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Communication competence, job motivation and teaching performance

Abstract

This study determined the communication competence, job motivation and teaching performance of the faculty in Carlos Hilado Memorial State College for Academic Year 2015-2016 when taken as a whole and grouped according to sex, civil status, length of institutional service and academic rank and the significant difference and significant relation of communication competence and teaching performance. The descriptive method of research was used in this study. Stratified random sampling was employed in the selection participants. The Communication Competence Descriptive Questionnaire and the Job Motivation Questionnaire were utilized in this study both were validated and reliability tested. The data on teaching performance was provided by the Human Resource and Development Office and it was taken from the Faculty Evaluation Instrument. The Mean, standard deviation and One- Way were employed.

The study revealed that: (1) the communication competence of the faculty of CHMSC was "high"; (2) as an entire group, the job motivation of the faculty varies; (3) the teaching performance of the faculty of CHMSC was "very satisfactory"; (4) there was no significant difference that exists between communication competence and civil status, sex, length of institutional service and academic rank; (5) there was no significant difference that exists between teaching performance and civil status, sex, length of institutional service and academic rank; (6) there was no significant relationship that exists between communication competence and teaching performance.

1 Rationale

Many people believed that effective communication is the most important key to success in their work and in their relationship (Weaver, 2001). Everyone needs good communication competence. It refers to the knowledge of effective and appropriate communication patterns and the ability to use and adapt that knowledge in various context. Competence in communication helps bring success and pleasure, helps change the way others act and behave and helps in maintaining and improving relationships. Communication is an on-going process in which people share ideas and feelings.

Moreover, for any institution to optimize employee's performance there is a need for the employees to be sufficiently motivated. Therefore, motivation in theory and practice becomes very important to determine employee's ability to

perform the job assigned to him or her. Therefore, successful work performance can arise from a variety of motives. Contemporary research and observations show that well motivated employees are more productive and creative towards achieving institutional or organizational goals. On the other hand less motivated employees perform less and tend to divert from attaining institutional or organizational goals.

Inasmuch as communication competence and job motivation impact on employee performance, there is a need to conduct a study on the communication competence, job motivation and teaching performance in Carlos Hilado Memorial State College.

2 Review of recent researches and publications

The issue on communication competency, its impact on motivation and teaching performance

Keywords

Communication Competence, Job Motivation and Teaching Performance

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is considered vital in the effectiveness of the education process and has been given attention by a number of authors and educators. N. Majid and her co-authors touched on the communication skills and motivation of expert teachers in their research published by Elsevier, Ltd. in 2010. J. Barbers in his 2016 research recognized communication competency as one of the highest of the core competencies required for employment in colleges. P. Velasco found in her 2014 research that oral and written communication are competencies that are developed in the higher education. F. Aziz in a study 2012 determined the motivation level of teachers according to gender while J. Rice expounded on the role of tenure in work engagement and job satisfaction.

3 The aim of the article

The article aims to present the level of communication competence, job motivation and teaching performance, and their interrelationships, as basis of enhancement or sustainability programs for retention and development of college faculty members in view of achieving excellence and quality education.

4 Statement of the problem

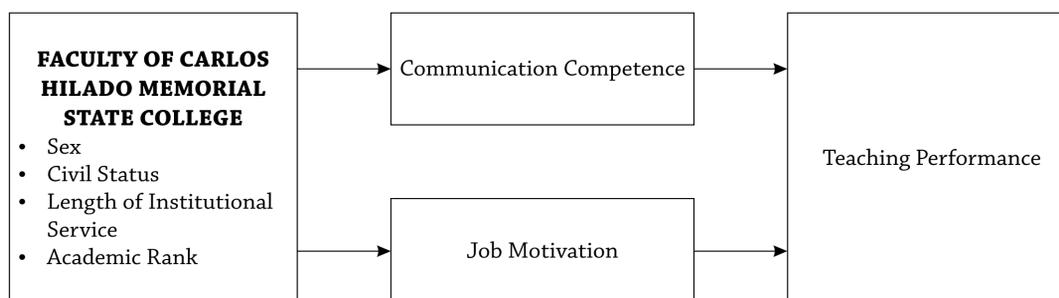
The purpose of the study is to determine the communication competence, job motivation and

teaching performance of the faculty in Carlos Hilado Memorial State College for Academic Year 2015-2016.

Specifically, it sought to answer the following:

- 1) What is the level of communication competence of the faculty in CHMSC when taken as a whole and grouped according to sex, civil status, length of institutional service and academic rank?
- 2) What is the job motivation of the faculty in CHMSC when taken as a whole and grouped according to sex, civil status, length of institutional service and academic rank?
- 3) What is the level of teaching performance of the faculty in CHMSC when taken as a whole and grouped according to sex, civil status, length of institutional service and academic rank?
- 4) Is there a significant difference in communication competence of the faculty in CHMSC when taken as a whole and grouped according to sex, civil status, length of institutional service and academic rank?
- 5) Is there a significant difference in level of teaching performance of the faculty in CHMSC when taken as a whole and grouped according to sex, civil status, length of institutional service and academic rank?
- 6) Is there a significant relationship between communication competence and teaching performance of the faculty in CHMSC?

Conceptual Framework



5 Scope and the limitation of the study

This study is limited itself in determining the communication competence, job motivation and teaching performance of the faculty in Carlos Hilado Memorial State College for Academic Year 2015-2016.

5.1 METHOD OF RESEARCH USED

The descriptive method of research was used in this study. Descriptive research is a design which

aims to describe the nature of a situation as it exists at the time of the study and to explore the causes of particular phenomena (Gay, 1997). Random sampling was employed in the selection of the participants.

5.2 RESPONDENTS OF THE STUDY

The participants of this study are the permanent faculty in Carlos Hilado Memorial State for Academic Year 2015- 2016.

5.3 RESEARCH INSTRUMENT USED

There are two research instruments utilized in this study. These are the Communication Competence Descriptive Questionnaire and Job Motivation Questionnaire. The data regarding teaching performance was taken from the student's evaluation result.

To establish the validity of the instruments, a panel of five jurors who are experts in this field validated the content of the questionnaire. This was evaluated using the criteria developed for the evaluation of survey questionnaires set forth by

Carter V. Good and Douglas B. Scates. The final draft of the questionnaire was prepared after considering the juror's corrections and suggestions for improvement.

The statistical tool used to determine the reliability of the instrument was the alpha coefficient known as Cronbach Alpha. The means and standard deviation were employed as descriptive statistics while One- Way Analysis of Variance, t-test and Pearson Product Moment Coefficient of correlations will be used as inferential statistics.

Table 1 shows the frequency and percentage of distribution of the participants.

TABLE 1 Distribution of the Faculty in Carlos Hilado Memorial State College

Category	f	%
A. Entire Group	205	100
B. Civil Status		
Single	59	28.78
Married	146	71.22
C. Sex		
Male	104	50.73
Female	101	49.27
D. Length of Institutional Service		
1 - 10 Years	144	70.24
11 - 20 Year	22	10.73
21 - Above	39	19.02
E. Academic Rank		
Instructor 1-3	137	66.83
Asst. Prof. 1-4	52	25.37
Associate Prof 1-5	16	7.80

6 Results and Discussion

The data in table 2 showed that as an entire group the faculty were rated "high" in their communication competence.

High communication competence is a requirement that needs to be possessed by every faculty member of an institution in order to assure the efficiency not only of the task of teaching, where lessons are well communicated and responded to, but as well as building relationships in an institution. In fact it ranked one of the highest among the core competencies developed by the National Association of Colleges and Employers (Barbers 2016).

In the study of Velasco (2014) on the perspective of faculty with regards to competency development in higher education, 73% find themselves to be well trained in written and oral communication. The study also showed that the high competency in communication makes the faculty more confident in nurturing student development.

This has an implication first in the admission of teaching personnel where communication competence need to be duly considered as an

important requirement. The sustainability of this core competency needs to be guaranteed all throughout their stay in the institution in order to develop a faculty that is more confident in leading the students toward excellence.

The data in table 3 showed that as an entire group ranked the following job motivators as follows: (1) My work is very fulfilling, (2) My work is very challenging, (3) My job is align to my course, (4) Good working conditions, (5) Good relationships with my supervisors, (6) Security of tenure, (7) Relationship with peers, (8) Company/School policy, (9) Promotion based on performance, (10) Contentment with my salary, (11) Aware of the institution's goal, (12) My supervisors utilized my ability, (13) Institution value my service, (14) Bonuses, (15) Possibilities to be promoted, (16) Reward system.

While those who were male ranked the following job motivators as follows: (1) My work is very fulfilling, (2) My work is very challenging, (3) My job is align to my course, (4) Good working conditions, (5) Good relationship with my supervisors, (6) Relationship with peers, (7) Aware of the institution's goal, (8) Company/School Policy, (9) Contentment

TABLE 2 The Communication Competence of Faculty in Carlos Hilado Memorial State College

Categories	Mean	SD	Interpretation
A. Entire Group	4.02	.37	High
B. Civil Status	4.02	.37	High
• Single	4.07	.35	High
• Married	3.99	.37	High
C. Sex	4.01	.37	High
Male	4.02	.38	High
Female	4.00	.36	High
D. Length of Institutional Service	4.01	.37	High
1 - 10 Years	4.01	.39	High
11 - 20 Year	4.07	.31	High
21 - Above	3.97	.29	High
E. Academic Rank	4.01	.36	High
Instructor 1-3	4.02	.38	High
Asst. Prof. 1-4	3.97	.29	High
Associate Prof 1-5	4.06	.45	High
Legend:			
Scale	Description		
4.21 - 5.00	Very High		
3.41 - 4.20	High		
2.61 - 3.40	Average		
1.81 - 2.60	Low		
1.00 - 1.80	Very Low		

with my salary, (10) Promotion based on Performance, (11) Institution value my service, (12) Security of tenure, (13) My supervisors utilized my ability, (14) Possibilities to be promoted, (15) Bonuses, (16) Reward System. And those who were female ranked the following job motivators as follows: (1) Good working condition, (2) Good relationship with my supervisors, (3) Company/School policy, (4) Relationship with peers, (5) My work is very challenging, (6) My job align to my course, (7) My work is very fulfilling, (8) Promotion based on Performance, (9) Security tenure, (10) Bonuses, (11) Contentment with my salary, (12) My supervisors utilized my ability, (13) Institution value my service, (14) Reward system, (15) Aware of the institution's goal, (16) Possibilities to be promoted.

Male respondents ranked work fulfillment as top motivator while female respondents placed it at seventh. This result is reflected in some way in the research of Aziz (2012). Using job satisfaction as index morale and job satisfaction his research showed that trained male teachers are more motivated than trained female teachers while at the same time pointing out the contrary research of Noordin and Jusoff with Malaysian academic staff which shows no significant difference between male and female teachers.

In the study conducted by Azim (2013), he noted the many evidences that support the hypothesis that men and women do differ in their work related values. But, in the same way he also noted that most of the studies reveal a significant difference result in the level of job satisfaction of male and female employees.

Gender differences is one area that needs to be

considered carefully when designing interventions in terms of motivating the teaching personnel. This could mean that the college administration cannot all the time prescribe a generic intervention program without first looking at the differences in the motivating factors of the sexes.

The data in table 4 showed that as an entire group ranked the following job motivators as follows: (1) My work is very fulfilling, (2) My work is very challenging, (3) My job is align to my course, (4) Good working conditions, (5) Good relationship with my supervisors, (6) Security tenure, (7) Relationship with peers, (8) Company/School policy, (9) Promotion based on performance, (10) Contentment with my salary, (11) Aware of the institution's goal, (12) My supervisors utilized my ability, (13) Institution value my service, (14) Bonuses, (15) Possibilities to be promoted, (16) Reward system.

While those who were married ranked the following job motivators as follows: (1) My work is very fulfilling, (2) My work is very challenging, (3) Good working conditions, (4) Security of tenure, (5) Relationship with peers, (6) Good relationship with my supervisors, (7) My job is align to my course, (8) Company/School policy, (9) Promotion based on performance, (10) Contentment with my salary, (11) Aware of the institution's goal, (12) Institution value my service, (13) Possibilities to be promoted, (14) My supervisors utilized my ability, (15) Bonuses, (16) Reward system.

And those who were single ranked the following job motivators as follows: (1) My work is very fulfilling, (2) Good working conditions, (3) My work is very challenging, (4) My job is align to my

TABLE 3 The Job Motivators the of Faculty in Carlos Hilado Memorial State College According to Sex

Job Motivators	Male			Female			As a whole		
	Rank	M	SD.	Rank	M	SD.	Rank	M	SD.
Company / School Policy	8	8.77	4.21	3	6.59	3.70	8	8.54	4.07
My work is very challenging	2	4.83	3.51	5	7.26	5.35	2	6.11	4.27
My work is very fulfilling	1	4.09	3.52	7	7.59	3.86	1	5.53	4.16
Promotion based on Performance	10	8.97	3.69	8	7.96	3.84	9	8.88	4.15
My job is align to my course	3	5.03	4.00	6	7.52	5.60	3	6.51	4.91
My supervisors utilized my ability	13	9.83	4.00	12	11.04	3.50	12	9.91	4.04
Possibilities to be promoted	14	10.09	3.70	16	12.26	3.81	15	10.43	4.09
Aware of the institution's goal	7	8.60	4.22	15	11.67	4.28	11	9.86	4.55
Institution value my service	11	9.77	4.51	13	11.33	5.21	13	10.08	4.59
Good relationship with my supervisors	5	7.83	4.01	2	6.07	3.53	5	7.54	3.99
Good Working conditions	4	6.37	4.17	1	5.85	4.38	4	6.73	4.41
Contentment with my salary	9	8.80	4.06	11	9.19	5.41	10	9.46	4.53
Relationship with peers	6	8.03	3.42	4	7.07	4.93	7	7.80	4.25
Security of tenure	12	9.80	4.79	9	8.00	4.92	6	7.60	5.10
Bonuses	15	11.46	4.60	10	8.78	5.10	14	10.16	4.72
Reward System	16	13.06	3.23	14	11.33	3.75	16	11.60	4.29

TABLE 4 The Job Motivators of the Faculty in Carlos Hilado Memorial State College According to Civil Status

Job Motivators	Married			Single			As a whole		
	Rank	M	SD.	Rank	M	SD.	Rank	M	SD.
Company / School Policy	8	8.51	4.18	8	8.61	3.83	8	8.54	4.07
My work is very challenging	2	5.90	4.11	3	6.63	4.63	2	6.11	4.27
My work is very fulfilling	1	5.39	4.17	1	5.88	4.15	1	5.53	4.16
Promotion based on Performance	9	8.62	4.05	11	9.53	4.35	9	8.88	4.15
My job is align to my course	7	8.41	4.96	4	6.76	4.80	3	6.51	4.91
My supervisors utilized my ability	14	10.45	3.90	7	8.58	4.09	12	9.91	4.04
Possibilities to be promoted	13	10.42	3.98	15	10.44	4.36	15	10.43	4.09
Aware of the institution's goal	11	9.68	4.61	13	10.29	4.41	11	9.86	4.55
Institution value my service	12	9.99	4.63	14	10.32	4.53	13	10.08	4.59
Good relationship with my supervisors	6	7.70	4.15	5	7.17	3.58	5	7.54	3.99
Good Working conditions	3	6.87	4.38	2	6.39	4.49	4	6.73	4.41
Contentment with my salary	10	9.38	4.51	12	9.66	4.60	10	9.46	4.53
Relationship with peers	5	7.38	4.22	9	8.86	4.17	7	7.80	4.25
Security of tenure	4	7.37	4.80	6	8.15	5.76	6	7.60	5.10
Bonuses	15	10.46	4.60	10	9.42	4.98	14	10.16	4.72
Reward System	16	11.73	4.28	16	11.27	4.33	16	11.60	4.29

course, (5) Good relationship with my supervisors, (6) Security of tenure, (7) My supervisors utilized my ability, (8) Company/School, (9) Relationship with peers, (10) Bonuses, (11) Promotion based on performance, (12) Contentment with my salary, (13) Aware of the institution's goal, (14) Institution value my service, (15) Possibilities to be promoted, (16) Reward system.

Both married and single respondents ranked

work fulfillment as number one motivator. This simply confirms research showing that people tend to perform better when they are satisfied with their job. (Fritzsche & Parrish, 2004; Spector, 2000).

It is also noted that security of tenure among married respondents is included in the top five motivators while the single respondents ranked it a little lower. It can be surmised that marriage requires increased responsibilities that makes a

steady job more important and of value.

Though noting that limited research conducted on this area constantly shows that married employees are more satisfied with their jobs than their single coworkers, what appeared in the research conducted by Azim (2013) is that married employees appeared to be less satisfied in their job than their single counterpart.

To enhance the teaching performance of both

married and single personnel the administration needs to capitalize on one strong job motivator which is fulfillment in their work. This might require another look into the factors that gives satisfaction considering the realities and responsibilities of a married and a single teaching personnel.

The data in table 5 showed that as an entire group ranked the following job motivators as follows: (1) My work is very fulfilling, (2) My work

TABLE 5 The Job Motivators of the Faculty in Carlos Hilado Memorial State College According to Length of Service

Job Motivators	1-10 Years			11-20Years			21 Years and Above			As a whole		
	Rank	M	SD.	Rank	M	SD	Rank	M	SD.	Rank	M	SD
Company / School Policy	8	8.43	3.99	9	8.91	4.08	10	8.74	4.45	8	8.54	4.07
My work is very challenging	2	6.30	4.51	3	6.59	3.75	1	5.13	3.47	2	6.11	4.27
My work is very fulfilling	1	5.24	4.23	5	7.82	4.63	2	5.31	3.26	1	5.53	4.16
Promotion based on Performance	9	8.53	4.18	10	9.09	4.71	12	10.03	3.51	9	8.88	4.15
My job is align to my course	3	6.31	4.77	4	7.73	4.83	5	6.56	5.45	3	6.51	4.91
My supervisors utilized my ability	10	9.62	3.92	13	10.14	4.51	13	10.87	4.15	12	9.91	4.04
Possibilities to be promoted	14	10.03	4.22	14	10.14	4.37	16	12.08	2.94	15	10.43	4.09
Aware of the institution's goal	13	10.01	4.52	16	11.05	4.48	8	8.62	4.55	11	9.86	4.55
Institution value my service	15	10.42	4.50	15	10.27	5.81	9	8.72	4.02	13	10.08	4.59
Good relationship with my supervisors	5	7.24	3.74	12	9.73	4.34	7	7.44	4.38	5	7.54	3.99
Good Working conditions	4	6.68	4.63	2	5.95	3.70	6	7.36	3.93	4	6.73	4.41
Contentment with my salary	11	9.67	4.55	6	8.14	5.46	11	9.46	3.82	10	9.46	4.53
Relationship with peers	6	8.24	4.38	7	8.18	4.13	4	5.97	3.33	7	7.80	4.25
Security of tenure	7	8.38	5.27	1	5.45	4.44	3	5.92	4.04	6	7.60	5.10
Bonuses	12	9.96	4.77	11	9.41	4.73	14	11.33	4.44	14	10.16	4.72
Reward System	16	11.56	4.23	8	8.86	4.86	15	13.26	3.33	16	11.60	4.29

is very challenging, (3) My job is align to my course, (4) Good working conditions, (5) Good relationship with my supervisors, (6) Security of tenure, (7) Relationship with peers, (8) Company/School policy, (9) Promotion based on performance, (10) Contentment with my salary, (11) Aware of the institution's goal, (12) My supervisors utilized my ability, (13) Institution value my service, (14) Bonuses, (15) Possibilities to be promoted, (16) Reward system.

While those who were 1-10 years in service ranked the following job motivators as follows: (1) My work is very fulfilling, (2) My work is very challenging, (3) My job is align to my course, (4) Good working conditions, (5) Good relationship with my supervisors, (6) Relationship with peers, (7) Security of tenure, (8) Company/School policy, (9) Promotion based on performance, (10) My supervisors utilized my ability, (11) Contentment with my salary, (12) Bonuses, (13) Aware of the institution's goal, (14) Possibilities to be promoted, (15) Institution value

my service, (16) Reward system.

While those who were 11-20 years in service ranked the following job motivators as follows: (1) Security of tenure, (2) Good working conditions, (3) My work is very challenging, (4) My job is align to my course, (5) My work is very fulfilling, (6) Contentment with my salary, (7) Relationship with peers, (8) Reward system, (9) Company/School policy, (10) Promotion based on performance, (11) Bonuses, (12) Good relationship with my supervisors, (13) My supervisors utilized my ability, (14) Possibilities to be promoted, (15) Institution value my service, (16) Aware of the institution value my service.

And those who were 21 years and above in service ranked the following job motivators as follows: (1) My work is very challenging, (2) My work is very fulfilling, (3) Security of tenure, (4) Relationship with peers, (5) My job is align to my course, (6) Good working conditions, (7) Good relationship with my supervisors, (8) Aware of the institution's goal, (9)

Institution value my service, (10) Company/School policy, (11) Contentment with my salary, (12) Promotion based on performance, (13) My supervisors utilized my ability, (14)Bonuses, (15) Reward system, (16) Possibilities to be promoted.

The top ranking motivator of those who are in the first ten years in service is work fulfillment. This is understandable especially on the first years of employment when one is still adjusting in the institution. The question on job fulfillment is crucial in the retention or turn-over of employees in their early years in the job. Those in the 11 to 20 year bracket placed security of tenure at the top spot. This is probably a value especially in the desire for stability and protection of one’s years of investment in the

institution. Rice (2009) would place tenure as significantly correlated with one’s dedication to service and performance. However, those in the latter years placed challenging job as top motivator. In spite of reduced physical abilities to perform tasks as before, those who are in the latter years still possessed the desire to outperform their age and physicality.

The data in table 6 showed that as an entire group ranked the following job motivators as follows: (1) My work is very fulfilling, (2) My work is very challenging, (3) My job is align to my course, (4) Good working conditions, (5) Good relationship with my supervisors, (6) Security of tenure, (7) Relationship with peers, (8) Company/School policy,

TABLE 6 The Job Motivators of the Faculty in Carlos Hilado Memorial State College According to Academic Rank

Job Motivators	Instructors 1-3			Assistant Prof. 1-4			Associate Prof. 1-5			As a whole		
	Rank	M	SD.	Rank	M	SD	Rank	M	SD.	Rank	M	SD
Company / School Policy	7	8.04	4.04	10	9.15	3.94	13	10.81	3.95	8	8.54	4.07
My work is very challenging	2	6.23	4.52	1	5.69	3.50	5	6.44	4.49	2	6.11	4.28
My work is very fulfilling	1	5.20	4.25	3	6.21	3.78	2	6.13	4.53	1	5.53	4.16
Promotion based on Performance	8	8.64	4.11	9	9.13	4.15	12	10.06	4.42	9	8.88	4.15
My job is align to my course	3	6.28	4.80	5	7.08	5.09	6	6.69	5.36	3	6.51	4.91
My supervisors utilized my ability	10	9.57	3.88	15	10.83	4.16	11	9.88	4.70	12	9.91	4.04
Possibilities to be promoted	15	10.34	4.24	12	10.21	3.80	16	11.94	3.49	15	10.43	4.09
Aware of the institution’s goal	11	9.88	4.73	14	10.35	3.89	8	8.13	4.84	11	9.86	4.55
Institution value my service	13	10.13	4.64	13	10.23	4.66	10	9.19	4.09	13	10.08	4.59
Good relationship with my supervisors	5	7.21	3.76	8	8.83	4.54	3	6.25	3.13	5	7.54	3.99
Good Working conditions	4	6.62	4.56	4	6.96	4.22	7	6.94	3.86	4	6.73	4.41
Contentment with my salary	12	10.03	4.53	7	8.35	4.52	9	8.25	3.86	10	9.46	4.53
Relationship with peers	6	8.02	4.22	6	7.69	4.36	4	6.31	4.11	7	7.89	4.25
Security of tenure	9	8.68	5.11	2	5.25	4.50	1	5.94	3.92	6	7.60	5.10
Bonuses	14	10.17	4.77	11	9.88	4.58	14	11.00	4.91	14	10.16	4.72
Reward System	16	11.71	4.08	16	11.25	4.95	15	11.75	3.86	16	11.60	4.29

(9) Promotion based on performance, (10) Contentment with my salary, (11) Aware of the institution’s goal, (12) My supervisors utilized my ability, (13) Institution value my service, (14) Bonuses, (15) Possibilities to be promoted, (16) Reward system.

While those who were instructors ranked the following job motivators as follows: (1) My work is very fulfilling, (2) My work is very challenging, (3) My job is align to my course, (4) Good working conditions, (5) Good relationship with my supervisors, (6) Relationship with peers, (7) Company/School policy, (8) Promotion based on performance, (9) Security of tenure, (10) My

supervisors utilized my ability, (11) Aware of the institution’s goal, (12) Contentment with my salary, (13) Institution value my service, (14) Bonuses, (15) Possibilities to be promoted, (16) Reward system.

While those who were Assistant Professors ranked the following job motivators as follows: (1) My work is very challenging, (2) Security of tenure, (3) My work is very fulfilling, (4) Good working conditions, (5) My job is align to my course, (6) Relationship peers, (7) Contentment with my salary, (8) Good relationship with my supervisors, (9) Promotion based on performance, (10) Company/School policy, (11) Bonuses, (12)

Possibilities to be promoted, (13) Institution value my service, (14) Aware of the institution’s goal, (15) My supervisors utilized my ability, (16) Reward system.

And those who were Associate professors ranked the following job motivators as follows: (1) Security of tenure, (2) My work is very fulfilling, (3) Good relationship with my supervisors, (4) Relationship with peers, (5) My work is very challenging, (6) My job is align to my course, (7) Good working conditions, (8) Aware of the institution’s goal, (9) Contentment with my salary, (10) Institution value my service, (11) My supervisors utilized my ability, (12) Promotion based on performance, (13) Company/School policy, (14) Bonuses, (15) Reward system, (16) Possibilities to be promoted.

It is interesting to note that as the respondent’s rank rises, “security of tenure” as motivator also

rises. This particular motivator is ninth for instructors. It rises to second for assistant professors and becomes the prime motivator for the associate professors. The movement may show the valuing of their position together with the benefits and remuneration that come with the ranking. Security of tenure somehow becomes a way of preserving and protecting this particular value which the higher ranking faculty have invested with their time and good performance during the years they worked hard in order to advance.

The data in table 7 showed that as an entire group the faculty were rated “Very Satisfactory” in their teaching performance.

The data in table 8 showed that there was no significant difference that exists between communication competence and civil status and communication competence and sex.

The data in table 9 showed that there was no

TABLE 7 The Teaching Competence of Faculty in Carlos Hilado Memorial State College

Categories	Mean	SD	Interpretation
A. Entire Group	3.74	.19	Very Satisfactory
B. Civil Status	3.74	.19	Very Satisfactory
• Single	3.75	.17	Very Satisfactory
• Married	3.74	.19	Very Satisfactory
C. Sex	3.74	.19	Very Satisfactory
• Male	3.74	.18	Very Satisfactory
• Female	3.75	.19	Very Satisfactory
D. Length of Institutional Service	3.74	.19	Very Satisfactory
• 1 - 10 Years	3.73	.17	Very Satisfactory
• 11 - 20 Year	3.75	.22	Very Satisfactory
• 21 - Above	3.78	.22	Very Satisfactory
E. Academic Rank	3.74	.19	Very Satisfactory
• Instructor 1-3	3.73	.18	Very Satisfactory
• Asst. Prof. 1-4	3.77	.22	Very Satisfactory
• Associate Prof 1-5	3.73	.16	Very Satisfactory

Legend:

Scale	Description
4.20 – 5.00	Outstanding
3.40 – 4.19	Very Satisfactory
2.60 – 3.39	Satisfactory
1.80 - 2.59	Unsatisfactory
1.00 - 1.79	Poor

TABLE 8 The Teaching Competence of Faculty in Carlos Hilado Memorial State College

Category	Mean	Mean Difference	t value	Df	2 tailed sig.	Statistical Decision
A. Civil Status						
• Single	4.07	-.08	.485	203	.139	Not Significant
• Married	3.99					
B. Sex						
• Male	4.02	-.01	.336	203	.737	Not Significant
• Female	4.00					

significant difference that exists between communication competence and length of institutional service and communication competence and academic rank.

The data in table 10 showed that there was no significant difference that exists between teaching performance and civil status and communication

competence and sex.

The data in table 11 showed that there was no significant difference that exists between teaching performance and civil status and communication competence and sex.

The data in table 12 showed that there was no significant relationship that exists between

TABLE 9 Results for the Differences in the Communication Competence of the Faculty in Carlos Hilado Memorial State College

Source of Variation	Sum of Squares	df	Mean of Square	F-ration	P Value	Statistical Decision
Length of Institutional Service						
• Between Groups	.131	2	.065			
• Within Groups	27.235	202	.135	.486	.616	Not Significant
• Total	27.366	204				
Academic Rank						
• Between Groups	.132	2	.066			
• Within Groups	27.234	202	.135	.489	.614	Not Significant
• Total	27.366	204				

TABLE 10 t- test Results for the Differences in the Teaching Performance of the Faculty in Carlos Hilado Memorial State College

Category	Mean	Mean Difference	t value	Df	2 tailed sig.	Statistical Decision
A. Civil Status						
• Single	4.07	.69	.395			
• Married	3.99			203	.64	Not Significant
Academic Rank						
• Between Groups	4.02	-.01	.294			
• Within Groups	4.00			203	.769	Not Significant
• Total						

TABLE 11 Results for the Differences in the Teaching Performance of the Faculty in Carlos Hilado Memorial State College

Source of Variation	Sum of Squares	df	Mean of Square	F ratio	P value	Statistical Decision
Length of Institutional Service						
• Between Groups	.077	2	.039			
• Within Groups	7.143	202	.035	1.096	.336	Not Significant
• Total	7.220	204				
Academic Rank						
• Between Groups	.067	2	.033			
• Within Groups	7.153	202	.035	.945	.390	Not Significant
• Total	7.220	204				

TABLE 12 Pearson's r Results for the Relationship between Communication Competence and Teaching Performance of the Faculty in Carlos Hilado Memorial State College

	Communication Competence	Teaching Performance
Communication Competence	1	.075
• Pearson Correlation		
• Sig. (2-tailed)		.283
• N		
	205	205
Teaching Performance	.075	1
• Pearson Correlation		
• Sig. (2-tailed)	.283	
• N	205	205

Correlation is significant at the 0.05 level (2-tailed)

communication competence and teaching performance. This result is not in consonant with previous researches on the relationship of communication and teaching performance. K. Adeyemi's work regarding the influence of communication in teacher's job performance found a relationship between effective communication and teacher job performance. Velasco in 2014

showed that faculty with high competency in communication are more confident in nurturing student development. Majid in 2010 posited the close relationship between communication and teaching motivation to bring the teaching profession to a higher level, thereby, enabling the teacher to create a conducive and purposeful learning environment. However, it did not directly

show the relationship between communication and teaching performance.

7 Summary of the findings

The major findings of the study were as follows:

1. The communication competence of the faculty of CHMSC was “high”.
2. As an entire group, the job motivation of the faculty varies.
3. The teaching performance of the faculty of CHMSC was “very satisfactory”
4. There was no significant difference that exists between communication competence and civil status, sex, length of institutional service and academic rank.
5. There was no significant difference that exists between teaching performance and civil status, sex, length of institutional service and academic rank.
6. There was no significant relationship that exists between communication competence and teaching performance.

8 Conclusions

In view of the findings, the following conclusions were drawn:

1. The faculty members of CHMSC were rated “high” in communication competence regardless of civil status, sex, length of institutional service and academic rank.
2. The job motivators of the faculty members of CHMSC vary regardless of civil status, sex, length of institutional service and academic rank.
3. The faculty members of CHMSC rated very satisfactory in teaching performance.
4. No significant difference exists between communication competence and civil status, sex, length of institutional service and academic rank.
5. No significant difference exists between teaching performance and civil status, sex, length of institutional service and academic rank.
6. No significant relationship exists between communication competence and teaching performance.

9 Recommendations

In view of the findings and conclusions of the study, the following are recommended:

1. Communication Competence could be defined as an ability to convey information in a precise and effective way. A “High” result in the communication competence of the permanent faculty of CHMSC is not bad

but there is always a room for improvement to achieve an excellent result. Likewise, this study will be very helpful especially in charting the communication competency of the teaching personnel from the point of admission and how this is being sustained in the period of their stay in the institution. This is recommended to be done consciously and may be integrated into the system of teacher’s report and evaluation. Though, communication competency may not be closely related with teaching performance in this study but it can be utilized in order to enhance teachers’ motivation so that they would perform better in their task of educating the students. To improve the personnel’s communication competency the administration has to provide the necessary resources. Resources can come in any number of form, such as learning seminars, e-learning programs, manuals, books or articles -- to name a few; however, there need to be tangible benefits involved. Make it clear that employees who take advantage of competency training have a greater chance of advancing through promotions or raises. Performance-based bonuses are also an effective way to encourage workers to build upon their skills. Competence in communication should be utilized to promote understanding among colleagues in the work place and better presentation of subject matters which by themselves may already be motivators and rewards.

2. A “Very Satisfactory” result in the teaching performance of the students is a good result however it could still be improve by taking into consideration the different factors that affect performance and by finding out in what specific area they could improve a little more to achieve the level of excellence the educational institution desires.
3. Since motivation is what drives a person to success whether internally and externally it is therefore necessary that the administration of CHMSC could investigate further on the reasons of the faculty on their answers of job motivators to eventually maintain or give emphasis on these factors.
4. The present study focused only on the communication competence, job motivation and teaching performance. It is recommended that further research should be done by taking into considerations other variables like different communication climate and organizational structure of the institution.
5. Other researches could replicate, confirm, disprove or expand this study by making deeper analysis of the variables being studied.

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