

The Mediating Effect of Organizational Communication Climate on Media Literacy and Communication Competence of Higher Education Institution Teachers

Kelly Ruth I. Serenio¹, Mary Ann E. Tarusan²

¹MAComm, College Instructor University of Mindanao

²EdD, PhD, Professor, University of Mindanao

ABSTRACT

This study explored the mediating role of organizational communication climate on the relationship between media literacy and communication competence among higher education institution teachers. Using a quantitative, non-experimental correlational design, data were gathered from 200 professors at Higher Education Institutions in Davao City through purposive sampling and online surveys. The researcher employed statistical tools such as mean, Pearson r, and medgraph with Sobel Z-test. The findings revealed high levels of media literacy and organizational communication climate, while communication competence was found to be very high. Significant relationships were identified between media literacy and communication competence, as well as between organizational communication climate and communication competence. However, no significant relationship was observed between media literacy and organizational communication climate. Additionally, organizational communication climate was found to partially mediate the relationship between media literacy and communication competence among the teachers.

Keywords: communication, media literacy, communication competence, organizational communication climate, mediating effect, teachers, Philippines

INTRODUCTION

The problem of teacher communication competence continues to persist due to various factors such as changing technologies, recent distance learning due to quarantine, and even the ongoing armed conflicts (Kachak et al., 2023). Numerous urgent issues lead to ineffective communication between teachers and students. One of these is poor teacher communication competence which results in students struggling to focus in class (Albalawi & Nadeem, 2020). In addition, teachers and students alike are dissatisfied with online education due to lack of infrastructure, communication competence problems and lack of feedback (Salarvand et al., 2023). There is also a gap between teacher communication competence especially on the ability to use electronic communication devices, and speed and sequence of speech (Yisa et al., 2021). Communication is a concept that is widely used in every aspect of our lives. It has existed throughout history, and plays a vital role, especially in its importance in the organization and even in the professional career aspect. Effective communication is one of the essential and necessary components of an

organization's success (Balli & Ates, 2020; White & Chapman, 1996). Surveys of extremely effective managers are conducted worldwide and show that the most crucial talent a manager requires for success is the capacity for excellent communication. However, research indicates that a lot of employees believe that their supervisors are poor communicators, and supervisors have the same opinion as to the staff (Conrad, 2014).

In terms of media literacy, teachers continue to face various challenges in implementing appropriate pedagogies to enhance media literacy (Er-raïd & Chouari, 2023). Also, teachers continue to face challenges in terms of media literacy. There is a need for greater elaboration in media literacy and in creating educational activities that support its development in teachers (Hakim, 2021). Relatedly, media literacy is an important component of communication competence for modern teacher education. The advanced level of media literacy allows efficacy and quality of teacher training education which is aimed at training a teacher who is ready for professional development (Semenova & Sotnikova, 2021).

On the other hand, Schad's study (2019) shows that the teachers were pleased with the communication climate, framework, and collegial communication at work; nonetheless, there was a lack of time for communication. The study also argued that school administrators should prioritize providing opportunities for collegial encounters as well as actively trying to enhance the communication climate in their schools. Organization and information have a reasonably close relationship. Humans or members of an organization cannot transmit information effectively without communication. To finish a task, every employee of the company collaborates with one another and shares knowledge. The work environment in an organization is referred to by Davis and Newstrom (Irene, 2020) as the organizational climate. According to Davis and Newstrom, the concept of climate is dynamic since it permeates and influences every aspect of how an organization operates.

Based on the prevailing problematic situation, the researcher embarked on a study of media literacy, communicative competence, and organizational communication climate to address issues and concerns that may help to bridge the gap between the current situation wherein the organizational communication climate can help in building the communicative competence of a school office environment through media literacy in the new normal setting. Through this research, results and findings may be utilized to reinforce the momentum of the teachers' professional and personal growth or help the school administration create programs in enhancing the communicative competence of their employees as also influenced by media literacy as an avenue to produce students who are also communication competent; hence, making this study relevant in the workplace.

The researcher has not come across similar studies that dealt with three variables which are media literacy, communication competence, and organizational communication climate among Higher Education Institution teachers in Davao City. Existing studies are only on Measuring the Implementation of Media Literacy Instructional Practices in Schools: Community Stakeholder Perspectives by Hobbs et al. (2022) and Digital Literacy of Elementary Teachers and its Relation to Performing their Various School Roles Amidst COVID-19 Pandemic by Pizarro et al. (2024). Thus, the researcher was interested to determine whether the organizational communication climate in the school workforce influences the media literacy and communication competence among these HEIs teachers as this can raise concern to the intended beneficiaries of this study and possibly develop action plans to improve the organizational management of the school workplace.

The primary focus of this study was to examine the mediating role of organizational communication climate on the relationship between media literacy and communication competence among Higher

Education Institution (HEI) teachers in Davao City. Specifically, the study aimed to assess the level of media literacy among HEI teachers in terms of self-perceived media literacy, critical consumption, and the value placed on media literacy. The second goal was to determine the level of communication competence in relation to knowledge, skills, and motivation. Third, the study sought to evaluate the organizational communication climate within the school workforce. Lastly, the study aimed to investigate the significance of the relationships between these variables and the mediating effect of organizational communication climate on media literacy and communication competence among HEI teachers in Davao City.

The study tested its hypothesis at a 0.05 significance level. The null hypotheses were as follows: first, there are no significant relationships between media literacy and communication competence, media literacy and organizational communication climate, and organizational communication climate and communication competence. Second, there is no mediating effect of organizational communication climate on the relationship between media literacy and communication competence among Higher Education Institution teachers in Davao City.

This study is grounded in Hymes' (1972) Theory of Communicative Competence, which emphasizes the mastery of grammar rules and their effective application in social interactions. Communication competence is divided into two main components: knowledge and usability. The knowledge component includes four aspects: grammatical knowledge, what is feasible, appropriateness, and behavior. The usability component comprises three factors: motivation, influencing factors, and interoperability. The theory underscores the significance of communication competence and its impact on the organizational communication climate.

This study is supported by the Media Richness Theory by Draft and Lengel (1984). It is a theory of media communication that compares media based on how 'richly' they convey information. It came about as a result of research on organizational information processing at work. In the educational context, this theory is applied to evaluate whether a certain learning channel is more or less successful than others. A review of this theory attested that technology is continually changing, enhancing "lean" media in various ways, and changing communication. The perceived cost of information-seeking behavior is influenced by media richness, which has an impact on how much media consumers use. The user's motivation affects how well rich or lean media are used. This theory will address the importance of media literacy and richness in the educational and organizational context.

This study is also supported by the Organization Information Theory by Wick (1979) which focuses on how an organization uses the information critical to its survival. This theory stated that within the organization, communication governs the environment, which determines people's behavior and consequently productivity. An effective strategy to better link those working in an organization is organizational information theory and the way that messages are understood by people matters just as much as how information is circulated inside organizations. This theory will support the relationship between communication competence and organizational communication climate.

Additionally, this study is backed by Cropanzano and Mitchell's (2005) Social Exchange Theory, which suggests that social exchanges consist of actions that create obligations, and relationships strengthen over time, leading to trust, loyalty, and mutual commitment. These exchanges can be either reciprocal or negotiated. Reciprocal exchanges happen when individuals incur a cost while offering a reward to their partners without defining the exact repayment, and these exchanges are voluntary, often resulting from relationships built through previous successful exchanges.

The presented theories are aligned with the study as these support the relationships between the variables used. The anchor theory emphasizes communication competence and its link with organizational communication climate. Moreover, the support theories look into the importance of media literacy and organizational communication climate.

This study utilized a mediating variable, which explains the relationship between two other variables. It helps interpret the link between the independent and dependent variables. The mediating variable serves as an intermediary between the independent factors and the final outcome, with its purpose being to assess how one variable influences the effect of X on Y. A mediator is believed to influence the outcome, not the other way around. Testing mediation helps identify the mechanism through which the initial variable impacts the result. In this study, the mediating variable is organizational communication climate, based on the Organizational Communication Climate: Scale Development Study by Eryilmaz et al. (2021).

Media literacy for teacher education acts as a framework for the development of thoughts in ensuring proficiency in technology, promoting academic excellence, and amplifying notions and goals of public education. It is viewed that the inadequacy of teachers in teaching media and information literacy would result in a disparity between societal justification and students' media literacy. Hence, teachers have a positive perception towards media and information literacy as a skill for students. However, many stakeholders including teachers and administrators do not encourage using it as it was not included in the teacher education program. Through the teacher modeling of media and information literacy, teachers may be able to develop courage and tenacity in integrating it into their future work (Gretter & Yadav, 2018; McNelly & Harvey, 2021).

Media literacy equips individuals to engage actively in society. While family plays a key role in this, media influence extends beyond the home. Educational institutions, therefore, have a significant responsibility to prepare learners—both pupils and students—to use media responsibly. With the widespread presence of media, it has become essential to regulate its use in schools, such as managing student mobile phone usage or internet behavior. Although regulation may involve some restrictions, education plays a more crucial role by helping students become media literate, teaching them how to navigate the opportunities and risks posed by media (Simons, Meeus, & T'Sas, 2017).

Media literacy is crucial for readers, users, and viewers of media information (Hassan et al., 2020). Traditionally, media literacy involves the ability to understand and interpret information or actions presented in the media. By enhancing media as a tool for disseminating information and fostering knowledge in society, media literacy is recognized as a key competency for active citizenship in democratic systems (Thevenin, 2013). Social media's influence on political activities can lead young people to engage in actions with low integrity, but media literacy serves as a vital skill for promoting integrity and civic participation among youth in political contexts.

Teachers' self-perceived media literacy is found to focus mainly on textual and communicative aspects of social media, technical devices, and gaming worlds. They also understand that acquiring new literacy skills will affect the educational mission of the school and the way teaching and communication methods are digitized and technologically advanced. However, their understanding of new literacies is limited and fragmented. They did not offer any valuable insights into the evolution of new literacies. Instead, they acknowledged the independent creativity of students and provided intervention on social media through photos and various forms of communication (Allen et al., 2022; Lähdesmäki & Maunula, 2022).

Critical consumption among teachers is essential as it can be a good tool to identify misinformation especially since information nowadays is overwhelmingly accessible. Millions of teachers regularly

browse websites for instructional and supplementary resources. If teachers only use these sites for curriculum resources without developing critical literacy skills, they may lack active and critical reflections resulting in an ineffectively organized education. Hence, teachers must use an evaluation process to assess the materials, contents, and ideas that students deliver into their classrooms from shared websites. Not only that but teachers are also encouraged to investigate their students' critical ways of feedback on a certain problem (Gallagher et al., 2019; Nagle, 2018).

Media literacy is a significant concept that teachers must value until the future. It only implies that the role of teachers is to ensure that their students leave school with the skills required in producing facilitated information not merely being critical of consuming media. For this reason, media literacy and the upholding of values in the classroom have a major impact on teachers' awareness of the media. It was discovered that knowledge, self-assurance, and the integration of media literacy have a significant relationship. Thus, to acquire media literacy capacities, media literacy education must be given importance (Kafadar, 2021; McNelly & Harvey, 2021).

The creative media literacy competencies of teachers denote the way teachers establish social interactions through media activities, content creation and citizen participation. These are some of the communication skills teachers should practice – cooperativity, semiotic and cultural intelligence, and intercultural understanding. Through the utilization of technology in various classroom activities in creating media content, students can collaborate, and they can enhance their social and emotional skills. It takes dedication to deal with these undoubtedly complicated challenges to accept communication requirements. However, this requires reshaping teacher education to make sure that teachers possess the communication abilities necessary to offer students the kind of casual engagement they want (McDougall et al., 2018; Savignon, 2018).

Further, Titsworth and Okamoto (2017) found that communication competence is often higher in people who can build different techniques for implementing these broad abilities, which can lead to increased job satisfaction, reduced conflict with others, more efficiency in completing work tasks and other beneficial consequences.

Communication Competence has three components: knowledge, skill and motivation. They also added that these components are used to describe competence especially in achieving a particular goal. An individual must have the motivation, knowledge and skill to communicate, as well as be attentive to the situation in which the communication occurs, to be seen as an effective communicator (Boulton, 2016). In terms of motivation, motivation has a significant role in understanding learning. Thus, teachers must create motivation in providing education in the subjects offered to encourage learning in the subjects they have taught to students (Febiyanti & Shah, 2022).

It is imperative to consider the knowledge of teachers in media literacy. Media literacy education edifies people to increase understanding of their questions about a specific concept. Teachers should cultivate knowledge through open-ended questioning as it helps them to continuously ask themselves the same question even after moving to another learning context. Hence, in this digital era teachers are knowledgeable about how important media literacy is. They are well-informed, critical, can discern the validity of sources, access information, and safely navigate multiple sources in consuming media (Haskey-Valerius et al., 2022; Schilder & Redmond, 2019).

Teachers play an extremely essential part in developing media literacy skills. Their responsibility is to foster in their students a sense of self-worth and critical maturity so that they will be capable of analyzing media texts that they may come along in the future. They can also help children develop their critical

thinking abilities and add diversity to the classroom by providing various resources for children who learn in different ways. Higher-order thinking skills such as speculating, choosing, and responding are all part of critical thinking. By applying knowledge from several sources and experiences to develop a broad perspective and deep mindset, critical thinking abilities help students make connections between concepts (Erdem & Erişti, 2018; Yüzgeç & Sütçü, 2020).

Moreover, the future teacher must master additional competencies including the effective organizational communication climate of the school community with the use of information and communication tools and its link with media literacy. This also includes the ability to work with various information and communication technologies (Tsvietkova et al., 2020). Similarly, organizational communication climate is all about how a company might reveal information about its employees' thoughts and attitudes about it. It is made up of employees' impressions of information flow and the environment in which communication takes place. According to studies, the communication climate in the workplace has a favorable impact on employee commitment (Ayundhasurya & Kurniawan, 2017).

The organizational communication climate is shaped by perceptions of communication events, human behavior, interactions among members, expectations, interpersonal conflicts, and opportunities for organizational growth. According to Pace and Faules (2013), as cited by Ayundhasurya and Kurniawan (2017), there are six key factors to consider when evaluating the communication climate in a business: trust, joint decision-making, honesty, openness in downward communication, active listening in upward communication, and a focus on achieving high performance goals.

Moreover, it is also observed that most communication problems come from the process of organizing. Based on the results of the interviews and observation of a study by Ayundhasurya and Kurniawan (2017), the organizational communication in an organization is still encountering roadblocks, causing the climate of organizational communication to deteriorate. There is a significant divide between members who have been with the organization for a long time and those who are newer. It makes it difficult for members of this organization to communicate with individuals referred to as "seniors," as well as to offer criticism and suggestions. Superiors have not fully acknowledged ideas and complaints. This problem exists because the organizational structure is inefficient, resulting in unfair workload distribution.

Every organizational activity needs communication to foster excellent cooperation and mutual understanding to accomplish its goals. Communication is necessary for the organization, and the organization will suffer from a lack of it. If there is no communication, managers cannot receive information from employees and individual coordination will also not be successful. To accomplish organizational goals, communication is crucial (Muldani, Mubarak & Swarnawati, 2022).

Additionally, in the context of openness, the climate of organizational communication on downward communication demonstrates this. The members perceive a terrible communications climate as a result of the infrequent flow of information from superiors. Superiors want all employees to be aware of all information and to completely accept the rules, yet the existing information is not maintained clearly. Belief in particular persons and the number of members of the organization who do not work at the same time make it difficult to accept information equally (Ayundhasurya and Kurniawan, 2017).

The organizational communication climate in schools has an impact on teacher performance. School leaders should focus on fostering a positive organizational climate, as it contributes to better teacher performance. When the climate is not supportive, teachers may lack motivation to perform well. Therefore, to enhance teacher performance, schools should aim to create a favorable organizational

climate, which in turn promotes overall organizational success. A strong organizational communication climate plays a key role in improving teacher performance (Lantara, 2019).

The aim of media literacy is to achieve communication competence, which encompasses having sufficient knowledge and skills to receive, understand, create, and share messages effectively. Incorporating media into lessons enhances the learning process by delivering information through multiple media channels, making it more accessible. Developing media literacy is essential, as it forms a crucial part of a teacher's communication competence. Media education is guided by various approaches, including media literacy, media culture, competence, and critical thinking, among others (Haidur et al., 2022; Semenova & Sotnikova, 2021).

Organizational communication climate, media literacy, its indicators, criteria and instances can provide the conditions for assessing the status of communication literacy in different societies. By identifying the status of communication literacy, it is possible to design more effective and efficient planning at the individual, social and organizational levels. Similarly, the development of communication competence involves media literacy, the restructuring of the organizational communication climate, the implementation of appropriate principles, and the development of innovative, media and information technologies (Ghasemi & Rasekh, 2020; Tsvietkova et al., 2020).

There is a need for a relationship marked by mutual confidence in the fulfillment of responsibilities, organizational communication climate, communication competence, and the capacity to participate in engagement. There is a link between communication competence and trust from both interpersonal and organizational communication climate perspectives. Also, organizational communication climate, self-efficacy, and communication competence are important in education, especially in language learning. Organizational communication climate affects achievement, self-efficacy, language learning, self-regulation, communication competence, among others (Taguiam, 2022; Yuce, 2023).

The results of this study will be beneficial to a lot of people who are part of the teaching and workplace environment. One is the teacher or college professor; for the result of this study, the teacher or college professor will generate better performance in teaching college students in the preparation for their work-life after college. This would enhance their competencies in having effective communication with their students. In addition, the school administration would benefit from this study in the sense that they will be able to come up with a system that will help their employees to utilize and reinforce their professional, career, and personal growth. Lastly, the teachers or college professors will be able to be exposed to several activities or pieces of training that would measure their skills and enhance their job performance.

METHODS

Research respondents

The study's sample consisted of 200 college professors from selected Higher Education Institutions (HEIs) in Davao City, recognized by the Commission on Higher Education (CHED). These institutions included HEI 1 through HEI 9. Purposive sampling was employed using Raosoft to determine the appropriate sample size. Purposive sampling is a common technique used by researchers to identify individuals who are knowledgeable and willing to provide insights based on their experience (Bernard, 2002; Lewis & Sheppard, 2006). The researcher specifically chose respondents from both private and public HEIs offering communication courses or subjects, as these individuals were familiar with the phenomenon relevant to testing the study's hypothesis (Creswell & Plano Clark, 2011).

The respondents were full-time college professors teaching communication courses or subjects for two

years or more. They also had practice or experience in the different disciplines of communication or media. Part-time college professors also teaching any communication course or subject for three years and more were also be considered. They should also have experience in the different disciplines of communication or media. All full-time and part-time college professors of the school not teaching any communication course or subject and with no experience in the different disciplines of communication or media were excluded from the respondents.

The respondent was able to withdraw at any time and were not forced to answer inquiries if they believed it was against their rights. They had the option of stopping or continuing at any time. University Presidents were not disturbed by the communication letter, and the researcher waited for a response from the office before proceeding with the study. It was ensured that respondents would be safe while responding to the questionnaire. They were not required to respond if it was inconvenient for them.

The study was conducted among full-time college teachers and professors in the selected private and public Higher Education Institutions (HEIs) accredited by the Commission on Higher Education (CHED) in Davao City. These institutions offered Communication Courses or subjects among students. The respondents of this study came from HEI 1, HEI 2, HEI 3, HEI 4, HEI 5, HEI 6, HEI 7, HEI 8, and HEI 9.

Materials and instruments

This study adapted three questionnaires from Koc and Barut (2016) for the Media Literacy, Organizational Communication Climate Scale by Balli et al. (2021) and the Communicative Competence Scale by Wiemann (1977). These questionnaires were subjected to content validation by a pool of experts before the distribution to selected respondents. After validation, the online pilot testing was conducted and distributed electronically via Google forms link. This was administered to teachers not covered in the study. The main purpose was to check the consistency of the teachers' responses based on the items indicated in the questionnaire.

This study involves an independent variable and a dependent variable, namely media literacy and communication competence, along with a mediating variable, which is the organizational communication climate. Media literacy is assessed through self-perceived media literacy, critical consumption, and the value placed on media literacy, while communication competence is measured by knowledge, motivation, and skill. The mediating variable is the organizational communication climate. To evaluate these variables—media literacy, communication competence, and organizational communication climate—a Likert scale was used with the following range of means and descriptions: 4.20–5.00 (Very High) indicating the measures are always present, 3.40–4.19 (High) meaning the measures are often present, 2.60–3.39 (Moderate) indicating the measures are sometimes present, 1.80–2.59 (Low) meaning the measures are seldom present, and 1.00–1.79 (Very Low) indicating the measures are not present at all. The consolidated results from expert validation yielded an average weighted mean of 4.11, described as very good. Pilot testing was conducted, and the reliability of the scales was confirmed using Cronbach's alpha coefficient.

Design and Procedure

This study employed a non-experimental quantitative research design using correlational regression and mediation through path analysis. Creswell (2012) notes that this design seeks to assess the degree of correlation between two or more variables or sets of scores. The correlational technique, as explained by Asaad (2010), identifies both the strength and direction of a relationship. Mediation was also applied to explore and clarify the connection between the independent and dependent variables. MacKinnon (2011)

highlights that with three variables, the number of potential relationships increases. The mediating variable outlines a causal sequence, transmitting the causal effect between the independent and dependent variables. Path analysis, a statistical method used to analyze patterns of influence among variables, is an extension of the regression model (Allen, 2017). In this study, path analysis was used to determine the mediating role of organizational communication climate on the relationship between media literacy and communication competence among private college teachers in Davao City.

This study followed the systematic procedures in the conduct of the research. First, a letter was submitted via email to the Office of the School Administrator or Office of the School of President requesting permission to conduct the study. Second, the researcher modified the three survey questionnaires that measure media literacy, communication competence, and organization communication climate. Third, these questionnaires were sent to the pool of experts for validation to determine the appropriateness of the items. After the validation, pilot testing was conducted and was administered to teachers who are not covered in this study.

Then, after passing the validation and reliability check, questionnaires were set to be administered. A Google Meet link was sent to the respondents for them to answer the survey questionnaire simultaneously. Then, the researcher sent them an online Google form link on Google Meet. The Google Form indicated the purpose of the researcher for the study, the letter was approved by the School Administrator or President, and the questionnaires were divided into three sections. The online survey was conducted for weeks. After the administration of the questionnaires, the responses of the college teachers/ professors was encoded in the appropriate data format. Then it was imported to SPSS Workspace for analysis. Lastly, the results of the analysis was used for the final draft of this paper.

The following statistical tools were utilized to compute data and test the hypotheses at a 0.05 significance level: the mean was employed to assess the levels of media literacy and communication competence among Higher Education Institution teachers in Davao City. The Pearson Product Moment Correlation (Pearson r) was used to examine the significant relationships between media literacy, communication competence, and organizational communication climate among these teachers. Path analysis was applied to identify the patterns of effect between media literacy, communication competence, and organizational communication climate in the context of Higher Education Institution teachers.

In the conduct of this study ethical issues and considerations was considered. The important element which is the anonymity and confidentiality of the data and respondents was assured. Any respondent was able to withdraw at any time. University presidents were not disturbed by the communication letter, and the researcher waited for a response from the office before proceeding with the study. It was ensured that respondents were safe while responding to the questionnaire. There were informed consent forms given out to the respondents with the approval of the UMERC Chairperson. The questionnaires were distributed electronically, but the researcher made sure to abide by the Data Privacy Act ensuring that all of the data provided by the respondents will be kept confidential especially not revealing their identity. This paper was subjected to a plagiarism test using the software on the internet, specifically, TurnItin. Falsification in the materials of this study was not observed while making this research. There was no fabrication.

In terms of conflict of interest, the researcher observed proper steps and complied with the regulations of the requirements needed by the University, revealed the interest wherein the institutions and other parties involved and with a significant interest should be aware of the extent and nature of the conflict, and the researcher should whenever there are misinterpretations of the study. All full-time and part-time college professors who were not teaching any communication course or subject and have no experience in the

different disciplines of communication or media were not fit for this study, thus excluding them from the respondents. Before the conduct or administration of the online survey questionnaire, a permission letter was sent ahead of time to the University or School Presidents, Administrators or Program Dean. Disseminating information about the outcome was against study ethics. The researcher provided proper credit and accountability to the people who contributed to the success of the study. The researcher also abided by any requirements or standards set by the journals or articles as per the instructions of the authors. In the early stage of the research, the researcher also agreed with the authorship criteria and kept written records of the decision regarding the authorship.

RESULTS AND DISCUSSION

Media Literacy

This section presents the results of the analysis and interpretation of the collected data, following the study's objectives. Table 1 displays the level of media literacy, which shows an overall standard deviation of 0.33 and an average mean rating of 4.09, categorized as High. The table highlights that the indicator *critical consumption* had the highest mean score of 4.23, classified as Very High, followed by *self-perceived media literacy* with a mean score of 4.13, rated as High. Lastly, *value of media literacy* received a mean score of 3.90, also rated as High.

Table 1 Media Literacy

Indicators	Mean	SD	Descriptive Level
Self-Perceived Media Literacy	4.13	0.43	High
Critical Consumption	4.23	0.38	Very High
Value of Media Literacy	3.90	0.48	High
Overall	4.09	0.33	High

Overall, the level of media literacy is considered high, based on the very high and high response levels. The "critical consumption" indicator received a very high rating, while "self-perceived media literacy" and "value of media literacy" were rated as high. These indicators are ranked from highest to lowest. The very high rating of critical consumption suggests that teachers are highly capable of distinguishing different media functions and using critical consumption to detect misinformation. This finding is consistent with previous research (Gallagher et al., 2019; Nagle, 2018), which emphasizes that teachers should use evaluation processes to assess the materials, content, and ideas students bring into their classrooms from shared online sources. Teachers are also encouraged to examine how students provide critical feedback on various issues.

Additionally, the high level of self-perceived media literacy is suggestive of the high extent to which the teachers focus mainly on textual and communicative aspects of social media, technical devices, and gaming worlds. This claim is in line with various authors (Allen et al., 2022; Lähdesmäki & Maunula, 2022) that acquiring new literacy skills affects the educational mission of the school and the way teaching and communication methods are digitized and technologically advanced. Teachers acknowledge the independent creativity of students and provide intervention on social media through photos and various forms of communication.

The high level of value of media literacy suggests that the teachers highly value the concept of media literacy up until the future. This is also in line with various authors (Kafadar, 2021; McNelly & Harvey,

2021) stating that the role of teachers is to ensure that their students leave school with the skills required to be knowledgeable of producing facilitated information. For this reason, media literacy and the upholding of values in the classroom have a major impact on teachers’ awareness of the media. To acquire media literacy capacities, media literacy education must be given importance.

Communication Competence

The level of communication competence was evaluated using the collected data. Table 2 shows that communication competence has an overall standard deviation of 0.31 and a mean score of 4.27, indicating a Very High level. Among the indicators, *motivation* achieved the highest mean score of 4.28, classified as Very High, followed by *knowledge* with a mean score of 4.26, also described as Very High. Lastly, *skill* received a mean score of 4.25, similarly rated as Very High.

Table 2. Communication Competence

Indicators	Mean	SD	Descriptive Level
Knowledge	4.26	0.44	Very High
Skill	4.25	0.36	Very High
Motivation	4.28	0.36	Very High
Overall	4.27	0.31	Very High

The very high level of motivation suggests that teachers are highly focused on shifting attention away from fixed positions and toward exploring shared interests and solutions. The overall very high communication competence is reflected in the consistently high responses, with the indicators—motivation, knowledge, and skill—ranked from highest to lowest. The very high motivation indicates a strong sense of ambition and a desire for success among teachers. This aligns with findings from various authors (Febiyanti & Shah, 2022; Reaves & Cozzens, 2018), who noted that teachers' motivation is shaped by factors such as participation in school administration, delegation of responsibilities, competitiveness, recognition and rewards, a positive work environment, and opportunities for professional growth. Retaining teachers in an institution requires prioritizing favorable school climates, positive teacher perceptions, job satisfaction, and motivation. Motivation plays a critical role in the learning process, and teachers need to foster motivation in their teaching to inspire students to learn effectively.

In addition, the very high level of knowledge suggests the very high understanding of the teachers in media literacy. This claim concurs with various authors (Haskey-Valerius et al., 2022; Schilder & Redmond, 2019) wherein media literacy education edifies people to increase understanding of their questions about a specific concept. Teachers should cultivate knowledge through open-ended questioning as it helps them to continuously ask themselves the same question even after moving to another learning context. Teachers should be well-informed, critical, can discern the validity of sources, access information, and safely navigate multiple sources in consuming media.

The very high level of skill is indicative of the teachers’ highly essential part in developing media literacy abilities. This is aligned with various authors (Erdem & Erişti, 2018; Yüzgeç & Sütçü, 2020) who mentioned that the teachers’ responsibility is to foster in their students a sense of self-worth and critical maturity so that they will be capable of analyzing media texts that they may come along in the future. Higher-order thinking skills such as speculating, choosing, and responding are all part of critical thinking. By applying knowledge from several sources and experiences to develop a broad perspective and deep mindset, critical thinking abilities help students make connections between concepts.

Organizational Communication Climate

Table 3 presents the mean scores for the organizational communication climate items, with an overall standard deviation of 0.37 and a total mean score of 4.12, categorized as *High*. The high level is likely due to the consistently high ratings provided by the teachers on most of the organizational communication climate items. This indicates that the teachers frequently demonstrated positive responses to the items related to the organizational communication climate in most cases.

The cited overall mean was the result gathered from the computed mean scores of all items of organizational communication climate. The item *employees in the school try to achieve high quality at low cost* had the highest mean of 4.26. This means that the school administrators prioritize providing opportunities for collegial encounters as well as actively enhance the communication climate in the school. On the other hand, the items *management trusts the employees in school-related matters* and *employees behave honestly with each other about the school* both had the lowest mean which is 3.99. This means that every teacher of the school collaborates with one another and shares knowledge.

Table 3. Organizational Communication Climate

Items	SD	Mean	Descriptive Level
Management trusts the employees in school-related matters.	0.60	3.99	High
The management refers sufficiently to the opinions of the employees regarding the decisions to be taken in the school.	0.69	4.10	High
Employees behave honestly with each other about the school	0.74	3.99	High
I can easily reach management in all matters related to school.	0.70	4.01	High
Management trusts the employees of the school in relations in the workplace.	0.65	4.18	High
Employees of the school exhibit an honest attitude towards each other in relations to work.	0.68	4.01	High
The management shares the necessary information with the employees sufficiently to carry out the functioning of the school effectively	0.65	4.12	High
Employees of the school can easily present their new school-related suggestions to the management.	0.62	4.12	High
Employees of the school are firmly committed to common goals	0.66	4.20	Very High
Management especially seeks my opinion on matters related to my job.	0.71	4.05	High
The management takes into account the suggestions offered by the employees of the school.	0.67	4.10	High
Employees of the school try to show performance towards common goals.	0.66	4.24	Very High
Management listens without prejudice to the posts of employees of the school.	0.77	4.10	High

Employees of the school perform at the highest level.	0.66	4.16	High
The behavior of the management increases the trust of the employees of the school.	0.70	4.20	Very High
Employees of the school feel free when talking to management.	0.67	4.10	High
I find the information given by management about the job sufficient	0.67	4.10	High
There is an environment in the school where everyone can openly share their true thoughts.	0.64	4.03	High
Employees in the school are aware of the importance of their performance for the school	0.77	4.18	High
There is a working environment based on trust in the school.	0.64	4.16	High
Employees use the resources in the school efficiently.	0.71	4.07	High
I trust the information given to me by the management.	0.69	4.24	Very High
Employees in the school try to achieve high quality at low cost.	0.58	4.26	Very High
Overall	0.37	4.12	High

The results align with various authors (Irene, 2020; Schad, 2019) who stated that teachers are pleased with the communication climate, framework and collegial communication at work. To finish a task, every company employee collaborates with one another and shares knowledge. The concept of climate is dynamic since it permeates and influences every aspect of how an organization operates. Additionally, this is aligned with various authors (Lantara, 2019; Muldani et al., 2022) wherein every organizational activity needs communication to foster excellent cooperation and mutual understanding to accomplish its goals. School organizational communication climate affects teacher performance. School heads must concentrate on building a great organizational climate as it leads to improved teacher performance. A great organizational communication climate will help improve teacher performance.

Significant Relationship between Media Literacy and Communication Competence

Table 4.1 displays the correlation between media literacy and communication competence. The results show an overall r-value of 0.639 with a p-value of 0.000, which is below the 0.05 significance level. This indicates a significant relationship between media literacy and communication competence. As a result, the null hypothesis stating that there is no significant relationship between media literacy and communication competence is rejected.

The table also shows a significant correlation between media literacy and communication competence, as indicated by a p-value of 0.000. The r-values for the components of media literacy are as follows: self-perceived media literacy (0.591), critical consumption (0.524), and value of media literacy (0.373). Additionally, communication competence is positively correlated with media literacy, with the following r-values for its indicators: knowledge (0.465), skill (0.571), and motivation (0.535), all with a p-value of 0.000. Therefore, the two variables are significantly associated.

Table 4.1. Significance of the Relationship between Media Literacy and Communication Competence

	KNOW	SKILL	MOTIV	Overall
SPML	0.350	0.534	0.584	0.591
	0.000	0.000	0.000	0.000
CC	0.360	0.474	0.459	0.524
	0.000	0.000	0.000	0.000
VML	0.358	0.323	0.218	0.373
	0.000	0.000	0.000	0.000
Overall	0.465	0.571	0.535	0.639
	0.000	0.000	0.000	0.000

**SPML- Self Perceived Media Literacy; CC- Critical Consumption; VML- Value of Media Literacy*

The correlation between the measures of media literacy and communication competence revealed a significant relationship. This implies that media literacy is significantly correlated with communication competence. This claim is in line with various authors (Haidur et al., 2022; Semenova & Sotnikova, 2021) wherein the goal of media literacy is communication competence and it includes the sufficient knowledge and skills to acquire, understand, create and exchange messages through communication. It is necessary to develop media literacy as it is an important part of the communication competence of a teacher.

Significant Relationship between Media Literacy and Organizational Communication Climate

Table 4.2 presents the correlation between media literacy and organizational communication climate. The data shows that when media literacy is compared with organizational communication climate, the overall r-value is 0.083 with a p-value of 0.306, which exceeds the 0.05 significance level. This indicates that there is no significant relationship between media literacy and organizational communication climate. Additionally, the data indicated that media literacy is not correlated with organizational communication climate. The r-values for the indicators were as follows: self-perceived media literacy (0.230), critical consumption (0.124), and value of media literacy (-0.130), with a p-value of 0.306. Therefore, the two variables are not significantly associated.

Table 4.2. Significance of the Relationship between Media Literacy and Organizational Communication Climate

	Organizational Communication Climate
SPML	0.230
	0.004
CC	0.124
	0.127

		Organizational Communication Climate			
VML					-0.130
					0.109
Overall					0.083
					0.306

**SPML- Self Perceived Media Literacy; CC- Critical Consumption; VML- Value of Media Literacy*

The correlation between measures revealed that there is no significant relationship between media literacy and organizational communication climate. This implies that media literacy is not correlated with organizational communication climate.

The findings of this study negate the studies of various authors (Ghasemi & Rasekh, 2020; Tsvietkova et al., 2020) who stated that organizational communication climate, media literacy, its indicators, criteria and instances can provide the conditions for assessing the status of communication literacy in different societies. The development of communication competence involves media literacy, restructuring the organizational communication climate, implementing appropriate principles, and developing innovative, media and information technologies.

Significant Relationship between Organizational Communication Climate and Communication Competence

Table 4.3 presents the correlation results between organizational communication climate and communication competence. The findings show an overall r-value of 0.175 with a p-value of 0.031, which is below the 0.05 significance level. This indicates that there is a significant relationship between organizational communication climate and communication competence.

Table 4.3. Significance of the Relationship between Organizational Communication Climate and Communication Competence

	KNOW	SKILL	MOTIV	Overall
Organizational Communication Climate	0.063	0.174	0.202	0.175
	0.437	0.032	0.012	0.031

Additionally, the data indicated that communication competence is positively correlated with organizational communication climate, as shown by the following r-values for its indicators: knowledge (0.063), skill (0.174), and motivation (0.202), with a p-value of 0.031. Therefore, the two variables are significantly associated.

The correlation between measures revealed that there is a significant relationship between organizational communication climate and communication competence. This implies that organizational communication climate is positively correlated with communication competence. The result of the study confirms with various authors (Taguiam, 2022; Yuce, 2023) who mentioned that there is a need for a relationship marked

by mutual confidence in the fulfillment of responsibilities, organizational communication climate, communication competence, and the capacity to participate in engagement. There is a link between communication competence and trust from both interpersonal and organizational communication climate perspectives. Organizational communication climate affects achievement, self-efficacy, language learning, self-regulation, communication competence, among others.

Mediation Analysis of the Variables

The data was analyzed using the linear regression method as input for the Medgraph. The mediation analysis, developed by Baron and Kenny (1986), examines the mediating effect of a third variable in the relationship between two other variables. For a third variable to function as a mediator, three conditions must be met, which are outlined as Steps 1 to 3 in Table 5. In Step 1, media literacy, as the independent variable (IV), significantly predicts communication competence, the dependent variable (DV). In Step 2, media literacy also significantly predicts the mediator, organizational communication climate. In Step 3, organizational communication climate significantly predicts communication competence.

Table 5 Regression results of the variables in the criteria of the presence of mediating effect

			Estimate	S.E.	C.R.	P	Label
OCC	←-	ML	.092	.090	1.030	.303	par_1
COMCP	←-	OCC	.104	.053	1.978	.048	par_2
COMCP	←-	ML	.598	.059	10.185	***	par_3

Since the three steps (paths a, b, and c) are significant, further mediation analysis using the Medgraph, including the Sobel z test, is required to determine the significance of the mediation effect. If the effect of the independent variable on the dependent variable becomes non-significant in the final step, full mediation is achieved, meaning the mediator fully accounts for the effect. However, if the regression coefficient decreases but remains significant in the final step, partial mediation occurs. This indicates that part of the effect of the independent variable (media literacy) is mediated by the mediator (organizational communication climate), while other parts may be direct or mediated by factors not included in the model. In this case, as shown in step 3 (denoted as c), the effect of media literacy on communication competence increased after being mediated by organizational communication climate, indicating partial mediation, as the effect remained significant at the 0.05 level.

Figure 2 presents the results of the mediation analysis. The Sobel test produced a z-value of 10.185 with a p-value of 0.000, which is significant at the 0.05 level. This indicates a partial mediating effect, suggesting that the direct effect of media literacy on communication competence increased with the inclusion of organizational communication climate. The Sobel z-value confirms that the addition of organizational communication climate enhances the impact of media literacy on communication competence.

Figure 2 also presents the results of the effect size calculation in the mediation test among the three variables. The effect size indicates how much of the impact of media literacy on communication competence is attributed to the indirect path. The indirect effect value of 0.090 represents the beta of media literacy's influence on communication competence. The direct effect value of 0.053 represents the beta of media literacy on communication competence when organizational communication climate is included in the regression. The total effect value of 0.059 reflects the original beta between media literacy and communication competence, now mediated by organizational communication climate (a * b, where "a" refers to the path between Media Literacy → Communication Competence, and "b" refers to the path

between Organizational Communication Climate → Communication Competence). The ratio index, calculated by dividing the indirect effect by the total effect (0.090 by 0.059),

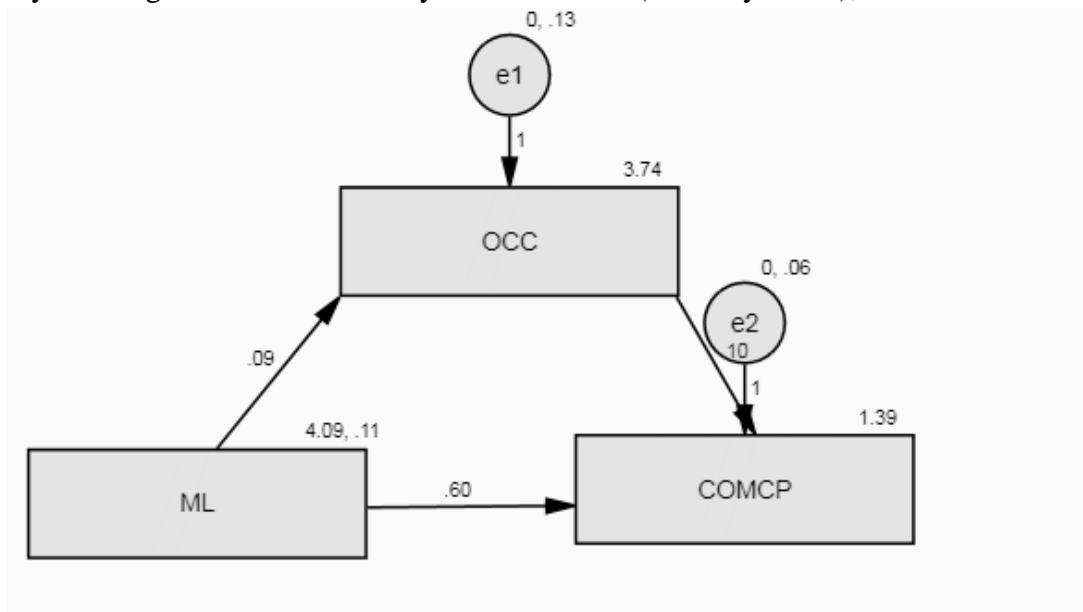


Figure 2. Med graph Showing the Mediation Analysis

equals 1.53. This suggests that approximately 15.3% of the total effect of media literacy on communication competence is mediated by organizational communication climate, while around 84.7% is either direct or mediated by other variables not included in the model.

The goal of this study is to contribute to the literature by exploring a potential mediating variable in the relationship between media literacy and communication competence. In particular, organizational communication climate was examined as a possible mediator explaining the influence of media literacy on communication competence. The study identified partial mediation and presented significant direct effects that may enhance existing research on media literacy and communication competence. Notably, the findings align with Sapkota's (2021) study, which emphasizes the need for education stakeholders to promote digital literacy—a skill that includes locating, consuming, creating, and communicating digital content. Digital literacy and communication competence are essential for effective education delivery in the New Normal. The current study confirmed that organizational communication climate partially mediates the relationship between media literacy and communication competence, following the mediation guidelines outlined by Baron and Kenny (1986).

The mediation analysis in this study examined the paths between media literacy and communication competence, media literacy and organizational communication climate, and organizational communication climate and communication competence. The findings confirmed a significant relationship between media literacy and communication competence, supporting the claims of various authors (Haidur et al., 2022; Semenova & Sotnikova, 2021) that developing media literacy is essential as it forms a key component of a teacher's communication competence. Media education aims to foster skills such as media literacy, media culture, communication competence, and critical thinking, among others.

CONCLUSION AND RECOMMENDATIONS

The study yielded the following results: media literacy and organizational communication climate are at a high level, while communication competence is at a very high level. Significant relationships were found between media literacy and communication competence, as well as between organizational

communication climate and communication competence. However, no significant relationship was observed between media literacy and organizational communication climate. Additionally, organizational communication climate partially mediates the relationship between media literacy and communication competence.

The high level of media literacy indicates that teachers are proficient in distinguishing the various functions of media. Additionally, the very high level of communication competence suggests that teachers effectively shift focus away from fixed positions to explore common interests and solutions. The high level of organizational communication climate reflects that teachers strive to achieve high quality at minimal cost. Moreover, media literacy is positively related to communication competence, and organizational communication climate also has a positive connection with communication competence. However, there is a negative association between media literacy and organizational communication climate. Lastly, organizational communication climate partially mediates the relationship between media literacy and communication competence.

The findings of the study confirm the notion about the mediating effect of organizational communication climate on the relationship between media literacy and communication competence. The findings support the anchor theory, Communicative Competence by Hymes (1972) wherein communicative competence refers to the need to master grammar rules and apply them effectively in social communication. Further, findings of the study were substantiated by the Media Richness Theory by Draft and Lengel (1984), Organization Information Theory by Wick (1979), and the Social Exchange Theory by Cropanzano and Mitchell (2005).

The researcher came up with recommendations based from the results of the study. Since the relationship between media literacy and communication competence is significant, the researcher suggests maintaining professional development programs on media literacy for faculty to enhance their communication competence. This could include offering opportunities that reward teachers who undertake contributions for the improvement of education.

Notably, the results indicated that value of media literacy was the lowest aspect of media literacy. The researcher suggests that schools should consistently invest in media literacy workshops to enhance teachers' understanding of its value. By focusing on improving this specific area, schools can potentially increase overall teacher media literacy, contributing to the advancement of educational institutions.

Furthermore, the communication competence domain with the lowest mean was skills. Therefore, the researcher recommends that school leaders continue to provide skills training and assessments for teachers. This should include establishing open communication channels to enhance teacher competence within the school. Implementing this approach can support teacher development and contribute to a more positive organizational communication climate.

In terms of increasing the mediating effect of organizational communication climate on communication competence, panel discussions and seminars on organizational communication climate may be conducted for teachers. Social activities may also be organized by school heads to enhance the organizational communication climate of teachers at schools. School heads may also create a committee in charge of evaluating the organizational communication climate of the teachers.

Lastly, a mixed-methods approach could be employed to thoroughly explore the interactions between media literacy, communication competence, and organizational communication climate. This could involve conducting in-depth interviews with teachers to capture their personal experiences regarding how media literacy influences their communication competence. A mixed-methods investigation would offer

a deeper understanding of communication within schools and provide valuable insights for both theoretical and practical applications.

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