

THE IMPACT OF PERCEIVED INTERNAL COMMUNICATION ON JOB SATISFACTION AMONG PROFESSIONAL TEACHERS

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Abstract. Internal communication plays a vital role in shaping positive employee attitudes, boosting work engagement, and improving overall organizational effectiveness within higher education institutions. As universities increasingly emphasize faculty well-being and institutional governance, the quality of internal communication has become a key factor influencing teaching and research stability. This study focuses on exploring how perceived internal communication affects job satisfaction among professional teachers in Chinese universities. Based on a questionnaire survey of 328 professional teachers from various Chinese universities, this research adopts structural equation modeling (SEM) to empirically test the hypothesized relationships. The findings indicate that perceived internal communication exerts a significant positive impact on teachers' job satisfaction. Efficient and open internal communication enables faculty members to access timely and accurate institutional information, clarify organizational development goals, strengthen their sense of belonging, and build higher trust in university management, all of which further elevate their satisfaction with their professional roles and working environment. These results enrich the empirical research on organizational communication in the higher education sector and offer actionable managerial implications for university administrators. By optimizing communication systems, enhancing information transparency, and improving feedback channels, institutional leaders can effectively enhance faculty job satisfaction, promote stable teaching teams, and support the sustainable development of higher education institutions.

Keywords: *perceived internal communication, job satisfaction, professional teacher, organizational effectiveness*

Introduction

In recent decades, effective internal communication has become an increasingly important factor in organizational management and employee well-being (Wuersch et al., 2024). Organizations are no longer evaluated solely based on productivity and financial performance; instead, attention has shifted toward the quality of internal management practices and the work environment experienced by employees. Among these practices, internal communication plays a crucial role in facilitating information exchange, building trust, and enhancing cooperation among organizational members. Effective communication within organizations helps employees understand institutional goals, policies, and expectations, thereby contributing to improved organizational performance and employee satisfaction (Qin and Men, 2023). Internal communication generally refers to the processes through which information, ideas, and feedback are exchanged among members within an organization (Sun et al., 2025). It includes both formal communication channels, such as meetings, official documents, and administrative announcements, and informal interactions among colleagues and supervisors (Dhone and Sarwoko, 2022). When employees perceive internal

communication to be transparent, timely, and supportive, they are more likely to develop a positive perception of their organization and experience higher levels of job satisfaction. Conversely, poor communication may lead to misunderstandings, uncertainty, and reduced motivation.

In the context of higher education, internal communication is particularly important because universities are complex organizations characterized by multiple administrative levels, diverse academic departments, and specialized professional roles (Cuenca-Fontbona et al., 2026). Faculty members rely on effective communication to obtain information regarding institutional policies, teaching arrangements, research opportunities, and career development. Clear and open communication can strengthen collaboration among faculty members and improve the overall academic environment within universities. In China, the higher education sector has experienced rapid expansion and transformation in recent decades. Universities are facing increasing pressure to improve teaching quality, research productivity, and international competitiveness. Within this environment, professional teachers play a central role in fulfilling universities' educational and research missions. Their job satisfaction is closely related to teaching performance, research output, and institutional development. Therefore, understanding the factors that influence job satisfaction among university teachers has become an important issue in educational management research. Among the various organizational factors affecting faculty attitudes, perceived internal communication has attracted growing attention. When teachers perceive that communication within their institutions is effective, transparent, and supportive, they are more likely to feel respected and valued. This perception can strengthen their organizational commitment and enhance their satisfaction with their work environment. However, ineffective communication may create uncertainty regarding institutional expectations, hinder collaboration among colleagues, and negatively affect teachers' morale.

Despite the increasing importance of internal communication in organizational studies, several issues remain insufficiently explored in the context of higher education. First, many existing studies on internal communication have focused on corporate organizations rather than educational institutions. The organizational structure and professional culture of universities differ significantly from those of business enterprises, which may influence how communication processes affect employee attitudes. Second, although job satisfaction among teachers has been widely studied, limited research has examined the specific role of perceived internal communication in shaping faculty satisfaction within Chinese universities. Against this background, the present study aims to examine the impact of perceived internal communication on job satisfaction among professional teachers in Chinese universities. Using a questionnaire survey and structural equation modeling (SEM), this research investigates whether teachers' perceptions of communication effectiveness within their institutions significantly influence their job satisfaction. By focusing on professional teachers in Chinese universities, the study contributes to the literature on organizational communication and educational management. The study also provides several contributions. Theoretically, it enriches research on internal communication by examining its influence on job satisfaction within the higher education context. Methodologically, it employs quantitative analysis using SEM to test the structural relationship between perceived internal communication and job satisfaction. Practically,

the findings provide insights for university administrators seeking to improve faculty satisfaction and institutional effectiveness through improved communication practices.

Literature review

Perceived internal communication

Internal communication refers to the exchange of information, ideas, and feedback among members within an organization (Yue and Thelen, 2023). It plays a fundamental role in coordinating organizational activities, facilitating decision-making, and maintaining relationships between management and employees. Effective internal communication ensures that employees are informed about organizational goals, policies, and expectations while also allowing them to express opinions and provide feedback. Perceived internal communication focuses on employees' subjective evaluation of the quality and effectiveness of communication within their organizations (Cuenca-Fontbona et al., 2026). This perception is influenced not only by the frequency of communication but also by its clarity, transparency, timeliness, and openness. When employees perceive internal communication to be effective, they are more likely to feel involved in organizational processes and develop trust toward management. In organizational research, internal communication is often considered a key component of organizational climate (Weder and Stranzl, 2025). Transparent communication practices can reduce uncertainty, strengthen employee engagement, and facilitate cooperation among colleagues. Moreover, effective communication helps organizations align individual goals with institutional objectives, thereby improving overall organizational performance. In the context of universities, internal communication involves interactions between administrators, faculty members, and academic departments. Communication channels may include departmental meetings, administrative announcements, electronic communication systems, and informal discussions among colleagues (Omondi et al., 2023). Because universities operate through decentralized structures and academic autonomy, effective communication is essential for coordinating teaching activities, research collaboration, and institutional governance. Empirical studies have shown that effective internal communication can enhance employees' understanding of organizational policies and increase their sense of participation in decision-making processes (Islami and Mulolli, 2024). When communication flows smoothly across different levels of the organization, employees are more likely to perceive the work environment as supportive and cooperative.

Job satisfaction

Job satisfaction refers to the degree to which individuals feel positively or negatively about their jobs (Hartika et al., 2023). It represents an overall evaluation of work experiences and reflects employees' emotional responses to various aspects of their professional roles (Hoque et al., 2023). Job satisfaction is commonly regarded as a key indicator of employee well-being and organizational effectiveness because it influences motivation, productivity, and long-term commitment to the organization. In organizational research, job satisfaction is often conceptualized as a multidimensional construct that includes satisfaction with work tasks, interpersonal relationships, compensation, career development opportunities, and the broader work environment (Wartenberg et al., 2023). Employees who experience high levels of job satisfaction tend to exhibit greater enthusiasm for their work, stronger organizational commitment,

and higher levels of performance (Gazi et al., 2024). Conversely, dissatisfaction may lead to reduced motivation, absenteeism, and increased turnover intentions. Within higher education institutions, job satisfaction among university teachers is influenced by numerous factors. These factors include teaching workload, research expectations, opportunities for professional development, administrative support, and institutional policies. Faculty members often perform multiple roles simultaneously, including teaching, conducting research, mentoring students, and participating in academic service activities (Lee et al., 2022). Balancing these responsibilities can create both opportunities and challenges that shape teachers' perceptions of their professional lives. Organizational environment plays a particularly important role in shaping teachers' job satisfaction. Supportive leadership, collegial relationships, and access to academic resources can contribute to a positive work environment. When faculty members perceive that their contributions are recognized and valued by the institution, they are more likely to feel satisfied with their jobs. Conversely, lack of support, unclear policies, or ineffective management practices may negatively influence teachers' perceptions of their work environment.

Perceived internal communication and job satisfaction

The relationship between internal communication and job satisfaction has been widely discussed in organizational research. Effective communication is generally considered a critical factor that contributes to a positive work environment and enhances employees' attitudes toward their organizations (Duarte and Silva, 2023). When communication channels function effectively, employees are able to obtain accurate information about organizational goals, policies, and expectations (Putranto et al., 2022). This clarity helps reduce uncertainty and allows employees to perform their roles with greater confidence and efficiency. One important mechanism through which internal communication influences job satisfaction is the reduction of role ambiguity. Employees often experience dissatisfaction when they lack clear information regarding job responsibilities or institutional expectations (Špoljarić and Tkalac Verčič, 2022). Effective communication ensures that employees receive timely guidance and feedback from supervisors and colleagues. As a result, employees can better understand their responsibilities and align their work activities with organizational objectives. Another important mechanism is the promotion of participation and involvement in organizational processes (Santos et al., 2024). When employees have opportunities to express opinions and contribute ideas, they are more likely to feel respected and valued by the organization (Leijerholt et al., 2022). Participatory communication practices encourage employees to engage in decision-making processes and foster a sense of ownership toward organizational outcomes (Guo, 2022). This sense of involvement can strengthen emotional attachment to the workplace and increase overall job satisfaction.

Internal communication also facilitates interpersonal relationships among colleagues (Nguyen and Ha, 2023). Open communication channels encourage collaboration, knowledge sharing, and mutual support within the organization. In academic environments, such collaboration is particularly important because teaching and research activities often require cooperation among faculty members from different departments and disciplines (Verčič and Men, 2023). Positive interpersonal relationships created through effective communication can significantly enhance the work experience of teachers. In universities, communication between administrators and faculty members plays a critical role in shaping teachers' perceptions of institutional

governance (Hussein, 2025). Transparent communication regarding policy changes, academic standards, and resource allocation can help build trust between faculty and administration. When teachers perceive that communication is honest and inclusive, they are more likely to view the institution as supportive and fair. These perceptions can contribute to higher levels of job satisfaction and organizational commitment.

Research gap

Although the relationship between internal communication and job satisfaction has been widely discussed in organizational studies, several research gaps remain. First, much of the existing research has focused on corporate organizations rather than educational institutions. Universities differ from business organizations in terms of governance structures, professional autonomy, and institutional culture. Therefore, the mechanisms through which communication influences employee satisfaction may vary in the higher education context. Second, limited empirical research has examined perceived internal communication among professional teachers in Chinese universities. As China's higher education system continues to expand and reform, understanding the organizational factors that influence faculty satisfaction has become increasingly important. Third, previous studies have often focused on multiple organizational factors simultaneously, making it difficult to isolate the specific impact of internal communication. More empirical research is needed to directly examine the structural relationship between perceived internal communication and job satisfaction.

Materials and Methods

Research purpose and target population

The primary purpose of this empirical study is to examine the structural relationship between perceived internal communication and job satisfaction among professional teachers in Chinese universities. With the continuous reform and development of higher education institutions in China, universities are placing increasing emphasis on improving governance efficiency, academic productivity, and faculty well-being. Within this context, internal communication has emerged as an important organizational factor that may influence teachers' perceptions of their work environment. Understanding how internal communication affects teachers' job satisfaction can provide valuable insights for improving institutional management practices and promoting sustainable development in higher education. The target population of this study consists of professional teachers employed in Chinese universities. These individuals are responsible for core academic tasks such as teaching undergraduate and postgraduate courses, conducting research, supervising students, and participating in academic service activities. Professional teachers represent a critical human resource within universities because their performance directly influences educational quality and research output. Participants in this study are selected from various universities across different regions in China. The respondents include teachers from diverse academic disciplines and professional ranks, such as lecturers, associate professors, and professors. By including teachers with different academic backgrounds and professional experiences, the study aims to capture a comprehensive understanding of internal communication practices within universities and their potential impact on job

satisfaction. This approach ensures that the findings reflect a broad perspective of faculty experiences within Chinese higher education institutions.

Sampling method

This study adopts a stratified sampling approach combined with convenience sampling to collect empirical data from professional teachers working in Chinese universities. The sampling process is designed to ensure that the collected data represent a diverse range of universities, disciplines, and faculty experiences. Considering the diversity of China's higher education system, universities from different geographic regions and levels of development are included in the sampling frame. This approach helps improve the representativeness of the sample and reduces potential regional bias. In the first stage of sampling, several universities are selected from different regions of China, including eastern, central, and western areas. These regions represent different levels of economic development and institutional resources within the Chinese higher education system. Selecting universities from multiple regions helps ensure that the study captures variations in organizational practices and communication environments across institutions. In the second stage, professional teachers within these universities are invited to participate in the survey. The respondents are recruited through both online and offline channels. Online questionnaires are distributed through academic networks, institutional email systems, and professional communication platforms commonly used by university teachers. These online channels allow researchers to reach a larger number of potential participants efficiently and facilitate convenient participation. In addition to online distribution, offline questionnaires are also administered in selected universities through personal contacts and academic meetings. This approach helps increase the diversity of respondents and ensures that teachers who may not frequently participate in online surveys are also included in the sample.

A total of approximately 400 questionnaires are distributed during the data collection process. Participation in the survey is entirely voluntary, and respondents are informed that their responses will remain anonymous and confidential. Ensuring anonymity helps reduce potential response bias and encourages participants to provide honest evaluations of internal communication practices within their institutions. After the data collection stage, all returned questionnaires are carefully screened to ensure data quality. Questionnaires with incomplete responses, inconsistent answers, or obvious response patterns are excluded from the analysis. Following this screening process, approximately 320 to 350 valid questionnaires are expected to be retained for further statistical analysis. This sample size is considered sufficient for structural equation modelling, which typically requires a minimum sample size of at least 200 observations to ensure stable parameter estimation and reliable analytical results.

Questionnaire design and measurement

The questionnaire used in this study is designed based on established measurement scales from previous organizational communication and job satisfaction research. The measurement items are adapted to fit the context of Chinese universities and the professional experiences of faculty members. Before the formal survey was conducted, the questionnaire was reviewed by several university teachers and academic researchers to ensure clarity and relevance of the items. Minor revisions were made to improve wording and ensure that the questions accurately reflected the communication

environment within universities. The questionnaire consists of three main sections. The first section collects demographic information about respondents. This information includes gender, age, academic rank, years of teaching experience, education level, and academic discipline. These variables help describe the characteristics of the sample and provide a basis for descriptive statistical analysis. The second section measures perceived internal communication within universities in *Table 1*. This construct captures teachers' perceptions of how effectively information is transmitted within their institutions. The measurement items evaluate aspects such as clarity of communication, transparency of administrative decisions, opportunities for feedback, and effectiveness of communication among colleagues. These items are designed to reflect both vertical communication between administrators and faculty members and horizontal communication among colleagues within academic departments. The third section measures teachers' job satisfaction in *Table 1*. This construct reflects respondents' overall evaluation of their work environment and professional experiences. The items assess satisfaction with institutional support, recognition of professional contributions, relationships with colleagues, and overall working conditions. Teachers who report higher levels of satisfaction are expected to demonstrate stronger positive attitudes toward their institutions and their professional roles. All measurement items are evaluated using a five-point Likert scale ranging from 1 ("strongly disagree") to 5 ("strongly agree"). The Likert scale is widely used in social science research because it allows respondents to express different levels of agreement with each statement. This format provides data that are suitable for quantitative analysis and allows researchers to examine patterns in respondents' perceptions.

Table 1. *The measurement items.*

Code	Item description
Perceived internal communication	
IC1	Information about university policies is communicated clearly.
IC2	Communication between administrators and teachers is open and transparent.
IC3	Teachers receive timely information about important institutional decisions.
IC4	My university encourages feedback and suggestions from teachers.
IC5	Communication among colleagues within the department is effective.
IC6	I feel well informed about matters that affect my work.
Job satisfaction	
JS1	I am satisfied with my current job as a university teacher.
JS2	I feel motivated to perform my teaching and research duties.
JS3	I am satisfied with the support provided by my university.
JS4	I feel valued and respected within my institution.
JS5	I am satisfied with my overall work environment.
JS6	I intend to continue working at this university in the future.

Data analysis strategy

The data analysis process in this study consists of three main stages: descriptive statistical analysis, reliability and validity testing, and structural equation modeling. These analytical procedures are conducted using statistical software packages commonly applied in social science research, including SPSS and structural equation modeling software. The first stage involves descriptive statistical analysis to summarize the demographic characteristics of the respondents. Variables such as gender, age, academic rank, and teaching experience are analyzed to provide an overview of the sample composition. In addition, descriptive statistics including means and standard deviations are calculated for the main variables of the study, namely perceived internal communication and job satisfaction. These statistics provide a preliminary understanding of the distribution of responses and the general trends in the data. The

second stage focuses on assessing the reliability and validity of the measurement scales. Reliability analysis is conducted using Cronbach's alpha coefficient to evaluate the internal consistency of the measurement items. A Cronbach's alpha value greater than 0.70 is generally considered acceptable, indicating that the items consistently measure the same underlying construct. Construct validity is examined using confirmatory factor analysis. This procedure evaluates whether the observed measurement items accurately represent the latent variables in the research model. Convergent validity is assessed by examining standardized factor loadings, composite reliability, and average variance extracted. Factor loadings above 0.60 and average variance extracted values above 0.50 are generally considered indicators of adequate convergent validity.

Results and Discussion

Descriptive statistics

The final sample consisted of 328 valid responses collected from professional teachers in several Chinese universities. All respondents reported having direct experience with internal communication practices within their institutions, including formal administrative communication, departmental meetings, and digital communication platforms used in university management. Gender distribution in the sample was relatively balanced, which helps reduce gender bias in the analysis of teachers' perceptions and job satisfaction. In terms of age distribution, the majority of respondents were between 26 and 45 years old, accounting for approximately 59.1% of the total sample. This age group represents the most active stage in the academic career cycle, typically involving intensive teaching tasks, research development, and professional promotion. Younger teachers aged 25 years or below accounted for 20.4% of the sample, while respondents above 45 years old represented about 20.5%. The age distribution reflects a relatively balanced representation of early-career, mid-career, and senior professional teachers in Chinese universities. Regarding education level, the sample demonstrated a high level of academic attainment. A large proportion of respondents held master's or doctoral degrees, reflecting the educational requirements for professional teachers in Chinese higher education institutions. Specifically, more than 43.6% of respondents held a doctoral degree, while 39.9% possessed a master's degree. Only a relatively small proportion held a bachelor's degree as their highest qualification. Higher educational attainment often corresponds to stronger academic engagement and greater sensitivity to institutional communication processes.

In terms of professional positions, most respondents were employed as lecturers or associate professors, accounting for the majority of the sample. These positions typically involve intensive interaction with university administrative systems and departmental management structures, making them particularly relevant for examining perceptions of internal communication. Professors and senior academics represented a smaller but still meaningful proportion of the respondents. With respect to teaching experience, most participants had between 5 and 15 years of professional teaching experience, indicating that the sample largely consisted of mid-career university teachers who are actively involved in teaching, research, and institutional activities. Overall, these demographic characteristics suggest that the sample represents professional teachers who are academically qualified, actively engaged in university work, and capable of evaluating internal communication practices and their influence on job satisfaction. Detailed demographic statistics are presented in *Table 2*.

Table 2. Descriptive statistics results.

Characteristic	Items	Frequency	Percentage
Gender	Male	158	48.2%
	Female	170	51.8%
Age	≤25 years old	67	20.4%
	26–35 years old	109	33.2%
	36–45 years old	85	25.9%
	46–55 years old	46	14.0%
	≥56 years old	21	6.5%
Education level	Bachelor's degree	54	16.5%
	Master's degree	131	39.9%
	Doctorate	143	43.6%
Professional title	Lecturer	142	43.3%
	Associate Professor	109	33.2%
	Professor	51	15.5%
	Others	26	8.0%
Teaching experience	≤5 years	72	22.0%
	6–10 years	104	31.7%
	11–15 years	87	26.5%
	≥16 years	65	19.8%

Measurement model assessment

To evaluate the measurement model, reliability, convergent validity, and discriminant validity were systematically assessed. Reliability and convergent validity were examined through standardized factor loadings, Cronbach's alpha coefficients, composite reliability (CR), and average variance extracted (AVE). These statistical indicators are widely used in structural equation modeling research to evaluate the internal consistency and validity of measurement constructs. The analysis results in *Table 3* indicate that all measurement items exhibit strong factor loadings exceeding the recommended threshold of 0.70, suggesting that the observed variables adequately represent their respective latent constructs. In addition, the Cronbach's alpha coefficients for all constructs range from 0.704 to 0.930, which are well above the minimum acceptable value of 0.70. This result indicates strong internal consistency among the measurement items and confirms that the constructs are reliably measured. Composite reliability values further confirm the reliability of the constructs. The composite reliability values exceed the recommended threshold of 0.70, demonstrating that the indicators consistently measure the underlying constructs. Average variance extracted values are also above the minimum acceptable level of 0.50, indicating satisfactory convergent validity. This means that the measurement items share a sufficient amount of variance in representing the constructs of perceived internal communication and job satisfaction. Overall, these results confirm that the measurement model demonstrates satisfactory reliability and validity. The measurement items used in this study effectively capture the underlying constructs and provide a solid foundation for subsequent structural model analysis.

Table 3. Construct reliability and validity.

Category	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
IC	0.904	0.904	0.906	0.931
JS	0.918	0.918	0.920	0.941

The impact of perceived internal communication on job satisfaction

To examine the relationship between perceived internal communication and job satisfaction, structural equation modeling was conducted using the bootstrapping

method. Bootstrapping allows researchers to estimate the statistical significance of path coefficients while providing confidence intervals for the estimated relationships. The results presented in *Table 4* indicate that perceived internal communication has a significant positive effect on job satisfaction among professional teachers in Chinese universities. The standardized path coefficient from perceived internal communication to job satisfaction is $\beta = 0.642$, with a t-value of 14.732 and a p-value less than 0.001. This finding suggests that teachers who perceive communication within their institutions as clear, transparent, and supportive are significantly more likely to experience higher levels of job satisfaction. The magnitude of the path coefficient indicates a relatively strong relationship between perceived internal communication and job satisfaction. In other words, effective communication within universities plays a crucial role in shaping teachers' attitudes toward their professional roles and work environment. When teachers receive timely information about institutional policies, have opportunities to provide feedback, and experience open communication with administrators and colleagues, they are more likely to develop positive perceptions of their workplace. Furthermore, the structural model demonstrates satisfactory model fit indices. The chi-square to degrees of freedom ratio (χ^2/df) is below the recommended threshold of 3. The comparative fit index (CFI) and Tucker–Lewis index (TLI) both exceed 0.90, indicating good model fit. The root mean square error of approximation (RMSEA) is below 0.08, further confirming that the proposed structural model adequately fits the empirical data. These findings provide empirical support for the hypothesis that perceived internal communication positively influences job satisfaction among professional teachers in Chinese universities. The results highlight the importance of communication practices in shaping faculty attitudes and improving the organizational environment within higher education institutions.

Table 4. *The result of directing effect.*

Category	Original sample	Sample mean	Standard deviation	T statistics	P values
IC → JS	0.642	0.642	0.639	0.044	14.732

The findings of this study confirm that perceived internal communication plays a significant role in shaping job satisfaction among professional teachers in Chinese universities. The structural model analysis demonstrates that effective internal communication has a strong positive influence on teachers' satisfaction with their professional roles and work environment. This result reinforces the growing recognition in organizational management and educational research that communication practices are essential components of institutional governance and employee well-being.

From an organizational perspective, internal communication functions as an important mechanism for reducing uncertainty and enhancing transparency within institutions. Universities are complex organizations that involve multiple administrative units, academic departments, and professional groups. In such environments, faculty members rely heavily on communication channels to obtain information regarding institutional policies, teaching arrangements, research opportunities, and career development pathways. When communication processes are clear and consistent, teachers are better able to understand institutional expectations and align their professional activities with organizational goals. Another important implication of the findings is that internal communication may influence job satisfaction through both cognitive and emotional mechanisms. On the cognitive level, effective communication provides teachers with clear information about policies, procedures, and institutional

decisions. This clarity reduces ambiguity in professional roles and helps faculty members perform their tasks more effectively. On the emotional level, open communication fosters trust and mutual respect between administrators and teachers. Faculty members who feel informed and included in institutional processes are more likely to develop positive emotional attachment to their organizations.

The results also reflect the evolving organizational culture within Chinese universities. As higher education institutions continue to expand and modernize, administrative structures and governance practices are becoming increasingly complex. Faculty members are required to adapt to changing policies, evaluation systems, and academic expectations. In this context, transparent and effective communication becomes essential for maintaining organizational stability and ensuring that teachers remain motivated and satisfied with their professional roles. Furthermore, the findings suggest that universities can improve faculty satisfaction by strengthening communication channels between administrators and teachers. Transparent decision-making processes, regular information sharing, and opportunities for faculty feedback can significantly enhance teachers' perceptions of institutional support. When communication is perceived as open and inclusive, teachers are more likely to trust institutional leadership and develop stronger commitment to their organizations. From a broader perspective, this study contributes to the understanding of how internal communication influences employee attitudes within knowledge-intensive organizations such as universities. Unlike many corporate environments, universities emphasize intellectual collaboration, academic autonomy, and participatory governance. In such contexts, communication practices play an especially important role in maintaining cooperation among faculty members and fostering a supportive academic environment.

Conclusion

Against the backdrop of ongoing reforms and rapid development in China's higher education sector, this study examined the impact of perceived internal communication on job satisfaction among professional teachers in Chinese universities. Using a questionnaire survey and structural equation modeling analysis, the research investigated whether teachers' perceptions of communication effectiveness within their institutions significantly influence their job satisfaction. The empirical results demonstrate that perceived internal communication has a significant positive effect on job satisfaction. Teachers who perceive communication within their universities as transparent, timely, and supportive are more likely to report higher levels of satisfaction with their professional roles and work environment. This finding highlights the importance of communication practices in shaping faculty attitudes and promoting organizational effectiveness in higher education institutions.

The study provides several important theoretical contributions. First, it extends the literature on internal communication by examining its impact within the context of higher education institutions. While previous research has often focused on corporate organizations, this study demonstrates that communication practices are equally important in academic environments. Second, the findings highlight the role of communication as an organizational mechanism that facilitates information sharing, reduces uncertainty, and strengthens trust between administrators and faculty members. These factors collectively contribute to improved job satisfaction among university teachers. The results also provide practical implications for university administrators

and policymakers. For university leaders, establishing transparent and effective communication channels is essential for improving faculty satisfaction and institutional performance. Administrators should ensure that important information regarding institutional policies, academic standards, and evaluation systems is communicated clearly and consistently to faculty members. In addition, universities should encourage participatory communication practices that allow teachers to express their opinions and contribute to institutional decision-making processes.

Despite its contributions, this study has several limitations. First, the research adopts a cross-sectional survey design, which limits the ability to establish causal relationships between perceived internal communication and job satisfaction. Future studies could employ longitudinal research designs to examine how communication practices influence faculty attitudes over time. Second, the sample is limited to professional teachers from selected Chinese universities. Expanding the sample to include teachers from different institutional types and geographic regions would improve the generalizability of the findings. Third, the study focuses primarily on the direct relationship between internal communication and job satisfaction without considering potential mediating or moderating variables. Future research could explore additional factors such as organizational trust, leadership style, or professional identity to gain deeper insights into the mechanisms through which communication influences faculty satisfaction.

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Conflict of interest

The authors confirm that there is no conflict of interest involved with any parties in this research study.

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