

Managerial Communication Dimensions Supporting Job Satisfaction

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Abstract: *A major concept underlying contemporary approaches of Human Resource Management is job satisfaction. International literature in the field reveals various interdisciplinary perspectives to approach job satisfaction by assessing its dimensions and implications on individual and organizational performance. This study presents such a perspective, focusing on assessing communication dimensions related to job satisfaction of employees in education. After an overview of the main conceptual approaches, we will discuss the results of our research, comparative to other previous findings using the same validated instrument in organizational communication studies (Communication Satisfaction Questionnaire).*

Keywords: *job satisfaction, communication climate, communication satisfaction, managerial communication.*

JEL Classification: F66, J2, J24, J62, O15.

I. Introduction

Optimum capitalizing on the potential of human resources, strengthening organizational commitment and engagement of employees are major challenges to the management of any contemporary organization. To that end, it is necessary to identify those elements of the organization's tradition, history and culture and its external environment, which can lay the foundations for the real involvement of employees for achieving the organizational goals. Such involvement basically requires each employee to know and clearly understand that has a definite role and specific contribution to the organization's performance, which are the objectives, tasks and responsibilities this role assumes and how these can be effectively achieved. It also requires that every employee should be aware that the way they work matters, that its efforts to work better are recognized and rewarded accordingly by its colleagues and managers (as the case).

From the perspective of recent approaches to Human Resource Management (HRM), most determinants of organizational commitment like those above mentioned are often related to job satisfaction dimensions, being also a major subject of interest in organizational communication field.¹ This interest could be explained by

¹ Varona, F. „Conceptualization and Management of Communication Satisfaction and Organizational Commitment in Three Guatemalan Organizations,” *American Communication Journal*. 5 (2002)

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postmodern/poststructural approaches, where a major theoretical stream identified as communicative constitution of organizations (CCO) is based on general assumption that organizational realities are constituted through language, communication, and interaction, highlighting thus the necessary role that communication plays in bringing organizations into existence.² It's a role that should be even more important for education organizations and their employees, since their core social mission and specific processes (education by teaching and learning) are decisively based on communication.

Consequently, many researchers worldwide focused their attention on interferences between communication and job satisfaction, aiming to identify and explain main dimensions (determinants) and implications of these on individual and organizational performance in different socio-economic sectors, including in education.³

Furthermore we must mention that in the new global Agenda 2030 one of the 17th reviewed sustainable development goals refer to education (SDG4), recognized as the key tool in achieving all sustainability goals. Developed on this basis, the Education 2030 Framework for Action includes as a major policy concern teachers' motivation and support. Accordingly, this issue is in focus of Global Education Monitoring (GEM) Report 2016, being addressed with explicit refer to teachers' job satisfaction.⁴ Thus, GEM Report point out the need of considering the results of recent surveys on motivation and job satisfaction of teachers, which highlighted a lot of influence factors besides the classical ones (material/financial rewards, or promotion schemes), including for example the opportunities to participate in decision-making, to collaborate with colleagues and receive meaningful feedback from their superiors.⁵ These few examples suggest how useful can be insights of managerial communication in addressing teachers' job satisfaction as support of concrete actions aligned with Education 2030 Framework, for improving education management and performance at international and national level.

All in all, the above considerations reflect the relevance of issue addressed by our study, both from the theoretical and practical perspective. After reviewing main conceptual approaches on job satisfaction and communication, we present and discuss the results of our research within a Romanian education institution.

(<http://ac-journal.org/journal/vol5/iss3/articles/concept.pdf>); Carriere, J., & Bourque, C., "The effects of organizational communication on job satisfaction and organizational commitment in a land ambulance service and the mediating role of communication satisfaction," *Career Development International* 14 (2009): 29-49; Steingrimsdóttir, H. *The relationship between internal communication and job satisfaction. A case study*. Master's Thesis, Copenhagen Business School, December 2011; Engin, E. & Burcu, E. A. "The Effect of Communication Satisfaction on Organizational Commitment," *British Journal of Arts and Social Sciences* 14 (2013): 109-124; Hart, A. J. *Exploring the influence of management communication behaviors on employee engagement*. Walden University Scholar Works: Dissertations and Doctoral Studies. Doctoral Study Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Business Administration, Walden University, 2016.

² Mease, J. J. "Postmodern/Poststructural Approaches," *The International Encyclopedia of Organizational Communication* (New Jersey: John Wiley & Sons, 2016), 1-21. Available online at: <http://onlinelibrary.wiley.com/doi/10.1002/9781118955567.wbieoc167/full>.

³ Abdullah, Z. & Hui, J., "The Relationship between Communication Satisfaction and Teachers' Job Satisfaction in the Malaysian Primary School." *Asian Journal of Humanities and Social Sciences (AJHSS)* 2 (2014): 58-71.

⁴ UNESCO, *Global Education Monitoring Report 2016 (Education for people and planet: Creating sustainable futures for all)*, Second edition (Paris: UNESCO Publishing, 2016), 333-339. Available online at: www.unesco.org/gemreport.

⁵ Ibidem, 333-334.

II. Overview of literature on job satisfaction

International literature highlights a whole range of conceptual approaches and theories of job satisfaction developed over time. One of the first approaches often cited is that of Robert Hoppock,⁶ describing job satisfaction as any combination of psychological, physiological, and environmental circumstances that causes a person to declare themselves satisfied with their own work. Another reference approach in both older and newer works⁷ is that of Edwin Locke⁸, which suggests that work satisfaction is a pleasant or positive emotional state, resulting from the appreciation of someone's work, achievements or experiences. In subsequent approaches, job satisfaction is described in terms such as:

- Emotional orientation of workers towards their current roles / tasks;⁹
- The psychological disposition of people toward their job;¹⁰
- The feelings people have about their work and its various aspects, the extent to which they like it or not what they do;¹¹
- More correlated attitudes that reflect the most important features of a job, to which people have effective responses: the content and nature of work, pay, promotion opportunities, interactions / relationships with superiors and colleagues;¹²
- The happiness people feel about their work;¹³
- Positive attitudes and feelings people have towards their work;¹⁴
- A set of feelings, beliefs and attitudes people have about their day-to-day work (in general) and certain aspects related to the job, such as type of tasks, income, colleagues, superiors/managers.¹⁵

All these definitions of job satisfaction suggest the complexity of this concept given that it refers to feelings, beliefs and human attitudes / behaviors that can be quite different from

⁶ Hoppock, R., *Job Satisfaction* (New York: Harper Brothers, 1935).

⁷ Downs, C.W., Clampitt, P.G., Pfeiffer, A.L., "Communication and organizational outcomes". In *Handbook of Organizational Communication*, ed. Goldhaber, G. M., & Barnett, G. A. (Norwood, N.J.: Ablex, 1988), 171-212 \; Worrell, T.G., *School Psychologists' Job Satisfaction: Ten Years Later*, Dissertation submitted to the faculty of the Virginia Polytechnic Institute and State University, May 2004, Blacksburg, Virginia (<http://scholar.lib.vt.edu/>); Arnold, J., Silvester, J., Patterson, F., Robertson, I., Cooper, C., Burnes, B., *Work Psychology: Understanding Human Behaviour in the Workplace*, 4th edition. (Harlow: Financial Times, Pearson Education, 2005); Jones, C.T., *In Search of Communication Satisfaction at the State Bar of Georgia*, Communication Theses, Paper 8, Georgia State University, 2006 (<http://digitalarchive.gsu.edu/>).

⁸ Locke, E., "What is job satisfaction?" *Organizational Behavior and Human Performance* 4 (1969): 309-336; Locke, E., "The nature and causes of job satisfaction". In *Handbook of Industrial and Organizational Psychology*, ed. Dunnette, M.D. (Chicago: Rand McNally, 1976).

⁹ Vroom, V., *Work and motivation* (Rev. ed.) (Malabar, FL: Robert E. Krieger Publishing Company, 1982).

¹⁰ Schultz, D., Shultz, S., *Psychology and Industry Today* (New York: MacMillan, 1990).

¹¹ Spector, P.E., *Job satisfaction: Application, assessment, causes and consequences* (Thousand Oaks, CA, Sage Publications, Inc., 1997).

¹² Luthans, F., *Organisational Behaviour*. 8th ed. (Boston: Irwin McGraw-Hill, 1998).

¹³ Stahl, M.J., *Encyclopedia of Health Care Management*. (Sage Publications, Inc., 2004).

¹⁴ Armstrong, M., *A Handbook of Human resource Management Practice*, 10th edition (London: Kogan Page Publishers, 2006).

¹⁵ George, J.M., Jones, G.R., *Understanding and Managing Organizational behavior*, 5th Edition (New Jersey: Pearson/Prentice Hall, 2008).

person to person, being more an inner state,¹⁶ influenced by a multitude of factors which, on the one hand, depend on the individual characteristics and, on the other hand, on the internal and external environment of the organization in which the individual is working. Besides the concerns of identifying factors with major influences on job satisfaction, literature also highlights a series of concerns regarding the relationship satisfaction-motivation-performance at work. In the usual general sense, job satisfaction is related to motivation, but the exact nature of the relationships between them, and/or the links with the results / achievements are still unclear, despite numerous studies and research in the field. However, it is considered that in order to achieve job satisfaction an appropriate motivation is required, but also that necessary motivation of a person to achieve a high level of performance is that this person to be satisfied in the work.¹⁷

Theories and research in the field highlight a broad consensus on two major components that interfere in the general "motivation equation": a tangible one, quantifiable by material gains and another intangible one, non quantifiable by material advantages.

Classical motivation theories, including well-known fundamental approaches such as need hierarchy theory, ERG theory (Existence, Relatedness, Growth), or X-Y theory attempted to explain the psychological mechanisms of human motivation, addressing only in part the perspective of job satisfaction. A distinct conceptual approach (and perhaps most often cited in literature) is "the two factors" theory of Frederick Herzberg, based on the idea that satisfaction and dissatisfaction at work have different generating sources, ie factors that motivate and produce satisfaction are distinguished from the factors that lead to dissatisfaction.¹⁸ External / extrinsic factors (termed as hygiene factors by Herzberg) are those to avoid dissatisfaction, comprising company policy and management, interpersonal relationships (including with superiors), working conditions, salary, etc. Factors that produce satisfaction (and motivation) are intrinsic factors, termed by Herzberg as motivators or motivational factors, such as: realization, recognition of achievement, work itself, responsibility, development, or advancement. In other words, the absence of hygiene factors leads to a decrease in motivation/satisfaction and has unfavorable impact on performance, while the presence of motivating factors improves performance and leads to an increase in motivation/satisfaction. So, Herzberg says that in order to boost employee performance, an organization's management must begin by bringing hygiene factors to the appropriate level, and then focusing on motivational factors.

Other variables (factors) that have a major influence on job satisfaction arising in more recent approaches and research are related to organizational climate and managerial style (factors relevant to the context of work, organization policy and management, status, working conditions, occupational safety, salary, work-life balance, relationships with the managers, subordinates, colleagues, etc.). In this context, the connections with managerial communication occur either implicitly (through approaches that include the communication climate as an element of the organizational climate) or explicitly through approaches focused on issues such as employee communication with managers (supervisors) and communication load related to employee needs (under/over-load).¹⁹ Some of the main ideas

¹⁶ Băleanu, V., Irimie, S., *Comportament organizațional și leadership în formarea managerial* (Bucharest: Editura Agir, 2007), 92-93.

¹⁷ Ibidem.

¹⁸ Herzberg, F., "One More Time: How Do You Motivate Employees?," *Harvard Business Review*, Reprint no. 87507 (September-October, 1987): 5-16. Available online at: http://www.facilitif.eu/user_files/file/herzburg_article.pdf.

¹⁹ Kraye, K., Westbrook, L., "The relationship between communication load and job satisfaction," *World Communication* 15 (1986): 85-99.

highlighted in the literature that reflect such a perspective are summarized in the following section.

III. Communication climate supporting job satisfaction. Communication satisfaction dimensions

The communication climate represents the environment in which information is exchanged between members of the organization through formal and informal communication channels. In essence, this is described rather by how is communicates than by what is being communicated.²⁰ Extending the perspective to the big picture of organization management, communication climate can be understood in the larger context of organizational climate that ultimately reflects how satisfied employees are with the different aspects of the environment in which they work. Therefore, it can be linked to employee satisfaction and implicitly to work results (performance).

The communication climate is most often characterized by the quality and the flow of information: an open climate exists when the information is correct, timely, and continuous, unrestrained - meaning not blocked at certain points.²¹ In such a climate, employees feel free to express their opinions, dissatisfactions, or ideas of improving their work, both in relationships with colleagues and with superiors/managers. They do not refrain from talking to each other about important decisions and policies of the organization, as well as about personal or work problems. Information flows in all directions (up, down, horizontally and diagonally) without being distorted or deformed.

Research findings suggest that an open communication climate has a positive impact on employee satisfaction and performance, having at least three distinctive features: is supportive, participatory, and trust-based.²² Obviously, opposite influences occur when the communication climate is rather characterized by the very emergence of various obstacles / barriers, mainly related to the tendency of one-way communication,²³ the limited time,²⁴ leadership skills and styles of the managers.²⁵ Thus, the lack of time combined with a lack of willingness to concentrate on communicating with employees, as well as lack of effective communication skills or an ineffective leadership style of managers can result in reduced satisfaction of members of the organization, affecting its ability to retain the staff.²⁶

Employee satisfaction in the context of managerial communication (including how it communicates, respectively the communication climate) has been a growing matter of interest in international research over the last decades. According to Federico Varona, the term "communication satisfaction" was introduced more than 50 years ago, the first

²⁰ Slukova, P.Z., *Communication of Information*, Modul No. 5 of the project „Studies of Information and Knowledge Management in the European Context”, Reg. No: CZ.1.07/2.2.00/07.0284, Charles University in Prague, Institute of Information Studies and Librarianship, 2009, 33-38 (<http://www.informacniveda.cz>).

²¹ Buchholz, W., *Open communication climate* (Bentley College, Waltham, Massachusetts, 2001), (<http://atc.bentley.edu/faculty/wb/printables/opencomm.pdf>)

²² Buchholz, W., *Open communication climate*; Slukova, P.Z., *Communication of Information*.

²³ Pincus, D., Rayfield, R., Cozzens, M., “The Chief Executive Officer’s Internal Communication Role: A Benchmark Program of Research,” *Public Relations Research Annual* 3 (1991): 1-35.

²⁴ Quirke, B., *Making the Connections: Using Internal Communications to Turn Strategy into Action* (Gower Publishing Ltd., 2000).

²⁵ Shaw, K., “Getting Leaders Involved in Communication Strategy,” *Strategic Communication Management* 9(2005): 14-17.

²⁶ Horomia, K., *An Investigation of Internal Communication within the New Zealand Financial Sector*, Master thesis, Unitec New Zealand, 2007 (<http://unitec.researchbank.ac.nz/>).

definitions being based on a few research conducted exclusively in the US, and describing it as unidimensional concept.²⁷ As example, he gives Thayer definition (1969): the personal satisfaction someone feels when succeeds in communicating successfully.²⁸ But the definition remaining of reference in organizational communication field was done by Cal Downs and Michael Hazen, based on their research initially conducted on 225 employees and subsequently reiterated on a larger sample of 510 employees, from different organizations.²⁹ Thus, Downs and Hazen have proved that communication satisfaction is a multidimensional concept that designates employee satisfaction with the various aspects of workplace communication, including eight essential dimensions:

1. *Communication Climate*
2. *Supervisory Communication (Relationship with superiors)*
3. *Organizational Integration*
4. *Media Quality*
5. *Horizontal Communication (Relationship with co-workers/colleagues)*
6. *Organizational Perspective*
7. *Subordinate Communication (Relationship with subordinates)*
8. *Personal Feedback*

In addition to conceptual clarification, major contribution of the two authors is the development and validation of an assessment tool of communication satisfaction highlighting the relation with job satisfaction – Communication Satisfaction Questionnaire (CSQ). In essence, by using CSQ as tool of their research, Downs and Hazen found that from the eight above mentioned dimensions of communication satisfaction, the most important in relation to job satisfaction were personal feedback, relationship with superiors and communication climate.³⁰

CSQ was subsequently re-tested and validated in numerous studies, translated into different languages and used in more and more academic works conducted in various national, socio-economic and organizational contexts.³¹ Consequently, it is recommended

²⁷ Varona, F., “Conceptualization and Management of Communication Satisfaction and Organizational Commitment in Three Guatemalan Organizations,” *American Communication Journal* 5 (2002) (<http://ac-journal.org/journal/vol5/iss3/articles/concept.pdf>).

²⁸ Ibidem, 4.

²⁹ Downs, C.W., Hazen, M.D., “A factor analytic study of communication satisfaction,” *Journal of Business Communication* 14 (1977): 63-74.

³⁰ Ibidem, 72.

³¹ Clampitt, P.G., Downs, C.W., “Employee Perceptions of the Relationship Between Communication and Productivity: A Field Study,” *The Journal of Business Communication* 30 (1993); Varona, F., “Relationship between Communication Satisfaction and Organizational Commitment in Three Guatemalan Organizations,” *The Journal of Business Communication* 33 (1996): 111-140; Varona, F. “Conceptualization and Management of Communication Satisfaction and Organizational Commitment in Three Guatemalan Organizations,” *American Communication Journal* 5 (2002); DeConinck, J., Johnson, J., Busbin, J., & Lockwood, F. “An Examination of the Validity of the Downs and Hazen Communication Satisfaction Questionnaire,” *Marketing Management Journal* 18 (2008): 145-153; Carriere, J., & Bourque, C. “The effects of organizational communication on job satisfaction and organizational commitment in a land ambulance service and the mediating role of communication satisfaction,” *Career Development International* 14 (2009): 29-49; Ramirez, D. L. *Organizational communication satisfaction and job satisfaction within University Foodservice*. MS thesis (Kansas State University Manhattan, Kansas, 2012); Engin, E. & Burcu, E. A. “The Effect of Communication Satisfaction on Organizational Commitment,” *British Journal of Arts and Social Sciences* 14 (2013): 109-124; Abdullah, Z. & Hui, J. “The Relationship between Communication Satisfaction and Teachers’ Job Satisfaction in the Malaysian Primary School,” *Asian Journal of Humanities and Social Sciences*

by handbooks of reference as one of the most widely used instruments for organizational communication research, having a comprehensive nature and proven to be reliable, valid and useful in a vast range of organizations.

Furthermore, an important advantage comparative with other similar research instruments is that CSQ can be completed in 20-30 minutes, is relatively easy to administer and available to academic researchers which may use the instrument without permission.³²

IV. Research methodology and demography of respondents

Previous review of literature argue theoretical and methodological framework of reference for exploring employees satisfaction within a Romanian education institution, using CSQ as assessment tool. Since as from our knowledge there were no published other researches within national context based on CSQ until now, first we translated and adapted the questionnaire in Romanian, with keeping the basic validated content of the original: 40 items related to the eight communication dimensions and 3 other questions explicitly referring to job satisfaction. Besides these, were added 5 questions to highlight demography of respondents. Given our previous experiences denoting some difficulties of rating when Romanian respondents have to use large scales, after a pilot test and discussions with a few colleagues, we considered appropriate a Likert scale with 5 levels of satisfaction assessment: 1 - very unsatisfied; 2 - unsatisfied; 3 - neither satisfied nor dissatisfied; 4 - satisfied; 5 - very satisfied.

The research was carried out within a Romanian school organization - public institution located in Hunedoara County, population surveyed comprising all the organization's employees (N = 137), out of which 98 persons (71.53%) are qualified titular teachers. Employees in management positions represent almost 11% of total (15 persons). Demography of respondents (structure/distribution by age, gender, years of working in organization and in current position, and education level) is shown in Figures no. 1-4.

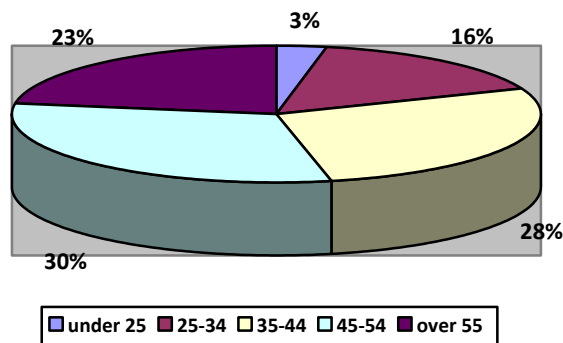


Fig. 1. The structure of respondents by age

(AJHSS) 2 (2014): 58-71; Sharma, P. R. "Organizational Communication: Perceptions of Staff Members' Level of Communication Satisfaction and Job Satisfaction," *Electronic Theses and Dissertations. PhD Paper 2481* (East Tennessee State University, 2015); Wagner, J-D., Bezuidenhout, M.C. & Roos, "J.H. Communication satisfaction of professional nurses working in public hospitals," *Journal of Nursing Management* 23 (2015): 974-982.

³² Rubin, R.; Palmgreen, P.; Sypher, H. *Communication research measures: A sourcebook*. LEA: Mahwah, New Jersey, 2004; Clampitt, Ph. G.. "The questionnaire approach" in: Hargie, O. & Tourish, D. (eds.) *Auditing Organizational Communication, A handbook of research, theory and practice* 2nd ed., Routledge, London, 2009 (chapter 3, pp. 55-77)

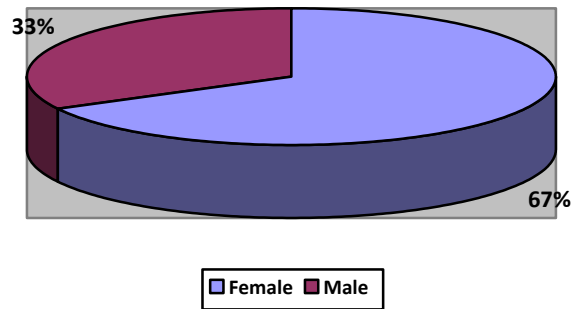


Fig. 2. The structure of respondents by gender

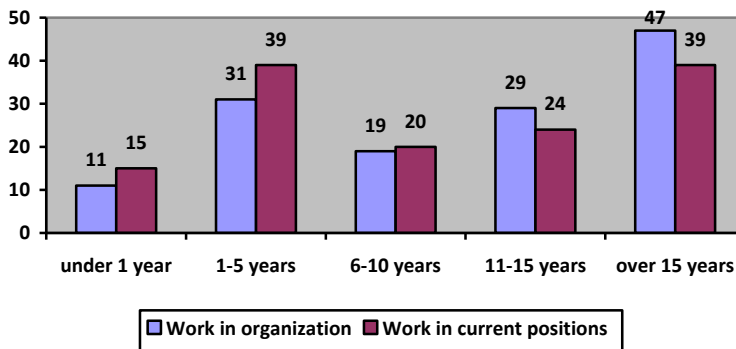


Fig. 3. Distribution by years of working in organization and in current positions

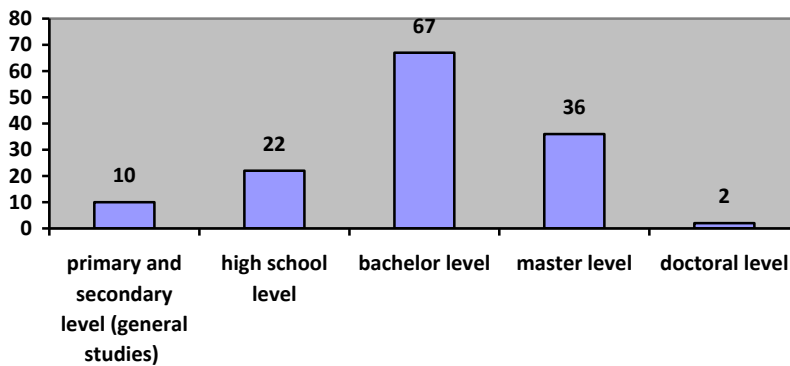


Fig. 4. Distribution by education level

For analyzing and interpreting the results, the answers were grouped on the items of the eight dimensions of the CSQ, ie according to the most important aspects of communication

identified by CSQ authors as main factors influencing employee satisfaction. In addition, the eight dimensions were regrouped on three main communication levels interfering within managerial communication context (interpersonal, group and organizational level, see Table 1).

Table 1. Managerial communication levels and dimensions of communication satisfaction

Communication level (context) and dimensions it comprising	Brief description of dimensions (according to authors of CSQ)
<i>Interpersonal level dimensions:</i>	
<i>Personal Feedback</i>	The way in which the work, problems, efforts and the results / performance of the employees are assessed, considered, and properly addressed.
<i>Supervisory Communication</i>	The extent to which employees feel comfortable in both upward and downward aspects of communicating with their superiors.
<i>Subordinate Communication</i>	The extent to which employees in supervisory / management positions are satisfied by communication with their subordinates.
<i>Group level dimensions:</i>	
<i>Horizontal Communication</i>	The extent to which communication with co-workers including informal communication is accurate and free flowing (employees feel comfortable using informal channels to discuss with their colleagues).
<i>Organizational Integration</i>	The amount of information employees receive about their immediate work environment (e.g. about plans / activities / objectives of their department / team, job requirements, personnel news, etc.)
<i>Organizational level dimensions:</i>	
<i>Organizational Perspective</i>	The extent to which employees receive sufficient information about goals, policies, financial standing, changes and other issues of interest for organization as a whole
<i>Communication Climate</i>	The way employees perceive general state of communication within organization (how this motivates them to meet organizational goals and to identify with the organization)
<i>Media Quality</i>	The extent to which employees receive the information they need to properly perform their jobs, on time and by appropriate means (by meetings, e-mail, etc.)

The questionnaires were filled in personally by the 137 employees, under confidentiality condition, and after their completion responses were centralized into a database, processed and analyzed by descriptive statistics using Microsoft Excel 2010.

V. Results and discussion on main findings

The statistical analysis of responses grouped at interpersonal level (focused on upward and downward communication) indicates a mean of 3.67 reflecting that generally employees seem to be almost satisfied with their relationships with superiors (managers) and subordinates (where the case). Average ratings recorded by responses distribution (frequency) for each item of the three dimensions of interpersonal communication

(personal feedback, supervisory communication and subordinate communication) are presented in table 2.

Table 2. Ratings (mean) recorded on each item for dimensions of interpersonal communication

Interpersonal level	Items of assessing each dimension	Mean
<i>Dimensions:</i>		3.67
<i>Personal Feedback</i>	<i>Assessed by:</i>	3.53
	The way in which:	3.37
	-personal work is compared with the others work	3.51
	-each employee is informed about how is judged/appreciated	3.57
	-personal efforts are recognized	3.50
	-problems related to personal work are addressed	3.71
	-personal problems are known and understood by superiors	3.88
<i>Supervisory Communication</i>	<i>Assessed by:</i>	3.91
		3.82
	The extent to which superior/manager:	3.94
	-listens subordinates and give them attention	3.88
	-supports subordinates to solve work problems	3.85
	-has confidence in subordinates	
	-is responsive to the others' ideas	3.60
	-supervises the work of subordinates	
<i>Subordinate Communication</i>	<i>Assessed by:</i>	3.87
		3.60
	The extent to which:	3.60
	-subordinates are receptive to the given instruction/orders	3.40
	-subordinates anticipate the superior's information needs	3.53
	-communication with subordinates is not overloaded	
	-subordinates are receptive to assessments, suggestions and criticisms	
	-subordinates are responsible in initiating communication with superior	

Interestingly, the highest ratings appear on dimension of supervisory communication (mean: 3.88), ie while employees appear as most satisfied by interpersonal communication relationships with their superiors (managers), the latter ones have rated some lower degree of satisfaction in communicating with their subordinates (mean: 3.60). At the same time, all respondents seem less satisfied with personal feedback (mean: 3.53), especially in matters of how their own work it's compared with that of the others (mean 3.37), how they are supported in addressing and solving their job-related problems, and how they is being judged /appreciated (mean 3.50, and respectively 3.51).

Analyzing responses at the level of group communication on the two dimensions (horizontal communication and organizational integration) resulted an overall degree of satisfaction quite close to that recorded at interpersonal level (mean: 3.64). Table 3 synthesizes average ratings on each item used in assessing the dimensions of group communication.

Table 3. Ratings (mean) recorded on each item for dimensions of group communication

Group level:	Items of assessing each dimension	Mean
<i>Dimensions:</i>		<i>3.64</i>
<i>Horizontal Communication</i>	<i>Assessed by:</i>	<i>3.66</i>
	The extent to which:	3.20
	-there is an active informal network spreading throughout organization (grapevine)	3.81
	-horizontal communication with co-workers is accurate and free flowing	3.70
	-communication practices/procedures can be adapted to emergencies	3.93
	-work group is compatible	3.64
	-informal communication within the group is active and accurate	3.62
		3.93
		3.61
		3.65
<i>Organizational Integration</i>	<i>Assessed by:</i>	
	The degree of access to:	3.96
	-information on individual achievements / progress at work	2.97
	-information / news of interest for each person, as employee	
	-information about the group/department's objectives and policies	
	-information on job requirements	
	-information about wages/gains and benefits, ways of pay/reward	

We note that the ratings are slightly higher on the first dimension (mean: 3.66) than on the second one (mean: 3.62). This suggests that employees are almost satisfied by formal and informal communication in relationships with colleagues and, at a comparable but lesser extent by information they receive about how their work and group integrate within organization. However it must remark that one from the five items considered for the latter dimension has significant deviation (a mean of 2.97, under all ratings both for interpersonal and group level communication) showing that lowest satisfaction of employees is related to the degree of acces to information about wages, benefits, ways of paying and reward.

A quite similar situation appears also at the third level of organizational communication, where analysis indicates the smallest degree of employees satisfaction comparative to the other two communication levels (mean: 3.47). In addition, as it can observe in table 4, ratings for the three dimensions of organizational communication are quite different: organizational perspective (i.e. information of overall interest about the organization) recorded a mean of 3.16, considerable lesser than communication climate (3.59) and media quality (3.65). Moreover it is important to note that first dimension (organizational perspective) has the lowest rating among all the eight communication dimensions considered.

Eventually this reflects employees' perception about the organization's functioning as a whole from the overall perspective of internal managerial communication. In essence, it is about how information of overall interest on organization are sharing and using effectively by all of its members from the top management to the bottom line. If we compare the five categories of information considered for assesing this dimension (data in the top section of table 4) we note that employees are lowest satisfied with their acces to information about organization's financial state (mean 2.85) and government actions affecting it (mean 2.97).

So, it seems that for the most respondents such information are of a comparable interest or are perceived in connection with those related to pay (the only one other category of information from all CSQ items with rating under 3).

This may suggest that despite interpersonal relationships with superiors (managers) which employees stated as satisfactory, it could be some barriers of managerial communication within the organization, particularly related to open sharing of information from top to bottom. In other words, it is likely that certain information of main interest for employees to be blocked at the various management levels, or shared in a discretionary manner. It is an unhealthy, less effective managerial practice because sooner or later employees receive this information from informal sources (either internal or external), sometimes distorted. By contrary, a policy of transparency applied in communication practices and procedures leads to increased confidence of employees in organization's management, enhancing their commitment - with its positive effects for the organization, like the few mentioned in the first sections.

Table 4. Ratings (mean) recorded on each item for dimensions of organizational communication

Organizational level	Items of assessing each dimension	Mean
<i>Dimensions:</i>		<i>3.47</i>
<i>Organizational Perspective</i>	<p><i>Assessed by:</i></p> <p>The degree of access to information about:</p> <ul style="list-style-type: none"> -organization's goals and policies 2.97 -government actions and policies affecting the organization 3.20 -changes within the organization 2.85 -organization's financial state 3.33 -achievements and/or failures of the organization 3.59 	3.16
<i>Communication Climate</i>	<p><i>Assessed by:</i></p> <p>The extent to which:</p> <ul style="list-style-type: none"> -communication within organization motivates and stimulates the enthusiasm for achieving its goals 3.72 -organization's employees have good communication abilities 3.50 -communication within organization stimulates employees to identify themselves with it, to feel like a vital part of it 3.75 -employees receive on time the necessary information to achieve their job 3.69 -conflicts are properly addressed/solved, through suitable communication channels 3.65 	3.29
<i>Media Quality</i>	<p><i>Assessed by:</i></p> <p>The extent to which:</p> <ul style="list-style-type: none"> -various ways/means of communication within organization are interesting/useful 3.67 -meetings are well organized, brief but comprehensive 3.85 -written instructions /directives/reports are clear and concise 3.60 -attitudes toward communication in the organization are basically healthy 3.59 -communication within organization is appropriate (neither too much, nor too little) 	3.52

Regarding the answers to the other three CSQ questions explicitly related to job satisfaction, it is noted that majority of respondents (55.47% of total, see figure 5) stated they are almost satisfied with their job (average rating of their current degree of job satisfaction: 3.78).

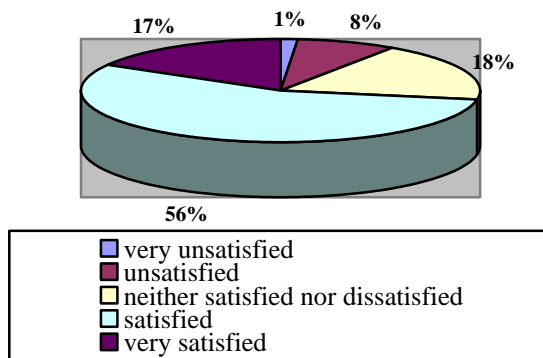


Fig. 5. The current degree of job satisfaction

However, the answers to the question as to if and how was modified their level of satisfaction at work over the past six months show a fluctuating situation relative to demographic factors of seniority (particularly years of working in organization), suggesting that satisfaction degree seems to be rather stationary if don't has an incremental decrease, mainly among the older employees.

Finally, we noted that almost a quarter of respondents (34 people) do not answered to the last optional question ("Do you think you could be more satisfied if something related to communication at your workplace would change? Please indicate how or make any suggestion/comment, if you wish"). Yet, the answers have highlighted few common ideas with higher frequency being recorded some suggestions like the follows:

- Improving the methods/ways by which managerial team communicates to employees information about government actions affecting the objectives and policies of the organization (23 answers);
- Reconsidering the staff assessment criteria, based on real performance and ethical principles (without any discrimination), in order to properly recognize individual efforts and merits (17 answers);
- Appropriate appreciation and payment of teachers, including incentives for professional performance and outstanding results (15 answers);
- Strengthening the trust and mutual respect, team spirit development (13 answers);
- Streamlining the communication flows and channels (11 answers), including by reducing bureaucracy (8 answers).

Concluding comments

This work highlighted a whole range of theoretical and empirical arguments that support the subtle and complex connections between job satisfaction and communication. Starting from conceptual and methodological approaches of reference, and considering empirical results of previous studies from international literature, we explored job satisfaction issues from the perspective of managerial communication within a Romanian school organization.

Discussion on our main findings should be understood in the specified coordinates of the research tool used, namely the eight major dimensions of communication satisfaction

considered in the questionnaire developed by Downs and Hazen (CSQ). From this point of view, the average ratings based on statistical distribution of answers of the 137 Romanian employees surveyed using CSQ indicate a degree of satisfaction with relatively insignificant deviations between the eight dimensions: a variation between a minimum of 3,16 for organizational perspective dimension and a maximum of 3,88 for supervisory communication dimension (relationships with superiors/managers). Since these values are between level 3 (neither satisfied nor dissatisfied) and 4 (satisfied) on the scale used in satisfaction assessment, we can say that generally the employees surveyed have stated almost satisfied with the main aspects of managerial communication within their organization.

However, precisely because the concentration around the average, it is important that interpretation takes into account the resulting ranking of the eight communication dimensions (by their mean) with the corresponding level of managerial communication, as follows:

- (1) Relationships with superiors (managers), i.e. upward/downward managerial communication at interpersonal level (3.88);
- (2) Relationships with co-workers (colleagues), i.e. horizontal communication (formal and informal) at group level (3.66);
- (3) Media quality, i.e. communication support quality at organizational level (3.65);
- (4) Organizational integration, i.e. availability of information, compatibility and communication at group level (3.62);
- (5) Relationships with subordinates, i.e. interpersonal level of managers (3.60);
- (6) Communication climate, i.e. managerial practices of open communication at organizational level (3.59);
- (7) Personal feedback (3.53), i.e. availability of information of interest for each employee, at interpersonal level;
- (8) Organizational perspective, i.e. overall perspective of internal managerial communication, at organizational level (3.16).

We previously showed that the findings of researches conducted by Downs and Hazen based on CSQ revealed that out of the eight major dimensions of communication, the most important in relation to job satisfaction are personal feedback, relationships with superiors and the communication climate. But, in our above ranking it can be seen that two of these three dimensions have the lowest ratings, so it can be deduced that their influences reflected in the degree of job satisfaction are unfavorable. This should be considered, especially if we accept that despite its first position with the largest rating, the third dimension (relationships with superiors) may be most questionable in terms of the sincerity of respondents given the general context of current mentalities and realities of Romanian society, including professional problems of employees in education system and teachers, in particular.

Such problems with a major impact on the work satisfaction of the Romanian teachers, confirmed also by the results of the research, result mainly from:

- The deficit of social status - translated mainly by devaluation of both teaching profession and special, unique contribution of teachers work, as well as by the low wages levels in education;
- The deficit of organizational commitment and involvement (starting with top management, including at government level) - given the persistence of the bureaucratic forms of organization that obstruct the transparency and streamlining of the communication flows. Often this are explained (with less or more founded reasons) by the financial difficulties faced by educational institutions;
- The deficit of interrelationship ie external managerial communication of the organization with various supervising institutions, characterized rather by lack of

transparency, consultation and constructive dialogue in the decision making at government level and the other local administrative structures subjected to political influences, with impact on the entire education system and overall society.

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