A STUDY OF TEACHERS' COMMUNICATION SATISFACTION AND ORGANIZATIONAL COMMITMENT

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Abstract

The main purpose of this research was to study teachers' communication satisfaction and organizational commitment in Basic Education High Schools, Bogalay Township, Ayeyarwady Region. Quantitative and qualitative research methods were used. A total of 235 teachers from Basic Education High Schools in Bogalay Township were selected to participate by using simple random sampling method. Required data were collected using two questionnaires: Communication Satisfaction Questionnaire developed by Downs and Hazen (1977) and Teachers' Multidimensional Organizational Commitment Questionnaire developed by Celep (2000). The reliability coefficient (Cronbach α) were 0.95 and 0.91 respectively. For qualitative study, open-ended and interview questions were used. Interviews were conducted with twelve teachers. Almost all teachers in this study were highly satisfied with the communication practices in their schools. There were no significant differences in the level of teachers' communication satisfaction among teachers grouped by age and teaching service. There were significant differences among teachers grouped by educational qualification and position. Teachers in this study area highly committed to their schools. There were significant differences in teachers' organizational commitment among teachers grouped by age and teaching service. There were no significant differences among teachers grouped by educational qualification and position. There was a moderately significant positive relationship between teachers' communication satisfaction and organizational commitment (r= .467, *p*= .000)

Keywords: communication satisfaction, organizational commitment

Introduction

Today society is changing from isolation to collaboration. It is apparent in many organizations such as companies, hospitals, banks, and schools. Communication is a vital tool in many organizations to perform work effectively. It is important the communication practices in organizations to be effective and meet the goals of particular organizations. Effective communication practices in organizations may lead to employees' satisfaction and organizations' positive outcomes. Redding (1972) defined communication satisfaction as the overall satisfaction of an employee in his communication environment. Communication satisfaction has also been shown to influence an employee's level of job satisfaction, commitment, and work motivation by researches. Success of an organization also depends on the performance, effort and loyalty of its people. Schools are one of the most important organizations for the improvement of a nation. According to Lunenburg and Ornstein (2012), "communication in educational settings is the lifeblood of every school organization and it is a process that links the individual, the group, and the organization". Organizational commitment is one of the determining factors affecting the employees' sense of participation in the organization's activities and performance (Chelladurai, 2009). Commitment represents something beyond loyalty to an organization. Communication satisfaction may help teachers to increase the level of their job satisfaction and organizational commitment. This study will investigate teachers' communication satisfaction and organizational commitment.

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Objectives

General Objective

- To study teachers' communication satisfaction and teachers' organizational commitment

Specific Objectives

- To investigate the level of teachers' satisfaction on the communication practices in Basic Education High Schools
- To find out the variations of teachers' communication satisfaction in terms of their personal factors
- To investigate the level of teachers' organizational commitment in Basic Education High Schools
- To find out the variations of teachers' organizational commitment in terms of their personal factors
- To investigate the relationship between teachers' communication satisfaction and teachers' organizational commitment

Research Questions

- What is the level of teachers' satisfaction on the communication practices in Basic Education High Schools?
- Are there any variations in teachers' communication satisfaction in terms of their personal factors?
- What is the level of teachers' organizational commitment in Basic Education High Schools?
- Are there any variations in teachers' organizational commitment in terms of their personal factors?
- Is there any relationship between teachers' communication satisfaction and teachers' organizational commitment?

Limitations of the Study

This study is related to the teachers' levels of communication satisfaction and their organizational commitment in Basic Education High Schools, Bogalay Township, Ayeyarwady Region.

Theoretical Framework

In this study, teachers' communication satisfaction was investigated with eight factors of communication satisfaction defined by Downs and Hazen (1977).

Communication Climate: It involves communication on the organizational level as well as the personal level. It concerns with the extent to which communication in the school motivates and stimulates teachers to meet the school's goals.

Personal Feedback: It encompasses school members' perceptions pertaining to the extent to which their efforts are being recognized, whether they are being judged fairly by superiors, and whether their principal understands their problems.

Supervisory Communication: It involves upward or downward communication with the principal. It refers to the ability of the principal to listen and pay attention to teachers, as well as

the extent to which adequate guidance and instruction are given in relation to solving work related tasks.

Media Quality: It deals with the extent to which meetings are well organized and written directives are short and clear, and the degree to which the amount of communication is about right.

Organizational Perspective: It includes information about changes within the school, the financial standing of the school, and information about the policies, missions, visions, and goals of the school in general.

Organizational Integration: It encompasses the extent to which teachers perceive that the information they receive that enables them to complete their tasks as well as participate in work-related groups and units is sufficient and of acceptable quality.

Horizontal Communication: It relates to how school teachers perceive the quality of informal communication among peers or colleagues, and the extent to which it is free flowing. **Subordinate Communication**: It focuses teachers' satisfaction on upward and downward communication with students. This dimension measures students' responsiveness to downward communication, and the extent to which students initiate upward communication.

Organizational commitment was investigated by Celep (2000)'s teachers' multidimensional organizational commitment. The dimensions are as follows.

Commitment to Teaching Occupation: This factor is defined as teachers' attitudes towards their profession or vocation and the importance of teaching occupation in their total life.

Commitment to Teaching Work: It maintains the occupied level of a teacher's daily life. Commitment to teaching work is the physical and psychological occupied level of a teacher in his/her daily life.

Commitment to Work Group: It is defined as the teacher's sense of faithfulness and collaboration with other teachers and colleagues within a school.

Commitment to School: It is defined as teachers' belief and acceptance of the goals and values of the school, their efforts for actualization those goals and values, and their strong desires to keep up membership in the school.

Definitions of Key Terms

Communication satisfaction: Communication satisfaction is an individual's level of satisfaction with various aspects of communication in the organization (Downs & Hazen, 1977).

Organizational commitment: It is the relative strength of an individual's identification with and involvement in a particular organization (Mowday, Porter, & Steers, 1982).

Operational Definitions

Teachers' Communication Satisfaction

In this study, teachers' communication satisfaction refers to levels of teachers' satisfaction with the communication practices such as communication climate, personal feedback, supervisory communication, media quality, organizational perspective, organizational integration, horizontal communication and subordinate communication in their schools.

Teachers' level of communication satisfaction was examined by the mean values of teacher's responses to questionnaire rated on four point Likert scale consisting of 40 items. The level of each item was determined by the mean scores valued as: 1.00-2.00=low, 2.01-3.00=moderate, 3.01-4.00=high. The higher the mean value was, the greater the communication satisfaction level it had.

Teachers' Organizational Commitment

In this study, teachers' organizational commitment refers to the belief, attitude and practices of teachers toward teaching occupation, teaching work, work group and the school.

Teachers' organizational commitment was examined by the mean values of teacher's responses to questionnaire rated on four point Likert scale consisting of 26 items. Rating scores have been developed as: 1.00-2.00=low, 2.01-3.00=moderate, 3.01-4.00=high. The higher the mean value was, the greater the organizational commitment level it had.

Methodology

Quantitative methodology

Sample

235 teachers from selected schools in Bogalay Township were chosen by using simple random sampling method.

Instrumentation

To study teachers' communication satisfaction, Communication Satisfaction Questionnaire developed by Downs and Hazen (1977) was modified under the guidance of supervisor. It consisted of 40 items with eight dimensions. To study teachers' organizational commitment, teachers' multidimensional organizational commitment questionnaire developed by Celep (2000) was applied. There were 26 items with four dimensions. Each item of both questionnaires was rated on a four-point Likert scale. **Instrument Validity:** The instruments were developed under the guidance of the supervisor. Prior to pilot study, the questionnaires were reviewed by nine experts. Then, pilot study was conducted by the responses of 52 teachers who were not in the study area. **Instrument Reliability:** According to the results of pilot study, the reliability coefficient (Cronbach α) were 0.95 for Communication Satisfaction Questionnaire and 0.91 for Teachers' Multidimensional Organizational Commitment Questionnaire.

Procedure

Firstly, the related literature was reviewed and analyzed. Next, research instruments were constructed in accordance with the advice of experts and guidance of the supervisor. Then, pilot study was conducted to 52 teachers from No.4 Basic Education High School, Dalla. Data collection time was between 20th November, 2019 and 10th December, 2019.

Data Analysis

In quantitative study, Descriptive Statistics, Independent Samples *t* test, One-way ANOVA and Post Hoc Tukey HSD were used to analyze the data.

Qualitative Methodology

Open-ended questions and interview guides for both variables were developed by the researcher by reviewing related literature under the guidance of the supervisor. Twelve teachers

were participated in this study as interviewees. Interview was conducted during 2th January, 2020 and 8th January 2020. Responses were carefully categorized and interpreted.

Findings

Quantitative Findings

Findings for research question (1) are presented in Table 1.

Table 1 Mean Values and Standard Deviations of Variables for Teachers' Communication Satisfaction   (N=235)

No.	Variable	Mean	SD	Remark
1.	Communication Climate	3.02	.27	High
2.	Personal Feedback	2.92	.30	Moderate
3.	Supervisory Communication	3.04	.41	High
4.	Media Quality	2.98	.37	Moderate
5.	Organizational Perspective	3.01	.32	High
6.	Organizational Integration	3.07	.36	High
7.	Horizontal Communication	3.16	.34	High
8.	Subordinate Communication	2.95	.34	Moderate
	Communication Satisfaction	**3.02**	**.26**	**High**

Scoring Direction - 1.00-2.00=Low   2.01-3.00=Moderate   3.01-4.00=High

The level of teachers' satisfaction on the communication practices was high.

Findings for research question (2) are revealed in the following tables.

Table 2 Mean Values and Standard Deviations of Teachers' Communication Satisfaction Grouped by their Age   (N=235)

Variable	N	Age	Mean	SD	Remark
Teachers' Communication Satisfaction	38	20-30 years	3.02	.34	High
	80	31-40 years	3.00	.25	Moderate
	54	41-50 years	3.01	.24	High
	63	51 years and above	3.06	.26	High

Scoring Direction - 1.00-2.00=Low   2.01-3.00=Moderate   3.01-4.00=High

Table 3 One-Way ANOVA Results of Teachers' Communication Satisfaction Grouped by their Age

Variable		Sum of Squares	df	Mean Square	F	p
Teachers' Communication Satisfaction	Between Groups	.126	3	.042	.601	ns
	Within Groups	16.157	231	.070		
	Total	16.283	234			

*$p < .05$, **$< .01$, ***$p < .001$, ns=no significance

There was no significant difference between teachers grouped by their age.

Table 4   Mean Values and Standard Deviations of Teachers' Communication Satisfaction Grouped by their Teaching Service   (N=235)

Variable	N	Teaching Service	Mean	SD	Remark
Teachers' Communication Satisfaction	8	1-3 years	3.06	.38	High
	34	4-6 years	3.09	.31	High
	92	7-18 years	2.98	.23	Moderate
	55	19-30 years	3.01	.28	High
	46	31-40 years	3.06	.25	High

Scoring Direction - 1.00-2.00=Low   2.01-3.00=Moderate   3.01-4.00=High

Table 5   One-Way ANOVA Results of Teachers' Communication Satisfaction Grouped by their Teaching Service

Variable		Sum of Squares	df	Mean Square	F	p
Teachers' Communication Satisfaction	Between Groups	.419	4	.105	1.519	ns
	Within Groups	15.864	230	.069		
	Total	16.283	234			

*$p < .05$, **$< .01$, ***$p < .001$, ns=no significance

There was no significant difference between teachers grouped by their teaching service.

Table 6   Mean Values and Standard Deviations of Teachers' Communication Satisfaction Grouped by their Educational Qualification   (N=235)

Variable	N	Educational Qualification	Mean	SD	Remark
Teachers' Communication Satisfaction	167	BA; BSc; others	3.02	.26	High
	68	BEd; MEd	3.03	.27	High

Scoring Direction - 1.00-2.00=Low   2.01-3.00=Moderate   3.01-4.00=High

Table 7   Independent Samples *t* test Results of Teachers' Communication   Satisfaction Grouped by their Educational Qualification   (N=235)

Variable	N	Educational Qualification	Mean (SD)	t	df	p
Supervisory Communication	167	BA; BSc; others	3.00 (.408)	-2.289	233	.023*
	68	BEd; MEd	3.13 (.387)			

*$p < .05$, **$< .01$, ***$p < .001$, ns=no significance

By means of participants' educational qualification, BEd and MEd degree holders are more satisfied with supervisory communication than BA, BSc and other degree holders.

Table 8   Mean Values and Standard Deviations of Teachers' Communication Satisfaction Grouped by their Position   (N=235)

Variable	N	Position	Means	SD	Remark
Teachers' Communication Satisfaction	88	Senior Teacher	3.01	.27	High
	103	Junior Teacher	2.99	.24	Moderate
	44	Primary Teacher	3.11	.30	High

Scoring Direction - 1.00-2.00=Low   2.01-3.00=Moderate   3.01-4.00=High

Table 9   One-Way ANOVA Results of Teachers' Communication Satisfaction Grouped by their Position

Variable		Sum of Squares	*df*	Mean Square	*F*	*p*
Teachers' Communication Satisfaction	Between Groups	.438	2	.219	3.209	.042*
	Within Groups	15.845	232	.068		
	Total	16.283	234			

*p< .05, **<.01, ***p<.001, ns=no significance

There was significant difference with respect to their position.

Table 10 Tukey HSD Results of Teachers' Communication Satisfaction Grouped by their Position

Variable	(I) Position	(J) Position	Mean Difference (I-J)	*p*
Teachers' Communication Satisfaction	Junior Teacher	Primary Teacher	-.117*	.036*

*p< .05, **<.01, ***p<.001, ns=no significance

Primary teachers have a little more satisfaction on the communication practices in their schools than junior teachers.

Findings for research question (3) were presented in Table (11).

Table 11   Mean Values and Standard Deviations of Variables for Teachers' Organizational Commitment   (N=235)

No.	Variable	Mean	SD	Remark
1.	Commitment to Teaching Profession	3.34	.45	High
2.	Commitment to Teaching Work	3.26	.38	High
3.	Commitment to Work Team	3.17	.34	High
4.	Commitment to School	3.13	.34	High
	Teachers' Organizational Commitment	**3.23**	**.30**	**High**

Scoring Direction - 1.00-2.00=Low   2.01-3.00=Moderate   3.01-4.00=High

By overall mean value (3.23), teachers have high level of organizational commitment.

Findings for research question (4) are revealed in the following tables.

Table 12 Mean Values and Standard Deviations of Teachers' Organizational Commitment Grouped by their Age   (N=235)

Variable	N	Age	Mean	SD	Remark
Teachers' Organizational Commitment	38	20-30 years	3.26	.33	High
	80	31-40 years	3.21	.31	High
	54	41-50 years	3.23	.29	High
	63	51 years and above	3.22	.29	High

Scoring Direction - 1.00-2.00=Low   2.01-3.00=Moderate   3.01-4.00=High

Table 13 One-Way ANOVA Results of Teachers' Organizational Commitment Grouped by their Age

Variable		Sum of Squares	*df*	Mean Squares	*F*	*p*
Commitment to Teaching Work	Between Groups	1.248	3	.416	2.994	.032*
	Within Groups	32.107	231	.139		
	Total	33.356	234			

*p< .05, **<.01, ***p<.001, ns=no significance

There was significant difference in teachers' commitment to teaching work according to their age.

Table 14 Tukey HSD Results of Teachers' Organizational Commitment Grouped by their Age

Variable	(I) Age	(J) Age	Mean Difference (I-J)	*p*
Commitment to Teaching Work	20-30 years	41-50 years	.206*	.047*
		51 years and above	.205*	.039*

*p< .05, **<.01, ***p<.001, ns=no significance

The teachers in the age group of (20-30) years are more committed to teaching work than the teachers in the age group of (41-50) years and (51 years and above).

Table 15 Mean Values and Standard Deviations of Teachers' Organizational Commitment Grouped by their Teaching Service   (N=235)

Variable	N	Teaching Service	Mean	SD	Remark
Teachers' Organizational Commitment	8	1-3 years	3.19	.28	High
	34	4-6 years	3.33	.36	High
	92	7-18 years	3.18	.29	High
	55	19-30 years	3.26	.29	High
	46	31-40 years	3.21	.29	High

Scoring Direction - 1.00-2.00=Low   2.01-3.00=Moderate   3.01-4.00=High

Table 16 One-Way ANOVA Results of Teachers' Organizational Commitment Grouped by their Teaching Service

Variable		Sum of Squares	*df*	Mean Squares	*F*	*p*
Commitment to Work Team	Between Groups	1.253	4	.313	2.842	.025*
	Within Groups	25.357	230	.110		
	Total	26.611	234			

*p< .05, **<.01, ***p<.001, ns=no significance

There was significant difference in commitment to work team between teachers grouped by their teaching service.

Table 17 Tukey HSD Results of Teachers' Organizational Commitment by their Teaching Service

Variable	(I) Teaching Service	(J) Teaching Service	Mean Difference (I-J)	*p*
Commitment to Work Team	4-6 years	7-18 years	.189*	.039*
		31-40 years	.207*	.048*

*p< .05, **<.01, ***p<.001, ns=no significance

        Teachers with the teaching service of (4-6 years) have a little more commitment to work team than those with the teaching service of (7-18 years) and (31-40 years).

Table 18 Mean Values and Standard Deviations of Teachers' Organizational Commitment Grouped by their Educational Qualification   (N=235)

Variable	N	Educational Qualification	Mean	SD	Remark
Teachers' Organizational Commitment	167	BA; BSc; others	3.24	.30	High
	68	BEd; MEd	3.18	.30	High

Scoring Direction - 1.00-2.00=Low   2.01-3.00=Moderate   3.01-4.00=High

Table 19 Independent Samples *t* test Results of Teachers' Organizational Commitment by their Educational Qualification   (N=235)

Variable	N	Educational Qualification	Mean (SD)	*t*	*df*	*p*
Teachers' Organizational Commitment	167	BA; BSc; others	3.24(.30)	1.411	233	ns
	68	BEd; MEd	3.18(.30)			

*p< .05, **<.01, ***p<.001, ns=no significance

        There was no significance difference between teachers grouped by qualification.

Table 20 Mean Values and Standard Deviations of Teachers' Organizational Commitment Grouped by their Position   (N=235)

Variable	N	Position	Mean	SD	Remark
Teachers' Organizational Commitment	88	Senior Teacher	3.19	.30	High
	103	Junior Teacher	3.23	.28	High
	44	Primary Teacher	3.29	.34	High

Scoring Direction - 1.00-2.00=Low   2.01-3.00=Moderate   3.01-4.00=High

Table 21 One-Way ANOVA Results of Teachers' Organizational Commitment Grouped by their Position

Variable		Sum of Squares	*df*	Mean Squares	*F*	*p*
Teachers' Organizational Commitment	Between Groups	.281	2	.140	1.539	ns
	Within Groups	21.168	232	.091		
	Total	21.449	234			

*p< .05, **<.01, ***p<.001, ns=no significance

        There was no significant difference between teachers grouped by their position.

        The result for research question (5) was described in Table (22).

Table 22 The Relationship between Teachers' Communication Satisfaction and Organizational Commitment

Variable	1	2
Communication Satisfaction	1	.467**
Organizational Commitment	.467**	1

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

In Table (22), it was presented that there was a moderately significant positive relationship between communication satisfaction and organizational commitment (r= .467, *p*= .000).

Qualitative Findings

Findings for open-ended questions

Responses for communication satisfaction

Q1. Are there any communication practices in your school that you want to change? Please describe.

The answers include directives from headmaster (n=14, 5.96%), transparencies of school communication (n=12, 5.11%), information about students (n=21, 8.94%), communication between all school members (n=28, 11.91%), communication with the principal (n=37, 15.74%).

Q2. How does your principal manage delivering job-related information to all teachers to get?

Teachers responded that their principal manage delivering job-related information by meetings and order book (n=144, 61.28%), through class leaders, subject leaders and nearby colleagues (n=20, 8.51%), by taking speech twice a day (n=6,2.55%), through meetings, telephoning, direct personal contact (n=15, 6.38%), by any possible way at any time (n=13, 5.53%), by using social medias (n=15, 6.38%).

Q3. Is it important the right and accurate communication between teachers to run the work smoothly? How do you think?

Teachers responded that the right and accurate communication between teachers is important because it helps in accessing actuate job-related facts in time (n=48, 20.43%), in accomplishing works quickly and easily (n=16, 6.81%), in developing ideas and new teaching methods (n=77, 32.77%), in coordinating at any time (n=13, 5.53%), in saving times (n=27, 11.49%).

Responses for organizational commitment

Q1. What kinds of benefit can you get in your life if you continue your career permanently?

Teachers' answers included benefits such as fulfillment of life ambitions (n=18, 7.66%), getting opportunity to produce good citizens (n=9, 3.83%) and opportunity for carrying out benefits for their own life and other people's life (n=18, 7.66%), opportunity to fulfil the living cost of their family including children's education cost (n=15, 6.38%). Getting happiness, self-confidence, success and life assurance (n=75, 31.91%), improving work experiences and interpersonal skills (n=39, 16.6%), getting success and wealth in life (n=30, 12.77 %), and getting more meaningful life (n=14, 5.96%) are also included.

Q2. Do you think the teachers should do the best at their career whether their career choice is consistent or not with their talent? Why?

Teachers think every teacher should do the best at their career for dignity of oneself (n=24, 10.21%), because valuing the work is also valuing self (n=22, 9.36%), because a successful career can possess a successful life (n=26, 11.06%), because they try to keep his/her soul secure and save

and live without regret in life (n=35, 14.89%), because it is concerned with the future of our children and nation (n=60, 25.53%), it is better than dreaming the impossible things (n=17, 7.23%).

Q3. What are the facts that can improve teachers' organizational commitment?

The answers include the following factors such as warmth and unity of school members, fair administration of headmaster, school members who have responsibility and accountability, effective leader, responsive pupils and unity of colleagues, enough salary, free from living cost stress and being a healthy person, enough number of classrooms, support, facilities and teaching aids, consistency of teaching subjects and specialized subjects of teachers, pleasurable conditions of school organization, interests and contributions of local community, pupils who likes schooling and are outstanding in academic, cooperative school family, praising to teachers, giving certificate of appreciation to teachers who put great effort to work.

Findings for interview questions

According to the results of interview findings, all teachers satisfy the communication climate of their schools and they were happy for working in their schools according to their responses. They sometimes get feedback on their performance from their headmaster and colleagues in informal way. Some headmasters make round check at least once a week. Their headmaster frequently checks their paper work. As supervisory communication, some headmasters give right and accurate directives and some are weak in administration skill. As media quality, they want their schools' communication practices to be more effective. As organizational perspective, teachers want to get the changes of work plans accurately. Most of teachers get their job-related information and school visions in time. Almost all teachers satisfy communication skill of their colleagues. Teachers have little authority on students' discipline and sometimes have barriers.

According to their responses to interview questions, almost all teacher love and value teaching profession and they decided to do this career till their retirement. Even if this career was not their inclination, they value this job and try to perform their best. They care about both academic achievement and all-round development of pupils. Some always try to seek the better ways of teaching but some others do not want to put additional effort to make their teaching to be more successful. Most of all teachers have good relationship with their colleagues. A few numbers of teachers like to do only required relation with others. Local teachers were more likely to work only in respective school and teachers who are from other places were more likely to do transference. A few teachers want to transfer because they do not like the headmaster's administration and do not enjoy working conditions. Some others want to transfer because of their promotion.

Discussion

In this study, teachers satisfy the communication practices of their schools at high level. Also, the study done by Varona (1996) showed that school teachers have high level of communication satisfaction. Teachers in this study area also satisfy communication climate at high level. There are few causes of their dissatisfaction. Teachers' satisfaction on personal feedback is at moderate level. In Myanmar, there is no definite system for personal feedback of public school teachers. But, there is checking some paper work as formal ways. Sometimes, there is informal personal feedback from headmaster and colleagues. In the study of Varona (1996) personal feedback was the factor that emerged as the one with which school teachers tend to be the least satisfied.

Hersey and Blanchard (1993), stated that effective communication requires responses that demonstrating interest, understanding and concern for the follower, as well as for the followers'

needs and problems. According to qualitative findings, most of the teachers responded that their principals understand the difficulties they face and take into consideration their view points. Teachers in this study moderately satisfy media quality of their schools. According to qualitative findings, inadequacy of school facilities and school budget affects the quality and effectiveness of their meetings. In Myanmar, there was no access to electricity and electronic facilities in most of urban schools. And the arrangement of their meetings were sometimes unsystematic. So, the principals should try to improve school's media quality as much as possible.

Organizational perspective had the high level of satisfaction in this study. Schools are public organizations and there is no authority to reframe government policies and directives. Almost all teachers know the current Education System and the programs needed to be implemented. As organizational integration, teachers from almost all schools in this study area responded that there were the boards describing the policies and goals of the school, the accomplishment and/or failures of the school, school's financial standing and list of members of Parent Teacher Association, School Council, School Board of Discipline and so on in their principal's office.

According to Hersey and Blanchard (1993), horizontal communication forms a useful link in decision making for task coordination and provides emotional and social support to individual organizational members. According to qualitative findings, almost all teachers were satisfied with the communication skills of their colleagues. Teachers in this study satisfy subordinate communication at moderate level. This is because today students are weak in character and there are many changes in school punishment policy. Teachers have only a little authority to handle the students' misbehaviors and they have some difficulties in controlling students.

There was no significant difference in teachers' communication satisfaction between teachers grouped by their age. This finding was consistent with the finding of Ramirez (2010). There was also no significant difference in teachers' communication satisfaction between teachers grouped by their teaching service. This finding was consistent with the study of Alanezi (2011). Sharma (2015) also found that the staff members' mean scores on communication questionnaire were not related to the number of years in service.

In our country, teachers who are BEd or MEd degree holders are mostly senior teachers and they have more opportunity to participate in school management functions and there is a little more rapport between them and the principal. So they have more satisfaction on supervisory communication than the teachers who are BA, BSc or other degree holders. In overall teachers' communication satisfaction, primary teachers have a little more satisfaction than junior teachers. Primary teachers have only a little responsibility in school administrative functions so they face a little problematic situation and do not have much stress than senior and junior teachers.

Teachers from Basic Education High Schools, Bogalay Township have high level of overall organizational commitment. Among four dimensions, commitment to teaching profession has the highest mean value. Teachers in this study have high commitment to teaching occupation because they have responsibility to do the best at their current position. They think that teaching is the most valuable profession among other careers because it is important for the foundation of the development of every country. They are also proud of being a teacher. But, the teachers in this study area have the lowest mean values in commitment to school. This is because they wanted to make their promotions and professional development. But some teachers do not want to be still at their current schools because of principal's management, weaknesses local community support and unpleasant school climate. Weibo et al., (2010), also proposed that effective influence and attitudes of workers potentially played a larger role in employee retention. According to Chan et al. (2008), teacher efficacy was defined as a teacher's belief in their ability to produced desired student outcomes. Teachers in this study do not commit to their schools because of being inequivalent of

their effort and student achievement. According to Bogler and Somech (2004 cited in Abston, 2015), teachers' self-efficacy predicted organizational commitment and professional commitment.

The teachers in the age group of (20-30) years are more committed to teaching work than those in the age group of (41-50) years and (51 years and above). Butucha (2013) also found that young teachers have the high commitment to teaching in his study. Teachers with the teaching service of (4-6 years) have a little more commitment to work team than those with the teaching service of (7-18 years) and (31-40 years). Teachers with the teaching service of (4-6) years are mostly in the age group of 23-28 years. Cross (1981 cited in Rinaldi 2007), stated that the adults between the age of 23-28 have the following interests, new friendships, increased maturity, contemplation of marriage, exploration of different careers, contemplation of career goals.

There was no significant difference in teachers' organizational commitment with respect to their educational qualifications. Saad and Abd rabou (1016) also found that there is a statistically insignificant difference between organizational commitment mean score as regard participants' qualification. Whether they are senior or junior or primary teachers, all participants in this study love their profession and they satisfy and enjoy what they are doing. And they show greater reluctance to abandon it. Potvin (1991 cited in Varona, 1996) and Downs (1991 cited in Varona, 1996), concluded that no significant differences on commitment levels according to participants' position.

In this study, there was a moderately significant relationship between teachers' communication satisfaction and organizational commitment ($r = .467$, $p = 0.01$). Zhen (2013) and Alanezi (2011) had found that there is a significant positive relationship between communication satisfaction and organizational commitment.

It is important that schools have an effective communication system that can create easy flow of information and make changes accordingly. So, principals should nurture the school to be a place where information could easily flow and where the teachers satisfy the communication practices in the school. Principals should also promote teachers' commitment to teaching occupation, commitment to teaching work, commitment to work group and commitment to school, because teacher is the yard-stick that measures the achievement and aspirations of the nation.

Recommendations

Based on the results of this study, recommendations for principals were as follows.

Recommendations to improve Teachers' Communication Satisfaction

Principals should

- provide teachers with updated, relevant and timely information on issues that could affect their jobs.
- acknowledge teachers who are excellent in instructional works, not only by means of material rewards but also by means of verbal and or written recognition (i.e. certificate of appreciation).
- guide teachers in work-related problem solving by encouragement, directing and mentorship.
- observe, listen and pay attention to what teachers need and ask for.
- be taking into consideration all school members' viewpoints, background, mind-set, education level, etc.
- distribute messages through electronic and social media (i.e. e-mail, text messages, Facebook, Viber) effectively.

Recommendations to improve Teachers' Organizational Commitment

Principals should

- create warm and supportive workplace and promote teachers' enthusiasm by encouraging their performance by means of both material and verbal rewards.

- persuade all teachers to participate in appropriate role in all school activities.

- be interested in students' improvements and find the better ways to achieve better students' outcomes because it would help to improve teachers' effort to instructional activities.

- create cooperative relation with local community to get the school's overall well-being.

Need for Further Study

Replications of this study should be conducted in other townships or districts or states or regions extensively. Demographic data on teachers' gender and marital status and demographic characteristics of schools might also be supportive to the additional causes for teachers' communication satisfaction and organizational commitment.

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