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Organizational Communication: Perceptions of Staff Members' Level of Communication
Satisfaction and Job Satisfaction

A dissertation
presented to
the faculty of the Department of Educational Leadership and Policy Analysis
East Tennessee State University

In partial fulfillment
of the requirements for the degree
Doctor of Education in Educational Leadership

by
Priti R. Sharma
May 2015

Dr. James Lampley, Chair
Dr. Lee Daniels
Dr. Bethany Flora
Dr. Donald Good

Keywords: Organizational communication, communication satisfaction, job satisfaction, staff
members, higher education

ABSTRACT

Organizational Communication: Perceptions of Staff Members' Level of Communication

Satisfaction and Job Satisfaction

by

Priti R. Sharma

The purpose of this research study was to explore the topic of organizational communication in higher education and examine staff members' perceptions about their level of communication and job satisfaction in their workplaces. This study was also designed to test the relationship between communication satisfaction and job satisfaction by analyzing the significance of different dimensions of Communication Satisfaction with the view that satisfaction is multi-faceted.

A total of 463 non-faculty staff members from different units of a single higher education institution participated in this study. This study included non-teaching staff, including student workers and both full-time and part-time staff members. A modified version of Communication Satisfaction Questionnaire (CSQ) developed by Downs and Hazen was used to collect data. The study used a Likert-type scale with a 7-point scale and had eight dimensions (personal feedback, relationship to supervisors, horizontal and informal communication, organizational integration, organizational perspective, communication climate, media quality, and job satisfaction).

The statistical analyses of the data from eight research questions revealed some significant relationships and differences. The results found that staff members perceived their level of

satisfaction with communication satisfaction dimensions personal feedback, relationship to supervisors, horizontal and informal communication, organizational integration, and media quality from somewhat satisfied to satisfied, and communication satisfaction dimensions organizational perspective and communication climate as somewhat satisfied. The results found significant differences among different dimensions of CSQ, indicating that communication satisfaction is multi-faceted. The staff members perceived their level of job satisfaction to be among somewhat satisfied to satisfied range.

The results indicated that gender and number of years in service do not seem to make a significant difference among staff members' level of satisfaction, but level of education and job classification does. There were strong positive relations found among all dimensions of CSQ. A strong positive relationship and statistically significant correlation was found between overall communication satisfaction and job satisfaction scores, indicating that when staff members feel satisfied with communication in their workplace, they also tend to feel satisfied with their job in their workplace.

DEDICATION

First, I would like to dedicate this dissertation to my parents who have always supported me, encouraged me, and provided me and my siblings the best environment and opportunities for good education. My dearest mother, Ranjana Sharma, whom I call Mummy, who is no longer with us, has been my best friend, my mentor, my guide, my mother, my teacher, my role model, my caretaker, and much more. Without her, I feel incomplete, but knowing that her hand is always over my head with her blessings and her love and care is felt along with her presence around me makes me a strong person. Whether it was about academics, art, music, or dance, she always encouraged and motivated me to participate and do my best and enjoy what I do. She always emphasized on working hard and doing our best without any expectations. She believed that God would give appropriate rewards or fruits for our deeds.

My wonderful father Rajen Sharma, whom I call Pappa has been my greatest well-wisher and support for my education. He is the one of the proudest daddy one can have to see his daughter get a doctorate degree. He always gave first priority and importance to good higher education for me and my siblings, over any other worldly items or luxuries. He and my mother have worked very hard so that their children can get the best education and a good life. The words ‘Thank you’ is not enough for what my parents have done for us. My parents always believed in me and my knowledge, skills, and talents. My parent’s love, care, and support are the strong pillars for my success in higher education.

I would like to thank my sister Anjana Sharma and my brother Darshan Sharma for their full support, love, care, and being there for me in both difficult and joyful moments, and celebrate with me my accomplishments and talents. I am very lucky to have such wonderful sister and brother in my life. We had a lovely childhood together and now we continue our love

and support for each other in our adulthood. My sister's family and my brother's family have also been a great support for me. Knowing they will always be there for me makes me strive to do better and also be there for them. Both my brother-in-law Rammohan Nanjundappa and my sister-in-law Crystal Sharma have been great support for me along with my siblings. My little nieces, Megan Sharma and Eesha Nanjundappa, and little nephews, Varun Nanjundappa and Liam Sharma, are the joys of my life. Their innocence, happy faces, and energy have constantly reminded me to put in my best in my work with full energy, love, and enthusiasm, and live my life to the fullest. My family has always stood by me through thick and thin in good times and in difficult times.

I would like to dedicate and thank my Uncle Dhiren Sharma and Aunt Rita Sharma for their full support, encouragement, and motivation during all the phases of my doctoral program and being there for me during my rough times. My uncle has been very interested in my research and has guided me and provided assistance when I needed during my dissertation phase. I would like to dedicate and thank my maternal and paternal grandparents for their love, teachings, and for sharing their experiences with me to help me become the person I am today. I was lucky to have grown up with blessings and love from my grandparents. I dedicate and thank my uncles, aunts, and cousins and all other close relatives from both maternal and paternal side for their love and support for me and being a big part of my life. They are an important part of me and my success.

I would like to give a big thanks to all my wonderful friends both near and far that has touched my heart in many ways and have been a great company, support, and motivator during different levels of my education. I am lucky to have them in my life. They have made a special

and important contribution to my life. Those tea and coffee breaks and study dates have helped me so much.

ACKNOWLEDGEMENTS

I would like to acknowledge all the people who played a role in making me reach this point in my life and prepare me for a promising and bright future ahead of me. First, I would like to thank and acknowledge Dr. James Lampley, my dissertation chair and my current advisor, for his full support and dedication in all phases of my dissertation and my journey from every step from qualifying to defense and graduation. With his continuous, quick, and wonderful feedback, motivation, and encouragement, I was able to reach my families' and my dream and goal of achieving a doctorate degree and enter a vast and exciting professional world with my head held high. He is a wonderful person and is always willing to enhance my experience and knowledge. I would like to thank our department chair and professor, Dr. Donald Good, for all his support in class, during qualifying exam, and at my department and workplace for any issues and concerns. His guidance and assistance has helped me achieve my goals along the way. Having him in my committee has been a great asset for me. Dr. Good and Dr. Lampley have both encouraged and motivated me and believed in my achievements and accomplishments.

I would also like to thank other members of my committee, Dr. Bethany Flora and Dr. Lee Daniels who have also played a great role in my achievements. Dr. Bethany Flora has provided guidance and kept me interested in the on-going innovation and changes in higher education. She is a great role model, through whom I can learn a lot and enhance my professional experiences. Dr. Lee Daniels has been a great advisor and a wonderful professor during my master's program. He has continued to play a significant role in my academic and professional life. His guidance, lessons, and support have helped me a lot.

I would like to acknowledge and thank Dr. Pamela Scott for first offering me the doctoral fellowship and also for being a great support, guide, teacher, and motivator for me to be a great leader and educator. She has been a great role model. I would like to acknowledge Dr. Jasmine Renner for being a good advisor, guide, and instructor in my earlier phase of the doctoral program and for continuing to encourage and motivate me in my later stage of the program. I would like to thank and acknowledge Dr. Susan French-Graybeal for her wonderful instruction, feedback, notes, and guidance for my statistics and quantitative research classes. She has been very helpful and has provided good knowledge to me that helped me a lot during my research and dissertation phase.

I would like to thank Dr. Virginia Foley for her interest in helping me in my initial stages of planning for my research topic. She has been a wonderful support and guide. I would like to thank Joanna Wicker and Betty-Ann Proffitt for their full support, help, and cheerful nature to help me boost my energy level at work and for providing me a good work environment for me for office projects and academics through their assistance and encouragement. I would like to thank my former coworkers and supervisors for their full support and assistance in the early days of my doctoral program.

I would like to thank all the student workers, tuition scholars, and graduate assistants in my department for providing a good work environment for me by their lovely nature, support, and company. I would like to give my special thanks to all my coworkers, the doctoral fellows, for their company, encouragement, motivation, support, and assistance that helped me to strive to do my best and enjoy work. Lastly, I would like to thank all my peers and classmates to take this journey of higher education together with me and assist, support, and encourage me in these past 4 years.

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CHAPTER 1

INTRODUCTION

Communication in the workplace, also known as organizational communication, has existed from ancient times and is probably more important in modern, complex organizations. A number of changes have taken place in the process of communication mostly because of technology. The way employees communicate today compared to the way employees communicated in the last several decades have also changed. We have come a long way from the times of industrialization, assembly lines, long-term employment, cross functional work teams, early years of Internet and electronic mail to the current era influenced by globalization, terrorism, climate change, and changing demographics (Miller, 2015).

As organizations get more complex in structure and in the way they function, it becomes necessary to reevaluate the way organizational communication occurs to ensure that they function effectively. Whether it is exchanging task related information or relational information, we need to communicate with others in the organization. Proper communication helps improve function, meet the goals, and maintain relationships in organizations. Communication plays a vital role in the functioning of any organization, whether it is for business, nonprofit, educational, or government organizations.

Effective communication affects a wide variety of components in an organization and can aid in achieving greater success for the organization (Steingrimsdottir, 2011). Effective internal communication can help create a healthy atmosphere of motivation, trust, engagement, and sharing of thoughts and ideas freely (Moyer, 2011). Lack of effective communication may cause miscommunication and adversely affect the smooth functioning of the organization.

Goris (2007) explained that unlike mechanical systems that operate on electrical impulse, organizations are social-systems filled with different people and hence operate and function through communication. He discussed the characteristics of the Job Characteristics Model (JCM) developed by Hackman and Oldman (1976) and stated that it was unique as it specifies the match between the needs of an individual and characteristics of a particular job and at the same time it highlights the performance and satisfaction variables (Goris, 2007).

The early models of communication concentrated on one-way flow and focused on the sender and not the receiver. One of the well-known models of this type is the Shannon and Weaver's (1949) S-M-C-R Model, which is a very basic model of communication that mainly highlights the exchange of information and focuses on the sender (communicationtheory.org, 2010). Over the years, many approaches and processes came into existence that highlighted various ways communication and management should occur based on how organizations should function for maximum effectiveness. The various approaches and processes used for organizational communications include classical, human relations, human resources, systems and cultural approaches (Bolman & Deal, 1991; Moyer, 2011). Today one or more elements of each of these approaches are visible in different types of organization.

Communication in organizations occur at three primary levels, interpersonal level (between supervisor-subordinate), between groups (coworkers), and at an organizational level (within the organization and with outside stakeholders and clients) (Communicationtheory.org, 2010). Communication in organizations takes place in three major forms, verbal, non-verbal and written (Ober, 2001). The direction that communication flows is generally guided by the structure of the organization or organizational hierarchy. It may occur from top-down, bottom-up, or horizontally and between individuals, within or between groups, or at an organizational

level (Postmes, 2003). The downward communication involves supervisor to subordinate communication, upward communication involves communication from subordinate to supervisor, and horizontal communication involves communication with people (coworkers) at the same level. Communication among different departments is referred as cross-channel communication (Ober, 2001).

Some of the communication that takes place in organization is formal, while other is informal. Formal communication is dictated by the formal structure of the organization, while informal communication does not follow any particular guideline (Postmes, 2003). Informal communication, also referred to as the grapevine, occurs in organizations through nonofficial channels (Ober, 2001). Communication in organizations occurs both internally, which is within the organization, and externally, which is outside of organization, and with outside stakeholders (Communicationtheory.org, 2010).

Research on communication in the workplace has often focused on interpersonal relationships that include the process of forming and maintaining relationships (Postmes, 2003). When studying the content of communication, it is often the case that the communication about the process and task at hand, communication about the policy and regulation, and communication dealing with human and rational factors are all considered as separate categories. Because each of the categories emphasizes different factors of organization, different approaches and style of communication may be appropriate.

Previous theorists and scholars have focused their research on organizational communication based on the sender or transmitter of the message or information, which later changed to focus on the receiver. Winska (2010) found that between 1950 and 1970 much of the research focused on vertical hierarchy, the downward and top-down communication. Also, much

of the research in the area of organizational communication, supervisor-subordinate communication, or internal communication have mainly been focused on the supervisors' or employers' communication and communication skills, as opposed to subordinates' or employees' communication competence or communication competence of both supervisor and subordinate as seen from both perspectives. Over time communication has changed from merely being a one-way, top-down flow to a two-way or multidirectional flow with increased use of informal communication among employees. This type of communication emphasizes human needs as one of the important aspect of a well-functioning organization.

Three prominent models that came into existence in the late 1800s and early 1900s played a role in developing a better understanding about organizational communication as well as human needs and behaviors was Taylor's 1911 Principles of Scientific Management that emphasized importance of task and matching job with workers (1911/1947); Fayol's 1949 Classical Management Theory that highlighted the importance of a highly structured organization; and Weber's 1947 Theory of Bureaucracy that emphasized the importance of rules, authority, power, and discipline (Miller, 2015).

The importance of human relationships in workplaces was recognized as crucial and became an important component in organizational functioning through the popular Hawthorne Studies conducted by Elton Mayo in 1933 (Moyer, 2011). Abraham Maslow's Hierarchy of Needs Theory (1943) also played an important role in emphasizing human needs that can also be applied to workplace settings (Miller, 2015). Based on the Motivation-Maintenance Model developed by Frederick Herzberg, two sets of factors or conditions known as hygiene or maintenance factors and motivators affect how employees behave in workplaces and how they affect their satisfaction and dissatisfaction levels (Drafke, 2006).

Among the types of communication channels or mediums, face-to-face communication have been seen as the richest channel (Byrne & LeMay, 2006; Hoy & Miskel, 2008; Moyer, 2011) and according to Byrne and LeMay (2006) when receiving information from supervisors, employees perceived greater satisfaction when face-to-face communication was used. Extensive use of communicating through e-mail has been associated with lower levels of job satisfaction among employees (Merten & Gloor, 2009).

Hecht (1978) described communication satisfaction as an enjoyable socio-emotional result that employees derive from interacting with others. Pettit, Goris, and Vaught (1997) highlight a key point of the importance of employee communication satisfaction by linking it with the organizational effectiveness. In a study at an Australian retail organization, subordinate communication and supervisory communication was found to be the areas where the employees experienced most satisfaction (Gray & Laidlaw, 2002). On the other hand, Ahmad (2006) studied subordinate and supervisory communication and found media quality and horizontal communication as areas of high satisfaction perceived by the employees. Madlock (2008) highlighted the importance of supervisor communication competence as a strong predictor of communication and job satisfaction among the employees. Among the classifications of job, Ramirez (2012) found that among the various levels of employees, student workers experienced highest level of satisfaction, while managers experienced the lowest level of job satisfaction.

Earlier studies often concentrated on the overall communication when evaluating the quality of communication in organizations, instead of treating communication in organizations as a combination of multiple facets. According to Miller a multifaceted approach to understanding the changing world is needed when studying organizational communication (Miller, 2015). Downs and Hazen (1977) stated a similar belief that communication satisfaction is multifaceted.

The level of content individuals perceive about their job, whether considering overall or individual facets is what Spector (1997) referred to as job satisfaction. From past research, it appears that job satisfaction has been studied from mainly the employees' perspective. Task related factors and communication, including interpersonal relations, are strong components that could influence job satisfaction (Zeffane, 1994). The top seven factors influencing the level of job satisfaction among employees found by SHRM Report (2012) are opportunities to use skills and abilities, job security, compensation or pay, communication between employees and senior management, relationship with immediate supervisor, benefits, organization's financial stability, and the work itself.

Several research studies on communication satisfaction have been linked to job satisfaction (Pettit, et al., 1997; Pincus, 1986). Among other factors, leadership style has been associated with employees' satisfaction level in their organizations. The competence of the supervisor in communication has been found to affect employees' level of job and communication satisfaction (Madlock, 2008). Pincus (1986) discovered that supervisor communication, communication climate, personnel feedback, and top management communication are essential elements needed for job satisfaction among nurses. When studying individual facets of job satisfaction and comparing it with the overall communication satisfaction, Goris, Pettit, and Vaught (2002) found that employees associated work, supervision, pay, promotion, coworkers, and overall satisfaction with communication satisfaction. It is common to find studies where organizational communication and job satisfaction have either been considered as an overall component or broken down into individual facets (Goris, Vaught, & Pettit, 2000; Madlock, 2008; Pettit, Goris, & Vaught, 1997; Pincus, 1986).

Among the scales used to measure communication satisfaction, Communication Satisfaction Questionnaire (CSQ) developed by Downs and Hazen (1977) is the most widely used scale across different types of organizations (Alsayed, Motaghi, & Osman, 2012; Gray & Laidlaw, 2004; Jones, 2006; Ramirez, 2012). Through test-retest, the reliability was reported at $r = .94$. Construct validity of the CSQ has been determined primarily through factor analysis, discovering eight factors contributing to communication satisfaction among employees (Downs & Hazen, 1977). Downs and Hazen developed eight dimensions through factor analysis that contribute to communication satisfaction among employees. The eight dimensions are communication climate, relationship with superiors, organizational integration, media quality, horizontal and informal communication, organizational perspective, relationship with subordinates, and personal feedback.

Job satisfaction has been studied either as the global overall measure or has been considered as being composed of several individual facets that measure job satisfaction. The Job Descriptive Index (JDI) developed by Smith, Kendall, and Hulin (1969), the Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss, Dawis, England, and Lofquist (1967), and modified versions of the original JDI, known as The Job in General, The Abridged Job Descriptive Index, and Abridged Job in General are some of the widely used scales for measuring job satisfaction among employees that either considers global measure of job satisfaction or evaluates job satisfaction based on individual facets of job satisfaction.

Academic organizations or higher education institutes serve a great number of individuals from diverse backgrounds and roles. To function effectively some mode of communication is essential that not only transmits the message or information but also considers its impact on employees along with its effectiveness. As higher education institutions change in the way they

are structured, the way they function, especially with both virtual and on ground format, and the changes in demographics, they require constant evaluating of their communication practices to maintain and improve their effective functioning and building effective relationships with individuals they serve.

Statement of the Problem

The purpose of this quantitative research study was to explore organizational communication and examine the perceptions of staff members' level of communication satisfaction and job satisfaction (Full-time and part-time nonteaching employees of academic institution) in a single higher education institution. The study was also designed to test the relationship between communication satisfaction and job satisfaction by analyzing the significance of different dimensions of communication satisfaction with the view that satisfaction is multifaceted.

Several studies have discovered that communication satisfaction among employees occur at different levels based on the facets that contribute to the satisfaction level. Staff members play a key role in impacting the well-being, success, and smooth functioning of their institutions. It is important to understand the potential factors influencing organizational communication satisfaction and job satisfaction because low levels of job satisfaction has been associated with low productivity. Because the roles that staff members and faculty play are different, this study is focused only on staff members' perceptions of communication satisfaction and job satisfaction in their current work positions and the relationship between communication satisfaction and job satisfaction. Because the interest of this researcher is communication that occurs within the organization, for the purpose of this study the terms organizational communication and internal

communication are used interchangeably to mean communication that occurs among employees within the organization, in this case higher education institution.

Research Questions

The following are the research questions used in this study to determine the perceptions of staff members' (full-time and part-time nonteaching staff that includes student workers, but excludes faculty members) level of communication satisfaction and job satisfaction in their current work positions.

Research Question 1: Are the mean scores for staff members on each of the communication satisfaction dimensions (Dimension 1 through Dimension 7) of Communication Satisfaction Questionnaire (CSQ) significantly different from 4 (4 = Indifferent)?

Research Question 2: Are the mean scores for staff members on the job satisfaction dimension (Dimension 8) of Communication Satisfaction Questionnaire (CSQ) significantly different from 4 (4 = Indifferent)?

Research Question 3: Is there a significant difference between male and female staff members' mean scores (overall scores) on Communication Satisfaction Questionnaire?

Research Question 4: Is there a significant relationship between the level of communication satisfaction among staff members and the number of years of service in their current work positions?

Research Question 5: Is there a significant differences in the mean scores (overall scores) on Communication Satisfaction Questionnaire based on the highest level of education achieved?

Research Question 6: Is there a significant differences in the mean scores (overall scores) on Communication Satisfaction Questionnaire based on job classification?

Research Question 7: Is there a significant relationship among the eight dimensions of Communication Satisfaction Questionnaire (CSQ)?

Research Question 8: Is there a significant relationship between overall communication satisfaction (overall score of the first seven dimensions on Communication Satisfaction Questionnaire) compared to the overall job satisfaction (overall score on the eighth dimension of Communication Satisfaction Questionnaire)?

Significance of the Study

Despite of the popularity of the topic of organizational communication, there appears to be limited research on communication satisfaction and job satisfaction among academic staff members in higher education. Results of this study will help fill in the gaps in understanding what contributes communication satisfaction and job satisfaction among staff members. This would help in developing a better communication process in higher education and may indirectly contribute to helping organizations function more effectively. Past studies in this area have explored organizations of various types. Among the academic or higher education organizations, the research in this area focused on the faculty or teaching staff. To gain a better understanding of how nonteaching staff in these organizations perceive their level of satisfaction, it is necessary to measure their level of satisfaction. Improving the understanding of these employees may aid in the understanding of communication satisfaction and job satisfaction in higher education institutions.

Definitions of Terms

The following terms are defined as they apply to this study in order to provide greater clarity.

Communication Satisfaction Questionnaire (CSQ): A scale developed by Downs and Hazen (1977) to measure the level of communication satisfaction among employees. It was developed with the attempt to discover the relationship between communication satisfaction and job satisfaction (Gray & Laidlaw, 2004). CSQ is a 40-item widely used scale that includes eight dimensions based on factor analysis, in which five statements are included in each dimension. Communication satisfaction using this scale is considered multidimensional and each factors or dimensions are analyzed separately (Downs & Hazen, 1977).

Internal communication: The sending and receiving of messages or information among the members or parts of the organizations at all levels and units within the organization is defined as internal communication. For the purpose of this study, the terms organizational communication, internal communication and communication in the workplace all mean the same thing and are used interchangeably (Education Portal, 2003-2015).

Media Richness Theory: The choice of media should be selected on the basis of the level of ambiguity or complexity. It refers to the potential of the media to convey the intended message effectively (Daft & Lengel, 1984).

Organizational communication: Organizational communication as the process that assists in developing organizations that are involved in creating and shaping events and involves the process, people, messages, meaning, and purpose (Shockley-Zalabak, 2009).

Staff members: Full-time and part-time nonteaching employees without a faculty role.

Limitations, Delimitations, and Assumptions of the Study

This study includes certain limitations based on the theories and models, scale, and tests chosen in reference to the purpose of this study. Abraham Maslow's Hierarchy of Needs (1943), Frederick Herzberg's Motivation-Maintenance Model (1959), Elton Mayo's Hawthorne Studies (1933/1960), and Daft and Lengel's Media Richness Theory (1984) are among the more prominent ones. The selection and reference to these theories and models as the theoretical framework for this study is a limitation because of the assumption that they are the most appropriate theories and models chosen to meet the purpose of this study.

Another limitation is the assumption that the modified version of Communication Satisfaction Questionnaire (CSQ) used in this study is valid and reliable in measuring the satisfaction levels of the academic staff members. Because job satisfaction is added as a new dimension to the original scale and includes researcher created statements that are based on important facets discovered in the Job Descriptive Index (JDI) and the SHRM Report (2012), it is limited by the assumption that it is valid and reliable. Also, because this researcher considers overall job satisfaction based on the total score of the job satisfaction dimension, it is limited by the belief that it is appropriate procedure. Finally, it is assumed that all the tests chosen to analyze the data in this study are appropriate.

This study included staff members at the participating institution of higher education. It was conducted in a single higher education institution. Therefore, the results may not be generalizable to other higher education institutions. Also, because the participants self-selected to participate in the study, those returning surveys may or may not reflect the views of all staff members.

Summary

Organizational communication is an important topic in many types of organizations. The changes in society makes it very crucial to reconsider the way communication occurs in organizations because communication has been found to affect many other aspects of organization's effective functioning. Exploring the level of communication satisfaction and job satisfaction will help in understanding what factors play a significant role in affecting satisfaction among employees. This chapter is an introductory chapter explaining what this research is about. Chapter 2 is a literature review on the topic. In Chapter 3 the methodology used for this study is presented. Chapter 4 is the results from the study, while Chapter 5 is a summary, conclusion, and suggestions derived from this study.

CHAPTER 2

REVIEW OF LITERATURE

Effective communication is very important for any type of relationship, whether it is for personal, for social, or for business purposes. Experts have found that communication is essential for an organization's effectiveness. As organizations become more complex with the changing times, mainly because of technical advances and globalization, effective communication is becoming even more important in the workplace.

According to Applbaum et al. (1973) the communication process in any organization affects many areas of the organization such as customer service, personal development, teamwork, leadership, organizational climate, culture, job satisfaction, and productivity. According to scholars a positive communication environment helps achieve an effective organization (Ahmad, 2006). Communication is vital for any kind of organization including academic institutes. Universities and colleges are important organizations that serve a large number of people.

Organizational communication is a topic that is common for researchers and is studied in the communication field and in many other social science fields. Several types of organizations and several areas in organizational communication have been studied in the past. However, there is not adequate research based on organizational communication in academic institutions for staff members. Because of the increase in different modes of teaching and administrating, effective communication may be more crucial.

Organizational Communication

The terms organizational communication, communication in the workplace, and internal communication are often used interchangeably. Because the interest of the researcher was to explore communication that takes place within the organization and not communication outside the organization, the focus of this study remained on internal communication in an organization. Moyer (2011) used the terms organizational communication and internal communication to mean the same thing. Organizational communication in its general sense is described as the sending of messages or information through formal and informal networks that assists in constructing meaning and influencing individuals and groups in an organization (Hoy & Miskel, 1991).

Education Portal (2003-2015) described internal communication as the process of transmitting information among members of an organization within the different parts of the organization. Deetz (2001) described internal communication as a process in which organizations are described and explained about. Communication plays a central role that aids employees in information sharing, building relationships, and constructing meaning, culture, and values in the organization.

Communication is one of the most important activities of an organization's functioning. A group of people who work together in an organization need to communicate in some way, whether it is in the form of verbal, nonverbal, or written form of communication, about their goals, plans, and needs. Based on the survey results by Young Executive magazine, the most annoying habit found among American supervisors was poor communication. It was found that poor communication was the most frequent cause of resentment and misunderstandings (Ober, 2001). Effective internal communication can assist in motivating employees and help in building trust, improve engagement and create atmosphere where they can share emotions, ideas, and

ambitions freely. Through communication employees can make sense of their organization and get to know it better (Moyer, 2011).

Educational organizations can be seen one of two ways: by the traditional way where hierarchical systems dominate and power and information are managed by the leaders at the top, or by the newer way, where organizations are viewed as cooperative, collegial, and collaborative systems (Owens, 2004). Owens emphasized the need for educational leaders to understand the behavior of people in their organizations and how it impacts the success of their efforts. His definition of organizational behavior was learning about the behavior of humans in organizations they work in. Covey (1989) suggested that to be effective in interpersonal communication technique alone is not enough, a leader needs to build the skills of empathic listening that emphasize the characteristics of openness and trust.

History of Organizational Communication

The way communication occurs in organizations has changed in recent years and is constantly changing. As our organizations and their structure get more complex, we need to find effective ways to function in the new setting and adapt to the changes and challenges. In the 21st century, the human dimension of the organization is increasingly taking place as one of the main element that aids in determining the effectiveness of the organization. Throughout history, many different thoughts and approaches about the way the organizations function have been formed. These include: Classical, Human Relations, Human Resources, Systems, and Cultural approaches (Moyer, 2011). Bolman and Deal (1991) referred to these approaches as frames and included the political frame.

The end of 19th century was marked as the era of industry in which industrial revolution changed the way production occurred. It was the time of mass production and assembly lines to increase profit and lower the cost of production (Owens, 2004). Manufacturing products by skilled individuals or families at their homes changed to manufacturing by machines. This led to the formation of industries where large groups of people worked in factories and assembly line settings (Miller, 2015). The way the organizations functioned at the turn of the 20th century was seen through a mechanistic lens by the theorists.

At the end of the 1800s and in the early 1900s, Taylor (1911/1947) developed the Principles of Scientific Management that gave importance to improve performance, matching job with worker, and rewarding achievement. Fayol (1949) developed the Classical Management Theory. He asserted that an effective organization is highly structured, where each individual knows his or her role, and rules are clearly laid out (Miller, 2015). Fayol (1949) wrote that the function of managing included the elements such as planning, commanding, coordinating, controlling, and organizing. The changes in society because of social, political, and economic factors in the early 1900s meant that existing organizational structures did not fit. This created problems that gave rise to bureaucracy (Owens, 2004).

Another prominent theorist of the 20th century was Max Weber (1947), who believed in bureaucratic authority. His Theory of Bureaucracy highlighted the importance of divisions of labor, centralization, and task specialization in the organization that is part of a closed system and free from outside influences. In his theory Weber emphasized the importance of formal chain of command, and hierarchical structure (Shockley-Zalabak, 2009). The period between 1910 and 1935 was considered as the era of Scientific Management (Owens, 2004). Frederick Taylor's Theory of Scientific Management accounted for motivation of the workers and

considered relationships between management and workers. He argued that the jobs should be designed through time and motion studies and strict division of role, where workers are engaged in physical labor while managers engage in mental planning of the work (Miller, 2015).

The classical approach also known as structural frame followed top-down communication structure that was formal, task-related, and written (Miller, 2015). It included print channels, while social side of communication did not exist (Moyer, 2011). Bolman and Deal (1991), indicated that the structural or classical approach considered revising the structure as the main solution to solving problems in the organization that is the role of the people with authority who are at the top position in the organizations. This perspective assumes that problems are caused by inappropriate structures or inadequate systems. Communication through this approach occurred in the form of transmitting facts and information.

The Human Relations approach during 1930s came into existence after the Hawthorne Studies by Mayo who discovered the importance of human relationships in workplace settings (1933/1960). Major finding of the Hawthorne studies was that human variability played an important role in determining the level of productivity among workers. Human and interpersonal factors became important elements to consider for effectiveness of the organizations (Owens, 2004). Face-to-face communication, downward communication, informal internal communication and social content played a major role among employers using this approach (Moyer, 2011). It was discovered that organizations were social entities and that employees' attitudes, and feelings should be considered to improve the output of work. The results of the Hawthorne studies revealed that interpersonal relationships with coworkers and supervisors is as important as the work environment and conditions for better output among the employees (West & Turner, 2010).

The Human Resources approach developed by Miles in 1965 is an approach that supported participation, team work, and equal contribution by employer to employee not only in tasks but also in planning for the organization. The human resources approach considers the skills, energy, commitment, and ideas of people as the most important resources for the organizations. The organization and people are believed to be interdependent to function effectively, where organizations are responsible for meeting human needs and employees are responsible for the functioning of the organization. When there is a good fit between the two, they both benefit, if the fit is not good, one or both suffer. Autonomy and participation is encouraged and the characteristics of trust, seen in organizations that follow human resources approach. Communication occurs in the form of exchange of information, needs, and relationship and feedback is a valued behavior (Bolman & Deal, 2013). Prominent theorists associated with this theory are Abraham Maslow's (1943) Theory of Motivation and Douglas McGregor's (1960) Theory X and Theory Y.

The Systems approach came into existence in the 1970s with the view that organizations were complex organisms that had a need to survive in challenging open environments. It follows the hierarchy order with subsystems within the larger systems in the organizations that are interdependent on each other. How the employees should behave in the organizations is not of concern, but instead how it should be studied is considered important. The process used in systems approach is like a machine and input is provided at every level of the task. Feedback given can be positive or negative. This approach emphasizes the thought that multiple ways to reach the output are possible (Miller, 2012).

The Cultural approach was developed in the 1970s. This approach highlighted the importance of identity of organizations such as, beliefs, values, and behaviors. This approach

pointed out that through formal and informal channels, stories, experiences, and social activities, organizational culture can be created and influenced (Moyer, 2011). Bolman and Deal's (1991) Symbolic frame, also known as the Cultural frame, puts emphasis on the meaning of the event that took place and not the kind of event, as meanings of similar events differ. Through symbols, human resolve confusions. Organizations with unclear goals and uncertain technologies are likely to use this approach. Telling stories is the way communication occurs under this approach.

Elements of all of the different approaches exist in organizations. Because of major changes in organizations, including internal and external factors, communications occur differently in organizations. Organizational identity (individual's self-concept), employee engagement (using full capacity of employee), measurement (the amount and quality of work and social media, which changed the way communication occurs), and the changed relationship between employers and employees are among the challenges in today's organizational settings (Moyer, 2011).

Effective Communication

Communication is defined as a process by which meanings are exchanged between individuals through a common system of symbols (as language, signs, or gestures) (Merriam Webster, 1965). Effective communication involves interpersonal and professional relationships developed in the workplace by being keen, courteous, attentive, active, and appropriate use of gestures (Ramirez, 2012).

Modern organizations value effective communication skills in people as a very important quality to possess. Today, the way we communicate with our coworkers, teams, and supervisors has also changed from the past few decades. Communication in organizations or workplaces can

be divided into two categories; external communication and internal communication. External communication occurs when the organization communicates with people or organizations that are outside of their own organizations, such as clients, agencies, community, and customers, whereas, internal communication, occurs between the members of the organization such as employers, employees, and different departments within the organization (Communicationtheory.org, 2010).

A good communication practice is very essential for a smooth functioning of the organization. It is very common to see human resources departments of the organization take over the responsibility of communication within the organization (communicationtheory.org, 2010). Effective communication is considered to be among the components required for maintaining good relationships. With an open-door policy where the lines of communication between the employer and employee are open, a better understanding is possible and employers can assist with employee needs and problems more effectively (SHRM Report, 2012).

Communication is very important for forming a base for any kind of interaction by humans, whether it is for a personal or business purpose. It is very crucial to have effective communication to get positive results or to make sure the intended message brings appropriate results. Effective communication is a key to any kind of organization, whether it is big, small, private, public, academic, nonprofit, and business. It can be argued that communication has become more important in the current times because of the changes in the way the organizations are set up.

Barriers to Effective Communication

Communication breakdowns occur when information exchanged is not clear, concise, complete, and accurate. The effects of breakdowns in communication cause the communication satisfaction levels among employees to drop (Ramirez, 2012). One of the reasons why an organization does not function as effectively is miscommunication or improper communication (Kumar & Kumar, 1992). Sometimes lack of communication also contributes to the proper functioning of the organization. Baker (2002) pointed out the issue of communication overload in organizations. Communication being an important element of the organization is often believed to be better when used more. It is advised that more emphasis should be put on better quality of communication practices rather than the quantity of communication, as more communication does not necessarily mean that it is more effective (Conrad, 1994; Richmond & McCroskey 1992). Excessive communication may hinder proper functioning of the organization. Steingrimsdottir (2011) discovered that employees indicated concern in the area of the amount of information they received from their top management, highlighting the need of employees to receive more information from the top management and get opportunity to be involved in the decision-making process.

Types of Barriers

The barriers to communication include physical factors, language, cultural differences, emotions, and different personalities. The examples of physical barriers are walls, doors, and cubicles. These are likely to limit open communication and keep employees separated. The language barriers include employees being more comfortable and familiar with language or dialect other than the most commonly used at work. With the rising immigration, globalization,

and multiculturalism in the society organizations are likely to come across language barriers. Socioeconomic status, gender, religion, ethnicity, and culture differences are examples of cultural barriers. The types of emotional barriers are anger, fear, and reluctance. Personality barriers occur when the personality of the individual affects the communication in the workplace. Some of the examples of personality barriers are the ability to listen effectively, provide criticism, and pay attention (Ramirez, 2012).

Drafke (2006) suggested that organizations can develop effective communication and reduce the number of barriers to communication by overcoming the barriers to effective communication by using techniques like feedback, face-to-face communication, upward communication, and being considerate of others needs and feeling. According to Drafke lying, differing perceptions, over eagerness to respond, snap judgments, using closed words, attacking the individual, judging rank, credibility gaps, gatekeepers, noise, wasting the thought-speech differential, and poor listening habits are among the more common communication barriers (Drafke, 2006).

Communication Process, Networks, and Channels

Early models of internal communication focused on one-way flow of messages. A well-known model of this type is the Shannon-Weaver Model (S-M-C-R). The S-M-C-R included an information source that encoded a message that would be transmitted through a particular channel to send to the receiver who decoded the message (Shannon & Weaver, 1949). This model was focused on the sender and not the receiver. Later Berlo (1960) expanded the S-M-C-R model and incorporated relationships between the sender and the receiver in his model. Berlo

included source, message, encoder, channel, receiver, and decoder in his linear model of communication (Berlo, 1960).

Internal communication in organization occurs at different levels. Face-to-face communication between individuals is interpersonal communication. The communication that occurs in teams or a group is called group-level communication. Matters such as vision, mission, policies, initiatives, and information about the organization occur at the organizational level. It is the communication that takes place within and among large environments that are extended (West & Turner, 2010). Communication can occur between two people, among groups of people, in an organization, or outside of organization. It can be formal or informal and can be verbal, nonverbal, or written. Not every communication occurs or flows in the same form or direction (Communicationtheory.org, 2010).

Verbal communication includes human speech in the form of face-to-face conversation with individuals or groups, through electronic media, speech through telephone, radio, television or video conferencing. Written communication occurs in the form of typed memos, letters, faxes, newsletters, bulletin boards, newspapers, emails, blogs, or websites. Nonverbal communication occurs through body language or gestures, through facial expressions, posture, arm and hand movements, and through behaviors such as promptness and tardiness, pitch and accent, touch maintenance of personal space, and type of clothing worn (Hoy & Miskel, 2008).

Formal communication occurs through an official path, with set rules and in a hierarchy of the organization. Informal communication, also known as the grapevine, does not follow any particular path. Informal communication is interpersonal, horizontal, and casual. Informal communication is becoming more common and is increasing important in organizations. Communication in organizations occurs in different directions. Vertical communication occurs

either downwards or upwards in the hierarchy of the organization, horizontal communication occurs among people at same level (coworkers), while diagonal or lateral communication occurs among employees at different levels and different functions. A communication channel is a medium through which messages are sent and received. Face-to-face channels include speeches, social events, and meetings. Print channels include newsletter, reports, and brochures, and electronic channels email, voice mail, instant messaging systems, and video conferencing (Moyer, 2011).

Selection of Media

With the availability of multiple communication channels, organizations are faced with the question of which channel to use for effective results. By matching the need of the audience, the aim and objective of the message, and the urgency of the feedback selection of appropriate media and medium is assisted. Channel selection should include consideration of message ambiguity, richness of media, organizational culture, and resources at hand (Moyer, 2011). McLuhan (1964) classified types of media into two categories: Hot media and cool media. He explained that hot media is one that demands little interaction among individuals and whose content is specified by the source at the time of communication (McLuhan, 1964). Along with face-to-face channels, this high definition communication known as the hot media includes radio, lectures, books, movies, film, and digital photographs (West & Turner, 2010). The cool media demands a great deal of participation and attention from the individuals to be familiar with the content of the communication (McLuhan, 1964). This low definition communication known as the cool media includes cartoons, conversations, seminars, telephone, and television (West & Turner, 2010).

According to the Media Richness model developed by Daft and Lengel (1984), the choice of the media should be selected on the basis of the level of ambiguity or complexity. It refers to the potential of the media to convey the intended message effectively. The richest medium is found to be face-to-face communication, (Hoy & Miskel, 2008; Moyer, 2011) especially for complex and conflicting messages. Electronic mail, phone, and written communication are considered middle (medium level), while announcements, reports, and posters fall under lean media (Moyer, 2011). Because of its ability to provide immediate feedback, face-to-face medium is believed to be the richest communication medium, telephone medium is found to be less richer than face-to-face due to the absence of visual cues, and written communication is considered to be moderate to low in richness because of slow feedback that is only available in written form (Hoy & Miskel, 2008).

Communication Satisfaction

Hecht (1978) described communication satisfaction as a socio-emotional feeling derived from interacting or communicating. According to Hecht affective responses that symbolize an enjoyable fulfilling experience are included in communication satisfaction. Anderson and Martin (1995) found that to meet their own interpersonal needs of pleasure and inclusion, employees look for opportunities to interact with their coworkers and supervisors.

Rubin (1993) stated that satisfying communication helps meet the needs of employees, which is likely to result in building better workplace relationships. Communication satisfaction and overall job satisfaction are seen to positively correlate with each other. Because employees are an integral part of the organization, the importance of employee communication satisfaction cannot be overemphasized (Pettit et al., 1997).

Gray and Laidlaw (2002), studied full-time and part-time employees at an Australian retail organization and found that communication satisfaction factors were closely related to each other. They also found that the employees of the organization were generally dissatisfied with all aspects of communication. Subordinate communication and supervisory communication received the highest level of satisfaction among the employees, while personal feedback and communication climate were found to be the areas where employees were least satisfied.

Ahmad (2006) examined different factors or dimensions from Downs and Hazen's (1977) eight factor scale in his study on academic staff at two state universities. He compared the factors separately and found that among his participants, high satisfaction was perceived from subordinate and supervisory communication, media quality, and horizontal communication, while low satisfaction was perceived when considered organizational integration, personal feedback, communication climate, and organizational integration factors.

In their attempt to examine relationship between employees working either full-time or part-time and communication satisfaction at a large Australian retail organization, Gray and Laidlaw (2002) observed that part-time employees were significantly more dissatisfied than full-time employees. There was a significant difference in four communication satisfaction factors that dealt with the level of satisfaction with the content and flow of information (Gray & Laidlaw, 2002).

Akkirman and Harris (2005) explored the differences between the communication satisfaction levels among top groups who worked either in virtual or traditional offices at a single firm. They revealed that the results contradicted previous research. The virtual office workers were found to be more satisfied than traditional office workers in their experience with communication at work.

Superior-Subordinate Interaction and Communication Satisfaction

Mueller and Lee (2002) addressed the extent to which the quality of leader-member exchange affected the communication satisfaction as perceived by subordinates. The results of their study suggested that Leader-Member-Exchange (LMX) is a strong component for influencing subordinates' communication satisfaction in interpersonal, group, and organizational contexts of organizational communication. Not all Leader-Member exchanges occur in the same manner and at the same level (Mueller & Lee, 2002).

When the subordinates' experience higher level of LMX, they claim higher level of communication satisfaction. Emphasizing development and maintenance of high quality LMX among subordinates can help to enhance the overall communication satisfaction (Mueller & Lee, 2002). Mueller and Lee encountered similar findings as previous research and stated that the quality of LMX in all organizational communication contexts was connected with affective perceptions of communication experiences.

Supervisor Communication Competence

Madlock (2008) noted a strong relationship between supervisors' communicator competence and their task and relational leadership styles. It was reported that supervisor communicator competence was found to be a strong predictor of job and communication satisfaction for the employees. Madlock's study was conducted in variety of companies in the Midwest among full-time workers and it was aimed at identifying the influence of the supervisor communicator competence and leadership style on employees' satisfaction with their job and communication.

Wińska (2010) stated that based on the research on internal communication, work appreciation and communication feedback play an important role in communication satisfaction among employee. She further highlighted the importance of the supervisor's oral communication, perceived supervisory communication competence, perceived leaders effectiveness, and the behavior of the supervisor trust, communication climate, and organic rather than mechanistic form of organization as the elements that influenced satisfaction.

Nationality and Communication Satisfaction

Al-Nashmi, Rahman, and Zin (2011) claimed that the national culture of academic staff played a significant role in affecting the communication satisfaction level in colleges and universities. In their study conducted at four universities in Yemen the faculty from different cultures were surveyed. It was reported that the level of communication satisfaction ranged from low to moderate. The Yemeni and Iraqi staff members were weakly satisfied with the communication practices in their universities. The Egyptians and Malaysians were moderately satisfied, while the Indians were among the highly satisfied, which may have been because Indian staff in the study had longer tenure, seniority and were more experienced (Al-Nashmi et al., 2011).

Among the four factors of communication satisfaction; organizational perspective, relation with supervisor, horizontal communication, and relations with subordinate, the Indian and Iraqi academic staff had the highest scores, whereas the Yemeni staff were least satisfied in these areas. Communication climate and relations with subordinates were the only two factors that did not differ significantly among the staff members based on the national culture (Al-Nashmi et al., 2011). Al-Nashmi et al. suggested the importance of considering cultural

differences among staff of multicultural members to achieve an effective communication experience (2011).

Media Richness, Communication Channels, and Communication Satisfaction

Many studies have found face-to-face communication to be the richest communication channel when compared with other mediums such as e-mail, voice mail, or fax (Hoy & Miskel, 2008; Moyer, 2011). Unlike most studies, Kirkman, Rosen, Tesluk, and Gibson (2004) found that face-to-face was not the richest communication channel. They found that the right number of face-to-face team meetings may be based on team empowerment and that fewer face-to-face meetings might be needed for empowered teams (Kirkman et al., as cited in Goris, 2007).

Even though communication direction dimensions assist in improving work outcome positively, after a certain point it is likely to do the opposite. Communication saturation may cause the level of performance and satisfaction to drop (Goris et al., 2000). Goris et al. (2002) discovered that both communication overload and communication under-load may affect the level of satisfaction employees receive in communication, which in return would affect the level of job satisfaction and job performance.

Communication in Academic Institutions and Educational Organizations

Just as any other business organization, communication in academic organizations is equally important. Te'eni (2001) mentioned that communication is essential for both achieving organizational goals as well as maintaining positive relationships. Organizations will need to design communication support systems by keeping in mind both cognitive and affective models for more effectiveness (Te'eni, 2001). Another reason highlighted about the importance of

communication in educational organizations among administrators is that it is needed for instructional, interpersonal, organizational, and administrative processes and structures (Hoy & Miskel, 2008). According to Hoy and Miskel having good communication skills, approaches, and practices may be very beneficial for the proper functioning of the academic institutions.

Job Satisfaction

According to Spector (1997) job satisfaction refers to individual's level of contentment with his or her job. Hulin and Judge (2003) wrote that job satisfaction is that simple, they believe that it is a multidimensional psychological response to individual's job.

Importance of Job Satisfaction

Job satisfaction is a very important concept as it is likely to affect both employees and the organization. It is an area very commonly studied by researchers in many business settings. It is often studied from employees' perspective and is often associated with job performance (Judge & Bono, 2001; Locke, 1970). The SHRM Report (2012) stated that previous research shows that providing opportunities for employees to engage in a variety of activities and different types of skills aids in improving employee satisfaction levels. When the engagement and satisfaction level of employees are low, it is likely to affect the organization increased turn over or missing work, performing ineffectively resulting in an increase in cost and a decrease in profit (SHRM Report, 2012).

Communication Quality and Job Satisfaction

Orpen (1997) reported that when the transmission and reception of information in an organization are improved, the managers are more likely to be strongly motivated and satisfied. This finding supported with previous research by Porter and Roberts (1993), who suggested that the quality of communication affected the employees that are deeply involved in their jobs. Byrne and LeMay (2006) examined the perceptions of 598 full-time employees on their level of satisfaction in the information they received and the satisfaction with their job. The data indicated that employees associated more satisfaction in information from their supervisor, when rich media like face-to-face communication was used. When it came to receiving information from top management using lean media like company newsletter was found to be more effective.

Merten and Gloor (2009) discovered that the teams that sent and received more e-mail were found to be least satisfied with their job. The central network position as well as organization's social network was found to affect low job satisfaction among employees. According to Pettit et al. (1997), communication is a key component in employees' satisfaction with their job. Their level of job satisfaction to some extent depends on how they perceive their supervisor's communication style, credibility, content, and the organizations' communication system.

Research and Factors Influencing Job Satisfaction

Exploring the factors that influenced job satisfaction, Zeffane (1994) found that task related factors as well as communication and interpersonal relations are likely to influence job satisfaction levels among employees. A research report created for the Society for Human Resource Management (SHRM) that evaluated the level of employee job satisfaction and

engagement for the year 2012 in a variety of organizations in the U.S. was designed to study different aspects of job satisfaction and employee engagement to identify overall employee job satisfaction and engagement. The survey was based on 35 aspects of job satisfaction and was divided into seven areas. Based on the findings from this report, 81% of U.S. employees indicated overall job satisfaction in their present job. SHRM data on job satisfaction that was collected in the last 10 years found that there are likely several internal and external factors that influence job satisfaction. It was found that variations in the factors that influenced the overall satisfaction among employees over time and during different years were believed to be due to changes in the economy, demography, and society (SHRM Report, 2012).

Among the many factors contributing to job satisfaction, the two that have remained as the highest priority list over the years are opportunities to use skills and abilities (63%) and job security, which was marked as number two (61%) on the list of most important aspects of job satisfaction, regardless of tenure, age, gender, and the number of staff in the organization. This shift of job security being on number two spot after previously being on number one spot is believed to be an effect of the recovering economy, where employees are not as concerned about losing their job as they were before. The other factors contributing to job satisfaction were: compensation (60%), communication between employees and senior management (57%), and relationship with immediate supervisor (54%). The report indicated that 75% of employees were satisfied with the level of opportunities to use their skills and abilities in their workplace. Employees are likely to be more satisfied with their job and are more engaged when they are able to use their skills and abilities to contribute to the success of the organization (SHRM Report, 2012).

Communication among employees and senior management was considered an important component in influencing employees' level of job satisfaction. Interestingly, this component was most important for employees who worked for the organization for 11-15 years. Results indicated that 59% of employees were satisfied with their communication with senior management. Employees in executive and middle-management roles considered autonomy and independence to be an important factor of job satisfaction. Compensation was considered very important for overall job satisfaction and despite it being reported as third on the list of factors important for job satisfaction it was only three percentage points below opportunities to use skills and abilities and only one percentage points below job security. Among the employees who participated in the study 58% reported to be satisfied with compensation, which was more strongly seen among the employees of larger organization (SHRM Report, 2012).

Saari and Judge (2004) studied employee attitudes and job satisfaction. They indicated that cognition and affect are linked. Therefore, when evaluating job performance, both thinking and feeling component should be considered. They mentioned that the area that is most important to influence job satisfaction is the work itself. Matching the employees and job appropriately helps to increase the job satisfaction levels.

Kovach (1995) indicated that employees reported interesting work at number one and good wages at number five on the list of most important factors for job satisfaction. In contrast, managers' perceived employees' most important factor for job satisfaction to be good wages and interesting work as fifth on the list. This implies that employees and employers are likely to have different views about what contributes to employee job satisfaction.

Higher Education and Employee Satisfaction

Studies in higher education related to satisfaction often have focused on student satisfaction. There appears to be limited research on employee satisfaction, especially for nonteaching staff. Research on satisfaction has either focused on faculty members or the academic employees from foreign countries. To analyze the satisfaction level of teachers, Chen, Yang, Shiao, and Wang (2006) used a questionnaire based on a six-dimensional model that included organizational vision, respect, result feedback and motivation, management system, pay and benefits, and work environment for 248 teachers. The results revealed that teachers in higher education gave more importance to high salaries and fair promotion systems for their satisfaction level. Chen et al. suggested that organizations should focus on customer relationship with individuals inside the organization. When the employees in the organization feel they are satisfied, then only they would be able to serve others in a better way.

Tack and Patitu (1992) listed factors that higher education institutions should consider as that had the potential to affect faculty members' satisfaction or dissatisfaction levels at work, especially women and minorities. The list included salary, tenure, faculty rank, supervision, interpersonal relationships, working conditions, policies and administration, the person-environment fit, and collective bargaining. When colleges and universities do not consider these factors, women and minority faculty may chose to work in other institutions or may change their profession all together.

Communication Satisfaction and Job Satisfaction

Several research studies on employee communication and job satisfaction. (Pettit et al., 1997; Pincus, 1986). Madlock (2008) found a strong relationship between leadership style that

included both task and relational behavior and employee satisfaction in his study that examined the influence of supervisor communication competence and leadership style on employee job and communication and satisfaction. Madlock's study was conducted on full-time workers from several Midwest companies. The significant findings included a strong relationship between supervisor communication competence and their task and relational leadership styles. Among these, the supervisor communicator competence indicated a stronger predictor of employee job and communication satisfaction (Madlock, 2008). With 68% and 18% variance respectively, supervisor communicator competence seemed to influence communication satisfaction level more than job satisfaction level among employee. Madlock found a possible connection between leadership styles and communication competence. When studying the task and relational leadership styles separately, it was found that the relational leadership style influenced employee communication satisfaction, but the task leadership style did not show any significant correlation to employee job and communication satisfaction.

A study of employees of a university's food-service unit explored the relationship between communication and job satisfaction. Ramirez (2012) mentioned that there have been many studies on the relationship of communication and job satisfaction but few in the food-industry. Using an adapted version of the widely used Communication Satisfaction Questionnaire and the Abridged Job Descriptive Index, Ramirez reported that the highest level of communication satisfaction experienced was among the student employees, the lower level of communication satisfaction was among classified employees, and the lowest level of communication satisfaction was experienced by the managers. However, managers experienced highest level of job satisfaction (Ramirez, 2012).

Ehlers (2003) compared the different factors of communication satisfaction with factors of job satisfaction. Ehlers indicated significant correlations between horizontal communication and the nature of the work, pay, promotion, supervision, and coworkers. A significant correlation was also found between supervisory communication and all factors of job satisfaction selected in the study. Ehlers's study was conducted on different levels of employees at several manufacturing firms. Pettit et al. (1997) indicated the dimensions of communication satisfaction such as trust for superior, desire for interaction, and perceived communication load, affected the level of job satisfaction among the manufacturing firm employees that participated in their study.

In a study conducted among the nurses at a hospital, supervisor communication, communication climate, personnel feedback, and top management communication provided a strong link with job satisfaction (Pincus, 1986). This study also examined the relationship between communication satisfaction and job satisfaction by considering individual factors of communication satisfaction. Pincus (1986) also examined job productivity. However, the results showed more significance between communication satisfaction and job satisfaction than communication satisfaction and job productivity.

Muchinsky (1977) found significant relationships between communication satisfaction and promotion, nature of work, coworkers and pay, which are the dimensions of job satisfaction. Muchinsky's study on employees at different levels at a government agency also indicated the relationship between the communication satisfaction and the above mentioned dimensions of job satisfaction to be positive. Goris et al. (2002) concluded for both performance and satisfaction, communication satisfaction plays a role as the predictor. Satisfaction with factors such as work, supervision, pay, promotion, coworkers, and overall satisfaction was found to be related to communication satisfaction (Goris, et al., 2002).

Steingrimsdottir (2011) studied internal communication and job satisfaction among employees at a university. It was reported that employees were in many ways satisfied with the internal communication with their university. The study used descriptive research method and Communication Satisfaction Questionnaire (CSQ). The relationship factors with supervisor and coworkers were viewed to be most satisfying by the employees. The results indicated a strong connection between internal communication and job satisfaction (Steingrimsdottir, 2011). These findings are consistent with previous research (Carriere & Bourque, 2009). Carriere and Bourque stated that the level of job satisfaction and affective organizational commitment are affected by internal communication only if organizations foster communication satisfaction amongst employees. Lacy and Sheehan (1997) researched job satisfaction among academic staff from eight different nations (Australia, Germany, Hong Kong, Israel, Mexico, Sweden, UK, and USA). The factors that contributed most to job satisfaction levels in these staff members were university atmosphere, morale, sense of community, and relationships with colleagues (Lacy & Sheehan, 1997).

Theories and Models related to Communication and Job Satisfaction

Maslow's (1943) theory highlights the importance of human needs. According to his theory, individuals must obtain lower-order needs prior to satisfying higher-order needs. The needs from low-high included physiological (living wage for food, clothing), safety (safe working conditions), affiliation (social relationships with coworkers), esteem (rewarding work, bonus pay), and self-actualization (work allowing exercise of creativity). His theory is based on Human Relations principles.

McGregor's (1960) theory X considers workers as people who work as little as possible, lack ambition, dislike work, and have tendency to avoid work. His Theory Y considers workers as highly motivated, self-directed, committed, responsible, imaginative and creative, and intelligent. Miller (2015) mentioned that the results from Theory Y managerial assumptions would result in more satisfied and productive workers.

Herzberg (1959) stated that the behavior of the individuals in the organization is affected by two factors, hygiene or maintenance factors and motivators. The hygiene or maintenance factors included the basic features of the work environment that are required for the job. The motivators are the factors that allow individuals to grow in their workplaces. Drafi (2006) mentioned that in Herzberg's theory, the motivators are the factors that create satisfaction. The assumptions of Herzberg's theory are:

- There are two separate sets of factors in explaining work satisfaction and dissatisfaction.
- Motivators tend to produce satisfaction, and hygiene factors tend to produce dissatisfaction.
- Work satisfaction and dissatisfaction are not opposite, but rather separate and distinct dimensions (Hoy & Miskel, 2008, p. 141).

The results of a survey that applied Herzberg's (1959) theory and included 2,700 employees involved in business operations at a large public research university, found work itself to be the strongest predictor of job satisfaction (Smerek & Peterson, 2006).

Measuring Communication Satisfaction and Job Satisfaction

Communication Satisfaction Scales

Communication Satisfaction Questionnaire (CSQ) was developed to measure communication satisfaction (Downs & Hazen, 1977). The areas covered in CSQ include the direction of information flow, the formal and informal channels of communication flow,

relationship with different members in the organization, and the forms of communication (Gray & Laidlaw, 2004). In CSQ employees report satisfaction or dissatisfaction at different levels with different organizational communication dimensions (Clampitt & Downs, 1993; Crino & White, 1981; Downs & Hazen, 1977).

CSQ is one of the most widely used instruments in studies related to communication satisfaction (Gülнар, 2007, Mount & Back, 1999, Pincus, 1986). CSQ includes 40 items and a Likert scale with 7 items from very satisfied to very dissatisfied. A factor score is found by averaging each item from each dimension. CSQ consists of eight factors that include satisfaction with communication information, relationships, channels, and climate.

The details of each of the dimensions of the Downs and Hazen's (1977) Communication Satisfaction Questionnaire (CSQ) are briefly described below:

1. Communication Climate dimension measures communication at both organizational and personal levels to find out whether the organization's communication is stimulating and motivating enough for the employees and to what extent it makes them identify with the organization. It also includes the communication competence of the employees to find out whether their attitudes about communication in the organization are healthy or not.
2. Relationship to Supervisors dimension refers to the upward and downward communication flow in the organization. It considers the extent to which the supervisor is open to ideas as well as how well the supervisor listens, pays attention, and provides guidance to the employee for solving job related problems.
3. Organizational Integration dimension refers to the information that employees receive related to their job, such as the policies, benefits, requirements of the job, personal news,

and other information in their immediate work setting. This category also includes information about the department plans.

4. Media Quality dimension revolves around the quality of communication. It considers the clarity, the flow, and the quantity of communication in the organization.
5. Horizontal and Informal Communication dimension deals with the amount of activity among the information networks among coworkers and the quality and accuracy of the information shared, including through grapevines.
6. Organizational Perspective dimension concerns the information about the organization as whole. It includes organizations' goals, financial status, performance level, and organization and government policies.
7. Relationship with Subordinates dimension deals with communication with subordinates. The supervisors are the only ones that respond to statements in this category. It deals with subordinate responsiveness to downward communication and their willingness and initiative to send information upwards. Communication overload is also considered in this dimension.
8. Personal Feedback dimension deals with supervisors' understanding of the problems faced by the employees on the job and whether or not employees believe the criteria to judge them is clear or not. It deals with the employees need to know how they are being judged and how their performance is evaluated.

In contrast to Downs and Hazen's scale that considers communication satisfaction as multidimensional, Varona (1996) found that an overall communication satisfaction factor predicted organizational commitment and not the individual factors. In this case the results

supported the thought that communication satisfaction is not multidimensional, but rather a single dimension (Gray & Laidlaw, 2004; Hecht, 1978).

The two main dimensions identified by researchers that are included in organizational communication are informational and relational dimensions. The informational dimension considers the level of satisfaction with the content and flow of information, while the relational dimension considers the satisfaction with communication relationships by members of the organization. (Pincus, 1986; Putti, Aryee, & Phua, 1990). Pincus included relational, informational, and a general informational and relational factor when measuring communication satisfaction. Gray and Laidlaw (2004) concluded that each category did not provide any significance difference.

Job Satisfaction Scales

The Job Descriptive Index (JDI) developed by Smith et al. (1969) and the Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss et al. (1967) are among the most popular and widely used measures to evaluate job satisfaction. The JDI is designed to measure satisfaction on the basis of five facets (Pay, Promotion, Co-workers, Supervision, and the Work itself). (Bowling Green State University, n.d). The Job in General instrument measures employee satisfaction based on the broad sense of employees' overall satisfaction with their job (Bowling Green State University, n.d). When studies are combined with multiple studies or where more than one topic is analyzed, a global measure of overall job satisfaction is used. To accommodate both reliability and also not make it very time consuming, The Abridged Job Descriptive Index and Abridged Job in General were created as the shorter versions of the original JDI scales (Bowling Green State University, n.d).

The Minnesota Satisfaction Questionnaire, also known as MSQ, (Weiss et al., 1967) measures employees' satisfaction level for their particular job. There are two long versions of the instrument developed in 1977. The original, shorter version was developed in 1967 (MSQ - Minnesota Satisfaction Questionnaire, n.d). The long form includes 100 items that have 5 items under each facet, while the short form includes 20 items with 1 item in every facet and is split into intrinsic and extrinsic job context. Scores for intrinsic, extrinsic, as well as general satisfaction are calculated and a 5-point Likert scale is used (Hancer & George, 2003).

Summary

Effective organizational communication is increasingly gaining attention in our society that is constantly changing. Whether in corporate, nonprofit, government, or educational organizations, one of the major activities that take place in the daily workday is to communicate one-on-one, in groups, or at an organizational level with members of the organization.

When there is miscommunication or lack of appropriate communication it is likely to affect the people involved in the communication process, but it can also have negative influence on the organizations' success and development. Because of the changing complexity of organizations and the way communication occurs at workplaces, it is becoming very crucial to evaluate communication practices in organizations and eliminate factors that hinder effective functioning of organizations. Researchers have tried to discover what makes employees feel satisfied with their communication practices at work and their satisfaction with their job by studying overall communication and overall job satisfaction.

Institutions of higher education are rapidly changing their dynamics because of the changes in the way teaching, learning, and administration occur in modern colleges and

universities. Academic institutes' staff members play an important role in the success of the organization. Knowing their experiences and level of satisfaction with communication and their job can aid in improving their work-life, which eventually will benefit the overall organization.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this study was to explore organizational communication and examine the perceptions of the level of communication satisfaction and job satisfaction of the staff members in higher education. This study was also designed to test the relationship between communication satisfaction and job satisfaction by analyzing the significance of different dimensions of communication satisfaction with the view that satisfaction is multifaceted.

According to Downs and Hazen (1977) communication satisfaction is multidimensional, hence each factor or dimension should be considered separately. This chapter includes the research design, population, data collection procedure, research questions, null hypotheses, data analyses methods, and a brief summary of the chapter.

The research design for this study consists of a non experimental quantitative design. A non experimental research examines events that have already been occurred and involves studying relationships among different variables (McMillian & Schumacher, 2006, p.24). A survey design was used to collect data pertaining to the research questions.

Research Questions and Corresponding Null Hypotheses

To determine the level of communication satisfaction and job satisfaction among staff members at the participating institution of higher education, the following research questions were developed for this study.

Research Question 1: Are the mean scores for staff members on each of the communication satisfaction dimensions (Dimension 1 through Dimension 7) of

Communication Satisfaction Questionnaire (CSQ) significantly different from 4 (4 = Indifferent)?

H₀₁₁: The mean scores for staff members on Dimension 1 (Personal Feedback) of CSQ is not significantly different from 4 (4 = Indifferent).

H₀₁₂: The mean scores for staff members on Dimension 2 (Relationship to Supervisors) of CSQ is not significantly different from 4 (4 = Indifferent).

H₀₁₃: The mean scores for staff members on Dimension 3 (Horizontal and Informal Communication) of CSQ is not significantly different from 4 (4 = Indifferent).

H₀₁₄: The mean scores for staff members on Dimension 4 (Organizational Integration) of CSQ is not significantly different from 4 (4 = Indifferent).

H₀₁₅: The mean scores for staff members on Dimension 5 (Organizational Perspective) of CSQ is not significantly different from 4 (4 = Indifferent).

H₀₁₆: The mean scores for staff members on Dimension 6 (Communication Climate) of CSQ is not significantly different from 4 (4 = Indifferent).

H₀₁₇: The mean scores for staff members on Dimension 7 (Media Quality) of CSQ is not significantly different from 4 (4 = Indifferent).

Research Question 2: Are the mean scores for staff members on the job satisfaction dimension (Dimension 8) of Communication Satisfaction Questionnaire (CSQ) significantly different from 4 (4 = Indifferent)?

H₀₂: The mean scores for the staff members on the job satisfaction dimension (Dimension 8) of Communication Satisfaction Questionnaire are not significantly different from 4.

Research Question 3: Is there a significant difference between male and female staff members' mean scores (overall scores) on Communication Satisfaction Questionnaire?

H₀₃: There is no significant difference between male and female staff members' mean scores (overall scores) on Communication Satisfaction Questionnaire.

Research Question 4: Is there a significant relationship between the level of communication satisfaction among staff members and the number of years of service in their current work positions?

H₀₄: There is no significant relationship between the level of communication satisfaction among staff members and the number of years of service in their current work positions.

Research Question 5: Is there a significant differences in the mean scores (overall scores) on Communication Satisfaction Questionnaire based on the highest level of education achieved?

H₀₅: There is no significant differences in the mean scores (overall scores) on Communication Satisfaction Questionnaire based on highest level of education achieved.

Research Question 6: Is there a significant differences in the mean scores (overall scores) on Communication Satisfaction Questionnaire based on job classification?

H₀₆: There is no significant differences in the mean scores (overall scores) on Communication Satisfaction Questionnaire based on job classification.

Research Question 7: Is there a significant relationship among the eight dimensions of Communication Satisfaction Questionnaire (CSQ)?

H₀7: There is no significant relationship among the eight dimensions of Communication Satisfaction Questionnaire (CSQ).

Research Question 8: Is there a significant relationship between overall communication satisfaction (overall score of the first seven dimensions of Communication Satisfaction Questionnaire) compared to the overall job satisfaction (overall score on the eighth dimension of Communication Satisfaction Questionnaire)?

H₀8: There is no significant relationship between overall communication satisfaction (overall score of the first seven dimensions of the Communication Satisfaction Questionnaire) compared to the overall job satisfaction (overall score on the eighth dimension of Communication Satisfaction Questionnaire).

Population and Sample

Approximately 2,600 staff members across three different campuses of a single institution in Northeast Tennessee comprised the population. For this study nonteaching staff were included (no faculty members were used). The sample included a wide variety in terms of gender, number of years in service, education level, and job classification. The participants also represented a wide range of departments. The institution is a public 4-year institution that offers undergraduate, professional, graduate, and doctoral programs in a variety of fields.

Approximately 15, 000 students are currently enrolled at this institution. The non random sample used for this study included both full-time and part-time staff members from various job classifications. Some of the classifications used in this study based on the information derived from institution's Fact Book 2013 and information from Human Resources Office were Executive Administration and Managerial, Professional Non-Faculty, Clerical and Secretarial,

Technical & Paraprofessional, Skilled crafts, Maintenance, Service workers, and Student workers and Graduate Assistants.

Instrumentation

This research study was conducted using a modified version of a widely used Communication Satisfaction Questionnaire (CSQ) developed by Downs and Hazen (1977) and has been shown to be consistent and reliable across organizations. The original CSQ included 40 statements from eight dimensions with five statements in each dimension. Data were collected from a single higher education institution. The modified survey for this study included 36 statements and five demographic questions. The survey was used to collect relevant information about staff member's perception about their level of communication satisfaction and job satisfaction. The survey was a 7-point Likert-type scale, with 1 being strongly dissatisfied and a 7 being strongly satisfied. The survey was designed based on eight dimensions. The original CSQ included eight communication satisfaction dimensions, out of which seven were used in this study. The eighth dimension that focused on supervisor's perspective was omitted and replaced with a new dimension named job satisfaction. The focus of this study is communication and job satisfaction from subordinate or employee perspective.

The job satisfaction dimension included eight statements that were developed by the researcher and created based on the Job Descriptive Index (JDI) (Smith et al., 1969) and the SHRM Report (2012). From the original CSQ, 15 statements were omitted, 11 new were added. Some of the statements used minor modification in the way they were worded to fit the needs of the particular group being studied. All the dimensions included three to five statements each, except the eighth dimension, which included eight statements. An introductory paragraph about

the research was included in the survey. The survey was calculated to take less than 15 minutes to complete. An introduction to the survey and a copy of the survey can be found in Appendix D and Appendix E.

Data Collection

Prior to conducting the research, permission was obtained from appropriate officials at the participating institution and outside the institution. Permission to conduct research was sought from the Institutional Review Board (IRB) of the selected institution. The approval letter can be found in Appendix A. Permission to modify and use the existing Communication Satisfaction Questionnaire (CSQ) was obtained from the developer of the scale. The letter can be found in Appendix B. The email invitation requesting participation in the study that was sent to the appropriate administrator (Vice Provost and the Human Resources Manager) for distribution to all staff members by the institution (Appendix C). The introduction to the survey is located in Appendix D. A survey instrument that included demographic questions and statements regarding staff members' perceptions of their level of communication satisfaction and job satisfaction was developed and distributed through SurveyMonkey, an online survey service. A paper version of the survey was distributed to selected groups at the participating institute to increase the return rate. The participants were advised that their responses and identity will remain confidential and that they were free to stop participating in the survey at any time. A copy of the survey can be found in Appendix E.

Data Analysis

The data for the research study were analyzed using non experimental quantitative methodology. The data were organized and entered into an IBM-SPSS version 21.0 data file. Eight research questions were developed for the study and each question had one or more corresponding null hypotheses.

Research question 1 was used to examine the level of communication satisfaction among staff members. Research question 2 examined the level of job satisfaction among staff members. Research questions 1 and 2 were analyzed using a single sample *t*-test to compare the mean with a test value of 4, which represents indifferent. Research questions 3, 5, and 6 considered any differences on the mean for staff members on Communication Satisfaction Questionnaire based on gender, level of education, and job classification respectively. An independence samples *t*-test was used for analyzing research question 3. Research questions 5 and 6 were analyzed using an ANOVA. Research question 4 considered relationship between communication satisfaction levels and number of years in service. Research question 4 was analyzed using Pearson correlation coefficient. Research question 7 examined the relationship among the eight dimensions of Communication Satisfaction Questionnaire. A Pearson correlation coefficient was conducted for research question 7 to compare each dimension with another dimension of Communication Satisfaction Questionnaire. Research question 8 examined whether there existed a relationship between overall communication satisfaction and overall job satisfaction levels. For this question, the total scores of the first seven dimensions were compared to the total score of dimension eight. The relationship between the two was analyzed using Pearson correlation coefficient. All the research questions were analyzed using a .05 level of significance.

Chapter Summary

Chapter 3 reported the methodology used in the study. Starting with a brief introduction, the chapter included information on the research design, selection of the sample, data collection procedures, survey instrument, research questions and null hypothesis, and the procedures for the data analysis were also included in this chapter. The findings of the data analysis are presented in chapter 4. A summary of the findings, conclusions, and recommendations derived from this study are presented in chapter 5.

CHAPTER 4

FINDINGS

The purpose of this quantitative research study was to explore organizational communication and examine the perceptions of the staff members' level of communication satisfaction and job satisfaction (full-time and part-time nonteaching employees of an academic institution) in a single higher education institution. The study was also designed to test the relationship between communication satisfaction and job satisfaction by analyzing the significance of different dimensions of communication satisfaction with the view that satisfaction is multifaceted. Several studies have discovered that communication satisfaction among employees occur at different levels based on the facets that contribute to the satisfaction level (e.g. Ahmed, 2006; Al-Nashmi et al., 2011; Gray & Laidlaw, 2002).

The population of this study consisted of approximately 2,600 full-time and part-time, nonteaching staff members and student workers from three different sections (campuses) of a single institution in Northeast Tennessee. The institution offers undergraduate, professional, graduate and doctorate level courses and degrees. The sample used for this study included both female and male full-time and part-time staff members and included a wide variety in terms of the number of years in service, education level, and job classification. The categories of participants in this study were Executive Administration, Managerial, Professional Non-Faculty, Clerical and Secretarial, Technical, Skilled, Maintenance, Service, and Others and Student Worker, Tuition Scholar, Graduate Assistant.

A modified version of the widely-used survey known as Communication Satisfaction Questionnaire (Downs & Hazen, 1977) was distributed electronically to all staff members of the

institution along with a few paper version of the same survey. Questions in the survey included 36 Likert-type scale statements and five demographic questions. A 7-point Likert-type scale was used which included: Strongly Dissatisfied, Dissatisfied, Somewhat Dissatisfied, Indifferent, Somewhat Satisfied, Satisfied, and Strongly Satisfied. Four hundred sixty-three usable surveys were returned and were included in this study.

Results

The following research questions were analyzed to determine the level of communication satisfaction and job satisfaction among staff members. The research questions addressed each dimensions of communication satisfaction separately as well as the total score of communication satisfaction and job satisfaction dimensions. The differences and relationship among gender, the number of years in service, highest level of education, and job classification were also analyzed.

Research Questions

Research Question 1

Are the mean scores for staff members on each of the communication satisfaction dimensions (Dimension 1 through Dimension 7) of Communication Satisfaction Questionnaire (CSQ) significantly different from 4 (4 = Indifferent)?

H_{01} : The mean scores for staff members on Dimension 1 (Personal Feedback) of CSQ is not significantly different from 4 (4 = Indifferent).

A one-sample *t* test was conducted on the mean scores for Dimension 1 of CSQ to determine whether the mean was significantly different from 4, the mid-point of the Likert-type scale. The sample mean for Dimension 1 (Personal Feedback) 5.14 (*SD* = 1.43) was significantly

higher than 4, $t(398) = 15.94, p < .001$. The 95 % confidence interval for the mean scores on the communication satisfaction personal feedback dimension ranged from 1.00 to 1.28. The effect size ($d = 0.80$) indicated a large effect. The results indicated that participants were generally somewhat satisfied to satisfied with personal feedback. Figure 1 displays the mean scores for communication satisfaction dimension 1 - Personal Feedback.

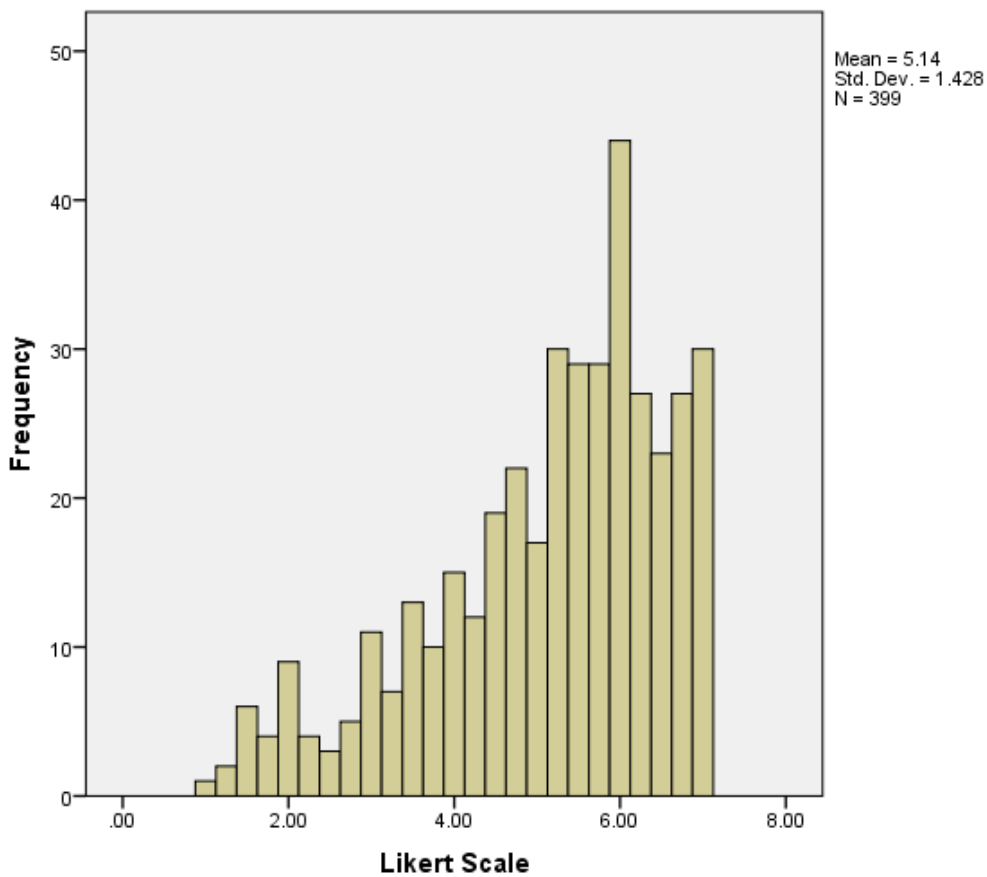


Figure 1. Mean Scores for Communication Satisfaction Dimension 1 - Personal Feedback

H₀₁₂: The mean scores for staff members on Dimension 2 (Relationship to Supervisors) of CSQ is not significantly different from 4 (4 = Indifferent).

A one-sample *t* test was conducted on the mean scores for Dimension 2 of CSQ to determine whether the mean was significantly different from 4, the mid-point of the Likert-type scale. The sample mean for Dimension 2 (Relationship to Supervisors) 5.41 (*SD* = 1.44) was significantly higher than 4, $t(366) = 18.79, p < .001$. The 95 % confidence interval for the mean scores on the communication satisfaction personal feedback dimension ranged from 1.27 to 1.56. The effect size ($d = 0.98$) indicated a large effect. The results indicated that participants were generally somewhat satisfied to satisfied with relationship to supervisors. Figure 2 displays the mean scores for communication satisfaction dimension 2 - Relationship to Supervisors.

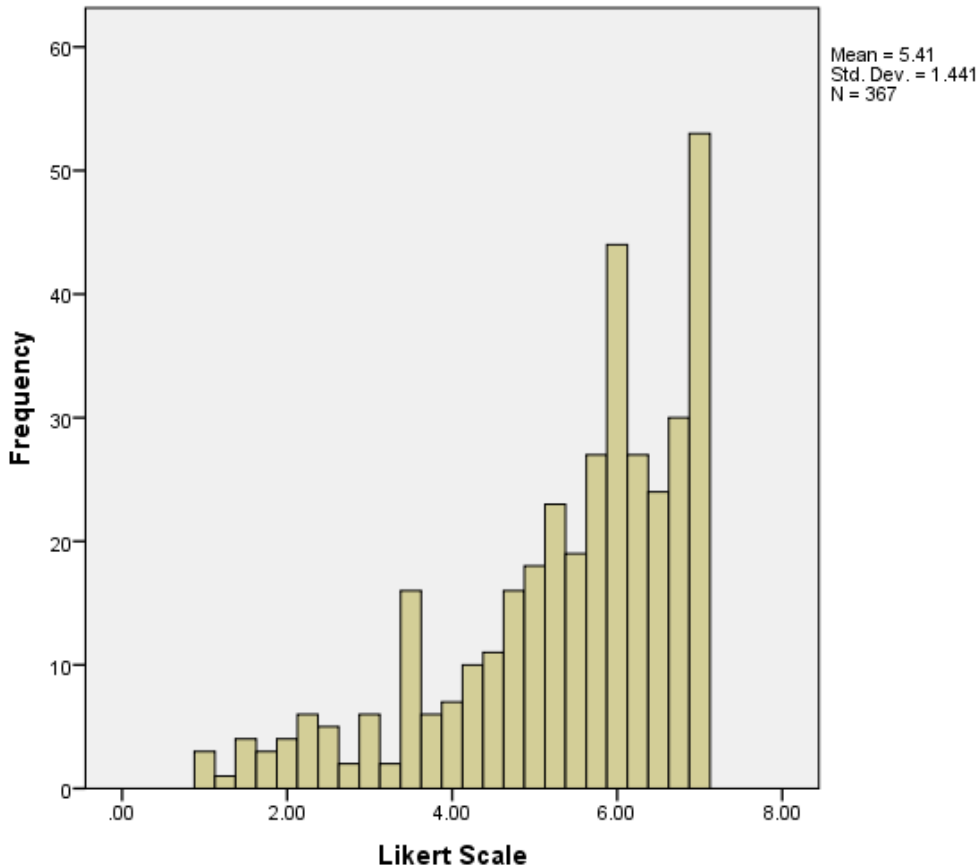


Figure 2. Mean Scores for Communication Satisfaction Dimension 2 - Relationship to Supervisors

H₀₁₃: The mean scores for staff members on Dimension 3 (Horizontal and Informal Communication) of CSQ is not significantly different from 4 (4 = Indifferent).

A one-sample *t* test was conducted on the mean scores for Dimension 3 of CSQ to determine whether the mean was significantly different from 4, the mid-point of the Likert-type scale. The sample mean for Dimension 3 (Horizontal and Informal Communication) 5.19 (*SD* = 1.30) was significantly higher than 4, $t(365) = 17.60, p < .001$. The 95 % confidence interval for the mean scores on the communication satisfaction horizontal and informal communication dimension ranged from 1.06 to 1.32. The effect size ($d = 0.92$) indicated a large effect. The results indicated that participants were generally somewhat satisfied to satisfied with horizontal and informal communication. Figure 3 displays the mean scores for communication satisfaction dimension 3 - Horizontal and Informal Communication.

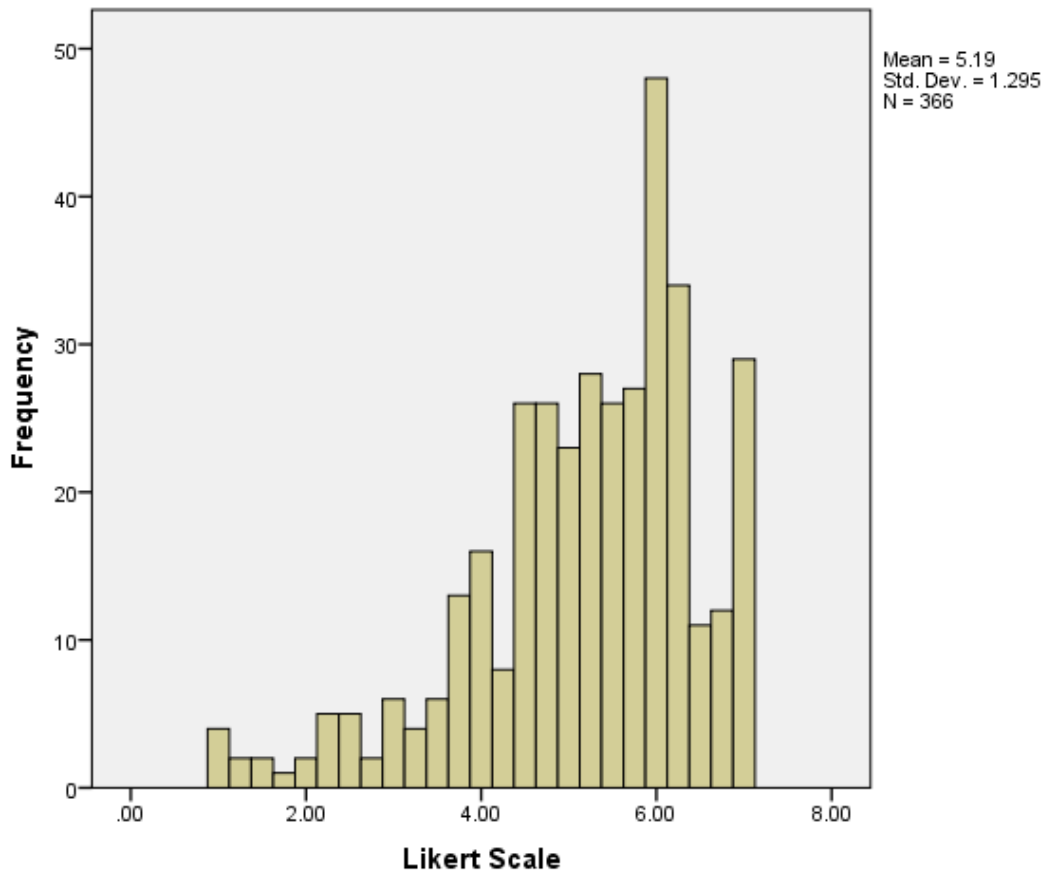


Figure 3. Mean Scores for Communication Satisfaction Dimension 3 - Horizontal and Informal Communication

H₀₁₄: The mean scores for staff members on Dimension 4 (Organizational Integration) of CSQ is not significantly different from 4 (4 = Indifferent).

A one-sample *t* test was conducted on the mean scores for Dimension 4 of CSQ to determine whether the mean was significantly different from 4, the mid-point of the Likert-type scale. The sample mean for Dimension 4 (Organizational Integration) 5.21 (*SD* = 1.19) was significantly higher than 4, $t(393) = 20.13, p < .001$. The 95 % confidence interval for the mean scores on the communication satisfaction organizational integration dimension ranged from 1.09

to 1.33. The effect size ($d = 1.02$) indicated a large effect. The results indicated that participants were generally somewhat satisfied to satisfied with organizational integration. Figure 4 displays the mean scores for communication satisfaction dimension 4 - Organizational Integration.

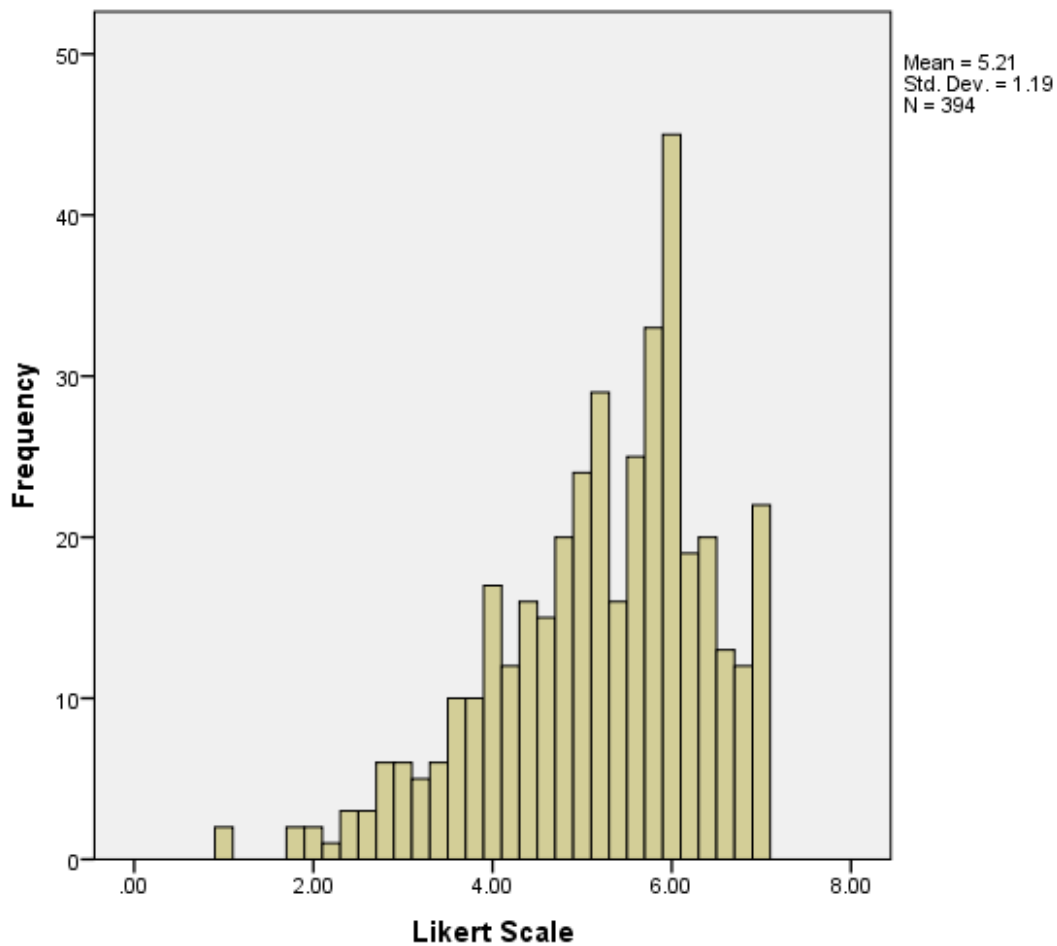


Figure 4. Mean Scores for Communication Satisfaction Dimension 4 - Organizational Integration

H_{015} : The mean scores for staff members on Dimension 5 (Organizational Perspective) of CSQ is not significantly different from 4 (4 = Indifferent).

A one-sample *t* test was conducted on the mean scores for Dimension 5 of CSQ to determine whether the mean was significantly different from 4, the mid-point of the Likert-type scale. The sample mean for Dimension 5 (Organizational Perspective) 4.92 (*SD* = 1.37) was significantly higher than 4, $t(399) = 13.43, p < .001$. The 95 % confidence interval for the mean scores on the communication satisfaction organizational perspective dimension ranged from 0.78 to 1.05. The effect size ($d = 0.67$) indicated a medium effect. The results indicated that participants were generally somewhat satisfied with organizational perspective. Figure 5 displays the mean scores for communication satisfaction dimension 5 - Organizational Perspective.

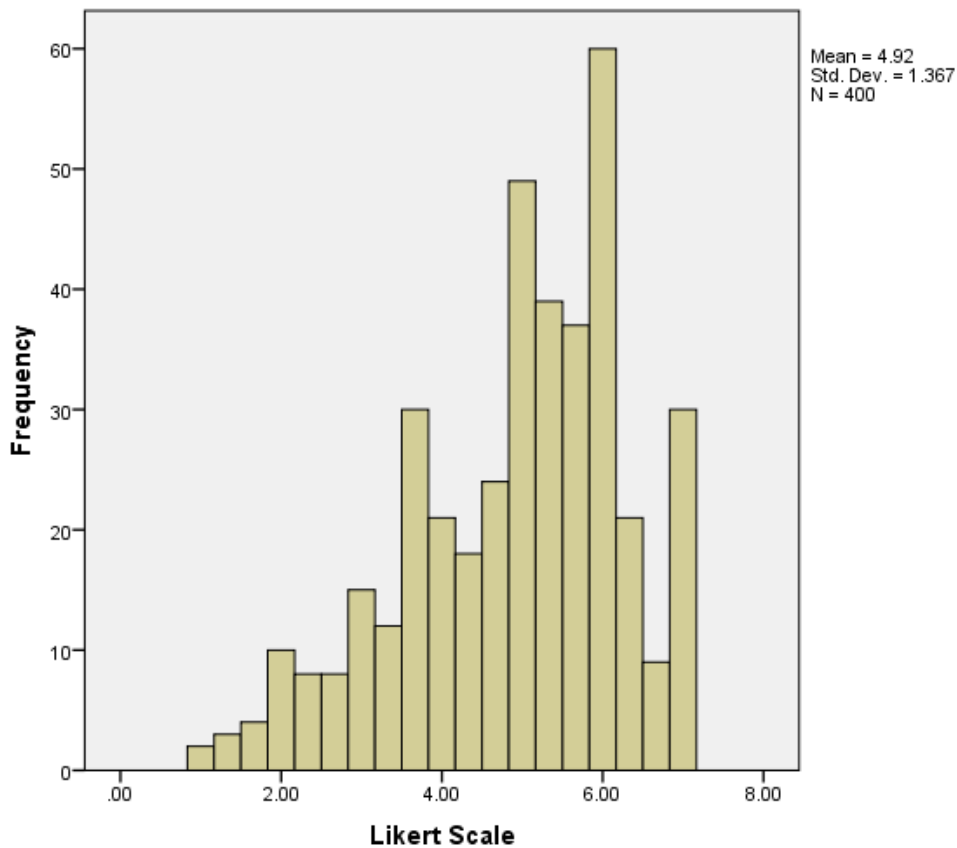


Figure 5. Mean Scores for Communication Satisfaction Dimension 5 - Organizational Perspective

H₀₁₆: The mean scores for staff members on Dimension 6 (Communication Climate) of CSQ is not significantly different from 4 (4 = Indifferent).

A one-sample *t* test was conducted on the mean scores for Dimension 6 of CSQ to determine whether the mean was significantly different from 4, the mid-point of the Likert-type scale. The sample mean for Dimension 6 (Communication Climate) 4.91 (*SD* = 1.52) was significantly higher than 4, $t(368) = 11.43, p < .001$. The 95 % confidence interval for the mean scores on the communication satisfaction communication climate dimension ranged from 0.75 to 1.06. The effect size ($d = 0.60$) indicated a medium effect. The results indicated that participants were generally somewhat satisfied with communication climate. Figure 6 displays the mean scores for communication satisfaction dimension 6 - Communication Climate.

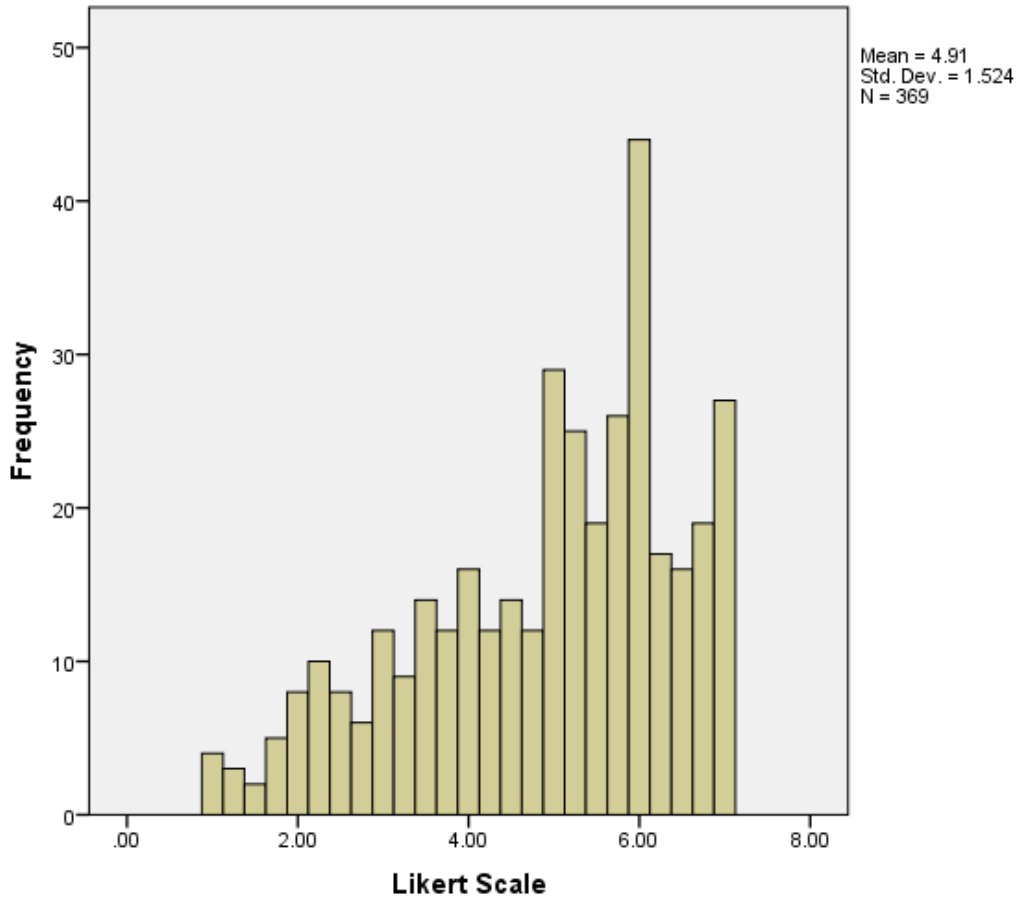


Figure 6. Mean Scores for Communication Satisfaction Dimension 6 - Communication Climate

H₀₁₇: The mean scores for staff members on Dimension 7 (Media Quality) of CSQ is not significantly different from 4 (4 = Indifferent).

A one-sample *t* test was conducted on the mean scores for Dimension 7 of CSQ to determine whether the mean was significantly different from 4, the mid-point of the Likert-type scale. The sample mean for Dimension 7 (Media Quality) 5.25 (*SD* = 1.37) was significantly higher than 4, $t(359) = 17.40, p < .001$. The 95 % confidence interval for the mean scores on the communication satisfaction media quality dimension ranged from 1.11 to 1.39. The effect size ($d = 0.92$) indicated a large effect. The results indicated that participants were generally somewhat

satisfied to satisfied with media quality. The results of all the communication satisfaction dimensions indicated that staff members are generally satisfied with the communication in their workplace. Figure 7 displays the mean scores for communication satisfaction dimension 7 - Media Quality.

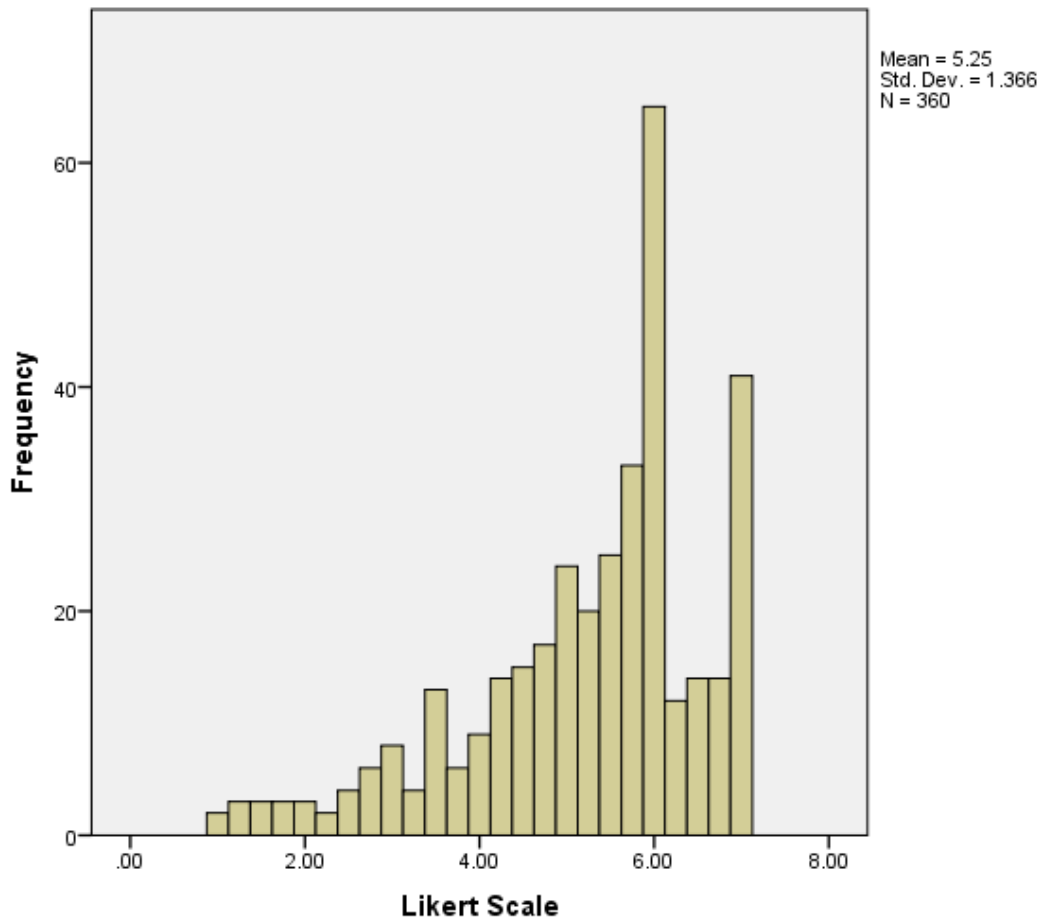


Figure 7. Mean Scores for Communication Satisfaction Dimension 7- Media Quality

Research Question 2

Are the mean scores for staff members on the job satisfaction dimension (Dimension 8) of Communication Satisfaction Questionnaire (CSQ) significantly different from 4 (4 = Indifferent)?

H₀2: The mean scores for staff members on the job satisfaction dimension (Dimension 8) of Communication Satisfaction Questionnaire (CSQ) is not significantly different from 4 (4 = Indifferent).

A one-sample *t* test was conducted on the mean scores for Dimension 8 of CSQ to determine whether the mean was significantly different from 4, the mid-point of the Likert-type scale. The sample mean for Dimension 8 (Job Satisfaction) 5.43 (*SD* = 1.20) was significantly higher than 4, $t(359) = 22.60, p < .001$. The 95 % confidence interval for the mean scores on the job satisfaction dimension of CSQ ranged from 1.31 to 1.56. The effect size ($d = 1.19$) indicates a large effect. The results indicated that participants were generally somewhat satisfied to satisfied with job satisfaction dimension. The results indicated that staff members are generally satisfied with their job in their workplace. Figure 8 displays the mean scores for communication satisfaction dimension 8 - Job Satisfaction.

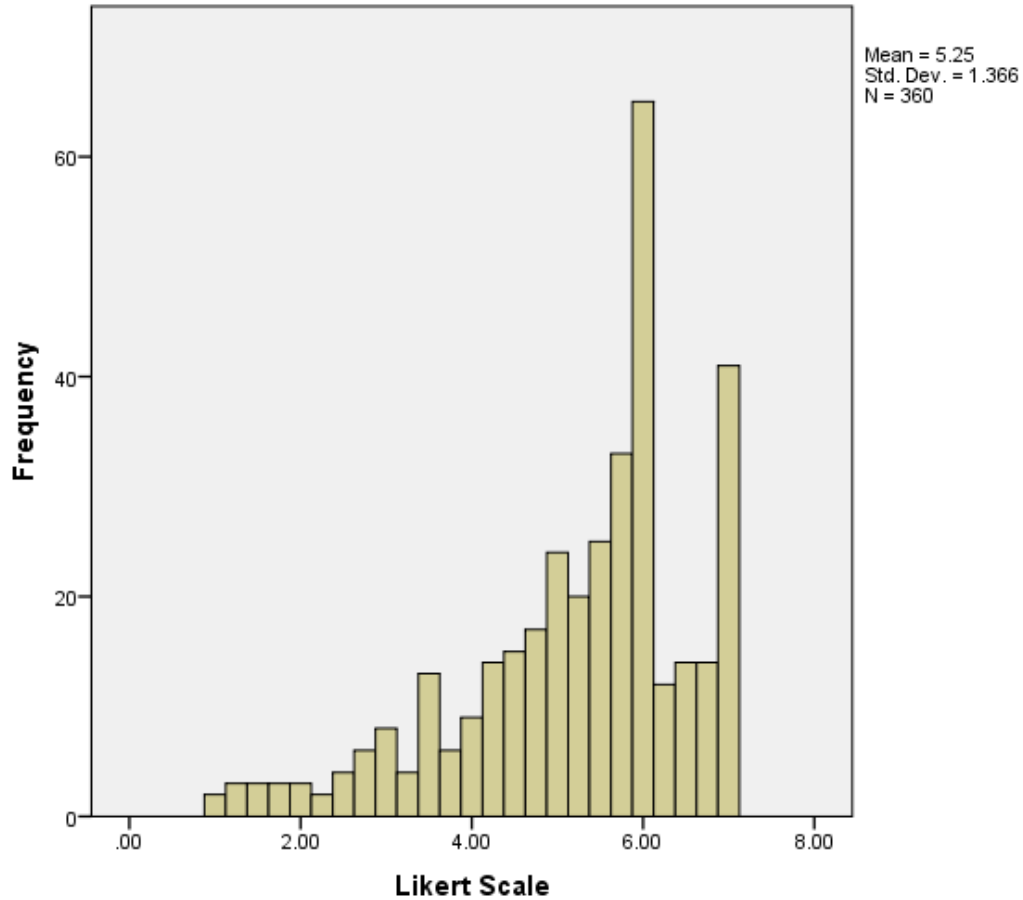


Figure 8. Mean Scores for Communication Satisfaction Dimension 8 - Job Satisfaction

Research Question 3

Is there a significant difference between male and female staff members' mean scores (overall scores) on Communication Satisfaction Questionnaire?

H₀3: There is no significant difference between male and female staff members' mean scores (overall scores) on Communication Satisfaction Questionnaire.

An independent samples *t* test was conducted to evaluate whether the mean overall scores on Communication Satisfaction Questionnaire (CSQ) differed significantly among female and male staff members. The mean overall scores (Dimension 1 through Dimension 8 of CSQ) was

the test variable and the grouping variable was female staff members or male staff members. The test was not significant, $t(315) = .36, p = .722$. Therefore, $H_{0:3}$ was retained. There were 338 female and 127 male respondents. The η^2 index was $<.01$ which indicated a small effect. The female staff members ($M = 5.26, SD = 1.22$) tended to score about the same as the male staff members ($M = 5.21, SD = 1.19$) on the CSQ. The 95% confidence interval for the differences in means was $-.24$ to $.35$. Figure 9 shows the distributions for the two groups. Figure 9 displays the distribution of mean scores for female staff members and male staff members on Communication Satisfaction Questionnaire (CSQ).

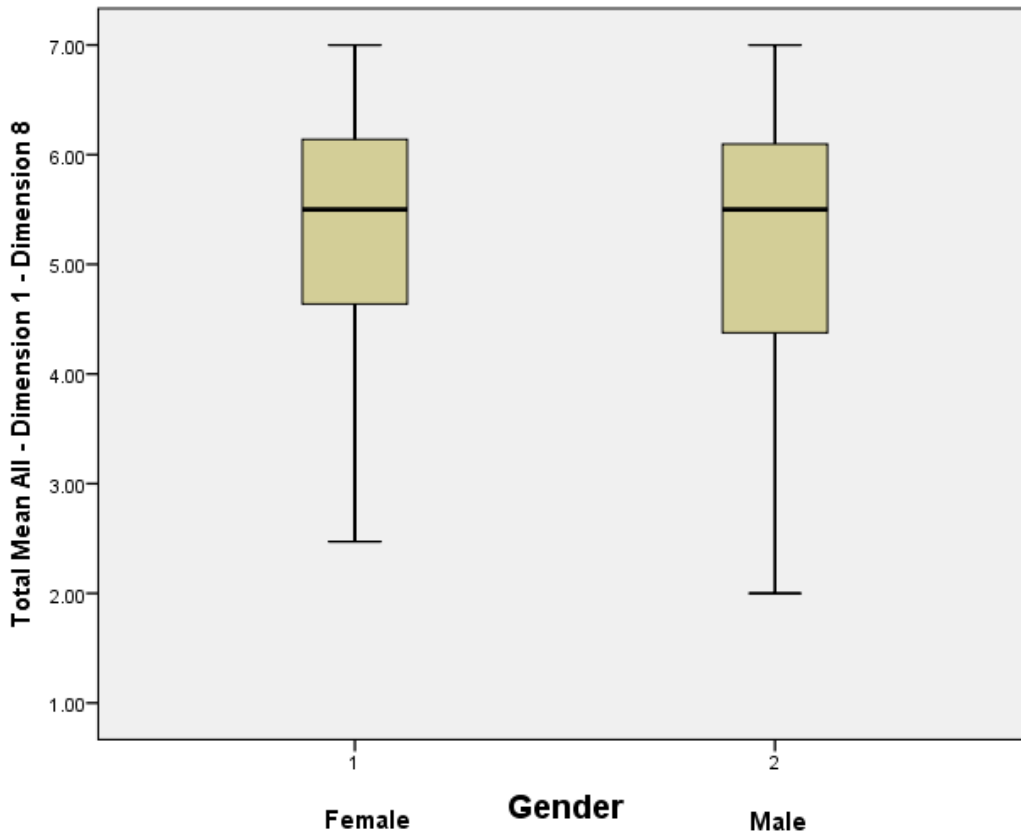


Figure 9. Distribution of Mean Scores for Female Staff Members and Male Staff Members on CSQ

Research Question 4

Is there a significant relationship between the level of communication satisfaction among staff members and the number of years of service in their current work positions?

H₀4: There is no significant relationship between the level of communication satisfaction among staff members and the number of years of service in their current work positions.

A Pearson correlation coefficient was computed between the mean scores (overall scores from Dimension 1 through Dimension 8) on Communication Satisfaction Questionnaire (CSQ) and the number of years of service to test the relationship between the level of communication satisfaction among staff members and the number of years of service in their current work positions. The results of the correlation analysis revealed a weak negative relationship between the mean scores on CSQ ($M = 5.25$, $SD = 1.21$) [$r(317) < .01$, $p = .361$]. Therefore, H₀:4 is retained. In general, the results suggest that the staff members' mean scores on Communication Satisfaction Questionnaire is not related to the number of years in service. Figure 10 displays the bivariate scatterplot of the mean scores of the staff members on CSQ based on number of years of service in current position.

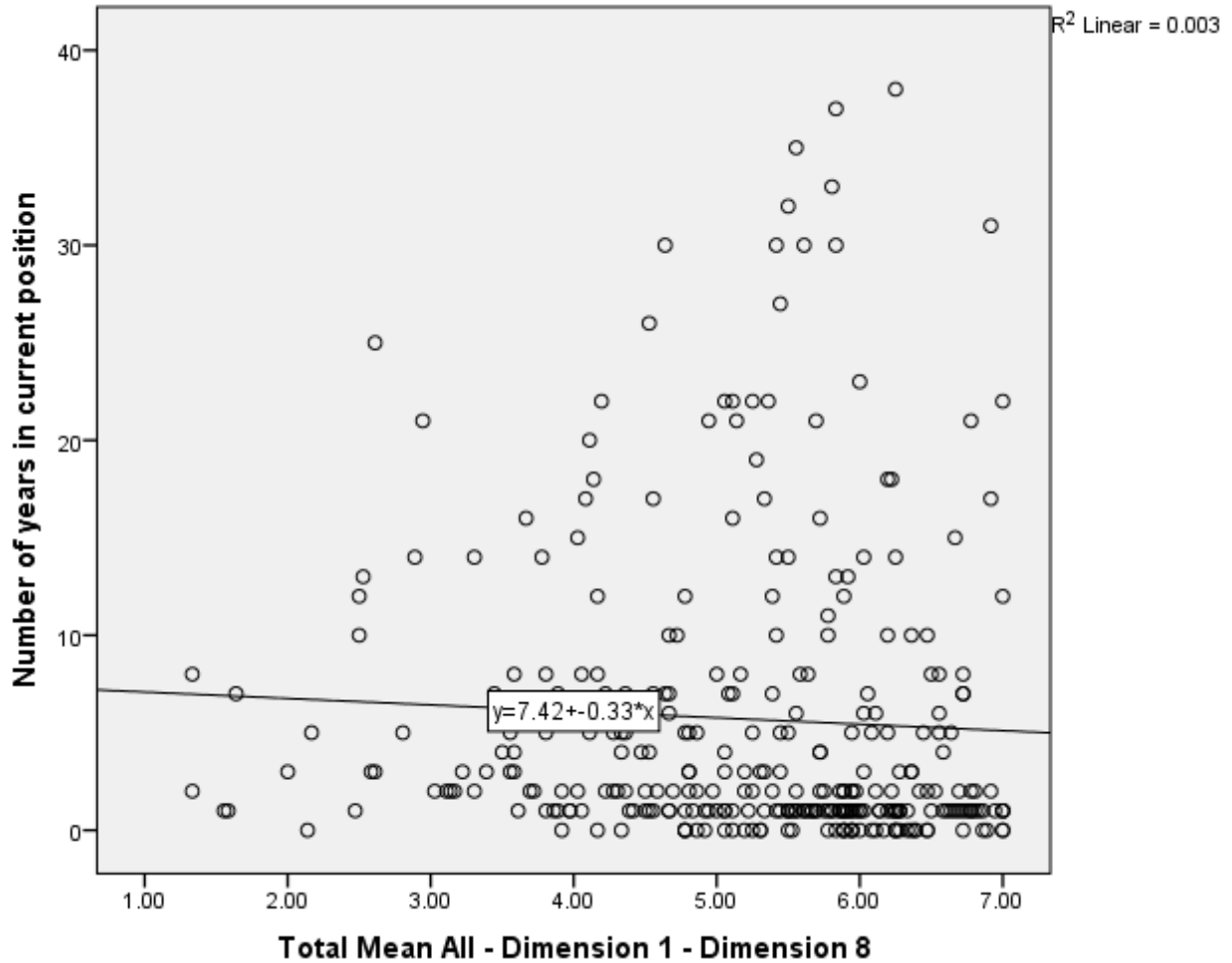


Figure 10. Bivariate Scatterplot of the Mean Scores of the Staff Members on CSQ Based on Number of Years of Service in Current Position

Research Question 5

Is there a significant differences in the mean scores (overall scores) on Communication Satisfaction Questionnaire based on the highest level of education achieved?

H₀5: There is no significant differences in the mean scores (overall scores) on Communication Satisfaction Questionnaire based on the highest level of education achieved.

A one-way analysis of variance was conducted to evaluate the relationship between total overall mean scores of staff members on Communication Satisfaction Questionnaire and the highest level of education achieved by the staff members. The factor variable, the highest level of education achieved by the staff members, included five levels (High school diploma, Some college, Undergraduate degree, Graduate degree, and Doctorate degree or higher). The dependent variable was the total overall mean scores of staff members on CSQ (Dimension 1 through Dimension 8). The ANOVA was significant, $F(4, 312) = 3.57, p = .007$. Therefore, $H_0:5$ was rejected. The strength of the relationship between the total overall mean scores of staff members and the highest level of education achieved by the staff members as assessed by η^2 was small (.04).

Because the overall F test was significant, post hoc multiple comparisons was conducted to evaluate pairwise differences among the means of the five groups. A Tukey procedure was selected for the multiple comparisons because equal variance was assumed. There was a significant difference in the means of the group that received some college and the group that achieved graduate degree ($p = .033$), and between the group that achieved a graduate degree and the group that achieved doctorate degree or higher ($p = .044$). However, there was not a significant differences in the means of the groups that achieved high school diploma and the groups that received some college ($p = .869$); the group that achieved high school diploma and the group that achieved undergraduate degree ($p = .984$); the group that achieved high school diploma and the group that achieved doctoral degree or higher ($p = .709$); the group that received some college and the group that achieved undergraduate degree ($p = .908$); The group that received some college and the group that achieved doctoral degree or higher ($p = .981$); the group that achieved undergraduate degree and the group that achieved graduate degree ($p =$

.069); and the group that achieved undergraduate degree and the group that achieved doctorate degree or higher ($p = .715$). It appears that receiving high school diploma or some college, high school diploma or undergraduate degree, high school diploma or graduate degree, high school diploma or doctorate degree or higher, some college or undergraduate degree, or some college and doctorate degree or higher, undergraduate degree or graduate degree, and undergraduate degree or doctorate or higher degree, are equally responsible for achieving higher scores on Communication Satisfaction Questionnaire (for perceiving higher communication satisfaction in the workplace among staff members). The 95% confidence intervals for the pairwise differences, as well as, the means and standard deviations for the five levels of education group, are reported in Table 1. Figure 11 displays the boxplot of total mean scores on Communication Satisfaction Questionnaire (CSQ) based on highest level of education achieved.

Table 1

Means and Standard Deviations with 95% Confidence Intervals of Pairwise Differences for Highest Level of Education

Level of Education	N	M	SD	High School	Some College	Undergrad	Graduate
High School	13	5.16	1.26				
Some College	51	5.51	1.27	-1.37 to .66			
Undergrad	121	5.34	1.16	-1.14 to .77	-.37 to .72		
Graduate	108	4.93	1.21	-.73 to 1.19	.03 to 1.14*	-.02 to .84	
Doctorate/ Higher	24	5.68	1.02	-1.65 to .60	-9.7 to .65	-1.06 to .39	-1.48 to .01*

** . Significant at 0.01 level (2-tailed).

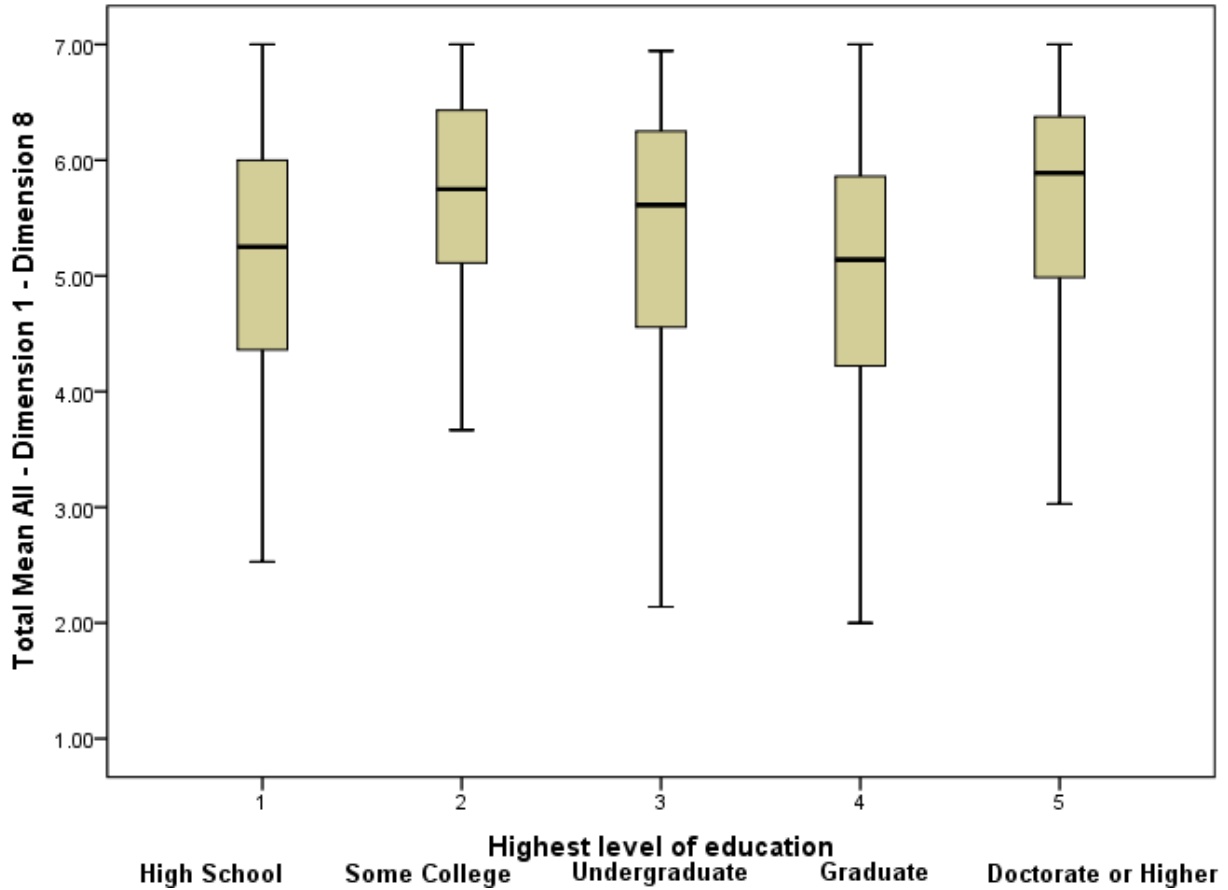


Figure 11. Boxplot of Total Mean Scores on CSQ Based on Highest Level of Education Achieved

Research Question 6

Is there a significant differences in the mean scores (overall scores) on Communication Satisfaction Questionnaire based on job classification?

H₀₆: There is no significant differences in the mean scores (overall scores) on Communication Satisfaction Questionnaire based on job classification.

A one-way analysis of variance was conducted to evaluate the relationship between job satisfaction and the total overall mean scores of staff members on Communication Satisfaction Questionnaire (CSQ). The factor variable job classification included five levels: Executive,

Administrative, Managerial (Group 1), Professional Non Faculty (Group 2), Clerical and Secretarial (Group 3), Technical, Skilled, Maintenance, Service, Others (Group 4), and Student Worker, Tuition Scholar, Graduate Assistant (Group 5). The dependent variable was the difference in the total mean scores of staff members on the CSQ (Dimensions 1 through Dimensions 8). The ANOVA was significant, $F(5, 311) = 4.65, p < .001$. Therefore, $H_0:6$ was rejected. The strength of the relationship between job classification and the total mean scores on CSQ as assessed by η^2 was small (.07).

Because the overall F test was significant, post hoc multiple comparisons were conducted to evaluate pairwise differences among the means of the five groups. A Tukey procedure was selected for the multiple comparisons because equal variances were assumed. There was a significant differences in the means between the professional Non Faculty group and the Student Worker, Tuition Scholar, Graduate Assistant group ($p = .008$) and the Clerical and Secretarial group and the Student Worker, Tuition Scholar, Graduate Assistant group ($p < .001$). However, there was not a significant differences in the means between the Executive, Administrative, Managerial group and the Professional Non Faculty group ($p = .535$); the Executive, Administrative, Managerial group and the Clerical and Secretarial group ($p = .220$); the Executive, Administrative, Managerial group and the Technical, Skilled, Maintenance, Service, and Others group ($p = .934$); the Executive, Administrative, Managerial group and the Student Worker, Tuition Scholar, Graduate Assistant group ($p = .998$); the Professional Non Faculty group and the Clerical and Secretarial group ($p = .957$); the Professional Non Faculty group and the Technical, Skilled, Maintenance, Service, and Others group ($p = .999$); the Clerical and Secretarial group and the Technical, Skilled, Maintenance, Service, and Others group ($p = .941$); and the Technical, Skilled, Maintenance, Service, and Others group and the Student Worker,

Tuition Scholar, Graduate Assistant group ($p = .627$). It appears that Group 1 or Group 2, or Group 1 or Group 3, Group 1 or Group 4, Group 1 or Group 5, Group 2 or Group 3, Group 2 or Group 4, Group 3 or Group 4, and Group 4 or Group 5, are equally responsible in affecting the mean scores of the staff members on the CSQ. The 95% confidence intervals for the pairwise differences, as well as, the means and standard deviations for the five job classification groups, are reported in Table 2. Figure 12 displays the boxplot of total mean scores on Communication Satisfaction Questionnaire (CSQ) based on Job Classification

Table 2

Means and Standard Deviations with 95% Confidence Intervals of Pairwise Differences for Job Classification

Job Category	N	M	SD	Group 1	Group 2	Group 3	Group 4
Group 1	23	5.49	1.06				
Group 2	80	5.02	1.28	-.33 to 1.27			
Group 3	68	4.85	1.34	-.18 to 1.45	-.39 to .72		
Group 4	18	5.14	1.15	-.71 to 1.41	-1.00 to .76	-1.18 to .61	
Group 5	121	5.60	1.01	-.88 to .65	-1.07 to -.10*	-1.26 to .24**	-1.31 to .39

** . Significant at 0.01 level (2-tailed).

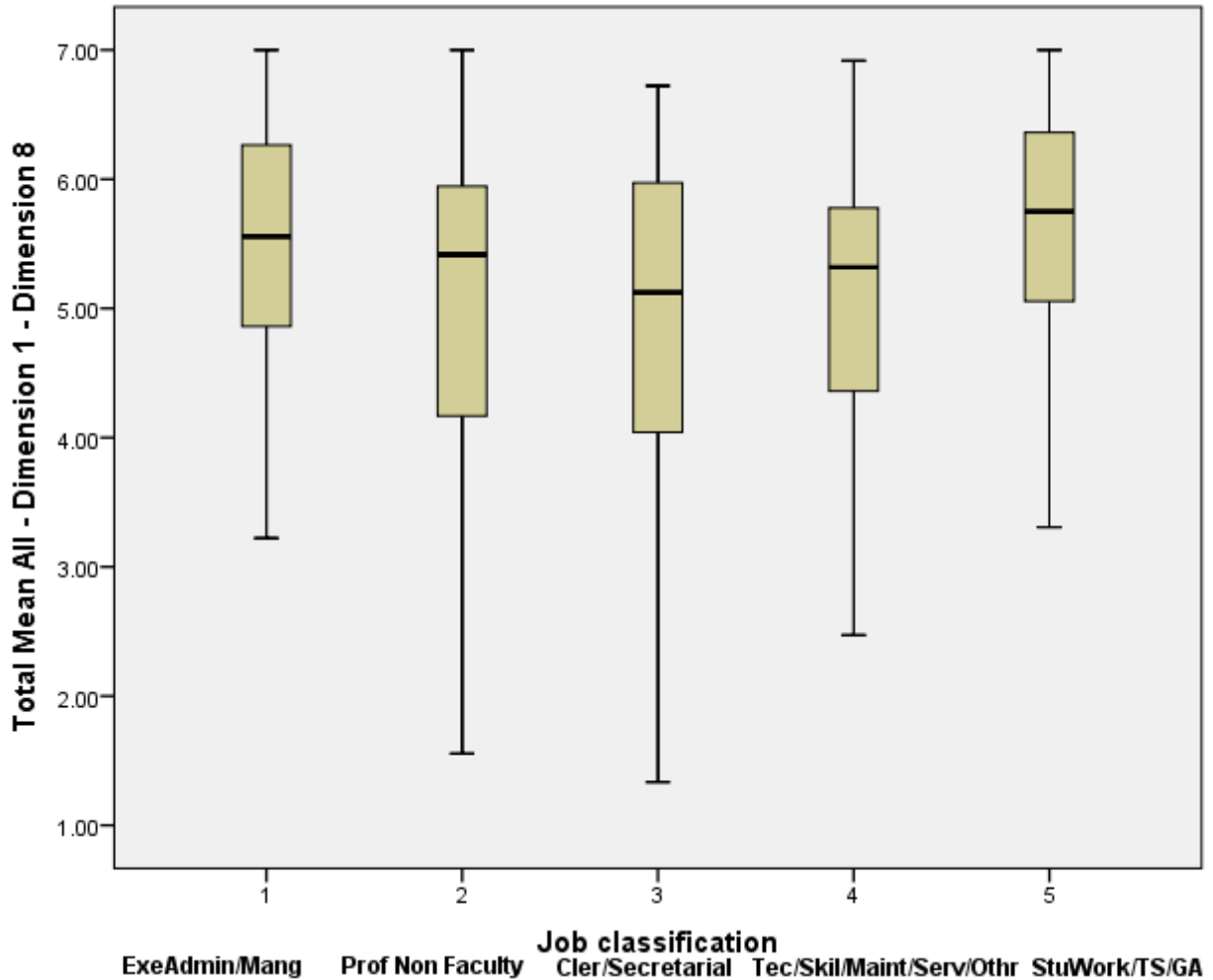


Figure 12. Boxplot of Total Mean Scores on CSQ Based on Job Classification

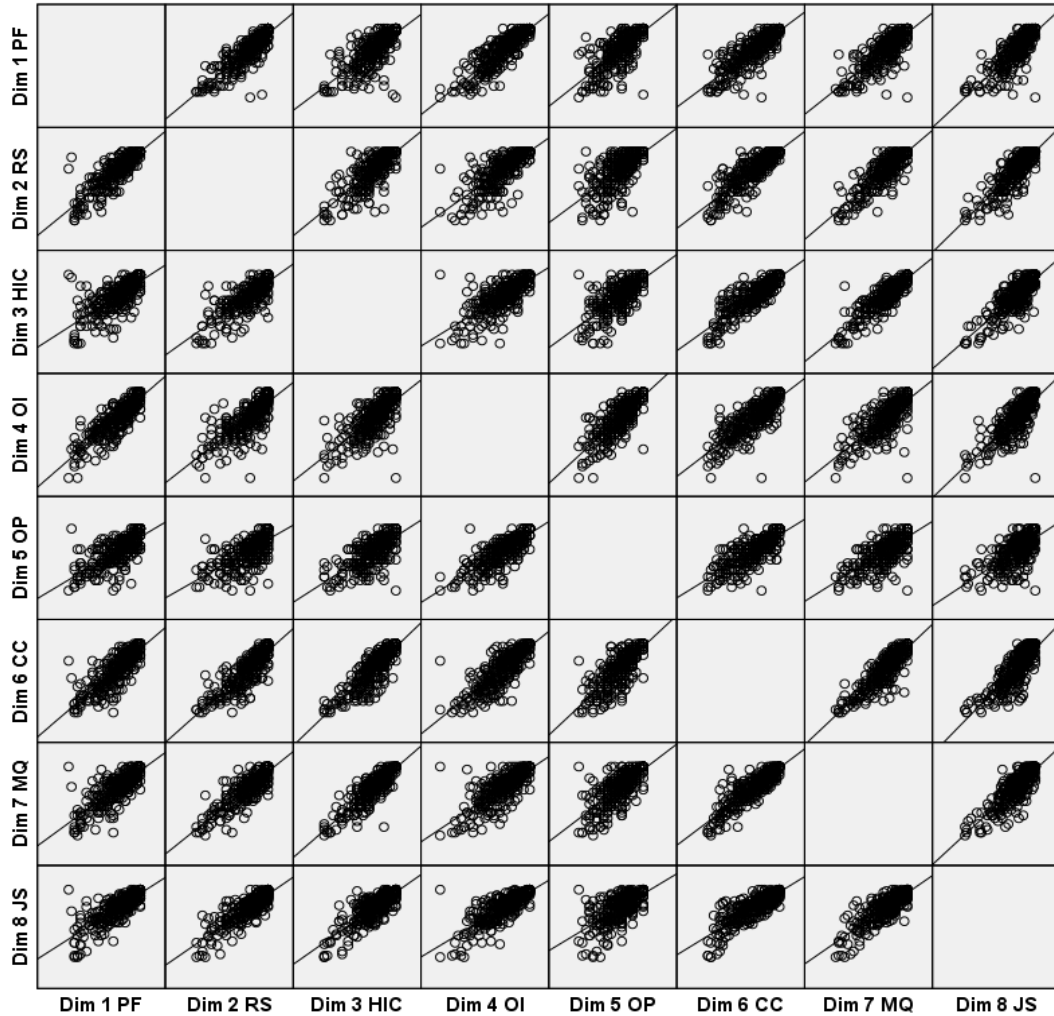
Research Question 7

Is there a significant relationship among the eight dimensions of Communication Satisfaction Questionnaire (CSQ)?

H_0 7: There is no significant relationship among the eight dimensions of Communication Satisfaction Questionnaire (CSQ).

Pearson correlation coefficients were computed among the eight Dimensions of Communication Satisfaction Questionnaire (CSQ). Using the Bonferroni approach to control for

Type 1 error across the 28 correlations, a p value of less than .002 ($.05/28 = .002$) was required for significance. The results of the analysis revealed strong positive relationships among all eight Dimensions with the strength of the relationship ranging from $r = .67$ to $r = .88$ and p values all $< .001$ (Table 3). Therefore, $H_0:7$ is rejected. All the relationships were positive and strongly related, therefore high score on one Dimension tended to produce higher scores on other Dimensions. Figure 13 displays the matrix scatterplot of relationships between the eight dimensions of Communication Satisfaction Questionnaire (CSQ) and Table 3 displays the bivariate correlations among dimension 1 through dimension 8 of CSQ.



Communication Satisfaction Questionnaire Dimensions

Figure 13. Matrix Scatterplot of Relationships Between the Eight Dimensions (Dim1 - Personal Feedback, Dim2 - Relationship to Supervisors, Dim3 - Horizontal and Informal Communication, Dim4 - Organizational Integration, Dim5 - Organizational Perspective, Dim6 - Communication Climate, Dim7 - Media Quality, and Dim8 - Job Satisfaction) of Communication Satisfaction Questionnaire (CSQ)

Table 3

Bivariate Correlations Among Dimension 1 Through Dimension 8 of Communication Satisfaction Questionnaire - CSQ (Dim1 - Personal Feedback, Dim2 - Relationship to Supervisors, Dim3 - Horizontal and Informal Communication, Dim4 - Organizational Integration, Dim5 - Organizational Perspective, Dim6 - Communication Climate, Dim7 - Media Quality, and Dim8 - Job Satisfaction)

Dimensions	Dim1	Dim2	Dim3	Dim4	Dim5	Dim6	Dim7
Dim2	.85**						
Dim3	.73**	.80**					
Dim4	.86**	.78**	.74**				
Dim5	.71**	.69**	.72**	.80**			
Dim6	.82**	.86**	.87**	.82**	.80**		
Dim7	.78**	.87**	.87**	.76**	.73**	.88**	
Dim8	.80**	.85**	.82**	.79**	.67**	.83**	.82**

** . Correlation is significant at a 0.01 level (2-tailed).

Research Question 8

Is there a significant relationship between overall communication satisfaction (overall score of the first seven dimensions on Communication Satisfaction Questionnaire) compared to the overall job satisfaction (overall score on the eighth dimension of Communication Satisfaction Questionnaire)?

H₀8: There is no significant relationship between overall communication satisfaction (overall score of the first seven dimensions on Communication Satisfaction Questionnaire) compared to the overall job satisfaction (overall score on the eighth dimension of Communication Satisfaction Questionnaire).

A Pearson correlation coefficient was conducted to evaluate the relationship between staff members overall communication satisfaction score (Dimension 1 through Dimension 7) with their overall job satisfaction score (Dimension 8) of Communication Satisfaction Questionnaire. The results of the correlational analysis revealed a strong positive relationship between Communication Satisfaction ($M = 144.53$, $SD = 35.07$) and Job Satisfaction ($M = 43.35$, $SD = 9.70$) and a statistically significant correlation [$r(299) = .88$, $p < .001$]. Therefore, $H_0:8$ was rejected. In general, the results suggest that the staff members that perceive being satisfied with communication in their workplace also tend to perceive being satisfied with their job. Figure 14 displays the relationship between total communication and total job satisfaction dimensions of CSQ.

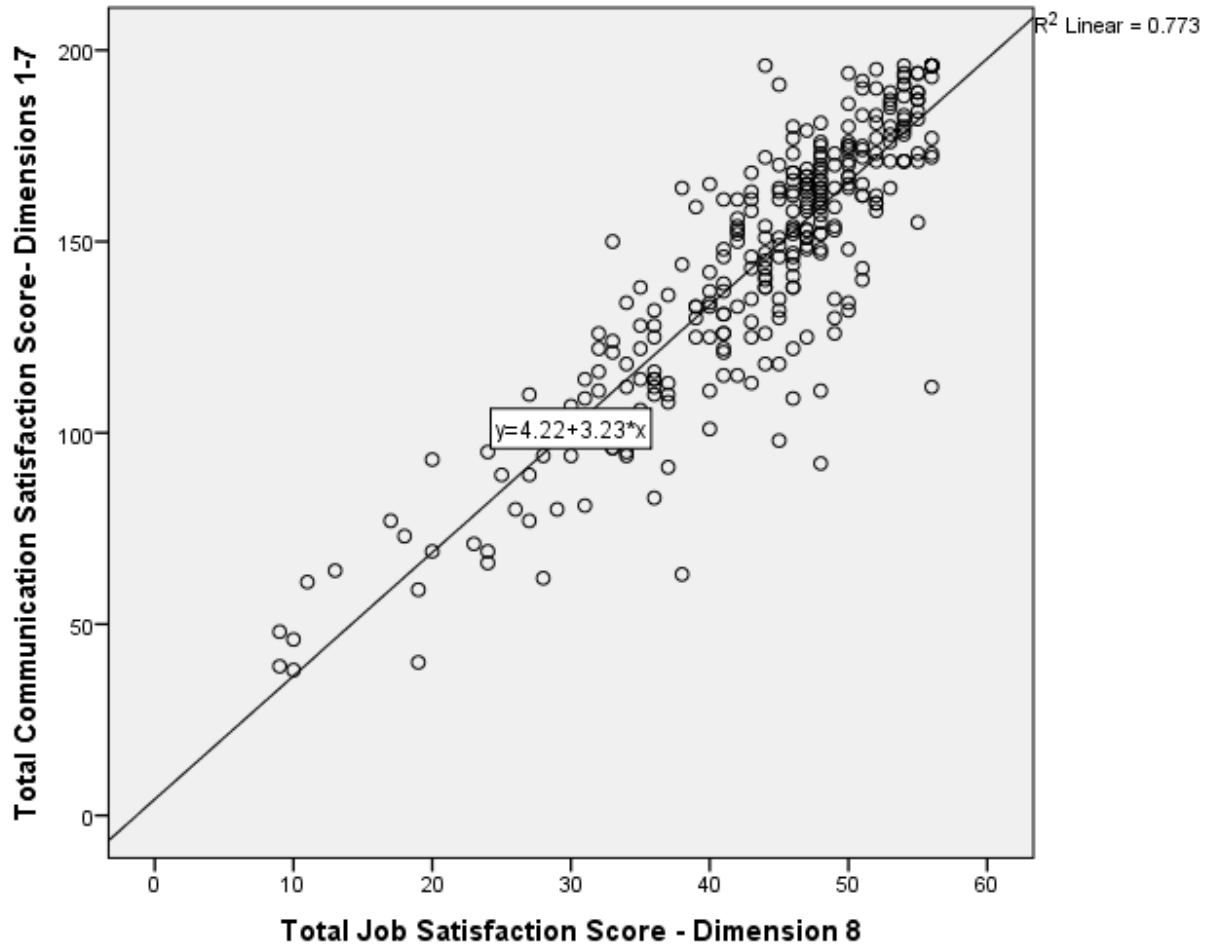


Figure 14. Relationship Between Total Communication and Total Job Satisfaction Dimensions of CSQ

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this research study was to explore the topic of organizational communication in higher education and examine staff members' perceptions about their level of communication and job satisfaction in a single higher education institution. The study was also designed to test the relationship between communication satisfaction and job satisfaction by analyzing the significance of different dimensions of communication satisfaction with the view that satisfaction is multifaceted.

The staff members in the study included both full-time and part-time employees with no teaching role. The study also included student workers, tuition scholars, and graduate assistants. A summary and conclusions of the study, along with recommendations for practitioners, readers, and researchers are included in this chapter for further research and for practice in the area of organizational communication.

Summary

A total of 463 staff members participated in the study from a population of approximately 2,600 staff members. The study was conducted using a modified version of a survey known as Communication Satisfaction Questionnaire (Downs & Hazen, 1977). The survey was designed to gather information about employees' (staff members) level of communication satisfaction. An online version of the survey was electronically distributed to the staff members across three sections (three campuses) of the higher education institution. The survey used a Likert-type scale (where the participants had to choose from one of the following responses: Strongly Dissatisfied,

Dissatisfied, Somewhat Dissatisfied, Indifferent, Somewhat Satisfied, Satisfied, and Strongly Satisfied. Eight communication satisfaction dimensions (personal feedback, relationship to supervisors, horizontal and informal communication, organizational integration, organizational perspective, communication climate, media quality, and job satisfaction) with three to five statements each, with the exception of job satisfaction dimension that included eight statements, were used in the survey to measure the perceptions of staff members' level of communication satisfaction and job satisfaction in their workplace. Thirty-six Likert-type statements and five demographic questions were included in the survey. From the original CSQ, fifteen statements were omitted and eleven new statements were added. Some of the statements were reworded and minor modification was done to fit the needs of the target group in the study.

Conclusions and Key Findings

The statistical analysis reported in this study were based on eight research questions that were presented in Chapter 3 along with null hypotheses. Research question 1 included seven subquestions for each of the seven communication satisfaction dimensions. The eighth dimension, job satisfaction was examined in research question 2. Research questions 1 and 2 were analyzed using a one-sample *t* test to determine if the mean scores for each dimension was significantly different from 4 (the mid-point on the Likert-type scale). The mean score of each of the communication satisfaction dimensions was analyzed separately. The results for research question 1 indicated that staff members' satisfaction level with communication satisfaction dimensions 1 to 4 and 7 (personal feedback, relationship to supervisors, horizontal and informal communication, organizational integration, and media quality) generally ranged from being somewhat satisfied to satisfied. The staff members were found to be generally somewhat

satisfied with communication satisfaction dimensions five and six (organizational perspective and communication climate). The results of this study indicated that the staff members were generally satisfied with communication practices in their workplaces and that their views about communication practices in their workplaces were positive. In contrast to the findings in this study, Gray and Laidlaw (2002) found that the employees of the organization they studied were generally dissatisfied with all aspects of communication. While in Gray and Laidlaw's study, personal feedback and communication climate were found to be areas where employees were least satisfied, in this study these areas were where staff members' satisfaction levels was somewhat satisfied to satisfied and satisfied, respectively.

Ahmed's (2006) study of academic staff members at two state universities found high satisfaction from subordinate and supervisory communication, media quality, and horizontal communication, and low satisfaction from organizational integration, personal feedback, communication climate, and organizational integration. However, in the present study, there were no low satisfaction levels indicated among staff members for any of the seven communication satisfaction dimensions. In Gülnar's (2007) study it was found that employees experienced highest level of satisfaction in horizontal communication, media quality, and organizational integration and lowest satisfaction in communication climate, personal feedback, and organizational perspective in their workplaces.

Based on the comparison of previous research and the present study, the results support the concept that communication satisfaction is a multidimensional as found by Downs and Hazen (1977), and that each dimension contributes to the level of communication satisfaction among employees. Previous research by Mueller and Lee (2002) revealed that full-time employees (respondents) of nonprofit organizations perceived moderate amounts of communication

satisfaction in their workplaces for all the communication satisfaction dimensions. The results of the same study also indicated that Leader-Member Exchange (LMX) played a key role in positively affecting subordinates' perceptions of communication satisfaction in each of interpersonal, group, and organizational contexts (all dimensions of communication satisfaction). The higher the quality of LMX, the higher communication satisfaction among subordinates was indicated. A previous study found that the composite mean scores for each of the communication satisfaction dimensions were all calculated to be above the mid-point of four for their employees which indicated they were at least somewhat satisfied in each dimensions of communication satisfaction (Jones, 2006).

For Research Question 2, the results of study indicated that the sample mean for job satisfaction was significantly higher than 4 (Indifferent), indicating that the staff members were generally somewhat satisfied to satisfied with the job satisfaction dimension. The effect size was found to be large. For this study job satisfaction was added as the eighth dimension of Communication Satisfaction Questionnaire, which included eight statements related to job satisfaction that were created based on reference from Job Descriptive Index (JDI) (Smith et al., 1969) and the SHRM Report (2012).

Previous research found significant differences in the mean scores for job satisfaction across academic departments and across different nations for different aspects of job satisfaction (Lacy & Sheehan, 1997). That study results indicated that factors related to the environment in which academics work are the greatest predictors of job satisfaction (Lacy & Sheehan, 1997). Another study found that majority of its employees (94%) were either somewhat satisfied, satisfied, or very satisfied with their jobs (Jones, 2006). Gülnar (2007) indicated that nature of work, coworkers, and the supervision were the highest satisfying factors for job satisfaction

among his sample, while pay, fringe benefits and contingent rewards were reported as the least satisfying factors.

Research Question 3 was analyzed using an independent samples *t* test that evaluated the mean scores on Communication Satisfaction Questionnaire (CSQ) to determine if there were any significant differences among male and female staff members. The test was not significant and a small effect size was indicated. The results of this study revealed that both female and male staff members tended to score about the same on CSQ. Research question 4 evaluated the relationship between the levels of communication satisfaction among staff members based on the number of years they had been working in their current work positions. A Pearson correlation coefficient was computed between the mean scores for all the eight dimensions on CSQ and the number of years in service for all the participants. The results showed a weak negative relationship between the mean scores on CSQ and number of years in service, indicating that number of years in current position did not significantly affect the level of communication satisfaction among staff members.

Research Questions 5 and 6 were conducted using a one-way analysis of variance (ANOVA). Research Question 5 tested for significant differences in the mean scores on CSQ based on the highest level of education achieved by the staff members. The factor variable used was highest level of education, which included five levels (High school diploma, Some college, Undergraduate degree, Graduate degree, and Doctorate degree or higher) and the dependent variable was the total overall mean scores on CSQ for the staff members (dimensions 1 through 8). The ANOVA was significant and the strength of the relationship calculated was small. A Tukey procedure was selected to conduct multiple comparisons for pairwise differences. A significant difference was found among the group that received some college and the group that

received graduate degree; the group that received graduate degree and the group that received doctorate degree or higher. Other combinations of education levels of staff members did not indicate any significant differences on the mean scores on CSQ, indicating that education level of staff members tend to affect the level of communication satisfaction level if the participants have some college or graduate degree or graduate degree or doctorate degree or higher.

Research Question 6 evaluated whether there was significant differences among staff members' mean scores based on job classification. The factor variable used for this question included five levels Executive, Administrative, Managerial (Group 1), Professional Non Faculty (Group 2, Clerical and Secretarial (Group 3), Technical, Skilled, Maintenance, Service, Others (Group 4), and Student Worker, Tuition Scholar, Graduate Assistant (Group 5). The dependent variable was the difference in the total mean scores of staff members on CSQ. The test was significant and the strength of the relationship between job classification and the total mean scores on CSQ was found to be small. A Tukey procedure for the post hoc multiple pairwise comparisons indicated significant differences in the mean scores among Group 2 and Group 5 and among Group 3 and Group 5, indicating that when Professional Non Faculty group and Student Worker, Tuition Scholar, Graduate Assistant group were compared and the Clerical and Secretarial group and the Student Worker, Tuition Scholar, Graduate Assistant group were compared, it affected the mean scores on CSQ for staff members. The results from Research Questions 3, 4, 5, and 6 indicated that gender and the number of years in service did not tend to make difference in the communication satisfaction levels for staff members, but the level of education and job classification seemed to make difference in the communication satisfaction levels for the staff members.

Meintjes and Steyn (2006) indicated that number of years in service, level of education, gender, and job role (classification) did not indicate any significant differences among sub groups. The results revealed that the majority of its employees were neutral towards communication climate, organizational integration, media quality, horizontal communication, corporate perspective, relationship with subordinates' and personal feedback, and majority of employees were satisfied with their relationship with their superiors. Because the majority of employees scored similarly on each of the dimensions, it indicates that in the present study, both full-time and part-time male and female managers as well as subordinates with varying levels of education tended to score similarly on each of the communication satisfaction dimensions. These findings are in argument with Clampitt and Downs (1993) who studied employees of two different types of organizations for communication satisfaction levels. Clampitt and Downs did not indicate any significant differences among gender or education level. However, a study that analyzed relationships between dimensions of communication satisfaction with job satisfaction, Jones (2006) found significant differences between male and female employees. Another study indicated that type of job position (classification) indicated significant differences in employees' communication satisfaction levels. It also indicated significant differences between student employees and classified employees and between student employees and managers (Ramirez, 2012).

Research Question 7 was addressed by using Pearson correlation coefficients to compare the relationships between the eight Dimensions of Communication Satisfaction Questionnaire (CSQ). The Bonferroni approach to control for type I error across the total of twenty-eight correlations was used. The p value for all the dimensions were found to be $< .001$. The results from the data revealed strong positive relationships among all eight Dimensions of CSQ ,

indicating that all of the dimensions were related to each other and that if staff members' felt positive or satisfied with a particular dimension of communication satisfaction, they were likely to feel positive or satisfied with any other dimensions of communication satisfaction.

Contrasting results were found in previous research when compared with the results of this study. Although, the supervisory communication dimension was omitted in this study, it is important to note that previous research found supervisory communication and subordinate communication as the areas where employees experienced greatest satisfaction, whereas personal feedback was the area where they experienced the least satisfaction (Clampitt & Downs, 1993); Meintjes & Steyn, 2006).

Previous research indicated that the personal feedback, communication climate, and supervisory communication dimensions indicated stronger relationships or correlations with job satisfaction (Downs & Hazen, 1977; Mount & Back, 1999). Mount and Back, based on the results of their study, suggested that personal feedback dimension is likely to be the most important dimension for operational improvement. Existing research conducted at a private higher education institution found significant differences among all the constructs of communication satisfaction measure, concluding that the results indicated that employees were significantly more satisfied with their relationships with their supervisors than in the areas of communication climate, organizational integration, horizontal communication, organizational perspective, and personal feedback. The same study also found that satisfaction level among employees was higher for media quality when compared with organizational perspective, higher for horizontal and informal communication than organizational perspective, and neutral for communication climate and personal feedback (Meintjes & Steyn, 2006). Gülnar (2007) found meaningful relations among all the factors of communication satisfaction and job satisfaction.

Research Question 8 used a Pearson correlation coefficient to evaluate the relationship between the staff members' overall communication satisfaction score (Dimension 1 through Dimension 7) with their overall job satisfaction score (Dimension 8) of CSQ. A strong positive relationship and statistically significant correlation was found between communication satisfaction and job satisfaction scores, indicating that when staff members feel satisfied with communication in their workplace they tend to also feel satisfied with their jobs.

Ehlers (2003) found that a positive significant correlation and relationship existed between communication satisfaction with coworkers and job satisfaction and communication satisfaction with immediate supervisors and job satisfaction. Ehlers also found that supervisor communication and coworker communication were significant predictors of job satisfaction among employees, while upper management communication was not a significant predictor of job satisfaction among employees. The strongest relationship between communication satisfaction and job satisfaction was found to be with communication with immediate supervisors. It was concluded that when communication satisfaction existed among employees it was likely to lead to higher job satisfaction levels among employees. Gülnar (2007) found positive, strong, and meaningful relationship between the overall communication and job satisfaction scores.

Recommendations for Practice

The following recommendations should be considered to improve practice.

1. Research on the topic of organizational communication practice, communication satisfaction and job satisfaction among staff members could be conducted over a long period of time to see if similar perceptions are maintained or changed in order to get a

- better understanding of what factors contribute the most to communication satisfaction for staff members. This knowledge could be used to develop effective strategies for future.
2. Effective communication is crucial for many aspects of the organization's proper functioning. Constant and ongoing evaluation of effective approaches and creating a communication practice plan for the organization's departments or units (higher education institution) through collaboration with other members of the organization at all levels can aid in effective communication practices. The supervisors can provide better communication practices by creating open-door policy, more face-to-face communication opportunities, use of different mediums or channels of communication, trust, conveying feedback, and opportunities for their subordinates (staff) to interact, contribute, and participate in the process for improvement and coming up with solutions.
 3. A communication plan or procedure can be a great asset for improving the functioning of the organization. Similar strategies for effective communication by different units of the organization can aid in the overall effectiveness of the functioning of the organization. Receiving right amount of information through two-way communication, having a good communication flow through appropriate channels of communication, and receiving personal feedback can aid in higher satisfaction in communication and job satisfaction. To make this possible, the organizational leaders could emphasize using clear and consistent information to improve the internal communication process that currently exists in their organizations.

4. It is important for both supervisors and subordinates to understand each other, listen, communication, and maintain a positive and healthy relationship. Organizations can improve communication by providing opportunities for training programs and workshops for continues improvement with the focus on effective communication and leadership skills. By providing more collaboration opportunities at all levels, organizations can improve relationships that can help improve professional relationships.
5. The higher education institution that participated in this study found that its staff members were for the most part somewhat satisfied to satisfied for all the dimensions of communication satisfaction except organizational perspective and communication climate, where they were found to be somewhat satisfied. The institution's leaders should develop strategies and update policies and procedures by adding clear information and updates based on the needs and areas of concern, to keep employees (staff members) well-informed.
6. The leader of each unit or department should facilitate communication by creating an opportunity for staff to come together and collaborate on the needs, understanding of the existing policies, and design a plan for communication improvement based on the suggestions and concerns presented. A well-thought strategy based on the needs, accomplishments, resources, and past failures and successes can help create an environment where everyone works towards a common goal and perceive themselves to be part of a team. Leaders could send out information through a monthly or quarterly newsletter about the accomplishments, recognition, and state of the

- department. Also, they could create opportunities for group collaboration for departmental projects to help built healthy and positive co-worker relationships.
7. Communication satisfaction has been shown to be crucial for job satisfaction. The results from this study found that communication satisfaction and job satisfaction has a direct relationship. Keeping this in mind, the supervisors can educate their individual units or departments on the importance of effective communication. By creating an environment of open communication, organizations can create an effective workplace.

Recommendations for Further Research

The following recommendations should be considered for further research.

1. Studying multiple higher education institutions, including private, public, and community colleges, would provide a better insight into perceptions of a large number of staff members.
2. Because communication and job satisfaction may include more depth in its components, using a mixed-method approach or some elements of qualitative research approach to capture the affective aspects of these elements can aid in gaining a better understanding of the reasons and behaviors behind survey responses. Examples of such approaches are focus groups, in-depth interviews, observation, or use of open-ended questions.
3. Similar research could be conducted on other types of organizations such as nonprofit, corporate, or government to look for patterns of similar themes.

4. Faculty members could be added to the study and the results of nonteaching staff and faculty could be compared to evaluate whether the administrative, service, or faculty roles had any common themes.
5. Job satisfaction could be evaluated through a different questionnaire that is more detailed and could include several statements for different elements or components of job satisfaction.
6. Technology is one of the leading elements of change occurring in our society. A study of the way we communicate in our workplaces compared to what previous generations experienced may help in understanding the role of technology in communication. Adapting the survey and other appropriate research approaches to include and consider such changes can help in developing appropriate strategies.

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APPENDICES

Appendix A

Permissions from IRB to Conduct the Research



East Tennessee State University
Office for the Protection of Human Research Subjects □ Box 70565 □ Johnson City, Tennessee
37614-1707

Phone: [REDACTED]

IRB APPROVAL - Initial Exempt

September 11, 2014 Priti Sharma

RE: Organizational communication: Perceptions of staff member's level of communication satisfaction and job satisfaction

IRB#: c0914.4e ORSPA#: n/a

On **September 11, 2014**, an exempt approval was granted in accordance with 45 CFR

- 101(b)(2). It is understood this project will be conducted in full accordance with all applicable sections of the IRB Policies. No continuing review is required. The exempt approval will be reported to the convened board on the next agenda.
 - xform New Protocol Submission; Online Survey Consent; Email Script; Survey; CV

Projects involving Mountain States Health Alliance must also be approved by MSHA following IRB approval prior to initiating the study.

Unanticipated Problems Involving Risks to Subjects or Others must be reported to the IRB (and VA R&D if applicable) within 10 working days.

Proposed changes in approved research cannot be initiated without IRB review and approval. The only exception to this rule is that a change can be made prior to IRB approval when necessary to eliminate apparent immediate hazards to the research subjects [21 CFR 56.108 (a)(4)]. In such a case, the IRB must be promptly informed of the change following its

implementation (within 10 working days) on Form 109 (www.etsu.edu/irb). The IRB will review the change to determine that it is consistent with ensuring the subject's continued welfare.

Sincerely,

Stacey Williams, Chair ETSU Campus IRB



Accredited Since December 2005



East Tennessee State University

Office for the Protection of Human Research Subjects • Box 70565 • Johnson City,
Tennessee 37614-1707 Phone: [REDACTED]

IRB APPROVAL - Minor Modification

East Tennessee State University
Office for the Protection of Human Research Subjects • Box 70565 • Johnson City,
[REDACTED]

IRB APPROVAL - Minor Modification

September 25, 2014 Priti Sharma

RE: Organizational communication: Perceptions of staff member's level of communication satisfaction and job satisfaction

IRB #: c0914.4e

On 09/25/2014, a final approval was granted for the minor modification listed below. The minor modification will be reported to the convened board on the next agenda.

- xform Modification Request: I am adding an email distribution letter for different departments that I will personally contact, in order to have them have their student workers, GAs, TS, take my survey. Email Invite for Staff, Email Invite for Student Workers. Email Script to Student Staff (stamped approved 9-25-14)

Unanticipated Problems Involving Risks to Subjects or Others must be reported to the IRB (and VA R&D if applicable) within 10 working days.

Proposed changes in approved research cannot be initiated without IRB review and approval. The only exception to this rule is that a change can be made prior to IRB approval when necessary to eliminate apparent immediate hazards to the research subjects [21 CFR 56.108 (a)(4)]. In such a case, the IRB must be promptly informed of the change following its implementation (within 10 working days) on Form 109 (www.etsu.edu/irb). The IRB will review the change to determine that it is consistent with ensuring the subject's continued welfare.

Sincerely,
Stacey Williams, Chair ETSU Campus IRB



Accredited Since December 2005

Appendix B

Permission to Use Communication Satisfaction Questionnaire (CSQ)



Permission to use Communication Satisfaction Questionnaire - CSQ

Hazen, Michael

To: Priti Sharma

Tue, Aug 12, 2014 at 5:15 PM

Dear Priti,

I am sorry to not respond to you earlier. I was out of the country for a good portion of July.

You are welcome to use the Organizational Communication Satisfaction survey. The only thing that we ask is that send us a copy of your results when you are done with your study for background informational purposes about the questionnaire.

Sincerely,

Mike Hazen

--

Michael David Hazen

Professor

Department of Communication

Wake Forest University

Appendix C

Email Invitation Requesting Participation

(Regular Staff)

Dear Staff member,

I am a doctoral candidate working on my doctoral dissertation entitled *Organizational Communication: Perceptions of Staff Member's Level of Communication Satisfaction and Job Satisfaction*.

Please take a few minutes to participate in this online survey that is estimated to take 5-10 minutes. Your participation is completely voluntary and you may discontinue at any point of time. Your responses and submission will remain anonymous.

Participants for this study must be over 18 years of age and currently employed at East Tennessee State University for full-time or part-time positions.

I greatly appreciate your participation in this survey. Please click on the link below to go to the survey page.

URL: <https://www.surveymonkey.com/s/DB7636W>

Sincerely,

Priti Sharma

Priti Sharma, Doctoral Candidate
ELPA, East Tennessee State University

Email Invitation Requesting Participation

(Student Staff)

Dear Student staff,

I am a doctoral candidate working on my doctoral dissertation entitled *Organizational Communication: Perceptions of Staff Member's Level of Communication Satisfaction and Job Satisfaction*.

Please take a few minutes to participate in this online survey that is estimated to take 5-10 minutes. All student workers, graduate assistants and tuition scholars over the age of 18 are eligible to participate.

I greatly appreciate your participation in this survey because it will make my dissertation possible.

Please click on the link below to go to the survey page.

<https://www.surveymonkey.com/s/DB7636W>

Sincerely,

Priti Sharma

Priti Sharma, Doctoral Candidate
ELPA, East Tennessee State University

Appendix D

Introduction to the Survey

Dear Staff member:

I am a Doctoral candidate currently working on my dissertation research entitled - Organizational Communication: Perceptions of Staff Member's Level of Communication Satisfaction and Job Satisfaction. Thank you for taking the time to participate in this electronic survey. The survey will take 5-10 minutes to complete.

To participate in this study, you must be over 18 years of age and currently employed as a full-time or part-time staff, including student worker positions at East Tennessee State University. This study does not include faculty members.

Participation in this study is voluntary and there is no penalty if you choose not to participate or discontinue with the survey at any time. However your participation will be very valuable for my study. Please be assured that no individuals will be identified during the study. All your responses and submission will remain anonymous.

The purpose of the study is to examine perceptions of staff member's level of communication satisfaction and job satisfaction in their current work positions. This survey is about the level of communication satisfaction and job satisfaction you perceive in your current work position.

Please note that by completing this survey you are giving your consent to participate in this study. If you have any questions please feel free to contact me, my dissertation Chair, or the ETSU IRB office.

Respectfully,

Priti Sharma

Priti Sharma, Doctoral Candidate
East Tennessee State University
Department of Educational Leadership and Policy Analysis
Email: [REDACTED]
Office: [REDACTED]
Cell: [REDACTED]

Dissertation Committee Chair:
Dr. James Lampley
Email: [REDACTED]
Phone: [REDACTED]

Appendix E

Survey

Introduction to the survey

Dear Staff member:

I am a Doctoral candidate currently working on my dissertation research entitled - Organizational Communication: Perceptions of Staff Member's Level of Communication Satisfaction and Job Satisfaction. Thank you for taking the time to participate in this electronic survey. The survey will take 5-10 minutes to complete.

To participate in this study, you must be over 18 years of age and currently employed as a full-time or part-time staff, including student worker positions at East Tennessee State University. This study does not include faculty members.

Participation in this study is voluntary and there is no penalty if you choose not to participate or discontinue with the survey at any time. However your participation will be very valuable for my study. I will make every effort to ensure that your information and responses are kept anonymous and confidential at all times.

The purpose of the study is to examine perceptions of staff member's level of communication satisfaction and job satisfaction in their current work positions. This survey is about the level of communication satisfaction and job satisfaction you perceive in your current work position.

Please note that by completing this survey you are giving your consent to participate in this study. If you have any questions please feel free to contact me, my dissertation Chair, or the ETSU IRB office.

Click on the "Next" button below to take the survey.

Respectfully,

Priti Sharma

Priti Sharma, Doctoral Candidate
East Tennessee State University
Department of Educational Leadership and Policy Analysis

Email: [REDACTED]

Office: [REDACTED]

Cell: [REDACTED]

Dissertation Committee Chair:

Dr. James Lampley

Email: [REDACTED]

Phone: [REDACTED]

ETSU IRB: ETSU Office for the Protection of Human Research Subjects,

Ross Hall, Fourth Floor,

Box 70565,

Johnson City, TN 37614

Phone: [REDACTED]

Fax: [REDACTED]

1. Please indicate your current job classification

- Executive Administrative/Managerial
- Professional Non-Faculty
- Clerical and Secretarial
- Technical and Paraprofessional
- Skilled Crafts
- Maintenance
- Service Workers
- Student Worker/Tuition Scholar/Graduate Assistant
- Other (please specify below)

2. How many years have you worked in your current job position?

3. How many years have you worked at ETSU?

4. What is your highest level of education?

- High School Diploma
- Some College
- Undergraduate Degree
- Graduate Degree
- Doctorate degree and/or Higher

5. What is your gender?

- Female
- Male

Survey Questions

Listed below include several kinds of information often associated with a person's job.

The statements below evaluate the level of communication satisfaction you experience in your current work position. Please indicate how satisfied you are with the quality of each kind of information by selecting the appropriate response.

6. Information about my progress in my job

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Personal news

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Information about policies and goals of my organization

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Information about how my job compares with others

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Information about how I am evaluated

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Recognition of my efforts

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Information about my departmental policies and goals

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Information about the requirements of my job

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Information about changes in my organization

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Information about benefits and pay

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Information about accomplishments and/or failures of the organization

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Extent to which my supervisors know and understand the problems faced by the staff

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Extent to which my supervisor listens and pays attention to me

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Extent to which the people in my organization communicate effectively

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The statements below evaluate the level of communication satisfaction you experience in your current work position. Please indicate how satisfied you are with the quality of each kind of information by selecting the appropriate response.

20. Extent to which my supervisor offers guidance for solving job related problems

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Extent to which my organization's communication makes me identify with it or feel a vital part of it

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Extent to which I receive the information needed to do my job in a timely manner

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Extent to which conflicts are handled appropriately through proper communication channels

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Extent to which communication through informal and unofficial line occurs in my organization

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Extent to which my supervisor is open to ideas

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Extent to which horizontal communication with other organizational members is accurate and free flowing

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Extent to which my work group is compatible

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Extent to which our meetings are well organized

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Extent to which the amount of supervision given to me is about right

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Extent to which written directives and reports are clear and concise

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Extent to which the communication channels used in my organization are appropriate

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Extent to which informal communication in my organization is accurate

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Extent to which the amount of Face-to-Face communication occurs in my current workplace/department is appropriate

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The statements below evaluate the level of job satisfaction you experience in your current work position. Please indicate how satisfied you are with the quality of each kind of information by selecting the appropriate response.

34. Current pay

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Extent to which my supervisor provides effective supervision

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. Extent to which I am given opportunities to use my skills and abilities

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. Extent to which I feel confident about the security of my job

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. Extent to which the work I do in my current work position is enjoyable

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. Extent to which working with my coworkers is comfortable

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. Extent to which the work environment/conditions is healthy

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. Extent to which my job in general is pleasant

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for your time and participation. Click on the 'Done' button below to submit the survey.

VITA

PRITI SHARMA

Education:

Ed.D. Educational Leadership, East Tennessee State University, Johnson City, Tennessee, 2015
M.Ed. Educational Media and Educational Technology, East Tennessee State University, Johnson City, Tennessee, 2009
M.S. Communication, The College of New Rochelle, New Rochelle, New York, 2002
B.A. Education, Bethany College, Bethany, West Virginia, 1999

Professional Experience:

Doctoral Fellow, East Tennessee State University, Johnson City, TN, 2013-2015
Graduate Assistant, East Tennessee State University, Johnson City, TN, 2007-2009 & 2010-2013
Intern, Human Resources Office, The City of Johnson City, Johnson City, TN, 2013
Intern, Employee Development Center, East Tennessee State University, Johnson City, TN, 2013
Volunteer, Media Center, West Buncombe Elementary, Asheville, NC, 2009-2010
Tutor, Writing and Communication Center, East Tennessee State University, Johnson City, TN, 2006
Vice Principal, Sagar Institute of Education, Mumbai, India, 2004-2006
Research Assistant, The College of New Rochelle, NY, 2000-2002
Intern, Tribal DDB Worldwide, New York, NY, 2002
Intern, Duggal Visual Solutions, New York, NY, 2002
Teacher, Mulberry Childcare and Preschool, Reston, VA, 1999-2000

Conference Presentations:

Sharma, P. R. & Lampley, J. (2015, February). Organizational communication: Perceptions of staff members' level of communication satisfaction and job satisfaction. Eastern Educational Research Association, Sarasota, FL (Roundtable conference).

Sharma, P. R. (2015, February). Organizational communication: Perceptions of staff members' level of communication satisfaction and job satisfaction. Research Communication Competition by The University of Queensland, EERA Conference. Sarasota, FL.

Lampley, J., Good, D. W., Abraham, S. & Sharma, P. (2012, November). Expectations and experiences of doctoral students enrolled in a totally online Ed.D. program. Mid-South Educational Research Association. Lexington, KY.

Honors & Awards:

Certificate of Leadership plaque, for leadership and service, Leadership Symposium, 2012
2nd place winner for dance performance for talent show, 2014
Bollywood Dance Lessons, choreography, and performance, 2012-2014
International Students Association, Global Living and Learning, International Exchange, Membership, 2012-2015
Participated in Dance Marathon, a fundraising event for children's hospitals, 2014
Event Organizer, Multicultural festival, 2008 & 2014
3rd place winner, Essay Competition, 2008
Served on the search committee for secretarial position, 2007
Conducted usability testing research on the departmental website for Writing and Communication Center and presented a report with suggestions on website design, content, and layout improvements
Diploma in graphic designing and web designing, 2004
Communications Award, Student award and recognition, 2002
Ursuline Service award plaque and winner speech at the awards dinner, 2001
Certificate of Leadership and Service, Resident Assistant, 2001