



A Comparative Study of Faculty Communication Satisfaction, Job Satisfaction and Productivity of Sectarian and Nonsectarian Private HEI's in Manila

SUSAN R. BUTAC

San Beda University, Philippines

susan_butac@yahoo.com

Abstract: The purpose of this study was to describe the communication satisfaction, job satisfaction, and job productivity of the permanent faculty members of Far Eastern University, Manila (nonsectarian private HEI) and Perpetual Help College of Manila (sectarian private HEI). Also, it was designed to test the significant differences among communication satisfaction, job satisfaction, and job productivity indicators if classified according to school types. The study proves that there is no statistically significant difference among all the communication satisfaction, job satisfaction, job productivity indicators for they all manifested the same levels of satisfaction (very satisfied) in all their respective indicators. Faculty members of both schools felt moderately satisfied in their communication satisfaction level. The results also indicate that the levels of job satisfaction among the faculty members is satisfied both in terms of motivators and hygiene factors dimensions. Their job productivity level on the other hand, obtained a very satisfied result for faculty members of the sectarian school while moderately satisfied among faculty members of a nonsectarian school. In terms of Instructions both sectarian and nonsectarian faculty members felt moderately satisfied, while they both obtained moderately satisfied in Facilities and Faculty Development areas. The yielded results of this study attest that school types are not identified as a factor for communication and job satisfaction or even for job productivity. Lastly, the study used the Quantitative design of research, particularly the Descriptive Comparative method to compare the levels of communication satisfaction, job satisfaction, and job productivity of faculty members.

Keywords: communication satisfaction, job satisfaction, job productivity

I. INTRODUCTION

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



world further demands for teachers who are effective communicators of Communication 2.0, the transmission of information using written, verbal, and electronic channels. These teachers have the duties to collaborate and learn with and from others, they train students and make them problem solvers. In support to this, there are no excuses for teachers not to collaborate with others since we get more connected (Kemp, 2018). We know the fact that information overflows and we get drown from it, so teachers should have the mastery of information, embedded knowledge, and understanding on the advance use of technology in order to effectively communicate with others. Furthermore, when it comes to teaching and learning, teachers should be technology oriented. Their dexterity of using the technology enables them to create critical thinking and learning style among learners and eventually serves as guide and catalyst to help them learn (Thanh, 2018).

We have greatly advanced from the times of Steam Engine, Production Line, Computer times, and now have faced the Internet Industrial Revolution complemented by Globalization (Intelitek, 2018). The latter revolution demands for connectivity. Yes, connectivity is the key. Keeping in touch with one another becomes the trademark of the 21st century. The change and negotiations are made possible through communication, collaboration, and engagement among members of an organization. Teachers on the other hand, should give their students a healthy environment to be the master of the learning process and to directly learn in their own individual and flexible way. They must be equipped with necessary information and be trained as overall communicators and not to be taught of the communication process per se. Teachers also need to make information accessible and accurately exchanged.

Intelitek (2018) mentioned that communication skills are crucial to the success of the organizational operation in the new Digital world. In fact, it is considered to be the foundational skill for human beings by Carrera (2019). Alongside with 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 have been developed. However, despite the changes brought about by the Internet Revolution, structure of education system has left unchallenged (Intelitek, 2018). The learning outcome of students and performance of teachers are still tested by the criteria of the Production Line Revolution. 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, an effective communication in the technologically driven society helps administrators to 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 the level of satisfaction of employees in an organization experience during interactions between themselves and their superiors and between themselves and their fellow employees (Wagner, 2013). The truth is that, it is still used as one of the assessment tools for job satisfaction and productivity. It aims the common 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 on the interconnection of communication satisfaction, job satisfaction, and job productivity in meeting the goal of an organization remains evident. There is still least attention given to the usage of 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 to be within the reach of possibility.

II. METHODOLOGY

The study made use of the Quantitative design of research. Particularly, it employed the Descriptive Comparative method to compare the levels of communication satisfaction, job satisfaction, and productivity of 97 permanent faculty members of sectarian and nonsectarian private HEIs. Quantitative method as the most appropriate one was employed since it focuses on the quantitative data which are the levels of communication satisfaction, job satisfaction, and productivity of faculty members of sectarian and nonsectarian private HEI's in Manila in terms of their respective dimensions. The needed Quantitative data were obtained using the modified communication satisfaction survey questionnaire of Downs and Hazen (1977). It was modified to enrich the job productivity portion.

Twenty five percent (25%) was taken from the total population of Far Eastern University, Manila and Perpetual Help College of Manila. Fifty respondents (50) were from Perpetual Help

College and 47 regular faculty members from FEU, Manila. It turned to be feasible after the computation. Simple Random Sampling was employed in identifying the respondents. On the other hand, due to the existence of Data Privacy Law, the respondents decided not to reveal their names, age, gender, and years of service which are supposedly parts of the official questionnaire. Thus, the mentioned data were not included in the presentation of data.

The Communication Satisfaction Questionnaires (CSQ) by Downs and Hazen (1977) was adopted and modified by the researcher. It underwent Expert Validity. Then, Reliability test was completed. The modified CSQ, with the calculated **Cronbach's Alpha reliability value** of 0.98 was used in this study. Lastly, the weighted Mean of each item was computed to determine the levels of communication satisfaction, job satisfaction and job productivity of the faculty members of FEU, Manila and Perpetual Help College of Manila.

III. RESULTS AND DISCUSSION

The study yielded the following conclusive results on the Communication Satisfaction, Job satisfaction, Job Productivity levels of the sectarian and nonsectarian private HEIs in Manila.

1. Level of Faculty Communication Satisfaction of Sectarian and Nonsectarian Private HEI's in Manila in terms of Interpersonal Communication, Organizational Communication and Organizational Communication.

Table 2

Level of Faculty Communication Satisfaction of Sectarian and Nonsectarian Private HEI's in Manila

Indicators	School	N	Mean	Std. Deviation
Interpersonal Communication Context	Sectarian	20	4.0000	.46446
	Nonsectarian	49	3.9932	.40407
Group Communication Context	Sectarian	20	3.9773	.41594
	Nonsectarian	49	3.8664	.35603
Organizational communication context	Sectarian	20	3.8321	.56351
	Nonsectarian	49	3.6676	.44715

Table 2 presents the descriptive statistics of the faculty communication satisfaction for both sectarian and nonsectarian private HEI's in Manila. In terms of Interpersonal communication context, the sectarian school is said to be very satisfied, while nonsectarian is said to be moderately satisfied. However, the mean score of nonsectarian is closely approaching 4, which suggests "very satisfied." In terms of group communication, both school's levels of satisfaction fall under "moderately satisfied." In terms of organizational communication context, both school's levels of satisfaction fall under the category of "moderately satisfied."

The yielded results correlate with the claim of Jooste (2010) that information on what to do and a clear focus on what to be achieved is significant. Also, in order for the faculty members to be extremely satisfied, it is important for both supervisors and subordinates to understand each other. They must listen and communicate to each other and maintain a healthy relationship as mentioned by Sharma (2015). Then, in order 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. Effectiveness in doing one's job is also observed if there is an established respect and open communication among the members of an organization. As a result of such practice, a school or an organization will have its machinery to fulfill its goals.

Furthermore, it is important for the faculty members to get satisfied or even extremely satisfied in order for appreciate the value of group communication. They must be well informed about 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 large impact on their level of psychological belonging. Communicating with colleagues empowers the Horizontal mode of communication which is evident in this kind of occurrence.

2.Level of job satisfaction of sectarian and nonsectarian private HEI's in Manila in terms of Motivators and Hygiene Factors.

Table 3

Level of Job Satisfaction of Sectarian and Nonsectarian Private HEI's in Manila

Indicators	School	N	Mean	Std. Deviation
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Motivators	Sectarian	20	3.5444	.54897
	Nonsectarian	49	3.5079	.48379
Hygiene Factors	Sectarian	20	3.5306	.45043
	Nonsectarian	49	3.5068	.51340

Table 3 presents the descriptive statistics of the job satisfaction level for both sectarian and nonsectarian private HEI's in Manila. Looking at the motivators' mean scores of both sectarian and nonsectarian schools; the results suggest that both schools are moderately satisfied. Same results are also observed in the hygiene factors' mean score.

Employees need to experience recognition for whatever they achieved. 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 interesting to the employees' feeling of being appreciated (Muller et al., 2006). Lastly, employees should feel qualified to the job they have in order to be motivated. They must feel that they are vital resource of the school and do 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 on what the teachers do can be possible if education and career steps among them will be provided. This would make them feel qualified to be part of the work force. They would further feel proud of their job if faculty development is provided for them to improve their teaching skills (Kamel, 2016).

In addition, 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, pays, wages, promotional opportunities, working condition, among others should also be considered by the administration. These are important situational characteristics that improve job satisfaction (Quarstein et al., 1992). It is important for the teachers to evaluate these things as they do their job.

3. Level of job productivity of sectarian and nonsectarian private HEI's in Manila in terms of Instructions, Facilities, and Faculty Development.

Table 4

Level of Job Productivity of Sectarian and Nonsectarian Private HEI's in Manila

Indicators	School	N	Mean	Std. Deviation
Instructions	Sectarian	20	4.0350	.48696
	Nonsectarian	49	3.8980	.45666
Facilities	Sectarian	20	3.8714	.58974
	Nonsectarian	49	3.7755	.45737
Faculty Development	Sectarian	20	3.9969	.53706
	Nonsectarian	49	3.7806	.47856

Table 4 presents the descriptive statistics of the job productivity level for both sectarian and nonsectarian private HEI's in Manila. In terms of instructions, the sectarian school has a higher mean score as compared to the nonsectarian school. The sectarian school is very satisfied while the nonsectarian is moderately satisfied. Meanwhile, in terms of facilities and faculty development, both sectarian and nonsectarian responses fall under moderately satisfied. The results support the claim of Core (2015) that employees feel productive and contented if incentives and financial concerns which include pay raises, bonuses, and the like are part of their duties to teach.

In the same way, the results correlate the idea of Amilia et.al (2016) that school facilities and resources (tuition fees) have the important role to ensure the quality of teaching and learning with respect to achieving quality education. To further make the employees productive, teachers should keep abreast with the latest trend of education and not to keep passive on their job. This is made possible through the availability of scholarship grants and other financial assistance from the administration. Providing teachers, the grants (scholarship grants) is providing them the opportunities for achievement (Herzberg, 1968) Achievement is considered by Herzberg as one of the higher-level means of gratification an employee looks for in order for him to feel motivated and productive at the same time. The motivation that they have will build their initiatives to contribute to the achievement of their schools' goals. Then, their schools will develop the machinery and power to combat the demand of the 4th Industrial Revolution.

Further, the results associate with the claim of Watson (2018) that a professional development program for staff increases skill and cultural responsiveness. This program improves their educational capacity to strengthen institutional effectiveness. Besides, faculty development enables the teachers to provide the necessary education that their students need in order to be a valuable part of the workforce and be able to combat the complex challenges of the tech-driven society. Besides, promotions also improve the motivation of teachers and enhance their commitment to their job. Thus, a promotion team should be established in order to regularly provide the needed progress among employees, among teachers to be particular.

Significant difference among the communication satisfaction indicators when compared according to school type.

Table 5
Comparison of the Communication Satisfaction Indicators According to School Type

Communication Satisfaction Indicators	t	df	Sig. (2-tailed)
Interpersonal Communication Context	.061	67	.952
Group Communication Context	1.117	67	.268
Organizational communication context	1.284	67	.204

Table 5 presents the comparison of the communication satisfaction indicators according to school type. To determine the difference, an independent t-test was used. Based on the probability values of the three indicators namely: interpersonal communication context, group communication context, and organizational context, there are no significant differences in their level of communication satisfaction. Both school types are very satisfied in all of the three indicators based on their mean scores.

This claim is parallel to the finding of Okay (2009) that favorable employees' communication has effects in doing their duties and even affects the improvement of job satisfaction and employee performance. The appearing communication satisfaction experienced by the teachers contributes 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 if there is an effective communication system.

Significant difference among the job satisfaction indicators when compared according to school type.

Table 6

Comparison of Job Satisfaction Indicators According to School Type

Job Satisfaction Indicators	t	df	Sig. (2-tailed)
Motivators	.273	67	.785
Hygiene Factors	.180	67	.857

Table 6 presents the comparison of job satisfaction indicators according to school type. To determine the difference, an independent t-test was used. Based on the probability values of the two indicators namely: motivators and hygiene factors, there are no significant differences in their level of job satisfaction. Both school types are said to be very satisfied in both of the indicators based on their mean scores.

The result supports the idea of Okay (2009) that the increase of job satisfaction and employee performance is driven by a favorable employees' communication and contentment of what they are doing. The amount of information given to the faculty members make them informed and committed in 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 inspired in reaching the goal of the group.

Significant difference among the job productivity indicators when compared according to school type.

Table 7

Comparison of the Job Productivity Indicators According to School Type

Job Productivity Indicators	t	df	Sig. (2-tailed)
Instructions	1.110	67	.271
Facilities	.725	67	.471

Faculty Development	1.644	67	.105
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Table 7 presents the comparison of job productivity indicators according to school type. To determine the difference, an independent t-test was used. Based on the probability values of the three indicators namely: instructions, facilities, and faculty development, there are no significant differences in their level of job satisfaction. Both school types are said to be very satisfied in these three indicators of job productivity based on their mean scores.

The result complements the claim of Aziri (2011) that the level of motivation has an impact on productivity. Being motivated in doing one's job has a lot of consideration. Quarstein et al. (1992) considered the impact of situational characteristics to the productivity level of employees. These factors include pay, promotional, opportunities, working conditions, company policies, and supervision. He also emphasized the value of situational occurrences which can also promote motivation. These are "time off to exceptional work" and "rude remarks from colleague" which is considered as negative occurrence. This could possibly happen in the workplace. However, the need of motivation is empowered by the principle of Motivation-Hygiene factor theory of Herzberg. In order to be motivated and productive, the administration should give attention to the motivation factors such as achievement, recognition, the work itself, responsibility, among others.

This supports the idea of Aziri (2011) that productivity is derived from the level of motivation that the employees have. If employees are communicatively satisfied in terms of the amount, correctness, clearness of information, appropriateness of communication media, presence of recognition, trust, guidance, rewards, available supervisions, and the like, then employees tend to be motivated and committed. And with these, their productivity in doing their job increases their overall efficiency as individuals and at the same time the efficiency of the organization.

The yielded result is advanced by Aziri (2011) in claiming that productivity is the by-product of the level of motivation an employee has in doing his job. Being productive according to Core (2015) can help the firm increase and utilize the capacity of the human resources it has. Productive schools and other organizations have happy and healthy employees who are ready to work hand and hand with the administration in fulfilling all the set goals of the group. When combine together the importance of communication satisfaction, job satisfaction, and job productivity, teachers, students, administrators, and all the parts of the workforce or an organization will have the power



to meet the demand of Education 4.0., the challenge of the Fourth Industrial Revolution, the Digital world.

IV. CONCLUSION AND RECOMMENDATIONS

The Communication Satisfaction level of sectarian and nonsectarian faculty members in Manila is moderately 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. This study has revealed that the regular faculty members of sectarian and nonsectarian schools in Manila who feel moderately satisfied in their job are also efficient and effective in doing their duties as teachers. This result instills that, it is essential for them to feel satisfied in order to be productive in discharging their duties as teachers since teaching is considered to be their substantial source of living.

It can be concluded then that Communication Satisfaction, Job Satisfaction and Job Productivity work hand and hand since they intertwined to each other and there was no significant difference at all when grouped according to school type. Finally, since this study inferred that communication satisfaction, job satisfaction, and job productivity are at the same level of significance in doing the job of sectarian and nonsectarian regular faculty members, then there must be other factors or indicators to consider in order to figure out the difference among the levels of communication satisfaction, job satisfaction, and job productivity when grouped according to school type. Considering other factors like standardized channels of communication, clear feedback mechanism, professional growth, research, and community engagement can improve the levels of communication satisfaction, job satisfaction, and job productivity levels of faculty members. With this kind of inferred scenario, schools will have the power and effective machinery to face the challenges set to them by the 4th Industrial revolution, the technology-driven society with the restriction of pandemic. Finally, the yielded results of this study attest that school types are not identified as a factor for communication and job satisfaction or even for job productivity. The said satisfaction among employees or teachers is still dependent on the claims of (Downs & Hazen, 1977) about the presence of quality personal feedback, supervisory communication, subordinate communication, horizontal communication, organizational integration, corporate information, communication climate, and media quality, and of (Herzberg, 1968) on the existence

of salary grade, and the company policies, enhance supervision, nourish superior and subordinate communication, improve work conditions, and improve security in any organization.

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

- 1) In order for the private sectarian and nonsectarian faculty member to have extremely satisfied level of communication satisfaction, regular supervision and supportive face to face communication must be provided. This practice should be done in a communication-friendly space. Also, the administration should create a rewarding team to recognize achievements and contributions of teachers. There must be a creation of a culture with respect.
- 2) Schools should adopt appropriate media and channels of communication for better and accurate transmission and dissemination of information to all the concerned members of the organization especially in this time of pandemic.
- 3) The administration should improve the salaries and wages of teachers in order to improve their satisfaction and productivity. They should make them competitive. Job Security must be provided in order to promote the welfare of teachers.
- 4) The administration should fix poor obstructive policies and regulations. These loopholes compromise trust and commitment to employees' job.
- 5) The school administration should provide advancement and opportunities for achievement in order for the faculty member to be highly productive. Scholarship grants with competitive budget should be made available to teachers.
- 6) The administration should promulgate and review policies pertaining to faculty job satisfaction and job productivity in order to rectify loopholes of the communication process and eventually address job-related problems of teachers.
- 7) Schools should consider other factors like standardized channels of communication, clear feedback mechanism, professional growth, research, and community engagement to upgrade levels of communication, job, and productivity levels of faculty members and for conclusive results.
- 8) A broader locale of study and longer time of investigation should be considered.
- 9) Future researchers may consider part-timers and teachers under probationary status as additional participants aside from the regular ones.



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