41. I am not satisfied with the benefits I receive.	3.27	Satisfied
Q43. Many of our rules and procedures make doing a good job difficult.	3.28	Satisfied
Q44. I like the people I work with.	3.46	Satisfied
Q47. Raises are too few and far between.	3.33	Satisfied
Q49. My supervisor is unfair to me.	3.18	Satisfied
Q50. The benefits we receive are as good as most other organizations offer.	3.27	Satisfied
Q53. I find I have to work harder at my job because of the incompetence of people I work with.	3.32	Satisfied
Q56. I feel unappreciated by the	3.14	Satisfied

organization when I think about what they pay me.		
Q58. My supervisor shows too little interest in the feelings of subordinates.	3.08	Satisfied
Q59. The benefit package we have is equitable.	3.28	Satisfied
Q62. I enjoy my coworkers.	3.56	Moderately Satisfied
Q63. I often feel that I do not know what is going on with the organization.	3.30	Satisfied
Q65. I feel satisfied with my chances for salary increases.	3.39	Satisfied
Q66. There are benefits we do not have which we should have.	3.28	Satisfied
Q67. I like my supervisor.	3.44	Satisfied
Q71. There is too much bickering and fighting at work.	3.27	Satisfied
Grand Mean	3.32	Satisfied

Note: 4.51-5.00 – “Highly Satisfied”, 3.51-4.50 – “Moderately Satisfied”, 2.51-3.50 – “Satisfied”, 1.51-2.50 – “Fairly Satisfied”, 1.00-1.50 – “Highly Unsatisfied”

This table presents the Level of Job Satisfaction of SUCs' Faculty Members in terms of hygiene. Table 5 shows that the Level of Job Satisfaction of SUCs' Faculty Members in terms of Hygiene factors are satisfied. Overall, it presents the mean score of 3.32 for job satisfaction in terms of Hygiene Factors. Sixteen elements (Q38, Q41, Q43, Q44, Q47, Q49, Q50, Q53, Q56, Q58, Q59, Q63, Q65, Q66, Q67, and Q71) got a "Satisfied" response while two factors (Q40, Q62) obtained a "Moderately Satisfied" reply. It appeared that SUCs' faculty members are moderately satisfied if they enjoy their co-workers with a score of 3.56. It is, however, found to have their most minor level of job satisfaction with the score of 3.14 when they feel unappreciated by the organization when they think about what they pay them. The result instills that SUCs' faculty members must have a highly satisfied level of satisfaction concerning the hygiene factors for them to be job happy in doing their job.

The yielded results support the idea of Herzberg (1968) in providing the hygiene factors among employees. Faculty members would feel satisfied if the administration would improve the salary grade and the company policies, enhance supervision, nourish superior and subordinate communication, improve work conditions, and improve security. These maintenance factors by Herzberg are effective in keeping the employees committed to their job. However, the administration should also consider pay, wages, promotional opportunities, and working conditions. These are essential situational characteristics that improve job satisfaction (Quercetin et al., 1992). The employees need to evaluate these things as they do their job.

Table 6

Spearman Rank Correlation: Relationship among the Communication Satisfaction Indicators to Motivators under Faculty Job Satisfaction

Communication Satisfaction	Motivators				
	Spearman Rank Correlation	Verbal Interpretation	p-value	Decision	Remarks
Interpersonal Communication	0.688	Strong positive relationship	0.000	Reject Ho	Significant
Group Communication	0.701	Strong positive relationship	0.000	Reject Ho	Significant
Organizational Communication	0.741	Strong positive relationship	0.000	Reject Ho	Significant

Note: If the p-value is less than or equal to the level of significance which is 0.05 reject the null hypothesis, otherwise failed to reject the Ho.

This table presents **The Spearman Rank Correlation: Relationship among the Communication Satisfaction to Motivators under Faculty Job Satisfaction**. Table 6 shows that Interpersonal Communication, Group Communication, and Organizational Communication are significantly correlated with SUCs' faculty job satisfaction in terms of motivators. A positive relationship can exist when looking at the type of relationship among the three dimensions of communication satisfaction. It implies that when the level of communication satisfaction among SUCs' faculty members increases, job satisfaction also increases. Since values are all increasing, the strengths of the relationship are strong.

This claim parallels the finding of Okay (2009) that favorable employees' communication affects job satisfaction and employee performance. The appearing job satisfaction and job productivity experienced by the teachers contribute to the total success of the organization. They uphold their commitment towards the realization of whatever goal their organization has. Hence, efficiency in doing one's job continues to be upheld by all members of the organization.

Table 7

Spearman Rank Correlation: Relationship among the Communication Satisfaction Indicators to Hygiene Factors under Faculty Job Satisfaction

Communication Satisfaction	Hygiene Factors				
	Spearman Rank Correlation	Verbal Interpretation	p-value	Decision	Remarks
Interpersonal Communication	0.671	Strong positive relationship	0.000	Reject Ho	Significant
Group Communication	0.666	Strong positive relationship	0.000	Reject Ho	Significant
Organizational Communication	0.749	Strong positive relationship	0.000	Reject Ho	Significant

Note: If the p-value is less than or equal to the level of significance which is 0.05 reject the null hypothesis, otherwise failed to reject the Ho.



Table 7 presents the Spearman Rank Correlation: Relationship among the Communication Satisfaction Indicators to hygiene Factors under Faculty Job Satisfaction. It shows that Interpersonal Communication, Group Communication, and Organizational Communication are significantly correlated with SUCs' faculty job satisfaction in terms of Hygiene factors. A positive relationship exists when looking at the type of relationship among the three dimensions of communication satisfaction. It tells that when the level of communication satisfaction increases, job satisfaction level among SUCs' faculty members also increases. Since the values of the three variables are all increasing, the strengths of their relationship are strong.

The result supports the idea of Okay (2009) that favorable employees' communication drives the increase of job satisfaction and employee performance. The amount of information given to the faculty members makes them informed and committed to doing their job. This accuracy and clearness of information lead them toward efficiency of teaching their students. Also, the media of communication utilized by the school make them guided and productive in reaching the group's goal. Their interaction between their supervisors and the motivation they receive motivate them and make them feel satisfied with the communication process. The atmosphere of trust and guidance also contributes to the teachers' satisfaction and productivity. These factors work together to make an employee contented and productive as part of the workforce.

IV. CONCLUSION

The Communication Satisfaction level of SUCs' faculty members if the NCR is satisfied. Their feeling of being contented with their existing communication system in terms of Interpersonal Communication, Group Communication, and Organizational Communication is proven very significant as an indicator for their Job Satisfaction.

This study has revealed that the regular faculty members in SUCs if the NCR who feel satisfied in their job are also efficient and effective in doing their job as teachers. This interrelationship of the two variables was not directly tested in the study but impliedly manifested by an arrow in the conceptual framework. This result instills that it is essential for them to feel satisfied and happy discharging their duties as teachers since teaching is considered the prime source of income, their substantial source of living.

In completion, Communication Satisfaction contributes to Job Satisfaction. The hypothesis "There is no significant relationship between the communication satisfaction indicators to faculty job satisfaction" was rejected.

Communication satisfaction is a variable in determining the job satisfaction of faculty members. They work for hand and hand since they intertwine with each other.

Finally, since this study proved that communication and job satisfaction are correlational, the first step is to establish a sound communication system. When employees are satisfied, the

administration can manage to advance them into job satisfaction, where they feel contented in doing their duties and responsibilities. When employees are happy with what they do, they will have the intrinsic motivation to be efficient and effective in doing their job. Also, they will have the initiative to help the administration fulfill the vision, mission, goals, and objectives of their schools. With this kind of scenario, schools will have the power and machinery to face the 4th Industrial Revolution's challenges, the technology-driven society.

V. RECOMMENDATIONS

Based on the conclusions drawn in the study, the following are recommended.

- 1) For the SUCs' faculty members to have a highly satisfied level of communication satisfaction, supervisors should provide regular supervision and supportive face-to-face communication. Higher-ups should do such action in a communication-friendly space. Also, the administration should create a rewarding team to recognize the achievements and contributions of teachers. There must be a creation of a culture with respect.
- 2) Schools should adopt appropriate media and platforms of communication for better and accurate transmission and dissemination of information to all the concerned members of the organization.
- 3) The administration should improve the salaries and wages of teachers to improve their satisfaction and even productivity. They should make them competitive. They should provide Job Security to promote the welfare of teachers.
- 4) SUCs should uphold transparency and eliminate unnecessary bureaucracy. When expenditures and operations are clear to the subordinates, this can boost the morale of teachers. It eventually makes them satisfied in their job and productive to contribute to fulfilling the group's goals.
- 5) The administration should fix poor obstructive policies and regulations. These loopholes compromise trust and commitment to employees' jobs.
- 6) The administration should promulgate and review policies about faculty jobs to rectify loopholes in the communication process and eventually address job-related problems of teachers.
- 7) Further increase of government budget should be allocated to SUCs.
- 8) Mixed Methods, both Quantitative and Qualitative, may be used by future researchers for more conclusive results.
- 9) Future researchers should consider a broader locale of study and the long time of the investigation.
- 10) Consider a more significant population or participants for future studies. HEI's it the NCR may be considered.

- 11) Educational classification of schools such as sectarian or non-sectarian and exclusive or COED may be used.
- 12) Future researchers may consider part-timers and teachers under probationary status as additional participants aside from the regular ones.

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