



RESEARCH ARTICLE

ORGANIZATIONAL COMMUNICATION: IT'S RELATIONSHIP TO WORK PATTERNS AND TEACHING EFFICIENCY AMONG THE JRMSU FACULTY

\*Dr. Carina Alcantara Romarate

V-Jose Rizal Memorial State University, Campus Administrator-JRMSU-Katipunan Campus, Philippines

ARTICLE INFO

Article History:

Received 20<sup>th</sup> February, 2018  
Received in revised form  
04<sup>th</sup> March, 2018  
Accepted 16<sup>th</sup> April, 2018  
Published online 23<sup>rd</sup> May, 2018

Key words:

Organizational Communication, Work Patterns, Teaching Efficiency.

ABSTRACT

Effective organizational communication plays a fundamental role for the attainment of organizational goals. This study determined the levels of organizational communication, work pattern and teaching efficiency among the JRMSU faculty, determined the significant relationship between the profile and the level of organization communication and determine the significant difference between the level of organizational communication, work pattern and teaching efficiency of college instructors. The research design used in this study was descriptive-correlational utilizing both qualitative and quantitative approach to determine the organizational communication, work pattern and teaching efficiency. Results showed that majority of the respondents are 21-30 years old, female, married, Master's Degree Holder, faculty with an income of Php26,000 – 30,000 and belong to the CAS. There is a high level of organizational communication, very high level of work pattern and teaching efficiency among faculty. Further revealed that there is no significant difference of the organizational communication, work pattern and teaching efficiency. The perceived factors affecting organizational communication, work pattern and teaching efficiency is centered on experience, attitude, dedication, commitment and continuing education. It is recommended that proposed measures must be implemented.

Copyright © 2018, Carina Alcantara Romarate. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Dr. Carina Alcantara Romarate, 2018. "Organizational communication: Its relationship to work patterns and teaching efficiency among the Jrmsu faculty", *International Journal of Current Research*, 10, (5), 69683-69686.

INTRODUCTION

Organizational communication is considered a key tool that elicits cooperation among individuals in the delivery of various services. According to Mc Gregor on his Theory X and Theory Y, a theory Y manager believes that given the right conditions, more people will want to do well at work. Theory Y managers are more likely than theory X managers to develop the climate of trust with employee that is required for human resource development, which is crucial to any organization. Hence, good communication skills are essential to organizational life. Through communication, people in the organizations coordinate their efforts and achieve their goals (Trenholm, 2005). In the academe, the results from the process of teaching depend on how communication is carried out in whatever field or academic focus instructors are assigned. There is an explicit positive relationship between communication satisfaction and employees' organizational commitment (Mowday, Porter and Steers (2013). It is in the constant interplay between communication and experience that the organization will likely to be effective and efficient and workers will be satisfied and more committed.

Purpose of the study

The study aimed to:

- Determine the levels of organizational communication and its relationship to work patterns and teaching efficiency among the JRMSU faculty.
- Identify perceived factors that influenced the level of organizational communication, work pattern and teaching efficiency among the JRMSU faculty.
- Results of the study will become a bases for a proposed intervention scheme for enhancement of the organizational communication system of the university.

MATERIALS AND METHODS

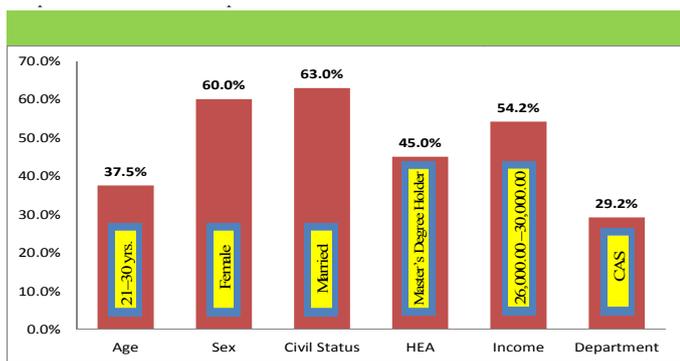
The study was conducted using the descriptive-correlational method utilizing both the qualitative and quantitative approach to determine the organizational communication, work pattern and teaching efficiency of the faculty. Sound judgment and decision-making were used in the gathering of important data relevant to the subject being studied. Respondents are regular faculty of the university determined through non-probability sampling using purposive sampling technique. Data was gathered using the questionnaires of Marine Saron and

\*Corresponding author: Dr. Carina Alcantara Romarate,  
V-Jose Rizal Memorial State University, Campus Administrator-JRMSU-Katipunan  
Campus, Philippines.

Elizabeth Lagrito. There are several statistical treatments used in the study namely: Simple percentage to determine the frequency counts of the profile of the respondents as to age, sex, civil status, highest educational attainment, designation, income and campus; Weighted Mean to determine the levels of organizational communication, work patterns and teaching efficiency among the university faculty; Chi Square to determine whether there was significant correlation between the profile and the organizational communication, work patterns and teaching efficiency; Pearson r to determine the correlation between the organizational communication to work pattern and organizational communication to teaching efficiency; Spearman rank-order correlation coefficient to measure the strength of association between the level of organizational communication and the level of work pattern as well as the level of organizational communication and level of teaching efficiency; Thematic Content Analysis to help respondents express their feelings in a non-threatening manner, so as to determine other perceived factors that influenced organizational communication, work patterns and teaching efficiency of university faculty.

**RESULTS AND DISCUSSION**

The following are the important findings of the study



**Fig. 1. Profile of the Respondents**

The graph above shows that majority of the respondents are 21-30 years of age, female, married, Master’s degree holder, faculty with an income within the range of Php 26,000.00-Php30,000.00 and they mostly belong to the College of Arts and Sciences.

**Table 1. Level of organization communication**

Indicators	Upward Comm.		Downward Comm.		Horizontal Comm.	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
Content	2.93	High	2.95	High	2.89	High
Oral	2.91	High	3.00	High	3.01	High
Written	2.91	High	3.06	High	2.99	High
Transmission	2.91	High	2.93	High	2.88	High
<b>Grand Mean</b>	<b>2.92</b>	<b>High</b>	<b>2.93</b>	<b>High</b>	<b>2.96</b>	<b>High</b>

Table 1 revealed that the level of organizational communication is High in upward communication, downward communication and horizontal communication as to content, oral, written and transmission. The findings implied that a communication pattern of the college or university can facilitate the effective and efficient performance of the duties of the faculty in most cases. This suggests enhancement in upward communication, downward communication and horizontal communication as to content, oral, written and transmission.

**Table 2. Level of work pattern**

Statements	Mean	Interpolation
Organizational Commitment	3.35	Very High
Organizational Citizenship	3.47	Very High
Job Involvement	3.42	Very High
Behavioral Pattern	3.52	Very High
Achievement Orientation	3.45	Very High
<b>Grand Mean</b>	<b>3.44</b>	<b>Very High</b>

As revealed in Table 2, the level of work pattern among JRMSU faculty is Very High in terms of organizational commitment, organizational citizenship, job involvement, behavioral pattern and achievement orientation. The findings implied that the work pattern of the university faculty can facilitate performed of their duties in most cases. This is a very good showing that there is a need to continue these practices on this area.

**Table 3. Level of Teaching Efficiency**

Teaching Efficiency	AWV	Interpolation
Classroom efficiency and effectiveness	4.66	Very High
Use of effective techniques of teaching	4.58	Very High
Command of the language, voice and diction	4.59	Very High
Classroom discipline	4.77	Very High
Submission of reports	4.67	Very High
Initiative and resourcefulness	4.73	Very High
Emotion maturity	4.54	Very High
Appearance and grooming	4.71	Very High
Leadership and dependability	4.72	Very High
Respect of authority	4.62	Very High
Moral uprightness	4.63	Very High
Interpersonal relations	4.61	Very High
Rapport with students	4.70	Very High
Attendance during college/institutional activities	4.71	Very High
<b>Weighted Mean</b>	<b>4.66</b>	<b>Very High</b>

As shown in Table 3, the level of teaching efficiency is Very High in terms of classroom efficiency and effectiveness, use of effective techniques of teaching, command of the language, voice and diction, classroom discipline, submission of reports, initiative and resourcefulness, emotional maturity, appearance and grooming, leadership and dependability, respect and authority, moral uprightness, interpersonal relations, rapport with students and attendance during college/institutional activities. This is a very good showing that teaching efficiency is very satisfactory among the university faculty for the reason that promoting quality assurance in instruction depends on the mentioned criteria.

Table 4 shows that there is no significant relationship between age and upward communication, downward communication and horizontal communication as to oral, written and transmission. It is also not significant as to content in upward communication but significant as to content in downward and horizontal communication. It indicates that content is a factor which is associated with age. With the growing years in age so content is enriched. Further, there is no significant relationship in sex, civil status and designation as regard to upward communication, downward communication and horizontal communication as to content, oral, written and transmission. Most men’s goal is basically to transmit communication while most women used communication to maintain interaction (Tannen, 1990). Being married or being single has an impact in the ability to transmit and receive communication. Highest educational attainment is not significant in upward communication, downward communication and horizontal communication as to written and transmission.

Table 4. Association between the profile of the respondents and organizational communication

Profile		Upward Communication			Downward Communication			Horizontal Communication		
		X2-Value	p-value	Interpretation	X2-Value	p-value	Interpretation	X2-Value	p-value	Interpretation
AGE	content	345.330	0.922	Not Significant	559.957	0.007**	Significant	409.661	.001**	Significant
	oral	370.384	0.681	Not Significant	454.587	0.792	Not Significant	550.246	0.118	Not Significant
	written	349.794	0.992	Not Significant	484.843	0.800	Not Significant	202.605	0.845	Not Significant
	transmission	366.142	0.291	Not Significant	367.585	0.718	Not Significant	338.891	0.683	Not Significant
SEX	content	12.169	0.432	Not Significant	11.825	0.692	Not Significant	14.007	0.173	Not Significant
	oral	11.944	0.450	Not Significant	15.992	0.383	Not Significant	19.854	0.227	Not Significant
	written	9.321	0.748	Not Significant	12.437	0.713	Not Significant	1.968	0.962	Not Significant
	transmission	11.445	0.407	Not Significant	8.347	0.757	Not Significant	13.818	0.243	Not Significant
HEA	content	103.618	0.000**	Significant	115.711	0.000**	Significant	34.296	0.724	Not Significant
	oral	141.234	0.000**	Not Significant	107.617	0.000**	Significant	58.200	0.681	Not Significant
	written	69.983	0.049*	Not Significant	65.684	0.418	Not Significant	17.795	0.931	Not Significant
	transmission	58.734	0.068	Not Significant	62.187	0.082	Not Significant	39.514	0.664	Not Significant
Civil Status	content	42.455	0.213	Not Significant	44.811	0.480	Not Significant	20.566	0.901	Not Significant
	oral	45.911	0.125	Not Significant	37.775	0.769	Not Significant	49.966	0.935	Not Significant
	written	40.988	0.383	Not Significant	31.535	0.968	Not Significant	13.412	0.912	Not Significant
	transmission	19.198	0.923	Not Significant	44.594	0.154	Not Significant	62.638	0.001**	Significant
Designation	content	7.860	0.999	Not Significant	3.779	1.000	Not Significant	9.389	0.978	Not Significant
	oral	3.085	1.000	Not Significant	7.642	1.000	Not Significant	26.680	0.733	Not Significant
	written	26.431	0.440	Not Significant	14.960	0.996	Not Significant	13.056	0.522	Not Significant
	transmission	25.140	0.290	Not Significant	8.411	0.999	Not Significant	9.708	0.989	Not Significant
College	content	65.534	0.291	Not Significant	153.246	0.000**	Significant	81.572	0.003**	Significant
	oral	94.144	0.003**	Significant	105.659	0.011**	Significant	160.313	0.000**	Significant
	written	126.014	0.000**	Significant	127.906	0.001**	Significant	51.498	0.036**	Significant
	transmission	96.998	0.000**	Significant	104.269	0.000**	Significant	104.532	0.000**	Significant

It is not significant as well in horizontal communication as to content and oral communication however, it is significant in upward communication as to content and in downward communication as to content and oral communication. This implies that the higher the educational attainment, the more that the individuals has the ability to show upward communication as to content, oral and written with the knowledge on the upward communication acquired than those individuals with lower lower educational attainment with less knowledge acquired and showed poor upward communication. There is a significant relationship between the college where the faculty belong and the level of the organizational communication with upward, downward and horizontal communication as to content, oral, written and transmission. Having belonged to a certain department implied that the camaraderie and sense of belongingness in the same college is a factor for a better organizational communication system that will contribute much to the good performance of the faculty. Table 6 shows that there is a significant relationship between the profile as to age, designation and work pattern.

However, there is no significant association between the profile as to sex, civil status, highest educational communication, college and work pattern. As depicted in Table 7, there is no significant relationship or association between the level of organization communication and level of teaching efficiency with  $r(118)=0.025, p=0.075$ . In addition, the findings shows that there is a significant relationship or association between the level of organizational communication and level of work pattern with  $r(118)=0.333**, p=0.00$

Table 6. Association between the profile of the respondents and their level of teaching efficiency

Profile	Chi-squared	p-value	Interpretation
Age	1677.979	0.027*	Significant
Sex	42.699	0.725	Not Significant
HEA	208.648	0.255	Not Significant
Civil Status	166.287	0.132	Not Significant
Designation	145.621	0.001*	Significant
College	176.274	0.083	Not Significant

**Tabel 7. Testing the relationship between of the variables**

		Level of Work Pattern	Level of Teaching Efficiency
Level of Organization Communication	Pearson Correlation	.333**	.025
	Sig. (2-tailed)	.000	.075
	N	120	120

**Table 8. Relationship between the variables**

			Level of Work Pattern	Level of Teaching Efficiency
Spearman's rho	Level of Organization	Correlation Coefficient	.531*	.410*
	Communication	Sig. (2-tailed)	.046	.037
		N	120	120

\*\* . Correlation is significant at the 0.01 level (2-tailed). \* . Correlation is significant at the 0.05 level (2-tailed).

The analysis of the two variables shows that there exists a significant relationship between the variables with respect to the variables level of the organization's communication and level of work pattern, It showed a strong correlation with  $r=.531^*$ ,  $p=0.046$ . Thus, there is a significant relationship that exists. Another significant relationship exists with the level of organization's communication and the level of teaching efficiency with  $r=.410^*$ ,  $p=.037$ . As regard the perceived factors, most of the respondents revealed that experience taught them many things in conformance of the popular notion that "experience is still considered as the best teacher". They considered attitude an important factor since it influences their ability to communicate with their colleagues towards working in harmony that somehow affect their teaching performance. Most of the respondents considered dedication and commitment as factors for teaching efficiency. When a faculty is dedicated and committed, they perform their duties and responsibilities without counting the time and effort. Lastly, continuing education is considered a factor as it is perceived to enable faculty professionally, contributes to growth performance and develop skills and competence.

**Conclusion**

In conclusion, the organizational communication is high in upward, downward and horizontal communication as to content, oral, written and transmission. The level of work pattern and teaching efficiency are very high. There is a significant relationship or association between the level of organizational communication and level of work pattern. Significant relationship exists between the level of organization communication and the level of teaching efficiency.

**Recommendation**

It is highly recommended that the university should standardized its norms of organizational communication and strictly implement it. Trainings, seminars and workshops should be conducted relative to the improvement of organizational communication, work patterns and teaching efficiency.

**REFERENCES**

Adams, K. and Galanes, G. 2016. Communicating In Groups. 6<sup>th</sup> Ed. New York. Mc Graw Hill  
 Arnold, E. and Boggs, K. 2007. Interpersonal Relationships. 5<sup>th</sup> Ed. Saunders.  
 Busher, Katherine T. 2013. Classroom Management Models, Application Cases Introduction Edition. Pearson Education, Inc.  
 Dipaola, D.A. 2005. School Characteristic of Faculty and Achievement of Students. The High School Journal  
 Griffin, R. and Moorehead, 2006. Fundamentals of Organizational Behavior. Houghton Mifflin Company. New York.  
 Miller, K. 2006. Organizational Communication, 4<sup>th</sup> Ed. USA:Thompson Wadsworth

\*\*\*\*\*