Organizational communication, commitment and effectiveness in Chinese vocational colleges

Lyu, Jiali ✉

Graduate School, Lyceum of the Philippines University - Batangas, Philippines (3545999082@qq.com)

Abstract

This descriptive study participated by 425 teacher-respondents from three higher vocational and technical colleges in Guizhou province investigated the organizational communication, organizational commitment and organizational effectiveness in China. This paper utilized a validated questionnaire and gathered needed data which determined the profile of the respondents; tested the significant differences on the responses on the identified variables when grouped according to profile and tested the relationship between and among the three variables. The analysis of the sample data results shows that there is a positive relationship between the level of organizational communication and the degree of organizational commitment. There is also a positive correlation between the quality of organizational communication and the level of organizational effectiveness. The determined r-values suggest a pronounced positive correlation. The relationship between an individual's commitment to the organization and the overall effectiveness of the organization. The calculated correlation coefficients (r-values) reveal a robust positive connection. Overall results of the study revealed that organizational communication is the key factor to improve organizational commitment and organizational effectiveness; there is a significant positive correlation between and among the identified three variables of this study. The development plan for the improvement of organizational commitment and effectiveness of leaders in Chinese higher vocational colleges was proposed to improve employees' sense of identity and satisfaction with organizational communication, organizational commitment and organizational effectiveness, thus promoting the overall development of higher vocational colleges.

Keywords: organizational communication, organizational commitment, organizational effectiveness, Chinese vocational colleges

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1. Introduction

Vocational college is an important part of national education system and human resources. Vocational college gain employment to the greatest extent to broaden the diversity of students that offers multiple ways to grow into talent channels (Wang, 2020). Throughout the world, the scale of vocational college has been on the rise in recent years, and different countries and regions show different volumes and characteristics according to their own economic development level, demand for professional talents, changes in labor supply and demand, and the degree of informatization., The relationship between education and economy and society is getting closer and closer. As the "main battlefield" of talent training, schools should meet the needs of social development to the maximum extent (Chen, 2019). By spreading knowledge, science and technology, and culture, they should constantly convey new knowledge and new achievements to society, and cultivate "double innovation" talents who can lead the economic and social development. Vocational education is playing an increasingly important role in the field of personnel training (Liu et al., 2020).

In today's Internet era, a variety of new business forms and models continue to emerge, putting challenges for the training of skilled professionals, under this background, the "production-education integration" vocational education development model came into being. The rapid development of China's vocational education will inevitably bring the development of China's higher vocational colleges. The development of higher vocational colleges is the common development of all members of the learning management, teachers and non-teachers and students. Suppose higher vocational colleges "enterprises". The development of its internal management is the driving force for progress (Chen, 2019). the scale of teachers and students in higher vocational colleges is unprecedented. Organization depends on strong relationships between individuals and groups and strong communication system is vital as this is an important part of every organizational member' social and professional life.

Communication, in the context of an organization, becomes a key factor in the vitality, and coordination of the organization, as it transmits information to the larger group within the organization. There are three types of communication, namely verbal communication, non-verbal communication and written communication, and communication flows are divided into formal communication and informal communication. Communication is an important source of connection and problem solving between individuals in an organization. Therefore, all executive decisions and management actions should be communicated in order to achieve organizational objectives and the overall effectiveness of the organization. It will be more useful for the development of the organization if the organization, administration and management communicate plans and policies with all other stakeholders (i.e. students, parents, teaching and non-teaching staff). With the development and expansion of the field of communication, various theories and models have been introduced and developed over the years.

On the other hand, organizational commitment and organizational effectiveness are important indicators to measure the management level of higher vocational colleges. Studying the importance of these two factors is helpful to get better the management effectiveness of colleges , optimize the allocation of resources, and create conditions for the improvement of education and teaching quality. Organizational commitment and organizational effectiveness are of great significance to the cooperation between higher vocational colleges and enterprises. High-level enterprise cooperation helps to provide more practical opportunities for students and Enhance students' vocational competitiveness in entering society (Yang, 2023). Organizational commitment and effectiveness are important factors to measure the competitiveness of higher vocational colleges. Studying the importance of these two factors can help institutions understand their strengths and weaknesses, formulate targeted development strategies, and enhance their overall competitiveness (Liu, et al. 2020). Organizational

commitment plays an important role in the stability of teachers in higher vocational colleges. Research shows that staff with high organizational commitment are more willing to contribute to the long-term development of the institution, reduce teacher turnover, and improve education and teaching standards (Zhang and Wang 2022). In the university environment, organizational commitment can improve organizational effectiveness. Among other things, organizations should make ethical leadership a primary consideration in order to increase employee commitment and thus achieve organizational effectiveness.

Organizational effectiveness has a significant impact on student satisfaction. Efficient organizations can provide students with better teaching resources and environment, thereby improving students' learning satisfaction and promoting the improvement of education and teaching quality (Deng, 2021). As the main implementer of "teaching and solving doubts", teachers are the main force for the construction of school disciplines and majors, and also a mirror for students to understand the development potential of the school. Teachers' identification with the school, sense of belonging and willingness to invest in the school are the so-called organizational commitment, which is a psychological contract reflecting the members of the organization and the organization. To a large extent, it will restrict the school-running effect of China's higher vocational colleges, and affect the students' academic outlook, outlook on life and the future development of schools. The effectiveness and function realized in the organization's internal and external activities, and reflects the school-running effectiveness of higher vocational colleges. It can be said that how to cultivate and improve the commitment and effectiveness of teachers in higher vocational colleges (including teaching teachers and all personnel involved in school affairs in various functional departments) in the face of more unstable factors is a difficult problem that needs to be studied in every higher vocational college.

It is observed that the study of communication and commitment of employees at the vocational colleges in China has not been widely investigated. Moreover, these two vital aspects of school management have not been examined closely as regards their relationship with organizational effectiveness, particularly for vocational colleges in China. With this, this study is intended to provide empirical data that support the relationship between and among variables organizational communication, commitment of organizational members, and organizational effectiveness. By investigating these important aspects in organizations, particularly in vocational institutions in China, this paper aimed to guide education leaders, schools and universities, and including teachers who are known to be heart of the educative processes.

Objectives of the study - The study aimed to assess communication, commitment, and organizational effectiveness in Chinese vocational colleges. Specifically, the paper aimed the folowing: described the profile the respondents in terms of sex, age, highest level of education and lenght of service; determined the organizational communication in terms of three dimensions such as leadership communication, colleagues communication, and communication athmosphere; assessed organizational commitment from the perspective of affective commitment, continuance commitment and normative commitment; evaluated organizational effectiveness from three dimensions: leadership identity, organizational climate and job satisfaction; tested the significant differences in responses when grouped according to profile variables; tested the significant relationship among organizational communication, organizational commitment and organizational effectiveness in Chinese vocational colleges; and based on the results of the study, proposed a development program for China's higher vocational colleges.

2. Method

Research Design - The study employed a descriptive research methodology to analyze the gathered information, with questionnaires serving as the main instrument for data gathering. Descriptive research, as a method, involves the examination of current, pertinent facts, data, and information to furnish a precise summary of a scenario, individual, or occurrence. This study used descriptive methods to describe the profile, organizational communication, organizational commitment, and organizational effectiveness of the respondents.

Participants - Participants of this study were mainly teachers from three vocational Colleges in China. One

vocational college is focused on science and technology programs, another one is a vocational college focused on social science programs, while the last one is a vocational college that represents the business programs. Teachers with a more comprehensive grasp of the school's circumstances and the ability to deliver more precise assessments, comprehension, and input regarding the study's subject matter were selected as participants. This selection process aimed at guaranteeing the objectivity, authenticity, and dependability of the survey data. The intended sample size for this investigation comprised 425 educators- teachers, including 150 from vocational colleges specializing in science and technology courses, 150 from vocational colleges specializing in social science courses, and 125 from vocational colleges specializing in business courses.

Instrument - Based on concepts gained from a review of relevant literature and studies, the data acquisition tool used in this study was a questionnaire survey. This study consisted of three questionnaires: Organizational Communication Scale, Organizational Commitment Scale and Organizational Effectiveness Scale, and some modifications have been made according to the suitability of the study and the research site. In order to test the reliability, a cluster sampling method was adopted to randomly select 30 faculty members from three representative higher vocational colleges to participate in the preliminary study on December 2, 2023. The purpose of this questionnaire was to investigate the impact of staff's understanding of organizational communication, organizational commitment and organizational effectiveness on the development of Chinese higher vocational colleges. The organizational communication questionnaire consisted of 23 items (Tang, 2016), measuring the three dimensions of organizational communication, 9 items (1-9) for leadership communication, 6 items (10-15) for colleague communication, and 8 items (18-23) for communication atmosphere. The Organizational Commitment Questionnaire consisted of 26 items measuring three dimensions of organizational commitment(Lee,2001), of which 9 items (1-9) were used for affective commitment, 8 items (10-17) were used for continued commitment, and 9 items (18-26) were used for normative commitment. The Organizational Effectiveness questionnaire consisted of 23 items measuring three dimensions of organizational effectiveness (Tseng, 2010), of which 8 items (1-8) were used for leadership identity, 7 items (9-15) were used for organizational climate, and 8 items (16-23) were used for job satisfaction.

Data Gathering Procedure - Prior to the actual collection of data, the required approval from the school authorities and target respondents was obtained. Once permission was granted, the target respondents signed the consent form. In order to improve the effectiveness of questionnaire filling, questionnaires were mainly distributed electronically through online survey platform. Responses were kept confidential.

Data Analysis - For data analysis, the following statistical tools were used. The weighted average and ranking were used to evaluate employee satisfaction and recognition in terms of organizational communication, organizational commitment, and organizational effectiveness; to determine the correlation of the three variables of organizational communication, organizational commitment, and organizational effectiveness. Likewise, Pearson product-moment correlation was used to test for significant relationships among the treatment variables. Additionally, post hoc tests were conducted. All data were processed using a statistical software called PASW version 26 to further interpret the study results using alpha levels of 0.05 and 0.01.

Ethical Considerations - All participants were informed on the purpose of the study; they were assured that their identities would remain confidential. Consent forms were signed prior the actual data gathering. Respondents were also ensured that their participation were voluntary, and they can withdraw at any point without any repercussions. Importantly, this paper sought the approval of the Ethics Review Committee of the University.

3. Results and discussion

Table 1 highlights the Summary Table on Organizational Communacation. As shown from the above results, in organizational communication, the composite score of the project is 3.55, among which the score of leadership communication is 3.56, ranking first. The score of communication atmosphere was 3.55, ranking second; The

score of colleague communication was 3.53, ranking third. In organizational communication, leadership communication scored highest in the project, a finding that reveals a high degree of employee satisfaction with leadership communication. This satisfaction may stem from the leader's clarity and accuracy in delivering information, as well as the ability to give timely feedback when needed. This form of communication not only helps employees to better understand the tasks and goals of the job, but also enhances employee motivation and engagement.

The communication atmosphere score follows closely behind the leadership communication, showing that the overall communication environment of the organization is positive. This means that employees generally feel that communication is open and candid, and that they are able to express their thoughts and feelings freely in an environment without barriers. A positive communication atmosphere helps to establish a supportive and collaborative work environment, which increases employee productivity and satisfaction. Communication between colleagues scored slightly lower than leadership communication and communication atmosphere, which may indicate some challenges or deficiencies in daily communication between colleagues. This may be because communication between colleagues tends to be more casual and natural, and therefore may lack the formality and structure of the leadership communication and communication atmosphere. However, it may also be that communication between colleagues is more focused on routine work and informal communication and is not fully considered in the rating.

Table 1

Summary Table on Organizational Communication

Indicators	Weighted Mean	Verbal Interpretation	Rank
Leadership Communication	3.56	Strongly Agree	1
Colleague Communication	3.53	Strongly Agree	3
Communication Atmosphere	3.55	Strongly Agree	2
Composite Mean	3.55	Strongly Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2

Summary Table on Organizational Commitment

Indicators	Weighted Mean	Verbal Interpretation	Rank
Affective Communication	3.46	Agree	1
Continuance Commitment	3.45	Agree	2
Normative Commitment	3.44	Agree	3
Composite Mean	3.45	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 summarizes the results on Organizational Commitment. As shown, in terms of organizational commitment, the composite mean of the project was 3.45, among which effective commitment ranks first with 3.46, continuous commitment ranks second with 3.45, and normative commitment ranks last with 3.44. From the above results, it can be seen that among the three dimensions of organizational commitment, the commitment level of employees is generally balanced, but there are slight differences. According to the comprehensive score of the project, employees' commitment to the organization is above the average level, which means that most employees have a certain degree of loyalty and investment in the organization, but there is still room for improvement to achieve a higher level of commitment. The highest score for effective commitment indicates that employees are emotionally connected to the organization, that they may have a strong identification with the organization, and that they are willing to work for the good of the organization. The score for continued commitment follows closely behind effective commitment, indicating that employees feel that staying with the organization is a reasonable choice for them, either because they see opportunities for career advancement or because of the large personal costs that may come with leaving the organization. Normative commitment scored lowest, but not far behind effective commitment and continued commitment, indicating that employees still feel they have some moral obligation to the organization.

Table 3

Summary Table on Organizational Effectiveness

Indicators	Weighted Mean	Verbal Interpretation	Rank
Leadership Identity	3.56	Strongly Agree	3
Organizational Climate	3.68	Strongly Agree	1
Job Satisfaction	3.65	Strongly Agree	2
Composite Mean	3.63	Strongly Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The table 3 shows the measurement values of three dimensions: leadership identity, organizational atmosphere, and job satisfaction, which are 3.56.3.68.365 and 3.63 respectively. The average value is 3.63. As shown from the results, in terms of organizational effectiveness, organizational atmosphere ranks first with 3.68, job satisfaction ranks second with 3.65, and leadership identity ranks last with a weighted mean of 3.56. It can be seen from the comprehensive score that employees' evaluation of the overall effectiveness of the organization is positive. However, among the three dimensions of organizational effectiveness, employees' evaluation of the organizational atmosphere is the highest, followed by job satisfaction, while leadership identification is relatively low. Organizational climate scored highest, probably because organizations have been successful in creating positive, healthy work environments. A high job satisfaction score indicates that employees are relatively satisfied with their jobs and work environment. The lowest leadership identification scores may mean that employees expect more from certain aspects of leadership.

Ridwan (2020) explained that leadership identity plays an important role in organizational effectiveness. Humility, as a leadership trait, is believed to create a positive organizational atmosphere, increase employee job satisfaction, and reduce employee turnover rates, thereby promoting unity within the organization and enhancing employee organizational identity. Gunawan and Widodo (2021) found that organizational climate has a positive correlation between employee job satisfaction and effectiveness. Research has shown that organizational support is positively correlated with employee job effectiveness, and organizational support can affect employee job effectiveness goals through the mediating effect of organizational self-esteem and organizational identity. In addition, job satisfaction as a psychological state is influenced by factors such as leadership, organizational support, fairness, job characteristics, and peers in organizational contexts. Jiatong (2022) described job satisfaction as an important psychological state indicator that reflects employees' level of work engagement and organizational recognition. Research shows that employees with high job satisfaction are more likely to give back to the organization, while employees who are dissatisfied with their work may engage in negative or even destructive behavior.

Table 4

Relationship Between Organizational Communication and Organizational Commitment

Leadership Communication	r-value	p-value	Interpretation
Affective Communication	.486**	0.000	Highly Significant
Continuance Commitment	.213**	0.000	Highly Significant
Normative Commitment	.194**	0.000	Highly Significant
Colleague Communication			
Affective Communication	.487**	0.000	Highly Significant
Continuance Commitment	.204**	0.000	Highly Significant
Normative Commitment	.204**	0.000	Highly Significant
Communication Atmosphere			
Affective Communication	.526**	0.000	Highly Significant
Continuance Commitment	.235**	0.000	Highly Significant
Normative Commitment	.230**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 4 reveals the relationship between organizational communication and commitment. The calculated r-values point to a strong positive correlation, and the obtained p-values fall beneath the alpha threshold. This signifies a statistically significant connection, suggesting that an improvement in organizational communication corresponds to a higher level of commitment to the organization. In essence, superior communication within the

organization is linked to greater dedication from its members. The table data shows that the three dimensions of leadership communication are highly correlated with organizational commitment. The highest correlation value is 0.486. The highest value of simultaneous communication is 0.487, and the communication atmosphere is 0.526. A good communication atmosphere is positively correlated with affectivecommunication, continuous commitment, and normative commitment.

Watanabe and Takahashi (2019) explained that effective organizational communication can improve information transparency, enabling employees to understand the organization's vision, goals, and operations. This transparency helps enhance employees' organizational commitment as they feel trusted and part of the organization. Wang (2022) found that good communication can establish and maintain trust between employees and organizations. Trust is a key factor in organizational commitment, and when employees trust the organization, they are more likely to have a commitment to the organization. Shah and Mahmood (2021) also found that through effective communication, employees feel that their opinions and feedback are valued, which enhances their sense of participation and belonging, thereby increasing organizational commitment. Clear role and responsibility definitions are achieved through communication, which helps employees understand their position and role within the organization, thereby enhancing their organizational commitment Tang and Shao (2019). Effective communication helps to resolve conflicts in the workplace in a timely manner, reduce uncertainty and anxiety, which helps maintain and enhance employees' organizational commitment.

Table 5

Relationship Between Organizational Communication and Organizational Effectiveness

Leadership Communication	r-value	p-value	Interpretation
Leadership Identity	.187**	0.000	Highly Significant
Organizational Climate	.129**	0.008	Highly Significant
Job Satisfaction	.198**	0.000	Highly Significant
Colleague Communication			
Leadership Identity	.185**	0.000	Highly Significant
Organizational Climate	.107*	0.028	Highly Significant
Job Satisfaction	.198**	0.000	Highly Significant
Communication Atmosphere			
Leadership Identity	.214**	0.000	Highly Significant
Organizational Climate	.129**	0.008	Highly Significant
Job Satisfaction	.197**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 presents the relationship between organizational communication and effectiveness. The determined r-values suggest a pronounced positive correlation, and the observed p-values are below the significance level. This finding indicates a notable correlation, suggesting that enhanced organizational communication is positively associated with an increase in the organization's effectiveness. In other words, the better the communicationwithin the organization, the higher its overall. The research study by Kalogiannidis (2020) suggested that the organizational communication is a key factor affecting organizational effectiveness. Effective organizational communication can promote the flow of information, enhance understanding and cooperation among employees, and thus improve the overall effectiveness of the organization. Meanwhile, Musheke (2021) argued that the relationship between organizational communication and organizational effectiveness is multidimensional and deep-seated. Effective organizational communication not only enhances employee work effectiveness and satisfaction, but also promotes team collaboration, ultimately improving the overall effectiveness of the organization. The table data also supports the positive correlation between organizational communication and organizational effectiveness. organizational communication is a fundamental component of organizational effectiveness. The ability to communicate effectively at all levels of an organization is essential for achieving goals, maintaining a positive work environment, and adapting to a changing business landscape. Researchers and practitioners continue to explore the nuances of this relationship to improve organizational outcomes.

Table 6 highlights the relationship between organizational commitment and effectiveness. The calculated

correlation coefficients (r-values) reveal a robust positive connection. Additionally the resulting p-values are below the predetermined alpha threshold, suggesting a statistically significant linkage. This indicates that as the level of commitment to the organization increases, so does the organization's effectiveness.

Table 6

Relationship Between Organizational Commitment and Organizational Effectiveness

Affective Communication	r-value	p-value	Interpretation
Leadership Identity	.640**	0.000	Highly Significant
Organizational Climate	.180**	0.000	Highly Significant
Job Satisfaction	.211**	0.000	Highly Significant
Continuance Communication			
Leadership Identity	.708**	0.000	Highly Significant
Organizational Climate	.202**	0.000	Highly Significant
Job Satisfaction	.189**	0.000	Highly Significant
Normative Commitment			
Leadership Identity	.703**	0.000	Highly Significant
Organizational Climate	.189**	0.000	Highly Significant
Job Satisfaction	.178**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

The data in the above table also supports a significant positive correlation between organizational commitment and organizational effectiveness; Affective commitment plays a leading role in the relationship between organizational commitment and organizational effectiveness; Mediating variables such as leadership style and organizational atmosphere play an important role in the relationship between organizational commitment and organizational effectiveness; Individual differences, organizational culture, and other moderating variables affect the relationship between organizational commitment and organizational effectiveness. Wang (2019) found that organizational commitment has a significant positive impact on organizational effectiveness. Employees with higher affectivecommitment are more willing to put in effort for the organization, thereby improving organizational effectiveness. Continuous commitment and normative commitment can also promote the improvement of organizational effectiveness to a certain extent, but their effects are relatively small.

Table 7

Proposed Development Plan For Organizational Effectiveness Of Vocational Colleges In China

Key Result Area/Objectives	Strategies	Effectiveness Indicator	Resources
I. Organizational communication 1. Leadership communication skills training. To improve communication skills, increasing the frequency of communication between leaders and employees, understanding employee needs, solving employee problems, and increasing employee recognition of leadership communication。	Adopt a combination of online and offline channels to facilitate smooth communication and provide timely feedback on communication issues.	Ensure that 90% of employees participate in training and evaluate their satisfaction with communication with their leaders.	All leaders, teachers, and staff of the college
2. Colleague communication skills training **Objective:** To increase communication and exchange opportunities among colleagues and expand the scope of communication through group activities.	Organize team activities with different themes to motivate employees to participate actively.	Whenever physical conditions permit, strive to involve all members as much as possible.	All leaders, teachers, and staff of the college
3. Communication Atmosphere **Objective:** To enhance the communication atmosphere of the organization and solve communication barriers	Establish a communication culture for development Provide multiple communication channels， Conduct communication skills training， Encourage feedback，Increase recognition and rewards. Provide necessary resources and support to help employees overcome communication barriers.	100% participation of all staff	All leaders, teachers, and staff of the college

II. Organizational commitment 1.Affective commitment **Project Name:** Organizational Culture Training Program **Objective:** To enhance employees' affective commitment	Clarify and organize the core values, mission, and vision. Strengthen organizational culture through stories, rituals, and traditions Leaders demonstrate their commitment to the organization Encourage employees to participate in decision-making and collect feedback	Ensure 95% participation of leaders and employees	All leaders, teachers, and staff of the college
2.Continuity commitment **Project Name:** Employee Long Term Retention Plan **Objective:** To enhance employees' willingness to stay in the organization for the long term	Provide employees with clear career development paths and promotion opportunities. Regularly discuss career goals with employees and develop necessary training and resources to support their growth. Provide flexible work arrangements and encourage employees to use their vacation time to avoid work fatigue.	Ensure95% participation of leaders and employees	All leaders, teachers, and staff of the college
3.Normative commitments **Project Name:** Organizational Standards Commitment Training Plan **Objective:** To enhance employees' intrinsic commitment to complying with organizational rules and values.	Regularly organize employees to receive education on organizational culture and norms. Ensure fair and consistent execution within the organization. Regularly provide training on organizational norms and policies.	Ensure 95% participation of leaders and employees	All leaders, teachers, and staff of the college
III. Organizational Effectiveness 1.Leadership identity **Project Name:** Plan to Enhance Employee Identification with Leaders **Objective:** To enhance employees' trust, respect, and loyalty to their leaders	Establish a clear vision and goals. Through regular employee communication, enable employees to see how their work aligns with the organization's vision. Maintain consistency between leadership decisions and behavior, avoiding inconsistency between words and actions. Enhance the abilities of leaders through leadership training and development programs.	More than 90% of employees participate. 100% leadership involvement. Ensure that the vast majority of employees identify with all leaders	All leaders, teachers, and staff of the college
2.Organizational climate **Project Name:** Plan for Creating a Good Organizational Atmosphere **Objective:** To improve organizational atmosphere, enhance employee satisfaction, strengthen team collaboration, and improve overall effectiveness.	Establish open communication channels and encourage employees to share ideas and feedback. Establish an employee feedback mailbox. Provide a safe, comfortable, and fully functional working environment. Consider the layout and involvement of the workspace to promote collaboration and effectiveness.	All functional departments of the school participate in jointly formulating systems and plans	School wide functional departments
3.Job satisfaction **Project Name:** Job Satisfaction Improvement Plan. **Objective:** The key to enhancing employee happiness, increasing work engagement, and reducing employee turnover.	Provide career advancement paths and growth opportunities. Regularly conduct effectiveness evaluations and discuss employees' career development. Regularly train employees on the contribution of their work to the organization and its social value. Pay attention to the personal well-being and mental health of employees.	100% leadership and employee participation	All leaders, teachers, and staff of the college

4. Conclusions and recommendations

In terms of organizational communication, employees generally hold a positive attitude towards organizational communication. In particular, the leader's attention to employees and protection of interests, mutual trust among colleagues, and channels for resolving conflicts have the highest recognition. In terms of organizational commitment, the affective commitment of employees to the organization is higher than the continuous commitment and normative commitment, and the research results show that the level of commitment of female employees to the organization is significantly higher than that of male employees. In terms of organizational effectiveness, it is mainly reflected in the two dimensions of organizational atmosphere and job satisfaction. At the same time, women and employees with doctoral degrees have significantly higher evaluations of organizational effectiveness than other groups. There was a significant positive correlation between organizational communication, organizational commitment and organizational effectiveness, that is, the higher the level of organizational communication, the higher the level of organizational commitment of employees, thus improving organizational effectiveness. The development plan for the improvement organizational commitment and effectiveness of leaders in Chinese higher vocational colleges is proposed to improve employees' sense of

identity and satisfaction with organizational communication, organizational commitment and organizational effectiveness, thus promoting the development of higher vocational colleges.

Schools may design programs to address the emotional needs and career development of employees; they may provide career planning, promotion opportunities and training resources to help employees achieve their personal goals. Vocational colleges may implement communication skills training to enhance employees' organizational role identity and affective commitment. Leaders may take the initiative to communicate, regularly hold leader-employee symposiums, listen to and adopt employees' opinions, so as to improve employees' affective commitment and identification with leaders. Leaders may adopt an open leadership style and actively participate in campus activities to enhance their image and recognition among employees and increase job satisfaction. The proposed development plan may be reviewed, implemented and evaluated.

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