

**YANGON UNIVERSITY OF ECONOMICS  
DEPARTMENT OF COMMERCE**

**THE EFFECT OF COMMUNICATION SATISFACTION ON  
ORGANIZATIONAL COMMITMENT OF TEACHING STAFF IN  
YANGON UNIVERSITY OF ECONOMICS**

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**THE EFFECT OF COMMUNICATION SATISFACTION ON  
ORGANIZATIONAL COMMITMENT OF TEACHING STAFF IN  
YANGON UNIVERSITY OF ECONOMICS**

This thesis submitted as a partial fulfilment towards the requirements for the  
Degree of Master of Commerce

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**YANGON UNIVERSITY OF ECONOMICS**  
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**MASTER OF COMMERCE**

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## **ABSTRACT**

The purpose of this study is to investigate the effect of communication satisfaction on organizational commitment of teaching staff in Yangon University of Economics. Primary data is collected from the teaching staff of Yangon University of Economics by structured questionnaire. Secondary information is obtained from text books, academic articles, blogs, related journals and websites. In this study independent variable is communication satisfaction (organizational communication context, interpersonal communication context and group communication context) and dependent variable is organization commitment (affective commitment, continuous commitment and normative commitment). In the communication satisfaction, interpersonal communication context and organizational communication context have the significant and positive effect on affective commitment. And, organizational communication context has significant and positive effect on continuous commitment and normative commitment. The organizational communication context also has significant and positive effect on the organizational commitment. Therefore, the organization should provide accurate information to avoid distortion of information and also need to listen the feedback from the downward communication to make the right decisions.

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## TABLE OF CONTENTS

|   | <b>Pages</b> |
|---|--------------|
| <b>ABSTRACT</b>   | <b>i</b>     |
| <b>ACKNOWLEDGEMENTS</b>   | <b>ii</b>    |
| <b>TABLE OF CONTENTS</b>  | <b>iii</b>   |
| <b>LIST OF TABLES</b>   | <b>v</b>     |
| <b>LIST OF FIGURES</b>  | <b>vi</b>    |
| <b>CHAPTER I INTRODUCTION</b>   | <b>1</b>     |
| 1.1 Rationale of the Study  | 2            |
| 1.2 Objectives of the Study   | 4            |
| 1.3 Scope and Method of the Study   | 4            |
| 1.4 Organization of the Study   | 4            |
| <b>CHAPTER II THEORETICAL BACKGROUND</b>  | <b>5</b>     |
| 2.1 Communication   | 5            |
| 2.2 Communication Satisfaction  | 5            |
| 2.3 Organizational Commitment   | 8            |
| 2.4 Previous Study  | 12           |
| 2.5 Conceptual Framework of the Study   | 16           |
| <b>CHAPTER III THE PROFILE AND ORGANIZATIONAL COMMITMENT<br/>OF TEACHING STAFF IN YANGON UNIVERSITY OF<br/>ECONOMICS</b>  | <b>18</b>    |
| 3.1 Role of Higher Education  | 18           |
| 3.2 Profile of Yangon University of Economics   | 19           |
| 3.3 Organizational Commitment of Teaching Staff in Yangon<br>University of Economics  | 21           |
| <b>CHAPTER IV ANALYSIS ON THE EFFECT OF COMMUNICATION<br/>SATISFACTION ON ORGANIZATIONAL COMMITMENT<br/>OF TEACHING STAFF IN YANGON UNIVERSITY OF<br/>ECONOMICS</b> | <b>25</b>    |
| 4.1 Research Design   | 25           |

|                   |   |           |
|-------------------|---|-----------|
| 4.2               | Demographic Information of Respondents  | 26        |
| 4.3               | Reliability Test  | 29        |
| 4.4               | Teacher's Perception on Communication Satisfaction  | 30        |
| 4.5               | Correlation of Communication Satisfaction and Organizational Commitment of Teaching Staff | 35        |
| 4.6               | Analysis of Communication Satisfaction and Organizational Commitment of Teaching Staff    | 37        |
| <b>CHAPTER V</b>  | <b>CONCLUSION</b>   | <b>45</b> |
| 5.1               | Findings and Discussions  | 45        |
| 5.2               | Suggestions and Recommendations   | 46        |
| 5.3               | Needs for Further Study   | 47        |
| <b>REFERENCES</b> |   |           |
| <b>APPENDIX</b>   |   |           |

## LIST OF TABLES

| <b>Table No.</b> | <b>Title</b>  | <b>Pages</b> |
|------------------|---|--------------|
| 3.1              | Affective Commitment  | 21           |
| 3.2              | Continuous Commitment   | 22           |
| 3.3              | Normative Commitment  | 23           |
| 3.4              | Organizational Commitment   | 24           |
| 4.1              | Personal Factors of Respondents   | 26           |
| 4.2              | Data Reality for Communication Satisfaction   | 29           |
| 4.3              | Data Reality for Organizational Commitment  | 30           |
| 4.4              | Organizational Communication Context  | 31           |
| 4.5              | Interpersonal Communication Context   | 32           |
| 4.6              | Group Communication Context   | 34           |
| 4.7              | Correlation of Communication Satisfaction and Affective Commitment of Teaching Staff      | 35           |
| 4.8              | Correlation of Communication Satisfaction and Continuous Commitment of Teaching Staff     | 36           |
| 4.9              | Correlation of Communication Satisfaction and Normative Commitment of Teaching Staff      | 36           |
| 4.10             | Correlation of Communication Satisfaction and Organizational Commitment of Teaching Staff | 37           |
| 4.11             | Analysis of Communication Satisfaction and Affective Commitment of Teaching Staff         | 38           |
| 4.12             | Analysis of Communication Satisfaction and Continuous Commitment of Teaching Staff        | 40           |
| 4.13             | Analysis of Communication Satisfaction and Normative Commitment of Teaching Staff         | 41           |
| 4.14             | Analysis of Communication Satisfaction and Organizational Commitment of Teaching Staff    | 43           |



## LIST OF FIGURES

| <b>Figure No.</b> | <b>Title</b>  | <b>Pages</b> |
|-------------------|---|--------------|
| 2.1               | Conceptual Framework of Lilik Sugiati   | 14           |
| 2.2               | Conceptual Framework of Ghalia Ammari, Barween Al Kurdi, Muhammad Alshurideh, ader Obeidat, Al-Hareth Abu Hassien and Ala' aldim Alrowwad | 15           |
| 2.3               | Conceptual Framework of Roshelle Novie L.Cabrido and Maria Doreen Cuevas-Ranada   | 16           |
| 2.4               | Conceptual Framework of the Study   | 17           |
| 3.1               | Organizational Chart of Yangon University of Economics  | 20           |

## **CHAPTER I**

### **INTRODUCTION**

Communication is the process or the act of exchanging or transmitting information about emotions, ideas, and attitudes between people. Communication is one of the factors that can determine the development of an organization, essential to the success of a business or organization and plays an amazingly imperative part in every organization. Communication often plays a major role in ensuring that workers are pleased with the organization's communication style and whether they have a successful supervisor-supervisor relationship. Communication is like a bridge that connects the distance between employees and supervisors within the organizations. Therefore, visualizing an organization without clear or effective communication is unreasonable or irrational because organizational effectiveness is highly relying on effective communication.

The basic model of communication concentrated on one-way flow and only focused on sender not receiver. Since 20th century, organization focus on effective communication process that is open and two ways .Because, the quality of communication in organization is associated with employee's satisfaction about communication and satisfying relationship with other people (Alanezi, 2011). The more employees know about the organization's vision, missions ,goal, culture, products and services they offers , the better job they can do. If employees that realize what is important to their organization, they can give central of attention to making improvement and can see opportunities for creativity that can help further success with favourable outcome. Effective communication, therefore, is like a helping hand to create clear employee expectations and create a healthy link between the organization's members.

The traditionally concept of communication satisfaction reveals only the smallest number of elements, which are message content, instrument efficiency, satisfaction about job and improvement in communication. Communication satisfaction can now be defined as an interpersonal feeling depending on the degree of communication between employees and administrators in terms of effectiveness and the employee's satisfaction with various aspects of the overall communication flow. Downs and Hazen (1977) also viewed communication satisfaction as multidimensional, including the types of information shared, communication climate

and relationship among colleagues. Employees tend to feel happy for being served for and faithful to this organization if they experienced quality or ethical communication system. Qualified communication is the key feature of the organization's regulation and supervision. It can also enhance skills or talents and produce empowered and committed workers and it may help employees to overcome problems that are related to their jobs.

But, poor organizational communication has the potential to decrease organizational commitment and to increase employee burnout, individual stress, turnover rate, discouragement, doubt in oneself or controversy relationship within the organization and cause serious workplace issues. Organizational commitment is an employee's way of feeling or acting towards the whole organization that he or she works in (Riggio, 2003). It can be characterised by a minimum of three indicators such as acceptance of the company goals and values. Secondly, ability and willingness to contribute considerable effort to attain that goals and values and finally strong desire to continue with the company.

Therefore, engaged and satisfied workers who are essential to an organization (Bhat, 2020). To promote organizational commitment of employees, satisfaction plays important for employees to feel involved, connected and informed about the organization's progress. Therefore, Communication satisfaction has come to be one of the significant components in determining whether an employee will stay with the organization for a longer period of time and work passionately towards achieving the organization's goal through effective communication.

## **1.1 Rationale of the Study**

In developing countries, Education industry play crucial points because education is an important investment in a country as there have huge return. In education, universities play important role as leaders in teaching and learning, research and human resource development. University is an organization which provides modern educational services to people and different organizations through teaching staff. Among universities in Myanmar, Yangon University of Economics also plays a vital role by contributing new knowledge in terms of research and development. The Yangon University of Economics is located in Kamaryut Township in Yangon. Yangon University of Economics is one of the ten public universities in

Myanmar Since its establishment 50 years ago, the University has produced more than 70,000 graduates ranging from Bachelors to PhDs.

Now, the University has five major teaching departments and four supporting department run with the total of 385 full time staff. The teaching staff of Yangon University of Economics is categorized under five positions: Professor, Associate Professor, Lecturer, Assistant Lecturer, and Tutor. These intellectuals are responsible for promoting knowledge, skills and culture of excellence to the students and the society. Teachers are at the frontline of the education and play a major part in shaping values, knowledge and skills of the students. And bring out students as key leaders of the community. Teaching staff are as architects of future and holding the key to secure the future of community with invisible hand. Therefore, teaching staff are priceless asset not only to organization but also for countries.

Organizational efficiency is highly dependent on connectivity in learning organizations. If the university which has effective communication system, the teaching staff will satisfy the communication and that will motivate to work harder and at the same time they will enjoy their job. When teaching staff are happy in doing their work, they are also happy with their working condition and their perception to the organization also increase. These understandings about organization will a huge impact on their loyalty or commitment to the organization. On the other hand, people who feel disappointed with their job by poor communication and wrong information that results absenteeism. If this occurs, it will be difficult for the university to achieve its goal.

Since, it is important to design, implement and evaluate the communication system within university if the organization doesn't have communication satisfaction by teaching staff. Satisfaction with communication will enable teachers increase the degree of job satisfaction and assist them to remain in their career. A good teaching staff is assets to the university since the success or reputation of the university is dependent upon their performance. Today, daily increasing high turnover rate in organization are some of the impacts due to the lack of teaching staff 'commitment in their university. Consequently, it is important to examine the commitment of the teaching staff towards their jobs and the organization.

Meyer and Allen (1997) stated that employee's commitment to the organization includes commitment to the work group, employer, profession, and union. Therefore, in order to be committed it is important that an employee has good

relationships with the various constituents of the organization such as peers, superiors, subordinates and other members in the organization. Therefore, the teaching staffs need to be satisfied with the communication activities and committed with their work when they have close cooperation and effective communication with the various parties involved in the organization (Meyer, 1997).

## **1.2 Objectives of the Study**

The main objectives of the study are as follows:

1. To explore organizational commitment of teaching staff in Yangon University of Economics and
2. To investigate how communication satisfaction affects organizational commitment of teaching staff in Yangon University of Economics

## **1.3 Scope and Method of the Study**

This study emphasises on the effect of communication satisfaction on organizational commitment of teaching staff in Yangon University of Economics. The total number of populations is 204 teaching staff, and a sample size of 101 teaching staff is chosen by using simple random sampling method. This study uses quantitative research and descriptive research. Both primary and secondary data are used to meet the study objectives. Primary data is collected from the teaching staff of Yangon University of Economics by structured questionnaire. Secondary information is obtained from text books, academic articles, blogs, related journals and websites. For the analysis of the results, multiple regression analysis is used.

## **1.4 Organization of the Study**

The study consists of five chapters. Chapter (1) presents the introduction which outlines rationale of the study, objectives of the study, scope and method of study and organization of the study. Chapter (2) deals with the theoretical background of communication satisfaction and organization commitment. Chapter (3) describes the organization commitment of teaching staff in Yangon University of Economics and Chapter (4) shows the effect of communication satisfaction on organizational commitment. Chapter (5) presents the conclusion that covers conclusion that covers findings, recommendations and needs for further study.

## **CHAPTER II**

### **THEORETICAL BACKGROUND**

Chapter (2) describes the concept and theories related to communication satisfaction and organizational commitment. It includes five parts. The first part is communication. Second part outlines communication satisfaction. Third portion states about organizational commitment. The fourth part mentions previous study about relationship between communication satisfaction and organizational commitment. Final section is conceptual framework of the study.

#### **2.1 Communication**

Communication can be defined as an exchange of messages performed between individuals in order to obtain expected outcomes (Craig, 1999). Communication is an essential principle in organization and management theory and one of the most important components used to meet organizational goals and objectives (Tompkins, 1987). Therefore, choosing the right communicational platform, the quality of communication and building trust between people are critical criteria (Obeidat, 2012). Effective communication is essential to the overall success of a business or organization (Hargie , Taurish and Wilson , 2002). Therefore, communication plays an important role in ensuring that the employees are satisfied with the communication pattern within the organization and whether they have an effective supervisor-supervisee relationship (Kandlousi, 2010).

#### **2.2 Communication Satisfaction**

Communication satisfaction has received considerable attention because improving communication satisfaction can improve employee satisfaction, engagement, and performance. In order to achieve benefits for the growth of organizations, several researchers have studied the critical role of communication satisfaction. Thayer (1968) stated the participant's satisfaction which is a communication satisfaction with different dimensions of communication in any organization. Communication satisfaction can also be defined as the summary of the enjoyment of a person with information transmitting and connection of variables. Redding (1978) who specified communication satisfaction is the employee's perception about communication on the communication atmosphere of their

organization .Communication satisfaction has been defined as the support provided when a communication event fulfils positive expectations (Hecht, 1978).

By meeting the needs and expectations of employees in a positive way, customers and guests of the organization are more likely to have their needs and expectations met. Crino and White (1981) defined communication satisfaction as s satisfaction with communication as the overall satisfaction of a person with the communication practices within an organization It involves acquiring a sufficient amount of organizational information, such as policies, efficiency, purpose and vision of the company, and working conditions. It also corresponds to the excellent superior-subordinate relationship. Communication satisfaction has also been defined as the level of satisfaction an employee has between the overall communication flow and relationship variables within their organization (Kandlousi, 2010). Punyanunt-Cater (2008) concluded that communication satisfaction can reflect high-quality relationships and result in relational satisfaction, closeness, and relational maintenance. Therefore, complying with the close relationship and efficiency of communication is related to communication satisfaction

Satisfying the communication of the organization would lead to positive results in the working environment. However, numerous organizational concepts contribute to the overall success or failure of an organization. Poor organizational communication has the potential to increase employee burnout, individual stress, and doubt in oneself or relationships within the organization (Ray 1993). Therefore, maintaining a high level of communication satisfaction through quality organizational communication must be a high priority for businesses who wish to avoid these negative outcomes. If employers provide consistent, proper, and precise information to their workforce, the organization is more likely to perform at higher levels, thereby increasing efficiency, productivity, and employee morale.

### **Concerning Contexts and Dimensions of Communication Satisfaction,**

Since communication satisfaction was introduced by Level (1959), the term communication satisfaction has often been seen as a one-dimensional. During the 1970s, Wiio introduced its multidimensional nature and begun to gain prominence. Downs and Hazen (1976) further developed the communication satisfaction by adding more variables into Wiio (1976)'s multidimensional communication satisfaction. Downs and Hazen (1977) described communication satisfaction depends on three

satisfaction contexts, namely interpersonal communication context, group communications context and organizational communication context which consists of eight different factors that deal with communication effectiveness, relationships, systems, and environmental satisfaction.

**1. Media quality**

Media quality refers to the usefulness and reliability of information when it is transmitted across multiple channels. Downs (1977) stated that media quality concerned with numerous communication channels such as well-organized meetings with adequate time and giving clear information to provide effective communication.

**2. Organizational perspective**

Organizational perspective refers to satisfaction with information about the company's objectives, performance, financial situation, and changes in the company.

**3. Communication climate**

Communication climate refers to the degree to which communication in the organization stimulates and motivates employees to achieve the organizational desired outcomes and the degree to which employees are identified with an organization (Varona, 1996).

**4. Personal feedback**

Personal feedback applies to the degree to which employees ought to understand how their success is measured and how they are judged (Clampitt, 1993).

**5. Relationship with subordinates**

Subordinate Communication refers to upward and downward communication with subordinates. The level of lateral tolerance to downward communication and the extent to which upward communication is initiated by subordinates involve subordinate communication (Clampitt, 1993).



## **6. Relationship to superiors**

Relationship to superiors concerned with upward and downward communication, where openness, perceived trust and capability to listen of a superior are considered. Three core aspects of relationship to superiors include attentiveness of superior, willingness of superior to offer guidance and to solve job-related issues and openness of superior to give ideas (Downs C. a., 1977).

## **7. Organizational integration**

Downs (1977) stated organizational integration that is providing information of the immediate workplace environment to employees for making the feeling of connection with organization. It is also the satisfaction of employees on information got from the organization such as salaries, and benefit programme, organizational policies and practices, or about the work.

## **8. Horizontal and informal communication**

Horizontal and informal communication refers to the accuracy of information and extent of information in the communication network. It also concerned with employee satisfaction with the informal communication within the company. Employees often refer to informal communication when the information from formal channel is insufficient (Reddy, 2008)

### **2.3 Organizational Commitment**

Organizational commitment serves an important role in determining something's outcome or future and in determining whether an individual will continue with the company for a longer period of time and work passionately to achieve the organization's objective. Since committed personnel are the wealth of each and every company and a stronger measure of an organization's effectiveness. The role of organizational commitment in the community has risen in importance and remains one of the most difficult and studied topics in the field of organization and Human resource management (Cohen, 2007). Therefore, many organizational scientists have developed many definitions of organizational commitment (Cohen A, 2003). According to Howard Becker (1960) who first introduced organizational commitment,

the relationship between employee and organization is founded on behaviours bounded by the contract of the economic gain.

Employees are committed to the organization because they have some hidden vested investments or side bets. According to Porter (1974), organizational commitment as a connection to the organization, characterized by an intention to remain in it; a recognition of the organization's values and objectives; and a willingness to make additional efforts on its behalf." Therefore, it is considered as the relationship between the individual employee and the organisation (Porter, 1974). Meyer, Allen and Gellantly (1990) also suggested organizational commitment is characterized by a positive feature of the company that is cognitive and affective. Organizational commitment is thus a state of being where organizational participants are bound by their actions and beliefs that support their contributions and their own involvement in a particular organization. Organizational commitment is an intellectual assertion that defines the relationship between employee-organization and has consequences for the intention to begin to be part of that group (Meyer and Allen ,1991). Morrow (1993) stated that organizational commitment as an attitude that represents feelings such as, belonging, engagement and job involvement. In addition, Morrow (1993) also defined organizational commitment as characterized by action and attitude.

Schultz (1998) referred organizational commitment as the extent of psychological identity or connection retained by an employee in the organization in which he or she works. Miller and Lee (2001) characterised organisational commitment as the adoption of organizational goals by workers and their ability to exercise on behalf of the company. Parfyonona (2010) also suggest that organizational commitment is a intriguing paradox to examine among the workplace of the 21st century. The employee's commitment to an organization affects the employee on an organization level as well as on an individual level; whether high or low, the level of organizational commitment can influenced the quality of work produced by the employee. According to Aydogdu (2011), when the employee is committed to an organization, there can be seen many positive outcomes for individual as well as for the organization itself. One advantage that it has for the worker is that it has the ability to affect the well-being of the worker (Herscovitch, 2001).

In addition, it has shown that the work satisfaction of employees has increased (Azhar, 2013). Organization can benefit from committed employees in variety of ways. In a wide scale they have the potential to influence organization's effectiveness (Herscovitch, 2001). Barak (2001) notes that an effective way to predict turnover is by examining organizational commitment, professional commitment, burnout and job satisfaction. Equally important, Azhar (2013) stated that committed employees can often make things work even without very good systems and are key for higher productivity in the organization. Therefore, organization commitment is the results of good relationships and effective communication and that enhanced the performance of the organization (Rylander, 2003) and organizational commitment is a beneficial concept for an organization and it can provide positive results for not only an employee but also an organization (Roshelle, 2019).

Early researcher viewed the organizational commitment as one dimensional concept based on engagement, embracing identification, participation and attitudinal perspective ((Porter, Steers, Mowday, & Boulian, 1974) .But in 1984, Meyer and Allen (1984) started view organizational commitment as two-dimensional based upon affective and continuous attachment to organization (Porter, Steers, Mowday, & Boulian, 1974). Meyer and Allen (1990) discovered a third dimension after more research on organizational commitment, namely normative commitment, which is the feeling of duty of the employee to stay with the organization. The organizational commitment concept was represented in 1990 as a three-dimensional concept, characterized by affective, continuous and normative dimensions ( Meyer and Allen, 1991).

### **2.3.1 Affective Commitment**

Affective commitment refers to the emotional connection of the person to the organization (Meyer, 1997) . If members of the organization are committed to the organization on emotional basis, they will choose to work with the organization because they really want to stay in the organization (J.P Meyer and N.J Allen, 1993). Affective commitment is a kind of commitments basing core values, in which there is a strong relationship between the employee and the organization (Shore and Tetrick, 1991). Employees are actively involved in their organizations to hold their positions because they really want to remain in their organizations and they need the job (J.P Meyer and N.J Allen, 1993).

As defined by Mowday, Porter, and Steers (1982), affective commitment comes from beliefs based on understanding of the priorities and objectives of the organization, a desire to make great contributions on behalf of the corporation and a strong desire to keep organizational membership. The strength of affective commitment is affected by the degree to which the organizational need and expectation of individuals are met by their lived facts.. According to the organizational commitment model of Meyer and Allen (1997), affective commitment is affected by variables such as task clarification, work challenge and target complexity, peer equity, personal importance, mutual value, personal awareness and participation.

### **2.3.2 Continuance Commitment**

The continuance dimension refers to the degree to which the employees feel committed to the organisation due to the costs associated with leaving from the organization (Meyer, 1997). Contrary to affective commitment employees who feel the costs associated with leaving the organisation are too high would remain with the organisation because they need to and not because they want to (Allen & Meyer, 1990).The counterpart to affective organizational commitment is continuance organizational commitment, which considers the idea that individuals do not leave a company for fear of losing their benefits, taking a pay cut, and not being able to find another job (Murray, 1991).

Meyer and Allen (1991) also explained that individuals whose primary relation to the organization is focused on loyalty because they need to do so. This demonstrates that the major variation between continuous and affective commitment. Continuous commitment is based on an estimation of the economic benefits obtained or perceived costs of leaving (Beck, 2000). Best (1994) demonstrates that If the number of investments is high and there are few alternatives available, continuous commitment would be at its peak because of the costs associated with leaving their organization. This statement supports the view that when better alternatives are provided by others, workers will leave the company given (Best, 1994). This implies that individuals remain in the company because they are afraid to lose benefits, such as pension benefits, seniority or specialized skills of the organization. Therefore, employees stay in the organization because of what they receive (Meyer, 1997).The continuous commitment is measured by social exchange and few alternatives.

### **2.3.3 Normative Commitment**

The last and third aspect of the organizational commitment model is normative commitment. Normative commitment is described by as a sense of duty to continue employment by Meyer and Allen (1997). Normative participation staff assume that they should continue to stay with the organization for various values (Meyer and Allen, 1991). Therefore, the incorporation of normative beliefs of duty and duty makes individuals perfectly entitled to maintain organizational membership (Allen & Meyer, 1990). Wiener and Vardi (1980) stated that normative engagement as the working behaviour of the individual, driven by a sense of loyalty to the organization. Members of the organization are being loyal to an organization centred on ethical points (Roderick D, 1999).

It is morally right for the normative committed employees to stay in the company, regardless of how much satisfaction or happiness the company offers them over the years. The agreed rules on mutual responsibility between the organization and its members impact the strength of organizational normative loyalty (Iles, 2000). The mutual obligation is based on the principle of social exchange, which means that if an individual receiving a benefit and there is enforcement to pay the benefit in some manner (Makin, 2000). This means that people also feel an obligation to return the organization for believing in them such as by training and education (Makin, 2000).

### **2.4 Previous Studies**

Many researchers have studied the quality of information communicated within the organization is significant linked to organization performance, organization commitment and employee or organizational outcomes. Quality of information refers to whether communication is appropriate, effective, consistent, and accurate or timely (Byrne & Elaine, 2006). Supervisors can motivate their employees by effective and good quality of communication because communication is a powerful tool between immediate supervisor and employee. It can help to enhance the employee's vision about tasks and future direction to contribute in the success of an organization (Goodall, 2004).

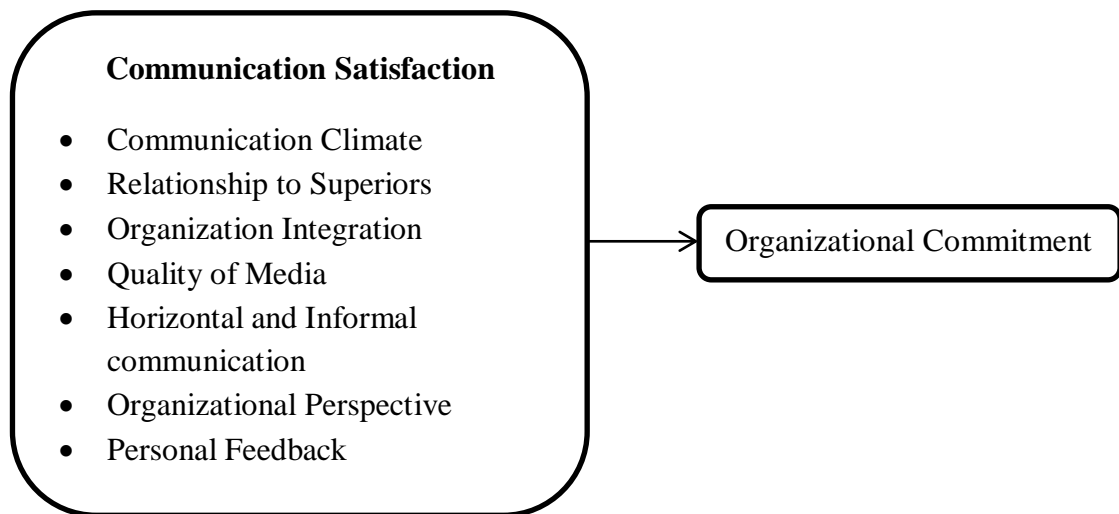
Josephson, Lindberg, Voss, Alfredsson, and Vingård (2008) reported that Increased employee turnover and absenteeism arose because they were not happy with interaction with their superiors .Therefore, The relationship between employees

and managers affirms the participation of employees in the organization that decreases the intentions of turnover while working in the organization because employees feel they have a sense of ownership (Anderson & Martin, 1995). Moreover, understanding more about internal practices will enhance the loyalty of workers to their organization because they will see themselves as key stakeholders and connect to the objectives of the organization (A.Argenti, 1995). A greater degree of believe in relationship of subordinate -supervisor shapes the employee's positive attitude towards the organization shapes the employee's positive attitude towards the organization. If employees are not effectively communicated or actively involved in decision making process, they will think little of their job and organization. Therefore, an employee who is satisfied with communication and work environment is more committed to his job (Adrian and Ticehurst, 2001).

According to the Becker's (1992) side bet theory, an employee will be committed to an organization when he has high quality supervisor subordinate relationship. On the other hand, poor relationship could lead to mistrust which makes employees low committed to their organization and result as turnover intentions. Employee commitment on organization can be increased by communication satisfaction and creating supportive work environment for making employees happy and satisfactory (Sias, 2005). Therefore, it is needed to link the effort of communicating the goals, values, policies, and the way behind dealing with customers with superiors and subordinates across the organization, and the overall enhancement of the levels of commitment among employees (Kramer, 1999).

In past research, the relationship between communication satisfaction and organizational commitment has been observed in various studies. Lilik Sugiati (2014) also studied at the International Islamic School (IIS) communication satisfactions and their relationships with organizational commitment among secondary school teachers. The study has three objectives: the first aim was to investigate the level of satisfaction of the teacher on school communication based on the communication satisfaction dimension. The second aim was to investigate the variations in the degree of satisfaction of teachers with school contact based on demographic variables, namely nationality and years of experience. The final goal of this study was to explore the relationship between the degree of satisfaction with school communication and the organizational dedication of teachers.

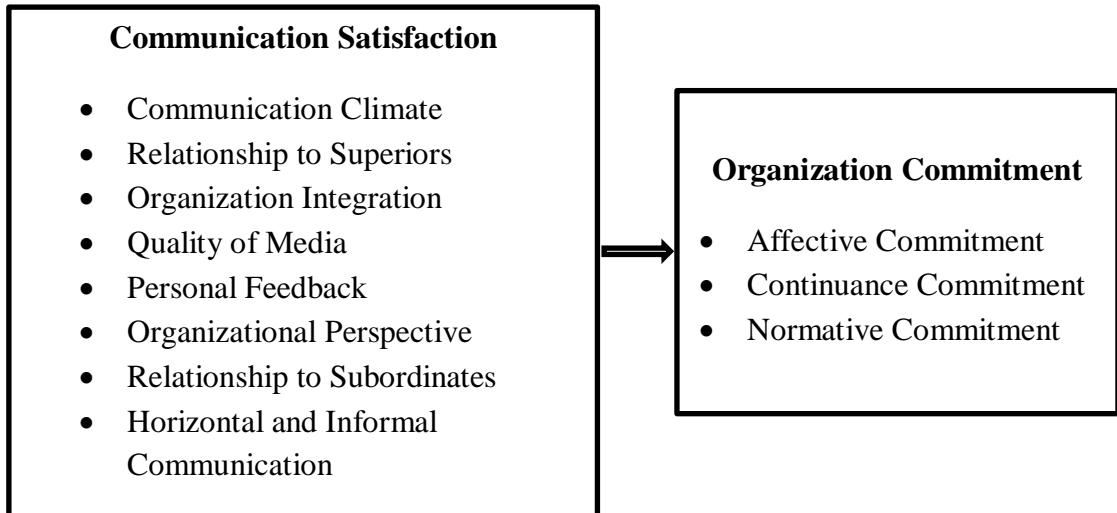
**Figure (2.1) Conceptual framework of Lilik Sugiati**



Source: Lilik Sugiati (2014)

Ghalia Ammari, Barween AI Kurdi, Muhammad Alshurideh, Bader Obeidat, AI-Hareth Abu Hassien and Ala' aldim Alrowwad (2017) investigated the effect of communication satisfaction on organization commitment among employees of Yahoo-Maktoob office in Jordan as shown in Figure (2.2). The objectives of this study were to explore the relationship between communication satisfaction and organizational commitment and the second is to examine the effect of communication channels on the organizational commitment. To investigate the effect of communication satisfaction on organizational commitment among employees, the dimensions of communication satisfaction and three components of organizational commitment were used. To analysis, the required data were collected from 107 employees of Maktoob and the descriptive research design and multiple regression method were used. This study paper showed that satisfaction with communication has a significant and direct influence on organizational commitment.

**Figure (2.2) Conceptual framework of Ghalia Ammari, Barween AI Kurdi, Muhammad Alshurideh, ader Obeidat, AI-Hareth Abu Hassien and Ala' aldim Alrowwad**

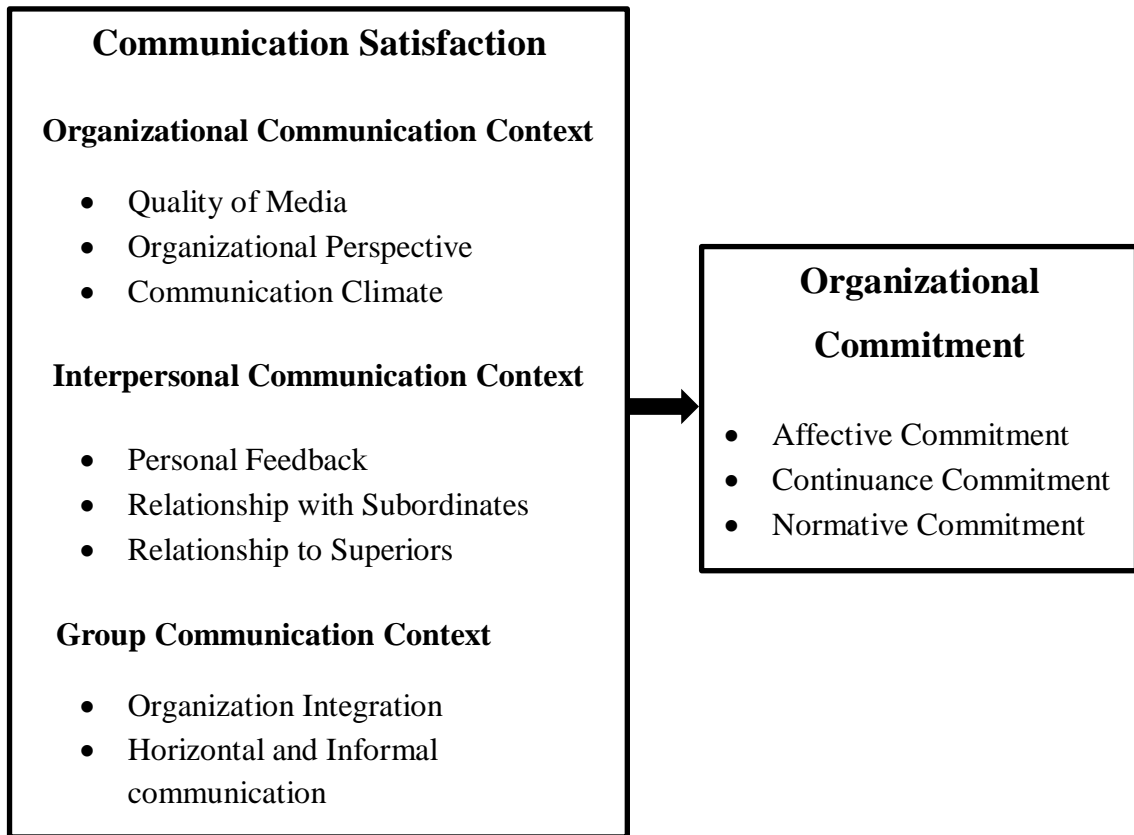


Source: Ghalia Ammari, Barween AI Kurdi, Muhammad Alshurideh, Bader Obeidat, AI-Hareth Abu Hassien and Ala' aldim Alrowwad (2017)

Roshelle Novie L.Cabrido and Maria Doreen Cuevas-Ranada (2019) investigated the impact of communication satisfaction on the organizational commitment of the employees of the twelve District Engineering Offices (DEOs) in the Department of Public Works and Highways Region X as shown in Figure (2.3). The aims of this study were to further enhance employee contact satisfaction levels and to examine the effect of communication satisfaction on employee organizational engagement. Questionnaires were answered by a total of 325 staff, 25 from each DPWH Area X CEO.



**Figure (2.3) Conceptual framework of Roshelle Novie L. Cabrido and Maria Doreen Cuevas-Ranada**



Source: Roshelle Novie L.Cabrido and Maria Doreen Cuevas-Ranada (2019)

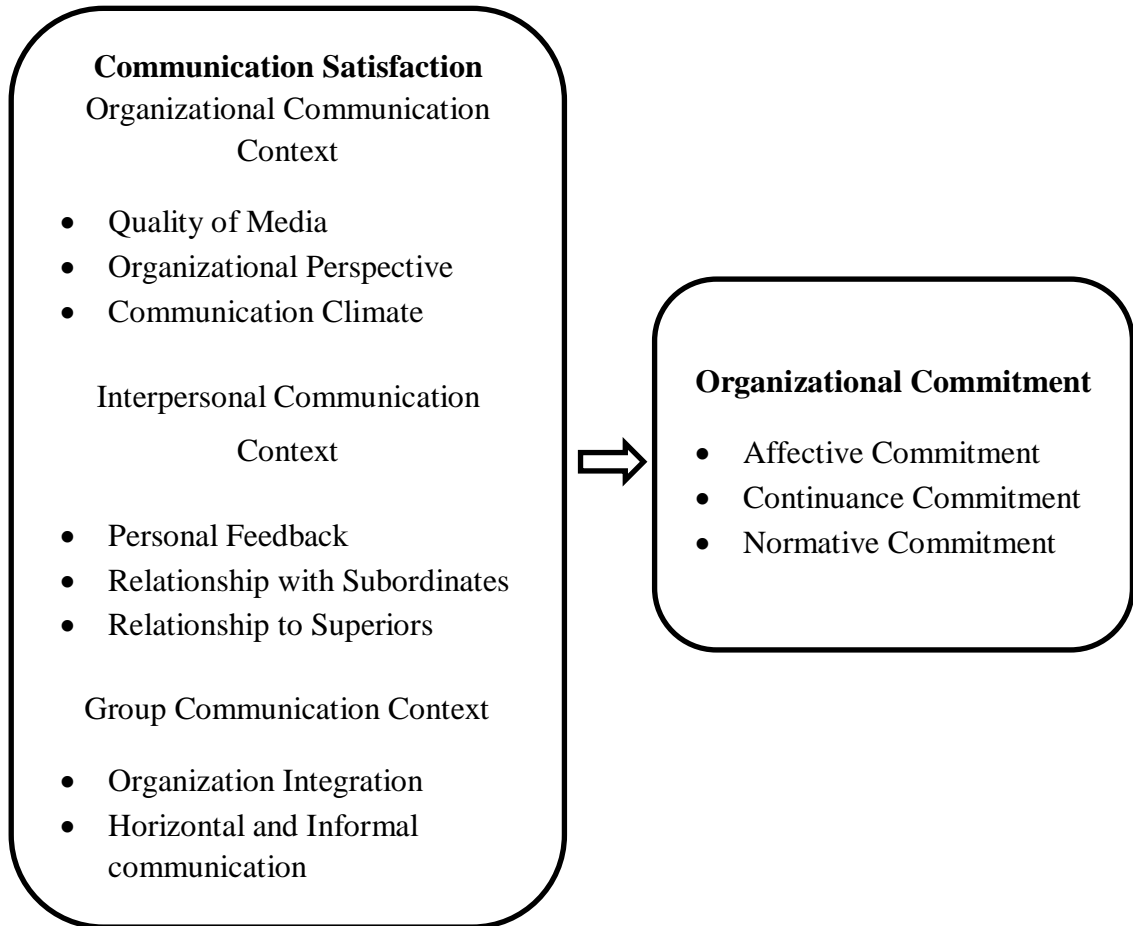
The researcher was used the Downs and Hazen's Communication Satisfaction Questionnaire (CSQ) Organizational Commitment Questionnaire (OCQ).The descriptive method and multiple regression method were used in this study.The research revealed that the communication satisfaction positively influences to organizational commitment.

## **2.5 Conceptual Framework of the Study**

According to the previous study, communication satisfaction of employee is a central part of management and organization. In addition, it helps to creates motivated and committed employees that contribute to enhance the productivity. If there is insufficient communication within the organization, workers may leave the organization. Therefore, employees should ideally be satisfied with the organization's information flow and communication pattern while to do the better and better and the organization are obligated to build an information sharing system that would be both

understandable and available to its workers. Figure (2.4) presents the conceptual framework of the study.

**Figure (2.4) Conceptual Framework of the Study**



Source: Adopted from Roshelle Novie L.Cabrido and Maria Doreen Cuevas-Ranada (2019)

In this study, communication satisfaction is measured with three contexts of communication satisfaction, which are the contexts of organizational communication, the contexts of interpersonal communication and the context of group communication. The contexts deal with the quality of media, corporate perspectives, communication environment, personal input, subordinate relationships, superior relationships, integration of organizations and horizontal communication. The organization commitment is defined by the component concept of Allen and Meyer (1990) which involves affective, continuance and normative commitment to organization.

## **CHAPTER III**

### **PROFILE AND PRACTICES FOR ORGANIZATIONAL COMMITMENT OF TEACHING STAFF IN YANGON UNIVERSITY OF ECONOMICS**

This chapter includes the three main parts. These are the Role of Higher Education, the Profile of Yangon University of economics and Organizational Commitment of Teaching Staff in Yangon University of Economics.

#### **3.1 Role of Higher Education**

Higher education is commonly described as one of the main drivers of effective growth, prosperity and competitiveness. The role of higher education in sustainable economic and social development is increasing year after year, and this will continue over the next decades. Higher education as a focal point of information higher education contributes significantly to economic growth and development because, by encouraging creativity, innovation and growing higher skills. Therefore, Universities are providing their students with various different programmes with the aim of preparing them for different demands and different economic sectors. And countries are also putting knowledge at the service of their societies to create a better world through higher education. And countries are building a better world with education.

Technology is changing the nature of work and the requirements on employee's skills have also changed. Therefore, there are a lot of people failed job and also failed in business because they have poor knowledge, professional development and lack relevance skills to follow the changing environment. One of the goals of the universities today is findings the right solution for big problem areas and conducting research within the country and global areas and giving solutions to social outcomes such as health and social engagements. Therefore, higher education ensures that their expertise by developing special programs and building the right skills that can help countries to increase economic development, adjust the demand for new skills and develop suitable encourage for competitiveness and growth environment.

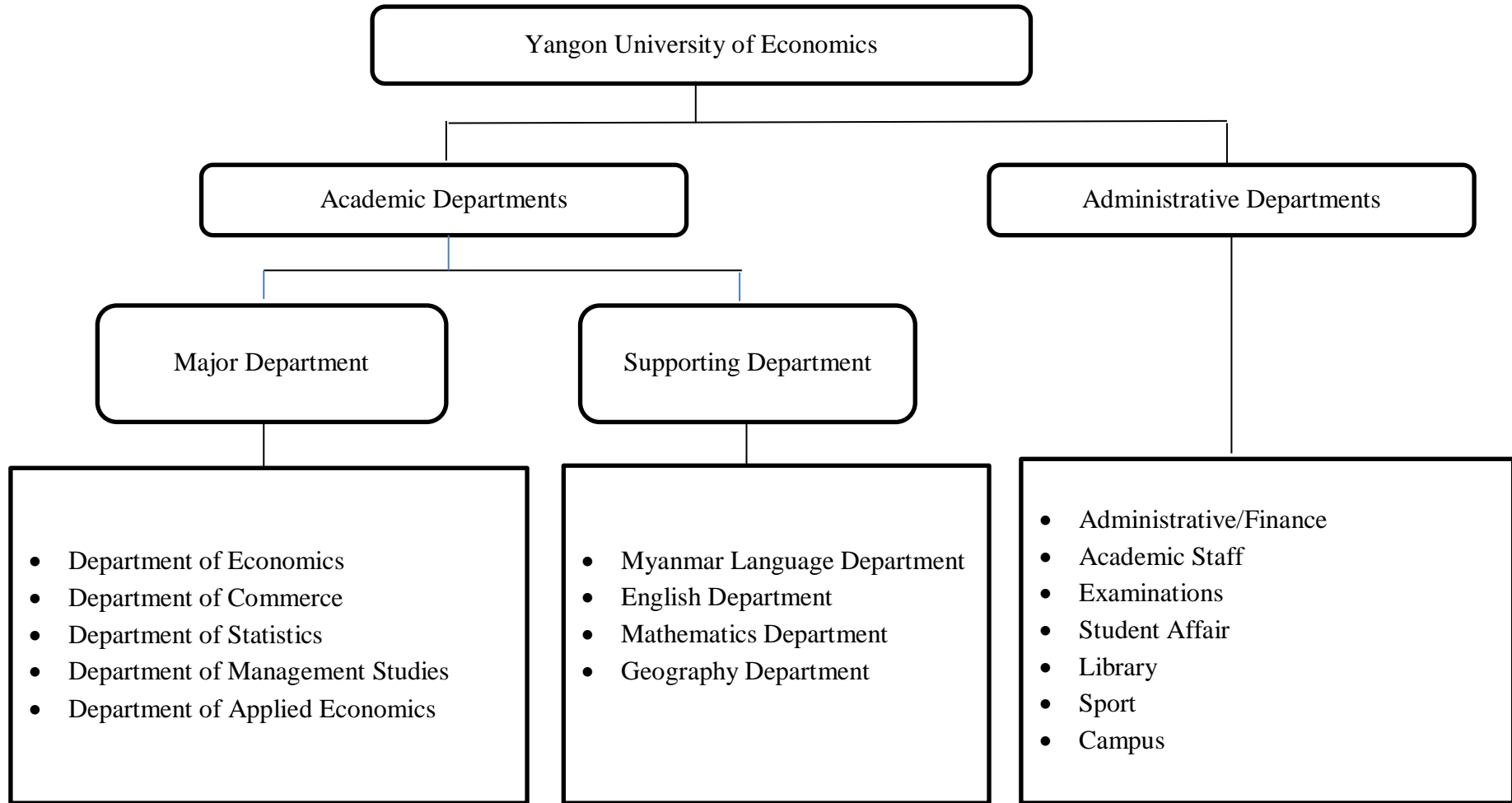
### **3.2 Profile of Yangon University of Economics**

The Yangon University of Economics is under the control of the Ministry of Education and it is also a state university. The university was founded to train people as professionals and to conduct research on markets, cultural concern, social justice issues and statistical concerns related of the Myanmar economy. With globalization, the higher education landscape has become more dynamic. Therefore, the government granted 16 universities as autonomy in the middle of 2020 with the purpose of academic freedom to increase effective and efficiency. Yangon University of Economics is one of the universities was granted autonomy by the government.

The Yangon University of Economics was founded in 1924 as a department of economics under the University of Yangon. Yangon University of Economics, formerly the Yangon Institute of Economics, located in Kamayut, was established as a vital organization in 1964. The University has played an important role in the life of the nation through educating future leaders and undertaking ground-breaking research and still one of the leading University in Myanmar by meeting demands in the competitive markets. Yangon University of Economics carries out its academic programs through several learning frameworks: the regular system, the human resource development system and online learning system.

Currently, the university offers mainly undergraduate and post graduate degrees which are designed to meet the market demand. More new programs are being set up by the university as the need for professionally trained to capture the changes as current. The University has a total of 385 full time staff in the organization, 204 of whom are engaged in teaching and research as required by the country. Yangon University of Economics is predominantly organized with two departments to effectively and efficiently carry out the functions of the organization in order to accomplish the vision, mission and goals of the organization. Organizational Chart of Yangon University of Economics is shown in Figure (3.1).

**Figure (3.1) Organizational Chart of Yangon University of Economics**



Source: YUE Brochure (2019)

### 3.3 Organizational Commitment of Teaching Staff in Yangon University of Economics

According to the information from respondents, the organizational commitment of teaching staff is presented in the study. The dimensions of organizational commitment as affective commitment, continuance commitment and normative commitment are shown in Table (3.1), (3.2) and (3.3).

**Table (3.1) Affective Commitment**

| No. | Statements   | Mean | Standard Deviation |
|-----|--|------|--------------------|
| 1   | Being glad to share most of the time with this organization        | 3.43 | 0.740              |
| 2   | Feeling as if the concerns of this organization are part of my own | 3.16 | 0.857              |
| 3   | Feeling of enjoy a close-member of the organization's community    | 3.17 | 0.825              |
| 4   | Having passionate connection with the organization                 | 3.20 | 0.813              |
| 5   | Having strong feeling of belonging to the organization             | 3.22 | 0.795              |
| 6   | Having many kinds of personal value for me                         | 3.07 | 0.834              |
|     | Overall mean value   | 3.21 | 0.811              |

Source: Survey Data (2020)

The results from Table (3.1) indicated that affective commitment has moderately agreed from the overall. The statement being glad to share most of the time with this organization got highest mean of 3.83 and the statement having many kinds of personal value for me has the lowest mean that is 3.07. The total mean of affective commitment is 3.21 that is the lowest mean value when compared to the other dimensions of organizational commitment as continuous commitment and normative commitment. This means that the employees typically identify with the organization and are moderately satisfied with their career. Employees that are dedicated efficiently and feel the organization's worth are usually great assets for the organization. If workers are emotionally committed to the organization, they will choose to stay in their organization because they want to (Meyer and Allen, 2011).

**Table (3.2) Continuance Commitment**

| <b>No.</b> | <b>Statements</b>   | <b>Mean</b> | <b>Standard Deviation</b> |
|------------|---|-------------|---------------------------|
| 1          | Having the responsibility to stay in this organization  | 3.23        | 0.773                     |
| 2          | Leaving from this organization is hard for me even I want to leave                                | 3.95        | 0.779                     |
| 3          | Disrupting too much if I decided to leave from this organization now                              | 3.79        | 0.712                     |
| 4          | Putting so much of myself into my organization, therefore, I might not consider working elsewhere | 3.99        | 0.768                     |
| 5          | Having fewer available choices to actually leave this organization                                | 3.79        | 0.791                     |
| 6          | Having any available alternative choices to quit from this organization.                          | 3.85        | 0.767                     |
|            | Overall mean value  | 3.76        | 0.765                     |

Source: Survey Data (2020)

As shown in Table (3.2), the statement that putting so much of myself into my organization, therefore, might not consider working elsewhere got the highest mean of 3.99 and the statement having the responsibility to stay in this organization got the lowest mean. According to the overall mean, teachers have moderate levels of continuous commitment (mean = 3.78). Continuous commitment appears to have the highest mean compared to the others components of organizational commitments. This suggests that teachers are committed to the university because they are afraid of losing organizational membership, including (pensions, benefits, etc.) and social costs (such as university staff friendship ties) that would result in a low sense of university loyalty. Therefore, the teachers felt that they needed to stay within this organization because they have to not because they want to.

**Table (3.3) Normative Commitment**

| <b>No.</b> | <b>Statements</b>  | <b>Mean</b> | <b>Standard Deviation</b> |
|------------|--|-------------|---------------------------|
| 1          | Feeling of obligation to remain with this organization   | 3.12        | 0.711                     |
| 2          | Getting a better offering from other organization but I do not feel it would be right to leave | 3.93        | 0.637                     |
| 3          | Leaving from this organization can feel me guilty  | 3.84        | 0.628                     |
| 4          | Being good enough for deserving my loyalty   | 3.02        | 0.721                     |
| 5          | Leaving from this organization right now is a sense of lacking obligation to the people in it  | 3.11        | 0.786                     |
| 6          | Having to owe great deal to the organization is also actions that I should do                  | 3.09        | 0.736                     |
|            | Overall mean value   | 3.35        | 0.703                     |

Source: Survey Data (2020)

As shown in Table (3.3), the statement getting a better offering from other organization but I do not feel it would be right to leave got the highest mean that is 3.93 and the statement being good enough for deserving my loyalty got the lowest mean that is 3.02. According to the overall mean, teachers have moderate levels of normative commitment (mean = 3.35). This shows that teaching staff remain with this organization because they have a feeling of obligation to continue with the organization. Teachers are also concerned about the feelings of duty they have received from the organization, which would increase pressure on their peers. Such conditions or feelings can negatively affect the output or performance of workers employed in organization and that will do less personal commitment to the organization.

The overall mean values of organizational commitment are shown in Table (3.4).



**Table (3.4) Organizational Commitment**

| <b>No.</b> | <b>Statements</b>     | <b>Mean</b> | <b>Standard Deviation</b> |
|------------|-----------------------|-------------|---------------------------|
| 1          | Affective Commitment  | 3.21        | 0.811                     |
| 2          | Continuous Commitment | 3.76        | 0.765                     |
| 3          | Normative Commitment  | 3.35        | 0.703                     |

Source: Survey Data (2020)

In accordance with the Table (3.4), continuous commitment of teaching staff is high level and affective commitment and normative commitment of teaching staff is moderate level in Yangon University of Economics. In this situation, teaching staff from the Yangon University of Economics are slightly committed to their organization.

**CHAPTER IV**  
**ANALYSIS ON THE EFFECT OF COMMUNICATION SATISFACTION ON**  
**ORGANIZATIONAL COMMITMENT OF TEACHING STAFF IN YANGON**  
**UNIVERSITY OF ECONOMICS**

This chapter includes the quantitative data analysis findings from the structured questionnaires answered by 101 teaching staff of Yangon University of Economics. It's divided into 5 parts. The first part gives an overview of research design. Second part is demographic information of the respondents and the next part states that the perception of communication. The fourth is reliability test. The final part describes analysing how communication satisfaction effect on organizational commitment of teaching staff of Yangon University of Economics by using regression and correlation analysis as a tool of inferential statistics

**4.1 Research Design**

This study applied descriptive and quantitative research methods and five-point Likert scale is used to measure satisfaction and agreement level of respondents. The sample for this study is 101 teachers that are teaching at Yangon University of Economics selected by random sampling method. This study is conducted with the objective of analysing the effect of communication satisfaction on organizational commitment of teaching staff in Yangon University of Economics. Primary data are collected from the teachers of Yangon University of Economics by using structured questionnaire which was adopted from communication satisfaction questionnaire of Downs and Hazen (1977) and organizational commitment questionnaire (OCQ). Secondary data is collected from previous studies, literature review, research paper, text books, internet, relevant journal and websites. To analyse the data, multiple regression analysis was used. The survey questionnaire is split into three sections. The first section of the questionnaire is concerned with respondents' demographic information. The second section was about teacher's perception on communication and final section of questionnaire was about the commitment of educators to the organization.

## 4.2 Demographic Information of Teachers

In the study, the demographic information of teaching staff is described in Table 4.1. The demographic information of teachers are gender, age, marital status, position, working experience, monthly salary, satisfaction of current job, physical feeling about current job, mental feeling about current job and intention to quit current job.

**Table (4.1) Personal Factors of Respondents**

| <b>Particular</b>              | <b>Number</b> | <b>Percent</b> |
|--------------------------------|---------------|----------------|
| <b>Gender</b>                  |               |                |
| Male                           | 92            | 91.1           |
| Female                         | 9             | 8.9            |
| Total                          | 101           | 100            |
| <b>Age</b>                     |               |                |
| 20-30 years                    | 25            | 24.8           |
| 31-40 years                    | 33            | 32.7           |
| 41-50 years                    | 35            | 34.7           |
| Above 50 years                 | 8             | 7.9            |
| Total                          | 101           | 100            |
| <b>Civil Status</b>            |               |                |
| Single                         | 69            | 68.3           |
| Married                        | 32            | 31.7           |
| Total                          | 101           | 100            |
| <b>Position</b>                |               |                |
| Tutor                          | 9             | 8.9            |
| Assistant Lecturer             | 19            | 18.8           |
| Lecturer                       | 57            | 56.4           |
| Associate Professor/ Professor | 16            | 15.9           |
| Total                          | 101           | 100            |
| <b>Professional experience</b> |               |                |
| Less than 5 years              | 12            | 11.9           |
| 5-10 years                     | 19            | 18.8           |
| 11-15 years                    | 13            | 12.9           |
| 16-20 year                     | 45            | 44.6           |
| Over 20 years                  | 12            | 11.9           |
| Total                          | 101           | 100            |

| <b>Particular</b>                           | <b>Number</b> | <b>Percent</b> |
|---|---------------|----------------|
| <b>Monthly Salary (MMK)</b>                 |               |                |
| Below 200,000                               | 5             | 5              |
| 200,000 - 300,000                           | 24            | 23.8           |
| Above 300,000                               | 72            | 70.3           |
| <b>Total</b>                                | <b>101</b>    | <b>100</b>     |
| <b>Satisfaction on current work</b>         |               |                |
| Very satisfied                              | 3             | 3              |
| Satisfied                                   | 91            | 90             |
| Indifferent                                 | 3             | 3              |
| Dissatisfied                                | 3             | 3              |
| Very dissatisfied                           | 1             | 1              |
| <b>Total</b>                                | <b>101</b>    | <b>100</b>     |
| <b>Physical feeling about current job</b>   |               |                |
| Never                                       | 6             | 5.9            |
| Sometimes                                   | 91            | 91.1           |
| Most of the time                            | 4             | 4.0            |
| <b>Total</b>                                | <b>101</b>    | <b>100</b>     |
| <b>Mental impression about current work</b> |               |                |
| Never                                       | 4             | 4              |
| Sometimes                                   | 89            | 88.1           |
| Most of the time                            | 8             | 7.9            |
| <b>Total</b>                                | <b>101</b>    | <b>100</b>     |
| <b>Intention to leave existing job</b>      |               |                |
| Yes   | 37            | 36.6           |
| No  | 64            | 63.4           |
| <b>Total</b>                                | <b>101</b>    | <b>100</b>     |

Source: Survey Data (2020)

According to Table (4.1), the genders of respondents are classified into two categories as males and females out of 101 teaching staff from Yangon University of Economics. 91.1 percent of respondents are female and just 8.9 per cent are male. Therefore, more females respond to surveys.

Age group is classified into four ranges, which are under 30 years, 31-40 years, 41-50 years and 51-60 years old. The majority of respondents are age 41-50 years which is 34.7 percent, 31-40 years is 32.7 percent, age of <30 years is 24.8 percent and 51-60 years is 7.9 percent. In the 101 respondents, the majority of survey respondents are single with 68.3% and 31.7% of respondents being married.

The positions of the respondents are categorized under five positions, which are Professor, Associate Professor, Lecturer, Assistant Lecturer and Tutor. Most of the respondents are Lecturer which is in 56.4 percent, Assistant lecturer is 18.8 percent of the respondents, Associate professor and Professor is 15.9 percent of the respondents and Tutor is only 8.9 percent of the respondents.

The number of years respondents served at the university: the majority of respondents spent 16-20 years (44.6 percent), 18.8 percent of respondents have 5-10 years of work experience, 12.9 percent of respondents who have been with the company for 16-20 years, 11.9 percent of work experience in less than 5 years and over 20 years.

The income of respondents can be categorized into three groups: less than 200,000 MMK, 200,000-300,000 MMK and above 300,000 MMK. Most of the respondents fall in the range of above 300,000 MMK, which consists of 70.3 percent, only 23.8 percent of the respondents fall in the range of 200,000-300,000 MMK and less than 200,000 MMK is in 5 percent of the respondents.

Most respondents reported that they were pleased with their current job (90%), respondents reported that they were very satisfied (3%), respondents felt indifferent (3%), respondents reported that they were unhappy (3%) and only 1% of respondents reported that they were very dissatisfied.

When asked about Physical exhaustion of current job, 91.1% of respondents reported that often they were physically tired, and 5.9% reported never having experienced physical exhaustion, and 4% reported most of the time. In mentally exhaustion, respondents were also being asked about whether the respondents encountered exhaustion 88.1 percent reported mentally exhaustion sometimes, 7.9 percent reported most of the time, and 4 percent of the respondents reported never been experienced.

While analysing the intention of the respondents to quit, 63.4 percent of respondents did not plan to quit their current job. But 36.6 percent of respondents indicated that they intended to quit their job. The intention to quit was expressed by

the loyalty of employees to a corporation if employees who decided to leave reflected that they had no commitment to the organization.

### 4.3 Reliability Test

Reliability refers to the extent to which steps are free from random error and thus produce reliable results (Zikmund 1997). Whenever a measure is made up of more than one item, it is necessary to determine how they are internally compatible. According to Sekaran (2003), reliability of a measure assesses the concepts and helps to assess the goodness of the measure. The study uses the Alpha of Cronbach as a measure of internal consistency. The Cronbach's Alpha values are tested for all variables for which Likert type scale questions are developed. The Cronbach's Alpha values of communication satisfaction (organizational communication context, interpersonal communication context and group communication context) and organizational commitment (affective, continuance, and normative commitments) are shown in Table (4.2).

**Table (4.2) Data Reliability of Communication Satisfaction**

| Sr. No.                                     | Variable                              | Cronbach's Alpha | No. of Items |
|---|---------------------------------------|------------------|--------------|
| <b>Organizational Communication Context</b> |                                       |                  |              |
| 1   | Media Quality                         | 0.933            | 5            |
| 2   | Organizational Perspectives           | 0.934            | 5            |
| 3   | Communication Climate                 | 0.885            | 5            |
| <b>Interpersonal Communication Context</b>  |                                       |                  |              |
| 1   | Personal Feedback                     | 0.871            | 5            |
| 2   | Relationship with Subordinates        | 0.936            | 5            |
| 3   | Relationship with Superiors           | 0.940            | 5            |
| <b>Group Communication Context</b>          |                                       |                  |              |
| 1   | Organization Integration              | 0.895            | 5            |
| 2   | Horizontal and Informal Communication | 0.889            | 5            |

Source: Survey Data, 2020

In accordance with Table (4.2), Organizational Communication Context of Cronbach's Alpha values for media quality, organizational perspectives, communication environment are higher than acceptable score of 0.7. Hence, the

reliability of data for these variables is acceptable. Under Interpersonal Communication Context ,Cronbach’s Alpha values for personal feedback, relationship to subordinate, relation to superiors, are higher than 0.7. Hence, the reliability of data for these variables is acceptable. Group Communication Ccontext of Cronbach’s Alpha values for organization integration and horizontal communication are higher than 0.7. Hence, the reliability of data for these variables is acceptable.

The Cronbach’s Alpha value of organizational commitment is shown in Table(4.3).

**Table (4.3) Data Reliability for Organizational Commitment**

| <b>Sr. No.</b> | <b>Variables</b>       | <b>Cronbach’s Alpha</b> | <b>No.of Items</b> |
|----------------|------------------------|-------------------------|--------------------|
| 1              | Affective commitment   | 0.754                   | 6                  |
| 2              | Continuance Commitment | 0.838                   | 6                  |
| 3              | Normative Commitment   | 0.875                   | 6                  |

Source: Survey Data (2020)

As shown in Table (4.5), Cronbach’s Alpha values for affective commitment, continuance commitment and normative commitment are higher than 0.7. Hence, the reliability of data for these variables is acceptable.

#### **4.4 Teacher’s Perception of Communication**

The information on the communication satisfaction is presented in the study. The communication satisfaction of the respondents by organizational communication context, interpersonal communication context and group communication context are shown in Table (4.4), (4.5) and (4.6).

**Table (4.4) Organizational Communication Context**

| No.                                | Statements   | Mean | Standard deviation |
|------------------------------------|--|------|--------------------|
| <b>Media Quality</b>               |  |      |                    |
| 1                                  | The degree of communication's usefulness and relevance provided  | 3.15 | 0.817              |
| 2                                  | The degree to which our meetings are well planned  | 3.1  | 0.781              |
| 3                                  | The scope of clear and concise written instructions and reports  | 3.09 | 0.801              |
| 4                                  | The degree to which the organization's contact attitudes are essentially healthy                                 | 3.13 | 0.821              |
| 5                                  | The degree to which the organization's amount of communication is about right                                    | 3.16 | 0.809              |
| <b>Organizational Perspectives</b> |  |      |                    |
| 1                                  | Information about organizational mission and objectives  | 3.24 | 0.737              |
| 2                                  | Information about government rules and regulation that affects the organization                                  | 3.21 | 0.766              |
| 3                                  | Information about the changes in the organization  | 3.22 | 0.808              |
| 4                                  | Information about financial standing of the organization   | 3.16 | 0.731              |
| 5                                  | Information about failure or/ and accomplishments of the organization  | 3.18 | 0.762              |
| <b>Communication Environment</b>   |  |      |                    |
| 1                                  | The degree to which the communication promotes a passion for achieving its objectives                            | 3.07 | 0.791              |
| 2                                  | The degree of the capability of staff in the organization to connect with others                                 | 3.15 | 0.841              |
| 3                                  | The degree to which the organization's communication makes me to identify with it or feel a essential part of it | 3.01 | 0.806              |
| 4                                  | The degree of timely delivery of information that is needed for doing my job                                     | 3.99 | 0.781              |
| 5                                  | The degree to which problems and conflicts are handled appropriately through appropriate communication channels  | 3.01 | 0.775              |
| Overall mean value                 |  | 3.19 | 0.79               |



Source: Survey Data (2020)

Organizational Communication Context Table (4.4) includes the result of how teaching staff from Yangon University of Economics are satisfying with organizational communication context with 3 dimensions which are media quality, organizational perspective and communication environment. As shown in Table (4.4), the statement the degree of timely delivery of information that is needed for doing my job has the highest mean value and the statement the degree to which the organization's communication makes me to identify with it or feel a essential part of it and the degree to which problems and conflicts are handled appropriately through appropriate communication channels has the lowest mean which is 3.01. The overall mean is 3.19. In organizational communication contexts, the degree of satisfaction is lower than in other contexts by analysing the results. But they seem to be pleased with the amount to which they acquire information about organizational goals, changes in the organization and government action on my organization. Therefore, teaching staff from Yangon University of Economics are satisfied with communication environment that are currently practices in Yangon University of Economics.

**Table (4.5) Interpersonal Communication Context**

| No.                                   | Statements  | Mean | Standard deviation |
|---------------------------------------|---|------|--------------------|
| <b>Personal Feedback</b>              |   |      |                    |
| 1                                     | Performance appraisal information   | 3.14 | 0.708              |
| 2                                     | Judgement information   | 3.16 | 0.689              |
| 3                                     | Acknowledgment of my efforts  | 3.29 | 0.653              |
| 4                                     | Information on handling/solving problems  | 3.11 | 0.720              |
| 5                                     | Upper management acknowledges and understands the challenges that subordinates face     | 3.05 | 0.698              |
| <b>Relationship with Subordinates</b> |   |      |                    |
| 1                                     | The degree which my subordinates are responsiveness to downward directive communication | 3.26 | 0.744              |
| 2                                     | The degree to which my subordinates foresee my needs for information                    | 3.24 | 0.709              |
| 3                                     | The degree which I do not have a communication  | 3.24 | 0.764              |

|                                  |   |      |       |
|----------------------------------|---|------|-------|
|                                  | overload  |      |       |
| 4                                | The degree of which my subordinates are open to appraisal, suggestion and criticisms              | 3.29 | 0.804 |
| 5                                | The degree of which my subordinates feel accountable for initiating accurate upward communication | 3.24 | 0.777 |
| <b>Relationship to Superiors</b> |   |      |       |
| 1                                | The degree to which my supervisor listens and pay attention to me                                 | 3.29 | 0.829 |
| 2                                | The degree to which my supervisors provide advice on addressing work-related issues               | 3.37 | 0.828 |
| 3                                | The degree to which my supervisors trust me   | 3.36 | 0.807 |
| 4                                | The degree to which my supervisors are open to ideas  | 3.36 | 0.769 |
| 5                                | The degree to which the amount of oversight given me is accurate                                  | 3.34 | 0.778 |
| Overall mean value               |   | 3.24 | 0.75  |

Source: Survey Data (2020)

Table (4.5) shows the result of the level of communication satisfaction in terms of interpersonal communication context with 15 items under 3 dimensions which are personal feedback, relationship with subordinates and relationship to superiors. According to the Table (4.5), the statement of the degree to which my supervisors provide advice on addressing work-related issues has the highest mean score of 3.37. The statement of information about problem handling/solving has the lowest mean score of 3.11. The overall mean score has 3.24. According to the items under this dimension, they are satisfying with supervisors give guidance for job-related problem solving, supervisors trust me and openness in ideas. Therefore, they are getting information about work which clarifies detail that makes a strong internal consistency.

**Table (4.6) Group Communication Context**

| No.  | Statements   | Mean  | Standard deviation |
|--|--|-------|--------------------|
| <b>Organization Integration</b>              |  |       |                    |
| 1  | Information about my progress in my job  | 3.347 | 0.713              |
| 2  | Information about personnel news   | 3.238 | 0.750              |
| 3  | Information about the policies and objectives of department  | 3.327 | 0.801              |
| 4  | Information required for my job  | 3.376 | 0.786              |
| 5  | Information regarding benefits and salary  | 3.168 | 0.873              |
| <b>Horizontal and Informal Communication</b> |  |       |                    |
| 1  | The degree to which the conversations between employees and their superiors that do not follow any prescribed structure or rule-based system | 3.16  | 0.644              |
| 2  | The degree to which horizontal communication with other organizational members is accurate and free flowing                                  | 3.28  | 0.763              |
| 3  | The degree to which communication practices are flexible to emergencies  | 3.24  | 0.789              |
| 4  | The degree to which the member of my work group is compatible  | 3.39  | 0.734              |
| 5  | The degree to which informal communication is and accurate and active  | 3.28  | 0.736              |
| Overall mean value                           |  | 3.28  | 0.76               |

Source: Survey Data (2020)

Group Communication Context Table (4.6) includes the outcome of group communication context made up by organizational integration and horizontal communication. Under the 2 dimensions of group communication with 10 items, the question of extent to which the member of my work group is compatible has the highest mean which is 3.39 and the question of the degree to which the conversations between employees and their superiors that do not follow any prescribed structure or rule-based system has the lowest mean that is 3.16. The overall mean score has 3.28. Hence, this means they are moderately satisfied with degree to which they receive

information about the progress of the job, requirements of the job and also satisfied with team work.

#### **4.5 Correlation between Communication Satisfaction and Organizational Commitment of Teaching Staff**

Correlation is statistical technique that can show whether and how strongly variables are related. The correlatuion coefficient range from -1.0 to +1.0. If the value is 0, there is no correlation between variables.

The relationship between independent variables (organizational communication context, interpersonal communication context and groupcommunication context) and dependent variable (affective commitment) are tested. The results of Pearson correlation coefficient are shown in Table (4.7).

**Table (4.7) Correlation between Communication Satisfaction and Affective Commitment of Teaching Staff**

| <b>Sr.No</b> | <b>Description</b>                   | <b>Pearson Correlation Coefficient</b> | <b>P-value</b> |
|--------------|--------------------------------------|--|----------------|
| 1            | Organizational Communication Context | 0.351***                               | 0.000          |
| 2            | Interpersonal Communication Context  | 0.295***                               | 0.003          |
| 3            | Group Communication Context          | 0.124                                  | 0.216          |

Source: Survey Data (2020)

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

#### **Dependent Variable: Affective Commitment**

In accordance with the Table (4.7), the findings indicated that organizational communication context and interpersonal communication context were related to affective commitment of teaching staff at 1% level.

The relationship between independent variables (organizational communication context, interpersonal communication context and groupcommunication context) and dependent variable (continuance commitment) are tested. The results of Pearson correlation coefficient are shown in Table (4.8).

**Table (4.8) Correlation between Communication Satisfaction and Continuance Commitment of Teaching Staff**

| <b>Sr. No</b> | <b>Description</b>                   | <b>Pearson Correlation Coefficient</b> | <b>P-value</b> |
|---------------|--------------------------------------|--|----------------|
| 1             | Organizational Communication Context | 0.395***                               | 0.000          |
| 2             | Interpersonal Communication Context  | 0.090                                  | 0.370          |
| 3             | Group Communication Context          | - 0.048                                | 0.633          |

Source: Survey Data (2020)

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

**Dependent Variable: Continuance Commitment**

In accordance with the Table (4.8), the results showed that organizational communication context was significantly related to continuance commitment of teaching staff at 1% level .

The relationship between independent variables (organizational communication context, interpersonal communication context and groupcommunication context) and dependent variable (normative commitment) are tested. The results of Pearson correlation coefficient are shown in Table (4.9).

**Table (4.9) Correlation between Communication Satisfaction and Normative Commitment of Teaching Staff**

| <b>Sr.No</b> | <b>Description</b>                   | <b>Pearson Correlation Coefficient</b> | <b>P-value</b> |
|--------------|--------------------------------------|--|----------------|
| 1            | Organizational Communication Context | 0.622***                               | 0.000          |
| 2            | Interpersonal Communication Context  | 0.219**                                | 0.028          |
| 3            | Group Communication Context          | 0.183                                  | 0.067          |

Source: Survey Data (2020)

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

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

### **Dependent Variable: Normative Commitment**

In accordance with the Table (4.9), the results showed that organizational communication context and interpersonal communication context was significantly related to normative commitment of teaching staff at 1% level and interpersonal communication context was significantly related to normative commitment of teaching staff at 5%.

The relationship between independent variables (organizational communication context, interpersonal communication context and groupcommunication context) and dependent variable (organizational commitment) are tested. The results of Pearson correlation coefficient are shown in Table (4.10).

**Table (4.10) Correlation of Communication Satisfaction and Organizational Commitment of Teaching Staff**

| <b>Sr.No</b> | <b>Description</b>                   | <b>Pearson Correlation Coefficient</b> | <b>P-value</b> |
|--------------|--------------------------------------|--|----------------|
| 1            | Organizational Communication Context | 0.598***                               | 0.000          |
| 2            | Interpersonal Communication Context  | 0.255**                                | 0.010          |
| 3            | Group Communication Context          | 0.097                                  | 0.322          |

Source: Survey Data (2020)

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

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

### **Dependent Variable: Organizational Commitment**

As presented in the Table (4.10), the results showed that organizational communication context and interpersonal communication context were significantly related to organizational commitment of teaching staff at 5% level.

## **4.6 Analysis on the Effect of Communication Satisfaction on Organizational Commitment of Teaching Staff**

The study is analyzed the effect of communication satisfaction (organizational communication context, interpersonal communication context and groupcommunication context) on organizational commitment (affective commitment,

continuance commitment and normative commitment) of teaching staff. All the data types and sample size are consistent with the assumptions of multiple linear regression statistics.

Since all assumptions are met, the study is analyzed the relationship between communication satisfaction (organizational communication context, interpersonal communication context and group communication context) and affective commitment of teaching staff. The findings of this study are also shown in Table (4.11).

**Table (4.11) The Effect of Communication Satisfaction on Affective Commitment of Teaching Staff**

| Independent Variables                | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig.         | VIF   |
|--------------------------------------|-----------------------------|------------|---------------------------|--------|--------------|-------|
|                                      | B                           | Std. Error |                           |        |              |       |
| (Constant)                           | 2.260                       | 0.268      |                           | 8.434  | <b>0.000</b> |       |
| Organizational Communication Context | 0.313***                    | 0.104      | 0.37                      | 3.014  | <b>0.003</b> | 1.801 |
| Interpersonal Communication Context  | 0.258**                     | 0.111      | 0.3351                    | 2.330  | <b>0.022</b> | 2.453 |
| Group Communication Context          | -0.265***                   | 0.107      | -0.359                    | -2.466 | <b>0.015</b> | 2.520 |
| R                                    |                             |            | 0.430                     |        |              |       |
| R Square                             |                             |            | 0.184                     |        |              |       |
| Adjusted R Square                    |                             |            | 0.159                     |        |              |       |
| F                                    |                             |            | 7.315 (P-value=0.000)     |        |              |       |

Source: Survey Data( 2020)

Dependent variable: Affective Commitment

Notes: \*\*\*Significant at 1% Level, \*\*Significant at 5% Level, \*Significant at 10% Level

As presented in Table (4.11), R (correlation coefficient) is 0.430. Hence, communication satisfaction and affective commitment of teaching staff are correlated.

$R^2$  (coefficient of multiple determination for multiple regression) is 0.184 and adjusted  $R^2$  is 0.159.

According to the results, the significant of regression analysis tells there is positive or negative relation between organizational ,interpersonal and group communication context and affective commitment and P-value indicated these relationships are statistically significant. A positive beta coefficient indicated that if one point of organizational communication context increased, 0.313 point in affective commitment of teaching staff increased and if one point of interpersonal communication context increased, 0.258 point in affective commitment of teaching staff increased .A negative beta coefficient indicated that if one point of group communication context decreased, 0.265 point in affective commitment of teaching staff increased. By the results, organizational communication context is the most influencing factors of affective commitment of teaching staff and interpersonal communication context is the second most influencing factors of affective commitment of teaching staff at 1% significant level.

The study is analyzed the relationship between communication satisfaction (organizational communication context, interpersonal communication context and groupcommunication context) and continuance commitment of teaching staff. The results of the study are also shown in Table (4.12).



**Table (4.12) The Effect of Communication Satisfaction on Continuance Commitment of Teaching Staff**

| Independent Variables                | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig.         | VIF   |
|--------------------------------------|-----------------------------|------------|---------------------------|--------|--------------|-------|
|                                      | B                           | Std. Error |                           |        |              |       |
| (Constant)                           | 2.046                       | 3.19       |                           | 6.411  | <b>0.000</b> |       |
| Organizational Communication Context | 0.752***                    | 0.124      | 0.692                     | 6.081  | <b>0.000</b> | 1.801 |
| Interpersonal Communication Context  | 0.055                       | 0.132      | 0.055                     | 0.418  | 0.677        | 2.453 |
| Group Communication Context          | -0.499***                   | 0.128      | -0.525                    | -3.902 | <b>0.000</b> | 2.520 |
| R                                    |                             |            | 0.551                     |        |              |       |
| R Square                             |                             |            | 0.304                     |        |              |       |
| Adjusted R Square                    |                             |            | 0.282                     |        |              |       |
| F                                    |                             |            | 14.097(P-value=0.000)     |        |              |       |

Source: Survey Data( 2020)

Dependent variable: Continuance Commitment

Notes: \*\*Significant at 1% Level,\*Significant at 5% Level,\*Significant at 10% Level

As presented in Table (4.12), R(correlation coefficient) is 0.551.Hence, communication satisfaction and continuance commitment of teaching Staff are correlated.  $R^2$  (coefficient of multiple determination for multiple regression) is 0.304 and adjusted  $R^2$  is 0.282.

The coefficients of regression analysis tells there is positive or negative relation between organizational communication context and group communication context and continuous commitment and P-value indicated whether these relationships are statistically significant. A positive beta coefficient indicated that if one of organizational communication context increased, 0.752 point in continuance commitment of teaching staff increased. A negative beta coefficient

means if one point of group communication context decreased, 0.499 point in continuance commitment of teaching staff increased. By the results, organizational communication context is the most influencing factors of continuance commitment of teaching staff .

The study is analyzed the relationship between communication satisfaction (organizational communication context, interpersonal communication context and groupcommunication context) and normative commitment of teaching staff. The results of the study are also shown in Table (4.13).

**Table (4.13) The Effect of Communication Satisfaction on Normative Commitment of Teaching Staff**

| Independent Variables                | Unstandardized Coefficients |            | Standardized Coefficients | t                      | Sig.         | VIF   |
|--------------------------------------|-----------------------------|------------|---------------------------|------------------------|--------------|-------|
|                                      | B                           | Std. Error |                           |                        |              |       |
| (Constant)                           | 1.744***                    | 0.208      |                           | 8.370                  | <b>0.000</b> |       |
| Organizational Communication Context | 0.697***                    | 0.081      | 0.063                     | 8.638                  | <b>0.000</b> | 1.801 |
| Interpersonal Communication Context  | -0.073                      | 0.086      | -0.098                    | -0.840                 | 0.402        | 2.453 |
| Group Communication Context          | -0.203**                    | 0.04       | -0.287                    | -2.432                 | <b>0.017</b> | 2.520 |
| R                                    |                             |            |                           | 0.680                  |              |       |
| R Square                             |                             |            |                           | 0.462                  |              |       |
| Adjusted R Square                    |                             |            |                           | 0.446                  |              |       |
| F                                    |                             |            |                           | 27.813 (P-value=0.000) |              |       |

Source: Survey Data( 2020)

Dependent variable: Normative Commitment

Notes: \*\*\* Significant at 1% Level,\*\*Significant at 5% Level,\*Significant at 10% Level

As presented in Table (4.13), R ( correlation coefficient) is 0.680. Hence, communication satisfaction and affective commitment of teaching staff are correlated.

$R^2$  (coefficient of multiple determination for multiple regression) is 0.462 and adjusted  $R^2$  is 0.446 .

The coefficients of regression analysis tells there is positive or negative relation between organizational communication context and group communication context and normative commitment and P-value indicated whether these relationships are statistically significant. A positive beta coefficient indicated that if one point of organizational communication context increased, 0.697 point in affective commitment of teaching staff increased. A negative beta coefficient means if one point of group communication context decreased, 0.203 point in normative commitment of teaching staff increased. By the results, organizational communication context is the most influencing factors of normative commitment of teaching staff.

The study is analyzed the relationship between communication satisfaction (organizational communication context, interpersonal communication context and group communication context) and organizational commitment of teaching staff. The results of the study are also shown in Table (4.14).

**Table (4.14) The Effect of Communication Satisfaction on Organizational Commitment of Teaching Staff**

| Independent Variables                | Unstandardized Coefficients |            | Standardized Coefficients | t                      | Sig.         | VIF   |
|--------------------------------------|-----------------------------|------------|---------------------------|------------------------|--------------|-------|
|                                      | B                           | Std. Error |                           |                        |              |       |
| (Constant)                           | 2.017                       | 0.171      |                           | 5.478                  | <b>0.000</b> |       |
| Organizational Communication Context | 0.587***                    | 0.066      | 0.858                     | 8.854                  | <b>0.000</b> | 1.801 |
| Interpersonal Communication Context  | 0.080                       | 0.171      | 0.128                     | 1.134                  | 0.260        | 2.453 |
| Group Communication Context          | -0.323***                   | 0.069      | -0.539                    | -4.698                 | <b>0.000</b> | 2.520 |
| R                                    |                             |            |                           | 0.703                  |              |       |
| R Square                             |                             |            |                           | 0.494                  |              |       |
| Adjusted R Square                    |                             |            |                           | 0.478                  |              |       |
| F                                    |                             |            |                           | 31.551 (P-value=0.000) |              |       |

Source: Survey Data( 2020)

Dependent variable: Organizational Commitment

Notes: \*\*\* Significant at 1% Level, \*\*Significant at 5% Level, \*Significant at 10% Level

As presented in Table (4.14), R (correlation coefficient) is 0.703. Hence, communication satisfaction and affective commitment of teaching staff are correlated. R<sup>2</sup> (coefficient of multiple determination for multiple regression)) is 0.494 and adjusted R<sup>2</sup> is 0.478.

The coefficients of regression analysis tells there is positive or negative relation between organizational communication context and group communication context and organizational commitment and P-value indicated whether these relationships are statistically significant. A positive beta coefficient indicated that if one point of organizational communication context increased, 0.587 point in organizational commitment of teaching staff increased. A negative beta coefficient means if one point of group communication context decreased, 0.323 point in a

organizational commitment of teaching staff increased. By the results, organizational communication context is the most influencing factors of organizational commitment of teaching staff.

## **CHAPTER V**

### **CONCLUSION**

This chapter review results and discussions. And guidelines and suggestions are listed for future studies. Finally, criteria for additional study are presented. These parts are discussed based on communication satisfaction and its effect on organizational commitment of teachings staff in Yangon University of Economics.

#### **5.1 Findings and Discussions**

This study is performed in order to analyse the effect of communication satisfaction on organizational commitment of teaching staff in Yangon University of Economics with two objectives. The first objective is to explore organizational commitment of teaching staff in Yangon University of Economics and the second one is to analyze the effect of communication satisfaction on organizational commitment teaching staff in Yangon University of Economics. Organizational communication, interpersonal communication and group communication contexts are used in this research to examine communication satisfaction. The three contexts are measured by eight dimensions that are media quality, organizational perspectives, communication environment, personal feedback, relationship to subordinate, relation to superiors, organization integration and horizontal communication. For assessment on organizational commitment, three component assumption of organizational commitment are used.

To achieve the objectives, the data was collected by structured survey questionnaire to 101 teaching staff from Yangon University of Economics. In this analysis, communication satisfaction questionnaire and organizational commitment questionnaire is used for measuring the dependent and independent variables. To achieve the research objectives, demographic profile, mean and standard deviation scores, reliability tests and regression and correlation analysis are used by developing survey questionnaires. Based on the results of demographic, majority of the respondents were female and single. Concerning age, most of the respondents are fall in the range of 41-50 years. The majority of the respondents are Lecturer and their income range is over 300,000 kyats. And most of them are satisfying with the current job.

Among organizational commitment, the teaching staff from Yangon University of Economics is highly committed to continuous commitment and moderately commitment to affective and normative commitment. Among communication satisfaction, organizational communication context has the highest mean than the interpersonal communication context and group communication context. Therefore, the organization should check the informal communication is active and accurate or not and the supervisor should recognized their effects and should offer guidance for solving job-related problems.

According to result, communication satisfaction is significantly and positively effect on the overall organizational commitment of teaching staff in Yangon University of Economics. Concerning communication satisfaction, the organizational communication context is significantly and positively effect on affective commitment .Therefore, employees are committed to organization because they are satisfied with personal feedback,relationship to superiors, relationship with subordinates, organizatioanl perspectives, communication climate and media quality.

And, organizational communication context is significantly and positively effect on continuous commitment. This means that employees are employees are committed to organization because they are satisfied with organizatioanl perspectives, communication climate and media quality. The organizational communication context is also significantly and positively effect on normative commitment. This indicates that employees are committed to organization because they are satisfied with organizatioanl perspectives, communication climate and media quality.

## **5.2 Suggestion and Recommendations**

This study provides to understand the effect of communication satisfaction on organizational commitment of teaching staff in Yangon University of Economics. The commitment level of employee may differ as the perception on the commitment is different.

Depending on the findings, employees can be more committed to the organization by satisfying the exchange of information between people. This is because when communication is adequate, people understand their jobs better and that results better performance, job satisfaction and commitment to organization. But on the flip side, it leads less organizational participation and less efficiency. In addition,

communication serves as the basis for any aspect of an organization that helps in identifying the alternative course of action and helps in the decision-making process.

Therefore, administrators should take one step at a time, by focusing on increasing communication satisfaction, which will help in increasing organizational commitment, and in turn minimize turnover that occurs very frequently in the university. And the organization may also have to developed more cleanly and accurate information to avoid distortion of information and also need to listen the feedback from the downward communication whether the information is active and flow or not. And, the organization' policies should be written in concise, clean and simple format that will help to easy understand and quickly comprehension. It is important for the organization to ensure that the money spent on training workers (research and seminars) will bring a greater return to the organization relative to the costs invested. They will stay with the company in order to boost their efficiency and results.

### **5.3 Needs for Further Study**

The study covers to only 101 respondents who are teaching staff from the Yangon University of Economics. The number of 101 teaching staff members might not be as representative as opposed to the larger sample size. In this study, how many teachers are attached to affective commitment, how many teachers are engaged to continuous commitment and how many teachers are addicted normative commitment to this organization are not clarified. This research was conducted in Yangon University of Economics and thus, the findings of the research cannot be represented for the whole industry.

The relationship between a dependent and independent variables was explored in this analysis. To strengthen or improve, a mediating or moderating variable may be applied to the relationship between contexts of communication satisfaction and organizational commitment. Mediating variables (job satisfaction and motivation) accounts for the relationship between independent variable and dependent variables explains how physical external events will influence the direction and/or strength of the relationship between independent variables and dependent variables. Moderating variables in nature may be qualitative (gender, maturity level) or quantitative (base pay, incentive). The relationship between independent variables and organizational commitment will be further clarified by both variables (Baron & Kenny, 1986).



And then, According to position, education level, tenure and the purpose of entering into this organization can also effects on organizational commitment. Therefore, further research would also clarify the connection between these variables with organizational commitment. Besides that, in this study, no unique communication methods were specified. Therefore, future researchers should do the research by adding more specific communication method to find how different communication can impact the commitment to the organization. Organizational involvement is closely related to the turnover rate, so doing more research in these fields can give the problem solution of turnover to organization in order to reduce the cost of turnover.

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## APPENDIX

### Questionnaire for the study

This questionnaire is for my M. Com thesis about **the Effect of Communication Satisfaction on Organizational Commitment of Teaching Staff in Yangon University of Economics**, not related with other business purpose. It will be treated confidentially and will be used for academic purpose only. Please kindly answer the following questions. Please answer all the questions but just tick (✓) one box that is appropriate for you. Thank you very much for taking a time to complete the questionnaire.

#### Section (A) Demographic information

1. Gender  
 Male       Female
2. Age  
 <30 years     31-40 years     41-50 years     51-60 years
3. Marital Status  
 Single       Married       Others (Please specify) \_\_\_\_\_
4. Position  
 Professor     Associate Professor     Lecturer     Assistant Lecturer  
 Tutor
5. Working experience  
 < 5 years     5-10 years     11-15 years     16-20 years     21-25 years  
 26-30 years     above 30 years
6. Monthly income (MMKs)  
 ≤ 200,000     200,001-300,000     300,001-400,000     over 400,000
7. How satisfied are you with your current job?  
 Very satisfied     Satisfied     Indifferent     Dissatisfied  
 Very dissatisfied
8. How often do you feel physically exhausted from your current job?  
 Never       Sometimes     Most of the time     All the time
9. How often do you feel mentally exhausted from your current job?  
 Never       Sometimes     Most of the time     All the time
10. Do you have the intention to quit from your current job?  
 Yes       No

## Section (B) Communication Satisfaction

Listed below are several kinds of information often associated with a person's job. Please indicate how satisfied you are with the amount and/or quality of each kind of information by ticking (✓) on the scale of 1 to 5 where **1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = very satisfied**

### Organizational Communication Context

|   | Statements  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
|   | <b>Media quality</b>  |   |   |   |   |   |
| 1 | Extent of usefulness and relevance of communication provided  |   |   |   |   |   |
| 2 | Extent to which our meetings are well organized   |   |   |   |   |   |
| 3 | Extent to which written directives and reports are clear and concise  |   |   |   |   |   |
| 4 | Extent to which the attitudes toward communication in the organization are basically healthy                |   |   |   |   |   |
| 5 | Extent to which the amount of communication in the organization is about right                              |   |   |   |   |   |
|   | <b>Organisational perspectives</b>  |   |   |   |   |   |
| 1 | Information about organizational policies and goals   |   |   |   |   |   |
| 2 | Information about government action affecting my organization   |   |   |   |   |   |
| 3 | Information about changes in our organization   |   |   |   |   |   |
| 4 | Information about our organization's financial standing   |   |   |   |   |   |
| 5 | Information about accomplishments and/or failures of the organization                                       |   |   |   |   |   |
|   | <b>Communication climate</b>  |   |   |   |   |   |
| 1 | Extent to which the organization's communication motives and stimulates an enthusiasm for meeting its goals |   |   |   |   |   |
| 2 | Extent of the organization members' ability to communicate  |   |   |   |   |   |



|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| 3 | Extent to which the organization's communication makes me identify with it or feel a vital part of it |  |  |  |  |  |
| 4 | Extent of timeliness of information received needed to do my job                                      |  |  |  |  |  |
| 5 | Extent to which conflicts are handled appropriately through proper communication channels             |  |  |  |  |  |

### Interpersonal Communication Context

|   | Statements  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
|   | <b>Personal feedback</b>  |   |   |   |   |   |
| 1 | Information about performance appraisal   |   |   |   |   |   |
| 2 | Information about judgement   |   |   |   |   |   |
| 3 | Recognition of my efforts   |   |   |   |   |   |
| 4 | Information about problem handling/solving  |   |   |   |   |   |
| 5 | Upper management knows and understands the problems faced by the subordinates                 |   |   |   |   |   |
|   | <b>Relationship with subordinates</b>   |   |   |   |   |   |
| 1 | Extent to which my subordinates are responsiveness to downward directive communication        |   |   |   |   |   |
| 2 | Extent to which my subordinates anticipate my needs for information                           |   |   |   |   |   |
| 3 | Extent to which I do not have a communication overload  |   |   |   |   |   |
| 4 | Extent to which my subordinates are receptive to evaluation, suggestion and criticisms        |   |   |   |   |   |
| 5 | Extent to which my subordinates feel responsible for initiating accurate upward communication |   |   |   |   |   |
|   | <b>Relationship with superiors</b>  |   |   |   |   |   |
| 1 | Extent to which my supervisor listens and pay attention to me                                 |   |   |   |   |   |
| 2 | Extent to which my supervisors offers guidance for solving job-related problems               |   |   |   |   |   |
| 3 | Extent to which my supervisors trust me   |   |   |   |   |   |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| 4 | Extent to which my supervisors is open to ideas                   |  |  |  |  |  |
| 5 | Extent to which the amount of supervision given me is about right |  |  |  |  |  |

### Organizational Communication Context

|   | Statements   | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|---|---|
|   | <b>Organizational integration</b>  |   |   |   |   |   |
| 1 | Information about my progress in my job  |   |   |   |   |   |
| 2 | Information about personnel news   |   |   |   |   |   |
| 3 | Information about my departmental policies and goals   |   |   |   |   |   |
| 4 | Information about the requirements of my job   |   |   |   |   |   |
| 5 | Information about benefits and salary  |   |   |   |   |   |
|   | <b>Horizontal and informal communication</b>   |   |   |   |   |   |
| 1 | Extent to which the conversations between employees and superiors that do not follow any prescribed structure or rule-based system |   |   |   |   |   |
| 2 | Extent to which horizontal communication with other organizational members is accurate and free flowing                            |   |   |   |   |   |
| 3 | Extent to which communication practices are adaptable to emergencies   |   |   |   |   |   |
| 4 | Extent to which the member of my work group is compatible  |   |   |   |   |   |
| 5 | Extent to which informal communication is active and accurate  |   |   |   |   |   |

### Section (C) Organizational Commitment

Listed below are a series of statements that represent possible feelings that individuals might have about the organizations for which they work. With respect to your own feelings about the organization for which you are now working, please indicate the degree of your agreement or disagreement with each statement by ticking (✓) one of the alternatives for each statement on the scale of 1 to 5 where **1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.**

|                               | Statements  | 1 | 2 | 3 | 4 | 5 |
|-------------------------------|---|---|---|---|---|---|
| <b>Affective commitment</b>   |   |   |   |   |   |   |
| 1                             | I would be very happy to spend the rest of my career with this organization                         |   |   |   |   |   |
| 2                             | I really feel as if this organization's problems are my own   |   |   |   |   |   |
| 3                             | I do not feel like 'part of the family' at my organization®   |   |   |   |   |   |
| 4                             | I do not feel 'emotionally attached' to my organization®  |   |   |   |   |   |
| 5                             | I do not feel a strong sense of 'belonging' to my organization ®                                    |   |   |   |   |   |
| 6                             | This organization has a great deal of personal meaning to me  |   |   |   |   |   |
| <b>Continuance commitment</b> |   |   |   |   |   |   |
| 1                             | Right now, staying within organization is a matter of necessity as much as desire                   |   |   |   |   |   |
| 2                             | It would be very hard for me to leave my organization right now even if I wanted to                 |   |   |   |   |   |
| 3                             | Too much in my life would be disrupted if I decided to wanted to leave my organization now          |   |   |   |   |   |
| 4                             | If I had not already put so much of myself into my organization, I might consider working elsewhere |   |   |   |   |   |
| 5                             | I feel that I have too few options to consider leaving from this organization                       |   |   |   |   |   |
| 6                             | One of the few negative consequences of leaving this  |   |   |   |   |   |

|                             |  |  |  |  |  |  |
|-----------------------------|--|--|--|--|--|--|
|                             | organization would be the scarcity of available alternatives   |  |  |  |  |  |
| <b>Normative commitment</b> |  |  |  |  |  |  |
| 1                           | I do not feel any obligation to remain with my organization®   |  |  |  |  |  |
| 2                           | Even if it were to my advantage, I do not feel it would be right to leave                            |  |  |  |  |  |
| 3                           | I would feel guilty if I left my organization now  |  |  |  |  |  |
| 4                           | This organization deserves my loyalty  |  |  |  |  |  |
| 5                           | I would not leave my organization right now because I have a sense of obligation to the people in it |  |  |  |  |  |
| 6                           | I owe a great deal to my organization  |  |  |  |  |  |