



# The Effect and Correlates of Communication on Job Satisfaction at Don Bosco Secondary Schools, in Ethiopia

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**Abstract:** In any organization and management, effective communication is key to enhancing job satisfaction and organizational performance. Consequently, levels of communication within and between the organizations are assumed to have a positive impact on job satisfaction, which subsequently can enhance organizational growth and stability (Đorđević, Milanović, & Stanković, 2021). This study therefore sought to investigate the effect and correlates of levels of communication on levels of job satisfaction, a case of Don Bosco secondary schools, Ethiopia. Participants in this study were 157 teachers, administrative staff and support staff aged 18 years and above that were purposively sampled to participate in the study. Results from this study using Fisher's exact test, Pearson correlation test and Linear regression tests showed that downward communication promotes job satisfaction ( $p=0.000$ ) and that a strong positive correlation exists between levels of communication and job satisfaction ( $r = .347$ ;  $p = 0.01$ ). Also, result from linear regression indicated that levels of communication play a significant predicting role on job satisfaction ( $p = 0.000$ ; 95%CI: .147-.357). It was therefore concluded that for employees to feel satisfied in their jobs, levels of communication in the organization need to be improved.

**Keywords:** Effect, Correlates, Levels of Communication, levels of Job Satisfaction, organization, and Schools

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## 1. Introduction

Communication is a basic function within any organization, and that is why, globally, time and money are invested in training organizational leaders on how to effectively communicate information within an organization (Mishra, Boynton, & Mishra, 20214). Therefore, effective communication is fundamental to the performance of any organization, whereas a lack of effective communication may cause employee and operational issues (Mason & Leek, 2012). Communication is viewed as an interaction within a social context that involves a sender and a receiver. Meanwhile, scholars have struggled to give a universal definition of communication, especially communication within the context of an institution or organization. For example, Okenimkpe (2010) states that communication is the process of creating meaning, the exchange of ideas and interaction among group members. Another definition states communication as the activity or process of expressing ideas and feelings or of giving people

information (Daniel, 2013). In other words, communication is the act of transferring information and messages from one place to another. In addition to this, communication is also seen as a means of connecting people or places. Because an organization cannot function without communication among levels, departments, and employees, it is regarded as a critical management function (Luthra, 2015). Language is the basic level of communication between one human being and another. It is the means by which we pass on our ideas, feelings, knowledge, and requests.

## 2. Literature Review

Organizational heads, or employers, generally need to communicate with their employees so that the later can feel satisfied with the job they do. Clear communication is critical for organizational success and growth. Togna (2014) argued that effective communication is essential to create positive changes, commitment, and connection within an organization. Effective communication is

important for both employers and employees in an organization. In order to keep employees motivated and productive, honest and regular communication is essential. This is because timely communication from employers may reduce miscommunication, chaos, and employees' job dissatisfaction (Kenyatta, 2015). Therefore, effective communication, especially from the leaders, has the ability to reduce negative employee perceptions and employee job dissatisfaction and insecurities. It helps cultivate and enhance employee job satisfaction, which improves organizational growth.

Communication within an organization has different levels of communication. This study focuses on the three levels of communication: horizontal, upward, and downward communication within an organization that can enhance job satisfaction and organizational growth. One of them is the horizontal level of communication. This level of communication takes place between two or more people who are working at the same level. This level of communication is also known as parallel or lateral, which is communication with individuals of the same position, rank, or status in the organization. Horizontal communication is communication that flows laterally within the organization. It involves people at the same level in the organization. Horizontal communication normally involves coordinating information and allows people with the same or similar rank in an organization to cooperate or collaborate (Sehgal, 2021). One major benefit of horizontal communication is that it decreases misunderstandings between departments working on the same project, thereby increasing efficiency and productivity. Furthermore, horizontal communication helps in the better implementation of top-level decisions and facilitates teamwork. The horizontal level of communication, according to Grimsley (2021), increases job satisfaction and motivation by creating more employee empowerment in communication. Additionally, horizontal communication occurs more quickly than other levels of communication, because communication flows at the same level. This type of communication reduces information distortion (bizcom\_coach, 2022).

Upward communication, on the other hand, upward communication is the process by which lower-level company employees can directly communicate with upper management to provide feedback, complaints, or suggestions regarding the day-to-day operations of the organization (Mayfield & Mayfield, 2012). This level of communication flows information from subordinates to superiors. This type of communication, according to Mazzei (2010), is essential for the overall health and success of any organization. Tiwari (2022), argues that upward communication is also known as bottom-up communication, which flows from lower-level employees to their superiors. Tiwari further notes that in this type of communication, the employees can voice their opinions, concerns, ideas, suggestions, complaints, and any other kinds of comments about the organization to the

management. The major benefit of upward communication is that an organization becomes better equipped to make decisions that benefit their workers, because management is better informed about how people feel about their positions, rules, and procedures. That is why organizations are increasingly using upward communication to foster a participatory work culture. However, Mazzei (2010), argued that upward communication may not work in an environment where the higher-level managers give the impression that they do not entertain negative feedback and where the subordinates do not trust superiors, fearing criticism and reprisals.

The third level of communication is downward communication. Tiwari (2022), noted that this type of communication is a level where information or messages from the upper management travel to the employees at lower levels in an organizational structure. Therefore, downward communication is defined as a communication process that starts from the upper levels to the lower levels of an organization. It refers to communications and information that flow vertically down the chain of command from managers to the people who report to them. In other words, downward communication occurs when people at higher levels of an organization communicate with those at lower ones (Roy, 2021). For example, in school organizations, downward communication has been dominated by downward communication where information flows from the school heads to teachers and other lower staff working for the school.

Subsequently, studies have shown that effective communication either between or within organizational structures enhances job satisfaction. Meanwhile, job satisfaction is a measure of an employee's contentment with their job. It is a feeling of enjoyment or fulfillment that a person derives from their job. This feeling is measured in behavioral, cognitive, and affective components (Indeed Editorial Team, 2021). Also, job satisfaction is an internal feeling and sense of belongingness of the employee towards the organization. It includes an employee's feelings about various aspects of the job, such as pay, promotion opportunities, work conditions, supervision, organizational practices, and relationships with co-workers.

Studies on the relationship between communication and job satisfaction indicated that the two were correlated. For example, results from a study on the relationship between communication satisfaction and a teacher's job satisfaction in a primary school in Malaysia indicated that, there is a significant positive relationship between communication satisfaction and job satisfaction (Abdullah & Hui, 2014). A similar study discovered that organizational communication was related to job satisfaction and that the generational category moderated the relationship between these two variables (Mehra &

Nickerson, 2019). Further, findings from a comparative study of international and domestic hotels in China to examine communication satisfaction, Confucian work dynamism, and job satisfaction showed that both organizational communication satisfaction and Confucian work dynamism had significant effects on job satisfaction (Hua & Omar, 2016). Additionally, empirical findings from a study on the effects of leadership styles and the communication competency of bank managers on their employees' job satisfaction revealed that interactive leadership styles and communication competency have a stronger relationship with job satisfaction (Cetin, Karabay, & Efe, 2012).

### 3. Methodology

This study utilized a cross-sectional survey, using a quantitative approach to determine the effects and correlates of communication and employee job satisfaction. Using a stratified random sampling technique, the study sampled 282 participants from six Don Bosco secondary schools, including teachers, school administrators, and other support staff were used. The researcher-generated questionnaire and standardized instruments were used to collect data. The instrument on the communication survey by Hee, Qin, Kowang, Husin, and Ping (2019) was adopted and modified. The same instrument was used to evaluate three types of communication: horizontal communication (2.50), upward communication (2.51-3.50), and downward communication (3.51-5.00). Similarly, the Job Satisfaction Questionnaire by Rad and Yarmohammadian (2006), was adopted and modified. The instrument divided job satisfaction into two categories: negative job

satisfaction (3.50) and positive job satisfaction (3.51). Cronbach's alpha coefficient was used to determine the reliability and internal consistency of the 12-item communication scale and that of the 13-item job satisfaction questionnaire scales. The results indicated that the communication scale has good reliability and internal consistency (Cronbach's alpha coefficient = 0.791; inter-item correlation variance = 0.027). The result of the 13-item job satisfaction questionnaire scale also has high reliability and internal consistency (Cronbach's alpha coefficient = 0.961; inter-item correlation variance = 0.003). The researcher collected all the necessary documents for the authenticity of the research process before embarking on data collection. An ethical clearance and permit were obtained from Tangaza University College, Ethiopia's Catholic Secretariat Education Desk, and consent to collect data was also obtained from local school administrations. All necessary ethical issues were observed and adhered to. Data was collected to examine the effects and correlates of communication and job satisfaction among the six selected Don Bosco secondary schools in Ethiopia.

### 4. Results and Discussion

#### Socio-Demographic Information

The socio-demographic information obtained from the respondents included their age, gender, academic qualification, and current department of the participants. The frequency of all the socio-demographic characteristics is presented in Table 1 as follows:

**Table 1: Frequency of Socio-demographic Characteristics of the participants**

	Characteristic	Frequency	Percentage (%)
Gender	<i>Male</i>	104	62.1
	<i>Female</i>	53	33.8
Age	18-30	42	26.8
	31-40	74	47.1
	41-50	30	19.1
	50+	11	7
Academic qualification	Up to high school	1	0.6
	Diploma	20	12.7
	Bachelor Degree	113	72.0
	Post graduate	20	12.7
	No response	3	1.9
Current department	Teacher	102	65
	Supportive staff	18	11.5
	Administration	37	23.6

Table 1 presents the frequency of socio-demographic characteristics of the participants in the study. The table shows that the frequency of male participants was higher (104, 62.1%) as opposed to female participants (53, 33.8%). This showed that the majority of the employees in

the six Don Bosco Secondary Schools in Ethiopia are men. The research did not find any cases of transgender people among the employees of the six Don Bosco Secondary Schools in Ethiopia.

As regards participants' age, the research participants were categorized into different age segments: 18–30, 31–40, 41–50, and 51 and above, respectively. The frequency of participants aged 31–40 years was higher (74, 47.1%) compared to participants aged 18–30 years (42, 26.8%), 41–50 years (30, 19.1%) and 50 years and above (11, 7%). This suggests that the majority of the employees of the six Don Bosco Secondary schools are in-between 31 and 40 years old.

Concerning participants' academic qualifications, the employees in the six Don Bosco secondary schools in

Ethiopia include "high school, diploma, bachelors, and postgraduate". The frequency of participants whose academic qualification was a bachelor's degree was higher (113, 72%), compared to participants with a high school certificate (1, 0.6), a diploma (20, 12.7%), and a postgraduate (20, 12.7%). This shows that most of the workers in the six Don Bosco secondary schools have at least a degree qualification. Consequently, the current department of the participants shows that the frequency of participants as teachers was higher (102, 65%), compared to supportive staff (18, 11.5%), and administration (37, 23.6%). Data from this study shows that the majority of the participants were teachers.

**Table 2: Frequency of levels of communications among the participants**

Variables	Frequency	Percent
≤ 2.50 = Horizontal communication	13	8.3
2.51- 3.50 = Upward communication	51	32.5
3.51-5.00 = Downward communication	93	59.2
Total	157	100.0

Table 2 presents the frequency of levels of communication among the participants in the six selected Don Bosco secondary schools in Ethiopia. The instrument used assessed three levels of communication. The horizontal communication, upward communication, and downward communication, respectively. Horizontal communication occurs when department heads or those at the same levels in the organization who are in decision-making capacity communicate with one another, whereas upward communication occurs when employees at the lower hierarchy feel comfortable communicating their grievances to those at the top of the hierarchy. This means

that there is a flow of information from the lower levels to the higher levels in an organization. The third downward level of communication refers to the flow of information about the management of the organization from the higher levels to the lower levels in the organization. In this study, therefore, the frequency of downward communication was higher at 59% compared to upward communication at 32.5% and horizontal communication at 8.3%. This implies that the majority of the participants felt the inflow of downward communication more than other levels of communication.

**Table 3: Distribution of socio-demographic characteristics and levels of communication**

Variables	Total	Communication scales			Chi-Square Test		
		Horizontal	Upward	Downward	X <sup>2</sup>	df	Sig.
Participant's gender							
Male	104(66.2)	7(4.5)	35(22.3)	62(39.5)	1.031	1	.597
Female	53(33.8)	6 (3.8)	16(10.2)	31(19.7)			
Participant's age							
18-30 years	42(26.8)	1(0.6)	11(7.0)	30(19.1)	6.679	3	.352
31-40 years	74(47.1)	7(4.5)	23(14.6)	44(28.0)			
41-50 years	30(19.1)	4 (2.5)	12(7.6)	14(8.9)			
51 years above	11(7.0)	1 (0.6)	5(3.2)	5(3.2)			
Participant's years of work experience							
Below 5 years	26(16.6)	1(0.6)	6(3.8)	19(12.1)	12.959	4	.009
5-10 years	49(31.2)	2(1.3)	14(8.9)	33(21.0)			
11-15 years	45(28.7)	7(4.5)	13(8.3)	25(15.9)			
16 + years	36(22.9)	3(1.9)	17(10.8)	16(10.2)			
No response	1(0.6)	0(0.0)	1(0.6)	0(0.0)			
Academic Qualification							
Up to high sch.	1(0.6)	0 (0.0)	0 (0.0)	1 (0.6)	18.507	4	.018
Diploma	20(12.7)	1(0.6)	7 (4.5)	12(7.6)			
Bachelor degree	113(72.0)	8(5.1)	34(21.7)	71(45.2)			
Postgraduate	20 (12.7)	2(1.3)	10(6.4)	8(5.1)			
No response	3(1.9)	2(1.3)	0 (0.0)	1 (0.6)			
Current Department							
Teacher	102(65.0)	12(7.6)	31(19.7)	59(37.6)	5.438	2	.245
Support staff	18(11.5)	1(0.6)	7(4.5)	10(6.4)			
Administration	37(23.6)	0(0.0)	13(8.3)	24(15.3)			

Table 3 shows the distribution of socio-demographic characteristics and the three levels of communication. As regards the gender distribution, the frequency of horizontal level of communication was higher among male participants at 4.5% compared to their female counterparts at 3.8%. The upward level of communication was found to be higher among male participants at 22.3% as opposed to female participants at 10.2%. Similarly, the frequency of downward level of communication was found to be higher among male participants as well, at 39.5%, as against female participants at 19.7%. The Chi-square test indicated that there was no significant difference in the distribution of gender and levels of communication among the participants ( $p = 0.597$ ). This can be interpreted to mean that gender was not associated with levels of communication.

Age distribution and levels of communication show that the frequency of horizontal level of communication was higher among participants aged 31–40 years, at 4.5% compared to other age categories. The frequency of upward level of communication was higher among participants aged 31–40 years at 14.6% compared to other categories, and in the same way, the downward level of

communication was found to be higher among participants aged 31–40 years at 28%. Statistical tests of association indicated that the difference in the distribution of age and levels of communication was insignificant ( $p = 0.352$ ). This implies that age was not associated with an indication of the level of communication.

Table 3 also represents the distribution of participants' years of work experience and levels of communication. The frequency of horizontal level communication was higher among participants with 11-15 years of experience (4.5%), compared to those with less than 5 years of experience (0.6%), and those with 16 years or more of experience (1.9%). This means that participants who operate in the decision-making of the schools must have worked for 11–15 years. Similarly, the upward level of communication was found to be higher among participants who have worked for 16 years and above at 10.8% as against other categories. It means that it is more comfortable for those who have worked for 16 years and above to communicate with those in higher hierarchy of the organization compared to other categories. In the same way, downward level of communication was found to be higher among participants who have worked for 5–10

years, at 21%. This means the inflow of information from the management goes to those who have worked for 5–10 years more compared to other categories. The Chi-square test indicated that the difference in the distribution of participants' years of work experience and levels of communication was significant ( $p = 0.009$ ). This suggests that years of work experience were significantly associated with a higher level of communication.

Further, the horizontal level of communication was higher among participants whose academic qualification was a bachelor's degree, at 5.1%, as opposed to other categories. Also, the upward level of communication was higher among bachelor's degree holders at 21.7% compared to others. Likewise, the frequency of communication at the lower level was higher among degree holders at 45.2%. The Chi-square test indicated that there was a significant difference in the distribution of academic qualifications

and levels of communication ( $p = 0.018$ ). This is interpreted to mean that academic qualification, especially having at least a bachelor's degree, determines the level of communication in the organization.

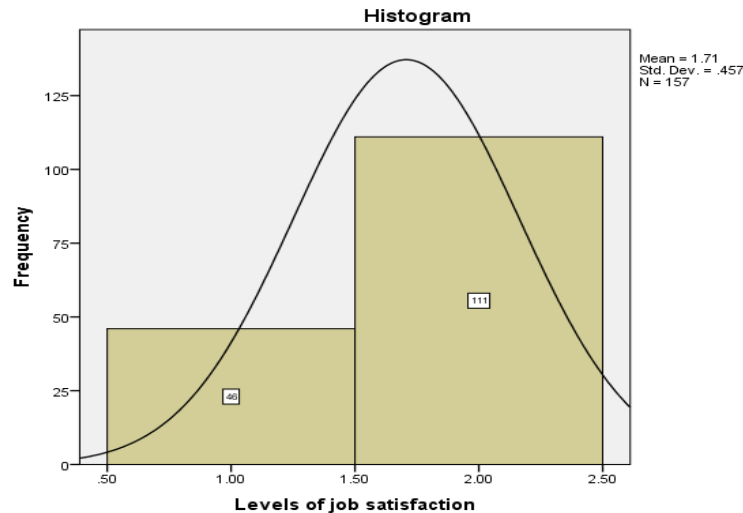
Concerning the current department of the participants, the horizontal level of communication was higher among teachers at 7.6%, and the frequency of upward level of communication was found to be higher at 19.7% compared to support staff and administration. Similarly, the frequency of downward level of communication was higher among teachers at 37.6% as opposed to support staff at 6.4% and administration at 15.3%. The Chi-square test shows that the difference in the distribution of current department and levels of communication was not significant ( $p = 0.245$ ). This means that the current department of the participants does not related to levels of communication.

**Table 4: Frequency of levels of job satisfaction**

Variables	Frequency	Percent
$\leq 3.50 =$ Job dissatisfaction	46	29.3
$\geq 3.51 =$ Positive job satisfaction	111	70.7
Total	157	100.0

Table 4 represents the frequency of levels of job satisfaction. Two categories of job satisfaction were assessed among the participants, namely job dissatisfaction and positive job satisfaction. As indicated in the table, the proportion of positive job satisfaction was

higher (111, 70.7%) as compared to the number of participants assessed to be dissatisfied with their jobs (46, 29.3%). This shows that the majority of the participants were satisfied with their jobs in this study.



**Figure 1: Frequency of Job Satisfaction**

Figure 1 represents a graphic representation of job satisfaction in this study. As shown in the figure, the majority of the participants felt satisfied with their job as opposed to the participants who felt dissatisfied with their jobs.

**Table 5: Distribution of socio-demographic characteristics and levels of job satisfaction**

Variables	Total	Levels of job satisfaction		Chi-Square test		
		Dissatisfaction	Positive Satisfaction	X <sup>2</sup>	df	Sig.
Participant's gender						
Male	104(66.2)	27(17.2)	77(49.0)	1.657	1	.198
Female	53(33.8)	19(12.1)	34(21.7)			
Participant's age						
18-30 years	42(26.8)	12(7.6)	30 (19.1)	3.911	3	.271
31-40 years	74(47.1)	26(16.6)	48 (30.6)			
41-50 years	30(19.1)	7 (4.5)	23 (14.6)			
51 years above	11(7.0)	1 (0.6)	10 (6.4)			
Participant's years of work experiences						
Below 5 years	26(16.6)	6 (3.8)	20 (12.7)	2.533	4	.639
5-10 years	49(31.2)	18 (11.5)	31 (19.7)			
11-15 years	45(28.7)	13 (8.3)	32 (20.4)			
16 + years	36(22.9)	9 (5.7)	27 (17.2)			
No response	1(0.6)	0 (0.0)	1 (0.6)			
Participant's academic qualification						
Up to high sch.	1(0.6)	0 (0.0)	1 (0.6)	1.774	4	.777
Diploma	20(12.7)	5 (3.2)	15 (9.6)			
Bachelor degree	113(72.0)	32 (20.4)	81 (51.6)			
Postgraduate	20 (12.7)	8 (5.1)	12 (7.6)			
No response	3(1.9)	1 (0.6)	2 (1.3)			
Current Department						
Teacher	102(65.0)	40 (25.5)	62 (39.5)	20.317	2	.000
Support staff	18(11.5)	6 (3.8)	12 (7.6)			
Administration	37(23.6)	0 (0.0)	37 (23.6)			

Table 5 shows the distribution of sociodemographic characteristics and job satisfaction categories. As regards the gender variable, the frequency of job dissatisfaction was higher among male participants at 17.2% as compared to female participants at 12.1%. Likewise, the frequency of positive job satisfaction was higher among male participants at 49% as opposed to female participants at 21.7%. The Chi-square test shows a difference in the distribution of gender and levels of job satisfaction ( $p = 0.198$ ). This indicated that gender was not significantly associated with job satisfaction.

Age and job satisfaction distribution, as shown in the table, indicated that the proportion of job dissatisfaction was higher among participants aged 31–40 years at 16.6% compared to those aged 18–30 years at 7.6%, 41–50 years at 4.5%, and 51–60 years at 0.6%. Also, the frequency of positive job satisfaction was higher among the same participants aged 31–40 years at 30.6% as opposed to participants aged 18–30 years at 19.1%, 41–50 years at 14.5% and 51 years and above at 6.4%. The chi-square test

shows that there was no significant difference in the distribution of age and job satisfaction ( $p = 0.271$ ). This implies that age was not associated with job satisfaction, even though employers aged 31–40 years are at risk of becoming dissatisfied or satisfied in their jobs.

With reference to participants' years of work experience, the frequency of job dissatisfaction was higher among the participants who have worked for 5–10 years (11.5%) compared with other categories. On the contrary, the frequency of positive job satisfaction was slightly higher among participants who have worked for 11–15 years, at 20.4%, compared to 5–10 years (19.7%), 16+ years (17.2%), and below 5 years (12.7%). The Chi-square test indicated that the difference in the distribution of participants' years of work experience and job satisfaction scale ( $p = 0.639$ ). This infers that years of work experience were not significantly associated with job satisfaction. However, job dissatisfaction was more among those who have worked between 5–10 years and positive job

satisfaction was more among participants who have worked between 11–15 years.

In relation to academic qualification and job satisfaction, data collected showed that feelings of job dissatisfaction were higher among bachelor degree holders (20.4%), as well as feelings of positive job satisfaction among the same category (51.6%). The result of the Chi-square test implies that there was no significant association between academic qualification and job satisfaction. This demonstrates that an employee's degree does not

determine how satisfied that employee will be. Additionally, the current department of the participants and job satisfaction shows that the frequency of job dissatisfaction was higher among teachers at 25.5% compared to others, and similarly, the higher frequency of positive job satisfaction was among teachers at 39.5% as opposed to support staff (7.6%) and administration (23.6%). The Chi-square test indicated that the difference in the distribution of current department and job satisfaction was significant ( $p = 0.000$ ). This means that the department the participants work for is significantly associated with levels of job satisfaction.

**Table 6: Fisher’s Exact Test showing significant of contingency between levels of communication and job satisfaction among the participants**

Levels of Communication	Levels of Job satisfaction		Fisher’s Test	
	Total	Dissatisfaction	Satisfaction	Value Sig.
Horizontal communication	13(8.3)	11(7.0)	2 (1.3)	21.861 .000
Upward communication	51(32.5)	17 (10.8)	34(21.7)	
Downward communication	93(59.2)	18 (11.5)	75 (47.8)	

Table 6 shows the results of the Fisher’s Exact test to show if there was any significant contingency between levels of communication and job satisfaction. Fisher’s exact test is used to determine if the proportions of categories in two groups variables, such as levels of communication and levels of job satisfaction significantly differ from each other. The test is used for categorical data results from classifying objects in two different ways and thereafter examining the significance of the association between the two kinds of classification. As shown in the table, job dissatisfaction was higher among participants who scored

high on downward communication (11.5%), whereas job satisfaction was higher among those who scored high on downward communication (47.8%). The exact test shows a significant contingency between levels of communication and job satisfaction ( $p = 0.000$ ). This test means that downward communication promotes job satisfaction. This implies that for employees to feel satisfied in their jobs, a conducive atmosphere should be created for employees to communicate freely with the management.

**Table 7: Correlates of socio-demographic characteristics, levels of communication and levels job satisfaction.**

	Gender	Age	Wk.Exp.	Acada.Qual	Currnt.Dept	Comm.Scale	JobSat
Gender	-						
Age	-.179	-					
Wk.Exp.	-.037	.685**	-				
Acada.Qual	-.089	.184*	.210**	-			
Currnt.Dept.	.015	-.052	-.076	-.118	-		
Comm.Scale	-.042	-.186	-.208**	-.209**	.118	-	
JobSat	-.108	.097	-.046	-.078	.347**	.347**	-

\* Correlation is significant at the 0.05 level (2-tailed)

\*\* Correlation is significant at the 0.01 level (2-tailed)

Table 7 presents the Pearson correlation test to show levels of relationships between sociodemographic characteristics, levels of communication and levels of job satisfaction. In this present study, a positive correlation exists between participants’ age and years of work experience ( $r = .685$ ,  $p = 0.01$ ). A positive correlation is a level of relationship between two variables in which both variables move in the same direction. A positive correlation occurs when two variables are related and as one variable increases, the other one also increases, and when it decreases, the other also decreases. As in this findings, it implies that as age increases, years of work

experience also increases. Also, the significance of positive correlation at 0.01 significant level (2-tailed) shows the strength of correlation.

Also, academic qualification was positively correlated with the participant’s age ( $r = .184$ ;  $p = 0.05$ ). It must be noticed that even though a positive correlation exists between academic qualification and age, but the significant level is at 0.05, which implies a weak relationship at 2 tailed. In addition, a strong positive correlation was also observed between academic



qualification and years of work experience ( $r = .210$ ;  $p = 0.01$ ). This implies that as years of work experience increase, the academic qualification also increases in this study.

Consequently, a strong negative correlation is observed between levels of communication and years of work experience ( $r = -.208$ ;  $p = 0.01$ ). A negative correlation occurs when the two variables move in opposite directions. In other words, as one variable increases, the other one decreases and vice versa. This is interpreted to

mean that as the years of work experience increase, levels of communication decrease.

Further, a strong negative correlation exists between the levels of communication and academic qualification of the participants ( $r = -.209$ ;  $p = 0.01$ ). This means that as the academic qualification of the participant increases, the levels of communication decrease. Furthermore, there is a strong positive correlation between communication levels and job satisfaction ( $r = .347$ ;  $p = 0.01$ ). This suggests that as levels of communication increase in the organization, the level of job satisfaction also increases.

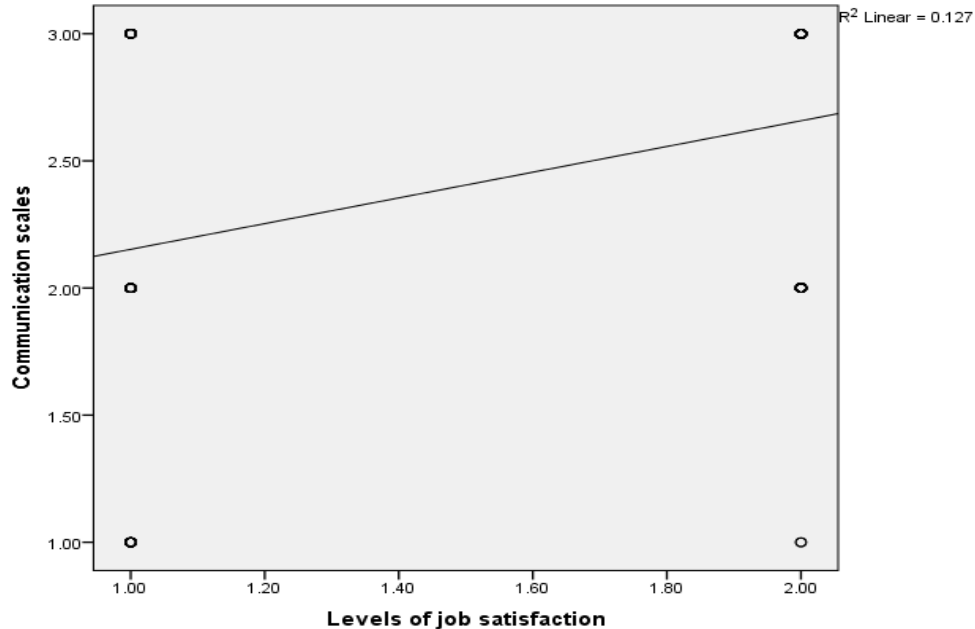
**Table 8: Linear Regression showing co-efficient influence of communication on job satisfaction**

Model	Unstandardized Coefficients		Standardized Coefficients	95.0% Confidence Interval for B			
	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1 (Constant)	1.075	.137		7.829	.000	.803	1.346
1 Communication scales	.252	.053	.357	4.757	.000	.147	.357

a. Dependent Variable: Levels of job satisfaction

Table 8 presents the results of the linear regression test to show the influential power of communication on job satisfaction. Linear regression is an algorithm used to predict or visualize the role of independent variables on the dependent variable in order to explain a relationship between the two different variables. In this study, the linear regression was used to determine the predictive role

of communication on job satisfaction as the dependent variable. As indicated in the estimate, levels of communication play a significant predicting role in job satisfaction ( $p = 0.000$ ; 95%CI: .147-.357). This means that for employees to feel satisfied in their jobs, communication levels in the organization need to be improved at all levels.



**Figure 2: Linear regression line between communication and job satisfaction**

Figure 2 shows the linear regression line between communication and job satisfaction, dispatching a strong positive correlation and a significant predicting role of communication on job satisfaction.

## Discussion

There are three levels of communication that were assessed in this study: horizontal, upward, and downward communication. The frequency of downward communication was higher at 59% compared to upward communication at 32.5% and horizontal communication at 8.3%. This implies that the majority of the participants felt the inflow of downward communication more than other levels of communication. Likewise, scales on levels of job satisfaction showed that the proportion of positive job satisfaction was higher (70.7%) as opposed to participants assessed to be dissatisfied with their jobs (29.3%). This shows that the majority of the participants were satisfied with their jobs in this study. In this study, participants who enjoyed downward communication (59.25%) were those who enjoyed a high level of positive job satisfaction (47.8%). The exact test shows a significant contingency between levels of communication and job satisfaction ( $p = 0.000$ ). Similarly, there is a strong positive correlation between communication levels and job satisfaction ( $r = .347$ ;  $p = 0.01$ ). This suggests that as levels of communication increase in the organization, the level of job satisfaction also increases. The results of a linear regression test to assess the influence of an independent variable on the dependent variable revealed that communication levels are a significant predictor of job satisfaction ( $p = 0.000$ ). Results from this study concur with a study by Krishnan and Wesley (2013), where correlation analysis revealed that there is a significant relationship between the employment engagement level and employee communication. The same study also found, in simple regression analysis, that, statistically, employee levels of communication have a high impact on employee engagement levels (Krishnan & Wesley, 2013). Additional studies also support findings from this study, where it was reported that effective communication styles by customer-oriented service employees correlate positively with the dedicated behaviors among employees of a restaurant in China (Kang & Hynun, 2012).

Further results from a study on the relationship between communication satisfaction and a teacher's job satisfaction in a primary school in Malaysia indicated that, there is a significant positive relationship between communication satisfaction and job satisfaction (Abdullah & Hui, 2014). Another study found that organizational communication was positively related to job satisfaction, and also that generational categories moderated the relationship between these two factors (Mehra & Nickerson, 2019). Additionally, empirical findings from a study on the effects of leadership styles and the communication competency of bank managers on their employees' job satisfaction revealed that interactive leadership styles and communication competency have a stronger relationship with job satisfaction (Cetin, Karabay, & Efe, 2012).

## 5. Conclusion and Recommendations

The study revealed that communication is a crucial factor as far as employees' job satisfaction is concerned. The findings demonstrated that the school's management needed to regulate and promote upward and downward communication, and that workers needed to establish quality circle management. Different staff members were required to hold departmental meetings and engage in constructive formal-constructive communication with their department heads and principals. Following the findings of this study and the existing literature, it is hereby recommended that all levels of communication, such as horizontal, upward, and downward communication, be encouraged in any organization in order to improve job satisfaction and organizational growth.

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