

RESEARCH ARTICLE

Communication climate and organizational climate as predictors of job satisfaction of State University employees in Eastern Visayas, Philippines

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ABSTRACT

Job satisfaction in higher education is crucial as it directly influences both the effectiveness and the overall well-being of employees, which in turn affects the quality of education provided. Satisfied faculty and staff are more likely to exhibit higher levels of engagement, motivation, and commitment, which enhances their teaching performance, research productivity, and interactions with students. This paper identified variables that can predict the job satisfaction of state university employees in Eastern Visayas, Philippines using stepwise regression analysis. Stratified sampling selected participants from eight state universities in Eastern Visayas—four in Leyte, three in Samar, and one in Biliran. The study found that both communication and organizational climate significantly influenced job satisfaction among state university employees in Eastern Visayas, Philippines. Job satisfaction was positively associated with rank, indicating that employees in higher positions reported greater satisfaction, and it was also influenced by age, with younger employees tending to experience more stress and burnout. The universities exhibited a positive communication climate. This was characterized by effective communication practices and organizational integration, which enhanced job satisfaction, collaboration, and overall organizational participation. These findings suggest that having a supportive organizational environment, particularly through effective communication and inclusive practices, can enhance employee satisfaction.

Keywords: communication climate; organizational climate; job satisfaction; state university

1. Introduction

Job satisfaction reflects an employee's overall attitude towards their job, including their emotional responses to the work environment and their sense of achievement or purpose derived from their role. Job satisfaction is often linked to increased motivation, productivity, and commitment, while low levels can lead to disengagement, absenteeism, and high turnover rates. Studying job satisfaction is essential for organizations that seek to promote a positive work atmosphere, improve employee welfare, and attain better organizational outcomes.

Education is a mechanism for attaining socio-economic and technological progress and advancement in society. It cultivates human intelligence, technical abilities, character, and responsible citizenship for self-

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sufficiency and effective natural development^[1-3]. Its desired outcome is a lasting transformation in the behavior of educated individuals, a rise in knowledge level, acquired skills, transformed attitudes, and a shift in values^[4, 5]. Teachers and support staff within educational institutions align their objectives and goals, functioning cohesively under an integrated organizational structure. The school setting serves as an organizational climate where the diverse characteristics and traits of managers and members converge to create what is referred to as the work environment^[6]. Because a school is a place of learning, members of an educational institution must be capable of ensuring that the school is inclusive of all students. Essentially, the educator, who is responsible for the planning and execution of the educational activities, would feel at ease administering them in an ideal educational setting^[6]. If these circumstances are deeply ingrained in the school's pedagogical and organizational structure, whatever ambitions it may have as an organization can be conveniently realized.

Renukaradhya and Pinapati^[7] believe that the level of happiness of a person in relation to their employment is indicative of their job satisfaction levels. Basically, to achieve employee work satisfaction, it is essential for a leader, administrator, or supervisor to consistently motivate and exert influence on their subordinates. Numerous investigations have pinpointed essential elements that influence teachers' job satisfaction, such as autonomy, positive interactions, opportunities for professional growth, acknowledgment, and a conducive work environment^[8-10]. The level of job satisfaction significantly impacts teachers' dedication to their educational institutions and the teaching profession^[11]. Highly effective school leadership is necessary for ensuring job satisfaction and retention, since supportive leaders establish a conducive climate that builds wellbeing and development^[12]. However, excessive workload and occupation-related stress can diminish both job satisfaction and employee retention. The implementation of measures such as encouraging work-life balance and establishing supportive workplace communities are essential in mitigating burnout^[13,14].

It is imperative for the school community to develop positive and supportive relationships between teachers and others, because it promotes harmonious relationships involving teaching and non-teaching personnel, students, and school administrators at educational organizations^[3]. Notably, there was a clear empirical gap present in the job satisfaction literature. Oyovwe-Tinuoye^[15] found a significant relationship between interpersonal relations and job satisfaction among librarians in university libraries in Southern Nigeria, emphasizing the role of interpersonal relations in influencing job satisfaction. Zuhra^[16], however, did not find a significant relationship between interpersonal relationships and job satisfaction through organizational culture at the Camat Office in Bireuen Regency. This discrepancy suggests that the effect of interpersonal relationships on job satisfaction may vary significantly across different organizational contexts and cultural settings. There was a need to explore why institutional dynamics affect job satisfaction differently in varied settings and to determine whether other factors, such as organizational culture or job roles, mediate this relationship. To expand the understanding about job satisfaction in higher education institutions (HEIs), a cross-sectional study was conducted among teachers, administrators, and staff in state universities in Eastern Visayas, Philippines. This paper aimed to shed light on job satisfaction and institutional dynamics in the context of Philippine higher education system.

2. Literature review

2.1. Higher education workplace in the Philippines

The growing issue of workplace well-being has attracted considerable attention in recent years, acknowledging its significance in the general satisfaction, efficiency, and retention of employees^[17]. The study of Baraero-Era^[18] evaluated the classification, ownership, regional distribution, and alignment with

Sustainable Development Goals (SDGs) of higher education institutions in the Philippines. Findings indicated that most often used terms in the vision statements of HEIs were "university", "global", "leading", "society", "sustainable", "Catholic", and "community". These vision statements emphasized the HEIs' status as an institution having a dedication to upholding rigorous educational standards. Consequently, Baraero-Era^[18] suggested that there was still a significant potential for expanding sustainable development initiatives across a larger number of HEIs in the Philippines.

HEIs in the Philippines generally exhibit a positive environment in terms of workplace well-being and organizational interaction. For example, Millado et al.^[19] found out that effective administrators offer assistance and avenues for professional growth to inspire personnel to try new methods and utilize technology to innovate and improve the school. Higher education institutions give priority to organizational innovation and employ staff members who are enthusiastic about experimenting, acquiring new knowledge, improving processes, maintaining a positive work attitude, and taking risks to further enhance the effectiveness of their institutions^[20,21]. In a separate study, Zalsos and Corpuz^[22] found that HEIs in Lanao del Norte, Philippines manifested a positive atmosphere that encourages diversity in academic programs which was likely to positively influence the development of a collaborative and team-oriented culture among university departments and personnel. They believed that the management strategies of the institution contribute to cultivating an environment that encourages collaboration, thus enhancing overall teamwork and coordination among academic stakeholders. Artates^[23] supported this explaining that enhanced student learning, the objective of all educational development, is strongly predicted by faculty engagement. Engaged faculty members will exhibit greater enthusiasm in dedicating additional time and effort towards lecturing students. However, Artates^[23] suggested the need for additional research to be undertaken to improve the knowledge of the impact of specific psychographic factors on the work engagement and organizational engagement of faculty members in the educational setting of the Philippines.

2.2. Organizational climate and job satisfaction

Many scholars in the field of organizational studies consider organizational climate to be an assessment of individuals' emotional state towards their environment and its impact on their work performance^[24-26]. Schneider, Ehrhart and Macey^[27] defined climate as employees' perceptions of the events, practices, and procedures that are rewarded, supported, and expected in a setting. Similarly, Farooqui^[28] defined it as set of characteristics that describes an organization and that distinguishes the organization from other organizations and influences the behavior of people in the organization. Campbell, Dunnette, Lawler, and Weick^[29] described organizational climate as patterns of interaction and actions adopted by organizations in managing employees and the individuals' expectations toward their organization, which in turn shape their work behavior.

Studies link organizational climate to the job satisfaction of the employees. If the company executives are able to establish a positive environment within the organization and promote positive relationships among employees, the workers will perceive the climate as favorable^[30]. Consequently, the presence of a positive environment will be able to bring satisfaction to the activities that employees participate in^[31]. In education setting, if school administrators create a supportive and comfortable organizational climate, they will be better positioned to effectively organize and inspire to enhance teachers their performance^[6].

Although numerous studies have examined organizational climate and job satisfaction, the literature remains fragmented in its exploration and understanding of the specific context in which organizational climate operates. Several studies that were carried out in the past have demonstrated that the organizational climate has a considerable impact on the performance of its employees^[32,33]. However, studies carried out by

Rimbayana et al.^[34] and Meitisari^[35] discovered that the organizational climate does not have a substantial impact on employee performance. Specifically, Meitisari^[35] found that job satisfaction fully mediates the relationship between organizational communication climate and employee performance and partially mediate the relationship between career development and employee performance in the Human Resources Department and General Division of PT Pusri Palembang. It is arguably possible that organizational climate does not only involve communication. For example, organizational climate dimensions from Evans^[36] were composed of internal communication, organizational structure, political climate, professional development opportunities, evaluation, promotion, and regard for personal concerns. This limitation was addressed in the study considering the measurement of organizational climate based on multi-layered metrics to effectively describe the organizational dynamics present in an institution. The failure of some studies to account for these institutional aspects may lead to an incomplete understanding of how organizational climate influences performance. As a result, findings can be inconsistent, with some studies indicating strong effects and others showing negligible impacts.

2.3. Communication climate and job satisfaction

The communication climate is evident in the interactions between leaders and employees within groups and organizations in professional environments^[37]. Communication climate includes a wider scope than voice climate, which is employed in research to examine the collective attitudes among members of a group on the level of encouragement they receive to participate in voice communications^[38].

Organizational studies focusing on communication climate have explored various dimensions of how communication practices within an organization impact employee perception, job satisfaction, and overall organizational effectiveness. Through their comprehensive investigation of employee communication, Smidts et al.^[39] discovered that the communication climate significantly influences the formation of organizational identification. Organizational identification may be defined as the extent to which employees associate themselves with the attributes, they believe identify the organization they work for^[40]. In social identity theory, individuals within an organization cultivate a sense of identification that serves to enhance their self-concept and self-worth, which can be achieved through their relationship with the group^[41,42]. Workers feel more comfortable voicing complaints, expressing opinions, and giving suggestions in an open communication climate, which increases trust between employees and management^[43]. Research indicates that open communication contributes significantly to organizational productivity and profitability while simultaneously promoting a sense of identification and self-enhancement among employees^[45,45]. To establish an effective, functional, and positive communication climate within the school, it is essential that the school principal, as the educational leader, demonstrates efficacy and influence^[46].

A significant body of research has examined the dynamics of effective communication within administrative processes. For instance, the investigation conducted by Wardani et al.^[47] emphasized the importance of enhancing communication channels among employees within the organization, as well as with external stakeholders and relevant parties. The studies by Oyovwe-Tinuoye^[15] and Zuhra^[16] both examine the relationship between interpersonal relations and job satisfaction, but they produce contrasting results due to differences in their contexts and methodologies. Oyovwe-Tinuoye^[15] focused on librarians in university libraries in Southern Nigeria, employing a large sample size of 841 respondents and finding a significant relationship between interpersonal relations and job satisfaction. In contrast, Zuhra^[16] studied a much smaller sample of 64 employees from the Camat Office in Bireuen Regency, Indonesia, and concluded that there was no significant relationship between interpersonal relationships and job satisfaction when mediated by organizational culture. Notably, Zuhra^[16] used organizational culture as a mediator for interpersonal relationships and job satisfaction. However, the study treated communication as only a minor component of

the analysis, using just a single item to represent it. Similarly, interpersonal relationships in the study of Oyovwe-Tinuoye^[15] primarily revolved on communication and connection with other people, but failed to explicitly describe the characteristics behind the concept of interpersonal relationships. Early literature, in fact, described communication climate, including organizational relationships, as how openly, transparently, and effectively information is exchanged and how employees feel about the communication practices in place^[43], mostly considered communication as a critical component of organizational climate composed of several dimensions. Consequently, the limited treatment of communication and the lack of a broader conceptualization of interpersonal relationships restrict the depth of insights these studies provide into the factors influencing job satisfaction.

3. Theoretical framework

The concept of organizational climate has evolved significantly, with foundational theories shaping how it is understood today. Field Theory by Kurt Lewin^[48] introduced the idea that organizational climate results from the interaction between the individual and their environment. This theory laid the groundwork for later conceptualizations, emphasizing that climate is not merely an objective state but also a subjective experience that impacts behavior and performance. Argyris^[49] further developed this notion, stating that organizational climate should be seen through the lens of employee needs, values, and personalities, alongside formal policies and organizational structures. His later works, Argyris^[50] noted that mature employees, frustrated by rigid structures and directive leadership, often experience stifled self-development and underutilization of their potential, which can harm motivation and organizational effectiveness.

Further research, such as that by Gilmore and Von^[51], explored how the psychological structure of organizations impacts individual attitudes and behaviors. Their work Forehand and Gilmer^[52] highlighted that employees' attitudes vary significantly depending on the organizational climate. They argued that an organization's characteristics, including its physical structure and its psychological atmosphere, define its climate, and these factors endure over time, shaping employee behavior and influencing organizational outcomes. Insel and Moos^[53] also proposed that each organization has a distinct "personality," which influences employee behavior and interpersonal dynamics in the workplace. Litwin and Stringer^[54] contributed to the framework of organizational climate by defining it as a function of history, leadership style, and the physical environment of an organization. These elements collectively affect the motivation and behavior of employees. Later developments by James and Jones^[55] focused on the concept of "psychological meaningfulness" within organizational environments, emphasizing that employees' perceptions of meaning and value in their work environment are crucial for motivation and job satisfaction. Similarly,^[54] conceptualized organizational climate as a lasting quality of the internal environment, shaped by shared values and behaviors within the enterprise, which employees perceive and react to in various ways.

Though several studies have been conducted on organizational climate, there has been no agreement about a common set of its dimensions. It is because many climate researchers have assessed the specific climate in which they were interested rather than attempting to develop some omnibus measures^[56]. For example, some explored climates for creativity^[57], climates for new employees^[58], leadership climate^[59], and climate for motivation^[54]. Organizational climate is perceived differently by each employee, as it varies from one organization to another and depends on individual positions and perspectives. This subjective perception, rather than objective reality, significantly influences employees' motivation and behavior within the organization.

Communication climate, a component of organizational climate, is a vital aspect of organizational dynamics, representing the shared perceptions employees have regarding the quality of psychological

relationships and communication within their organization^[60,39]. This concept is distinct from other organizational climates, such as motivational or achievement climates, and can be examined at both individual and organizational levels^[61]. A positive communication climate, characterized by openness and participation, enhances organizational effectiveness by having an environment where employees feel informed, involved, and listened to^[39]. For example, openness in communication, as defined by Rawlins^[62], involves transparency, sincerity, and consistency, which develops trust and credibility. Research has shown that a high level of openness in communication is linked to increased organizational commitment and trust, particularly during times of change^[63,64]. Conversely, participative communication, where employees have a “voice” in organizational decisions, has been shown to increase commitment to change initiatives and reduce resistance^[65-67]. However, Lewis^[68] found that many organizations fail to effectively solicit employee feedback during organizational changes, which can undermine the effectiveness of communication efforts. A strong communication climate positively influences organizational identification, job satisfaction, and group identification^[69-71].

This paper believed that organizational climate and communication climate within academic institutions can potentially influence the employees’ job satisfaction. This study was conducted in the Philippines, where incidence of work stress^[72,73] and burnout^[74] are notable among teachers and academe professionals. Some studies also reported low job satisfaction among teachers^[75,76], which requires further analysis. This paper posited that organizational climate and organizational climate significantly influence the job satisfaction of state university employees in Eastern Visayas, Philippines. **Figure 1** presents the conceptual framework of the study with indicators for organizational and communication climates.

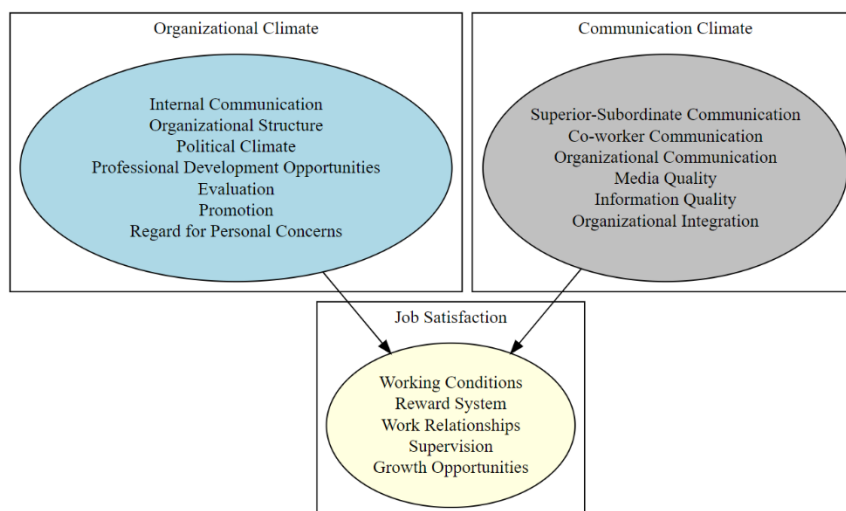


Figure 1. Conceptual framework of the study.

The relationship between organizational climate and job satisfaction can be multilinear, with numerous factors influencing employee morale and performance. Key components of organizational climate, such as internal communication and superior-subordinate communication, significantly affect employee perceptions and engagement. Research suggests that when communication is open and transparent, employees are more likely to feel valued and committed to the organization^[39,62]. Similarly, organizational structure and political climate play a role in shaping workplace dynamics, with flexible and supportive structures being linked to higher job satisfaction^[56,65]. Professional development opportunities, evaluation systems, and promotion criteria are critical for job satisfaction, as they directly influence employees’ growth prospects and recognition within the organization^[63,67]. Theories argued that employees who perceive a lack of career advancement or recognition may experience lower satisfaction and increased turnover intentions^[69,70].

The communication climate, including co-worker communication, organizational communication, and media quality, also affects the overall satisfaction employees derive from their work environment. High-quality information and effective communication channels promote better organizational integration and job satisfaction, contributing to a sense of belonging and alignment with organizational goals^[71,64]. Finally, factors like working conditions, reward systems, and supervision are consistently shown to have a direct impact on job satisfaction, with studies linking positive work relationships and fair compensation to higher morale and performance^[56,69].

4. Research questions

This paper was expected to describe the workplace organizational climate and communication climate of state universities in Eastern Visayas, Philippines. This paper also gathered understanding on the job satisfaction of the employees. Using linear regression, this paper identified the factors that directly influenced employee job satisfaction, following the absence of prior data on this issue within the study area. Below are the specific questions sought to be answered in this paper.

- (a) What is the level of organizational climate in the state universities in Eastern Visayas, Philippines?
- (b) What is the level of communication climate of the state universities in Eastern Visayas, Philippines?
- (c) What is the level of job satisfaction of the state university employees?
- (d) Which factors best predict the job satisfaction of state university employees in Eastern Visayas, Philippines?

5. Methods

5.1. Research design

This paper was a descriptive-correlational study that analyzed the influence of communication and organizational climates to the job satisfaction of university employees in Eastern Visayas, Philippines. A descriptive-correlational study is a research design used to describe the current state of a phenomenon and to examine relationships between variables without manipulating any of them^[77]. This type of study aims to provide an accurate and systematic description of characteristics, behaviors, or conditions as they naturally occur within a specific sample or population^[78-80]. This paper described the current state of job satisfaction, communication satisfaction, and organizational climate among employees at state universities. The study investigated the relationships between different variables (e.g., organizational climate, communication satisfaction, job satisfaction) and uses correlational methods to identify any significant associations.

5.2. Participants and sampling

Administrators, faculty and university staff were the primary participants of the study. Stratified random sampling was carried out to sample the participants. Stratified sampling involves the process of segmenting the sample into distinct categories or groups (called strata) based on the similarities or differences observed within the study parameters^[81]. In this paper, participants were sampled from 7 state universities in Eastern Visayas. The region is composed of two major islands, Samar and Leyte. The region is composed of six provinces—Leyte, Southern Leyte, Biliran, Eastern Samar, Samar, and Northern Samar. Involved in the study were the four (4) state universities in Leyte, one (1) in Biliran, and three (3) in Samar.

The administrators were limited to key officials and designees, including presidents, vice presidents, administrative officers, and support officials such as cashiers, registrars, accountants, librarians, and others. The faculty includes the personnel who do not have designations. The staff are the non-teaching personnel

who do not have designations. All these employees had permanent appointments and were active in the service during the conduct of the study. **Table 1** presents the distribution of respondents from the seven universities. As presented, there were a total of 106 administrators, 186 faculty, and 111 staff who participated in the study. Slovin's Formula^[82] was used to calculate the number of participants in each sampled state university with 5% margin of error^[83].

Table 1. Distribution of study participants.

State University	Administrators	Faculty	Staff	Total
A	17	26	22	65
B	12	23	16	51
C	13	25	13	51
D	12	25	14	51
E	14	25	11	50
F	12	20	14	46
G	13	22	11	46
H	13	20	10	43
Total	106	186	111	403

5.3. Research instrument

A designed questionnaire based on Organizational Climate Questionnaire (OCQ) employed by Evans^[36], the Communication Satisfaction Questionnaire (CSQ) of Downs and Hazen^[84], and the Job Satisfaction Questionnaire (JSQ) of Muindi^[85] was used in this study. Each group of participants received the same set of questionnaires. The questionnaire was divided into four parts.

Part I gathered data about the profiles of the participants like their age, sex, marital status, educational attainment, rank/position, and work experience. Part II was a 5-point rating scale questionnaire on organizational climate in terms of internal communication, organizational structure, political climate, professional development opportunities, evaluation, promotion, and regard for personal concerns with five (5) statements for each dimension. Part III was subdivided into three sections. Part III-A of the survey consists of a 43-item, 5-point rating scale questionnaire designed to assess respondents' level of communication satisfaction across several dimensions: superior-subordinate communication (8 items), co-worker communication (5 items), organizational communication (8 items), media quality (5 items), information quality (12 items), and organizational integration (5 items). Part III-B includes a 5-point rating scale questionnaire with 5 items focused on respondents' preferences for different communication media. Part III-C is another 5-point rating scale questionnaire with 5 items assessing the seriousness of communication problems experienced in the workplace. Parts III-B and III-C serve as supplementary components to provide additional insights into the results on communication satisfaction. Lastly, Part IV was a 29-item 5-point rating scale questionnaire on the level of job satisfaction of respondents in terms of working conditions (8 items), reward system (6 items), work relationships (6 items), supervision (5 items), and growth opportunities (4 items).

To ensure the validity and reliability of the questionnaire items, dry-run responses were analyzed using Cronbach's Alpha Coefficient test. This statistical test is the most popular method of examining reliability. It is typically used when the researcher has several Likert-type items that are summed or averaged to make a composite score^[86]. The overall Cronbach values for organizational climate ($\alpha=0.963$), communication satisfaction ($\alpha=0.981$), and job satisfaction ($\alpha=0.968$) turned out "excellent", which means that all the items in the questionnaire are acceptable and to be retained. In validity testing, a panel of experts, composed of an organizational psychologist, human resource specialist, and corporate manager, was assembled to evaluate

the accuracy and relevance of the study instruments. The multidisciplinary panel collectively ensured the instrument's content validity by evaluating its psychological accuracy, practical applicability in HR practices, and relevance to managerial decision-making.

5.4. Data gathering procedure

The researcher first asked permission from the university presidents to conduct the study in their schools through a request letter. Upon approval, the questionnaires were personally administered to respondents. Measures were undertaken to ensure the confidentiality of information gathered from the survey and to facilitate optimal retrieval of accomplished questionnaires. The data gathered were then tabulated in Excel computer application and processed using a statistical software. Finally, results were analyzed and interpreted based on the specific problems raised in the study.

5.5. Data analysis

Statistical Package for the Social Sciences (SPSS) version 29.0.0 was used to analyze the quantitative data gathered by administering questionnaires to the participants^[87]. After data collection, the data was stored in a Microsoft Excel file.

Descriptive statistics were performed to analyze the patterns and characteristics of the data collected from the survey respondents. This involved calculating measures of weighted mean to summarize the typical responses for each variable^[88] and to identify the most common levels of communication satisfaction, media preferences, and perceived communication problems among the participants. The *weighted mean* (denoted as \bar{x}) is a measure of central tendency that considers the varying degrees of importance (weights) of different values in a dataset^[89]. Weighted mean was calculated using the formula below.

$$\text{Weighted mean } (\bar{x}) = \frac{\sum w_i x_i}{\sum w_i}$$

Where:

x_i represents the weight associated with the i -th observation

w_i represents the weight of data values

The computed weighted mean was interpreted into descriptions using Table 2. Weighted mean was represented into equivalent ranked descriptor.

Table 2. Descriptors for computed weighted mean.

Computed weighted mean	Equivalent
<i>Organizational Climate</i>	
4.51 – 5.00	Very Positive
3.51 – 4.50	Positive
2.51 – 3.50	Neutral
1.51 – 2.50	Negative
0.00 – 1.50	Very Negative
<i>Communication Climate</i>	
4.51 – 5.00	Very Positive
3.51 – 4.50	Positive
2.51 – 3.50	Neutral
1.51 – 2.50	Negative
0.00 – 1.50	Very Negative
<i>Job Satisfaction</i>	
4.51 – 5.00	Very High
3.51 – 4.50	High
2.51 – 3.50	Moderate

1.51 – 2.50
0.00 – 1.50

Low
Very Low

Table 2. (Continued).

Stepwise Linear Regression Analysis was conducted to analyze the effects of communication and organizational climates on the job satisfaction of the university employees. This enabled the identification of significant predictors ($p < 0.05$) of job satisfaction. The primary purpose of linear regression is to determine how changes in the independent variables are associated with changes in the dependent variable^[90]. Particularly, stepwise regression is often used in exploratory data analysis to identify the best subset of variables, especially when dealing with a large number of potential predictors^[91].

6. Results

Question 1: What is the level of organizational climate in the state universities in Eastern Visayas, Philippines?

Table 3 summarizes the descriptive analysis made of organizational climate among the state universities in Eastern Visayas, Philippines. Findings indicated that the state universities were positive ($\bar{x} = 3.71$) in establishing organizational climate in their institution. Notably, there were positive in internal communication ($\bar{x} = 3.91$), organizational structure ($\bar{x} = 3.82$), regard for personal concerns ($\bar{x} = 3.79$), and professional development opportunities ($\bar{x} = 3.77$). In contrast, they were neutral in political climate ($\bar{x} = 3.50$).

Table 3. Descriptive summary of organizational climate.

Organizational Climate	Mean (\bar{x})	Interpretation
Internal Communication	3.91	Positive
Organizational Structure	3.82	Positive
Political Climate	3.50	Neutral
Professional Development Opportunities	3.77	Positive
Evaluation	3.58	Positive
Promotion	3.56	Positive
Regard for Personal Concerns	3.79	Positive
Composite mean	3.71	Positive

Legend: 4.51 – 5.00 (Very Positive); 3.51 – 4.50 (Positive); 2.51 – 3.50 (Neutral); 1.51 – 2.50 (Negative); 0.00 – 1.50 (Very Negative)

Question 2: What is the level of communication climate of the state universities in Eastern Visayas, Philippines?

Table 4 presents the descriptive analysis conducted in communication climate of state universities in Eastern Visayas, Philippines. Findings revealed that the state universities were generally positive ($\bar{x} = 3.72$) in ensuring effective communication processes within their institutions. Specifically, they positively perform in co-worker communication ($\bar{x} = 3.82$), information quality ($\bar{x} = 3.78$), superior-subordinate communication ($\bar{x} = 3.77$), and organizational communication ($\bar{x} = 3.72$).

Table 4. Descriptive summary of communication climate.

Communication Climate	Mean (\bar{x})	Interpretation
Superior-Subordinate Communication	3.77	Positive
Co-worker Communication	3.82	Positive
Organizational Communication	3.72	Positive
Media Quality	3.65	Positive

Information Quality	3.78	Positive
Organizational Integration	3.58	Positive
Composite mean	3.72	Positive

Table 4. (Continued).

Legend: 4.51 – 5.00 (Very Positive); 3.51 – 4.50 (Positive); 2.51 – 3.50 (Neutral); 1.51 – 2.50 (Negative); 0.00 – 1.50 (Very Negative)

Question 3: What is the level of job satisfaction of the state university employees?

Table 5 presents the summary of descriptive analysis for job satisfaction of state university employees in Eastern Visayas, Philippines. Findings indicated that the state university employees had high level of job satisfaction (\bar{x} =3.84). Specifically, they reported high job satisfaction in work relationships (\bar{x} =4.01), supervision (\bar{x} =3.89), working conditions (\bar{x} =3.86), growth opportunities (\bar{x} =3.80), and reward system (\bar{x} =3.65).

Table 5. Descriptive summary of job satisfaction.

Job Satisfaction	Mean (\bar{x})	Interpretation
Working Conditions	3.86	High
Reward System	3.65	High
Work Relationships	4.01	High
Supervision	3.89	High
Growth Opportunities	3.80	High
Composite mean	3.84	High

Legend: 4.51 – 5.00 (Very High); 3.51 – 4.50 (High); 2.51 – 3.50 (Moderate); 1.51 – 2.50 (Low); 0.00 – 1.50 (Very Low)

Question 4: Which factors best predict the job satisfaction of state university employees in Eastern Visayas, Philippines?

The regression analysis in **Table 6** revealed that communication satisfaction, with an R-value of 0.761, accounted for 57.91 percent of the variance in job satisfaction. Adding age as a second predictor increased the explained variance to 59.13 percent, indicating an improvement in predicting job satisfaction from these two variables. The organizational climate as a third predictor further increased the explained variance to 59.75 percent. Finally, adding rank/position as a fourth predictor resulted in a significant improvement in the model, raising the explained variance to 60.06 percent, with a p-value of 0.039, which is below the 0.05 significance level established for this study. However, while the model provides a statistically significant explanation of job satisfaction, 40% of the variance remains unexplained by the predictors used in this study. The relatively modest R^2 value suggested that there are other factors, not included in the current model, that also contributed to variations in job satisfaction among the respondents.

Table 6. Predictors of job satisfaction.

Step	Variables	R value	R ² value	p-level	Interpretation
1	Communication Climate	0.761	0.5791	0.000	Significant
2	Communication Climate Age	0.769	0.5913	0.001	Significant
3	Communication Climate Age Organizational Climate	0.773	0.5975	0.028	Significant
4	Communication Climate Age Organizational Climate	0.775	0.6006	0.039	Significant

Table 6. (*Continued*).

7. Discussion

The workplace environment is significantly shaped by various elements, including organizational culture, leadership style, and working conditions, which collectively influence employees' sense of satisfaction^[13,92]. Consequently, high job satisfaction is associated with improved performance, increased engagement, and lower turnover rates, emphasizing its importance for organizational success^[93]. This paper found out that communication and organizational climate significantly influenced the job satisfaction of the state university employees in Eastern Visayas, Philippines.

The findings of this study align with those of Momdough and Hamed^[46] and Osasuyi and Matthew^[3]; however, this paper also included additional groups of university employees, such as administrators and staff. Momdough and Hamed^[46] conducted a study among teachers in Dakahlia Governorate in the Arab Republic of Egypt. Teachers perceived principals' communication skills—including speaking, writing, listening, reading, and thinking—as generally high. They reported high satisfaction with work tasks, relationships, and respect, but were neutral about working conditions, job stability, career advancement, and compensation. Overall, the study found a significant positive effect of effective communication on teachers' job satisfaction in secondary schools in Egypt. Similarly, Osasuyi and Matthew^[3] investigated the relationship between interpersonal relationships and job satisfaction among early childhood education teachers in Edo State, Nigeria. The findings revealed that both the level of interpersonal relationships among early childhood teachers and their job satisfaction were low. Analysis showed a positive and significant relationship between interpersonal relationships and job satisfaction, indicating that better relationships among teachers could lead to higher job satisfaction.

Research findings indicate that a robust positive organizational climate fosters high levels of organizational citizenship behavior, thereby enhancing job satisfaction^[94]. In the study of Susilawati, Ahyani and Mahasir^[6], organizational climate partially influenced the job satisfaction of the teachers in Indonesia. Similar effects were observed in this paper. For example, university employees with positive perceptions about the organizational climate tend to have higher level of job satisfaction. Particularly, the internal environment of an organization consistently influences its attitudes, behaviors, and overall performance, which subsequently impacts the organization's effectiveness and success^[95]. The findings of Sari^[96] support that explaining both organizational climate and work motivation individually and collectively have a significant positive effect on teacher performance. Individuals exhibiting elevated levels of job satisfaction tend to demonstrate positive attitudes towards their work. Conversely, those experiencing dissatisfaction in their employment often harbor negative attitudes regarding their work environment.

This paper also discovered that rank/position can significantly predict the job satisfaction of state university employees in Eastern Visayas, Philippines. Job satisfaction correlates with the level of work, indicating that employees in higher job positions generally report greater satisfaction compared to those in lower positions. This trend can be attributed to the fact that individuals in higher roles often demonstrate strong work skills, actively contribute ideas, and exhibit creativity in the context of professional engagement^[97].

The age of the state university employees also had an impact on their job satisfaction. This finding was supported by early literature on age-satisfaction. Empirical studies indicated that age influenced teacher's stress, as it has been observed that younger teachers tend to report higher levels of stress compared to their

more experienced counterparts^[98]. A notable negative correlation was observed in the study of McNicholas et al.^[99] between age and total burnout scores, suggesting that younger teachers tended to report higher levels of burnout. In a similar vein, educators possessing less experience exhibited elevated levels of overall burnout.

Ensuring a positive organizational environment is necessary for maintaining control over administrative processes and aligning them with the corporate strategy^[100]. An optimal organizational environment fosters high levels of motivation, collaboration, and dedication among staff, which is evidenced by the attainment of both individual and corporate performance metrics^[101-103]. For example, the systematic review (among 28 studies) conducted by Urbina-Garcia^[104] indicated that the university environment is associated with elevated stress and burnout levels, alongside diminished wellbeing among academics. Current job characteristics and working conditions contribute to the development of burnout syndrome among academics^[105,106]. Alternatively, Jacinto and Ochotorena^[107] argued that the collaborative network among coworkers can be enhanced by encouraging a productive working atmosphere aimed at achieving shared objectives. In this current study, it was discovered that the state universities in Eastern Visayas, Philippines were upholding positive communication climate in their institutions. Their employees believed that the institution was positive in encouraging internal communication, organizational structure, professional development opportunities, evaluation, promotion and regard to personal concerns. These components are critical for developing an integrated organizational culture that promotes collaboration, accountability, and tolerance among all members of the institution. Okatta, Ajayi and Olawale [108] support this as organizations implementing diversity and inclusion initiatives experienced increased innovation, improved decision-making, and higher employee engagement and satisfaction. These initiatives help create an inclusive work environment where employees from different backgrounds feel valued, leading to greater productivity and enhanced organizational performance. Consequently, the organizational climate could potentially impact the job satisfaction of employees within the institution.

When empowering for institutional change, reducing uncertainty can be achieved by establishing a supportive organizational environment through effective internal and external communication. This requires giving the workers extensive information regarding the change, including the goal, strategy, policies, plans, and operating procedures of the problem^[109]. Organizational communication also includes specialized sectors inside enterprises that oversee communication operations, staffed by people with specific knowledge and approaches^[110]. However, during natural disasters, the effects of inadequate communication were seen in instances of confusion, misunderstanding, and dissemination of false information^[111]. Reforming education institution to effectively disseminate knowledge about the technologies, motivations, and incentives needed for sustainability objectives, while also enhancing communication among various producers and transmitters of knowledge, is essential^[112]. Effective communication strategies enhance the awareness of the organization among individuals at every level within the structure^[92,113]. It was evident in this study that higher education institutions in Eastern Visayas, Philippines were positive in communication climate. They manifested positive superior-subordinate communication, co-worker communication, organizational communication, media quality, information quality, and organizational integration. The data suggested that the schools are characterized by a highly communicative environment, as indicated by high ratings across various aspects of communication between superiors, employees, and coworkers. Communication, in general, has a significant effect on employee's job satisfaction, workplace behavior, productivity, and work engagement^[114-116].

This study offered several opportunities for academic institutions in the Philippines. Given that burnout and stress are prevalent issues in academia, these findings suggest that a supportive communication climate can help alleviate some of the pressures contributing to burnout. Previous research has shown that academics often experience high levels of stress and burnout due to demanding workloads, job insecurity, and lack of

support. These pressures can lead to negative outcomes, including decreased productivity, job dissatisfaction, and even mental health challenges. However, a positive organizational climate—characterized by open communication, professional development opportunities, and respect for personal concerns—can help mitigate stress and provide employees with the resources and support they need. Implementing policies that prioritize open communication, employee development, and organizational integration could benefit not only individual employees but also the institution by promoting engagement, productivity, and a positive work culture. Organizational and communication climates only explained 60% of the variations in employees' job satisfaction. This means that other factors could also influence their job satisfaction that needed further examination. Factors such as work-life balance^[117], job security^[118], and self-efficacy^[119], were promising aspects to be explored. Previous studies also used these factors to predict the job satisfaction of employees from different industries.

8. Limitations

There were limitations that future studies should address. First, it is geographically confined to state universities in Eastern Visayas, Philippines, which may limit the generalizability of the findings to other regions or institutions with different organizational structures, even within the Philippine workplace setting. The study relies on self-reported data from employees, which may be influenced by personal biases or the respondents' current work experiences. The cross-sectional nature of the study also restricts the ability to establish causality between organizational climate, communication, and job satisfaction. The model explains only 60.06 percent of the variance in job satisfaction, indicating that nearly 40 percent of job satisfaction is affected by other, unexamined factors, such as personal life circumstances, work-life balance, and external economic conditions, which could also significantly impact employee satisfaction. These limitations suggest that further research could expand the sample to different regions, use longitudinal designs, and include additional variables to provide a more comprehensive understanding of job satisfaction in educational institutions.

9. Conclusion

This study found that both communication and organizational climate significantly affect the job satisfaction of state university employees in Eastern Visayas, Philippines. Positive perceptions of the organizational climate, including internal communication, organizational structure, and professional development opportunities, contributed to higher job satisfaction among employees. Similarly, the study revealed that job satisfaction varied based on rank and age, with higher job positions and older employees generally reporting greater satisfaction. These variables significantly impacted the job satisfaction of state university teachers, administrators, and staff.

Universities should prioritize ensuring a positive organizational climate and effective communication practices to boost job satisfaction and performance. Institutions should implement strategies that enhance internal communication, support professional development, and address employee concerns to create a more satisfying and productive work environment. Understanding the role of rank and age in job satisfaction can help design interventions to specific employee groups, improving overall organizational performance and reducing turnover rates.

The focus on a specific geographic region (Eastern Visayas) and its reliance on self-reported data may introduce response bias. The findings may not be generalizable to other regions or types of institutions. It is important to note that the analysis provided a moderate representation of the impacts of communication climate, organizational climate, and employee demographics, while other potentially influential variables

were not considered in the study. While the study examined communication and organizational climate as significant factors, it did not explore other potential variables or dimensions of organizational climate that could also impact job satisfaction. Future research could address these gaps by including a broader range of institutions and incorporating additional variables into the analysis.

Conflict of interest

The authors declare no conflict of interest.

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