



Auditing internal communication Satisfaction: the case of Arba Minch University

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A Thesis Submitted to the School Of Graduate Studies of Addis Ababa University in Partial Fulfillment for the Degree of Masters of Arts in Public Relations and Strategic Communication

Addis Ababa University

School of Journalism and Communication

September, 2021

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This is to certify that the thesis prepared by Zerihun Hailu entitled Auditing internal communication satisfaction; the case of Arba Minch University and submitted in partial fulfillment of the requirements for the degree of Masters of Arts in Public relations and strategic communication complies with the regulation of the university and the accepted standard with the respect to originality and quality.

Approved by Boards of Examiners

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_____ Internal Examiner	_____ Signature	_____ Date
_____ Advisor	_____ Signature	_____ Date

Abstract

This study was designed to be conducted on auditing internal communication satisfaction of the Arba Mich University. The mixed research methodology was employed with an explanatory sequential design. Quantitative data were collected first and followed qualitative data to explain the quantitative result. Samples were taken through simple random and purposive sampling techniques. The data collection tools were questionnaires and interviews. The randomly selected three hundred twenty-seven respondents from the employees of Arba Minch University participated. By analyzing the data collected from the employees, the researcher has found out that the employees were in low-level communication satisfaction. According to the findings, gender, sex, and years of experience don't have a significant difference in the communication satisfaction of the employees. Also, the average mean value of the whole communication dimensions scored below the midpoint and it was in between somewhat dissatisfied and indifferent. Beyond the adopted measurement instrument, supervisor's communication competence, communication facility, and social media communication are the newly emerged variables under this study. The adopted communication satisfaction questionnaire didn't include these variables but, found as very important parameters of auditing communication satisfaction.

Key words: Internal Communication, Communication satisfaction, Communication audit

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AKNOWLEDGEMENT

First and foremost, I wish to record my gratitude to my advisor Dr. Arka Abota for his comments and suggestions. Next, I would like to thank Dr. Gashaye Belew and Dr. Amanuel Gebru. My super special thanks to Dr. Samson Mekonnen without his enthusiastic and motivating communication, insightful comments, and scholarly helpfulness, I could not have gone this far. I was always surprised by his professionalism and the accuracy and relevance of the literature he sent to me. I am also grateful to all participants, my friends, and my family. Finally, I am grateful to my sister Akberet Teklay and brother Abraham Tarekegn.

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Chapter One: Introduction

1.1. Background of the study

Communication is the process of exchanging information, thought and feelings between individuals or groups and it plays a basic role in matching individual and organizational goals and objectives (Agarwal & Garg, 2012: 40-9). It is an act of transmitting the information. Once the receivers have understood the message, the communication procedure is complete. Feedback is significant to communicate effectively between the communicators (Agarwal & Garg, 2012: 40-9). Communication plays a critical role in business, which incorporates different sorts of relationships among people and other organizations (Verčič & Smrekar, 2007:201-11). Also, it connects and leads all the types of an organization in achieving organization vision and missions (Thiessen and Ingenhoff, 2011:8).

Organizational communication is a very complex and multifaceted process, which has an encompassing impact on all aspects and components of the organization (Grobler, 2014:5). Kreps (1997:11) explained that organizational communication is the process whereby members collect relevant information about the organization and the changes occurring within it. Fundamentally, communication within the organizational context is a data-gathering function for members as it provides them with relevant information, which helps them to understand organizational activities to accomplish individual and organizational change and goals, as well as the fulfillment of personal needs. Internal communication becomes fundamental to create a shared understanding of the information offered to each other. Communication is able to generate satisfaction for employees who do it (Winarso, 2018).

Ince (2011:107) argued that organizational communication is a collective process that provides contact and information exchange between departments and units of an organization and an organization's environment for operation of organization and accomplishment of the organization's objective. Therefore, internal communication is one of the major communication activities done in the organization. It is explained as communication among individuals or groups of diverse degrees and filed of occupation inside the organization. It aimed to plan and restore the company to direct daily activities, the swap, and dissemination of information among persons from diverse operational subdivisions to make certain achievements of the latest service

improvement. It stays alive within an organization and between staff. For example, the communication channels for internal communication are emails, face-to-face conversations, memorandums, and formal meetings (Welch and Jackson, 2007: 177-98).

Nakra (2006:42) argued that “communication satisfaction is the summing up of a person’s satisfaction with information flow and relationship variables within an organization and provides an operational means of decide top managers and workers complete attitudes of communication in the context of institution”.

Downs and Adrian (2004:140) defines communication satisfactions as;-

It is the individual satisfaction level when he/she communicates effectively with others. An employee who is well informed by their supervisor and organization is more likely to understand their job requirements and expectations of their contribution to an organization’s success. It is clear that communication satisfaction is determined by the way the organizations communicated with the employees about different issues.

Therefore, the organization system of communication determines the level of the employee’s communication satisfaction. Based on the nature of the organization communication system, internal communication satisfaction varies from organization to organization and individual to individuals. In the last six months, the Arba Minch University academic staffs level of communication is unknown and the communication doesn’t audit but, this study will audit it.

1.2. Statement of the problem

Communication is most central to the success and failure of an organization and many problems that happened in the organization are likely a result of failure in communication (Raina, 2010). As Zwijze-Koning and De Jong (2015: 37) argued that auditing internal communication is “typically utilized for measuring the strength and weaknesses of the organization’s internal communication system and to diagnose communication problems, and propose strategies for improvement”. An internal communication audit examines communication “issues in detail just like financial audit attempts to form an economic portrait of an organization by identifying areas of misuse and efficiency” (Henderson, 2005:289). As she added that the communication audit process is planned to inspect and evaluate an organization’s communication program for revealing hurdles to effective communication, identifying gaps in the communication process, and providing a recommendation for improvement (312).

Some studies have been conducted related to organizational communication satisfaction in Ethiopia. One study conducted by Gebru (2013) deals with "the development and validation of a hybrid measure of organizational communication satisfaction and emphasizes developing a hybrid quantitative audit of organizational communication satisfaction for a collectivist context." His study was focused on developing instruments for measuring organizational communication satisfaction in the evidence of Addis Ababa city civil servants. Another study conducted by Negewo (2014) deals with "organizational communication satisfaction in Oromia regional state government communication affairs bureau and emphasizes examining the satisfaction level of the organization's employees." Additionally, Belina (2016) conducted another study that was focused on "examining organizational communication satisfaction in Awash Insurance Sharing Corporation." Both Negewo and Belina used communication satisfaction questionnaires developed by Downs & Hazen in 1977 to taste the satisfaction level of the employees. Finally, Negewo found that the employees' satisfaction level with the organization was below the standard and very weak. On the other hand, Samson’s study has proved that gender, marital status, and the number of years in service do not seem to make a significant difference among staff members' levels of satisfaction.

Conducting the same study in the higher education context is possible since communications in universities are dissimilar to those in other institutions, particularly the character of the institute, the institutional surroundings, and the style of communication (Pongton & Suntrayuth, 2019). This is due to the nature of the university setting, where the roles, responsibilities, and tasks of colleges are disparate from those of other organizations. Higher education institutions' atmospheres have long been viewed as democratic principles of free speech, and have focused on studies to search for reality and truth. Also, a clearly free and self regulating institution guided by academic principles "(Orozco and Allison, 2008: 65-66). For these reasons, higher education institutions are dissimilar in terms of communication satisfaction in comparison to others.

As mentioned by Hargie and Tourish, (2000:45) "auditing internal communication satisfaction includes multiple constructs. For example, communication climate, media quality, organizational integration, corporate information, supervisory communication, co-worker communication, and personal feedback dimension". Communication satisfaction is determined by different factors and it varies from time to time and organization to organization according to the way the organization's communication system is operated. Currently, it is unknown that the academic staffs in Arba Minch University are satisfied or not by the communication activity done in the University. "Researchers have proofed that open communication is positively associated with employees' satisfaction with the organization" (Jensen, et al. 2009:24). Furthermore, the communication climate satisfaction, media quality satisfaction, organizational integration satisfaction, corporate information satisfaction, supervisory communication satisfaction, co-workers communication satisfaction, and personal feedback communication satisfaction in the University as perceived by the academic staffs audited under this study.

1.3. Objective of the study

1.3.1. General objective of the study

The general objectives of the study is auditing internal communication satisfaction of Arba Minch University

1.3.2. Specific objectives of the study

1. To assess the employees level of satisfaction towards interpersonal communication context
2. To assess the employees level of satisfaction towards group communication context
3. To assess the employees level of satisfaction towards organizational communication context

1.4. Research question

1. What is the employee's level of satisfaction towards interpersonal communication context?
2. What is the employee's level of satisfaction towards group communication context?
3. What is the employee's level of satisfaction towards organizational communication context?

1.5. Scope of the study

This study focused on auditing the internal communication satisfaction of Arba Minch University's academic staff. There are academic and administrative staffs are available at the University. But, the role of the two sides and the university human resource management rule and regulations applied for the two sides are completely different. Based on this reason, limiting the study to one side is very necessary. Therefore, the study focused on auditing the internal communication satisfaction of the academic staff only. Hence communication satisfaction varies from time to time; the researcher decided to audit the communication satisfaction of the academic staff which is from February 2021 up to July 2021.

1.6. Significance of the study

Researchers usually conduct studies to make contributions in the study area. Based on this understanding, the study provides the following significances for the university, academic staff, public relations specialists, and policymakers. To begin with the significance for top management, the study is expected to provide useful information about the strength and weaknesses of the communication and let them for economical decisions. In addition, it provides useful information for employees about the importance of sharing important information with colleagues to help the University to achieve its vision and mission. In conclusion, the policymakers of the University in general and the public relations specialists, in particular, may be benefited from this study because, based on this study's findings, they can make another policy and modify the actual communication policy to solve the challenges of satisfying the academic staffs in terms of communication.

1.7. Limitation of the study

The main limitation of the study was lack of enough time and some respondents were not willing to fill the questionnaire on time. But, the researcher tried his best to overcome these challenges by using his effort as well as communication with the respondents. Also, covid virus and its protocol are other challenges.

1.8. Organization of the study

This thesis is organized under five chapters: of the five chapters, chapter one gives an introduction to readers about what the research deals with, the second chapter is devoted to review of related literature. In this part includes scholarly ideas that are related to the topic under study. The third chapter discusses the methodology of the study. This chapter is aimed at showing what methods and study designs are used to conduct the study. The fourth chapter deals with interpretation and analysis of data collected through different methods of data collection. The fifth chapter covers the conclusion and recommendation points of the study.

Chapter Two: Review of Related Literatures

2.1. Conceptual Framework of the Study

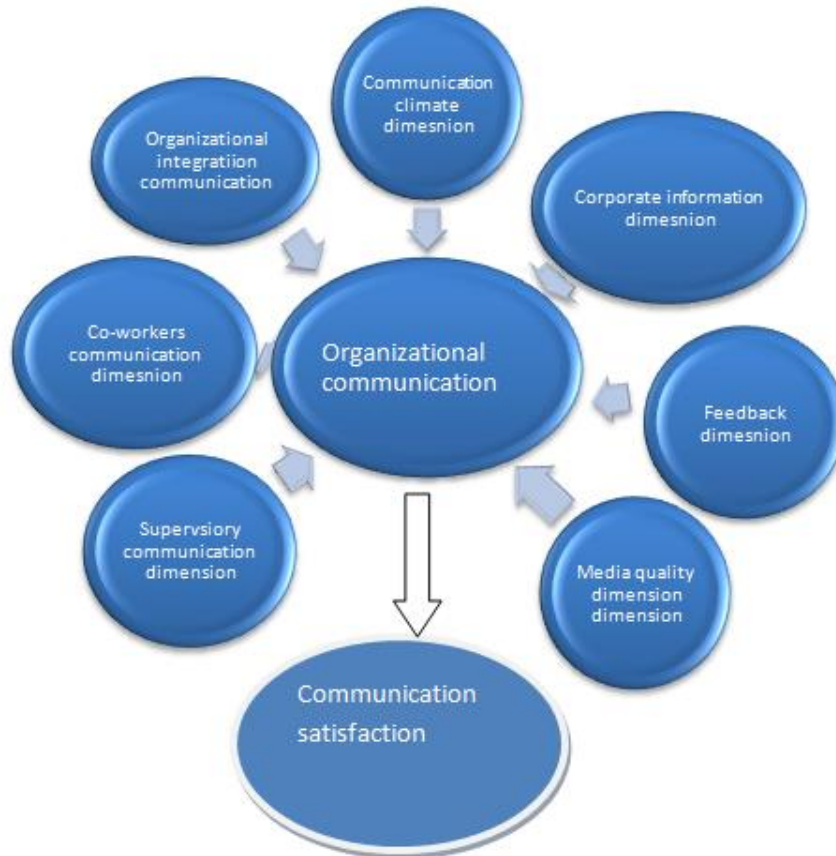


Fig 2.1. Conceptual framework of the study

2.1.1. Organizational communication

It is essential to classify the meaning of organizational communication since there are a lot of diverse definitions that researchers have used. Standing to one explanation will let the researcher to shape and control the literature review and the study. Organizational communication is the process of signs, messages, media, connections, relationships, networks, persuasive campaigns, and broader discourses within and without the organization. The organization either it could be a corporation, governmental agency, religious institution, social movement, or other Cheney et al. 2004 cited in (Johansson, 2007:2).

Miller, (2003:2) stated that “organizational communication includes accepting how the circumstance of the organization influences communication processes and how the identity of communication identifies it from other forms of organizational behaviours”. It involves the fascinating intersection between the organizational context and the communication process. On the other hand, according to Ince (2011:107) organizational communication is a collective process that provides contact and information exchange between departments and units of an organization.

After paraphrasing and reviewing different scholars view, Miller (2003) definition of organizational communication selected to this study because this definition stated how the circumstance of the organization influences the communication process. The circumstance of the communication process in the organization can determine the communication satisfaction level of the academic staffs including the job satisfaction. Since the intention of this study is auditing the internal communication satisfaction, this definition is best suited.

2.1.2. Importance of organizational communication

According to Fellows (2012: 12) to meet up the criteria for effective organizational communication, it is essential to recognize that an organization is positioned to attain specified goals and communication helps to execute the fundamental functions of an organization such as plan, organize, and manage; and hence the organizations can accomplish its duty.

“The primary vital standard for organizational communication is decision-making by management. Without the needed data, problems could not fixed as well as impossible to made decision” (Fellows, 2012:14). Organizations cannot probably take out their actions not including communication. In today’s organizations setting, effective communication becomes a basic requirement. This means lack of communication that occurs in higher levels and extend to entire organization may cause misunderstanding of the employees.

The next important standard for organizational communication is the means that communication is structured in an organization. Researches on organizational communication presume the subsistence of flow; the information should run through the organization in such a means that it reaches all levels, to achieve the goals initially planned. The coordination of workers is permitted by communication. “Collaboration is not feasible when workers are uninformed of one another’s

wants and emotions. For enhancing strong internal relations among employees, job related tasks segregated fairly” Altınöz, (2008) cited in Fellows, (2012:14). Such communication roles widen workers understanding on internal actions carried out and may help eliminate barriers of communication.

“The third important standard for organizational communication is how an organization disseminates information inside the organizations because organizations require absorbing required information to function successfully. Basically, a right diffusion of messages requires individuals and project teams to comprehend how to disseminate information within the organization” (Fellows, 2012:15).

Organizational communication is very important for organizational success and understanding between its stakeholders. As indicated above, successful organization is considered by the decision made by the management; which means the decision made by management is based on the information they got rather, it is impossible. The communication structure of the organization is another measurement for organizational effectiveness because the communication structure helps the top managers to address the message for the employers and other concerned bodies. The third and the final one is the system that the organization disseminates information to internal publics.

2.1.3. Internal Communication

“Internal communication referred as a collective effort of the organization’s group members to collect information and to realize employee roles as well as organizations performance for the organization (Kitchen & Daly, 2002; Welch; 2013). In addition to this, internal communication is known as “the key to organizational excellence and effectiveness” (Kitchen & Daly, 2002:50). This point shows that communicating employees are very crucial issues in the effectiveness of the organization. The role of employees in the organizations excellence and effectiveness is seen as a backbone. Internal communication includes all sorts of communication within an organization and it includes the exchange of information between employees or members of an organization to make an understanding of the business (Verčič & Smrekar, 2007).

Ruck (2015), describe internal communication as an organization's two-way communication, needed to ensure day to day smooth running of operations. They added that collective goals have to be shared, as well as information delivered to the workforce regarding what is expected from them. A strong link needs to exist between the leaders and the workforce and that link could be provided by communication. Goals, values, mission and vision are often expressed carefully to the employees, who are internal stakeholders. Organizational communication or communication inside the organization is hard to describe. For instance, according to Pace and Faules, (1994:20), "organizational communication is the demonstration and explanation of messages between departments who are members of an organization. Since organization is a result of communication units in hierarchical associations to each other and functioning in an environment".

Another description proposed by Miller & Barbour:

"The majority of the researchers would come to an agreement on the issue that a company involves a social collectivity through which actions are coordinated so as to comprehend both individual and communal goals. By coordinating activities, a point of organizational structure is made to help individuals in handling one another and with others within the larger organizational environment. With reference to communication, most scholars would agree that communication may be a process that's transactional which involves two or more people interacting within an environment and symbolic which shows communication transactions stand for other things, at various levels of abstraction (2014: 1).



Fig 2.2. Reasons for internal communication

Internal communication has different significance in the organization and Argenti and Forman (2000:201) identified the following advantages of the internal communication:

1. It creates a feeling in the minds of employees that they are an key resources of n organization
2. It improve spirits and encourage goodwill among employees and management;
3. Informing employees about internal changes;
4. Explaining compensation and benefit plans;
5. Improve the understanding of workers about an organization and its goods, principles, traditions and outside surroundings;
6. Changing employee behavior toward becoming more productive, quality oriented, and entrepreneurial;
7. It improve the understanding of the employee about main social issues affecting them;
8. Encouraging employee participation in community activities.

2.1.4. The role of internal communication

Regardless of a kind of a corporation, communication is that the element that maintains and sustains relationships in it. What one person says to a different person not only can have an

impression on those two people but, since organizations are systems, it can also have a meaningful impact on the total system. Communication between managers and employees, among employees, employees within the organization may be a foremost determinant of how satisfied employees are. Communication within organizations is basic elements to its accomplishment (Richmond et al., 2005; FitzPatrick, and Valskov, 2014).

Internal communication played different roles in the organizations as indicated by as indicated by (Richmond et al., 2005; Clampitt, 2016). Some of the roles are socializing, persuading, managing, integrating, regulating and informing. The informative purpose of communication is fairly self-explanatory. It is the function of providing needed information to personnel in order that they can do their jobs in an efficient and successful manner. People got to be told about any changes of procedure or policy that are associated with their work. The communication directed towards policies, rules and regulations of the organization including messages about repairs of an organization is showed a regulative unction of the communication.

The integrative role of a communication deals with coordinating of tasks, work assignments, group coordination or the fusing of labor units toward a standard goal. The management function of communication is heading for the three goals mentioned before. It is communication focused on getting personnel try to what's needed, learning information about personnel to understand them better, and establishing relationships with personnel. The persuasive function of communication is the result of the management function. Here the supervisor is attempting to influence the worker try to do something especially. Finally, communication as socialization which is the one that can determine whether an individual survives well, or not at all, in an organization. Socialization doesn't mean being "buddies" with everyone. It means being incorporated into the communication networks in the organization.

2.1.5. Organizational Communication Satisfaction

Communication satisfaction is the support provided when communication event complete positive expectations as Heck cited in (Ramirez, 2012:13). When the need of the employees meets in a positive manner, the expectation and needs of internal and external publics of the

organization met. Additionally, it is the level of satisfaction employees have on the overall flow of communication and relationship variables within the organization they are working.

Nakra (2006:42) defined communication satisfaction is follows:

“It is the summing up of a person’s satisfaction with information flow and relationship variables within an organization and provides an operational means of determining managers’ and employees' comprehensive perceptions of communication in their organizational contexts”.

Communication satisfaction measured by one dimension when employees express their level of satisfaction through satisfied or dissatisfied with the communication of an organization in the traditional way of understanding of satisfaction. But, this understanding does not consider the multiple dimensions of organizational communication. Communication satisfaction explained as multi dimensional constructs in the organization by Downs and Hazen (1977:67). According to Downs and Hazen (1977) communication climate, supervisory communication, organizational integration, media quality, coworker’s communication, organizational perspective, personal feedback and communication with subordinates are the most important measurement factors of communication satisfaction in modern organizations.

The measurement parameters are categorized as interpersonal, group and organizational communication context (Mueller and Lee, 2002). Based on the category interpersonal communication context consists supervisory communication, subordinate communication and personal feedback. Horizontal/ coworker’s communication and organizational integration categorized under group communication context and corporate information, communication climate, and media quality are positioned in organizational communication context of communication satisfaction.

2.1.6. Factors of Organizational Communication Satisfaction

Communication satisfaction attracted different researcher’s interest. This is because of when employees satisfied with communication in the organization, they may satisfy by their job. Communication audit researchers focused on communication satisfaction which is significant to organizational well-being and operation (Downs and Adrian, 2004). The idea includes communication and feedback among supervisors and employees, upward, downward and

horizontal communication, work-related information, and communication between diverse departments. It measures how well the accessible information fulfils the individual's demand for the task-role (Putti et al., 1990).

Generally, communication satisfaction conveys personal meaning because each employee has different satisfaction level even if in the same working environment and departments. Sometimes it considered as a criterion in the theory underlying the concept of improved communication skills (Engin and Akgoz, 2013). It is also an affection answer which focuses on social events. However, communication satisfaction is the personal satisfaction experienced when communicating successfully to a person. It explained as an individual satisfaction by variety of aspects of communication practice within the organization (Thayer, 1969). It is conclude as the summing up of employee's satisfaction by the flow of information and variables relationships (Downs and Hazen, 1977).

It also the process of information sharing, transmission of meaning throughout the organization and the way of measuring communication satisfaction is to judge the climate and health of an organization (Down, 1988). When hope and dream of a social interaction are meeting, communication satisfaction is created. Some describe it as enjoyment, and fulfilling expectations through ongoing communication involvement, interaction, and perception. Communication satisfaction is concluded as a reflection of high quality relationships, intimacy and relational maintenance and it is a connection of communication competence and satisfaction with close relations with different publics of the organization (Punyanunt-Cater, 2008).

According to Mueller & Lee (2002:222) “ Personal feedback and supervisory communication dimensions represent communication outcomes in interpersonal contexts, Co-worker communication and organizational integration dimensions reflect communication experiences in group contexts, and Corporate communication, communication climate, and media quality represent communication experiences in organizational contexts” . According to Downs & Hazen (1977:63-73) the elements listed below are the organizational communication satisfaction related with communication dimensions. These seven elements elaborated as follows:-

2.1.6.1. Communication Climate Dimension

Jones (2006:41) argued that “communication climate directly linked with communication organizationally and personally. It is related with the employee’s perception of communication including the satisfaction of organizational and personal communication process”. The employee’s perceptions related with structural processes in the organization such as supervision style, organizational policies, practices, procedures and working environment, among others. The climate of an organization included a group of properties of the working environment supposed directly or indirectly by the employees of the organization which influences the employee’s behavior because of its multi-dimensionality (Martínez, 2001).

The communication climate dimension has different ultimate communication features. Those communication features are supportiveness, participative decision making, expectations, confidence, credibility, openness and high performance goals as stated by Meintjes and Steyn (2006: 159). “The leaders in the organization must inform their subordinates in order to get good service from their employees including information about the service they providing and needs they are facing” (Dolamo, 2008:42). The information provided by the leaders should be clear and readily available for the subordinates to make sound decisions. The managers may have a broad range of choices in disseminating messages including organizational media and other electronic media (Dolamo, 2008:43). The above scholarly arguments proofed that; communication in the organization must be helpful and interesting to its employees. Since employees are the core part of an organization, they have to be aware of the goals and objectives of the organization then they feel part of an organization more.

Organizational communication makes employees feel that they are a vital part of an organization (Downs & Adrian, 2004: 140). In the other hand Muller et al. (2006:518) argued that attitude is an internal and emotional opinion a person has towards people, things, actions and behavior. It is understandable that the attitudes and opinion of the employees must be healthy about the organization. Otherwise, it is a challenge in the free flow of information if their attitude is not healthy. One of a challenge could be status difference between members of a group when employees at different levels of the organizational hierarchy need to communicate with one another. The healthy attitude of the employees contributes a lot because as Van Staden et al.

(2002: 23) argued “with a positive and relaxed attitude” towards the communication process and one another, “this barrier can be overcome and valuable insights gained” from one another.

According to Redding (1972:25) as cited in Amanuel (2013:80-81) stressed that an ultimate communication climate, which has positive implications to communication satisfaction is stated as follows:

- ✓ Supportive vertical communication
- ✓ Participation in decision making
- ✓ The level of trust and confidence in organizational communication
- ✓ Quality of relationships among organizational actors horizontally and vertically
- ✓ High performance goals.

As indicated in communication satisfaction questionnaire developed by Dawn and Hazen in (1977:72) the following items measure communication climate satisfaction;-

- ✓ Extent to which conflicts are handled appropriately through proper communication channels.
- ✓ Extent to which I receive in time the information needed to do my job.
- ✓ Extent to which communication in the University makes me identify with it or feel a vital part of it.
- ✓ Extent to which the University’s communication motivates me to meet its goals.
- ✓ Extent to which University employees have great ability as communicators.

2.1.6.2. Supervisory Communication Dimension

Supervisory communication included the upward and downward communication that subordinates experience with their supervisors. The satisfaction level of the employees experienced during this communication dimension depends on some aspects. Such aspects are the extent to which supervisors are open to ideas, listen and pay attention to the employees, trust the employee and offer guidance to solve job-related problems. All these elements are examined in communication audit for the purpose of improving the supervisory communication (Jones, 2006:38). The supervisor’s openness to the new idea is a very important issue in communication

satisfaction. Since openness indicates the extent to which the supervisor is open to new ideas, and it directly related to the element of trust. According to Robbins (2003: 75) openness as the degree to which a person can be relied on to be truthful when issues of trust are at stake. Therefore, supervisors must be open to the new ideas and build trust in the employees.

Additionally Muller et al. (2006:532) discussed an open communication is the process of sharing of all types of information throughout the organization, across functional and hierarchical levels. In other words, in a situation of mutual trust and open communication, the supervisor can confidently be open to new ideas of colleagues and subordinates. Another elements included under supervisory communication category is attention. As Meintjes and Steyn (2006:159), stated attention refers to the level to which the supervisor listens and pays attention to the employee. Van Staden, et al., (2007:15) state that “employees in an organization have specific internal communication needs. These needs include direct and personal contact with superiors, an understanding of the job and the organization, being informed about issues related to the job at all times, and an atmosphere of trust and mutual respect”. It is possible to say that supervisors should facilitate the communication circumstance for the employees to communicate openly.

Trust also an element included under supervisory communication category which is explained to the extent to which the supervisor trusts the employee and the employees trust the supervisors. According to Robbins (2003: 258), “honesty is absolutely essential in leadership and underlies the key dimensions of trust. Leaders must be worthy of the trust of their followers; once the followers are assured of this trustworthiness, they will willingly follow the leader”. “Knowledge-based trust” is the most prominent type of trust that exists in organizations and is based upon a history of interaction with someone, and knowing someone well enough to make a prediction on their probable behavior (Robbins, 2003: 259).

Organizational communication is one of the most important guidelines for building and maintaining trusts between managers and employees in the organization. According to Kreitner and Kinicki, (2007:352), the principles included that telling the truth, keeping employees informed and giving correct response for employees. Most of the time, employees in the organization faced many job related challenges in a daily basis which required the help of the managers. Under this circumstance, the managers should offer regular guidance on how to

manage challenges in the employee's job (Jones, 2006: 10). Active staff participation in the decision making process can lead to stability in the organization.

As Downs and Hazen (1977:72) identified the following points can measure supervisory related communication satisfaction in the internal communication satisfaction auditing:

- ✓ Extent to which my supervisor is open to ideas.
- ✓ Extent to which my supervisor trusts me.
- ✓ Extent to which my supervisor offers guidance for solving job-related problems.
- ✓ Extent to which my supervisor listens and pays attention to me.
- ✓ Extent to which the amount of supervision given me is about right.

2.1.6.3. Media Quality Dimension

This is all about the level of meeting is organized in the best way, the preciseness and clearness of the written directions and the amount of communication. "Media quality is focused on the employees' reactions to several important communication methods, formats and channels" (Downs and Hazen, 1977: 72). According to Downs and Adrian (2004: 54) argued that "the degree to which meeting are organized, written directives and reports are clear and concise and the amount of communication received are an assessment criteria pertaining to the media quality dimension on a communication satisfaction audit". As stressed by Jooste (2010:100), "meetings in an organization occur when "two or more people gather to discuss and resolve issues of common interest". An organization is dependent on formal meetings for the smooth running of its day-to-day operations. These meetings should be well organized and it is the extent to which these meetings are organized that is going to determine how successful they are in terms of media quality communication dimensions satisfaction.

Formal meeting highly appreciated team works, guidance provided, decisions made, employees empowered, productivity improved and plan of action generated. Therefore, Meetings are "one of the most effective communication tools of the work environment" (Jooste, 2010: 100). He added that effective meetings also ensure the continuous flow of information to all level in the organization. Written directives the medium in which organizations distribute their information

to internal and external destinations could have a huge impact on the effectiveness of such information. It is the receiver that needs to make sense out of the intended message and interpret it as the correct intention of the sender. Thus the correctness of organizational media is essential. The correct medium should be used for the specific purpose intended; for example, a memo is used as a formal form of communication inside University. The telephone or e-mail communication should be used in cases where information is required urgently (Meyer et al., 2009:270).

According to Meyer et al. (2009:267) “written communication in the form of directives and reports in an organization must be clear and concise. Grammatical errors should be avoided. Messages should contain the gist of the matter but not be so brief as to create more questions than answers”. Amount of communication employee receives from the manager is closely aligned with communication overload, and must involve a precise process (Sadia, et al., 2017). Employees can easily feel overwhelmed by too much information – regardless of whether this information is applicable to their work situation or not. It is the responsibility of the manager to provide employees with correct and up-to-date information that is relevant and applicable to their work situation, but the manager should not restrict the flow of information that could stimulate growth and creativity.

According to Dawn and Hazen (1977:72) the following items measures media quality dimension satisfaction in organizational communication satisfaction;-

- ✓ Extent to which the amount of communication at the University is about right.
- ✓ Extent to which the attitudes toward communication at the University are basically healthy.
- ✓ Extent to which our meetings are well organized.
- ✓ Extent to which the University communications are interesting and helpful.
- ✓ Extent to which written directives and reports are clear and concise.

2.1.6.4. Personal Feedback communication dimension

Information concerned with feedback about the employee’s performance is always expected issue in the organizations because, employees want to know about their performance and how

they are judged by their managers and coworkers. Such communication categorized under feedback communication. The goal of feedback is enhancing the performance and competence of the employees and the supervisors can make the employees better in their work (Miller, 2003: 215-16). The feedback given by the supervisors should be clear, descriptive, timeliness, the readiness of the employees and valid. Personal feedback encompasses organizational members' perception pertaining to the extent to which their efforts are being recognized, whether they are being judged fairly by superiors, and whether their superiors understand their problems (Nakra, 2006). Clampitt and Downs (1987) explained that it involves "the workers need to know how they are being judged and how their performance is being appraised" (p. 4)

According to Down and Hazen (1977:72) the following items measures personal feedback satisfaction of the employees:-

- ✓ Recognition of my efforts.
- ✓ Information about how I am being judged.
- ✓ Information about how my job compares with others.
- ✓ Information about my progress in my job.
- ✓ Reports on how problems in my job are being handled.

2.1.6.5. Co-worker Communication Dimension

Peer to peers communication directions deals with the level of accuracy and free of the lateral and informal communication in the organization. Grapevine is also another factors included in this category. This dimensions concerned to how employees of an organization recognize the value of informal communication between employees, and the degree to which it is free flowing (Nakra, 2006). Co-workers communication, which includes grapevine communication has been acknowledged as an important part of organizational communication and deals primarily with the social needs of employees or organizational members as individuals who need collective contact and communicate at an informal level. According to Down and Hazen (1977:72) the following parameters evaluate coworker's communication satisfaction:

- ✓ Extent to which informal communication is active and accurate.
- ✓ Extent to which my work group is compatible.

- ✓ Extent to which communication practices are adaptable to emergencies.
- ✓ Extent to which communication with other employees at my level is accurate and free flowing.
- ✓ Extent to which the grapevine is active in the University

2.1.6.6. Organizational Integration Satisfaction

The extent which employees receive information about the immediate work environment is included under the satisfaction of organizational integration. The information which deals about their department's plan, requirements about their task, and other information related with personal news are all included in this category.

Integrated communication is the process of application of analysis, communication evaluation techniques to create and control integrated, multi-faced intervention of combining information, instructions, collaborations, business process design, response and incentives system to advance employees performance in the workplace for the purpose of achieve organizations vision and mission as Gayeski and Woodward cited in Antonis (2005:75).

According to Change Communications (2001:3) "integrated communication has more impact than a plethora of disorganized information. In the dynamic business world, message overload through the huge amount of information challenging employees". A coherent and well organized message through all communication channels has the better way of motivating the employees and it is the best way of cutting the noise of the competitor's message which attracts the employees daily. Beside this, non integrated communication always transfer disorganized information weaken the impacts of the communication process. Such kinds of communication process always results in confusion and lost the credibility of the communication work. As a result, integrated communication is the best way of creating and maintaining good relation with the actual and potential employees (Change Communications, 2001:2). Organizational integration communication satisfaction dimension measured by the following items as Dawn and Hazen mentioned in (1977:72).

- ✓ Information about departmental policies and goals.
- ✓ Information about employee benefits and pay.
- ✓ Extent to which my managers/supervisors understand the problems faced by staff.
- ✓ Personnel news.
- ✓ Information about the requirements of my job.

2.1.6.7. Corporate Information Satisfaction

This kind of satisfaction related with the information concerned an organization as a whole. The employees are highly concerned about the information related with change in the organization circumstance as well as operational process. Most of the time, it includes policy, objective, plan, vision, financial situation as well as new entry. Information about changes in the University is one the five variables to taste the employees satisfaction in the organizational communication category. Several work environments experience continuous change, and in order to be successful, efficient administration and leadership is vital. Workplace change is a difficult course and needs workers to familiarize to change with genuine passion (Parish, Cadwallader, & Busch, 2007). It is important to inspire and have excellent means of communication with the workers that are going to realize the changes. If the workers are not inspired, they will not help in the change effort and the progress will halt (Kotter, 2007). Information about organization policies and goals and achievements and failures are very important issues in organizational survival. Communication of company mission and organizational values may be an important aspect of strengthening inner awareness of corporate identity and its external dissemination (Musek Lešnik & Arzenšek, 2008). “A large amount of literature focused on the importance of the disseminating of organization mission, as well as objectives leading to top dedication and improved regularity in employees’ behavior” (Powell & Dodd, 2007).

- ✓ Information about company policies and goals.
- ✓ Information about government regulations affecting the University.
- ✓ Information about changes in the University.
- ✓ Information about profits and/or financial standing.
- ✓ Information about achievements and/or failures of the University.

2.1.7. An Overview of Communication Satisfaction Assessment

According to Hargie & Tourish, (2000:12) a “communication audit is a comprehensive and thorough study of communication philosophy, concepts, structure, flow and practice within an organization”. They added that “communication audits is the way of evaluating and tasting the organization’s communication system, identify and feed useful information about communication strength and weakness. The audit can be done through different data collection instruments for example interview, diaries, survey questionnaire and network analysis”.

Basically, communication audits stress the stance of workers involved in the communication processes to be audited. An audit gives confirmed information on how workers see communication and related processes for the managements. Instead of relying on rumors or grapevine a communication audit substantiates and checks the correctness of workers perceptions. Communication audit provides feedback to the administrative bodies on how employees perceived the communication process of the organization (Zwijze-Koning & de Jong, 2007).

Different researchers seem coming to agreement related with the elements that communication satisfaction consists. The elements are the communication climate of an organization, the acceptance of upward communication, the frequency of employee’s interaction and the information the employees receive (Hargie and Tourish, 2002). As Booth cited in Amanuel (2013:96) proposed different functions of communication audit which are listed as follows:

- ✓ Determine aspects of information load with regard to sources and channels of communication as well as subjects of communication
- ✓ Assess the quality of information communicated internally
- ✓ Diagnose the organizational communication relationships, including factors such as interpersonal trust and work satisfaction
- ✓ Examine the nature and function of communication networks in the organizational setting
- ✓ Examine communication network roles with a view to differentiating the information barriers
- ✓ Investigate communication experience reports of individual workers

- ✓ Map out individual, group and organizational level communication behaviors
- ✓ Suggest a set of recommendations for improvement as necessary in all forms of organizational communication.

2.2. Review of Empirical Studies

A study conducted by Negewo (2014) on “organizational Communication Satisfaction in Oromia Regional State Government Communication Affairs Bureau”. He employed mixed methodology and used participant observation, interview and survey questionnaire to collect the data. He used 85 employees as a sample to taste the communication satisfaction of the employees. The results of the study as long as the general organizational communication satisfaction in Oromia regional government communication affairs bureau was below the quality of organizational communication satisfaction which shows weak organizational communication satisfaction. Additionally, relatively the employees satisfied in horizontal communication than other dimensions. Managers weren't curious about hearing employee suggestions and poor integration between all communication-related issues, including interdepartmental interaction and co-ordination. The study also found that, as a factor of organizational communication satisfaction, corporate information is the lowest in the organization.

“Organizational Communication Satisfaction in Awash Insurance sharing corporation is one of a study conducted by” Belina (2016). A total of 60 staff members from different departments of the company participated in this study. The study population was manager and non-manager employees of the company. As the finding shows, employee’s level of communication satisfaction is from somewhat satisfied to satisfied towards corporate information, supervisory communication and subordinate communication dimensions. Also, employee’s satisfaction stayed indifferent towards personal feedback and communication climate dimensions. There are significant differences among different dimensions of communication satisfaction questionnaire. The degree of employee’s job satisfaction perceived as somewhat satisfied. The results indicated that gender, marital status and number of years in service do not seem to make a significant difference among staff members' level of satisfaction. A strong positive connection found between in all 8 dimensions of communication satisfaction questionnaire. A strong positive connection and statistically significant co-relation was registered between the overall

communication satisfaction and job satisfaction. These indicate that when employees satisfied with communication in their place of work, they also satisfied with their job in their place of work. Under the corporate information dimension, more than 61 percent of employees were either satisfied or very satisfied.

A study conducted by Sadia, et al., (2017) which is focused on “communication Satisfaction among Academic Staff in Malaysian Public Universities”. They conducted the study with an objective of investigating the major hindrances and problems of communication satisfaction among academic staff of Malaysian public universities and its impact on management function and organizational communication. The study identified the challenges and hindrance of communication satisfaction in higher education context. Poor communication skills to top management and employees, changes in technologies, leakage (untrustworthy way) of employees information to unauthorized person, insufficient confidence, competence between employees and top management at place of work, workload pressure, role ambiguity, performance pressure and various ways for improvements are the identified challenges and hindrance of communication satisfaction in the Malaysian public universities.

A study conducted by Pongton & Suntrayuth (2019) in Thailand’s higher education institutions context was focused on “examining the connection among job performance, job satisfaction, employee engagement and communication satisfaction in higher education institutions in Thailand”. Four hundred employees were participated from different public and private higher institutions of Thailand. The communication satisfaction was measured by using communication satisfaction questionnaire. The results showed that communication satisfaction has a positive impact on job satisfaction and employee engagement; job satisfaction has a positive impact on employee engagement and job performance; and employee engagement has a constructive impact on job performance. On the other hand, there is no supportive evidence about the significant connection among communication satisfaction and job performance.

“Organizational communication in higher education institutions and employee’s perceptions about the extent of their communication and job satisfaction in their workplaces was examined and explored by (Sharma, 2015)”. This study was also designed to check the connection between communication satisfaction and job satisfaction by analyzing the importance of various

dimensions of Communication Satisfaction with the view that satisfaction is multifaceted. The results of the study indicated that gender differences and therefore the number of years in commission don't seem to form a big difference within the level of satisfaction among staff members, but the extent of education and job classification seem to form a big difference within the level of satisfaction among staff members. Strong positive connection found between the eight dimensions of communication satisfaction questionnaires. These proved that when employees feel satisfied in one dimension of the communication satisfaction questionnaire, they satisfied in other dimensions. On the other side, when employees satisfied with the communication system, they satisfied with their job too. These indicated a strong connection and vital correlation was found in the whole communication satisfaction and job satisfaction.

Alam, (2016) explored the “communication satisfaction of the junior executives employees in Bangladesh and the organization was private sector”. The study was explored the level of communication satisfaction perceived by the private sector workers in Bangladesh in evidence with junior executives employees. The researcher used communication satisfaction questionnaire to collect the data. The eight dimensions communication satisfaction questionnaire with 40 items was applied. As the finding showed, junior executive’s employees were in a very low level of communication satisfaction. It also found a big difference in levels of communication satisfaction between male and feminine executive in terms of “Communication Climate”, “Personal Feedback” and “Subordinate Communication”.

A study conducted by Abugre (2011) focused on “analyzing the impact of organizational communication on employee satisfaction in organizational place of work”. He audited 3 Ghanaian organizations in the formal sector using a quantitative survey of 90 respondents to gain information for the study. The chi-square test was used with cross-tabulation of the independent and dependent variables to check and answer the hypothesis and research questions formulated for the study. The researcher found that a strong connection among effective organizational communication and employees satisfaction. Findings also show that organizational communication features a positive impact on employee performance. Analysis of the findings further reveals that workers prefer good leadership communication behavior because it's positive effects on workers in organizations. The researcher recommended that the formal organizations

should pay enough attention to the employees in order to achieve their goals and objectives. These will be possible through efficient communication in the organization.

Wagner, et al., (2015) conducted a study in South African context which was focused on “communication satisfaction of professional nurses working in public hospitals”. The intention of study was to investigate and explain communication satisfaction and communication effectiveness practiced by professional nurses in the chosen public health care services. Quantitative, explorative and descriptive research was conducted to work out the communication effectiveness and levels of communication satisfaction. The Downs and Adrian (2004) structured questionnaire was adapted and went to collect the info. The population of the study grouped in to three and the group names were professional nurses, nurse managers and operational managers. The study tried to show areas of successful and unsuccessful communication as well as communication satisfaction and dissatisfaction between professional nurses. This study showed that professional nurses were dissatisfied with personal feedback dimensions in all categories and they were satisfied by supervisory and subordinate communication.

2.3. Theoretical Framework

2.3.1. Human Relations Approach

One of the selected theories to audit the internal communication satisfaction of Arba Minch University is human relations approach. “The Human Behaviour School of thought shifted the emphasis from the structure of organizations, work design and measurement to the interactions of individuals, their motivation and influence on organizational events” (Mersham & Skinner 2001:19). The human relations perspective assumes that work is accomplished through people and it emphasizes cooperation, participation, satisfaction and interpersonal skills (Shockley-Zalabak 2012:96). The emphasis of the human relations approach is more on the needs of individuals in the organization (Mersham & Skinner 2001:19).

According to Puth (1994:19) the human relations approach which focused on the people orientation is stresses by the following basic assumptions

- ✓ Motivation and productivity are determined by group norms and values
- ✓ People on an emotional level relate to other people

- ✓ Motivation depends to a large extent on the leadership and communication skills of management
- ✓ Communication as a social premise is emphasized
- ✓ Employees are viewed as individuals rather than simply a collective within the confines of an organization.

Typically it is concerned with acquiring an understanding of internal communication from the peoples' perspectives and therefore focuses on comprehending people's experiences rather than enhanced productivity. The human relations approach essentially established the importance of personal interaction and a more involved management process, which advocated and underlined both an upward and horizontally directed communication flow. "Direct interpersonal contact rather than formal indirect contact was advocated and therefore informal communication was also recognized" (Rensburg 1997:112). Furthermore, the Human Relations theory acknowledged that it was important to identify the individual needs of organizational members and this, according to Kreps (1990:92), can only be accomplished through effective management-worker communication.

As mentioned by Mersham & Skinner (2001:19) communication is crucial for the use of human relations and making good decision making in the organization from the perspective of human relations approach. According to Barker (1979:6) the research, which flowed from this approach and influenced communication studies, revolved especially around concepts that have been incorporated in the auditing of communication and they are as follows

- ✓ Leadership
- ✓ Communication satisfaction
- ✓ Small group communication
- ✓ Grapevine
- ✓ Informal communication

All the above listed elements are incorporated in the communication audit research from the point of human relations perspectives. The relevance of this approach to the audit is that it highlights the role of the employee and social factors in the effectiveness of internal communication and the issues. "The human relations school of thought has also been criticized

for it being a manipulative management strategy designed to increase productivity by pretending to be concerned about people” (Rensburg 1997:112). According to the researchers, even though as a result of its focus on people, its relevance can be seen as not totally encompassing in terms of its perceived failure to highlight the interrelationships of the various dimensions of communication.

2.3.2. Systems Approach

Another theory selected to audit the internal communication satisfaction of Arba Minch University is system theory. “The system approach is one of the valid and accepted to audit internal communication satisfaction” (Booth, 1986:90). The reason behind that makes systems approach valid and appropriate to audit internal communication is that it acknowledges the role that communication plays in facilitating efficient functioning between the various components of organizations. In general, the systems approach seeks to understand the interrelationship of all components and subsystems within the organization including the organization and its environment, especially as the external environment impacts on the internal organizational context (Smit & Cronje 2002:45). Whilst the systems theory operates from the primary principles of interrelatedness and interdependence form the basis from which integrated communication operate (Miller 1995:87).

Furthermore, Miller’s (1995:51) stressed that communication connected the system and an important aspects of all organization because it is impossible for the organizations to survive without it. Additionally, Duncan and Moriarty’s (1998:3) argued that communication “is the integrative component that helps the organization to function as a system”. This stressed that there is a strong connection among the systems theory and internal communication. “Basically, in system theory perspectives, each component is dependent on the others to function effectively. This interdependence showed that a change in one area will affect the other parts of the system” (O’Hair et al., 1995:20).

“The systems approach provides a perspective for understanding the complicated and interrelated processes that make up organizations and internal communication” (Mersham & Skinner 2001:25). The central assumptions of the systems approach include the premise that human problems in the organization are complex and dealing with them is not a simple matter and the crucial component that keeps the system balanced is communication. Additionally, Du Plooy

(2009:30) argued that the entire organizational system and all its subsystems are dependent on communication to function effectively. He added that communication can influence every system in the organization and everything happens inside and outside also influence communication in the organization.

Every activity in the organization is interdependent and it needs high level coordination and the coordination mechanism is communication. Therefore, communication can be seen as “the fundamental process that facilitates the interdependence of all the subsystems within the total system” (Byers, 1996:27). The systems theory introduces the “importance of the organizational communication channels” (Kreps 1990:102). The systems theory has made numerous essential contributions to the ability of conducting meaningful communication audits (Downs, 1996:39). It essentially encourage the researcher to measure all the areas that impact on the system and which incorporate the issues as highlighted by the functionalist, interpretivist and critical perspectives of measurement, which include –

- ✓ Improvement of processes in relation to issues such as communication patterns, chains and networks in order to increase efficiency and effectiveness of communication,
- ✓ Acquiring an understanding of internal communication from the peoples’ perspectives and thereby improving people’s experiences of communication and the organization, thus ensuring that the social needs of people are satisfied by the interaction with those with whom they work, as well as
- ✓ Identifying the power structure that is confined within an organization and how the power structure maintains itself.

According to Booth (1986:90), using a systems approach in communication auditing “is particularly appropriate since the organization exists as part of the world and as such internal communication cannot effectively be analyzed as small components in isolation”. Booth (1986:90) argues that the systems methodologies have “the potential to manage all the various dimensions of internal communication as they take a holistic view of a system or subsystem and also focus on the component parts of each system and subsystem”. The systems perspective also calls attention to several communication formats, namely, individual to individual within the same work group, individual to individual across workgroups, unit to unit, individual to

organization, work unit to organization and the environment to each of the other formats (Downs 1996:40).

“Checking the different formats during an audit is important as they are all interrelated and although the one format may be emphasized more than others for a particular audit, the systems perspective, according to Downs (1996:41), reminds auditors that the different formats affect one another”.

Chapter Three: Research Methodology

3.1. Research Methodology and Design

A combination of the qualitative and quantitative methodology was used for conducting this study. “A mixed methods research is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem” (Creswell & Clark, 2011). The combined use of qualitative and quantitative methodology provides a better understanding of the research problem and question than using single methodology. “Using this methodology helps the researcher to compensate for the weakness of the qualitative with quantitative and vice versa” (Greene, 2007: 239-71). Also, it offset predictable method biases. Besides its huge advantage, it is time-consuming and requires extensive data collection and analysis.

The data collection instruments applied under qualitative methodology is interviews. Additionally, the survey questionnaire was used from the quantitative methodology side. Therefore, a mixed methodology was used to use different data collection instruments for a better understanding of the research problem. Since this study is an explanatory sequential mixed method design, the quantitative data was collected before qualitative data. “The explanatory sequential mixed methods approach know as a design in mixed methods that appeals to individuals with a robust quantitative background or from fields relatively new qualitative approaches” (Creswell & Creswell, 2017:293).

It involves a two-phase data collection project in which the researcher collects quantitative data in the first phase, analyzes the results, and then uses the results to plan (or build on to) the second, qualitative phase (Creswell & Creswell, 2018:293). The quantitative results typically inform the kinds of participants to be purposefully selected for the qualitative phase and therefore the sorts of questions which will be asked of the participants (Creswell & Creswell, 2018:293). The overall intent of this design is to possess the qualitative data help explain in additional detail the initial quantitative results, thus it's important to tie together or to connect the quantitative results to the qualitative data collection (Creswell & Creswell, 2018:293). A typical procedure might involve collecting survey data within the first phase, analyzing the data, then following up with qualitative interviews to support and explain confusing, contradictory, or

unusual survey responses (Creswell & Creswell, 2018:293). Therefore, a mixed-method with the sequential explanatory design was used for conducting this study.

3.2. Method of Data Collection

3.2.1 Data Source

This study collected its data by using both primary and secondary sources of data. The primary data was gathered by conducting an interview with some selected academic staffs of the University and administering a questionnaire for Arba Minch University academic staffs. Also, secondary data was collected through research, journals, and other different published and unpublished materials.

3.2.1. Secondary Source of Data

The researcher strongly believes that using secondary data is very important because secondary data is a type of data already collected before. These kinds of data are accessible within a short period of time and manage the resources of the researcher. Also “it is data collected by someone else earlier. This type of data is very economic, quick and easily accessible, and collected within a short period of time. It is less accurate and reliable when it compared to primary data (Ajayi, 2017: 3)”. The secondary sources are books, journals, research, and other different published and unpublished materials.

3.2.2. Primary Sources of Data

As a researcher believes using primary and firsthand data is very essential for conducting a study. Primary data is collected by the researcher for the first time and it is real-time data. According to Ajayi (2017:23), Primary data is “original and firsthand data that the researcher directly collects from the sources. It is very vital to find the exact problem of the study. Also it is more accurate and reliable”. For generating primary data, in-depth interviews and questionnaires are used as primary data sources.

3.3. Data Gathering Techniques

3.3.1. In-depth interview

“An in-depth interview is frequently described as an interview with a purpose and is a qualitative research technique” (Du Plooy 1995:112). The reason for choosing to use an in-depth interview

is to ensure that the researcher uncovers perceptions at an individual level on a particular issue. The in-depth interview can in essence provide a detailed background about the underlying reasons why participants give specific answers, as well as provide extensive information related to the interviewee's opinions, perceptions, values, motivation, and feelings. It also allows the researcher to gain a broader perspective with regard to how communication is viewed within a particular organization. Essentially, in-depth interview is a qualitative data collection instruments designed to provide a deeper understanding of how communication is perceived and experienced in the organization.

Denscombe (2017) argued that “the flexibility it allows the interviewer in terms of using the interview guide the open-ended nature of responses required from the informants. The interview is prepared to be flexible in terms of the order in which the topics are considered and, perhaps more significantly, to let the interviewee develop ideas and speak more widely on issues raised by the researcher. The answers are open-ended, and there is more emphasis on the interviewee elaborating points of interest”. Furthermore, in-depth interview is an outstanding way of obtaining in-depth information on insightful matters, and complexities connected to personal viewpoint, perceptions, and practices can be explored. Besides its advantage, the volume of data that is collected is often very large and difficult to analyze, and therefore it is generally difficult to quantify and standardize responses (Du Plooy, 2001:119). Accordingly, an in-depth interview is conducted with the purposely selected academic staffs of the University. Finally, the interview was conducted for the purpose of explaining the questionnaire data.

3.3.2. Questionnaire

Communication Satisfaction Questionnaire that was developed by Downs & Hazen (1977) was used in this study. The CSQ is an efficient and proven instrument used to audit the communication systems and practices of organizations (Downs & Adrian, 2004). It has been used in a variety of organizations, “including manufacturing plants, television stations, school districts, universities, consulting firms, banks, hotels, mental health centers, advertising agencies, airlines, hospitals, and police departments” (Downs & Adrian, 2004:139-140).

Gillham (2013) stressed that “the use of questionnaires brings numerous benefits including efficiency, standardized responses, and ease of analysis of the data therein”. These advantages

made the questionnaire survey appropriate for this study. The nature of the questions could not make the respondent to disclose their identity in their response. The questionnaire was adopted and reviewed based on the literature in relation to auditing internal communication satisfaction.

The questionnaire was developed in three sections basing on the research questions. The first section requested background information about the respondent. The others two sections were dedicated to the three research questions relating to interpersonal communication context, group communication context and organizational communication context. A 7-point Likert-type scale question was used to get responses varying from one extreme point to the other. This was done in order to audit the internal communication satisfaction at Arba Minch University. Gathered data and results were stored in SPSS Version 24 and then transferred to carry out analysis later in chapter four that examined results and findings.

3.4. Pilot Study

Pilot study was conducted before the final questionnaire was drafted. This was done to find whether the questionnaire is appropriate to procure the required information and for reliability taste. Areas that were assessed in the pilot study included the choice of respondents, type and wording of questions, order of sections, understanding of time taken, respondent fatigue, and other constraints that would have been met in the final study (Babbie, 2011). The pilot study involved thirty three staff from Arba Minch University who did not participate in the final study. After the pilot study conducted, the final questionnaire was administered based on the recommendations from the pilot test, afterwards, data collection commenced.

The researcher calls to Arba Minch University human resource department and requested a list of the academic staffs. This list was used to sample 327 academic staffs. The researcher got email address of the instructors from college deans and departments heads. The next step was to administer the questionnaires to the selected respondents through Google forms.

The communication satisfaction questionnaire developed by Dawn and Hazen (1977) was used in this study case. The questionnaire was constructed to indicate 35 level of satisfaction of respondents using a one-to-seven point Likert scale that ranges between 1= “very dissatisfied” and 7= “very satisfied”. According to Downs & Adrian, (2004:145) “the mean scores that fall well below the conceptual midpoint (a 5 on a 0-10 scale or a 4 on a 1-7 scale) can be thought of

as weaknesses’’. The communication satisfaction questionnaire consist eight dimensions, but for this particular study only seven dimensions are used. Subordinate communication dimension was eliminated because the top managers of the University doesn’t included under this study.

The most familiar reliability taste guide is Cronbach’s alpha and the reliability of the communication satisfaction questionnaire was tasted by this guide. The whole Cronbach alpha of a communication satisfaction questionnaire was .953. According to George and Mallery (2005), “this value is excellent”. Cronbach’s alpha closer to 1 shows high internal consistency. Reliability of each of the proposed seven dimensions of the CSQ was also tested, and ranged from $\alpha = 0.749$ to $\alpha = 0.853$.

Factors	Number of Items	<u>Cronbach’s Alpha</u>
Organizational Integration	5	.763
Personal Feedback	5	.800
Corporate Information	5	.779
Communication Climate	5	.769
Supervisor Communication	5	.853
Media Quality	5	.749
Coworker Communication	5	.777
Overall Communication Satisfaction	35	.953

Table 3.1 Reliability Coefficients for Communication Satisfaction Dimensions

3.5. Population of the study

Krieger (2012) defined population as all members of any well-defined class of individuals, events or objects. It means therefore that any entity, group or set which constitutes a population must have at least one attribute or characteristic which is common to all of them. The population of a study therefore represents the target of the study as defined by the aims and objectives of the study. Therefore, the target population of the study was the academic staffs of Arba Minch University comprising of 2236 members’ staff both male and female.

3.6. Sampling techniques

Sampling is a very essential part of the study because it is very difficult to include the whole population in the study. Sampling is defined as “a procedure to pick a sample from individual or from an outsized group of population surely quite research purpose. It is frequently needed to use sampling because researchers usually do not have the time, energy, money, or resources to study the whole population” (Bhardwaj, 2019:2). Therefore, the researcher used simple random sampling techniques from probability sampling and purposive sampling techniques from non-probability sampling techniques.

Simple random sampling was used to select questionnaire respondents from academic staffs of the University. The simple random sample means “every case of the population has an equal probability of inclusion in sample” (Ghauri and Gronhaug, 2005). It is typically used in quantitative research, especially in survey-type research, in order to support empirical generalization that is, generalizing from a sample to a population (on random sampling). This is possible to the extent that the sample is indeed representative of the population. The importance of random sampling in quantitative research derives from its role in generating such a representative sample. Based on a sampling frame, that is, a list of all members of the population, the sample is chosen such that every member of the population has an equal chance (above zero) of being included in the sample, and the members of the sample are selected using a truly random procedure (e.g. a random number generator) (Flick, 2018:87). Therefore, simple random sampling technique used to collect data by survey questionnaire and categorized under quantitative methodology.

As a result, a randomly selected three hundred twenty seven respondents have participated. Interview is one of the data gathering instruments applied in this study. It is employed under qualitative category. Therefore, purposive sampling technique is employed to select the interviewees. “The term purposive sampling (also called purposeful sampling) refers to a group of sampling strategies typically used in qualitative research. The key idea underlying purposive sampling is to select instances that are information rich with a view to answering the research question” (Flick, 2018:88). Also, purposive or judgmental sampling may be “a strategy during which particular settings persons or events are selected deliberately so as to supply important information that can't be obtained from other choices” as Maxwell cited in (Taherdoost, 2016). It

is where the researcher includes cases or participants within the sample because they believe that they warrant inclusion. Finally, purposely selected academic staffs have been interviewed.

3.6.1. Sample Size

A sample is a set of individuals or participants selected from a larger population for the purpose of a survey (Salant & Dillman, 2004). The questionnaire respondents were randomly selected 327 academic staff of Arba Minch University. This sample size is proportional and representatives of the whole population. According to Krejcie and Morgan (1970:608), for 2200 total population, 327 sample sizes are enough and proportionate. Since, the total academic staff of the University is 2236, 327 sample sizes are enough according to the scholars. Here below (table 3.1) explained the sample size based on the population size;-

Population size	Sample size	Population size	Sample size
10	10	1000	278
100	80	2000	322
200	132	2200	327
300	169	2400	331
400	196	2600	335
500	217	2800	338
600	234	3000	341
700	248	3500	346
800	260	4000	351
900	269	4500	354

Table 3.1, Determining Sample Size from a given Population developed by Krejcie and Morgan (1970:608)

3.7. Method of Data Analysis

This study is used an explanatory sequential design. In this study design case, the quantitative and the qualitative databases are analyzed separately. Then the researcher combines the two databases by the form of integration called connecting the quantitative results to the qualitative data collection. This is the point of integration in an explanatory sequential design. Thus, the quantitative results are then used to plan the qualitative follow-up. This design is useful for student research and perhaps easier to accomplish because one database explains the other and the data collection can be spaced out over time (Creswell, & Creswell, 2017:293). The data

generated from the in-depth interview and participant observation has been analyzed and presented in the form of a non-statistical, descriptive, and explanatory way. On the other hand; data collected through questionnaires were analyzed quantitatively. Therefore, questionnaire data presentation was done by employing figurative presentations in terms of tables. SPSS software version 24 was used to analyze the data collected through a questionnaire. Since the study is explanatory sequential research, the data brought by qualitative data collection instruments were analyzed after quantitative data to explain the quantitative data.

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

4.1. Data Presentation and Analysis

This chapter comes up with data analysis and discussion of the data collected from both primary and secondary sources which were collected by using interviews and questionnaires. The study has used interviews and questionnaires to collect data from the academic staff of Arba Minch University. The communication satisfaction questionnaire developed by Hazen and Dawn was used to collect data and the interview data were used to explain the questionnaire data. The collected data was presented and analyzed as follows:-

4.1.1. Demographic data of the respondents

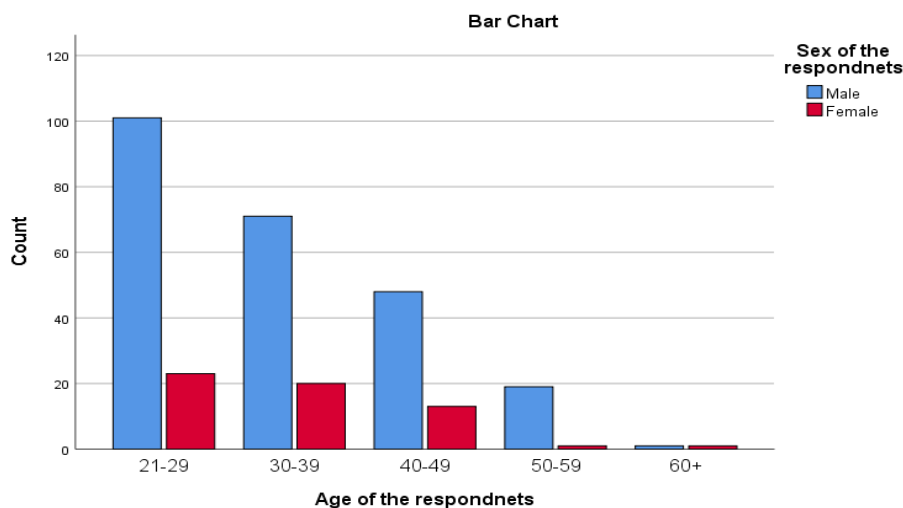


Diagram 4.20. Sex and age composition of the respondents

327 questionnaires were distributed to the source respondents. 298 questionnaires were collected which is 91 percent that strongly validates the quality of data. Most of the large respondents were found between the age of 21 -29 which account 124 in number and 41.6 percent of the total respondents of the questionnaires. The other respondents' age was found between 30-39 which accounts for 91 in number and 30.5 percent of the respondents. The respondents' age between 40- 49 categories were 61 respondents in number which is 20.5 percent. The respondents categorized in the age group of 50-59 is 20 in number and 6.7 percent of the total respondents

and the least number of respondents found under the category of age group above 60 which is 2 in number and 0.7 percent of the respondents. These data show that the University was mostly comprised of people above the age of 21 and below 49 which may be categorized as energetic workers. On the other hand, the largest number which accounts for 240 in number 80.5 in percent were male respondents and 58 in number 19.5 in percent were females.

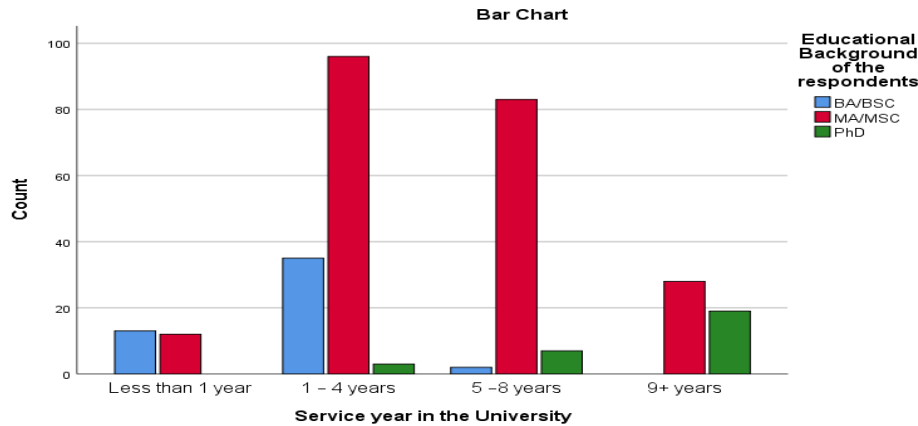


Diagram 4.21. Education and service year of the respondents

For questionnaires that ask service year in the university, most of the respondents were found between 1-4 years which is the largest by 134(45%) respondents in this category. From this category, 35 first degree holders, 96-second degree holders, and 3 doctoral degree holders were participated. The second-largest category was the respondents which are found in between 5-8 years category that records 92 (30.9%) percent of the total respondents. Under this category, 2 first degree holders, 83-second degree holders, and 7 doctoral degree holders were participated. The category of the respondents that served 9 years and above is 47 (15.8%). The respondents who have more than 9 years and above service years are 28-second degree holders and 19 doctoral degree holders. Finally, the respondents with less than a year of service account for 25 (8.4%) years of service were in which the least number of respondents found in this category. From those 25 respondents, 13 first degree holders and 12-second degree holders.

Table 4.1. Sex differences on communication and job satisfaction in the university

Sex of the respondents		Job satisfaction	the past 6 months, what has happened to your level of satisfaction?
Male	Mean	4.19	1.70
	N	240	240
	Std. Deviation	1.760	.820
Female	Mean	4.12	1.76
	N	58	58
	Std. Deviation	1.758	.779
Total	Mean	4.17	1.71
	N	298	298
	Std. Deviation	1.757	.812

As revealed in the above table, female respondents were more dissatisfied with their job by the composite mean (4.12) than male respondents with a mean score of (4.19). As the mean value shows the job satisfaction of the two sides was close to indifferent. On the other side, in the past six months, male respondents' level of communication satisfaction stayed the same than female respondents with the mean score for males and females is (1.70), (1.76) respectively. The average mean value shows, the communication satisfaction level of the respondents is close to stayed the same in the last six months.

Table 4.2. Service year difference on job and communication satisfaction in the university

Service year in the University		Job satisfaction	the past 6 months, what has happened to your level of satisfaction?
Less than 1 year	Mean	4.00	1.60
	N	25	25
	Std. Deviation	2.041	.645
1 - 4 years	Mean	4.21	1.66
	N	134	134
	Std. Deviation	1.747	.794
5 -8 years	Mean	4.07	1.90
	N	92	92
	Std. Deviation	1.784	.878
9+ years	Mean	4.38	1.51
	N	47	47
	Std. Deviation	1.596	.748
Total	Mean	4.17	1.71
	N	298	298
	Std. Deviation	1.757	.812

From the above table, the employees who have more than 9 years experience in the university are close to somewhat satisfied by their job with the composite mean value of (4.38). The second highest mean value was scored by the respondents who have worked 1-4 years with the composite mean value of (4.21). Respondents who have 5-8 years of work experience scored a composite mean value of (4.07). Finally, respondents who have less than one year scored the least mean value of (4). The average mean value shows, the job satisfaction of the academic staff was weak. On the other side respondents who have 9+ experience in the university scored the least mean value of (1.57). This shows their communication level in the past six months has stayed the same. The respondents who have 5-8 years experience in the university scored the highest composite mean value of (1.90). As the data showed, their communication level is gone up in the past six months.

Table 4.3. Age differences on job and communication satisfaction in the university

Age of the respondents		Job satisfaction	the past 6 months, what has happened to your level of satisfaction?
21-29	Mean	4.09	1.65
	N	124	124
	Std. Deviation	1.826	.798
30-39	Mean	4.09	1.79
	N	91	91
	Std. Deviation	1.717	.850
40-49	Mean	4.25	1.77
	N	61	61
	Std. Deviation	1.776	.783
50-59	Mean	4.75	1.50
	N	20	20
	Std. Deviation	1.446	.827
60+	Mean	5.50	2.00
	N	2	2
	Std. Deviation	.707	.000
Total	Mean	4.17	1.71
	N	298	298
	Std. Deviation	1.757	.812

From the above table comparing the mean score of respondents' age, respondents with the ages 60+ were more satisfied with their job than any other age category with the composite mean value of (5.50). Respondents with the age between ages 50-59 were scored the second highest mean value (4.75). The respondents who are in the age group of 40-49 scored the third-highest mean value which is (4.25).

Finally, respondents who are categorized in the age groups of 21-29 and 30-39 shared the same mean value of (4.09) respectively. Understandably, the young age groups are more dissatisfied with their job than others.

On the other side, as indicated in the above table, respondents who are found in the age group above 60 scored the highest mean value again which is (2) and their communication level in the past six months was gone up. The least mean value scored by the age groups of 50-59 with the composite mean of (1.50) but, this age group was scored the second highest mean value regarding job satisfaction. This age group was satisfied by their job but, in their communication satisfaction level was gone down in the past six months.

4.1.2. Data Presentation and Analysis of questions from each Factor of Communication Satisfaction

This section focused on presenting and analyzing the data collected from the selected respondents of the University. Each question's data presented and analyzed as follows:-

Table 4.4. Job satisfaction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	16	5.4	5.4	5.4
	Dissatisfied	58	19.5	19.5	24.8
	Somewhat dissatisfied	44	14.8	14.8	39.6
	Indifferent	21	7.0	7.0	46.6
	Somewhat satisfied	80	26.8	26.8	73.5
	Satisfied	57	19.1	19.1	92.6
	Very Satisfied	22	7.4	7.4	100.0
	Total	298	100.0	100.0	

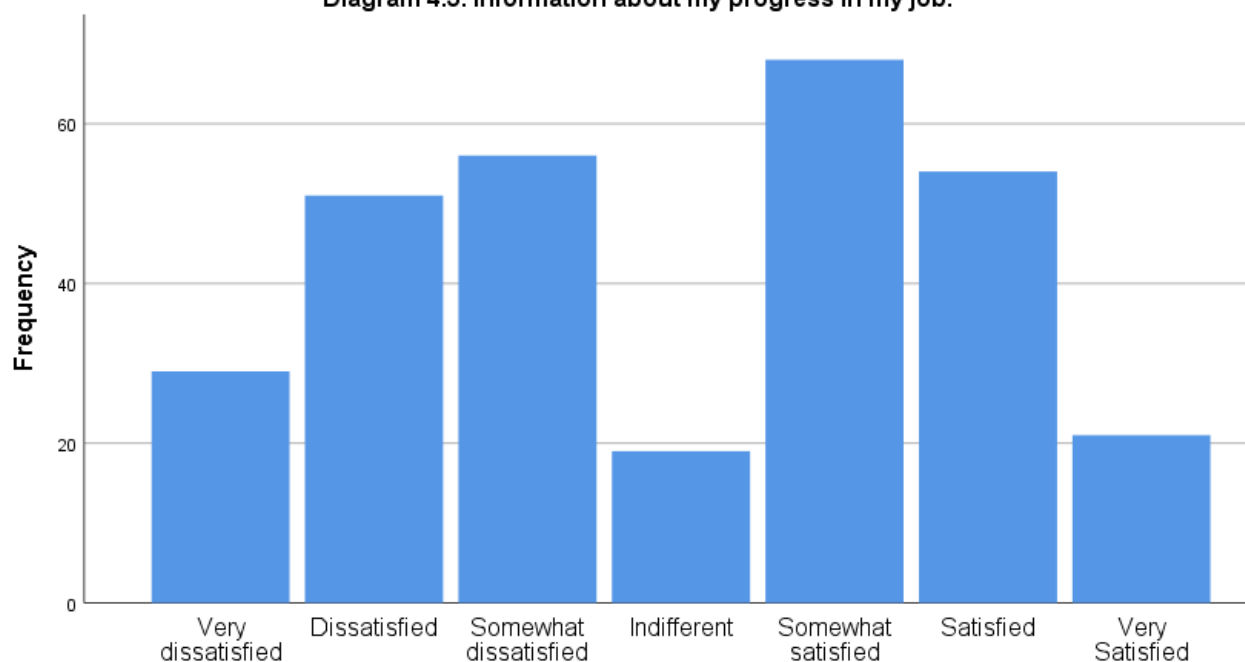
Accordingly as shown on the above table, 16 respondents or 5.4% of the respondents were “very dissatisfied”. 58 respondents which accounts 19.5% were dissatisfied, 44 (14.8%) were somewhat dissatisfied, 80 (26.5) were somewhat satisfied, 57(19.1) were satisfied, 22(7.4%) were very satisfied and 21 respondents or 7% of respondents were stayed indifferent with their job in the organization. As the data showed middle level satisfaction was registered in the university. Employees were somewhat satisfied by their job.

Table 4.5. Communication satisfaction in the last six months

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Stayed the same	154	51.7	51.7	51.7
	Gone up	77	25.8	25.8	77.5
	Gone down	67	22.5	22.5	100.0
	Total	298	100.0	100.0	

As shown on the above table, when asked, “in the past 6 months, what has happened to your level of communication satisfaction,” 154 employees or 51.7% of respondents indicated that their satisfaction level had stayed the same; 77 respondents or 25.8% of respondents indicated that their level of communication satisfaction had gone up, and 67 employees or 22.5% of respondents indicated that their level of communication satisfaction had gone down. In the last six months, the communication satisfaction of the academic staff of the university stayed the same.

Diagram 4.3. Information about my progress in my job.



Accordingly as shown in the above table, 29 respondents or 9.7 % of the respondents were “very dissatisfied”, 51 respondents which account for 17.1% were dissatisfied, 56 (18.8%) were somewhat dissatisfied, 68 (22.8) were somewhat satisfied, 54(18.1) were satisfied, 21(7%) were

very satisfied and 19 respondents or 6.4 % of respondents have stayed indifferent with information about their progress in the job. This shows the large number of employees satisfied or motivated with information about their job progress. The table data shows the majority of the respondents were found under the category of somewhat satisfied to very satisfied.

Table 4.6. Information about how my job compares with others.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	36	12.1	12.1	12.1
	Dissatisfied	77	25.8	25.8	37.9
	Somewhat dissatisfied	57	19.1	19.1	57.0
	Indifferent	28	9.4	9.4	66.4
	Somewhat satisfied	45	15.1	15.1	81.5
	Satisfied	45	15.1	15.1	96.6
	Very Satisfied	10	3.4	3.4	100.0
	Total	298	100.0	100.0	

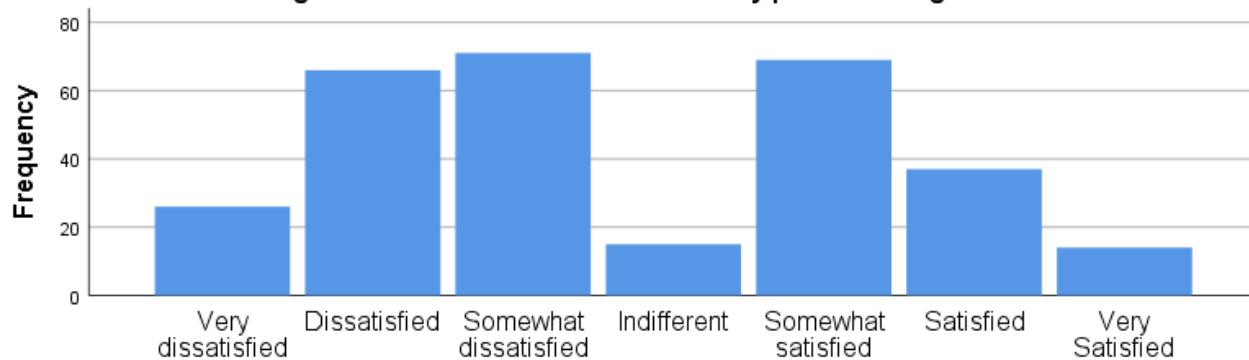
Accordingly as shown in the above table, 36 respondents or 12.7 % of the respondents were “very dissatisfied”, 77 respondents which account for 25.8% were dissatisfied, 57 (19.1%) were somewhat dissatisfied, 45 (15.1) were somewhat satisfied, 45(15.1) were satisfied, 10 (3.4%) were very satisfied and 28 respondents or 9.4 % of respondents have stayed indifferent with information about their progress in the job. This shows that a large number of employees are not satisfied or motivated with information about how their job compares with others. The table data shows the majority of the respondents were found under the category of very dissatisfied to somewhat satisfied. Therefore, the University should focus on working on this issue.

Table 4.7. Personnel news.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	21	7.0	7.0	7.0
	Dissatisfied	63	21.1	21.1	28.2
	Somewhat dissatisfied	60	20.1	20.1	48.3
	Indifferent	15	5.0	5.0	53.4
	Somewhat satisfied	75	25.2	25.2	78.5
	Satisfied	52	17.4	17.4	96.0
	Very Satisfied	12	4.0	4.0	100.0
	Total	298	100.0	100.0	

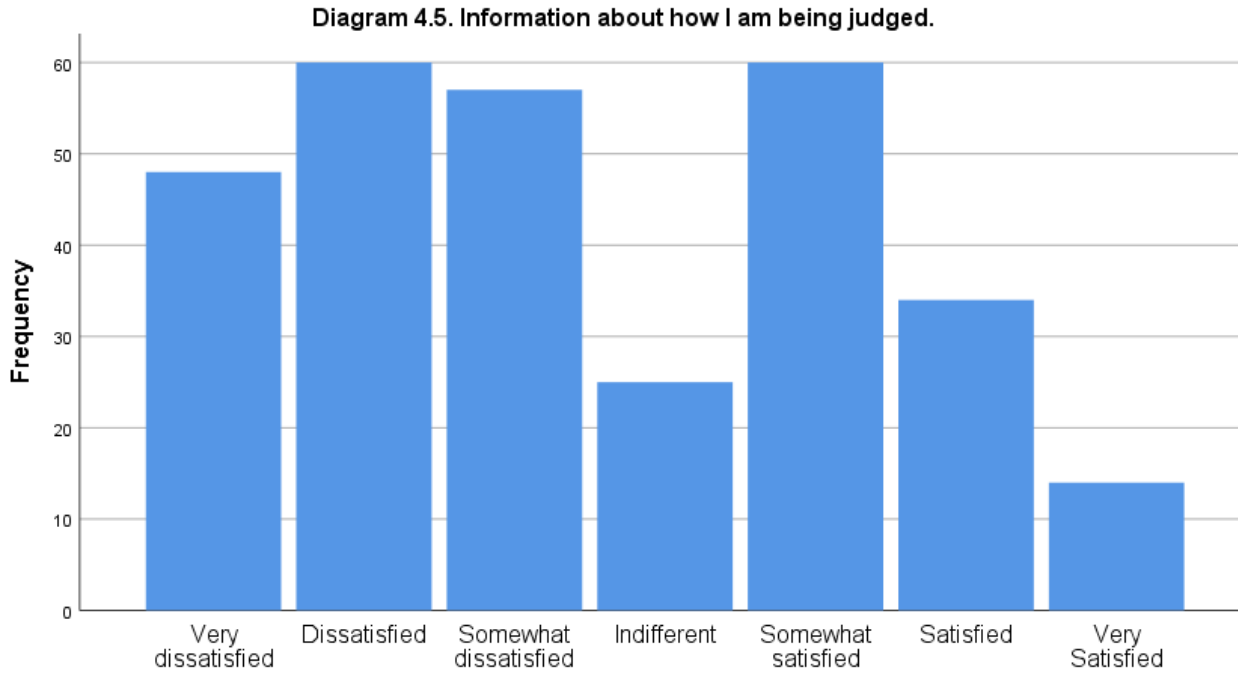
Accordingly as shown in the above table, 21 respondents or 7 % of the respondents were “very dissatisfied”, 63 respondents which account for 21.1 % were dissatisfied, 60 (20.1%) were somewhat dissatisfied, 75 (25.2) were somewhat satisfied, 52(17.4) were satisfied, 12 (4%) were very satisfied and 15 respondents or 5 % of respondents stayed indifferent regarding personal news in the University. This shows that a large number of employees are not satisfied or motivated regarding personal news practice in the University. The table data shows the majority of the respondents were found under the category of very dissatisfied to somewhat satisfied.

Diagram 4.4. Information about University policies and goals.



Accordingly as shown in the above table, 26 respondents, or 8.7 % of the respondents were “very dissatisfied”, 66 respondents which account for 22.1 % were dissatisfied, 71 (23.8%) were somewhat dissatisfied, 69 (23.2) were somewhat satisfied, 37(12.4) were satisfied, 14 (4.7%) were very satisfied and 15 respondents or 5 % of respondents have stayed indifferent regarding with information about the University’s policies and goals. This shows that a large number of

employees are not satisfied with the information about the University’s policies and goals. This could be an indication that the University policies and goals are too complex in nature, or are not properly explained to employees.



As shown in the above diagram, 48 respondents or 16.1 % of the respondents were “very dissatisfied”, 60 respondents which account for 20.1 % were dissatisfied, 57 (19.1%) were somewhat dissatisfied, 60 (20.1) were somewhat satisfied, 34(11.4) were satisfied, 14 (4.7%) were very satisfied and 25 respondents or 8.4 % of respondents have stayed indifferent regarding with information about how they have been judged in the University. This shows that a large number of employees are not satisfied or motivated regarding information about how they have been judged in the University. According to Clampitt and Downs (1987:4), the workers need to know how they are being judged and how their performance is being appraised. The table data shows the majority of the respondents were found under the category of very dissatisfied to somewhat satisfied. Therefore, the University should work in this regard.

Table 4.8. Recognition of my efforts.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	55	18.5	18.5	18.5
	Dissatisfied	59	19.8	19.8	38.3
	Somewhat dissatisfied	45	15.1	15.1	53.4
	Indifferent	19	6.4	6.4	59.7
	Somewhat satisfied	64	21.5	21.5	81.2
	Satisfied	45	15.1	15.1	96.3
	Very Satisfied	11	3.7	3.7	100.0
	Total	298	100.0	100.0	

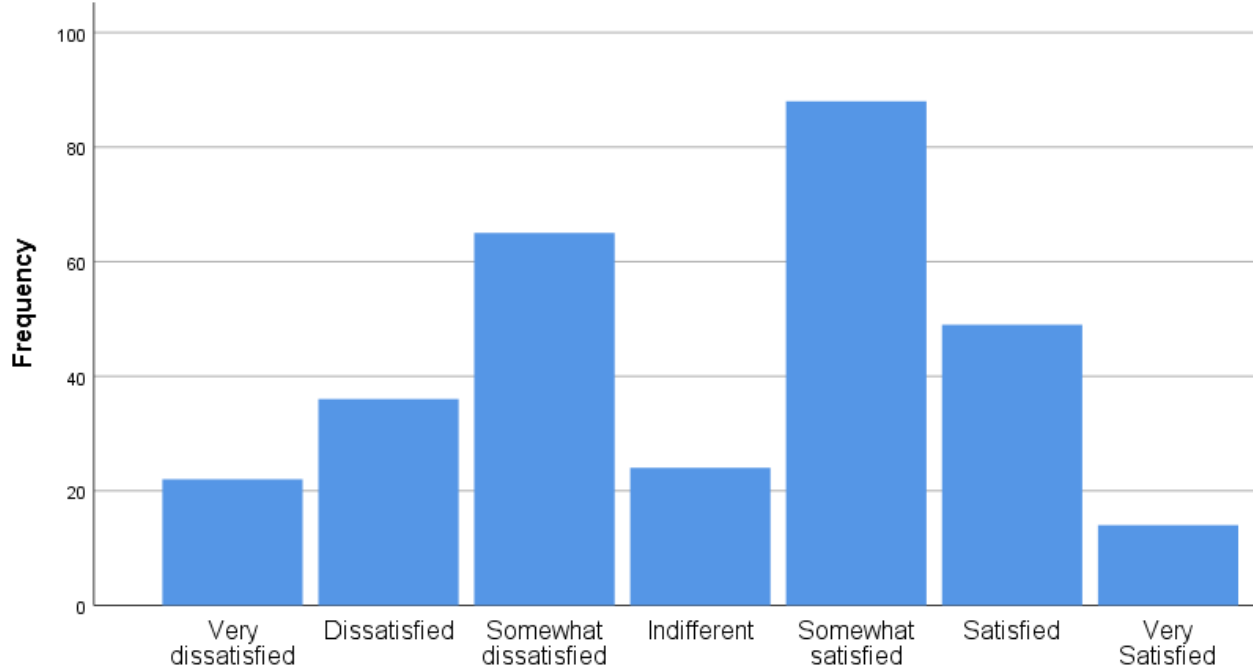
Accordingly as shown in the above table, 55 respondents, or 18.5 % of the respondents were “very dissatisfied”, 59 respondents which account 19.8 % were dissatisfied, 45 (15.1%) were somewhat dissatisfied, 64 (21.5) were somewhat satisfied, 45(15.1) were satisfied, 11 (3.7%) were very satisfied and 19 respondents or 6.4 % of respondents have stayed indifferent regarding with recognition of their efforts in the University. This shows the large number of employees not satisfied or motivated regarding with information about how they have been judged in the University. Since the employees need recognition for what they achieve, the university should focus on working on such issues.

Table 4.9. Information about departmental policies and goals.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	38	12.8	12.8	12.8
	Dissatisfied	55	18.5	18.5	31.2
	Somewhat dissatisfied	44	14.8	14.8	46.0
	Indifferent	21	7.0	7.0	53.0
	Somewhat satisfied	69	23.2	23.2	76.2
	Satisfied	56	18.8	18.8	95.0
	Very Satisfied	15	5.0	5.0	100.0
	Total		298	100.0	100.0

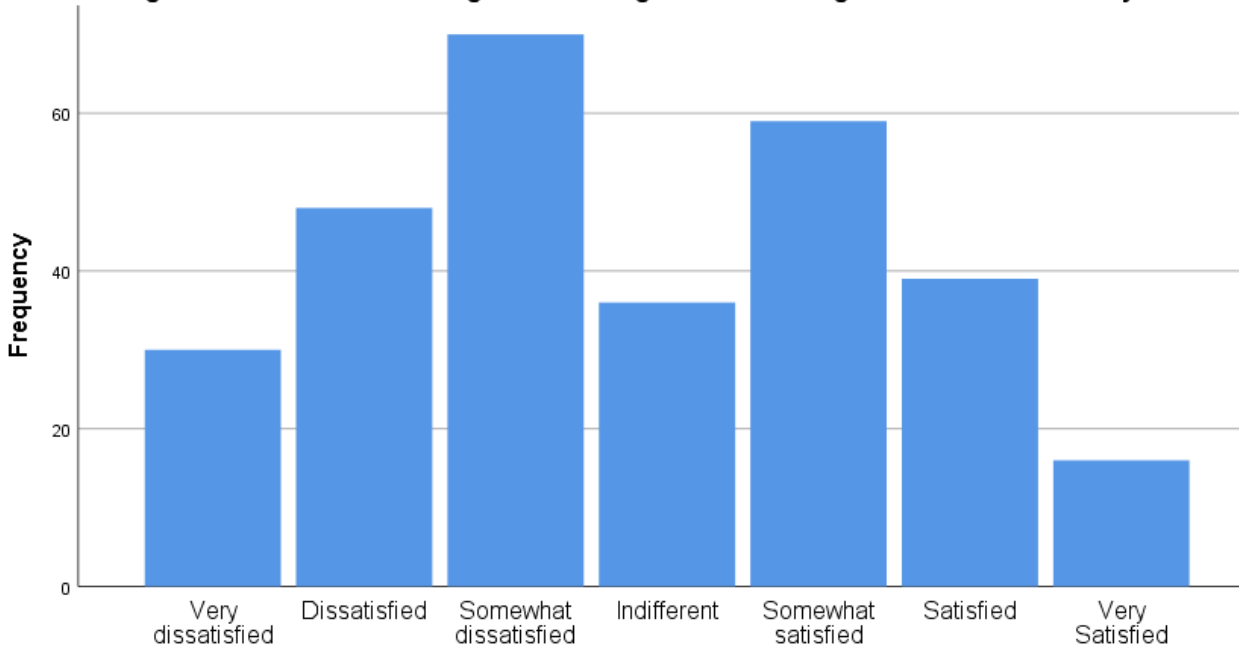
Accordingly as shown in the above table, 38 respondents, or 12.8 % of the respondents were “very dissatisfied”., 55 respondents which account for 18.5 % were dissatisfied, 44 (14.8%) were somewhat dissatisfied, 69 (23.2) were somewhat satisfied, 56(18.8) were satisfied, 15 (5%) were very satisfied and 21 respondents or 7 % of respondents have stayed indifferent regarding information about departmental policies and goals. This shows that a large number of employees are not satisfied regarding with information about how they have been judged in the University. The table data shows the majority of the respondents were found under the category of very dissatisfied to somewhat satisfied. This is not a good sign as employees have a right to know the working department’s goals and policies and therefore the policies and goals of the working departments should be communicated to them.

Diagram 4.6. Information about the requirements of my job.



Accordingly as shown in the above table, 22 respondents, or 7.4 % of the respondents were “very dissatisfied”, 36 respondents which account for 12.1 % were dissatisfied, 65 (21.8%) were somewhat dissatisfied, 88 (29.5) were somewhat satisfied, 49(16.4) were satisfied, 14 (4.7%) were very satisfied and 24 respondents or 8.1 % of respondents have stayed indifferent regarding information about the requirements of the job. As the data shows, the middle level of satisfaction was registered regarding information dissemination of the University about the requirements of jobs.

Diagram 4.7. Information about government regulations affecting the Arba Minch University.



As shown on the above diagram, 70 respondents or 23.5% of respondents were “Somewhat dissatisfied” and 48 respondents or 16.1% of the respondents were “dissatisfied” followed by 30 respondents or 10.1% of respondents “very dissatisfied” with the information about government regulation affecting the university. This shows the low degree of satisfaction of the academic staff with information of government regulation affecting the university. Conversely, 59 respondents or 19.8% of respondents were “somewhat satisfied” and 39 respondents or 13.1% of respondents were “satisfied” and 16 (5.4%) said they are very satisfied with the level of information about government regulation affecting the University. The other 36 respondents of the question took the indifferent middle ground.

Table 4.10 Information about changes in the University.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	43	14.4	14.4	14.4
	Dissatisfied	63	21.1	21.1	35.6
	Somewhat dissatisfied	51	17.1	17.1	52.7
	Indifferent	27	9.1	9.1	61.7
	Somewhat satisfied	60	20.1	20.1	81.9
	Satisfied	42	14.1	14.1	96.0
	Very Satisfied	12	4.0	4.0	100.0
	Total	298	100.0	100.0	

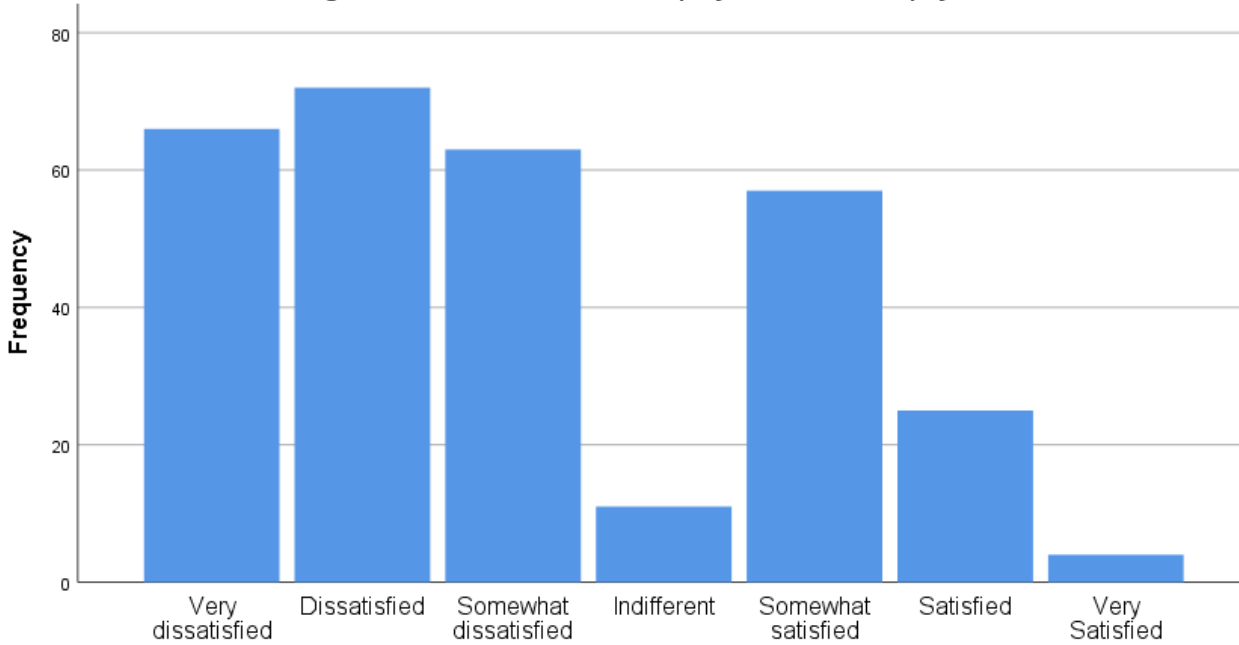
As shown in the above table, 63 respondents, or 21.1% of respondents were “Dissatisfied” and 51 respondents or 17.1% of the respondents were “Somewhat dissatisfied” followed by 43 respondents or 14.4 % of respondents “very dissatisfied” with the information about a change in the University. This shows a low degree of satisfaction of the academic staff with information about a change in the university. Change is a process resulting in differences of varying levels in an organization. It always happens in all organizations but, in different forms. However, academic staff needs to be aware of these changes as they might influence them personally or professionally (Muller, et al., 2006). Conversely, 60 respondents or 20.1% of respondents were “somewhat satisfied” and 42 respondents or 14.1% of respondents were “satisfied” followed by 12 (4%) very satisfied with the level of information about the change in the University. The other 27 respondents of the question took the indifferent middle ground.

Table 4.11. Reports on how problems in my job are being handled.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	42	14.1	14.1	14.1
	Dissatisfied	50	16.8	16.8	30.9
	Somewhat dissatisfied	60	20.1	20.1	51.0
	Indifferent	37	12.4	12.4	63.4
	Somewhat satisfied	58	19.5	19.5	82.9
	Satisfied	42	14.1	14.1	97.0
	Very Satisfied	9	3.0	3.0	100.0
	Total	298	100.0	100.0	

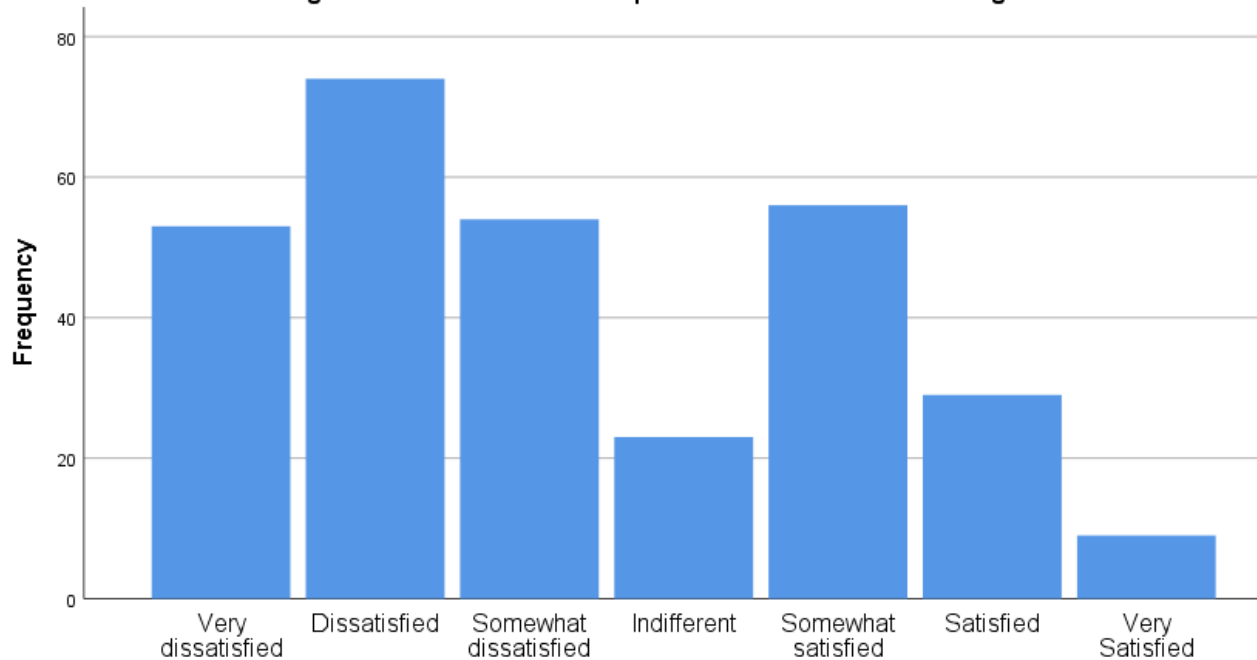
As shown in the above table, 60 respondents or 20.1% of respondents were “Dissatisfied” and 60 respondents or 20.1% of the respondents were “Somewhat dissatisfied” followed by 42 respondents or 14.1 % of respondents “very dissatisfied” with the report on how job-related problems are being handled in the University. This shows a low degree of satisfaction of the academic staff with the report on how the job-related problem has being handled in the university. Conversely, 58 respondents or 19.5 % of respondents were “somewhat satisfied” and 42 respondents or 14.1% of respondents were “satisfied” followed by 9 (3%) very satisfied with the level of satisfaction related to the report on how job-related problems have been handled in the University. The other 37 respondents of the question took the indifferent middle ground.

Diagram 4.8. Information about employee benefits and pay.



As shown in the above diagram, 72 respondents or 24.2% of respondents were “Dissatisfied” and 66 respondents or 22.1% of the respondents were “very dissatisfied” followed by 63 respondents or 22.1 % of respondents “Somewhat dissatisfied” with about employee’s benefits and pay in the University. This shows a low degree of satisfaction of the academic staff with the information about employee’s benefits and pays in the university. On the other hand, 57 respondents or 19.1 % of respondents were “somewhat satisfied” and 25 respondents or 8.4 % of respondents were “satisfied” followed by 4 (1.3%) very satisfied on the level of satisfaction related with information about employee’s benefits and pay in the University. The other 11 respondents of the question took the indifferent middle ground.

Diagram 4.9. Information about profits and/or financial standing.



As shown on the above diagram, 74 respondents or 24.8% of respondents were “Dissatisfied” and 54 respondents or 28.1% of the respondents were “Somewhat dissatisfied” followed by 53 respondents or 17.8 % of respondents “Very dissatisfied” with the information about profit and financial standing of the University. This shows a low degree of satisfaction of the academic staff with the information about the profit and financial standing of the university. On the other hand, 56 respondents or 18.8 % of respondents were “somewhat satisfied” and 29 respondents or 9.7 % of respondents were “satisfied” followed by 9 (3%) very satisfied on the level of satisfaction related with information about profit and financial standing of the University. The other 23 respondents of the question stayed neutral.

Table 4.12. Information about achievements and/or failures of the University.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	36	12.1	12.1	12.1
	Dissatisfied	45	15.1	15.1	27.2
	Somewhat dissatisfied	55	18.5	18.5	45.6
	Indifferent	30	10.1	10.1	55.7
	Somewhat satisfied	84	28.2	28.2	83.9
	Satisfied	31	10.4	10.4	94.3
	Very Satisfied	17	5.7	5.7	100.0
	Total	298	100.0	100.0	

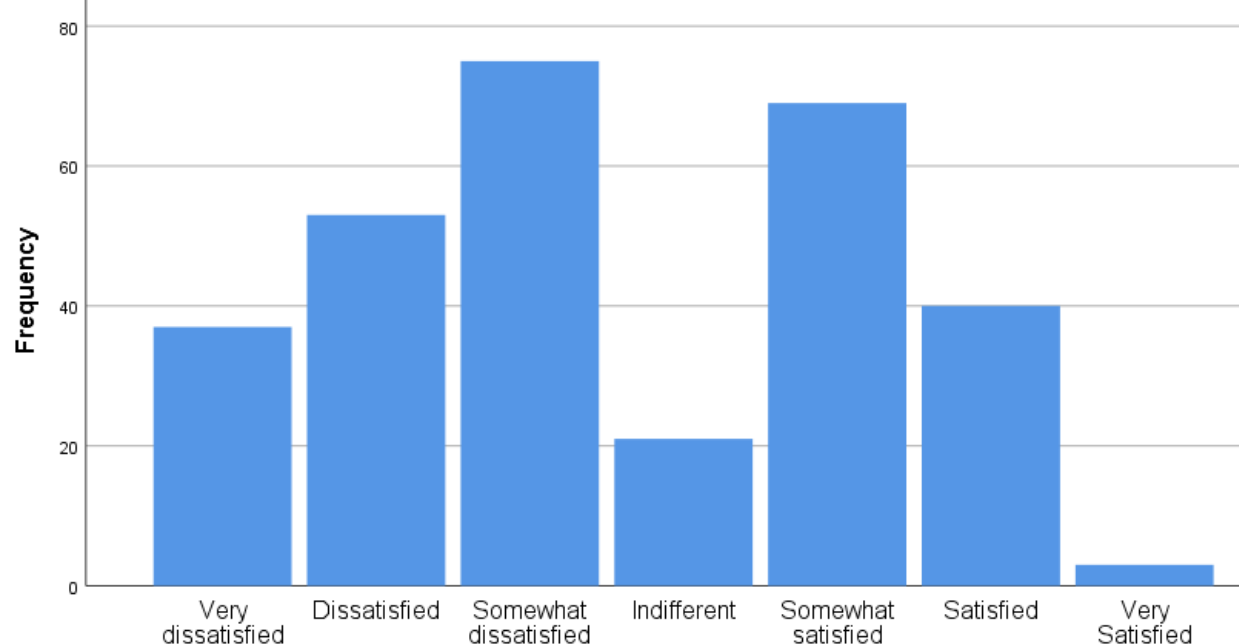
As shown in the above table, 55 respondents or 18.5 % of respondents were “Somewhat dissatisfied” and 45 respondents or 15.1% of the respondents were “Dissatisfied” followed by 36 respondents or 12.1 % of respondents “Very dissatisfied” with the information about achievement and failure of the University. This shows a low degree of satisfaction of the academic staff with the information about the achievements and failures of the university. Organizational staffs have a right to know their organization’s performance and they should be communicated about performance honestly and transparently both achievements and failures (Jooste, 2010:109). On the other hand, 84 respondents or 28.2 % of respondents were “somewhat satisfied” and 31 respondents or 10.4 % of respondents were “satisfied” followed by 17 (5.7 %) very satisfied on the level of satisfaction related to information about achievements and failure of the University. This is not a good sign as employees have a right to know how their organizations are performing, and therefore the achievements and failures of the organizations should be communicated to them. The other 31 respondents stayed neutral.

Table 4.13 Extent to which my managers/supervisors understand the problems faced by staff.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	58	19.5	19.5	19.5
	Dissatisfied	70	23.5	23.5	43.0
	Somewhat dissatisfied	53	17.8	17.8	60.7
	Indifferent	11	3.7	3.7	64.4
	Somewhat satisfied	53	17.8	17.8	82.2
	Satisfied	45	15.1	15.1	97.3
	Very Satisfied	8	2.7	2.7	100.0
	Total	298	100.0	100.0	

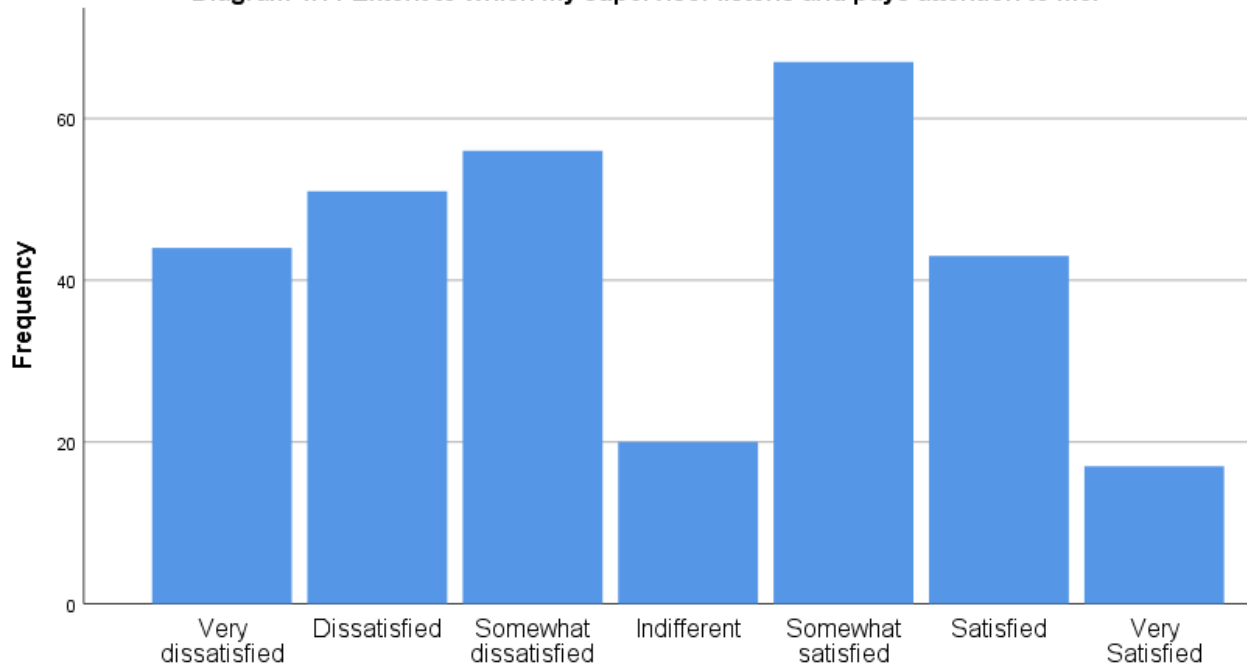
As shown in the above table, 70 respondents or 23.5 % of respondents were “Dissatisfied” and 58 respondents or 19.5% of the respondents were “Very dissatisfied” followed by 53 respondents or 17.8 % of respondents “Somewhat dissatisfied” with the extent managers and supervisors understand the problems faced by the staffs. This shows that low degree of satisfaction of the academic staff with the extent managers and supervisors understand the problems faced by the staff. On the other hand, 53 respondents or 17.8 % of respondents were “somewhat satisfied” and 45 respondents or 15.1 % of respondents were “satisfied” followed by 8 (2.7 %) very satisfied on the level of satisfaction related with information extent managers and supervisors understand the problems faced by the staffs. The other 11 respondents stayed neutral.

Diagram 4.10 Extent to which the University’s communication motivates me to meet its goals.



As shown on the above diagram, 75 respondents or 25.2 % of respondents were “Somewhat dissatisfied” and 53 respondents or 17.8 % of the respondents were “Dissatisfied” followed by 37 respondents or 12.4 % of respondents were “Very dissatisfied” with the extent University’s communication motivates the academic staffs to meet its goals. This shows that a low degree of satisfaction registered regarding with extent University’s communication motivates the academic staff to meet its goals. On the other hand, 69 respondents or 23.2 % of respondents were “somewhat satisfied” and 40 respondents or 13.4 % of respondents were “satisfied” followed by 3 (1 %) were very satisfied with the level of satisfaction regarding the extent of the University’s communication motivates the academic staffs to meet its goals. The other 21 respondents stayed neutral.

Diagram 4.11 Extent to which my supervisor listens and pays attention to me.



As shown on the above diagram, 56 respondents or 18.8 % of respondents were “Somewhat dissatisfied” and 51 respondents or 17.1 % of the respondents were “Dissatisfied” followed by 44 respondents or 14.8 % of respondents were “Very dissatisfied” with the extent which the supervisors listen to pay attention to the employees. This shows that a low degree of satisfaction registered regarding the extent to which the supervisors listen to pay attention to the employees. As Meintjes and Steyn (2006:159), stated attention refers to the extent to which the supervisor listens and pays attention to the employee. Van Staden, et al., (2002:15) state that employees in an organization have specific internal communication needs. These needs include direct and personal contact with superiors, an understanding of the job and the organization, being informed about issues related to the job at all times, and an atmosphere of trust and mutual respect. On the other hand, 67 respondents or 22.5 % of respondents were “somewhat satisfied” and 43 respondents or 14.4 % of respondents were “satisfied” followed by 17 (5.7 %) were very satisfied on the level of satisfaction regarding the extent to which the supervisors listen to pay attention to the employees. The other 20 respondents stayed neutral.

Table 4.14. Extent to which University employees have great ability as communicators.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	28	9.4	9.4	9.4
	Dissatisfied	55	18.5	18.5	27.9
	Somewhat dissatisfied	59	19.8	19.8	47.7
	Indifferent	22	7.4	7.4	55.0
	Somewhat satisfied	87	29.2	29.2	84.2
	Satisfied	33	11.1	11.1	95.3
	Very Satisfied	14	4.7	4.7	100.0
	Total	298	100.0	100.0	

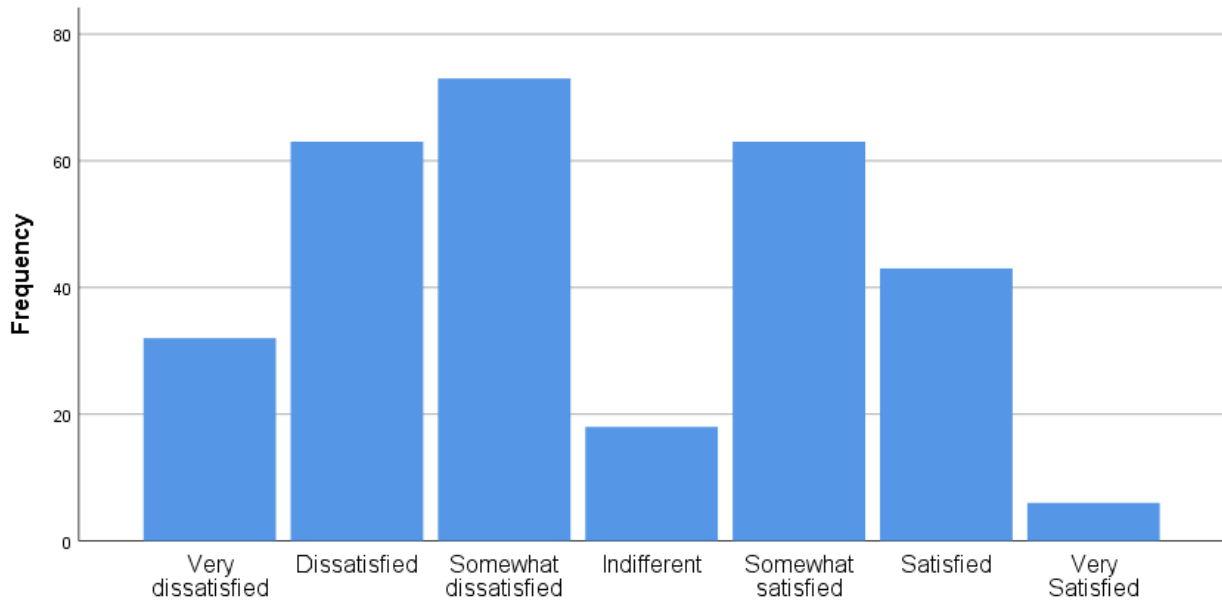
As shown on the above table, 59 respondents or 19.8 % of respondents were “Somewhat dissatisfied” and 55 respondents or 18.5 % of the respondents were “Dissatisfied” followed by 28 respondents or 9.4 % of respondents were “Very dissatisfied” with the extent which the University employees have great ability as a communicator. This shows that low degree of satisfaction registered regarding with the extent which the University employees have great ability as a communicator. On the other hand, 87 respondents or 29.2 % of respondents were “somewhat satisfied” and 33 respondents or 11.1 % of respondents were “satisfied” followed by 14 (4.7 %) were very satisfied on the level of satisfaction regarding the extent to which the University employees have great ability as a communicator. The other 22 respondents stayed neutral.

Table 4.15. Extent to which my supervisor offers guidance for solving job-related problems.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	33	11.1	11.1	11.1
	Dissatisfied	46	15.4	15.4	26.5
	Somewhat dissatisfied	73	24.5	24.5	51.0
	Indifferent	21	7.0	7.0	58.1
	Somewhat satisfied	68	22.8	22.8	80.9
	Satisfied	39	13.1	13.1	94.0
	Very Satisfied	18	6.0	6.0	100.0
	Total	298	100.0	100.0	

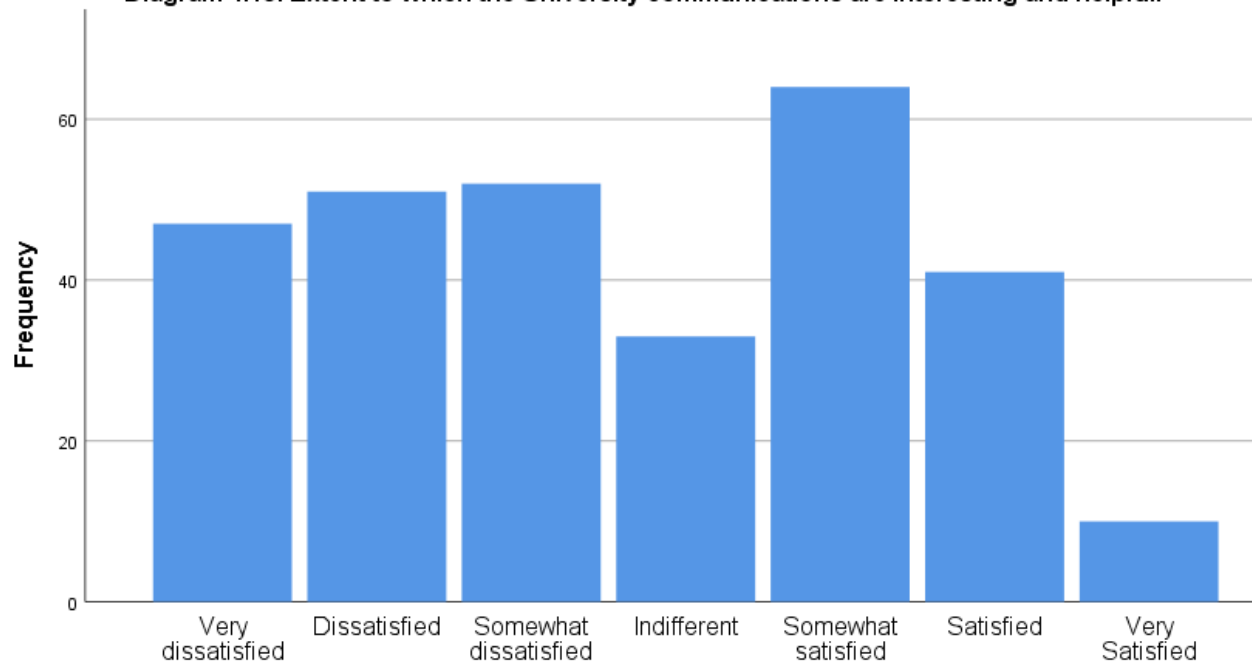
As shown in the above table, 73 respondents or 24.5 % of respondents were “Somewhat dissatisfied” and 46 respondents or 15.4 % of the respondents were “Dissatisfied” followed by 33 respondents or 11.1 % of respondents were “Very dissatisfied” with the extent to which the supervisor offers guidance for solving job-related problems. This shows that a low degree of satisfaction registered regarding the extent to which the supervisor offers guidance for solving job-related problems. Most of the time, employees in the organization faced many job-related challenges on a daily basis which required the help of the managers. Under this circumstance, the managers should offer regular guidance on how to manage challenges in the employee’s job (Jones, 2006: 10). On the other hand, 68 respondents or 22.8 % of respondents were “somewhat satisfied” and 39 respondents or 13.1 % of respondents were “satisfied” followed by 18 (6 %) were very satisfied on the level of satisfaction regarding with extent to which the supervisor offers guidance for solving job-related problems. The other 21 respondents stayed indifferent.

Diagram 4.12. Extent to which communication in the University makes me identifies with it or feels a vital part of it.



As shown on the above diagram, 73 respondents or 24.5 % of respondents were “Somewhat dissatisfied” and 63 respondents or 21.1 % of the respondents were “Dissatisfied” followed by 32 respondents or 10.7 % of respondents were “Very dissatisfied” with the extent to which communication in the university makes me identifies with it of feeling a vital part of it. This shows that a low degree of satisfaction registered regarding the extent to which communication in the university makes the employees identify with it or feel a vital part of it. According to Downs & Adrian, (2004: 140) organizational communication makes employees feel that they are a vital part of an organization. On the other hand, 63 respondents or 21.1 % of respondents were “somewhat satisfied” and 43 respondents or 14.4 % of respondents were “satisfied” followed by 6 (2 %) were very satisfied on the level of satisfaction regarding with extent to which communication in the university makes me identifies with it of feeling a vital part of it. The other 18 respondents stayed indifferent.

Diagram 4.13. Extent to which the University communications are interesting and helpful.



As shown on the above diagram, 52 respondents or 17.4 % of respondents were “Somewhat dissatisfied” and 51 respondents or 17.1 % of the respondents were “Dissatisfied” followed by 47 respondents or 15.8 % of respondents were “Very dissatisfied” with the extent to which the university communication is interesting and helpful. This shows that a low degree of satisfaction registered regarding the extent to which the university communication is interesting and helpful. On the other hand, 64 respondents or 21.5 % of respondents were “somewhat satisfied” and 41 respondents or 13.8 % of respondents were “satisfied” followed by 10 (3.4 %) were very satisfied on the level of satisfaction regarding the extent to which the university communication is interesting and helpful. The other 33 respondents stayed indifferent.

Table 4.16. Extent to which my supervisor trusts me.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	34	11.4	11.4	11.4
	Dissatisfied	38	12.8	12.8	24.2
	Somewhat dissatisfied	46	15.4	15.4	39.6
	Indifferent	32	10.7	10.7	50.3
	Somewhat satisfied	62	20.8	20.8	71.1
	Satisfied	63	21.1	21.1	92.3
	Very Satisfied	23	7.7	7.7	100.0
	Total	298	100.0	100.0	

As shown in the above table, 46 respondents or 15.4 % of respondents were “Somewhat dissatisfied” and 38 respondents or 12.8 % of the respondents were “Dissatisfied” followed by 34 respondents or 11.4 % of respondents were “Very dissatisfied” with the extent to which the supervisor trusts the employees. This shows that a medium level of satisfaction registered regarding the extent to which the supervisor trusts the employees. According to Robbins (2003: 258), honesty is essential in leadership and underlies the key dimensions of trust. Leaders must be worthy of the trust of their followers; once the followers are assured of this trustworthiness, they will willingly follow the leader. On the other hand, 63 respondents or 21.1 % of respondents were “Satisfied” and 62 respondents or 20.8 % of respondents were “somewhat satisfied” followed by 23 (7.7 %) were very satisfied on the level of satisfaction regarding the extent to which the supervisors trust the employees. The other 32 respondents stayed indifferent.

Table 4.17. Extent to which I receive in time the information needed to do my job.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	35	11.7	11.7	11.7
	Dissatisfied	50	16.8	16.8	28.5
	Somewhat dissatisfied	51	17.1	17.1	45.6
	Indifferent	16	5.4	5.4	51.0
	Somewhat satisfied	84	28.2	28.2	79.2
	Satisfied	40	13.4	13.4	92.6
	Very Satisfied	22	7.4	7.4	100.0
	Total	298	100.0	100.0	

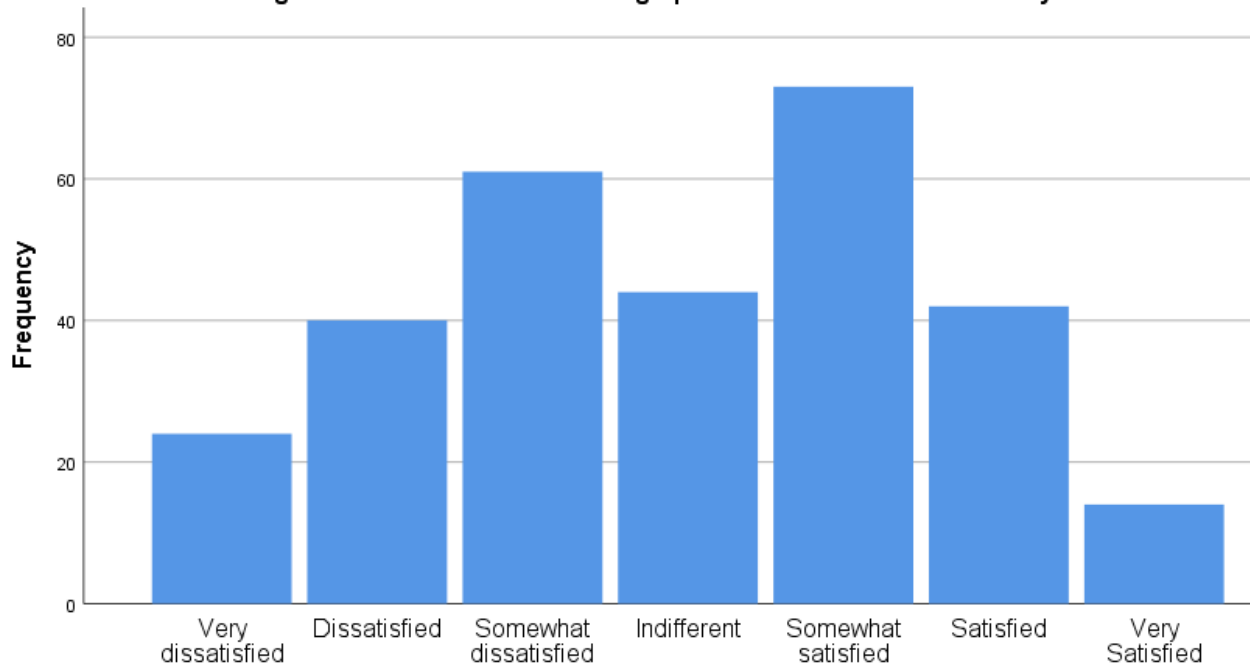
As shown in the above table, 51 respondents or 17.1 % of respondents were “Somewhat dissatisfied” and 50 respondents or 16.8 % of the respondents were “Dissatisfied” followed by 35 respondents or 11.7 % of respondents were “Very dissatisfied” with the extent to which the employees receive in time the information needed to do their job. This shows that a medium level of satisfaction registered regarding the extent to which the employees receive in time the information needed to do their job. On the other hand, 84 respondents or 28.2 % of respondents were “Satisfied” and 40 respondents or 13.4 % of respondents were “somewhat satisfied” followed by 22 (7.4 %) were very satisfied on the level of satisfaction regarding the extent to which the supervisors trust the employees. The other 16 respondents stayed indifferent.

Table 4.18. Extent to which conflicts are handled appropriately through proper communication channels.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	33	11.1	11.1	11.1
	Dissatisfied	63	21.1	21.1	32.2
	Somewhat dissatisfied	55	18.5	18.5	50.7
	Indifferent	25	8.4	8.4	59.1
	Somewhat satisfied	75	25.2	25.2	84.2
	Satisfied	27	9.1	9.1	93.3
	Very Satisfied	20	6.7	6.7	100.0
	Total	298	100.0	100.0	

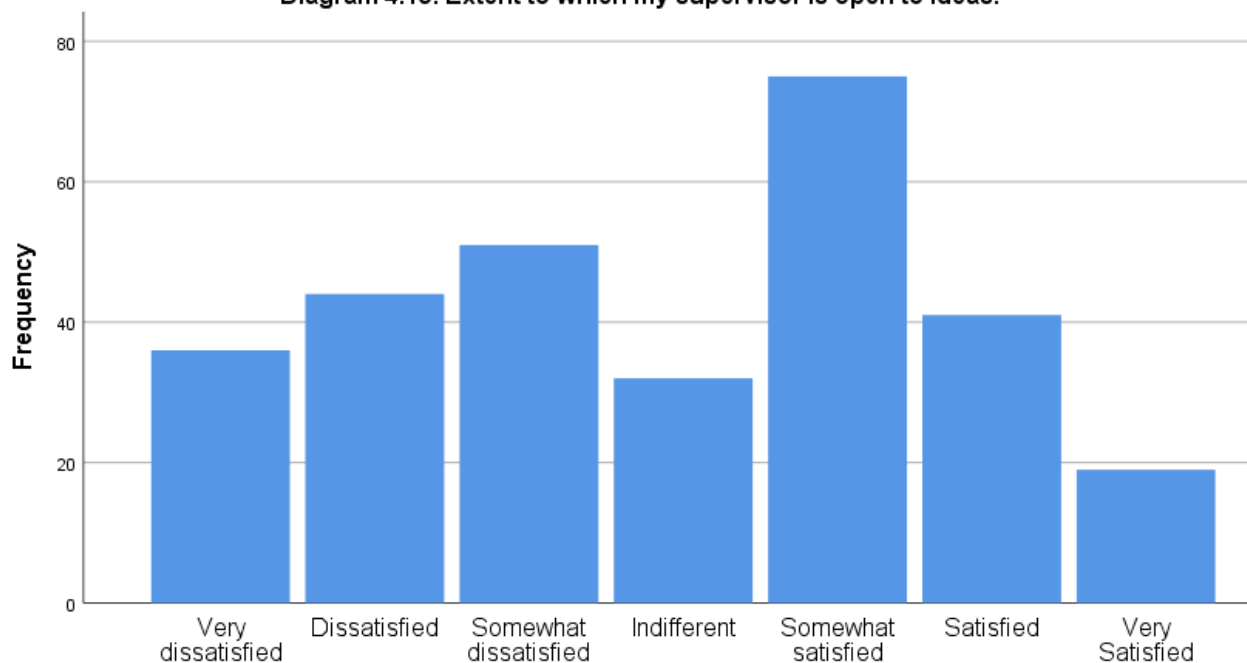
As shown in the above table, 63 respondents or 21.1 % of respondents were “Dissatisfied” and 55 respondents or 18.5 % of the respondents were “Somewhat Dissatisfied” followed by 33 respondents or 11.1 % of respondents were “Very dissatisfied” with the extent to which conflicts are handled appropriately through proper communication channels. This shows a low level of satisfaction registered regarding the extent to which conflicts are handled appropriately through proper communication channels. On the other hand, 75 respondents or 25.2 % of respondents were “Somewhat Satisfied” and 27 respondents or 9.1 % of respondents were “satisfied” followed by 20 (6.7 %) were very satisfied on the level of satisfaction regarding the extent to which the conflicts are handled appropriately through proper communication channels. The other 25 respondents stayed indifferent.

Diagram 4.14. Extent to which the grapevine is active in the University



As shown on the above diagram, 61 respondents or 20.5 % of respondents were “Somewhat dissatisfied” and 40 respondents or 13.4 % of the respondents were “Dissatisfied” followed by 24 respondents or 8.1 % of respondents were “Very dissatisfied” with the extent to which the grapevine is active and accurate in the University. In this issue medium level of satisfaction was registered regarding the extent to which the grapevine is active and accurate in the University. Grapevine communication has been acknowledged as an important part of organizational communication and deals primarily with the social needs of employees or organizational members as individuals who require social interaction and communicate at an informal level (Nakra, 2006). On the other hand, 73 respondents, or 24.5 % of respondents were “Somewhat Satisfied” and 42 respondents or 14.1 % of respondents were “satisfied” followed by 14 (4.7 %) were very satisfied on the level of satisfaction regarding the grapevine is active and accurate in the University. The other 44 respondents stayed indifferent.

Diagram 4.15. Extent to which my supervisor is open to ideas.



As shown on the above diagram, 51 respondents or 17.1 % of respondents were “Somewhat dissatisfied” and 44 respondents or 14.8 % of the respondents were “Dissatisfied” followed by 36 respondents or 12.1 % of respondents were “Very dissatisfied” with the extent to which supervisors are open to ideas. In this issue medium level of satisfaction was registered regarding the extent to which the grapevine is active and accurate in the University. The supervisor’s openness to the new idea is a very important issue in communication satisfaction. Since openness indicates the extent to which the supervisor is open to new ideas, and it is directly related to the element of trust. Robbins (2003: 75) argued that openness is the extent to which a person can be relied on to be truthful when issues of trust are at stake. Therefore, supervisors must be open to new ideas and build trust in the employees. On the other hand, 75 respondents or 25.2 % of respondents were “Somewhat Satisfied” and 41 respondents or 13.8 % of respondents were “satisfied” followed by 19 (6.4 %) were very satisfied on the level of satisfaction regarding the extent to which supervisors are open to ideas. The other 32 respondents stayed indifferent.

Table 4.19. Extent to which communication with other employees at my level is accurate and free flowing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	27	9.1	9.1	9.1
	Dissatisfied	52	17.4	17.4	26.5
	Somewhat dissatisfied	50	16.8	16.8	43.3
	Indifferent	29	9.7	9.7	53.0
	Somewhat satisfied	89	29.9	29.9	82.9
	Satisfied	29	9.7	9.7	92.6
	Very Satisfied	22	7.4	7.4	100.0
	Total	298	100.0	100.0	

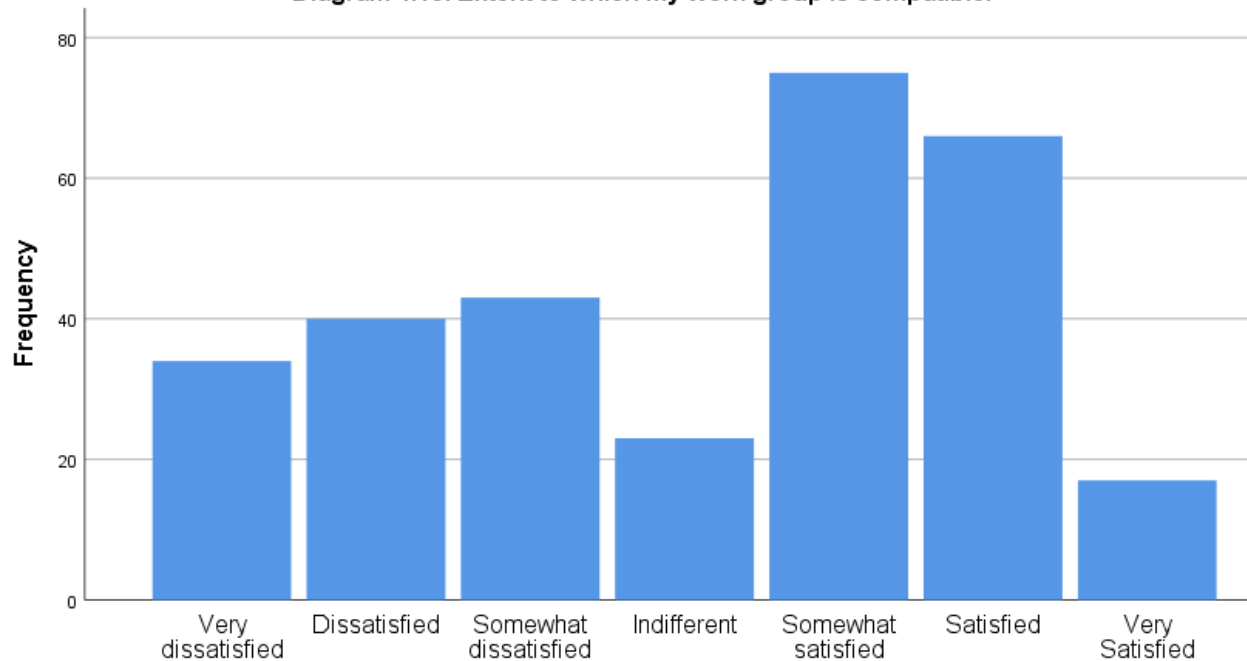
As shown in the above table, 52 respondents or 17.4 % of respondents were “Dissatisfied” and 50 respondents or 16.8 % of the respondents were “Somewhat Dissatisfied” followed by 27 respondents or 9.1 % of respondents were “Very dissatisfied” regarding the extent to which the communication with other employees at my level is accurate and free-flowing. Based on the data, a medium level of satisfaction registered regarding the extent to which the communication with other employees at my level is accurate and free-flowing. On the other hand, 89 respondents, or 29.9 % of respondents were “Somewhat Satisfied” and 29 respondents or 9.7 % of respondents were “satisfied” followed by 22 (7.4 %) were very satisfied on the level of satisfaction regarding the extent to which the communication with other employees at my level is accurate and free-flowing. The other 29 respondents stayed indifferent.

Table 4.20. Extent to which communication practices are adaptable to emergencies.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	25	8.4	8.4	8.4
	Dissatisfied	54	18.1	18.1	26.5
	Somewhat dissatisfied	58	19.5	19.5	46.0
	Indifferent	28	9.4	9.4	55.4
	Somewhat satisfied	94	31.5	31.5	86.9
	Satisfied	31	10.4	10.4	97.3
	Very Satisfied	8	2.7	2.7	100.0
	Total	298	100.0	100.0	

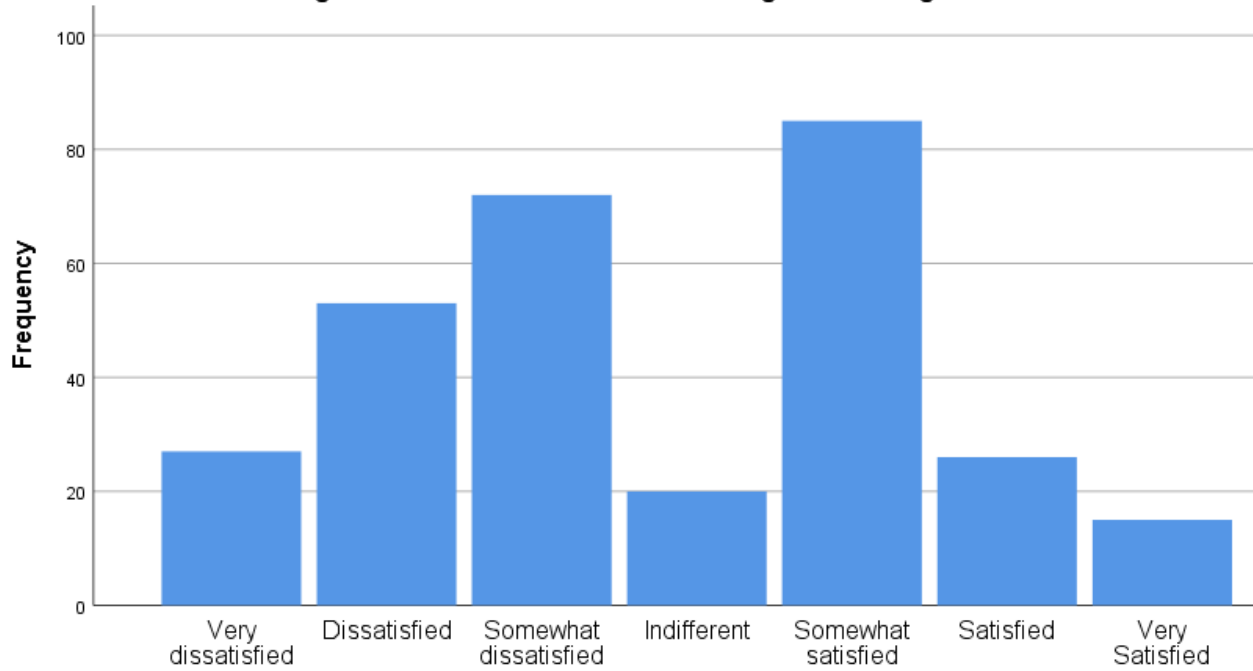
As shown in the above table, 58 respondents or 19.5 % of respondents were “Somewhat dissatisfied” and 54 respondents or 18.1 % of the respondents were “Dissatisfied” followed by 25 respondents or 8.4 % of respondents were “Very dissatisfied” regarding the extent to which the communication practices are adaptable to emergencies. Based on the data, a medium level of satisfaction registered regarding the extent to which the communication practices are adaptable to emergencies. On the other hand, 94 respondents or 31.5 % of respondents were “Somewhat Satisfied” and 31 respondents or 10.4 % of respondents were “satisfied” followed by 8 (2.7 %) were very satisfied on the level of satisfaction regarding the extent to which the communication practices are adaptable to emergencies. The other 28 respondents stayed indifferent.

Diagram 4.16. Extent to which my work group is compatible.



As shown in the above diagram, 43 respondents or 14.4 % of respondents were “Somewhat dissatisfied” and 40 respondents or 13.4 % of the respondents were “Dissatisfied” followed by 34 respondents or 11.4 % of respondents were “Very dissatisfied” regarding the extent to which the workgroup is compatible. Based on the data, a medium level of satisfaction was registered regarding the extent to which the workgroup is compatible. On the other hand, 75 respondents or 25.2 % of respondents were “Somewhat Satisfied” and 66 respondents or 22.1 % of respondents were “satisfied” followed by 17 (5.7 %) were very satisfied on the level of satisfaction regarding the extent to which the workgroup is compatible. The other 23 respondents stayed indifferent.

Diagram 4.17. Extent to which our meetings are well organized.



As shown on the above diagram, 72 respondents or 24.2 % of respondents were “Somewhat dissatisfied” and 53 respondents or 17.8 % of the respondents were “Dissatisfied” followed by 27 respondents or 9.1 % of respondents were “Very dissatisfied” regarding the extent to which meetings are well organized. Based on the data, a low level of satisfaction registered regarding the extent to which meetings are well organized. As stressed by Jooste (2010:100), meetings in an organization occur when “two or more people gather to discuss and resolve issues of common interest”. An organization is dependent on formal meetings for the smooth running of its day-to-day operations. These meetings should be well organized and it is the extent to which these meetings are organized that is going to determine how successful they are in terms of media quality communication dimensions satisfaction. On the other hand, 85 respondents, or 28.5 % of respondents were “Somewhat Satisfied” and 26 respondents or 8.7 % of respondents were “satisfied” followed by 15 (5 %) were very satisfied on the level of satisfaction regarding the extent to which meetings are well organized. The other 20 respondents stayed indifferent.

Table 4.21. Extent to which the amount of supervision given me is about right.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	34	11.4	11.4	11.4
	Dissatisfied	50	16.8	16.8	28.2
	Somewhat dissatisfied	69	23.2	23.2	51.3
	Indifferent	27	9.1	9.1	60.4
	Somewhat satisfied	72	24.2	24.2	84.6
	Satisfied	36	12.1	12.1	96.6
	Very Satisfied	10	3.4	3.4	100.0
	Total	298	100.0	100.0	

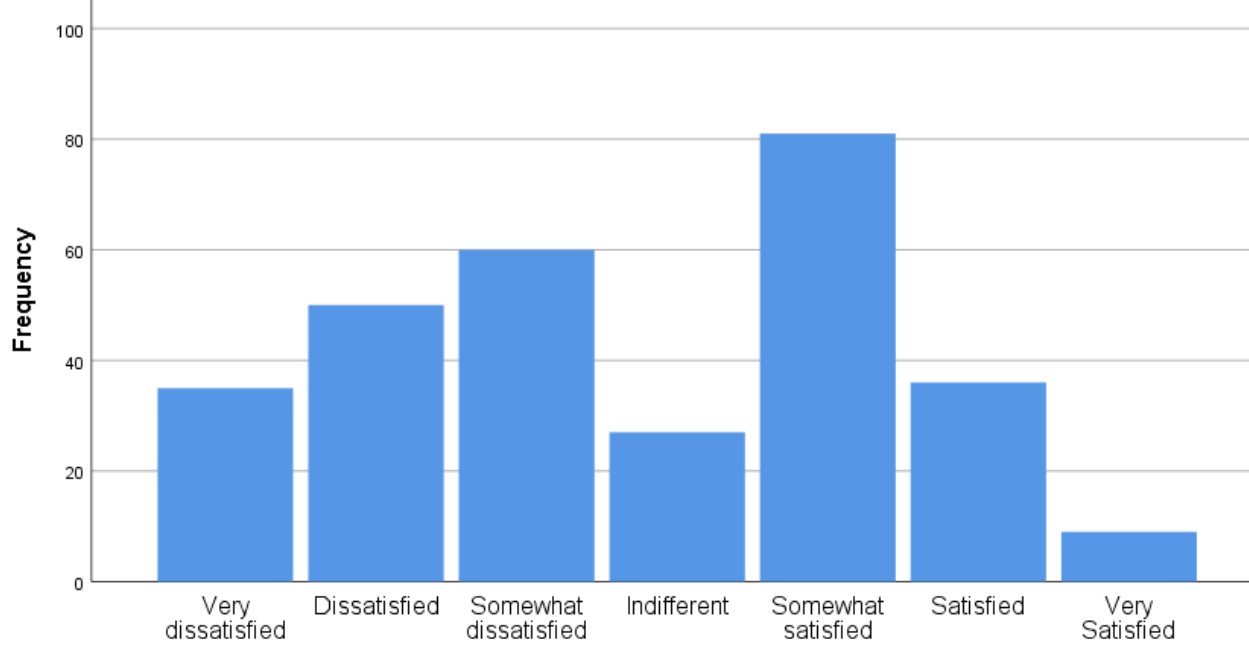
As shown in the above table, 69 respondents or 23.2 % of respondents were “Somewhat dissatisfied” and 50 respondents or 16.8 % of the respondents were “Dissatisfied” followed by 34 respondents or 11.4 % of respondents were “Very dissatisfied” regarding the extent to which the amount of supervision is given to the employees about right. Based on the data, a low level of satisfaction registered regarding the extent to which amount of supervision is given to the employees about right. On the other hand, 72 respondents or 24.2 % of respondents were “Somewhat Satisfied” and 36 respondents or 12.1 % of respondents were “satisfied” followed by 10 (3.4 %) were very satisfied on the level of satisfaction regarding the extent to which amount of supervision is given to the employees about right. The other 27 respondents stayed indifferent.

Table 4.22. Extent to which written directives and reports are clear and concise.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	30	10.1	10.1	10.1
	Dissatisfied	46	15.4	15.4	25.5
	Somewhat dissatisfied	80	26.8	26.8	52.3
	Indifferent	21	7.0	7.0	59.4
	Somewhat satisfied	75	25.2	25.2	84.6
	Satisfied	38	12.8	12.8	97.3
	Very Satisfied	8	2.7	2.7	100.0
	Total	298	100.0	100.0	

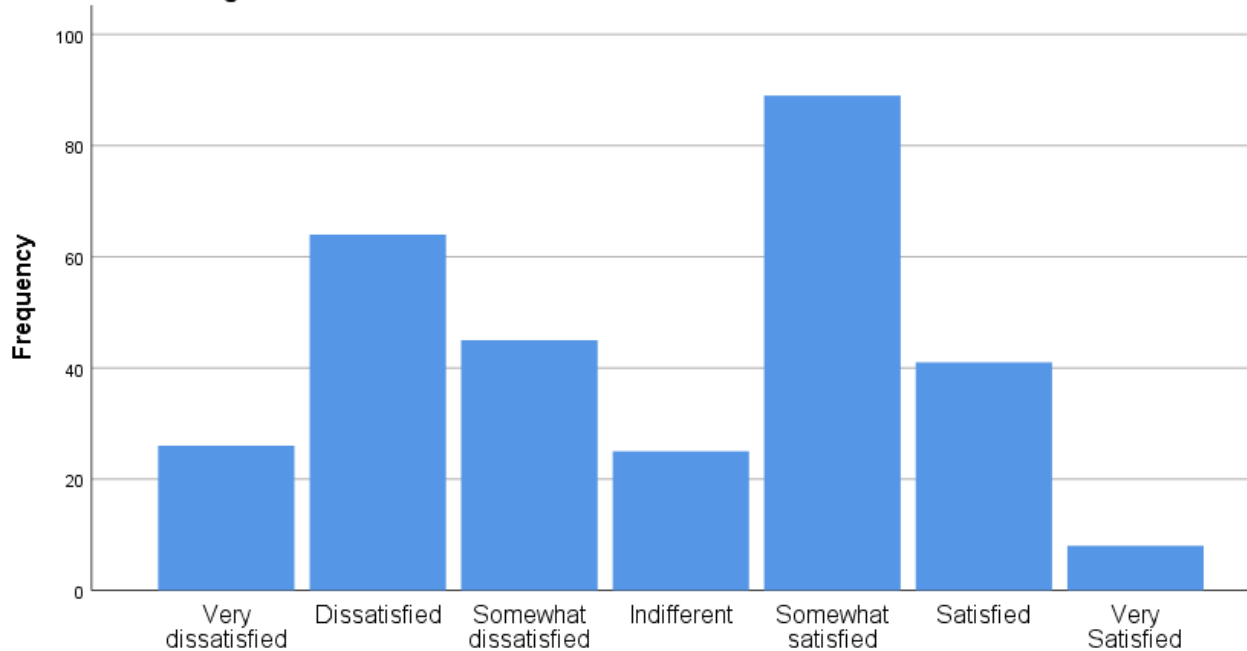
As shown in the above table, 80 respondents or 26.8 % of respondents were “Somewhat dissatisfied” and 46 respondents or 15.4 % of the respondents were “Dissatisfied” followed by 30 respondents or 10.1 % of respondents were “Very dissatisfied” regarding the extent to which written directives and reports are clear and concise. Based on the data, a low level of satisfaction registered regarding the extent to which written directives and reports are clear and concise. According to Meyer et al. (2009:267), written communication in the form of directives and reports in an organization must be clear and concise. On the other hand, 75 respondents or 25.2 % of respondents were “Somewhat Satisfied” and 38 respondents or 12.8 % of respondents were “satisfied” followed by 8 (2.7 %) were very satisfied on the level of satisfaction regarding the extent to which written directives and reports are clear and concise. The other 21 respondents stayed neutral.

Diagram 4.18. Extent to which the attitudes toward communication at the University are basically healthy.



As shown in the above diagram, 60 respondents or 20.1 % of respondents were “Somewhat dissatisfied” and 50 respondents or 16.8 % of the respondents were “Dissatisfied” followed by 35 respondents or 11.7 % of respondents were “Very dissatisfied” regarding the extent to which the attitudes toward communication at the university are health. Based on the data, a low level of satisfaction registered regarding the extent to which the attitudes toward communication at the university are healthy. On the other hand, 81 respondents, or 27.2 % of respondents were “Somewhat Satisfied” and 36 respondents or 12.1 % of respondents were “satisfied” followed by 9 (3 %) were very satisfied on the level of satisfaction regarding the extent to which the attitudes toward communication at the university are health. The other 27 respondents stayed neutral.

Diagram 4.19. Extent to which informal communication is active and accurate.



As shown in the above diagram, 64 respondents or 21.5 % of respondents were “Dissatisfied” and 45 respondents or 15.1 % of the respondents were “Somewhat dissatisfied” followed by 26 respondents or 8.7 % of respondents were “Very dissatisfied” regarding the extent to which informal communication is active and accurate. Based on the data, a low level of satisfaction was registered regarding the extent to which informal communication is active and accurate. On the other hand, 89 respondents, or 29.9 % of respondents were “Somewhat Satisfied” and 41 respondents or 13.8 % of respondents were “satisfied” followed by 8 (2.7 %) were very satisfied on the level of satisfaction regarding the extent to which informal communication is active and accurate. The other 25 respondents stayed neutral.

Table 4.23. Extent to which the amount of communication at the University is about right.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	37	12.4	12.4	12.4
	Dissatisfied	45	15.1	15.1	27.5
	Somewhat satisfied	56	18.8	18.8	46.3
	Indifferent	35	11.7	11.7	58.1
	Somewhat satisfied	79	26.5	26.5	84.6
	Satisfied	33	11.1	11.1	95.6
	Very satisfied	13	4.4	4.4	100.0
	Total	298	100.0	100.0	

As shown in the above table, 56 respondents or 18.8 % of respondents were “Somewhat dissatisfied” and 45 respondents or 15.1 % of the respondents were “Dissatisfied” followed by 37 respondents or 12.4 % of respondents were “Very dissatisfied” regarding the extent to which the amount of communication at the university is about right. On the other hand, 79 respondents or 26.5 % of respondents were “Somewhat Satisfied” and 33 respondents or 11.1 % of respondents were “satisfied” followed by 13 (4.4 %) were very satisfied on the level of satisfaction regarding the extent to which the amount of communication at the university is about right. The other 35 respondents stayed neutral.

4.2. Discussion of Communication Satisfaction Dimensions

In this section, communication satisfaction dimensions are analyzed and discussed. The communication satisfaction dimensions are grouped into three general categories. The general category of the communication satisfaction dimensions is group communication context, interpersonal communication context, and organizational communication context. The horizontal communication satisfaction dimension and organizational integration satisfaction dimension are included under the group communication context. Personal feedback and supervisory communication satisfaction dimensions are included in the interpersonal communication context and corporate information, communication climate, and media quality are included in the category of organizational communication context.

4.2.1. Employees satisfaction towards group communication context

Table 4.24. Coworkers Communication Satisfaction Dimension

	Extent to which informal communication is active and accurate.	Extent to which my work group is compatible.	Extent to which communication practices are adaptable to emergencies.	Extent to which communication with other employees at my level is accurate and free flowing.	Extent to which the grapevine is active in the University
Mean	3.81	4.11	3.80	3.93	3.95
N	298	298	298	298	298
Std. Deviation	1.691	1.833	1.617	1.743	1.645

From the above table, the data shows that coworker's communication is much better satisfactory than other factors of communication comparing the respondents' responses toward the question. Of the five questions related to coworker's communication satisfaction parameter "the extent to which communication with other employees at respondent's level was accurate and free-flowing" took the lead with the mean score of (4.11). Additionally, the questions to the "extent to which the grapevine is active in the University" were also the highest mean score of (3.95) compared with other parameters next to the extent to which communication with other employees at my level is accurate and free-flowing. This shows informal communication in the organization is active and accurate and the employees were somewhat satisfied with that communication. It relates to how members of an organization perceive the quality of informal communication among peers and the extent to which it is free-flowing. Based on the average mean value, the coworker's communication with the academic staff of the Arba Minch University was weak. Some employees have been interviewed related to coworker's communication satisfaction dimension. The interviewees support the questionnaire respondent's idea because as they said coworker's communication satisfaction dimension is much satisfactory than others communication satisfaction dimensions.

"The reason why I some extent satisfied in some cases is that the social interaction of the staff members. Continuous and updated information flows among employees increase trust and reliability of the information in the university. Most of the time, I don't satisfy with the

communication with my colleagues. There is always turn over and employees come and go repeatedly. Because of this, it is very challenging to create good social interaction here”.

“The staff’s work commitment and determination within this hard-working condition make me satisfied. I am highly interested in sharing ideas and experiences with my colleagues every day. I’m highly comfortable with such kinds of communication. Because we are in the same hierarchical level and we share the same problems and opportunities”.

“I’m not satisfied by horizontal communication because grapevine and rumors misinterpreted in some cases. I don’t trust what my colleagues said if that information doesn’t come formally. But, I’m comfortable with horizontal communication than other means of communication”.

Based on the finding, employees are more satisfied with horizontal communication than other means of communication in the University. As the data shows, the average satisfaction level of the employees in the horizontal communication dimension is medium but, it is in good standing than other means of communication dimensions. Nakra, (2006) explained coworker communication has been acknowledged as an important part of organizational communication and deals primarily with the social needs of employees or organizational members as individuals who require social interaction and communicate at an informal level. Such communication improves the social interaction of the employees at the same level. But, based on the average mean value, employee’s satisfaction level regarding horizontal communication satisfaction is very weak. All the findings point out that even though informal communication networks exist in organizations, they cannot be consciously restructured or amended to satisfy the needs of all employees. This could happen due to a lack of accurate and free flow of collegial communication in the organizations.

Table 4.25. Organizational Integration Satisfaction Dimension

	Personnel news.	Information about departmental policies and goals.	Information about employee benefits and pay.	Information about the requirements of my job.	Extent to which my managers/supervisors understand the problems faced by staff.
Mean	3.89	3.86	3.04	4.08	3.33
N	298	298	298	298	298
Std. Deviation	1.729	1.861	1.705	1.656	1.858

As mentioned in the above table, from the organizational integration satisfaction dimension “information about the requirements of my job” took the lead with the composite mean of (4.08). The next highest mean scored by the parameter which is “personal news” with the composite mean of (3.89) followed by the question which is “information about departmental policies and goals.” with the composite mean of (3.86). On the other hand “extent to which my managers/supervisors understand the problems faced by staff.” scored a composite mean of (3.33). Finally, the questions deal with “information about employee benefits and pay.” were scored the least mean value which is (3.04) under this satisfaction dimension. The least mean score under this category specifically, related to the item of information about employee benefits and pay.

Based on the finding of the survey questionnaire, some employees have been interviewed about the dissatisfaction of organizational integration satisfaction: -

“The salary issues are the most important reasons for dissatisfying employees that’s why employees are dissatisfied related with information about payment and salary. In the last consecutive years, the university management are deciding and deducting our salary without our consent. These factors are affecting my job satisfaction as well as communication satisfaction. I asked the management members to participate us when they want to deduct our salary but, they didn’t accept it”.

“Payment system is very complicated and I don’t know how they interpret. I tried to understand the way the payment system is functioning but, I don’t understand yet. When I perform additional

task beyond my regular task, they always complain to pay. Even they don't want to pay and they ignore my questions".

"There are no departmental goals, policies, and transparent reports. In some cases, I heard about planning departmental goals and objectives in my department but, there is no practical activity. We are using goals, policies, and objectives derived from the university which is planned at the university level".

"The management and supervisors don't understand and accept my problems as well as other staff members. I reported the problems many times but, there is no feedback about the reported problems. For example, my job interrupted by lack of teaching materials repeatedly, but they don't understand this problem".

As the finding shows, employees have been dissatisfied by the organizational integration communication particularly related to benefits and payment issues. As Gayeski and Woodward cited in Antonis (2005:75) organizational integrated communication is the process of application of analysis, communication evaluation techniques to create and control integrated, the multi-faced intervention of combining information, instructions, collaborations, business process design, response, and incentives system to advance employees performance in the workplace to achieve organizations vision and mission. But, a very weak satisfaction level is scored under this category. Repeated salary deduction is the main reason for the employees to be dissatisfied in the University. As the interviewees discussed, the salary scale by itself is not satisfactory and the top managements deciding on the employee's salary without their consent. It's very frustrating as in any employment relationship, sustaining leadership and managing performance will become difficult if employees do not perceive their compensation as fair and equitable (Jooste, 2009). Employees should be communicated about benefits and payment regularly. Additionally, departmental policies and goals might not be communicated properly as well as no newsletter if the employees have dissatisfied by personnel news.

4.2.2. Employees satisfaction towards interpersonal communication context

Table 4.26. Personal Feedback Communication Dimension

	Recognition of my efforts.	Information about how my job compares with others.	Information about how I am being judged.	Information about my progress in my job.	Reports on how problems in my job are being handled.
Mean	3.53	3.48	3.49	3.98	3.61
N	298	298	298	298	298
Std. Deviation	1.882	1.764	1.811	1.829	1.740

As mentioned in the above table, from the personal feedback dimension “information about my progress in my job” took the lead with the composite mean of (3.98). The next highest mean scored by the parameter which is “reports on how problems in my job are being handled” with the composite mean of (3.61) followed by the question which is “recognition of my efforts” with the composite mean of (3.53). On the other side, the questions deal with “information about how my job compares with others and information about how I am being judged were scored the least mean value which is (3.48 and 3.49) respectively. Some questions were asked related to the reason that makes the employees dissatisfied. The interviewees said the University doesn’t recognize the efforts of the employees, and they don’t know how they are being judged. This is illustrated in the text drawn from the interviews. As with all interview quotations discussed as follows”-

“The University follows old leadership. Most of the leaders particularly in the top and middle positions never changed. Especially, at the campus level, the leaders are incompetent and they simply enforce the employees to accept what they decided without proper discussion. They don’t want to accept feedback forwarded by the employees. Most of the time, they focused on downward communication than upward communication. I’m sure they don’t like to create a suitable working environment and open communication. Some employees always recognized their effort repeatedly without proper competition. I don’t know how I am being judged since I joined this university”.

“I reported job-related problems many times but, I don’t know how problems are being handled. In some cases, the department head reported my progress in a job but, it is not continuous. When I missed a class, they tried to collect data from my students and reported it to me. Finally, I can assure you that I’m not satisfied by the feedback given to me in the University”.

As the finding showed, employee’s satisfaction level related to the personal feedback dimension is very weak. “Literature suggested that the goal of feedback is enhancing the performance and competence of the employees and the supervisors can make the employees better in their work” (Miller, 2003: 215-16). “Personal feedback encompasses organizational members’ perception about the extent to which their efforts are being recognized, whether they are being judged fairly by superiors, and whether their superiors understand their problems” (Nakra, 2006). But, the average mean value of personal feedback communication satisfaction is very weak. The low-level satisfaction indicates that the aspirations of employees have not been taken into sufficient consideration, and even they may not know exactly what the supervisor expects of them. Also, employees don’t get the recognition that they deserve.

Table 4.27. Supervisory Communication Satisfaction Dimension

	Extent to which my supervisor listens and pays attention to me.	Extent to which my supervisor offers guidance for solving job-related problems.	Extent to which my supervisor trusts me.	Extent to which my supervisor is open to ideas.	Extent to which the amount of supervision given me is about right.
Mean	3.71	3.79	4.11	3.89	3.67
N	298	298	298	298	298
Std. Deviation	1.856	1.766	1.854	1.795	1.691

As mentioned in the above table, from the supervisory communication satisfaction dimension “extent to which my supervisor trusts me” took the lead with the composite mean of (4.11). The next highest mean scored by the parameter which is “the extent to which my supervisor is open to ideas” with the composite mean of (3.89) followed by the question which is “the extent to which my supervisor offers guidance for solving job-related problems” with the composite mean of (3.79). On the other hand “extent to which my supervisor listens and pays attention to me”

scored a composite mean of (3.71). Finally, the questions deal with “the extent to which the amount of supervision given to me is right” were scored the least mean value which is (3.67) under this satisfaction dimension. Some academic staff was interviewed related to the supervisory communication satisfaction dimension. The interviewees shared the same feeling with the respondents.

“The management/ supervisors are not open to ideas and feedback. If the supervisors are positive, we will do everything. I will be satisfied if they accept the opinion and ideas of the employees but, they simply push us to accept their opinion. Even our immediate supervisors are directly accepted what the top managers said and forcing us to accept the message comes from the top managers”.

“There are so many job-related problems here in the campus I’m working. We always report to the supervisors but, there is no response to solve those problems. Because of this, I’m not satisfied. I need to talk with the managers personally but, it is very difficult to get such opportunities”.

As the finding showed, the average mean value of the supervisory communication satisfaction is in the midpoint of somewhat dissatisfied and indifferent. According to Van Staden, et al., (2002:15) employees in an organization need direct and personal contact with superiors, an understanding of the job and the organization, being informed about issues related to the job at all times, and an atmosphere of trust and mutual respect. It is possible to say that supervisors should facilitate the communication circumstance for the employees to communicate openly. In this study case, the second average mean value was registered under this category. All these could indicate a breakdown in communication with superiors. These could happen due to a lack of trust between managers and employees or insufficient openness exists in the organization.

4.2.3. Organizational communication context

Table 4.28. Communication Climate Satisfaction Dimension

	Extent to which conflicts are handled appropriately through proper communication channels.	Extent to which I receive in time the information needed to do my job.	Extent to which communication in the University makes me identifies with it or feels a vital part of it.	Extent to which University employees have great ability as communicators.	Extent to which the University's communication motivates me to meet its goals.
Mean	3.69	3.91	3.57	3.81	3.55
N	298	298	298	298	298
Std. Deviation	1.778	1.840	1.689	1.706	1.657

As mentioned in the above table, from the communication climate satisfaction dimension “extent to which I receive in time the information needed to do my job.” took the lead with the composite mean of (3.91). The next highest mean scored by the parameter which is “the extent to which University employees have great ability as communicators.” with the composite mean of (3.81) followed by the question which is “the extent to which conflicts are handled appropriately through proper communication channels” with the composite mean of (3.69). This is also a shocking result because “if the conflict is managed well it can establish a work environment that is creative, stimulating, and vibrant, but if it is handled incorrectly it will result in further destructive behavior and hostility” (Van Staden et al., 2002).

On the other hand “extent to which communication in the University makes me identifies with it or feels a vital part of it” scored a composite mean of (3.57). This indicates that the management needs to take more initiatives to make their employees identify with the vision, mission, goals, and objectives of the university to make them feel part of it. “Organizational communication makes employees feel that they are a vital part of an organization” (Downs & Adrian, 2004: 140). Finally, the questions that deal with “the extent to which the University’s communication motivates me to meet its goals” were scored the least mean value which is (3.55) under this satisfaction dimension. One of the interviewees said the internal communication of the university is very poor and not participatory. Most of the academic staff are not decision-makers on their rights. The university communication doesn’t motivate the employees and sometimes it is very

challenging to get the needed information to do the job. This is illustrated in the text drawn from the interviews. As with all interview quotations discussed as follows-

“The internal communication is very poor. There are serious communications gaps are here. The whole communication process and strategies used made me feel unhappy. On the other side, the higher officials couldn’t concern about our problems. The communication system of the university is not participatory and directives are come from top to down and directly implemented”.

“Poor communication practices between academic and administrative staffs are the major factors that make me dissatisfied. I need good communication and working climate but, I don’t get timely information to do my job. Particularly, in the last six months, nothing is motivating me to help the university achieve its goals”.

According to the finding, organizational communication context satisfaction is low in the University. As the data showed, it seems the communication system doesn’t make the employees part of it. This indicates that the management needs to take more initiatives to make their employees identify with the vision, mission, goals, and objectives of the University to make them feel part of it. Also, employees are dissatisfied with the way conflicts are handled. This is also a shocking result because “if the conflict is managed well it can establish a work environment that is creative, stimulating, and vibrant, but if it is handled incorrectly it will result in further destructive behavior and hostility” (Van Staden et al., 2002:10). The respondents have a low-level satisfaction with the communication skill of other employees in the University. This is a very alarming finding because in an organization, the continuity of accurate communication is pivotal and therefore communication skills are imperative. All these findings showed the University management should focus on improving the communication system.

Table 4 .29. Media Quality Communication Dimension

	Extent to which the amount of communication at the University is about right.	Extent to which the attitudes toward communication at the University are basically healthy.	Extent to which written directives and reports are clear and concise.	Extent to which our meetings are well organized.	Extent to which the University communications are interesting and helpful.
Mean	3.76	3.71	3.71	3.74	3.60
N	298	298	298	298	298
Std. Deviation	1.720	1.698	1.649	1.673	1.788

As mentioned in the above table, from the media quality dimension “extent to which the amount of communication at the University is about right” took the lead with the composite mean of (3.76). The next highest mean scored by the parameter is “the extent to which our meeting is well organized” with the composite mean of (3.74). Two parameters shared the same amount of mean those questions are “the extent to which the attitudes toward communication at the university are health and extent to which written directives and reports are clear and concise” with the composite mean of (3.71) each. Additionally, the question which deals with “the extent to which the university communication is interesting and helpful” scored the least mean which is (3.60). The media quality satisfaction dimension is one of the least mean scored dimensions followed by organizational integration and corporate information satisfaction dimension. On the other hand, the interviewees assured that meeting is heading whenever it is needed. From the departmental level up to the university level, there is always a meeting. But, it is not well organized and participatory. Also, the written directives are not concise and clear.

This is illustrated in the text drawn from the interviews. As with all interview quotations discussed as follows”-

“I’m very dissatisfied with the media quality of the University because the internal communication channels are not satisfied. Also, directives and written reports are not clear and concise. Sometimes we received a message from the supervisors through social media platforms and phone calls. I believe that social media communication is a very critical issue in a

competitive world. But, there is poor social media usage and practice is applying in the University. We need well standard internet access, computer and other communication facilities. Even, we are very poor in communication technology. All these are determined by the level of communication satisfaction”.

“Meeting held at all level of the University. But, we are invited to the meeting at the departmental level only. The meeting held at the departmental level always is weak because the department heads call a meeting to share information that comes from the top management. In this case, our role is simply accepting and ratifying what they said only. Because of all these, I didn’t bring in the good satisfaction level”.

According to the finding, employees in the University are not well satisfied because of different factors. The meeting is one of the variables which evaluate employee satisfaction in the media quality dimension. As the employees said meetings are always prepared but, not participatory and well organized. As stressed by Jooste (2010:100), “meetings in an organization occur when “two or more people gather to discuss and resolve issues of common interest. An organization is dependent on formal meetings for the smooth running of its day-to-day operations”. These meetings should be well organized and it is the extent to which these meetings are organized that is going to determine how successful they are in terms of media quality communication dimensions satisfaction. “Written directives are not clear and concise but written communication in the form of directives and reports in an organization must be clear and concise” (Meyer et al., 2009:267). This indicates the university should improve and modify its written communication.

The satisfaction level of the employees regarding the amount of information is in the midpoint of somewhat dissatisfied and indifferent. This level shows the employees are not satisfied. The amount of communication an employee receives from the manager is closely aligned with communication overload and must involve a precise process (Sadia, et al., 2017). Employees can easily feel overwhelmed by too much information – regardless of whether this information applies to their work situation or not. This indicates the management should disseminate information that is more relevant to the employees. In conclusion, the communication activity is not interested and helpful, meetings are not well organized and participatory as well as written directives are not clear. This indicates the media quality of the University is very poor and the

employees are at a low level of satisfaction. Finally, all these clearly show that there is huge room for improvement to make the communication effective, interesting, and helpful.

4.30. Corporate Information Satisfaction Dimension

	Information about University policies and goals.	Information about government regulations affecting the Arba Minch University.	Information about changes in the University.	Information about profits and/or financial standing.	Information about achievements and/or failures of the University.
Mean	3.68	3.76	3.58	3.26	3.81
N	298	298	298	298	298
Std. Deviation	1.722	1.716	1.810	1.758	1.750

As mentioned in the above table, from the corporate information dimension “information about achievements and failures of the University” took the lead with the composite mean of (3.81). The next highest mean scored by the parameter which is “information about government regulations affecting the University” with the composite mean of (3.76) followed by the question which is “information about the university policies and goals” with the composite mean of (3.68). On the other side, the questions deal with “information about changes and failure and financial standing of the university were scored the least mean value which is (3.58 and 3.26) respectively. On average the least communication satisfaction was registered under this corporate information satisfaction category. Academic staff doesn’t satisfy with the corporate communication satisfaction dimension. The interviewees mentioned that most of the academic staffs have no idea about government regulations affect the University as well as the financial standing, achievements, and failures of the University.

“I know that the University has its policies, goals, objectives, and strategies but, if you ask me to mention one, I said no. because I don’t know what the policies of the university are. When I need such kinds of information, I called and asked other colleagues”.

“There is government rule and regulation that may affect the University but, most of the academic staffs don’t have information about those issues. The employees feel that such issues do not concern them but, it is mandatory for all community of the university”.

As the finding showed, employees in the University are not satisfied by the corporate information satisfaction dimension. The average mean of the five parameters scored in the midpoint of somewhat dissatisfied and indifferent.

The average point indicates the employees are at a low level of satisfaction. Employees were not satisfied with the information about the change in the university. “It is critical to motivate and have good means of communication with the employees that are going to implement the changes. If the employees are not motivated, they will not help in the change effort and the progress will halt” (Kotter, 2007). This indicates the change in the university could be halt and employees don’t help as expected.

The employees were not satisfied with the information about university policies and goals. Powell & Dodd (2007) point out that a significant amount of literature emphasizes the meaning of the dissemination of company mission, organizational values, as well as company objectives leading to higher commitment and increased consistency in employees’ behavior. This could be an indication that these policies and goals are too complex in nature, or are not properly explained to employees. Another variable that employees were not satisfied with is information about the financial standing of the University. In conclusion, employees were not satisfied with the information about the achievements and failures of the university. This is not a good sign as employees have a right to know how their organizations are performing, and therefore the achievements and failures of the organizations should be communicated to them.

4.3. Discussion of Emerged Variables during Communication Satisfaction Audit

The following variables are identified by this study in evidence with Arba Minch University and elaborated based on interview quotation as follows:

4.3.1. Supervisors Communication competence

This is one of a dimension used to determine communication satisfaction in Arba Minch University. The findings show that including supervisor's communication competence in the instruments of measuring communication satisfaction of the employees in higher education institution context is very important. As DiMeglio cited in Mikkelson, et al., (2015), communication competence is one of the most significant attributes of a successful manager or supervisor. Martin, Rich, and Gayle (2004) found that "supervisors' communication styles can promote organizational citizenship behaviors". As the finding of Richmond and McCroskey (2000) revealed that, "supervisor immediacy was related to employee motivation and job satisfaction. Therefore, a supervisor's behavior can have significant ramifications both for the employee and the organization as a whole". The results of the present study suggest that communication competence in a supervisor has a substantial relationship with employee satisfaction in a work situation. This is illustrated in the text drawn from the interviews. As with all interview quotations discussed as follows-

"The supervisor's communication competence can matter on my level of satisfaction in the University. They are our leaders and leadership by itself is all about communication. If they communicate in a well-organized manner, we will be initiated more to do our jobs. For example, I'm not satisfied with the way they treated us as well as they are not communicative leaders".

"The top managers and immediate supervisors are the leaders of the meetings and discussions in the University. But, meetings and other discussions are not well organized and takes a long time. Every appointment doesn't start at the scheduled time. If they are competent, all these issues will be solved because it is a very silly issue. Therefore, it has significant effect in my level of communication satisfaction".

“I am ready to take and do more tasks when my supervisor communicates with me effectively. My readiness for taking more responsibility depends on the way my supervisors communicate with me. Otherwise, I never accept any additional tasks as well as I’m discouraged to fulfill my responsibility too. Their communication behavior and skills always determine my communication satisfaction level”.

4.3.2. Communication Facilities

Communication facility is another dimension that is found in this study. Technology like Internet access, computer, mobile phones, and websites are the major constructs included in communication facilities. The term communication technologies includes people, software applications, systems, and networks (Southern & Tilley, 2000). According to Aldhmour and Shannak (2009:303) “communication facility includes all the technology that facilitates the process and exchange of information and communication services in the organization”. The authors indicate that there is a positive relationship between the use of information communication technology and organizational communication satisfaction. The implementation of communication facility has a beneficial effect on employee communication satisfaction and organizational effectiveness. The finding shows that communication facilities can determine the communication satisfaction of the employees in the university. This is illustrated in the text drawn from the interviews. As with all interview quotations discussed as follows-

“Yes it matters in my communication satisfaction level. As we know technology is one of the most significant elements in the competitive world. It helps me to get the right information at a right time. Without communication technology facilities, it is very difficult to communicate globally. For example, I need good internet access, electric power, and a computer to search for scholarships. But, there are huge problems here in this university to get all mentioned opportunities. Electric power and internet fluctuation make me dissatisfied”.

“I want to communicate with different peoples all around the world to search scholarship, reading materials, and experience sharing. All these are done through communication. But, because of communication facilities, I am always dissatisfied. There are no high-speed internet connection, computers, and other essential equipment”.

“I’m forced to drop my online education because of communication facilities. I started learning online but, I couldn’t afford the price of the internet. Because of the repeated blocking of electric power and an internet connection, I have missed many classes. Not only these, but I was also much challenged to teach my students during the covid pandemic because of the lack of communication facilities in the university. These issues are dissatisfying me”.

4.3.3. Social media communication

Social media communication is the most important variable related to organizational communication satisfaction. The practice of social media example, Facebook, Twitter, telegram, and email are the major constructs that can determine the communication satisfaction of the employees in the University. Social Media allow a faster flow of communication connecting people, giving them a voice and video; encourage them in discussions on the topic of common interest and it leads the employees to more satisfaction in the organization (Smith, 2006). New social media present international exchange of information, in which everybody can take part, share opinions, knowledge, ideas without time and geographical constraints (Levine, 2000). All these features of social media lead the employees to a high level of communication satisfaction. Middleberg (2001:21) noted that “the internet and new media that came with the internet are channels of communication that allow people to express their speed, accuracy, and creativity without any constraints”. As the findings show that social media communication practices determine the communication satisfaction of the employees in the University. This is illustrated in the text drawn from the interviews. As with all interview quotations discussed as follows

“I prefer social media communication with my colleagues as well as the supervisors and managers. But, I didn’t share materials and information with others through email yet. There is a very weak social media trend in the University. Telegram channels are created and we are sharing some information but, most of the managers and employees are not participating”.

“Some volunteer instructors created telegram channels. We are started to post information and some instructors are actively participating but, I didn’t see anyone from the management side as well as department heads. Our social media activity is very weak and it is one of the reasons that make me dissatisfied”.

“Yes, it determines my communication satisfaction. Group email at the university level is very essential for communication. For example, I want to attend the meeting through zoom and Google met during summer vacation. But, such practice is not practiced yet. I’m sure that if social media communication is practiced in the University, I will be satisfied by the communication practice of the University”.

4.3. Discussion of Major findings

Regarding the significant difference between different variables of the employees, this finding agrees with some studies discussed in the literature part. According to Belina (2016) gender, marital status, and the number of years in service does not seem to make a significant difference among staff members' level of satisfaction. This study’s finding showed that gender, educational background, and service years have no significant difference in the satisfaction level of the employees. According to Sharma, (2015) gender differences and the number of years in service do not seem to make a significant difference in the level of satisfaction among staff members. Therefore, the finding of this study is consistent with other empirical studies discussed in the literature review part.

Regarding all communication satisfaction dimensions of the communication satisfaction questionnaire, the finding of this study agrees with other empirical studies indicated in the literature review part. According to Sharma, (2015), there were strong positive relationships found among all dimensions of the Communication Satisfaction Questionnaire (CSQ), which indicated that staff members when felt positive about 1 dimension of CSQ, also tended to feel positive about others dimensions of CSQ and vice versa. The finding of this study showed that if employees were dissatisfied in one dimension, they have been dissatisfied in the other dimensions. Therefore, it agrees with Sharma and others indicated in the literature. Also, it proofed that communication satisfaction is multi dimensional.

As the findings show, employees perceived their level of communication satisfaction to be at the midpoint of somewhat dissatisfied to indifferent. The average mean value of all dimensions scored 3.77 which is a weak communication satisfaction level. “The mean values that fall below the midpoint (4 in 7 point Lickert scale) is thought as a weakness in the satisfaction level of the employees” (Downs & Adrian, 2004:145). This finding disagrees with Belina (2016) which says

staff members perceived their level of satisfaction to be somewhat satisfied in Awash insurance sharing company. The reasons could be the difference in organizational structure, vision, mission, and goals. Because Awash insurance company is a profit-oriented and private organization but, Arba Minch University is a government institution that stands for not for profit.

On the other side, this finding agrees with other empirical studies discussed in the literature. For example, Negewo (2014) “the overall organizational communication satisfaction in Oromia regional state government communication affairs bureau was below the standard of organizational communication satisfaction which shows weak organizational communication satisfaction”. The reason for agreeing with Negewo’s study could be the nature of the organizations because both Oromia regional government communication affairs bureau and Arba Minch University are government-owned institutions and stand not for profit. Also, it agrees with Alam, (2016) reported a very low level of communication satisfaction perceived by the junior executive's employees in Bangladesh. Therefore, the finding of this study regarding the overall communication satisfaction of the employees may agree with other empirical studies indicated in the literature.

According to the finding of the study, group communication context scored the highest mean value than another communication context. Under group communication context coworkers/horizontal communication scored the highest mean value than all other dimensions. This finding agrees with other studies indicated in the literature review part. According to Negewo (2016) “from all dimensions of organizational communication satisfaction, the employees show the greatest satisfaction towards the horizontal/coworker communication in the Oromia government communication affairs bureau.” According to Robbins (2001:289), “horizontal communication increases the speed and efficiency of organizational operations and delivery, as well as increases the organizational problem-solving ability and provides social and emotional support for staff functioning at any particular level”. Therefore, the finding of this study is consistent with Negewo (2014). This could be the similarity of the organizational social context of the two sides.

Another major finding shows that organizational communication context scored the least mean value of 3.67. This mean value seated in the midpoint of somewhat dissatisfied and indifferent. It is understandable; employee’s level of communication satisfaction is low. Under this category,

the corporate information satisfaction dimension scored the least mean value. The finding agrees with Negewo (2014) as a factor of organizational communication satisfaction, corporate information is the lowest in Oromia regional government communication affairs bureau. But, this finding disagrees with Belina (2016) more than 61 percent of employees were either satisfied or very satisfied in the corporate information dimension in Awash Insurance sharing company. This could be the difference in the way the private managers manage the employees, compensation, communication system, bureaucracy, and business competition between government and private organizations.

Chapter Five: Conclusion and Recommendations

5.1. Conclusion

The study found that there is no significant difference in the communication satisfaction level between female and male respondents in the University. On the other hand age and work experience also have no significant difference in the communication satisfaction level of the employees. Therefore, it is possible to conclude that age, sex, and service year doesn't have a significant impact on employee's communication satisfaction level.

The overall mean score for the seven dimensions of communication satisfaction was 3.77. This shows a large number of respondents' satisfaction levels fall below middle ground that can be categorized as weak communication satisfaction in the University in the past six months. Since the averages mean value below and equal to 4 is a weak satisfaction level, it is possible to conclude that employee communication satisfaction in Arba Minch University is very weak.

Regarding group communication context, employees are more satisfied in the horizontal communication dimension than the organizational integration communication dimension. But, both dimensions scored a weak mean value. Therefore, it is possible to conclude that employees were not satisfied in group communication context including coworkers and organizational integration communication satisfaction dimensions.

Related to the interpersonal communication context, employees are more satisfied in the supervisory communication satisfaction dimension than the personal feedback communication satisfaction dimension. But, the averages mean value of the two dimensions is below the midpoint (4). Therefore, it is possible to conclude that employees were not satisfied in interpersonal communication context including personal feedback and supervisory communication satisfaction dimensions.

Related to organizational communication context, the study found that employees were more dissatisfied by corporate information satisfaction dimension than communication climate and media quality satisfaction dimensions. But, as the average mean value showed, employee's satisfaction level is below the standard/ midpoint (4). This satisfaction level is very weak. Therefore, it is possible to conclude that employees were not satisfied by the organizational

communication context including communication climate, media quality, and corporate information satisfaction dimensions.

5.2. Recommendations

Based on the findings, the following recommendations are forwarded for improving the communication satisfaction of the employees in the University:

A communication system can be a great asset for improving the effectiveness of the university. Receiving the right information through two-way communication, having a good communication flow through appropriate channels of communication, and receiving personal feedback can lead to a higher level of communication satisfaction of the employees. To make this possible, the University managements could emphasize using clear and consistent information flow for improving employee's communication satisfaction.

Organizational communication is one of the most important guidelines for building and maintaining trust between managers and employees in the organization. This guideline which is communication includes the aspects such as telling the truth, keeping employees informed, and providing accurate feedback. To make this possible, supervisors and managers of the University should let the employees contact them directly and personally.

The employees are highly concerned about the information related to change in the organization's circumstances as well as an operational process. Most of the time, it includes policy, objective, plan, vision, financial situation as well as a new entry. Therefore, the University should communicate each and everything regarding the change, objectives, plan, vision, and financial standing to the employees.

The employees need to receive information about the immediate work environment including the department's plan, and requirements about their task. Therefore, the immediate supervisors should deliver all the necessary information promptly as well as supervision.

Since communication channels are very important elements in organizational communication, the University should revise its current channels and include social media communication, and improve communication facilities. If formal meetings highly appreciated team works, guidance provided, decisions made, employees empowered, productivity improved and plan of action generated, therefore meetings should be prepared in a well-organized manner.

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Appendix

1. What is your age?

Under 20, 21-29, 30-39, 40-49, 50-59, 60+

2. What is your sex? M or F

3. How long have you been in your current position? Less than 1 year, 1 – 4 years, 5 –8 years, 9+ years

4. How long have you worked for the organization? Less than 1 year, 1 – 4 years, 5 –8 years, 9+ years

5. Please indicate which best indicates your formal education. A. Did not finish high school, B. High school, C. Completed some college, D. College degree, E. Post-graduate degree

6. How satisfied are you with your job? (Check one)

1. Very dissatisfied

2. Dissatisfied

3. Somewhat dissatisfied

4. Indifferent

5. Somewhat satisfied

6. Satisfied

7. Very Satisfied

7. In the past 6 months, what has happened to your level of satisfaction? (Check one)

1. Stayed the same 2. Gone up 3. Gone down

A. 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 circling the appropriate number at the right.

1 = Very dissatisfied 2 = Dissatisfied 3 = Somewhat dissatisfied

4 = Indifferent 5 = Somewhat satisfied 6 = Satisfied 7 = Very satisfi

Information about my progress in my job.								
Personnel news.								
Information about company policies and goals.								
Information about how my job compares with others.								
Information about how I am being judged.								
Recognition of my efforts.								
Information about departmental policies and goals.								
Information about the requirements of my job.								
Information about government regulations affecting the Arba Minch University.								
Information about changes in the University.								
Reports on how problems in my job are being handled.								
Information about employee benefits and pay.								
Information about profits and/or financial standing.								
Information about achievements and/or failures of the University.								
Information about profits and/or financial standing.								
Information about achievements and/or failures of the University.								

B. Please indicate how satisfied you are with the following by circling the appropriate number at the right.

Extent to which my managers/supervisors understand the problems faced by staff.								
Extent to which the University’s communication motivates me to meet its goals.								
Extent to which my supervisor listens and pays attention to me.								

Extent to which University employees have great ability as communicators.									
Extent to which my supervisor offers guidance for solving job-related problems.									
Extent to which communication in the University makes me identifies with it or feels a vital part of it.									
Extent to which the University communications are interesting and helpful.									
Extent to which my supervisor trusts me.									
Extent to which I receive in time the information needed to do my job.									
Extent to which conflicts are handled appropriately through proper communication channels.									
Extent to which the grapevine is active in the University									
Extent to which my supervisor is open to ideas.									
Extent to which communication with other employees at my level is accurate and free flowing.									
Extent to which communication practices are adaptable to emergencies.									
Extent to which my work group is compatible.									
Extent to which our meetings are well organized.									
Extent to which the amount of supervision given me is about right.									
Extent to which written directives and reports are clear and concise.									
Extent to which the attitudes toward communication at the University are basically healthy.									
Extent to which informal communication is active and accurate.									
Extent to which the amount of communication at the University is about right.									
Extent to which my managers/supervisors understand the problems faced by staff.									

If the communication associated with your job could be changed in any way to make you more satisfied, please indicate how

.....

Interview Questions

1. What are the factors that make you dissatisfied by the communication of the University?
2. How supervisory communication competences determine your level of communication satisfaction?
3. How communication facilities determine your level of communication satisfaction?
4. How social media communications determine your level of communication satisfaction?
5. Why you dissatisfied by the group communication context?
6. Why you dissatisfied by the interpersonal communication context?
7. Why you dissatisfied by the interpersonal communication context?

