

Correlational Study on Internal Communication Strategies, Knowledge Sharing, Employee Engagement, and Job Satisfaction in One State University: Basis for Internal Communication Action Plan

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ABSTRACT: As institutions continue to integrate digital communication tools post-pandemic, challenges related to delayed dissemination of information, lack of transparency, and limited knowledge-sharing mechanisms persist, affecting organizational efficiency and staff morale. This research investigated the relationship between internal communication strategies, knowledge sharing, employee engagement, and job satisfaction at one state university. A descriptive-correlational research design was employed to understand the relationships between the variables. The respondents, comprising 122 teaching and non-teaching employees, were identified using stratified random sampling. The collected data were analyzed using SPSS software, applying descriptive and Pearson correlation analysis.

Results revealed a very high level of perception regarding internal communication strategies in terms of substantiality, participation, accountability, structural, relational, and cognitive knowledge sharing, job and organization engagement, and a significant level of job satisfaction relating to work conditions, compensation, opportunities for promotion, supervision quality, and human relations. Moreover, the research indicates that improving internal communication strategies, fostering knowledge sharing, and boosting employee engagement will likely increase job satisfaction for most employees. However, the varying results in supervision quality and work conditions suggest that the university should focus on comprehensive strategies to enhance these areas, as outlined in the proposed action plan of the research.

KEYWORDS: *job satisfaction, internal communication, knowledge sharing, engagement, employees*

I. INTRODUCTION

In the past, organizational communication was primarily conducted through formal letters, memoranda, postings, and face-to-face announcements. However, the pandemic has transformed this system, enabling employers to connect more rapidly with their employees through various methods such as email, social media messaging applications, and learning management systems. With just one click to send, information can be disseminated to all members of a social media messaging group chat. Yet, despite the tools and a reliable internet connection, challenges in effective communication still persist within organizations.

Effective communication is necessary for successful planning, organization, leadership, and control because it “is the way through which members of an organization share their meaning and agree with others” (Koontz et al., 1980, as cited in Tankovic et al., 2021). This is done by using different verbal and nonverbal messages (Antolović & Sviličić, 2016). Tankovic et al. (2021) mention that a lack of communication represents a disturbance, breaks the workflow, causes delays, and creates interpersonal conflicts.

Higher education institutions (HEIs) often have intricate organizational structures and vertical hierarchies, which can hinder clear communication channels and lead to misunderstandings among staff (Delpont, 2020). This also affects the fact that there are walls that divide staff from different offices and departments and even teaching and non-teaching personnel. This notable gap can significantly affect employee engagement and morale (Santos & Ventura, 2021).

The COVID-19 pandemic has significantly affected conventional organizational communication in organizations, especially higher education institutions (HEIs) and state universities. Due to the mobility and face-to-face restrictions imposed during the pandemic, university communication transitioned into remote and online models. This results in the internal communication across the university functions being reshaped. Digitalization allows a continuous communication between the administration and their teachers, teachers and students, and teacher-to-teacher interactions. However, it also presented a few setbacks.

Ticona-Huanca et al. (2023) mentioned challenges universities encountered in integrating new technologies for effective communication. They also mentioned the limited resources that these state universities have struggled with. Another study by Nowik (2020) mentioned uncertainty-related challenges, such as employees' frustrating and disconcerting feelings due to the organization's lack of communication.

Post pandemic, HEIs and universities have retained the online and technologies utilized amidst the pandemic. Some retained the learning management systems adapted during the pandemic to continue communicating with students; in any case, classes must adapt to remote learning or asynchronous modality. Some institutions have utilized online management systems for communication, document tracking, application, request and approval to streamline the flow of transactions in the university. Others also continuously utilized social media messaging applications to disseminate information from one department to another easily.

With a state university in the Philippines having several main and satellite campuses, the researcher aims to determine the organization's strategies in communication, ensuring that all legally releasable information is conveyed to employees, whether positive or negative (Men, 2014, p.260), through the concept of transparent internal communication. The researcher also seeks to determine the knowledge-sharing activities aimed at transferring or disseminating knowledge from one person or group to another (Lee, 2001; Lee et al., 2020) and their correlation to employee engagement and job satisfaction.

II. OBJECTIVES OF THE STUDY

This research aims to identify the correlation between internal communication strategies, knowledge sharing, employee engagement, and job satisfaction among non-teaching and teaching employees to develop a proposed action plan that will serve as a guideline for implementation at One State University.

III. MATERIALS AND METHODS

This study uses a descriptive-correlational research design, which is defined in the book by Thomas (2021). This design examines whether changes in one or more variables are related to changes in other variables. The same literature further explains that the goal is to understand those variables that are theoretically related to a dependent variable.

In this study, a correlational research design was specifically employed to understand the relationship between the main variables of the research, which include internal communication strategies, knowledge sharing, employee engagement levels, and job satisfaction.

The study's respondents consisted of teaching and non-teaching employees from One State University's four main campuses: Los Baños, San Pablo City, Siniloan, and Sta. Cruz.

Table 1. Distribution of Respondents

Campus	Population		Total	Sample		Total
	Non-Teaching	Teaching		Non-Teaching	Teaching	
San Pablo	15	19	34	10	13	23
Los Baños	11	25	36	8	18	26
Sta Cruz	61	13	74	42	9	51
Siniloan	19	14	33	13	9	22
Total	106	71	177	73	49	122

The study utilized stratified random sampling involves dividing the population into smaller subgroups called strata. After getting the total population for the number of teaching and non-teaching employees of four main campuses of One State University, namely Los Baños, San Pablo City, Siniloan, and Sta. Cruz campus, equivalent to 177, the target of 122 samples was generated.

The primary instrument employed is a survey questionnaire, defined by Thomas (2021) as a standard tool for data collection in social science research. It is also noted to be highly useful in gathering characteristics of human behavior, which often cannot be directly observed. This study utilized this method to assess the main variables of the research, focusing on internal communication strategies, knowledge sharing, employee engagement, and job satisfaction.

The instrument starts with the profiling the respondents based on their age, sex, years in service, type of employee, appointment status, and campus employed. The rest of the survey questionnaire is adapted and modified from several sources.

The first section focuses on internal communication strategies. It is adapted from Lee et al. (2020) to measure respondents' assessment of the internal communication strategies in terms of substantiality, participation, and accountability. The second section was adapted from Juan et al. (2018) to measure respondents' assessment of knowledge sharing in terms of structural, relational, and cognitive knowledge

sharing. The third section, on the other hand, was adapted from Nguyen and Ha (2023) to measure respondents' assessment of the level of employee engagement in terms of job and organization engagement. All the sections used the Likert Scale presented in Table 2.

Table 2. Likert Scale

Scale	Interval	Description
4	3.26 – 4.00	Very high
3	2.51 – 3.25	High
2	1.76 – 2.50	Low
1	1.00 – 1.75	Very low

Section four of the instrument was sourced from the studies of Khaliq (2018) for compensation, opportunities for promotion, and human relations; Bashir et al. (2019) for work conditions; and Ghasemy et al. (2021) for supervision quality. In this research, this was rated on a 4-point Likert scale presented in Table 3.

Table 3. Likert Scale for Job Satisfaction

Scale	Interval	Description
4	3.26 – 4.00	Very Satisfied
3	2.51 – 3.25	Satisfied
2	1.76 – 2.50	Dissatisfied
1	1.00 – 1.75	Very Dissatisfied

The mean and standard deviation were the statistical tools for measuring respondents' assessments of internal communication strategies at the university in terms of substantiality, participation, and accountability. Similarly, the mean and standard deviation would also function as statistical tools for assessing respondents' evaluations of knowledge sharing related to structural, relational, and cognitive aspects.

The perceived level of employee engagement, in terms of job and organizational engagement, was analyzed using statistical tools, specifically mean and standard deviation. Additionally, mean and standard deviation were applied to assess the perceived level of job satisfaction in relation to work conditions, compensation, opportunities for promotion, supervision quality, and human relations. Furthermore, Pearson correlation analysis was employed to identify significant relationships among the variables: internal communication strategies, knowledge sharing, employee engagement levels, and job satisfaction.

IV. RESULTS AND DISCUSSION

The following tables present the statements, means, standard deviations, and verbal interpretations from the respondents' perspectives.

Table 4. Assessment of Respondents on Internal Communication Strategies in terms of Substantiality

Indicators	Mean	SD	Interpretation
In the university, they...			
1. provide information that is relevant to the employees	3.58	0.518	Very high
2. provide information that is easy for employees to understand	3.60	0.526	Very high
3. provide accurate information to employees	3.55	0.544	Very high
4. provide reliable information to the employees	3.65	0.491	Very high
5. provide information in a timely manner to the employees	3.43	0.563	Very high
Weighted Mean	3.56		Very high

Legend: 4.00-3.26 Very high; 3.25-2.51 High; 2.50-1.76 Low; 1.75-1.00 Very low

Table 4 shows the respondents' assessment of internal communication strategies in terms of substantiality. It obtained the weighted mean of 3.56. Substantiality indicates that organizations should provide valuable, credible, truthful, and substantial information to their employees (Lee et al., 2020; Rawlins, 2008). Results suggest a very high level of assessment of internal communication strategies in terms of substantiality. This indicates that the university in this research is providing valuable, credible, truthful, and substantial information to its employees. Vercic and Vokić (2017) stated that organizations ensuring substantiality in internal communication strategies help foster relationships and engagement among employees. It also enhances the feedback mechanism and helps develop a positive workplace culture (Fuciu & Serban, 2024).

Table 5. Assessment of Respondents on Internal Communication Strategies in terms of Participation

Indicators	Mean	SD	Interpretation
In the University, they...			
1. ask for feedback from employees about the quality of the information disseminated	3.23	0.714	High
2. involve employees to help identify the information they need	3.39	0.664	Very high
3. take the time with its employees to understand who they are and what they need	3.36	0.685	Very high
4. make it easy to find the information that employees need	3.39	0.617	Very high
5. ask the opinion of the employees before making decisions	3.23	0.746	High
Weighted Mean	3.32		Very High

Legend: 4.00-3.26 Very high; 3.25-2.51 High; 2.50-1.76 Low; 1.75-1.00 Very low

Table 5 presents the respondents' assessment of internal communication strategies regarding participation, which received a weighted mean of 3.32. Also referred to as participative transparency, organizations should encourage employees to actively seek, acquire, and transmit information (Jiang & Mean, 2017). The results indicated that respondents assessed internal communication strategies in terms of participation at a very high level. Similarly, the study conducted by Widyastuti et al. (2024) revealed that employee participation is highly evident and is believed to enhance responsiveness to company programs, measure the effectiveness of communication activities, and foster a participative culture, supportive climate, and quality information flow, ultimately strengthening organizational synergy and engagement.

Table 6. Assessment of Respondents on Internal Communication Strategies in terms of Accountability

Indicators	Mean	SD	Interpretation
1. In the university, they ensure that decisions and actions are communicated clearly not only to the employees but to stakeholders as well.	3.37	0.584	Very high
2. In the university, they are open to receiving feedback from employees	3.37	0.704	Very high
3. In the university, they share relevant information transparently	3.37	0.651	Very high
4. In the university, they acknowledge and address mistakes openly	3.34	0.688	Very high
5. In the university, they take responsibility for the accuracy and reliability of the information they provide	3.50	0.608	Very high
Weighted Mean	3.39		Very high

Legend: 4.00-3.26 Very high; 3.25-2.51 High; 2.50-1.76 Low; 1.75-1.00 Very low

Table 6 presents the assessment of the respondents regarding internal communication strategies in terms of accountability, achieving a weighted mean of 3.39. This indicates that the respondents have a very high level of evaluation of internal communication strategies concerning accountability. This type of transparency requires organizations to provide complete and inclusive information, irrespective of the information's valence, whether it is positive or negative.

Table 7. Assessment of Respondents on Knowledge Sharing in terms of Structural Knowledge Sharing

Indicators	Mean	SD	Interpretation
As an employee...			
1. I maintain close social relationships with some members in my social network.	3.55	0.544	Very high
2. I spend much time interacting with some members in my social network	3.35	0.647	Very high
3. I have frequent communication with some members in my social network	3.41	0.591	Very high
4. I engage in informal conversation with colleagues from other departments to exchange ideas and insights	3.34	0.696	Very high
5. I participate in meetings, teamwork activities and online discussions that promote knowledge sharing within organizations	3.59	0.561	Very high
Weighted Mean	3.45		Very high

Legend: 4.00-3.26 Very high; 3.25-2.51 High; 2.50-1.76 Low; 1.75-1.00 Very low

Table 7 presents respondents' assessment of knowledge sharing in terms of structural knowledge sharing. The weighted mean of 3.45 indicates a very high level of assessment on knowledge sharing in terms of structural knowledge sharing. Structural knowledge sharing refers to the network ties and communication between members of a social network, like personal interactions through meetings, teamwork, emails, or online discussion forums, that can assist in facilitating access to various knowledge sources among employees (Nahapiet & Sumantra, 1998, cited in Juan et al., 2018).

Table 8. Assessment of Respondents on Knowledge Sharing in terms of Relational Knowledge Sharing

Indicators		Mean	SD	Interpretation
As an employee...				
1.	Members in my social network are truthful in sharing knowledge	3.44	0.543	Very high
2.	Members in my social network will not take advantage of others even when opportunities arise	3.44	0.615	Very high
3.	I have a feeling of togetherness in my social network	3.50	0.557	Very high
4.	I believe that members in my social network will help me if I am in need	3.53	0.607	Very high
5.	I feel respected and valued by members of my social network, which encourages open knowledge sharing	3.61	0.546	Very high
Weighted Mean		3.50		Very high

Legend: 4.00-3.26 Very high; 3.25-2.51 High; 2.50-1.76 Low; 1.75-1.00 Very low

Table 8 presents the assessment of respondents regarding knowledge sharing, specifically in terms of relational knowledge sharing. The weighted mean of 3.50 reflects a very high level of assessment concerning this type of knowledge sharing. This suggests that the respondents possess a very high perception of knowledge sharing in the context of relational knowledge sharing. Relational knowledge sharing is defined as trust, norms, and commitment within an organization (Juan et al., 2018; Nahapiet & Sumantra, 1998). These aspects are based on the relationships employees share, promoting social interaction and cooperation, the norm of reciprocity, and the identification process.

Table 9. Assessment of Respondents on Knowledge Sharing in terms of Cognitive Knowledge Sharing

Indicators		Mean	SD	Interpretation
As an employee...				
1.	Members in my social network use common terms and language when sharing their knowledge with others.	3.50	0.588	Very high
2.	Members in my social network share the same vision and goal as others.	3.49	0.557	Very high
3.	Members in my social network share the organizational mission with others.	3.51	0.578	Very high
4.	Members in my social network used shared experiences and stories to enhance mutual understanding.	3.55	0.566	Very high
5.	Members in my social network consistently refer to common values and norms when sharing knowledge.	3.55	0.544	Very high
Weighted Mean		3.52		Very high

Legend: 4.00-3.26 Very high; 3.25-2.51 High; 2.50-1.76 Low; 1.75-1.00 Very low

Table 9 displays the assessment of respondents concerning cognitive knowledge sharing. The weighted mean of 3.52 indicates a very high level of evaluation on knowledge sharing in this context. Juan et al. (2018) referred to cognitive knowledge sharing as accessing shared language or vision, which supports mutual understanding of unified goals and norms. This emphasizes that employees or individuals within a social network can easily comprehend shared knowledge if they share the same language, vision, mission, experiences, values, and norms. This aligns with the findings of the study by Canestrino et al. (2022), which emphasizes that when individuals lack linguistic abilities, it primarily affects their propensity to engage in personal and more intense social relationships, thus reducing tacit knowledge sharing.

Table 10. Assessment of Respondents on Employee Engagement in terms of Job Engagement

Indicators	Mean	SD	Interpretation
As an employee...			
1. I am frequently so immersed in my job that I lose track of time	3.28	0.705	Very high
2. Consistently put maximum effort into my job	3.76	0.469	Very high
3. My mind remains fully focused on my job without distractions	3.45	0.555	Very high
4. I am consistently highly engaged in this job	3.68	0.529	Very high
5. I regularly feel enthusiastic about my job	3.59	0.539	Very high
Weighted Mean	3.55		Very high

Legend: 4.00-3.26 Very high; 3.25-2.51 High; 2.50-1.76 Low; 1.75-1.00 Very low

Shown in Table 10 is the assessment of respondents on employee engagement in terms of job engagement. The weighted mean of 3.55 indicates a very high level of employee engagement assessment in terms of job engagement. Job engagement is an employee's commitment and contribution level (Nguyen & Ha, 2023). The study by Lestari and Margaretha (2020) similarly obtained a high level of job engagement among employees. Al-Haziati (2023) job engagement is highly driven by job characteristics, recognition and reward systems. It was stated that when employees fully engage in their job, they comprehend the business environment and collaborate with peers to enhance job efficacy for the organization's advancement.

Table 11. Assessment of Respondents on Employee Engagement in terms of Organization Engagement

Indicators	Mean	SD	Interpretation
As an employee...			
1. I find being a member of the university's organization consistently captivating	3.42	0.552	Very high
2. I am regularly involved and interested in the events within the university	3.49	0.547	Very high
3. Being part of the university's organization often makes me feel energized	3.51	0.536	Very high
4. I frequently find being a member of the university's organization exhilarating.	3.40	0.619	Very high
5. I actively contribute and participate in organization's activities and initiatives	3.51	0.557	Very high
Weighted Mean	3.47		Very high

Legend: 4.00-3.26 Very high; 3.25-2.51 High; 2.50-1.76 Low; 1.75-1.00 Very low

Table 11 presents the respondents' assessment of employee engagement in relation to organization engagement. The weighted mean of 3.47 reflects a very high level of employee engagement in this aspect. According to Jain (2023), organization engagement refers to the extent of an individual's involvement, commitment, and sense of connection with their work, the organization's goals, and its overall mission. It includes both emotional and intellectual investment, highlighting an employee's dedication to contributing to the organization's success.

Table 12. Perceived Level of Job Satisfaction among Employees in terms of Work Conditions

Indicators	Mean	SD	Interpretation
1. The workplace is free from excessive noise	3.29	0.638	Very satisfied
2. The workplace climate is generally comfortable regarding temperature and humidity.	3.41	0.765	Very satisfied
3. My job involves minimal risk of accidents	3.41	0.649	Very satisfied
4. My job occurs in an environment consistently free from health hazards (e.g., chemicals, fumes, etc.)	3.50	0.646	Very satisfied
5. The workplace consistently maintains a clean environment	3.46	0.626	Very satisfied
Weighted Mean	3.41		Very satisfied

Legend: 4.00-3.26 Very high; 3.25-2.51 High; 2.50-1.76 Low; 1.75-1.00 Very low

As shown in Table 12, there is a perceived level of job satisfaction among employees in terms of work conditions. The weighted mean of 3.41 indicates a very high level of job satisfaction as perceived by employees in terms of work conditions. This is referred to as a positive work environment, characterized by good relationships with colleagues and effective management, and is essential for job satisfaction (Chae et al., 2024).

Bakotic and Babic (2013, as cited by Kakada and Deshpande, 2021) noted that positive and supportive working conditions significantly influence job satisfaction, whereas poor or challenging conditions tend to lower employee morale. Enhancing job satisfaction, therefore, requires management to focus on improving the work environment. Similarly, Chae et al. (2024) linked a positive workplace atmosphere to strong collegial relationships and effective leadership.

Table 13. Perceived Level of Job Satisfaction among Employees in terms of Compensation

Indicators	Mean	SD	Interpretation
1. The compensation I received reflects my level of responsibility	3.33	0.651	Very satisfied
2. The university regularly provides bonuses when I exceed performance expectations	3.22	0.767	Satisfied
3. The salary increases I received are generally aligned with current economic conditions.	3.22	0.720	Satisfied
4. The university consistently provides various allowances	3.26	0.699	Very satisfied
5. The policy on remuneration, social security, benefits, and bonuses is generally fair	3.38	0.670	Very satisfied
Weighted Mean	3.28		Very satisfied

Legend: 4.00-3.26 Very satisfied; 3.25-2.51 Satisfied; 2.50-1.76 Dissatisfied; 1.75-1.00 Very dissatisfied

As shown in Table 13, there is a perceived level of job satisfaction among employees in terms of work compensation. The weighted mean of 3.28 indicates a very high level of job satisfaction as perceived by employees in terms of compensation. Compensation, encompassing the financial and non-financial rewards given by employers to employees, is identified by Farida Elmi (2018:83) as a crucial determinant of job satisfaction because of its powerful effect. Rising living expenses and personal needs frequently drive workers to seek better pay to ensure their future stability and life fulfillment. Consequently, perceived under compensation often leads to increased employee dissatisfaction (Mabaso and Dlamini, 2017).

Table 14. Assessment of Respondents on Perceived Level of Employee Satisfaction in terms of Opportunities for Promotion

Indicators	Mean	SD	Interpretation
1. The university consistently grants promotions based on performance.	3.22	0.591	Satisfied
2. I regularly receive timely promotions	3.17	0.714	Satisfied
3. I am consistently provided with equal opportunities for career development	3.33	0.632	Very satisfied
4. Promotions in the university are clearly communicated and transparent	3.28	0.697	Very satisfied
5. I feel confident that hard work and competence are consistently rewarded with promotions	3.42	0.650	Very satisfied
Weighted Mean	3.28		Very satisfied

Legend: 4.00-3.26 Very satisfied; 3.25-2.51 Satisfied; 2.50-1.76 Dissatisfied; 1.75-1.00 Very dissatisfied

As shown in Table 14, there is a perceived level of job satisfaction among employees in terms of promotion. The weighted mean of 3.28 indicates a very high level of job satisfaction as perceived by employees in terms of promotion. Hasibuan (2018) defines promotion as transitioning from one post to another with increased prestige and responsibilities. A typical promotion entails a pay raise or additional compensation, though this is not universally applicable. Job promotions primarily benefit employees, as they reflect not only the dynamics of the position, but also additional elements aligned with the job description. Through the results, it presents that majority of the respondents have opportunities to promotion.

Table 15. Assessment of Respondents on Perceived Level of Employee Satisfaction in terms of Supervision Quality

Indicators	Mean	SD	Interpretation
1. Leaders in the university consistently demonstrate understanding of peoples' problems	3.41	0.601	Very satisfied
2. Leaders regularly show confidence in those they manage	3.46	0.587	Very satisfied
3. Leaders are consistently approachable and friendly	3.56	0.575	Very satisfied
4. Leaders can be relied upon to provide good guidance to people	3.56	0.554	Very satisfied
5. Leaders demonstrate understanding of their team members	3.52	0.598	Very satisfied
Weighted Mean	3.50		Very satisfied

Legend: 4.00-3.26 Very satisfied; 3.25-2.51 Satisfied; 2.50-1.76 Dissatisfied; 1.75-1.00 Very dissatisfied

Table 15 presents the perceived level of job satisfaction among employees in terms of supervision quality. The weighted mean of 3.50 indicates a very high level of job satisfaction as perceived by employees in terms of supervision quality. This was referred to as supervisor support in the literature by Kakada and Deshpande (2021), which is defined as the degree to which a subordinate feels that he/she is supported and respected by his/her supervisor.

Table 16. Assessment of Respondents on Perceived Level of Employee Satisfaction in terms of Human Relations

Indicators		Mean	SD	Interpretation
1.	My colleagues are friendly and cooperative	3.72	0.474	Very satisfied
2.	My colleagues are willing to assist me in resolving personal matters when needed.	3.69	0.487	Very satisfied
3.	My colleagues consistently maintain a supportive and collaborative atmosphere	3.71	0.494	Very satisfied
4.	My colleagues actively provide guidance and support in academic matters.	3.66	0.556	Very satisfied
5.	My colleagues readily offer help in carrying out my professional responsibilities	3.68	0.504	Very satisfied
Weighted Mean		3.69		Very satisfied

Legend: 4.00-3.26 Very satisfied; 3.25-2.51 Satisfied; 2.50-1.76 Dissatisfied; 1.75-1.00 Very dissatisfied

Table 16 shows employees' perceived level of job satisfaction in terms of human relations. The weighted mean of 3.69 indicates a very high level of job satisfaction, as employees perceive regarding human relations. Also referred to as employee relations, it presents positive interactions between two or more individuals engaged in a social and authoritative relationship within an organizational context (Asghar et al., 2016). Positive employee relations in the workplace are characterized by high-quality interactions between employees and supervisors, as well as a sense of community within the organization (De Asis, 2018). This suggests that employees at the university have positive relationships with colleagues due to the friendly, helpful, and supportive behavior they experience.

Table 17. Significant Relationship between Internal Communication Strategies and Job Satisfaction among Employees

Internal Communication Strategies	Work Conditions	Compensation	Job Satisfaction Opportunities for promotion	Supervision Quality	Human Relations
Substantiality	0.4339***	0.5880***	0.5803***	0.5898	0.3986***
	Moderate	Moderate	Moderate	Moderate	Weak
Participation	0.4723*	0.7097	0.6652	0.6362***	0.4170***
	Moderate	Strong	Strong	Strong	Moderate
Accountability	0.4518	0.6933**	0.6810**	0.7350**	0.5263***
	Moderate	Strong	Strong	Strong	Moderate

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 17 presents the results of Pearson correlation analysis between internal communication strategies in terms of substantiality, participation and accountability and job satisfaction in terms of work conditions, compensation, opportunities for promotion, supervision quality and human relations. Majority of the variables obtained p-values lower than .001 except for the relationship between substantiality and supervision quality, participation and compensation and accountability and work conditions.

Internal communication strategies in terms of substantiality shows statistically significant moderate positive correlations with work conditions ($r = 0.4339$, $p < .001$), compensation ($r = 0.5880$, $p < .001$), opportunities for promotion ($r = 0.5803$, $p < .001$). It also presents statistically significant weak positive correlation with human relations ($r = 0.3986$, $p < .001$). While it shows moderate positive correlation with supervision quality ($r = 0.5898$).

This indicates that the substantial internal communication is moderately correlated with job satisfaction of employees related to work conditions, compensation and opportunities for promotion. This suggests that when employees were provided with meaningful and comprehensive information, it contributes to the employee job satisfaction dealing with work condition, compensation and opportunities for promotion. Rachman (2021) stated that when employees are informed about changes in the workplace pertaining to safety protocols, elimination of possible hazards, it alleviates anxiety among employees. It also makes the employees feel that the organization is prioritizing their well-being.

Internal communication strategies in terms of participation shows statistically significant moderate positive correlations with work conditions ($r = 0.4723$, $p < 0.05$) and Human Relations ($r = 0.4170$, $p < .001$). It also shows statistically significant strong positive correlation with supervision quality ($r = 0.6362$, $p < .001$). At the same time, it presents strong correlation with compensation ($r = 0.7097$) and opportunities for promotion ($r = 0.6652$).

This finding indicates that employees' deep involvement in the organization's communication channel contributes to their satisfaction in work conditions, human relations, and supervision quality. Employees who are more involved in the communication channel tend to be more satisfied with their working environment. Afridah and Lubis (2024) highlighted the participation of employees through feedback mechanisms such as surveys or suggestion boxes, which enables employees to actively participate in decision-making processes, resulting in a work environment with enhanced understanding, collaboration, and mutual respect.

Internal communication strategies in terms of accountability shows statistically significant strong positive correlations with compensation ($r = 0.6933$, $p < .01$), opportunities for promotion ($r = 0.6810$, $p < .01$), supervision quality ($r = 0.7350$, $p < .01$), and statistically moderate positive correlation with human relations ($r = 0.5263$, $p < .001$). There is also a moderate positive correlation with work conditions ($r = 0.4518$).

The results indicate that when organization is transparent and takes responsibility for the information shared regarding compensation, it strongly correlates with the employee's satisfaction on their salaries and benefits. Stenhouse (2025) emphasized that transparency in compensation fosters a culture of trust and clarity which results into increased satisfaction and engagement.

Table 18. Significant Relationship between Knowledge Sharing and Job Satisfaction

Knowledge Sharing	Job Satisfaction				
	Work Conditions	Compensation	Opportunities for promotion	Supervision Quality	Human Relations
Structural	0.2229	0.3878**	0.4442***	0.3974	0.4895***
	Weak	Weak	Moderate	Weak	Moderate
Relational	0.4415*	0.6055***	0.5786***	0.6011	0.6313***
	Moderate	Strong	Moderate	Strong	Strong
Cognitive	0.4016*	0.5623***	0.5452***	0.6431	0.5426***
	Moderate	Moderate	Moderate	Strong	Moderate

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 18 presents the results of Pearson correlation analysis between knowledge sharing in terms of structural, relational, and cognitive knowledge sharing and job satisfaction in terms of work conditions, compensation, opportunities for promotion, supervision quality, and human relations. The majority of the variables obtained p-values lower than .001, except for the relationship between structural knowledge sharing and work conditions and supervision quality, relational knowledge sharing and supervision quality, and cognitive knowledge sharing and supervision quality.

Structural knowledge sharing shows statistically significant weak positive correlations with compensation ($r = 0.3878$, $p < .01$), and moderate positive correlations with opportunities with promotion ($r = 0.4442$, $p < .001$) and human relations ($r = 0.4895$, $p < .001$).

The results indicate that there is a weak correlation between structural knowledge sharing and compensation. This indicates that when university has established structures for knowledge sharing either through formal training programs, or meetings, etc., employees tend to have slightly higher satisfaction related to their satisfaction. Fischer and Doring (2021) further explained that the availability of job-related information, facilitated by knowledge sharing, allows employees to perform effectively, which can help them with their performance, thus elevating satisfaction in work and compensation.

Relational knowledge sharing shows statistically significant strong correlation with compensation ($r = 0.6055$, $p < .001$), and human relations ($r = 0.6313$, $p < .001$), and moderate correlation with work conditions ($r = 0.4415$, $p < .05$), and opportunities for promotion ($r = 0.5786$, $p < .001$).

The results present positive strong correlation between relational knowledge sharing and compensation. This result indicates that when the social interaction was embedded with trust, and commitment the more satisfied the employees are with their compensation. The study by Obeng et al., (2024) highlights that when employees trust their colleagues and are commitment to the organization, it creates an environment for them to freely share valuable knowledge which can lead to organizational success. This opens the possibility of receiving recognition and reward.

Cognitive knowledge sharing shows statistically significant moderate correlation with work conditions ($r = 0.4016$, $p < .05$), compensation ($r = 0.5623$, $p < .001$), opportunities for promotion ($r = 0.5452$, $p < .001$), and human relations ($r = 0.5426$, $p < .001$).

There is a positive moderate correlation between cognitive knowledge sharing and work conditions. It indicates that knowledge sharing rooted in shared interpretation and meanings with everyone in the organization relates to satisfactory work conditions. Once everyone in the organization is sharing the same goal or vision, it creates a harmonious working environment that is comfortable and safe, less conflict and better coordination. This is similar to the results of the study by Mouazen et al., (2024), emphasizing that articulating a shared vision that inspires and guides individuals towards common goal fosters a sense of purpose, shared value and emotional connection among members of the organization.

Table 19. Significant Relationship between Employee Engagement and Job Satisfaction

Employee Engagement	Job Satisfaction				
	Work Conditions	Compensation	Opportunities for promotion	Supervision Quality	Human Relations
Job Engagement	0.3355*** Weak	0.5570*** Moderate	0.6212*** Strong	0.5579 Moderate	0.4760*** Moderate
Organization Engagement	0.3702 Weak	0.5433*** Moderate	0.6371*** Strong	0.6727 Strong	0.4803*** Moderate

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 19 presents the results of Pearson correlation analysis between employee engagement in terms of job and organization engagement and job satisfaction in terms of work conditions, compensation, opportunities for promotion, supervision quality and human relations. Majority of the variables obtained p-values lower than .001 except for the relationship between job and organization engagement, supervision quality, and work conditions.

Job engagement shows statistically significant strong correlation with opportunities for promotion ($r = 0.6212$, $p < .001$), moderate correlation with compensation ($r = 0.5570$, $p < .001$) and human relations ($r = 0.4760$, $p < .001$), and weak correlation with work conditions ($r = 0.3355$, $p < .05$).

There is a strong positive correlation between job engagement and satisfaction of employees in terms of opportunities for promotion. The results indicate that when employees are highly engaged in their work, they have high productivity and a high chance of being promoted, thus bringing satisfactory perception.

On the other hand, organizational engagement shows a statistically significant strong correlation with opportunities for promotion ($r = 0.6371$, $p < .001$), and a moderate correlation with compensation ($r = 0.5433$, $p < .001$) and human relations ($r = 0.4803$, $p < .001$).

Organization engagement and satisfaction of employees in terms of opportunities for promotion shows statistically significant strong correlation. Employees who have high satisfaction on the opportunities for promotion due to clear perception on career advancement exhibits high loyalty and commitment to organization. Zanaabazar and Jigjiddorj (2021) highlighted in the results of their research that when employees are satisfied with their job, including the potential for advancement, they are more likely to remain loyal to the organization.

V. CONCLUSIONS

In conclusion, the study reveals a generally positive perception of internal communication strategies, knowledge sharing, employee engagement, and job satisfaction at the university. Respondents appreciate the reliability and accessibility of information, but there are areas for improvement, particularly in feedback solicitation, transparency around mistakes, and the consistency of leadership support. Knowledge sharing is valued, though there are concerns around trust and the frequency of informal interactions. Employees are highly engaged in their work and the university's activities, but opportunities for deeper emotional immersion and a stronger sense of excitement could enhance overall engagement. Job satisfaction is high, with positive views on work conditions and compensation, though noise levels and delays in promotions create some dissatisfaction.

VI. RECOMMENDATIONS

The results suggest that the university enhance its internal communication practices by strengthening feedback mechanisms and promoting active listening to foster open dialogue and employee participation. Networking opportunities such as capability-building activities and interdepartmental meetings should be increased to encourage informal interaction, knowledge sharing, and collaboration across departments, colleges, and campuses. Programs that promote work-life balance are also encouraged to create a more inclusive environment and increase employee engagement. In addition, the university should provide seminars, training, or workshops on internal communication and knowledge sharing and implement a mentorship program that supports professional growth and satisfaction. Also, the transparency in compensation and promotion policies must be improved through clear and accessible guidelines.

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