

The Relationship between Communication Satisfaction and Teachers' Job Satisfaction in the Malaysian Primary School

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ABSTRACT

The purpose of this study is to identify the relationship between communication satisfaction and job satisfaction among the primary school teachers. The model of Communication Satisfaction Questionnaire which developed by Downs and Hazen in 1977 is used in this study to examine the relationships. 226 survey questionnaires were completed by primary school teachers from Johor, Malaysia. The main finding shows there is a small but significant positive relationship between communication satisfaction and job satisfaction. There is still a necessity for school management to develop good quality communication environment for teachers in order to improve job performance even though the influence or effects of communication satisfaction on teacher's job satisfaction is small or almost negligible.

Keywords: Communication satisfaction, job satisfaction, primary school

INTRODUCTION

Education is a very important aspect in human's life. It is undeniable that education contributes toward ensuring development in a country. Hence, the education system should be strategically planned in order to produce the best results for all concerned. The main players in the education field are the educators, their shoulder heavy responsibilities in educating the next generation (Awang, 2010).

Teacher has the unique opportunity to participate actively in the development and transformation of human lives. The ultimate expected outcome for teachers is to prepare individuals so that ongoing societal development can occur. For this to happened, effective instructors must retain employment in school districts. Teacher job satisfaction must retain at a level to ensure this (Wetherell, 2002).

Based on communication research, human beings tend to feel comfortable when they are able to explain the situation they are in and also predict the behaviour of others and the events that might occur. Very often, lack of information causes high level of dissatisfaction and this dissatisfaction may create tension and anxiety (Kumar & Giri, 2009).

Job satisfaction has been associated with a variety of behaviours relating to communication (De Nobile and McCormick, 2007). A significant amount of research conducted in various

settings has found disparate aspects of communication satisfaction to be related to job satisfaction (Burke and Wilcox, 1969; Gaertner, 2000; Goris, 2007; Iverson, 2000; Koike et al., 1988).

Teacher plays a very crucial role in achieving the objectives of Malaysia's vision 2020. Disgruntled teachers who are not satisfied with their job could not be committed and productive. If teachers are not truly satisfied, they would not be performing well. Teaching profession is facing problems related to teachers' job satisfaction (Abdullah, Uli & Parasuraman, 2009).

Job dissatisfaction among teachers and the loss of interest in the teaching profession, if not being taken seriously, will affect the education of the young generation adversely. The impact could be disastrous to the teaching profession as well as to the development of the Malaysian education system as a whole (Hong, 1999).

Teacher's job dissatisfaction has been distinguished by their personal needs, that is, "hygiene needs", such as working conditions, salary, class size, supervision, policy, and benefits; and "motivation needs", such as recognition, achievement, responsibility, and intrinsic rewards of the job (Hong, 1999).

Among some of the less satisfying features of the job reported were student's behavioral problems, workload, non-teaching duties, confrontation with parents, administrative work, professional development, acknowledgement, collaborative decision making, pay, organization climate, work environment, promotion prospects (Chua, 2005; Md Hanafi, 2001; Zaharilah, 1999; Mohd Yusof, 1997; Norihan, 1997; Ishak, 1992), the quality of relationships between teachers and their principals and colleagues (Chaplain, 1995; Dinham and Scott, 1996, 2000; Herzberg, 1968; Lester, 1987; McCormick, 1997; McCormick and Solman, 1992a, 1992b; Menon and Christou, 2002; Scott and Dinham, 2003). All these factors reduced the satisfaction of teachers with their jobs.

Many studies above have all mentioned about communication satisfaction which is one of the factors that cause job dissatisfaction. However, very little research about these relationships has been carried out in primary schools and, in particular, research into these phenomena in Malaysia Chinese primary schools has been neglected.

The importance of teachers' roles cannot be ignored in high quality education of manpower. Satisfaction and dissatisfaction in teachers' works affect their performance (Demirtas 2010). Job satisfaction is brought through motivation which is one of the functions of communication (Ali and Haider, 2012). In this regard, identification of teachers' job satisfaction level is important.

Thus, this study attempts to help bridge some of the gaps in the literature between communication satisfaction and job satisfaction in the context of Malaysia primary schools.

Job Satisfaction

Researchers' interest in the topic of job satisfaction began in the early 20th century (Gulnar, 2007). Some activities through World War II brought an academic perspective to job satisfaction (Hull, 2004). Job satisfaction is one of the most investigated topics in

organizational psychology (Bailey, 2002; Higgins, 2004; Shekleton, 2004; Baysinger, 2004; Landy, 1978).

The reason of academic interest in job satisfaction is that is linked to life satisfaction, self-confidence, physical and psychological health, customer satisfaction, absenteeism, employee production, employee performance, and employee turnover (Gulnar, 2007). Therefore, with the intention to establish quality worker, workplace and work, job satisfaction should be maintaining and enhancing (Nor Liyana and Mansor, 2009).

Job satisfaction is defined as an attitude that individuals have about their jobs. It is where one feels positively or negatively about the intrinsic and/or extrinsic aspects of own job and the work environment (Bhuiyan and Menguc, 2002; Hoy and Miskel, 1996; Dinham and Scott, 1996; Muchinsky, 1993).

Communication Satisfaction

Employee who is well informed by their supervisor and organization is more likely to understand their job requirements and expectations of their contribution to an organization's success (Downs and Adrian, 2004).

According to Hecht (1978), communication satisfaction construct has been applied in three discrete areas which are interpersonal, group and organizational communication satisfaction. The most widely been used in organizations is Communication Satisfaction Questionnaire (CSQ) (Greenbaum et al., 1988). It has been the most frequently used instrument for measuring the organizational communication effectiveness. The scholar attempts to discover the relationship between communication and job satisfaction. The instrument focuses on employees' attitudes and judgments of several communicative practices, as these perceptions will influence the behaviour of employees in an organization (Zwijze-Koning & De Jong, 2007). Effective communication helps organizations to strengthen the employees to reach organizational goals (Hindi et al., 2004).

Downs and Hazen (1977) originally found eight dimensions, which Crino and White (1981) later confirmed. The eight factors that resulted from this analysis were described by C. W. Downs & Hazen, 1977; and C. W. Downs, 1988, as follows:

1. **Communication Climate** measures the general response to the workplace on both organizational and personal levels.
2. **Supervisory Communication** includes the components of upward and downward communication, openness to communication as well as listening by supervisor
3. **Organizational Integration** revolves around the information employees receive about their job and related items, such as policies and benefits. Also included is information about what is happening currently, what departments are doing, and personnel news.
4. **Media Quality** looks at communication as it travels through several channels (e.g., publications, memos, and meetings). Employees are asked about the helpfulness and clarity of these information sources and the quantity of information.

5. **Horizontal and Informal Communication** employee's perceptions of grapevine, extent to which informal communication is accurate and free flowing.

6. **Organizational Perspective** refers to the information given out concerning the corporation and its goals and performance. It also encompasses knowledge about external events such as new government policies, which impact the organization.

7. **Relationship with Subordinates** is only completed by those in supervisory or managerial positions. It taps receptivity of employees to downward communication and their willingness and capability to send good information upward. Superiors are also asked whether they experience communication overload.

8. **Personal Feedback** dimension contains questions about superiors' understanding of problems faced on the job and whether or not employees feel the criteria by which they are judged are clear.

From the literature review that cited in studies of Gulnar (2007), Kumar & Giri (2009) and the other studies, many scholars agree on the opinion that there is a positive relationship between communication satisfaction and job satisfaction (Brunetto and Wharton, 2006; Wagenheim and Rood, 2010; Carriere & Bourque, 2009; De Nobile & McCormick 2005; Goris, 2007; Zeffane & McLoughlin, 2006; Chen, Silverthorne and Hung, 2006; Akkirman and Harris, 2005; Ehlers, 2003; Pettit et al., 1997; Miles, 1996; Clampitt & Downs, 1993; Lee, 1989; Varona, 1988; Duke, 1981; Nicholson, 1980; Muchinsky, 1977; Falcione, 1974a; Falcione, 1974b).

Research Objectives

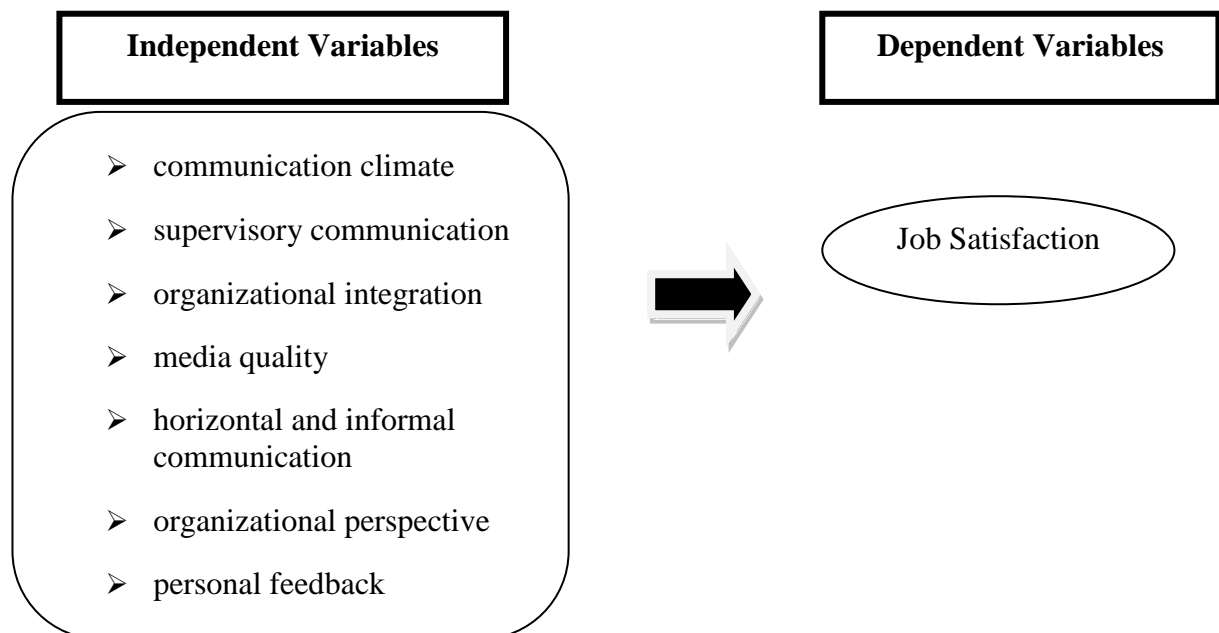
The objective of the study is to examine the relationship between communication satisfaction and job satisfaction among the primary school teachers in Malaysia by look into the seven dimensions of Communication Satisfaction Questionnaire (CSQ).

Specific objectives of this study as follow:

1. To identify the relationship between communication satisfaction and job satisfaction of primary school teachers.
2. To identify the relationship between supervisory communication and job satisfaction of primary school teachers.
3. To identify the relationship between horizontal and informal communication and job satisfaction of primary school teachers.

4. To identify the relationship between media quality and job satisfaction of primary school teachers.
5. To identify the relationship between organizational integration and job satisfaction of primary school teachers.
6. To identify the relationship between communication climate and job satisfaction of primary school teachers.
7. To identify the relationship between personal feedback and job satisfaction of primary school teachers.
8. To identify the relationship between organizational perspective and job satisfaction of primary school teachers.

Conceptual Framework



The CSQ consists of 8 factors which are communication climate, supervisory communication, organizational integration, media quality, horizontal & informal communication, organizational perspective, and relationship with subordinates and the personal feedback. The researcher does some amendment and takes out one of the factor which is “relationship to subordinates” in this research due to the setting. It is because the focus of the target in this research is primary school teacher and basically teachers hold subordinates position in primary school. The factor of “relationship to subordinates” is only required to complete by those in supervisory or managerial positions. Obviously it is not suitable for the study, thus, researcher decided to make adjustment on that.

Research Method

The study was conducted in one of the Chinese primary school in Johor Bahru. This study is based on simple random sampling and a total of 226 finalized survey questionnaires were randomly distributed and completed by selected respondents. All surveys were undertaken at the respondents' places of work.

In terms of reliability of the measures, a pilot study was conducted among 30 respondents. Results showed that 7 key variables measured are consistently high which was reported at 0.882.

Inferential Analysis (Pearson Correlation Coefficient Analysis)

The relationship between supervisory communication and job satisfaction

Based on table, there is positive, small but definite relationship between supervisory communication and job satisfaction because of the positive value for correlation coefficient. The supervisory communication variable has a 0.206 correlation with the job satisfaction variable. The relationship between supervisory communication and job satisfaction is significant.

Table 1: Correlations between supervisory communication and job satisfaction

Independent variable	Job satisfaction	
	r	Significant value (p)
Supervisory communication	0.206	0.002

The relationship between horizontal and informal communication and job satisfaction

Based on table, there is positive and small but definite relationship between horizontal and informal communication and job satisfaction because of the positive value for correlation coefficient. The horizontal and informal communication variable has a 0.203 correlation with the job satisfaction variable. The relationship between horizontal and informal communication and job satisfaction is significant.

Table 2: Correlations between horizontal and informal communication and job satisfaction

Independent variable	Job satisfaction	
	r	Significant value (p)
Horizontal and informal communication	0.203	0.002

The relationship between media quality and job satisfaction

There is positive relationship between media quality and job satisfaction because the variable has a positive correlation value of 0.093. The relationship between media quality and job satisfaction is slight, almost negligible. Based on the result provided, the p-value 0.164 is more than alpha value 0.05. Therefore, there is no significant relationship between media quality and job satisfaction.

Table 3: Correlations between media quality and job satisfaction

Independent variable	Job satisfaction	
	r	Significant value (p)
Media quality	0.093	0.164

The relationship between organizational integration and job satisfaction

Based on table, there is positive, slight, almost negligible relationship between organizational integration and job satisfaction because of the positive value for correlation coefficient. The organizational integration variable has a 0.184 correlation with the job satisfaction variable. The relationship between organizational integration and job satisfaction is significant.

Table 4: Correlations between organizational integration and job satisfaction

Independent variable	Job satisfaction	
	r	Significant value (p)
Organizational integration	0.184	0.005

The relationship between communication climate and job satisfaction

Based on table, there is positive, slight, almost negligible relationship between communication climate and job satisfaction because of the positive value for correlation coefficient. The communication climate has a 0.182 correlation with the job satisfaction variable. The relationship between job satisfaction and communication climate is significant.

Table 5: Correlations between communication climate and job satisfaction

Independent variable	Job satisfaction	
	r	Significant value (p)
Communication climate	0.182	0.006

The relationship between personal feedback and job satisfaction

Based on table, there is positive and moderate relationship between job satisfaction and personal feedback because of the positive value for correlation coefficient. The personal feedback has a 0.402 correlation with the job satisfaction variable. The relationship between job satisfaction and personal feedback is significant.

Table 6: Correlations between personal feedback and job satisfaction

Independent variable	Job satisfaction	
	r	Significant value (p)
Personal feedback	0.402	0.000

The relationship between organizational perspective and job satisfaction

Based on table, there is positive, slight, almost negligible relationship between job satisfaction and organizational perspective because of the positive value for correlation coefficient. The organizational perspective has a 0.150 correlation with the job satisfaction variable. The relationship between job satisfaction and organizational perspective is significant.

Table 7: Correlations between organizational perspective and job satisfaction

Independent variable	Job satisfaction	
	r	Significant value (p)
Organizational perspective	0.150	0.024

The relationship between overall communication satisfaction and job satisfaction

Based on table, there is positive, small but definite relationship between job satisfaction and overall communication satisfaction because of the positive value for correlation coefficient. The overall communication satisfaction has a 0.342 correlation with the job satisfaction variable. The relationship between job satisfaction and overall communication satisfaction is significant.

Table 8: Correlations between overall communication satisfaction and job satisfaction

Independent variable	Job satisfaction	
	r	Significant value (p)
Overall communication satisfaction	0.342	0.000

DISCUSSION, IMPLICATION, AND CONCLUSION

The primary purpose of this study is to examine the relationship between communication satisfaction and job satisfaction among primary school teachers. To reveal correlations between communication satisfaction and job satisfaction Pearson correlation analysis was performed.

According to results of analysis, overall communication satisfaction (supervisory communication, horizontal and formal communication, organization integration, communication climate, personal feedback and organization perspective) and nearly all of the communication satisfaction dimensions significantly correlated to job satisfaction and its dimensions except media quality.

As seen on Table, overall job satisfaction significantly and positively correlated with communication satisfaction factors of personal feedback ($r=0.402$), supervisory communication ($r=0.206$), horizontal communication ($r=0.203$), organizational integration ($r=0.184$), communication climate ($r=0.182$), and organization perspective ($r=0.150$). There is only one factors that are no significant relationship with job satisfaction which is media quality ($r=0.093$) of communication satisfaction.

The overall communication satisfaction significantly and positively correlated to job satisfaction which showed a relatively correlation coefficient ($r=0.342$) although the relationship is small but definite relationship.

The major conclusion of this research is there is a small but significant positive relationship between communication satisfaction and job satisfaction. There is one relationship did not prove significant as objective, media quality is found less important compared with those factors for primary school teacher.

To increase the satisfaction of communications and to develop appropriate human resources strategies and programs, it is critical for management to understand that internal communication strategy and the preferred working environment by the teachers.

The research conducted in this study illustrates the importance of clear and effective communication that needs to occur in the school setting. Since the majority of people work for over half of their life, trying to improve their satisfaction is important to consider.

Working should not be perceived as being a negative environment. Although the effects might not that strong, but if communication is satisfying, it has been determined in this study to lead to the higher job satisfaction of the teachers. Working towards educating management on the importance of job satisfaction and what specific variables that can assist in the leading teachers to a better job and working environment.

This study has a potential contribution in the CSQ literature by providing a better understanding of the effects of communication satisfaction on job satisfaction. For this study, the researcher would like to observe the relationship of communication satisfaction and job satisfaction from a different direction which study the education line. It is hoped that the findings can generate new knowledge to this field.

With the findings, it is found the relationship is small or almost negligible by using the CSQ model to examine. CSQ was developed by Downs & Hazen in year 1977, it is the time to restructured the CSQ model to fit the context today. While everything has been changing with each passing day, same goes to communication environment. In order to get more accurate and reliable result, the model of CSQ may need to be modify to fit the culture or whole society today for future research.

In managerial implication, this study has provided useful information to the management of primary school. This study is also useful for the future researchers especially for those who are doing research relevant to define the factors that influence the job satisfaction.

This study may also be able to help to reduce the problem of absenteeism, turnover and the bad attitude of the employees towards their job. With this information, the managements are able to know how to avoid the unnecessary problems occur in working place and satisfy their employees. It may be able to help them show more understanding toward their employees' needs and try to meet their expectation.

With the small or almost negligible relationship found with the findings. The employers should find out what is the major factors that affecting the employees' job satisfaction and what should they pay more attention on it.

Most of the time, job satisfaction is associated with increased productivity, organizational commitment and improved the organizational effectiveness. With the results proven in this study, the researcher can realize that the communication satisfaction have indirectly or small influence on the job satisfactions of the teachers.

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