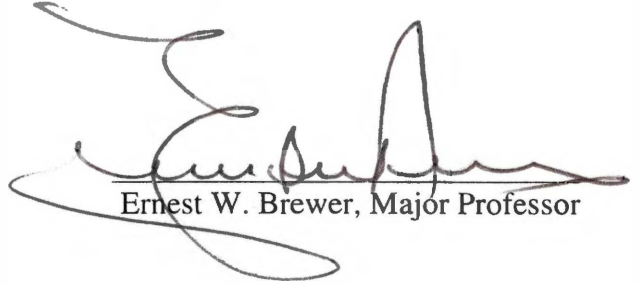


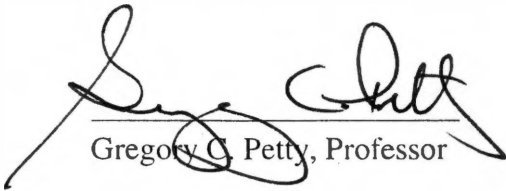
To the Graduate Council:

I am submitting herewith a thesis written by Melissa Thompson Logan entitled "Communication and Job Satisfaction of Contract Security Employees." I have examined the final paper copy of this thesis in form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Human Resource Development.



Ernest W. Brewer, Major Professor

We have read this thesis
and recommend its acceptance:

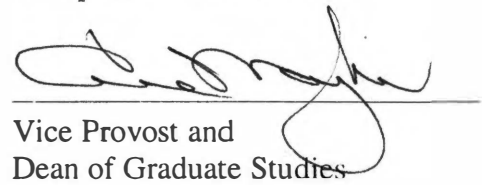


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Vice Provost and
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**COMMUNICATION AND JOB SATISFACTION
OF CONTRACT SECURITY EMPLOYEES**

**A Thesis
Presented for the
Master of Science Degree
The University of Tennessee, Knoxville**

**Melissa Thompson Logan
May 2002**

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ABSTRACT

The purpose of this study was to determine whether or not there was a relationship between communication and job satisfaction among contract security employees. In addition, this study sought to determine whether or not participants' demographic characteristics impacted communication and job satisfaction.

The researcher sent questionnaire packets to 306 employees who worked for a regional contract security guard company with employees in the Midwest and throughout the southeastern United States. The response rate was 47% ($N = 144$). The packets consisted of 2 survey instruments—the Communication Satisfaction Questionnaire (CSQ) developed by Downs and Hazen in 1977, and the Job Satisfaction Survey (JSS) created by Spector in 1985—plus a demographic questionnaire comprised of 8 demographic questions developed by the researcher.

Results from this study indicated that there was no significant difference among the 8 demographic variables and communication satisfaction as measured by the CSQ. Regarding job satisfaction, results revealed that the demographic variable, position with company, was significant with regard to the JSS subscales of (a) pay, (b) contingent rewards, (c) coworkers, (d) nature of work, and (e) communication. Findings from this study also indicated the existence of a moderate to high relationship between communication and job satisfaction, with the best predictors of job satisfaction being personal feedback, communication climate, and general organizational perspective.

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CHAPTER I

INTRODUCTION

Transitioning from all-time low unemployment rates, America has been in an era of downsizing, layoffs, struggling companies, and recession. Added to these issues has been the realization of the vulnerability of the United States and its people. As these issues have become more prevalent, American workforces have faced changes and challenges that must be recognized and addressed. In the midst of these transitions, contract employment has risen, particularly contract security guard companies due to the increased demand to protect against crime, vandalism, and terrorism (Walker, 2001). According to Walker, the need for security officers has been expected to rise over 21% in the coming years with much of this growth occurring in the contract security sector due to its cost-efficiency versus that of handling security in-house. Therefore, attention to the needs of these employees, along with others throughout the American workforce, must be considered.

An anonymous author for *HR Focus* (2002) explained, “given both layoffs and the continued scarcity of excellent workers in so many fields, protecting your number one asset—your people—is more than a worthy goal: It is a bottom line necessity” (p. 3). Therefore, attention to employees and their satisfaction has been critical regardless of economic situations in the United States (Levering & Moskowitz, 2002; Raha, 2001). Attention to employee job satisfaction has involved communicating with them regularly, accurately, and effectively (Geist, 2001). Communication has involved sending and receiving messages and the

exchange of information and meaning, and it has connected employees with their employers and the tasks at hand, which has been essential to a company's success (Kreitner & Kinicki, 1995). However, Geist explained that communication goes farther than simply exchanging information; rather, "it is making connections. It is developing a network through which the hard facts and the emotional ownership of information flow to all participants" (p. 115). Therefore, communication has been critical to the satisfaction of employees in the workforce and should not be overlooked.

With change and challenges come new opportunities that might allow organizations to be more competitive, more global, more profitable, and more customer-focused (Henderson, 1996; Ulrich, 1997). However, none of this could occur without employees—satisfied employees. Smith (1991) noted, "people are our most important asset and therefore must rate top priority in terms of communication" (p. 228). Employees have desired greater control and decision-making power in their work. Communication has involved organizational recognition of the value of communicating effectively, openly, and continually throughout an organization. Because "leadership in the future will be team-focused and shared, rather than driven by a single person" (Ulrich, p. 13), communication would play an even bigger role in organizations that succeed. Therefore, because communication has been vital to organizational success, it has been extremely important to understand the possible impact communication has on job satisfaction and the significance of this relationship.

Job satisfaction can be defined as “an affective (that is, emotional) reaction to a job that results from the incumbent’s comparison of actual outcomes with those that are desired (expected, deserved and so on)” (Cranny, Smith, & Stone, 1992, p. 1). Job satisfaction has been an area of extensive study by researchers throughout the years (Fincham & Rhodes, 1994; Lambert, Hogan, & Barton, 2001; Pincus, 1986; Mueller, Finley, Iverson, & Price, 1999; Vroom, 1964). It was estimated that by 1996 the total number of studies incorporating job satisfaction as a research variable was in excess of 12,000, significantly more than the 3,300 estimated by Locke in 1976 (as cited in Lambert et al.). Researchers have been concerned with employee job satisfaction as it related to appreciation, coworkers, supervision, benefits, work conditions, pay, promotions, and security (Clampitt & Downs, 1993; Spector, 1997; Wheelless, Wheelless, & Howard, 1984). Nonetheless, understanding what causes people to be or not to be happy with their jobs often has been a mystery, particularly with the challenges and opportunities faced by employees each day.

Statement of the Problem

Technology has provided for the introduction and emergence of new modes of communication on a daily basis. In addition, the changing makeup of companies to include both younger and older workers, and national and international employees demanded the use of varied communication methods with all members of an organization in order to be effective. Therefore, it was critical that organizational researchers and company managers understand the possible influence organizational communication had on employee job satisfaction.

One critical area that had not been fully researched was communication within an organization and the possible effects it might or might not have on employee job satisfaction. Therefore, during these changing and challenging times in America and as companies have continued to become global, the possible relationship between organizational communication and job satisfaction has become increasingly important.

Issues related to the roles played by communication and the extent to which these roles have affected job satisfaction should be explored. To address these issues, satisfaction with one's job and satisfaction with the type and amount of communication within a company must be analyzed. Researchers have identified a variety of communication satisfaction dimensions, while others have developed a number of job satisfaction dimensions over the years (Brief, 1998; Clampitt & Downs, 1993; Downs & Hazen, 1977; Parsons, 1995; Pincus, 1986; Smith, Kendall, & Hulin, 1969; Varona, 1996). Nonetheless, little research has been done during the late 1990s and beginning of the millennium to compare these two areas.

Purpose of the Study

My purpose in conducting this study was to identify and measure characteristics related to organizational communication and job satisfaction and the possible differences or relationships between the two among employees of a contract security company. Contract security employees, better known as security officers or guards, provided security and patrol services to clients of the company for which they were employed. The 2000 *Occupational Outlook Handbook*

defined the responsibilities of security officers as “they patrol and inspect property to protect against fire, theft, vandalism, and illegal activity” (as cited in Walker, 2001, p. 1). Typically, these employees were the front line defense at any location at which they worked, and they were liaisons between their employer and the client. Nonetheless, they were also some of the lowest paid workers, often earning less than a janitor employed at the same facility, which hindered employee retention (Walker, 2001). Security officers often worked alone, worked in isolated locations, worked long hours, and were perhaps invisible at times to the client to whom they were assigned. In spite of these working conditions, communication was unavoidable and critical to this profession.

Effective communication among the company, its security officers, and the client was key to the success of ensuring the safety of people, property, and information. Therefore, investigating the satisfaction of employees working in the contract security industry was essential. Understanding communication and job satisfaction of these employees could assist in lowering turnover rates, attracting people to the profession, and improving client relationships. This information regarding satisfaction of employees from this contract security guard industry also should provide a benchmark for other security companies as the need for security officers has been projected to rise between 21% and 35% by 2008 (Walker, 2001).

Research Questions

To analyze the possible effects of communication as related to job satisfaction, I developed five questions. These questions were

1. What are the demographic data of the employees with respect to gender, race, age, education background, length of employment, work schedule, length of commute, and position with company?
2. Do gender, race, age, education background, length of employment, work schedule, length of commute, and position with company predict communication satisfaction?
3. Do gender, race, age, education background, length of employment, work schedule, length of commute, and position with company predict job satisfaction?
4. Do gender, race, age, education background, length of employment, work schedule, length of commute, and position with company affect the relationship between communication satisfaction and job satisfaction?
5. Do communication satisfaction factors predict job satisfaction?

Null Hypotheses

This study explored the differences and relationship between job satisfaction and employee communication. Measures of job satisfaction and communication satisfaction were collected from employees of a contract security guard company. In addition to the five research questions, the following null hypotheses were formulated.

- H₀₁ There will be no significant difference between gender, race, age, education background, length of employment, work schedule, position with company and length of commute and communication satisfaction as measured by the Communication Satisfaction Questionnaire (CSQ).
- H₀₂ There will be no significant difference between gender, race, age, education background, length of employment, work schedule, position with company and length of commute and job satisfaction as measured by the Job Satisfaction Survey (JSS).
- H₀₃ There will be no significant relationship between communication satisfaction and job satisfaction as measured by the CSQ and the JSS, respectively.

Research Limitations, Delimitations, and Assumptions

As with most research, certain research limitations existed. Therefore, I outlined the following limitations, delimitations, and assumptions to be noted for the purposes of interpretation and duplication of this study.

Limitations

The participants in this study represented a diverse group of individuals, and the study had limitations due to the varied geographical locations and backgrounds of the participants. The following limitations were relevant to this study:

1. This study was limited by the instrument measuring communication satisfaction due to the large number of conceivable ties between the questions in the instrument and to the questions found in the second instrument measuring job satisfaction.
2. The job satisfaction characteristics were limited to the measurements of the JSS subscales and total satisfaction scores.
3. This study was limited by the willingness of participants to voluntarily answer questions regarding their perceptions of job satisfaction and communication satisfaction through a self-administered questionnaire.
4. The low response rate could have been related to the high national average turnover rate among contract security guards. Selected participants might have been terminated or voluntarily quit, which might or might not have made them reluctant to respond. Additionally, the low response rate might have impacted the internal validity of the study.
5. This study was limited by the ability to generalize this study to contract security industries only. Generalizing the results from this study to companies in other service industries or manufacturing companies could perhaps be of questionable value.

Delimitations

This study can be generalized to similar samples. However, in addition to the limitations previously mentioned, certain delimitations should not be overlooked. The study was delimited in the following ways:

1. The research sample consisted of people that were currently employed by one security guard firm.
2. The study was limited to one organization.
3. The characteristics of communication satisfaction and job satisfaction were limited to the 38 items on the CSQ and the 36 statements on the JSS.
4. This study was limited by the collection of data through a mailed survey.

Assumptions

In the cover letter, I informed participants about the purpose of the study and ensured confidentiality of their responses. In addition, a few basic assumptions were made regarding the possible relationship between organizational communication and job satisfaction. These assumptions provided direction in this study.

1. I assumed that employees had a desire to communicate and to receive information.
2. Related to job satisfaction, I assumed that employees were either satisfied or dissatisfied with their jobs and that there were certain ways to analyze levels of satisfaction.
3. I assumed that employees perform better when communicated with about company policies and decisions.
5. I assumed that company management cared about satisfaction among its employees.

6. I assumed that the JSS was a valid instrument for measuring job satisfaction for security industry employees.
7. I assumed that the CSQ was a valid instrument for measuring communication satisfaction among security industry employees.
8. I assumed that such demographic variables as position with company, gender, and tenure with a company could influence communication satisfaction and job satisfaction.
9. I assumed that participants in this study would provide honest and reliable answers regarding the questions concerning job satisfaction and communication satisfaction.

Terms and Definitions

After reviewing literature related to communication satisfaction and job satisfaction, a number of terms and definitions were frequently utilized and were pertinent to this study. For the purposes of this research, the following terms should be reviewed and understood for reviewing and analyzing this study and interpreting the results.

1. *Age*: Age referred to the age of participants on one of six levels: (a) up to 20 years, (b) 21-30 years, (c) 31-39 years, (d) 40- 49 years, (e) 50-59 years, and (f) 60 years or older.
2. *Communication satisfaction*: Communication satisfaction referred to an employee's general feeling about his or her total communication environment (Downs & Hazen, 1977).
3. *Communication Satisfaction Questionnaire (CSQ)*: The CSQ referred to one of the two survey instruments used in this study. This instrument was designed to measure satisfaction of communication of employees within an organization.
4. *Employee*: Employee referred to any male or female individual working for the contract security guard company
5. *Education background*: Education background referred to one of seven levels of education of the participants: (a) did not complete high school, (b) graduated from high school or GED, (c) some technical

training beyond high school, (d) completed a two-year degree, (e) some college, (f) completed four-year college degree, and (g) completed courses beyond four-year college degree.

6. *Gender*: Gender referred to the sex of the employee, either male or female.
7. *Job Satisfaction/Communication Satisfaction Packet (JS/CS Packet)*: The JS/CS packet referred to the research packet developed for the study, which consists of the JSS, the CSQ, and demographic questions.
8. *Job Satisfaction Survey (JSS)*: The JSS referred to the standardized test instrument designed to measure employee satisfaction with his or her job that was combined with two other instruments used in this study.
9. *Job satisfaction*: Job satisfaction referred to the degree to which people liked their jobs (Spector, 1997).
10. *Length of employment*: Length of employment referred to the total amount of time the participant had been employed with current company and included six choices: (a) less than a year, (b) 1-5 years, (c) 6-15 years, (d) 16-25 years, (e) 26-35 years, and (f) 36 years or more.
11. *Length of commute*: Length of commute referred to the length of time it took the participant to commute to work and included seven choices: (a) less than 10 minutes, (b) 11-20 minutes, (c) 21-30 minutes, (d) 31-40 minutes, (e) 41-50 minutes, (f) 51-60 minutes, and (g) more than an hour.
12. *Organizational communication*: Organizational communication referred to the communication of a company's goals, visions, and values along with expectations about company benefits, policies, procedures, programs, and daily events (Corrado, 1994).
13. *Position with company*: Position with company referred to the types of positions held by participants within the organization and included five types: (a) administrative, (b) clerical staff, (c) professional/technical, (d) service, and (e) management/supervision.
14. *Race*: Race referred to the ethnicity of the participant and included six choices: (a) African American, (b) Caucasian, (c) American Indian, (d) Asian, (e) Hispanic, and (f) other.

15. *Work schedule*: Work schedule referred to the work shift the participant most often worked and included three choices: (a) morning/day, (b) evening, and (c) night (3rd shift).

Research Methodology Overview

In this study, I attempted to determine whether or not a statistically significant relationship existed between organizational communication and job satisfaction. In addition, I examined any differences among demographic characteristics and job satisfaction and communication satisfaction.

Research Study Population and Sample

The population identified for this study included employees of a privately owned contract security guard company that had employees based throughout the midwestern and the southeastern United States. A sample of 306 employees was randomly selected from a population base of 1,103 employees using Gay's (1996) Random Number Table and recorded in a Microsoft 97 EXCEL database.

Research Data Collection Procedures

After determining the sample participants and entering them into the database, I mailed each participant a packet containing a cover letter (see Appendix C) explaining the study; two surveys (i.e., the JSS and the CSQ); eight demographic questions, which had been combined into one document (see Appendix D); and a self-addressed stamped envelope for returning completed packets via the United States Postal Service. The participants were given 2 weeks to complete and return the packets. After those 2 weeks, a reminder postcard was mailed to remind them to complete and return their surveys. Participants' names

were kept confidential, and a numerical identification code was assigned to the packet cover sheet before distribution.

Instrumentation

The instruments selected for this study were the JSS and the CSQ. In addition, the participants were asked to complete eight demographic questions. Designed by Spector in 1985, the JSS measured nine facets of job satisfaction along with an overall job satisfaction score. Those nine facets were (a) pay, (b) promotion, (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating procedures, (g) coworkers, (h) nature of work, and (i) communication.

Downs and Hazen (1977) developed the CSQ in 1977. The CSQ assessed (a) general organizational perspective, (b) organizational integration, (c) personal feedback, (d) relation with supervisor, (e) horizontal informal communication, (f) relation with subordinate, (g) media quality, and (h) communication climate. The eight demographic questions were designed to collect descriptive data on the employees. These questions sought to gather information regarding (a) gender, (b) race, (c) age, (d) education background, (e) length of employment, (f) work schedule, (g) commute to work, and (h) position with company.

Data Collection and Analysis

For this quantitative study, I formulated five research questions and three null hypotheses. After randomly selecting a sample from employees of a contract security guard company, the participants completed a questionnaire packet and returned the information to me. Following receipt of the completed surveys, I inputted the results into a Statistical Package for the Social Sciences (SPSS)

software program for analysis of the data and conducted tests using the following statistical procedures: (a) frequencies, (b) analysis of variance (ANOVA), (c) multivariate analysis of variance (MANOVA), (d) correlation tests, and (e) stepwise multiple regression. Frequencies were utilized to determine the demographic characteristics of the participants. Analysis of variance tests were conducted to determine possible differences among the demographic variables and total communication satisfaction and total job satisfaction. Multivariate analysis of variance tests were performed to determine possible differences among the demographic variables and the subscales of the CSQ and the JSS. Correlation tests were conducted to determine the possible relationship between communication and job satisfaction, and a stepwise multiple regression test determined predictors of job satisfaction.

Summary of Introduction Chapter

This chapter addressed the changing environments of the world of work and the impact communication has had on those environments. Specifically, the statement of the problem and purpose of the study described the need for investigating whether or not differences or relationships between communication and job satisfaction existed among employees of a contract security company. In addition, this chapter highlighted the methodology utilized in conducting this study and analyzing the data.

CHAPTER II

REVIEW OF LITERATURE

This chapter examined the workforce of today and the impact of technology in the world of work. In addition, this chapter reviewed (a) the definition of organizational communication, (b) types of organizational communication, (c) communication and organizational effectiveness, and (d) communication and employee commitment and performance. Also included in this chapter was an overview of the definition of job satisfaction, theories related to job satisfaction, and determinants of job satisfaction. This chapter also examined research related to job satisfaction and employee commitment and performance along with communication as related to employee job satisfaction. The scope of this literature review was limited to research conducted from the 1980s through the millenium.

The Workforce of Today

According to the United States Department of Labor (2000), the United States population would continue to increase and by 2008, approximately 23 million people would be added to the American workforce, putting the total labor pool well over 150 million. This change in population size would bring numerous changes to the future of work in the United States. Results from a 1999 Gallup poll recorded that 54% of Americans worked full-time, with the average number of hours worked per week equaling 46 (as cited in Saad, 1999). The Department of Labor anticipated that the United States workforce would continue to grow as well as become more diverse by 2008. White, non-Hispanic workers would

encompass less of the labor pool than they previously had, and female workers would comprise 47.5% of the labor force over the next 6 years. With the addition of 11.8 million new jobs by 2008, the service industry would continue to rank as the fastest growing sector, accounting for more than one half of new jobs. The workforce of America would also age with the median age of workers today a little higher than 40 (Grantham, 2000).

Workforce Generations

Including employees from 18 to 65-plus years of age, today's workforce and the numerous differences inherent in it have posed many challenges faced by employers examining job satisfaction and communication satisfaction.

Kupperschmidt (2000) explained that "effective managers must understand the times and generational characteristics of these employees and they must assure that employees understand and respect one another's differences" (p. 65). Various researchers have examined the predominant generational groups currently working in America. For example, Zemke, Raines, and Filipczak (2000) profiled four generational groups and described how to bridge gaps among them. The four groups were (a) Veterans, workers born between 1922 and 1943; (b) Baby Boomers, workers born between 1943 and 1960, (c) Generation Xers, workers born between 1960 and 1980; and (d) Generation Nexters, workers born between 1980 and 2000.

Veterans were those workers born before World War II and who represented "the generation whose vision and hard work created the United States as we know it today—a bold, powerful, prosperous, vital, modern democracy with

all of its inherent challenges and paradoxes” (Zemke et al., 2000, p. 29). With a combined personal income of over \$800 million, Veterans were known for being hardworking, loyal, and stable. They had an obedient work ethic along with a practical outlook and respectful view of authority. They tended to be best led through hierarchical styles of management, and they believed in law and order. Defined as traditional, “they valued safe working conditions, job security, and benefits, and derived satisfaction from doing their jobs well” (Kupperschmidt, 2000, Traditional generation section, ¶ 2). This generation of workers currently would comprise about 25% of the American workforce. According to Geist (2001), this generation, sometimes referred to as the Silent Generation, lived through difficult times that shaped their values, personalities, and work ethic, thereby creating a philosophy among them that “if you did your job well, you would climb the corporate ladder rung by rung, as those who started before you had done” (p. 37). Their lives were not only shaped by the hard times associated with the Great Depression, but also by such historical events as The New Deal, Hitler’s invasions, Pearl Harbor, World War II, and Korean War—all before 1950. According to Geist, the number of workers from this generation was expected to increase by 38% by 2005.

Born between 1943 and 1960, the generation of workers known as Baby Boomers grew up in the midst of numerous landmark events, including the Civil Rights movement; the election and assassination of President John F. Kennedy; Vietnam; the assassinations of Martin Luther King, Jr. and Senator Robert Kennedy; and Woodstock. These events, in addition to the booming economy and

optimistic times, shaped the lives of Baby Boomers and created a generation with a driven work ethic and a love-hate relationship with authority. “In the 1970s, the term ‘workaholic’ was coined to describe their work ethic” (Zemke et al., 2000, p. 85). Baby Boomers tended to be good team players and excellent relationship builders who were willing to “go the extra mile” (Zemke et al., p. 76). Valuing things like promotions, titles, corner offices, and reserved parking spaces, Boomers also were responsible for creating most of the policies and procedures regulating corporations throughout the country today (Zemke et al.; Kupperschmidt, 2000). However, Geist (2001) explained, “As Boomers became managers they practiced the values of an egalitarian organization—the sharing of responsibility, a great deal of communication, respect for the autonomy of fellow workers and a participative team-oriented approach” (p. 38). Currently, this generation would comprise over one third of the American population as a whole and 53% of the workforce. Over the next 10 years, a Boomer will turn 50 every 7.5 seconds, yet they should remain the most influential generation of workers in the workforce during the next 20 years (Geist).

Labeled slackers by many of their employers, parents and grandparents, individuals born between 1960 and 1980 have come to be known as Generation X. Generation X workers, also referred to as Gen Xers, tended to have a skeptical outlook on life coupled with a balanced work ethic. Researchers explained that unlike their Boomer parents, this generation worked to live, not vice versa, and they valued things like diversity, informality, fun, self-reliance, and pragmatism (Geist, 2001; Zemke et al., 2000). Gen Xers “demand a technologically up-to-date

work environment, competent, credible managers and coworkers, and managers who coach and mentor rather than command and micromanage” (Kupperschmidt, 2000, Generation X section, ¶ 3). This generation was largely impacted by divorces that ended almost half of their parents’ marriages, which helped create the term *weekend dad* for those who saw their children only on weekends (Geist, 2001). Also, for the first time in history, a majority of both parents of this generation worked outside the home, thus creating another label for this generation, latchkey kids (Geist, p. 98). This term stemmed from a controversial time when children arrived home before parents got off from work. In addition to situations inside the home, many things outside the home impacted Gen Xers. Historical events that shaped their lives included Women’s Liberation protests, Watergate, the Iran hostage crisis, the Challenger disaster, the Exxon Valdez oil spill, fall of the Berlin Wall, and Operation Desert Storm. As Gen Xers came into their own in the workplace, they were quick to demonstrate their willingness to work hard. However, “many believe it’s unfair to expect a seventy-hour week for forty hours of pay. And, as a generation, they’re committed to having a life beyond work” (Geist, p. 126).

The newest and youngest generation currently in the American workforce included those individuals born between 1980 and 2000. As the youngest generation, it would also be the smallest in terms of numbers currently working today. This group of individuals has been coined Generation Y, the Nintendo Generation, or Generation Next (Geist, 2001; Zemke et al., 2000). Regardless of name, according to researchers, this generation of workers has expressed a

hopeful attitude toward the world coupled with a determined work ethic and a polite view of authority (Geist; Kupperschmidt, 2000; Zemke et al.). According to statistics, this generation, with approximately 72.9 million people, had more people than any of the other three.

With the oldest members of this generation currently only age 22, the values of this group were still evolving. However, at this time, they valued optimism, civic duty, morality, street smarts, and diversity. Their optimism came at a time when the historical events that shaped their generation largely included acts of violence: the Oklahoma City bombing, the Columbine High School massacre, other school yard shootings, and the tragic terrorist attacks on the United States on September 11, 2001. This generation was also the most technologically advanced of any of the other generations (Geist, 2001; Zemke et al., 2000). As this generation entered the workforce full-time, they expected to work long hours as a means to achieve, and they were sure to be the most watched and researched generation of all times. According to Geist, “they believe—imagine this—that hard work and goal setting are sure tickets to achieving their dreams” (p. 144).

With the current combination of Veterans, Boomers, and Gen Xers in the workplace and the introduction of Nexters to the mix, it was evident that employers must be aware of the backgrounds, values, and work ethics of each of these groups. Employers also must know what motivates and satisfies individuals from each of these generations to be effective. Understanding today’s workforce could lead to a better understanding of how to communicate effectively with them

and how to satisfy them. Kupperschmidt (2000) described, “a major task of today’s managers is to bring these employees together in ways that provide fair and equitable opportunities for each individual to contribute their best and to achieve their personal goals in alignment with organizational goals” (Kupperschmidt, Generation X section, ¶ 7).

Technology and the Workplace

With American companies spending over \$160 billion on computers and related information technology equipment in 1998, almost all employers have equipped work environments with items ranging from personal computers, standard copiers, fax machines, and telephone systems to corporate intranets, digital assistants, cellular telephones, and the like for daily use by employees (Dewett & Jones, 2001; Goodman, 1998; Grantham, 2000). Kreitner and Kinicki (1995) reviewed the dynamics of modern communication with the influx of technological advances and improvements. They noted that “organizations are increasingly using information technology as a lever to improve productivity and customer and employee satisfaction. In turn, communication patterns at work are radically changing” (p. 387). Information technology such as electronic mail and the Internet have changed organizations dramatically over the last decade (Goodman). Electronic mail, commonly referred to as e-mail, allowed people to send messages from one computer to another in a matter of seconds. Goodman explained that using e-mail to replace paper memoranda drastically increased the speed of delivering messages throughout organizations. The Internet allowed people to have immediate access to global information at the touch of a button.

With technological advancement, Grantham (2000) explained that “as you move closer and closer to the true digital workplace, your capacity to live and work without interacting with others decreases” (p. 81). The influx of technological equipment and advancement has changed the way businesses operate, the way they communicate, and thus the satisfaction of employees. Kraut and Korman (1999) examined the effects these advancements had on organizations and concluded that technology changed the structure of an organization itself, including methods for getting work done and the location from where work could be conducted. Thus, businesses changed the way they functioned and how they got the job done, which in turn directly affected employees.

Definition of Communication in Organizations

Communication played a definite role in people’s lives on a daily basis; furthermore, because it was essential and inevitable when dealing with people, communication played a vital role in companies and organizations. Weisenger (1998) explained that all relationships were based on communication and “without communication—be it sign language, body language, e-mail, or face-to-face conversation—there is no connection and hence no relationship” (p. 107). Although researchers have determined that communication was difficult to define because it was often based on perspective, they also have determined common characteristics of communication. These characteristics included that it was generally dynamic, ongoing, functional, purposeful, social, and complex (Barker & Barker, 1993; Hunt, 1989). Kreps (1990) defined communications within

organizations as “an inherently applied area of communication inquiry, where the pragmatic influences of human communication on organizational activities and outcomes are examined” (p. 103).

Organizational communication, also referred to as corporate, internal, or employee communication, included communicating the company’s goals, visions, and values along with expectations about company benefits, policies, programs, and daily events (Corrado, 1994). With the evolution of the workforce, organizational communication directly impacted employees at all levels.

According to Bantz (1993), “organizational communication is the collective creation, maintenance, and transformation of organizational meanings and organizational expectations through the sending and using of messages” (p. 18).

Organizational communication was a means for companies to translate business expectations into messages concerning economic results that were easily understood by employees, stakeholders, and communities (Horton, 1993).

According to Goodman (1998), organizational communication was the method corporations used to communicate effectively and profitably to both employees and clients. Barker and Barker (1993) defined organizational communication as a way

to analyze and improve leadership ability, develop greater responsiveness to clients, create more efficient work environments, build effective self-management teams, and optimize the flow of information within organizations and with their publics. (p. 451)

Types of Communication in Organizations

Organizational communication has taken on numerous forms in organizations, including (a) formal, (b) informal, (c) verbal, and (d) nonverbal communication (Adler & Elmhorst, 1996; Barker & Barker, 1993; Harris, 1993; Hersey, Blanchard, & Johnson, 1996). The methods used by individuals for communicating determines communication effectiveness in organizations (Barker & Barker). Communication in organizations typically transferred from one person to another through one of four methods or networks: (a) downward communication, (b) upward communication, (c) horizontal communication, or (d) informal networks (Adler & Elmhorst; Barker & Barker; Hersey et al.; Kreitner & Kinicki, 1995).

According to Adler and Elmhorst (1996), the first three methods were considered formal communication methods in organizations, while informal networks, as the name suggested, were considered informal methods of organizational communication. They explained, “Formal communication networks—which can be pictured in flowcharts and organizational charts—are management’s way of establishing what it believes are necessary relationships among people within an organization” (p. 29).

When examining formal communication, downward communication was typically superior to subordinate communication and included communicating such things as job instructions, policies and procedures, individual evaluation, training, and company directed information. Upward communication was subordinate to superior communication and included communicating workplace

trends, incidents, changes, and feelings along with communication concerning unresolved work issues or suggestions for work improvements. Upward communication often could be an important indicator of the effectiveness of downward communication.

Horizontal communication, also referred to as lateral communication, occurred between coworkers at the same level who perhaps had varied levels or areas of responsibilities. Types of horizontal communication included task coordination, problem solving, information sharing, and conflict management (Adler & Elmhorst; Barker & Barker, 1993). According to Barker and Barker, “lateral communication often acts as a substitute for upward and downward communication when organizational members are frustrated or angry” (p. 239).

Along with formal networks of communication, organizations had informal networks not designed by management. These informal networks, or relationships, often were thought of as the organizational grapevine and formed out of friendships, similar interests, or proximity (Adler & Elmhorst, 1996; Barker & Barker, 1993). Informal communication relationships served several vital organizational functions:

1. Provided feedback to management about the an organization and its members,
2. Provided information when there was a void,
3. Provided meaning to information and activities when things did not make sense to members,
4. Provided a method for spreading useful information,
5. Provided a release system for employees emotions, and

6. Provided a means for confirming formal messages.

Hersey et al. (1996) explained, "The grapevine grows most vigorously in organizations where secrecy, poor communication by management, and autocratic leadership behaviors are found" (p. 354).

Whereas verbal communication referred to both written and oral communication, nonverbal communication included such things as voice inflection or tone, facial display, eye contact, appearance, hand gestures, and head nods (Harris, 1993). Barker and Barker (1993) defined verbal communication as involving "the use of symbols that generally have universal meanings for all who are taking part in the process" (p. 5). According to Clampitt (1991), the most frequently utilized means for communicating verbally within companies included (a) face-to-face meetings, (b) telephone, (c) group meetings, (d) formal presentations, (e) memos, (f) traditional mail, (g) facsimile machines, (h) employee publications, (i) bulletin boards, (j) company publications, (k) audio/videotapes, (l) hotlines, (m) e-mail, (n) computer conferences, (o) voice mail, (p) teleconferences, and (q) video conferences. Despite the addition of new communication technologies, Ayling (1997) concluded that memos continued to be the most commonly used method for communicating with employees on a daily basis. According to Harris, organizations used verbal communication, both written and oral, to "coordinate, control, and manage individual and group behavior" (p. 91). In this sense, he explained that organizations used verbal

communication to communicate company values, ideologies, and culture along with motivating and disciplining employees.

Verbal communication played an integral role in organizations because it not only allowed people to assign meaning to something, but it also allowed various groups within an organization to connect with one another. However, Harris (1993) explained, “Any attempt to explain organizational communication without fully examining nonverbal communications simply would be incomplete” (p. 162). Therefore, nonverbal forms of communication cannot be ignored as viable forms of communicating with employees.

Covey (1989) documented that over 10% of communication was verbal, and the remaining 80% represented such nonverbal communication as sounds and body language. Researchers defined nonverbal communication as any message sent that was not spoken or written and included things like body movement and gestures, touch, facial expressions, eye contact, and space; these messages typically reinforced or complemented verbal communication (Barker & Barker, 1993; Harris, 1993; Kreitner & Kinicki, 1995). When investigating the various forms of nonverbal communication, researchers concluded that body movement, gestures, and touch provided significant messages to others within an organization, particularly because people tended to touch those that they liked. Examples of these forms of communication typically included leaning forward or backward, nodding one’s heads, folding of arms, and pointing. According to Harris, research indicated that people communicated 55% of feeling through facial expression. Eye contact served the following functions: (a) controlled

interactions, (b) monitored feedback,; (c) indicated honesty and credibility, (d) regulated flow of communication, and (e) established relationships.

Space, referred to as interpersonal distance zones, was the final method of nonverbal communication mentioned in the literature. These zones, first researched in 1966 by Hall (as cited in Harris, 1993; as cited in Kreitner & Kinicki, 1995), included four areas that people used to define relationships. These areas were (a) intimate distance, (b) personal distance, (c) social distance, and (d) public distance. Intimate distance was the closest, ranging from physical contact to 18 inches, and generally was not acceptable in organizations. Personal distance, ranging from 1.5 to 4 feet, was typically the space close interpersonal relationships used for communicating so that a person within this distance “can touch someone and can detect details about the other person” (Harris, p. 146). Most business interactions occurred within social distance that extended from 4 to 12 feet, and formal interactions or impersonal communication typically occurred with public distance, which was anything beyond 12 feet. Kreitner & Kinicki explained, “Violating interpersonal distance zones creates discomfort, which can reduce communication effectiveness” (p. 378).

Communication and Organizational Effectiveness

Communication among members of an organization was critical and directly impacted employees on all levels. Kreps (1990) reported that employees within organizations that used communication effectively utilized internal communication channels as a means to gain cooperation from others in the organization in accomplishing daily company activities and promoting corporate

stability. Typically, employees felt they did not receive enough information; therefore, companies needed to understand the importance of communication and the effects, or lack thereof, it had on all involved (Ulrich, 1997). Employees could learn what was going on in a company through communicating with others in the organization. Further, communication played a formative role in socializing employees into a company's culture and mission while also providing individuals with understanding about their roles and responsibilities within the organization (Zorn & Violanti, 1996). Corrado (1994) explained, "Communication is the glue which bonds people working together toward a common goal" (p. 10).

While looking at organizational effectiveness, Wippich (1983) investigated the role that communication satisfaction, communication variables, communicator style, and perceived organization effectiveness played. He surveyed 100 teachers and found that they all were satisfied with their communication environments. He also concluded from this study that measuring communication satisfaction helped to predict perceptions of overall organizational effectiveness, but communicator style was not an indicator.

Kramer (1994) looked at how companies used communications during times of uncertainty within an organization and how effective this could be. In his study, Kramer used the uncertainty reduction theory and the communication experiences of two categories of employees: new employees and transferring employees. He examined the communication used by these two types of employees and how their communication efforts helped them to make sense of their new and changing work environments. Results from this study showed that

employees used certain strategies for seeking feedback and communication during times of uncertainty. The researcher also concluded that these communication experiences helped to reduce uncertainty in both groups.

Polansky (1994) also investigated organizational effectiveness when he looked at the relationship between communication satisfaction and communication competence. Surveying over 300 people from three professional engineering firms, results from his study led to nine conclusions. These conclusions included recognition that employees' perceptions of supervisor empathetic behavior had the strongest impact on overall communication satisfaction and that the most important concerns related to communication satisfaction dealt with issues concerning top management and departmental communication.

Gilsdorf (1998) examined how new employees learned how to act and to conduct themselves as part of a new organization. He surveyed graduate students in business administration about perceptions of communication rules and organizational expectations as they related to specific communication problems within organizations. Also, Gilsdorf sought to understand the origin of organizational communication rules. Results from this study indicated that employees could learn rather quickly through the culture of a company about the communication rules of the organization and how they were to conduct themselves at work.

Communication and Employee Commitment and Performance

Communication also affected employee loyalty, commitment, and performance of employees in an organization. According to Laabs (1998), “the more you communicate your company’s vision, the more committed employees will be” (p. 45). With companies increasingly empowering employees, companies must also inform their employees about their expectations and goals. Employees wanted to know as much as possible about what is expected of them to do their jobs effectively, and therefore, they must have access to the latest, most up-to-date company information (Corrado, 1994). Communicating openly, both the big and little picture, helped employees understand a company’s direction and how to get there (Laabs).

Getting buy-in from employees into a company’s mission, vision, and values directly linked communication to the company’s bottom line (Corrado, 1994). Typically, companies used mission statements to formally communicate to employees the standards by which it measured itself along with its visions and values (Fairhurst, Jordan, & Neuwirth, 1997). Covey (1989) stated that an organizational mission statement that “truly reflects the deep shared vision and values of everyone within that organization—creates a great unity and tremendous commitment” (p. 143).

When considering the relationships between voluntary turnover intentions, organizational communication concepts, affect concepts, and perceived job alternatives, Allen (1996) looked at several factors that could impact these areas.

She focused on top administration, immediate supervisors, and co-worker communication, along with employee involvement, employee commitment, and employees' perceived organizational support as related to intent to leave an organization. Allen surveyed over 200 randomly selected faculty and staff from a major university. After collecting and analyzing the data collected, she concluded that the communication variables of communication between top administration, immediate supervisors, and coworkers had a stronger relationship with the affect variables of employee involvement, employee commitment, and perceived organizational support than with voluntary turnover intentions.

Varona (1996) examined the relationship between organizational communication satisfaction and organizational commitment in three different Guatemalan companies: a school, hospital, and a food factory. With a sample of over 300, she sought to examine

1. Relationships between organizational communication satisfaction and organizational commitment,
2. The differences among the three companies being researched,
3. The impact of tenure and position on communication satisfaction and organizational commitment, and
4. The internal reliability of the research instruments being used.

This study concluded that a positive, but moderate, relationship existed between communication satisfaction and organizational commitment, and a few communication predictors like horizontal communication were linked to organizational commitment. In addition, Varona (1996) concluded that those surveyed from the school were significantly more satisfied with communication

within their organization and were more committed than those from the other two companies. Furthermore, tenure played a role in communication satisfaction and organizational commitment; individuals from the sample who had been with the companies the fewest and the longest number of years were significantly more satisfied than other individuals. In addition, individuals who had more tenure showed more organizational commitment.

Harkins (1998) explained in his research that employees usually left an organization for four basic reasons: (a) lack of confidence in the organization (i.e., the confidence factor), (b) lack of trust and commitment in the organization (i.e., the trust factor), (c) lack of common values and principles with the organization (i.e., the fit factor), and (d) lack of listening and understanding by the organization (i.e., the listening factor). With the exception of the fit factor, these reasons dealt with how that company had neglected to keep an employee's opinion and best interests in mind on a regular basis. After determining why employees typically left a company, Harkins established seven retention steps to assist organizations in keeping essential employees. These steps included the following:

1. Identify the most important people to concentrate on retaining. Harkins explained that an easy way to decide is use the one-third percentile, which means "the top one third of your employees should receive 90% of your retention attention" (p. 77).
2. Dispel any myth of how to keep employees and understand competition within the industry.
3. Understand the "different rules which govern a new generation of employees who have different needs" (p. 76) and come up with the rules and standards to meet those needs.

4. Develop retention plans to meet the individual needs of key employees and remain interested in each employee's situations and concerns.
5. Talk directly to employees about what they expect and want from the organization.
6. Evaluate the organization to determine the needs and expectations of those outside of the top third.
7. Establish a structured plan, which is an agreement between the employees and management on how to "approach the needs and wants" (p. 76) of the employee.

Along with the seven retention steps, Harkins (1998) explained five basic guidelines that many organizations used to reduce turnover rates and to increase employee commitment. These guidelines were (a) involve key employees in the creation and definition of the company's vision and strategy; (b) make sure that key persons are rewarded, recognized, and generally feel more important than the business; (c) build loyalty, commitment, and trust in the organization; (d) maintain one-on-one relationships with key employees; and (e) create clear communication systems. These guidelines helped build relationships between employers and employees that would foster retention and build commitment of those key employees, which is crucial to the success of a company or organization (Harkins).

Guzley (1992) also researched the effects of organizational communication. He sought to measure the relationship between communication climate and employees' organizational commitment and the extent to which tenure moderated that relationship. After surveying employees from a large southwest service organization, Guzley concluded that "the more favorable the

perceived communication climate, the higher the level of organizational commitment of employees” (p. 395). This conclusion supported his original hypothesis regarding tenure as a moderator between communication climate and organizational climate.

Rodwell, Kienzle, and Shadur (1998) examined communication and performance. They studied organizational communication and its effects on work-related perceptions, employee perceptions, and employee performance. This study was conducted among employees of an Australian information technology organization. The major findings indicated a negative relationship between communication and performance, which led the researchers to identify communication as an enhancement tool rather than a predictor. Despite these findings, communication was found to enhance teamwork, job satisfaction, and commitment. In predicting self-rated performance of employees; perceptions of teamwork, communication, and employee attitudes were shown to also be important factors in this study.

In an informal survey of workers from a variety of industries, Pollock (2002) concluded that methods used by managers to communicate with subordinates directly impacted their performance. In this study, participants were asked to provide suggestions for improving the ways in which managers communicated. Polluck formulated six suggestions were formulated from their responses:

1. Share more information with employees.
2. Conduct more in-depth and effective performance appraisals.

3. Praise employees as well as criticize.
4. Provide undivided attention when meeting.
5. Talk with everyone.
6. Discuss situations rather than argue.

Within the literature reviewed, researchers (a) defined communications within organizations, (b) explained the types of communication within organizations, (c) described its role in organizational effectiveness, and (d) concluded how it influenced employee commitment and performance. In addition, researchers have investigated job satisfaction and the many ways to define and determine what causes an employee to be satisfied with his or her employment (Brief, 1998; Locke, 1976; Spector, 1996).

Definition of Job Satisfaction

Locke (1976) developed a working definition of job satisfaction that was consistent with contemporary researchers of today. He defined job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (p. 1300). Other researchers have defined job satisfaction as how a person feels about his or her job and to what degree a person likes or dislikes certain aspects of the job (Brief, 1998; Spector, 1996).

Fincham and Rhodes (1994) explained two approaches to defining job satisfaction: global and facet. Whereas the global approach looked at satisfaction as a single, overall feeling that a person had toward his or her job, the facet

approach dealt with how an employee felt about such aspects of his or her job as compensation, coworkers, and work conditions.

Theories Related to Job Satisfaction

With job satisfaction being a popular topic among researchers throughout the years, theories related to motivation and behavior have been cited routinely in conjunction with employee satisfaction. Three prominent motivational theories related to satisfaction of persons included (a) Maslow's hierarchy of needs theory; (b) Herzberg's motivator-hygiene theory; and (3) Alderfer's existence, relatedness, and growth (ERG) theory (as cited in Boyett & Conn, 1991; Downs, 1994; Harris, 1993; Hersey et al., 1996; Hodgetts, 1993).

Maslow's hierarchy of needs theory suggested a needs hierarchy in which people progressed; once a need was met at one level, it no longer became a motivator. Maslow identified five categories of human needs: (a) physiological, (b) security, (c) social, (d) self-esteem, and (e) self-actualization. Although Maslow's theory originally was not intended for worker motivation, numerous management theorists have accepted it (as cited in Boyett & Conn, 1991; Downs, 1994; Harris, 1993; Hersey et al., 1996; Hodgetts, 1993). Each hierarchy of Maslow's needs theory might not constitute different areas of a worker's job, but these five categories did identify the various ways that a job could affect a worker and thus what motivated certain employees and what caused certain employees to be more satisfied with their jobs than other employees.

The second classic theory related to satisfaction was Alderfer's ERG theory (as cited in Boyett & Conn, 1991; Downs, 1994; Harris, 1993; Hodgetts,

1993; Hersey et al., 1996). The ERG theory looked at needs in terms of a continuum from concrete to least concrete, and a person could move in either direction on the continuum. According to the ERG theory, needs included (a) existence (i.e., food, water, clothing, shelter, and secure/safe environment), (b) relatedness (i.e., shared thoughts and feelings, open two-way communication), and (c) growth (i.e., self-development and creative and productive work). According to Hersey et al., this theory was a revised version of Maslow's hierarchy of needs theory.

The third theory associated with job satisfaction was Herzberg's two-factor theory (motivator-hygiene), which was once the most widespread treatment of satisfaction. "Herzberg hypothesized that job satisfaction and job dissatisfaction are not simple opposites but that the former stems primarily from the motivators while dissatisfaction stems primarily from these hygiene factors" (Downs, 1994, p. 365).

According to Herzberg, motivators (i.e., satisfiers) included (a) achievement and growth, (b) recognition, and (c) responsibility, which caused a person to be satisfied with one's job. Hygiene (i.e., maintenance factors) could cause job dissatisfaction and included (a) company policy and administration and pay, (b) supervision, and (c) coworkers and work conditions. Motivators typically involved the job itself, whereas hygiene factors tended to focus on the work environment. Hersey et al. (1996) explained,

Hygiene factors, when satisfied, tend to eliminate dissatisfaction and work restriction, but they do little to motivate an individual to superior performance or increased capacity. Enhancement of the

motivators, however, will permit an individual to grow and develop, often increasing ability. Thus, hygiene factors affect an individual's willingness, and motivators affect an individual's ability. (pp. 79-80)

In addition to the theories that have been linked to job satisfaction, other determinants of job satisfaction have also been investigated. Researchers have studied what causes employees to be satisfied or dissatisfied with their jobs to determine job satisfaction.

Determinants of Job Satisfaction

How people felt about work, what made them like or dislike their job, and why employees were happy or unhappy with their jobs were all questions worth examining in depth to understand employee job satisfaction and determinants (Spector, 1996; Spector, 1997a, Vroom, 1964). Many factors played a role in employee job satisfaction. Studies have shown that various demographic characteristics played a role in job satisfaction (Spector, 1997a; Spector, 1997b). These characteristics included personality, gender, age, and cultural and ethnic differences (Spector, 2000). Spector also described various aspects of the job as they related to job satisfaction and listed the most common job satisfaction facets: (a) pay, (b) promotion opportunities, (c) fringe benefits, (d) supervision, (e) coworkers, (f) job conditions, (g) nature of work itself, (h) communication, and (i) security.

According to a 1999 Gallup Poll survey of over 1,000 American workers, job satisfaction positively correlated with age, "rising from 29% among 18-29 year-old workers, to 39% among those 30-49 years, and 49% among the 50-years and older group" (as cited in Saad, 1999, ¶ 4). In this survey, stress, recognition,

and salary were strongly related to overall employee satisfaction, and dissatisfaction with coworkers, boss, job security, and growth and learning opportunities were highly correlated with employee dissatisfaction. Overall, results indicated that American workers typically were satisfied their jobs (as cited in Saad, 1999).

In looking at demographic characteristics related to job satisfaction, Ranz, Stueve, and McQuistion (2001) researched job satisfaction among medical directors and staff psychiatrists. In previous studies, these researchers found that medical directors had higher job satisfaction than staff psychiatrists, which confirmed conclusions made during previous studies. Higher job satisfaction among medical directors perhaps could be explained by the increase in their performance of administrative tasks. Ranz et al. noted in their literature review that these types of tasks promoted job satisfaction. In addition, in surveying 286 participants, they found that job satisfaction decreased with increasing age of staff psychiatrists, in contrast to no decrease in satisfaction among directors as they aged. With this finding, the researchers concluded that perhaps as staff psychiatrists aged, they should consider moving to positions involving more administrative tasks.

Reiner and Zhao (1999) studied determinants of job satisfaction among the security police of the United States Air Force. According to their research, two types of job satisfaction determinants had been continuously studied: individual demographic characteristics and work environment characteristics. Reiner and

Zhao concluded that work environment variables produced significant effects on job satisfaction as compared to demographic variables.

In a survey of full-service hotel employees, Spinelli and Canavos (2000) discovered five top determinants of employee satisfaction. These determinants were (a) a high level of employee involvement in decision-making, (b) adequate training, (c) safe for employees to speak up, (d) an effective general manager, and (e) attractive benefits. According to this research, monetary factors could be dissatisfiers. However, job-enrichment factors were important factors when analyzing employee job satisfaction.

Job Satisfaction and Employee Commitment and Performance

According to a survey of more than 5,500 people in 15 countries, Trapp and Maister (2001) concluded that employee job satisfaction impacted company performance. In their research, they suggested that increasing the salary of employees by only 20% resulted in a 42% increase in a company's financial performance.

In a longitudinal study, Blau (1999) investigated the relationship among work variables and performance appraisal satisfaction and overall job satisfaction. Surveying over 1,100 medical technologists (MT), Blau hypothesized that both work variables and performance appraisal satisfaction would significantly impact overall job satisfaction. His study concluded that "after controlling for prior overall job satisfaction, individual difference, and organization-level variables, that task responsibilities and employee performance appraisal satisfaction

significantly affected overall MT job satisfaction” (p. 1099). This study also concluded that the supervisor’s role impacted employee job satisfaction.

Koys (2001) investigated the relationship between positive employee attitudes and positive business outcomes. He hypothesized “that employee satisfaction, organizational citizenship behavior, and employee turnover influence profitability and customer satisfaction” (p. 101). Results from this study concluded that organizational citizenship behavior impacted profitability, and employee satisfaction directly impacted customer satisfaction. Therefore, human resource factors influenced performance and profitability.

DeCarlo and Agarwal (1999) examined the influence that managerial behaviors and job autonomy had on job satisfaction among industrial salespersons. The researchers surveyed salespersons from the United States, India, and Australia and found that perceived job autonomy was a positive indicator of job satisfaction among workers from all three countries. In regard to managerial behaviors, the researchers concluded that having more structure did not have a significant influence on job satisfaction in any of the three countries. However, managerial consideration behavior as related to job satisfaction showed strong support among salespersons in India, but had no impact on those surveyed in America or Australia.

Testa (2001) investigated the relationship between organizational commitment and job satisfaction. Similar to other empirical studies, he found job satisfaction to be an antecedent to organizational commitment. His conclusions

suggested that increasing job satisfaction stimulated an increase in organizational commitment along with service effort.

In 2001, Maier and Brunstein explored the importance of commitment, attainability, and progress for newcomers in relation to changes in job satisfaction and organizational commitment during the first few months of employment. This longitudinal analysis sought to test three hypotheses surveying newly hired participants within 14 German companies. They found three major findings through their research, “suggesting that personal work goals are integral to newcomers’ sense of organizational commitment and job satisfaction” (p. 1040).

In an investigation of job satisfaction and long-term employees, Traut, Larsen, and Feimer (2000) surveyed workers from a fire department in a mid-size city in the United States. In this study, they surveyed employees on five different aspects of job satisfaction. These were (a) satisfaction with supervisor, (b) satisfaction with job training, (c) satisfaction with departmental relationships, (d) satisfaction with job content, and (e) overall job satisfaction. With a response rate of 87%, the researchers concluded that the most satisfied employees were the newest employees (i.e., those employed between zero and 3 years with the department). Because newer employees were more satisfied than longer-term employees, Traut et al. concluded, “For a successful workplace, employers must continue to invest in their longer-term employees even as they develop newer employees” (p. 343).

Lambert et al. (2001) investigated the impact of job satisfaction on turnover intent. Results from the study were as expected as task variety, coworker

relationships, financial rewards, and age all had significant positive effects on job satisfaction. Surveying over 1,500 American workers, they investigated four typical antecedents to turnover: (a) demographics, (b) work environment, (c) job satisfaction, and (d) turnover intent. Lambert et al. concluded, "Job satisfaction is a highly salient antecedent of turnover intent" (Abstract section, ¶ 1). Results from the study indicated that work environment was more important than demographics. According to the researchers, by focusing on work environment, employers would improve job satisfaction and thus lower turnover.

Communication and Employee Job Satisfaction

Researchers have investigated the relationship between organizational communication and job satisfaction and have looked at these areas from several different angles. Most of the research utilized the Communication Satisfaction Questionnaire (CSQ) for measuring communication satisfaction (Clampitt & Downs, 1993; Downs & Hazen, 1977; Pettit, Goris, & Vaught, 1997; Pincus, 1986; Polansky, 1994; Varona, 1996). The Job Descriptive Index (JDI) was used for analyzing job satisfaction (Smith, 1991; Spector, 1997a; Spector, 2000). Nonetheless, one significant result found throughout recent research was that communication satisfaction was seen as multidimensional, meaning that employees were not merely satisfied or dissatisfied, but rather showed varying degrees of satisfaction with communication (Clampitt & Downs; Pettit et al.).

During the last few decades, researchers have suggested that employee perception of top management and their communication activities possibly influenced the job satisfaction of their employees (Pincus, 1986; Ruch &

Goodman, 1993). After King, Lahiff, and Hatfield (1988) completed a review of literature covering the 1970s, they reported “a consistently clear and positive pattern of relationships between an employee’s perceptions of communications and his or her job satisfaction” (p. 36).

In his work in a local government agency, Sharbrough (1983) examined the interrelationships between organizational communication, organizational climate, and job satisfaction. In analyzing these concepts, Sharbrough found relationships among them, with (a) organizational climate and job satisfaction, (b) organizational communication and organizational climate, and (c) organizational communication and job satisfaction all exhibiting significantly correlated relationships. Specifically, organizational communication and job satisfaction had a significant correlation. Wheelless, Wheelless, and Howard (1984) sought to determine the relationship of supervisor communication and decision participation to employee job satisfaction. They surveyed over 150 university employees. Their results showed a significant relationship between supervisor communication and decision participation. Moreover, their research concluded that the relationship between supervisor communication variables and job satisfaction variables was significantly greater than the relationship between decision participation variables and job satisfaction.

Surveying 327 professional nurses, Pincus (1986) used a modified version of the CSQ and the Comm Sat-Outcomes Research Model to investigate the connection among job satisfaction and productivity and organizational communication satisfaction. In developing the Comm Sat-Outcomes Research

Model, the author added a ninth communication satisfaction dimension to the CSQ: satisfaction with top management. Pincus divided the CSQ dimensions into three categories: (a) informational dimensions, (b) relational dimensions, and (c) informational/relational dimensions. Using the Pearson Product-Moment correlation, positive relationships between communication satisfaction and job satisfaction were determined, which confirmed that communication could be linked to both job satisfaction and job productivity, with the communication/job satisfaction combination receiving the stronger support.

Clampitt and Downs (1993) set out to “determine employee perceptions of the relative impact of the eight Downs and Hazen (1977) CSQ dimensions on productivity, and to investigate how the type of organization might moderate perceptions of the link between communication and productivity” (p. 5). In this study, Clampitt and Downs investigated two organizations consisting of 175 participants (65 from a service organization and 110 from a manufacturing company). Using a modified version of the CSQ, they reached several conclusions regarding communication and productivity. For example, participants perceived communication to have an “above average” (p. 18) impact on productivity.

Pettit et al. (1997) examined the effect that organizational communication had on the relationship between job performance and job satisfaction. They found that organizational communication was a strong predictor of job satisfaction, particularly in the areas of trust in superiors, influence of superiors, accuracy of information, desire for interaction, satisfaction with communication, and

communication load. Based on these findings, Pettit et al. concluded, “Regardless of the direction of the job performance-job satisfaction relation, organizational communication appears to be an important predictor of both variables. Thus, communication can be an effective tool that practitioners may use to enhance these two dimensions” (p. 95).

In 2000, Goris, Vaught, and Pettit examined the relationship between communication direction and the Job Characteristics Model (JCM). The JCM was developed under the premise that an employee’s desire for satisfaction with work moderated job characteristics and work outcomes. In this study, 302 employees from two companies were surveyed to examine whether or not communication direction predicted job performance and job satisfaction. Goris et al. concluded that in high individual-job congruence situations, upward and lateral communication were predictors of job satisfaction, but they were not moderators. In low individual-job congruence situations, downward communication showed statistically significant support as both a moderator and predictor of job performance and job satisfaction.

In examining supervisor communication practices and employee job satisfaction, Johlke and Duhan (2000) concluded that the frequency of communication between supervisors and employees impacted employee job satisfaction. Conducting this study among service employees of a pest control firm operating in the midwestern and southeastern United States, they sought to answer nine hypotheses related to (a) communication frequency, (b) communication mode, (c) communication content, (d) communication direction,

(e) supervisory feedback, (f) ambiguity regarding customers, (g) ambiguity regarding supervisors, (h) ambiguity regarding promotion, and (i) ambiguity regarding ethical situations. The major findings indicated that supervisor-employee communication impacted job outcomes and that the more communication between supervisors and employees, the greater chances for improving job satisfaction.

Summary of Literature Review Chapter

From the research reviewed, the following conclusions can be made. First, with the changing world of work including employees from age 22 to over 65, communication and satisfaction among them cannot be overlooked. Also, with the consistent introduction of technologies, methods for communicating within the workplace continued to evolve and affect both downward and upward communication, along with horizontal and informal networks for communicating.

Secondly, because of the large number of researchers who have studied either job satisfaction or communication satisfaction, one could easily conclude that these two areas were of great importance to employees and organizations. Finally, findings from each of the studies involving communication and job satisfaction revealed that communication contributed to job satisfaction (Pettit et al., 1997; Pincus, 1986; Sharbrough, 1983). These findings remained consistent regardless of the type of organization. Therefore, some type of relationship could exist between job satisfaction and communication satisfaction. Finally, the research indicated that relative to such variables as organizational effectiveness,

productivity, climate, or employee commitment, the effects of communication on employee job satisfaction should not be ignored.

CHAPTER III

RESEARCH METHODOLOGY AND PROCEDURES

The design of this quantitative study utilized two instruments plus eight demographic questions to gather data to establish any possible differences or relationships between job satisfaction and organizational communication. The research was conducted among employees of a regional contract security guard company employing approximately 1,100 employees across the midwestern and southeastern United States in various positions such as security officers, supervisors, managers, clerical staff, and executives.

Research Population and Sample Procedures

The population selected for this study was employees from a privately owned corporation providing contract security guard services to companies across the midwestern and southeastern United States. The company served clients through 11 offices in five states, and was owned and operated by the founder's son. They provided armed and unarmed security officers to clients with operations in factories, warehouses, apartment buildings, banks, office buildings, construction sites, hospitals, trucking terminals, sporting events, hotels and resorts, and government contracts.

Following a meeting between the vice-president and chief financial officer, the vice-president of operations, and me, I received permission to use employees of the company as participants in this study. Because no other studies of this kind had been conducted with employees of this company, results could be effective marketing tools to current and potential clients, and results could assist

in methods for reducing turnover among employees. After this meeting, I sent a follow-up letter to the vice-president and chief financial officer along with an approval sheet for obtaining written permission to move forward with the research (see Appendix A).

After obtaining written permission, a complete list of employees was obtained from the payroll department for selection of the sample. With over 1,100 employees, a sample of 306 employees was drawn for this study. The procedure used for selecting the sample included (a) recording the names of 1,103 current employees into an Microsoft 97 EXCEL spreadsheet, (b) randomly selecting 306 names from the spreadsheet using the Ten Thousand Random Numbers Table (Gay, 1996), (c) entering the names of the selected participants into a new Microsoft 97 EXCEL database, and (d) alphabetizing them for tracking during the administration process.

Research Data Collection Methodology

The instruments used to conduct this study were the Job Satisfaction Survey (JSS) and the Communication Satisfaction Questionnaire (CSQ), along with eight demographic questions. For ease of responding to the questions, these three items were combined into one packet, the Job Satisfaction/Communication Satisfaction Packet (JS/CS Packet). Once the identification of participants was completed and approval for conducting research on human subjects was received, a memorandum from the company's vice president of operations was sent to the managers of the 11 branches (see Appendix B). This memorandum explained the study and how to distribute the survey packets to those selected. The following

items were delivered to each participant with his or her payroll check: a cover letter (see Appendix C), a JS/CS packet (see Appendix D), and a self-addressed stamped envelope for returning the completed packet. Participants were instructed to complete the questionnaires anonymously and to return them using the self-addressed stamped envelope via the United States Postal Service. To encourage participation, I explained in the cover letter that completed and returned questionnaires would enter participants in a drawing for a \$100 gift certificate from Wal-Mart. To ensure the anonymity and confidentiality of participants, each packet was numerically coded in the top right corner of the packet cover sheet. I explained in the cover letter that participants would be identified only through the numerical code listed on the packet cover.

Participants were given 2 weeks to complete and return the surveys in the self-addressed stamped envelope via the United States Postal Service. Two weeks following the initial deadline for the return of surveys, I mailed a follow-up postcard to all participants reminding them to complete the survey and to return it to me (see Appendix E). Two weeks after mailing reminder postcards, I completed a second survey mailing to all non-respondents. This packet included an additional JS/CS packet, cover flyer, and self-addressed stamped envelope for returning the completed survey. In this second cover flyer, I explained the need for at least 50 more responses, which would enter them into an additional drawing for \$50 as an effort to encourage participation (see Appendix F). Following this mailing, I telephoned non-respondents requesting completion of the survey via a telephone interview.

Instruments Used In Study

The instruments chosen for the study were the JSS and the CSQ, along with eight demographic questions. These three items were combined to form a single document, the JS/CS Packet (see Appendix D).

Job Satisfaction Survey (JSS)

The JSS, developed by Spector in 1985 and published by Sage Publications, consisted of 36 questions. This instrument examined employee attitudes about the job and aspects of the job. These assessments were made through the following nine facets: (a) pay, (b) promotion, (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating procedures, (g) coworkers, (h) nature of work, and (i) communication, along with a total satisfaction score. According to Spector (1997a), questions regarding pay referred to a person's satisfaction with pay and pay raises, while promotion referred to a person's satisfaction with promotion opportunities. Questions regarding supervision focused on a person's satisfaction with his or her immediate supervisor, and fringe benefits surveyed the satisfaction a person had with both monetary and nonmonetary benefits. The facet, contingent rewards, focused on a person's satisfaction with appreciation, recognition, and rewards for good work. Questions related to operating conditions and coworkers focused on a person's satisfaction with required policies and procedures and people with whom he or she worked, respectively. Finally, the last two facets, nature of work and communication, investigated a person's satisfaction with job tasks along with communication within the organization. Each of the nine facets was assessed through four

questions along with a total overall score. Each question offered six choices per item ranging from 1 (*disagree very much*) to 6 (*agree very much*). The JSS had items written with both positive and negative wording. Therefore, approximately one half of the questions, the negatively worded items, had to be reversed scored for data analysis.

I selected the JSS for this study because of its validity and reliability. Using a sample of almost 3,000, the JSS had an internal consistency reliability ranging from .60 for the coworker subscale to .82 for the supervision subscale and an overall total JSS score of .91. Its quality was an important factor in my decision to use the JSS, which measured the same aspects of job satisfaction as the Job Descriptive Index (JDI), a widely used and popular instrument for measuring job satisfaction (Spector, 1997). A second reason for selecting the JSS involved the length of the survey. Whereas the JSS had 36 questions, the JDI had 72 items. In addition, the JSS was more cost effective than the JDI. The JSS measured the same five areas of job satisfaction as the JDI: (a) work itself, (b) promotional opportunities, (c) supervision, (d) coworkers, and (e) pay along with four additional facets noted earlier. I obtained permission from Sage Publications to use the JSS (see Appendix A).

Communication Satisfaction Questionnaire (CSQ)

Although a few survey instruments for job satisfaction were identified and reviewed for use in this study, only one instrument was found related to communication satisfaction. The CSQ had been noted as the most widely used instrument for measuring communication satisfaction within the organization

arena and has also been found to be internally consistent and reliable (Crino & White, 1981; Pincus, 1986). This instrument consisted of eight dimensions that Downs and Hazen (1977) developed through three research stages. The CSQ was developed as follows (Downs, 1994):

Initial items, based on literature reviews and interviews with workers, were given to 225 employees in the military, professional organizations, manufacturing organizations, hospitals, government agencies, and universities. Principal-components factor analysis revealed eight stable factors, accounting for 61% of the variance. A revised questionnaire containing five items per factor was administered to 510 employees in California, Illinois, Florida, and Minnesota. Factor analysis revealed items clustered along the same eight factors. (p. 116)

The eight dimensions consisted of the following: (a) general organizational perspective, (b) organizational integration, (c) personal feedback, (d) relation with supervisor, (e) horizontal informal communication, (f) relation with subordinate, (g) media quality, and (h) communication climate. In addition to these questions, which should be answered by all participants, five other questions were included in the questionnaire to be answered only by people in management or supervisory positions. According to Downs and Hazen (as cited in Pincus, 1986) questions about communication climate referred to the overall response to the communication environment, while questions related to supervisor communication included an immediate supervisor's openness to listening to ideas and problems. Questions related to media quality referred to whether or not communication was clear and well organized. Horizontal communication and organizational integration referred to informal communication accuracy and the relevancy of information to an employee's job, respectively. Questions related to

personal feedback referred to an employee's knowledge of his or her performance evaluations, and organizational perspective questions looked at what an employee knows about the organization as a whole. Referring to upward communication and its effectiveness, subordinate communication was for management personnel only. The questions analyzed communication satisfaction using a Likert scale ranging from 1 (*very satisfied*) to 7 (*very dissatisfied*).

A test-retest of the CSQ was conducted during a two-week period to confirm the reliability of the instrument. These tests yielded a .94 reliability coefficient; construct validity was determined through factor analysis. Downs granted written permission to use the CSQ in this study (see Appendix A).

Sample Demographic Questions

I developed eight demographic questions, and the committee approved the use of these questions in the study. These questions were developed to collect descriptive personal and professional data on the participants. The eight variables and their quantifiable levels were (a) gender, described as male or female; (b) race, described as African American, Caucasian, American Indian, Asian, Hispanic, or other; (c) age, described as up to 20 years of age, 21-30 years, 31-39 years, 40-49 years, 50-59 years, and 60 years of age and over; (d) education background, described as did not complete high school, graduated from high school or GED, some technical training beyond high school, completed a two-year degree, some college, completed a four-year college degree, and completed courses beyond a four-year college degree; (e) length of employment, described as less than a year, 1-5 years, 6-15 years, 16-25 years, 26-35 years, and 36 years

and over; (f) work schedule, described as morning/day, evening, and night/3rd shift; (g) commute to work, described as less than 10 minutes, 11-20 minutes, 21-30 minutes, 31-40 minutes, 41-50 minutes, 51-60 minutes, and more than an hour; and (h) position with company, described as administrative, clerical staff, professional/technical, service, and management/supervision.

According to the literature review on job satisfaction and communication satisfaction, similar demographic characteristics have been determinants. Therefore, these similar personal and professional demographics were used for this study.

Data Collection and Analysis

Variables

The dependent variables in this study included communication satisfaction, measured by the CSQ survey instrument, consisting of eight dimensions: (a) general organizational perspective, (b) organizational integration, (c) personal feedback, (d) relation with supervisor, (e) horizontal informal communication, (f) relation with subordinate, (g) media quality, and (h) communication climate. An additional dependent variable was job satisfaction, consisting of nine facets: (a) pay, (b) promotion, (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating conditions, (g) coworkers, (h) nature of work, and (i) communication. The independent variables in this study included (a) gender, (b) race, (c) age, (d) education background, (e) length of employment, (f) work schedule, (g) commute to work, and (h) position with company.

Data Collection

To gain a better understanding of these variables, participants in this study completed and returned the JS/CS packet consisting of three surveys: the JSS, the CSQ, and demographic questions for statistical analysis and interpretation of findings. The data from the completed questionnaires were inputted and computed by me using Statistical Package for the Social Sciences (SPSS; 1999).

Data Analysis

I designed and conducted this research to answer questions of particular interest to me. To answer these questions, the following three null hypotheses were developed, tested, and analyzed.

- H₀₁ There will be no significant difference between gender, race, age, education background, length of employment, work schedule, position with company, and length of commute and communication satisfaction as measured by the CSQ.
- H₀₂ There will be no significant difference between gender, race, age, education background, length of employment, work schedule, position with company, and length of commute and job satisfaction as measured by the JSS.
- H₀₃ There will be no significant relationship between communication satisfaction and job satisfaction as measured by the CSQ and the JSS.

These hypotheses were tested and analyzed using five statistical procedures: frequencies, univariate analysis of variance (ANOVA), multivariate analysis of variance (MANOVA), correlation, and stepwise multiple regression analysis.

Univariate Analysis of Variance

In analyzing null hypotheses one and two related to total communication satisfaction and total job satisfaction, the statistical procedure selected was

ANOVA. According to Gay (1996), ANOVA “is used to determine whether there is a significant difference between two or more means at a selected probability level” (p. 479). Two types of variables existed with ANOVA tests, independent and dependent. For this research, total communication satisfaction and total job satisfaction were dependent variables, and independent variables were the eight demographic variables. I used ANOVA tests when investigating total communication satisfaction and total job satisfaction because I examined one dependent variable at a time (StatSoft, 2002). According to Hinkle, Wiersma, and Jurs (1994), “Changes in the dependent variable in ANOVA are, or are presumed to be, the result of changes in the independent variable” (p. 319).

Multivariate Analysis of Variance

Both the CSQ and the JSS consisted of multiple subscales, which were also tested in regard to possible differences among them and the eight demographic variables stated in hypotheses one and two. Therefore, in analyzing these possible differences, multivariate analysis of variance (MANOVA) was the statistical procedure selected because more than one dependent variable was examined in regard to the independent demographic variables (StatSoft, 2002). For this study, MANOVA tests were examined in terms of Pillai’s Trace. Pillai’s Trace analysis tested the significance of the demographic variables to the dependent variables, the CSQ subscales and the JSS subscales.

Correlation Analysis

In examining the possible relationship of communication and job satisfaction, correlation analysis was conducted. According to Gay (1996), the

product-moment correlation coefficient, often referred to as the Pearson r , is the most commonly used statistical tool for determining relationships. Correlation coefficients are defined by values ranging from -1.0 to $+1.0$, inclusive, with the sign determining the direction of the relationship (Hinkle et al., 1994). A scatter diagram, which provides a picture of the relationships between variables, typically indicates relationships between two variables with “a perfect correlation between two variables, all the points in the scatter diagram lie on a straight line” (Hinkle, p. 104). However, even though variables are correlated, “causality between variables may or may not be inferred, again depending on the specifics of the situation” (p. 123).

Stepwise Multiple Regression Analysis

Stepwise multiple regression was used to further test null hypothesis three to determine what communication variables were significant predictors of job satisfaction. The independent variable, communication satisfaction, consisted of eight dimensions as measured by the CSQ: (a) general organizational perspective, (b) organizational integration, (c) personal feedback, (d) relation with supervisor, (e) horizontal informal communication, (f) relation with subordinate, (g) media quality, and (h) communication climate. According to Gay (1996), multiple regression “determines not only whether variables are related, but also the degree to which they are related” (p. 512).

In stepwise multiple regression, regression models were developed in stages to determine which independent variable of the CSQ best correlated with the dependent variable, job satisfaction. According to Easton and McColl (2001),

“A list of several potential explanatory variables are available and this list is repeatedly searched for variables which should be included in the model. The best explanatory variable is used first, then the second best, and so on” (Stepwise Regression section, ¶ 1). The standardized regression coefficient, beta (β), determined the strength of prediction either positively or negatively, with the larger the β , the more the independent variable increased, and the more change in the dependent variable (Abrams, 1999).

Summary of Research Methodology and Procedures Chapter

This chapter included information regarding the research design, methods, and procedures used in this study. The participants in this study consisted of employees of a regional contract security guard company randomly selected from a population of over 1,000 employees. Each participant received a packet of information containing a cover letter, a JS/CS packet consisting of the JSS, the CSQ, eight demographic questions, and a self-addressed stamped envelope for the return of completed packets. Following data collection, appropriate statistical analyses were performed.

CHAPTER IV

FINDINGS

The purpose of this study was to determine whether or not a relationship existed between communication satisfaction and job satisfaction existed among employees of a contract security company. This study also sought to determine if the selected variables of (a) gender, (b) race, (c) age, (d) education background, (e) length of employment, (f) work schedule, (g) commute to work, and (h) position with company had any significant effect on communication and job satisfaction. As discussed in Chapter III, a survey was conducted among employees of a contract security guard company to examine those issues. The results from this study are presented in this chapter.

Employee Data Summary

Of the initial 306 survey packets sent to the employees, 27 packets were returned to me as undeliverable because of incorrect addresses or because the employee had left employment with the company. Using the same sample selection procedures as discussed in Chapter III, 27 additional employees were randomly selected to participate in the study. Of the total packets distributed, one packet was returned with a note stating the participants desire not to participate in the study. Of the original participants, 132 valid questionnaires were completed and returned. The non-respondents group via telephone interviews completed eleven surveys. ANOVA analyses were conducted between the initial 132 respondents and the 12 participants from the non-respondent group to determine

any differences between the responses of the two groups with regard to total job satisfaction and total communication satisfaction. No significant differences were determined between the respondents and non-respondents. Therefore, I combined the two groups for analysis of data for this study. In Table 4.1 the results from the one-way analysis of variance, with an alpha of .05 between respondents and non-respondents and total communication satisfaction and total job satisfaction, indicated there was no significant difference, $p = .072$ and $.161$ respectively.

With 144 valid questionnaires returned, the survey response rate was 47%. The survey packets consisted of the following questionnaires: (a) the Job Satisfaction Survey (JSS), (b) the Communication Satisfaction Questionnaire (CSQ), and eight demographic questions. In a few instances, participants failed to answer all questions in all parts of the packet. Those missing responses were factored into the database as missing data; overall responses were considered valid.

Table 4.1

CSQ and JSS Means and Standard Deviations and ANOVA by Group

Group	N	Mean	Standard Deviations
Respondents	132	141.848	2.556
Non-respondents	12	154.333	8.478

ANOVA – Total Communication Satisfaction by Group				
Source	Dependent Variable	Mean Square	F	Significance
Respondents	TOTAL CSQ	5.538	3.295	.072
Non-respondents	TOTAL JSS	1714.59	1.988	.161

$p < .05$

Research Question One

Research question one sought to examine the demographic characteristics of the participants with respect to gender, race, age, length of employment, education background, work schedule, commute to work, and position with company. To answer question one, the participants were asked to complete eight demographic questions provided on the last page of the JS/CS Packet, which included questions about gender, race, age, education background, length of employment, work schedule, commute to work, and position with company. I performed a frequency count on the employee demographic responses in an effort to answer this question. Table 4.2 lists the demographic variables, frequency of responses, and valid percent values of the eight demographic questions in the survey packet. Men represented an overwhelming majority of the participants with 71.1% compared to 28.9% female participants.

Regarding age, all categories were evenly distributed except that of the up to 20 age group reporting only 1.4%. Slightly more participants (23.9%) were in the 40-49 age group.

Of the total participants that completed the demographic questionnaire, 69.5% (98 participants) were classified as Caucasian and 25.5% (36 participants) classified as African American. The other ethnic groups, American Indian, Hispanic, and other, ranged from 1.4% to 2.1%.

Of the participants, 16.9% reported having not completed high school while 29.6% completed a high school degree or GED, 20.4% had some technical training beyond high school and 19.7% reported having some college training.

Table 4.2**Demographic Information of Employees**

Demographic Parameter	Frequency	Valid Percent	Cumulative Percent
Gender (N = 142)			
Male	101	71.1%	71.1%
Female	41	28.9%	100.0%
Race (N = 141)			
African American	36	25.5%	25.5%
Caucasian	98	69.5%	95.0%
American Indian	2	1.4%	96.5%
Asian	0	0.0%	96.5%
Hispanic	2	1.4%	97.9%
Other	3	2.1%	100.0%
Age (N = 142)			
Up to 20 years of age	2	1.4%	1.4%
21-30 years of age	24	16.9%	18.3%
31-39 years of age	26	18.3%	36.6%
40-49 years of age	34	23.9%	60.6%
50-59 years of age	27	19.0%	79.6%
60 years of age and over	29	20.4%	100.0%
Education Background (N = 142)			
Did not complete	24	16.9%	16.9%
Graduated from high school or GED	42	29.6%	46.5%
Some technical training beyond high school	29	20.4%	66.9%
Completed two year degree	8	5.6%	72.5%
Some college	28	19.7%	92.3%
Completed a four-year degree	6	4.2%	96.5%
Completed courses beyond a four-year degree	5	3.5%	100.0%
Length of Employment (N = 142)			
Less than a year	66	46.5%	46.5%
1-5 years	57	40.1%	86.6%
6-15 years	18	12.7%	99.3%
16-25 years	1	0.7%	100.0%
26-35 years	0	0.0%	100.0%
36 years and over	0	0.0%	100.0%

Table 4.2 Continued**Work Schedule (N = 138)**

Morning/Day	58	42.0%	42.0%
Evening	31	22.5%	64.5%
Night (3 rd Shift)	49	35.5%	100.0%

Commute to Work (N = 140)

Less than 10 minutes	26	18.6%	18.6%
11-20 minutes	51	36.4%	55.0%
21-30 minutes	36	25.7%	80.7%
31-40 minutes	11	7.6%	88.6%
41-50 minutes	7	5.0%	93.6%
51-60 minutes	5	3.6%	97.1%
More than an hour	4	2.9%	100.0%

Company Position (N = 140)

Administrative	3	2.1%	2.1%
Clerical Staff	5	3.6%	5.7%
Professional/Technical	5	3.6%	9.3%
Service	95	67.9%	77.1%
Management/Supervision	32	22.9%	100.0%

Only 8 of the participants (5.6%) reported having a two-year college degree, 6 (4.2%) reported having a four-year college degree with 5 (3.5%) having taken courses beyond a four-year college degree.

Sixty-six (46.5%) participants reported being with the company less than a year, and 57 (40.1%) have been employed with the company between 1-5 years. The other length of employment categories, 6-15 years and 16-25 years, reported 18 (12.7%) and 1 (.7%) respectively. None of the participants reported being employed with the company for over 25 years.

Regarding work schedule, the majority of the participants (42.0%) reported working the morning or day shifts for the company. The next largest group with 49 participants (35.5%) were those who reported working the night or third shifts with 31 participants (22.5%) working evening shifts according to the study results.

Fifty-one participants (36.4%) responded that they commuted between 11-20 minutes to work with another 36 (25.7%) reporting they traveled 21-30 minutes. Twenty-six participants (18.6%) stated they had less than a 10-minute commute while the remaining respondents reported commuting over 30 minutes to over an hour to their jobs, ranging from 7.6%, 5.0%, 3.6%, and 2.9% respectively.

The majority of the participants (67.9%) reported working in a service position with the company, which indicated they were security officers. The next largest group of participants was the management/supervision category with 32 participants (22.9%) reporting in this category.

Research Question Two

The second research question sought to determine whether or not any of the demographic variables listed in question one predicted communication satisfaction as measured by the Communication Satisfaction Questionnaire (CSQ). For this study, total or overall communication satisfaction was researched along with investigating any possible differences among the subscales of the CSQ. Table 4.3 lists the mean and standard deviations of the CSQ subscales. Univariate analysis of variance (ANOVA) tests were performed to determine any differences between the demographic variables and total communication satisfaction, and multivariate analysis of variance (MANOVA) tests were performed to determine statistically significant differences between the demographic variables and the CSQ subscales. Null hypothesis one stated that there would be no significant difference between the participants' demographics and communication satisfaction.

Null Hypothesis One

H₀₁: There will be no significant difference between gender, race, age, education background, length of employment, work schedule, position with company, and length of commute and communication satisfaction.

To test null hypothesis one, demographic variables as described in research question one were analyzed with total communication satisfaction by ANOVA tests. Those same demographic variables were assessed with the subscales as measured by the CSQ. Table 4.4 reports the means, standard deviations, and ANOVA results for the gender variable and total

Table 4.3**Communication Satisfaction Questionnaire Means and Standard Deviations
(N=143)**

CSQ Subscale	Means	Standard Deviations
General Organizational Perspective (<i>N</i> = 142)	4.492	1.505
Personal Feedback (<i>N</i> = 143)	4.714	1.519
Organizational Integration (<i>N</i> = 143)	4.783	1.421
Relation with Supervisor (<i>N</i> = 143)	5.637	1.433
Communication Climate (<i>N</i> = 143)	5.129	1.511
Horizontal Communication (<i>N</i> = 143)	5.130	1.361
Media Quality (<i>N</i> = 143)	5.062	1.531
Relation with Subordinate (<i>N</i> = 61)	5.168	1.472
Total Communication Satisfaction (<i>N</i> = 143)	4.994	1.307

Table 4.4**CSQ Means and Standard Deviations and ANOVA by Gender**

Gender	<i>N</i>	Means	Standard Deviations
Male	100	4.977	.132
Female	41	5.063	.206

ANOVA – Total Communication Satisfaction by Gender

Source of Variation	<i>df</i>	Sum of Squares	Mean of Squares	<i>F</i>	Significance
Between Groups	1	.215	.215	.124	.726
Within Groups	139	241.602	1.738		

p < .05

communication satisfaction. A one-way analysis of variance of group differences and the CSQ yielded a F ratio of .124, which indicated that there was no significant difference between gender and total communication satisfaction ($p < .05$).

Table 4.5 reports means, standard deviation, and ANOVA results for the race demographic variable and total communication satisfaction. A one-way ANOVA with race as the independent variable and total communication satisfaction the dependent variable, yielded no significant difference, $F = 1.789$, $p < .05$.

For the age demographic variable, Table 4.6 reports the means, standard deviations, and ANOVA results and total communication satisfaction. Analysis of variance procedures were performed, and there was no significant difference between age and total communication satisfaction, $F = 2.276$, $p < .05$.

Table 4.5

CSQ Means and Standard Deviations and ANOVA by Race

Race	<i>N</i>	Means	Standard Deviations
African American	36	4.715	.551
Caucasian	92	4.268	.503
American Indian	2	5.202	1.095
Hispanic	2	2.972	1.091
Other	2	5.718	1.060

ANOVA – Total Communication Satisfaction by Race					
Source of Variation	<i>df</i>	Sum of Squares	Mean of Squares	<i>F</i>	Significance
Between Groups	4	11.030	2.758	1.789	.137
Within Groups	102	157.234	1.542		

$p < .05$

Table 4.6**CSQ Means and Standard Deviations and ANOVA by Age**

Age	<i>N</i>	Means	Standard Deviations
Up to 20 years of age	2	3.316	1.113
21-30 years of age	23	4.323	.637
31-39 years of age	25	4.470	.641
40-49 years of age	32	4.746	.587
50-59 years of age	24	5.278	.609
Over 60 years of age	28	5.316	.632

ANOVA – Total Communication Satisfaction by Age					
Source of Variation	<i>df</i>	Sum of Squares	Mean of Squares	<i>F</i>	Significance
Between Groups	5	17.541	3.508	2.276	.052
Within Groups	102	157.234	1.542		

$p < .05$

Table 4.7 reports the means, standard deviation, and ANOVA results for the education background demographic variable and total communication satisfaction. A one-way analysis of variance procedure was performed for the education background variable and communication satisfaction, and there was no significant difference, $F = .570$, $p = .753$ ($p < .05$).

In Table 4.8, the means, standard deviations, and ANOVA results are reported for the length of employment demographic variable and total communication satisfaction. A one-way analysis of variance, with an alpha of .05 between employee length of employment and total communication satisfaction, yielded a significant F ratio of 2.832, $p = .042$.

Table 4.7**CSQ Means and Standard Deviations and ANOVA by Education Background**

Education Background	<i>N</i>	Means	Standard Deviations
Did not complete high school	20	5.094	.632
Graduate high school or GED	40	4.765	.642
Some technical training beyond high school	28	4.693	.633
Completed two-year degree	8	4.335	.707
Some college	27	4.562	.653
Completed four-year college degree	6	4.219	.807
Completed courses beyond four-year degree	5	4.356	.823

ANOVA – Total Communication Satisfaction by Education Background					
Source of Variation	<i>df</i>	Sum of Squares	Mean of Squares	<i>F</i>	Significance
Between Groups	6	5.272	.879	.570	.753
Within Groups	102	157.234	1.542		

p < .05

Table 4.8**CSQ Means and Standard Deviations and ANOVA by Length of Employment**

Length of Employment	N	Means	Standard Deviations
Less than a year	63	5.609	.525
1-5 years	53	5.062	.471
6-15 years	17	4.711	.604
16-25 years	1	2.918	1.427

ANOVA – Total Communication Satisfaction by Length of Employment					
Source of Variation	df	Sum of Squares	Mean of Squares	F	Significance
Between Groups	3	13.096	4.365	2.832	.042
Within Groups	102	157.234	1.542		

$p < .05$

The means, standard deviations, and ANOVA for the work schedule demographic variable and total communication satisfaction are reported in Table 4.9. A one-way analysis of variance, with an alpha of .05 between employee work schedule and total communication satisfaction, yielded a F ratio of .120, $p = .887$ indicating no significant difference.

Table 4.10 reports the means, standard deviations, and ANOVA for the commute to work demographic variable and total communication satisfaction. A one-way analysis of variance was performed and yielded no significant difference, $F = 1.096$, $p < .05$.

Table 4.11 reports the means, standard deviations, and ANOVA results for the position with company variable and total communication satisfaction. A one-way analysis of variance, with an alpha of .05 between employee position with company and total communication satisfaction, yielded a F ratio of 2.813, $p =$

Table 4.9**CSQ Means and Standard Deviations and ANOVA by Work Schedule**

Work Schedule	<i>N</i>	Means	Standard Deviations
Morning/Day	57	4.519	.592
Evening	30	4.668	.648
Night (3 rd Shift)	47	4.537	.605

ANOVA – Total Communication Satisfaction by Work Schedule					
Source of Variation	<i>df</i>	Sum of Squares	Mean of Squares	<i>F</i>	Significance
Between Groups	2	.371	.186	.120	.887
Within Groups	102	157.234	1.542		

$p < .05$

Table 4.10**CSQ Means and Standard Deviations and ANOVA by Commute to Work**

Commute to Work	<i>N</i>	Means	Standard Deviations
Less than 10 minutes	24	4.775	.592
11 – 20 minutes	49	4.749	.589
21 – 30 minutes	35	4.678	.573
31 – 40 minutes	11	5.228	.717
41 – 50 minutes	7	4.827	.789
51 – 60 minutes	5	3.349	.850
More than an hour	3	4.417	.974

ANOVA – Total Communication Satisfaction by Commute to Work					
Source of Variation	<i>df</i>	Sum of Squares	Mean of Squares	<i>F</i>	Significance
Between Groups	6	10.135	1.689	1.096	.370
Within Groups	102	157.234	1.542		

$p < .05$

Table 4.11**CSQ Means and Standard Deviations and ANOVA by Position With Company**

Position with Company	N	Means	Standard Deviations
Administrative	3	4.793	.972
Clerical Staff	5	4.792	.853
Professional/Technical	5	4.800	8.34
Service	91	3.697	.555
Management / Supervision	30	4.793	.581

ANOVA – Total Communication Satisfaction by Position With Company					
Source of Variation	df	Sum of Squares	Mean of Squares	F	Significance
Between Groups	4	17.346	4.337	2.813	.029
Within Groups	102	157.234	1.542		

$p < .05$

.029, indicating a significant difference between position with company and total communication satisfaction.

To examine the possible differences between the demographic variables as mentioned in research question one and the CSQ subscales, MANOVA statistical procedures were utilized to test this component of null hypothesis one. Table 4.12 reports the results of the MANOVA in terms of Pillai's Trace. Pillai's Trace analysis tested the significance of the demographic variables to the dependent variable, the CSQ subscales. With an alpha of .05 between the demographic variables and the CSQ subscales, no significant differences were determined. Therefore, null hypothesis one was not rejected since results from the study indicated there was no significant difference between the eight demographic variables and communication satisfaction as measured by the CSQ.

Table 4.12**MANOVA Classified by Demographic Variables and CSQ Subscales**

	Pillai's Trace	df	F-Value	Significance
Gender	.047	7.000	.669(a)	.698
Race	.213	28.000	.788	.773
Age	.446	35.000	1.383	.074
Education background	.368	42.000	.933	.595
Length of employment	.189	21.000	.930	.552
Work schedule	.093	14.000	.666	.806
Commute to work	.441	42.000	1.132	.266
Position with company	.373	28.000	1.439	.072

Research Question Three

Research question three sought to determine whether or not demographic variables, as described in research question one, predicted job satisfaction as measured by the Job Satisfaction Survey (JSS). For this study, total or overall job satisfaction was researched along with investigating any possible differences among the subscales of the JSS.

Table 4.13 lists the mean and standard deviations of the JSS subscales. Univariate analysis of variance (ANOVA) tests were performed to determine any differences between the demographic variables and total job satisfaction, and multivariate analysis of variance (MANOVA) tests were performed to determine statistically significant differences between the demographic variables and the JSS subscales. Null hypothesis two stated that there would be no significant difference between the participants' demographics and job satisfaction.

Table 4.13**Job Satisfaction Survey Means and Standard Deviations ($N = 144$)**

JSS Subscale	Means	Standard Deviations
Pay	11.153	5.273
Promotion	12.965	5.883
Supervision	19.881	4.813
Benefits	11.604	5.121
Contingent rewards	14.520	5.437
Operating conditions		
Coworkers	20.291	3.700
Nature of work	20.034	4.011
Communication	16.153	5.557
Total Job Satisfaction	142.889	29.471

Null Hypothesis Two

- H₀₂ There will be no significant difference between gender, race, age, education background, length of employment, work schedule, position with company and length of commute and job satisfaction as measured by the Job Satisfaction Survey (JSS).

To test null hypothesis two, demographic variables as described in research question one were analyzed with total job satisfaction by ANOVA tests. Those same demographic variables were assessed with the subscales as measured by the JSS. Table 4.14 reports the means, standard deviations, and ANOVA results for the gender variable and total job satisfaction. A one-way ANOVA on the gender variable and total job satisfaction yielded no significant difference, $F = .351$, ($p < .05$).

In Table 4.15, the means, standard deviations, and ANOVA results of the race demographic variable and total job satisfaction are reported. A one-way analysis of variance of race differences on the JSS yielded no significant F ratio

Table 4.14**JSS Means and Standard Deviations and ANOVA by Gender**

Gender	<i>N</i>	Means	Standard Deviations
Male	101	142.079	2.958
Female	41	145.341	4.642

ANOVA – Total Job Satisfaction by Gender					
Source of Variation	<i>df</i>	Sum of Squares	Mean of Squares	<i>F</i>	Significance
Between Groups	1	310.351	310.351	.351	.554
Within Groups	140	123698.586	883.561		

$p < .05$

Table 4.15**JSS Means and Standard Deviations and ANOVA by Race**

Race	<i>N</i>	Means	Standard Deviations
African American	36	140.081	12.900
Caucasian	92	136.086	11.788
American Indian	2	175.866	25.648
Hispanic	2	119.777	25.544
Other	2	174.501	24.826

ANOVA – Total Job Satisfaction by Race					
Source of Variation	<i>df</i>	Sum of Squares	Mean of Squares	<i>F</i>	Significance
Between Groups	4	5707.410	1426.853	1.688	.159
Within Groups	102	86231.960	845.411		

$p < .05$

of 1.688, which indicated there was no significant difference between groups on the JSS ($p < .05$).

Table 4.16 reports the means, standard deviations, and ANOVA by the demographic variable of age and total job satisfaction. A one-way analysis of variance, with an alpha of .05 between employee age and total job satisfaction, yielded a F ratio of .786, $p = .562$, indicating no significant difference between the two.

A one-way analysis of variance was conducted on the education background demographic variable and total job satisfaction. This ANOVA revealed no statistically significant differences, $F = .539$, $p < .05$. The means, standard deviations, and ANOVA results are listed in Table 4.17.

Table 4.16

JSS Means and Standard Deviations and ANOVA by Age

Age	<i>N</i>	Means	Standard Deviations
Up to 20 years of age	2	135.055	26.061
21-30 years of age	23	146.311	14.917
31-39 years of age	25	146.165	15.002
40-49 years of age	32	150.308	13.740
50-59 years of age	24	157.788	14.252
Over 60 years of age	28	159.945	14.800

ANOVA – Total Job Satisfaction by Age					
Source of Variation	<i>df</i>	Sum of Squares	Mean of Squares	<i>F</i>	Significance
Between Groups	5	3320.489	664.098	.786	.562
Within Groups	102	86231.960	845.411		

$p < .05$

Table 4.17**JSS Means and Standard Deviations and ANOVA by Education Background**

Education Background	<i>N</i>	Means	Standard Deviations
Did not complete high school	20	154.084	14.809
Graduate high school or GED	40	149.634	15.027
Some technical training beyond high school	28	148.339	14.826
Completed two-year degree	8	160.308	16.568
Some college	27	153.189	15.296
Completed four-year college degree	6	148.889	18.910
Completed courses beyond four-year degree	5	130.391	19.272

ANOVA – Total Job Satisfaction by Education Background					
Source of Variation	<i>df</i>	Sum of Squares	Mean of Squares	<i>F</i>	Significance
Between Groups	6	2735.302	455.884	.539	.777
Within Groups	102	86231.960	845.411		

$p < .05$

Table 4.18 reports the means, standard deviations, and ANOVA results for the length of employment demographic variable and total job satisfaction. A one-way analysis of variance was performed and yielded a F ratio of 2.401, $p = .072$, indicating no significant difference at the .05 alpha level.

In Table 4.19, the means, standard deviations, and ANOVA results for work schedule demographic variable and total job satisfaction are reported. A one-way analysis of variance, with an alpha of .05 between employee work schedule and total job satisfaction, indicated no significant difference with $F = .251$, $p = .779$.

Table 4.18**JSS Means and Standard Deviations and ANOVA by Length of Employment**

Length of Employment	N	Means	Standard Deviations
Less than a year	63	168.396	12.302
1-5 years	53	153.728	11.038
6-15 years	17	149.441	14.147
16-25 years	1	125.483	33.428

ANOVA – Total Job Satisfaction by Length of Employment					
Source of Variation	df	Sum of Squares	Mean of Squares	F	Significance
Between Groups	3	6089.217	2029.739	2.401	.072
Within Groups	102	86231.960	845.411		

$p < .05$

Table 4.19**JSS Means and Standard Deviations and ANOVA by Work Schedule**

Work Schedule	N	Means	Standard Deviations
Morning/Day	57	146.845	13.866
Evening	30	152.260	15.178
Night (3 rd Shift)	47	148.680	14.178

ANOVA – Total Job Satisfaction by Work Schedule					
Source of Variation	df	Sum of Squares	Mean of Squares	F	Significance
Between Groups	2	423.704	211.852	.251	.779
Within Groups	102	86231.960	845.411		

$p < .05$

Table 4.20 reports the results of the means, standard deviations, and ANOVA of the commute to work demographic variable and total job satisfaction. A one-way analysis of variance was performed yielding a F value of .634, which indicated no significant difference ($p < .05$).

In Table 4.21, the means, standard deviations, and ANOVA results are reported for the position with company demographic variable and job satisfaction. A one-way analysis of variance, with an alpha of .05 between employee position with company and total job satisfaction yielded a F ratio of 2.128, $p = .083$ indicating no significant difference between groups on the JSS.

Table 4.20

JSS Means and Standard Deviations and ANOVA by Commute to Work

Commute to Work	<i>N</i>	Means	Standard Deviations
Less than 10 minutes	24	148.052	13.860
11-20 minutes	49	149.795	13.803
21-30 minutes	35	146.291	13.412
31-40 minutes	11	162.299	16.803
41-50 minutes	7	151.866	18.489
51-60 minutes	5	131.648	19.910
More than an hour	3	154.885	22.805

ANOVA – Total Job Satisfaction by Commute to Work					
Source of Variation	<i>df</i>	Sum of Squares	Mean of Squares	<i>F</i>	Significance
Between Groups	6	3216.483	536.080	.634	.703
Within Groups	102	86231.960	845.411		
$p < .05$					

Table 4.21**JSS Means and Standard Deviations and ANOVA by Position With Company**

Position with Company	N	Mean	Standard Deviations
Administrative	3	144.609	22.754
Clerical Staff	5	151.548	19.965
Professional/Technical	5	156.856	19.538
Service	91	135.101	13.003
Management / Supervision	30	158.197	13.606

ANOVA – Total Job Satisfaction by Position With Company					
Source of Variation	df	Sum of Squares	Mean of Squares	F	Significance
Between Groups	4	7195.445	1798.861	2.128	.083
Within Groups	102	86231.960	845.411		

$p < .05$

Examining the possible differences between the demographic variables as mentioned in research question one and the JSS subscales, MANOVA statistical procedures were utilized to test this component of null hypothesis one. Table 4.22 reports the results of the MANOVA in terms of Pillai's Trace. Pillai's Trace analysis tested the significance of the demographic variables to the dependent variable, the JSS subscales.

The results from the MANOVA tests conducted on the demographic variables as described in question one and the nine subscales as measured by the JSS, showed a statistically significant factor. Analysis of these subscales revealed a significant difference of $p = .002$ based on the alpha level of .05 between the demographic variable, position with company, and the following JSS subscales:

(a) pay, (b) contingent rewards, (c) coworkers, (d) nature of work, and

Table 4.22**MANOVA Classified by Demographic Variables and JSS Subscales**

	Pillai's Trace	df	F-Value	Significance
Gender	.050	9.000	.554(a)	.831
Race	.424	36.000	1.278	.136
Age	.322	45.000	.750	.883
Education background	.498	54.000	.995	.488
Length of employment	.326	27.000	1.301	.150
Work schedule	.240	18.000	1.422	.116
Commute to work	.554	54.000	1.118	.268
Position with company	.595	36.000	1.883	.002*

$p < .05$

(e) communication. Table 4.23 reports the results from the demographic variable, position with company, and the nine JSS subscales. Based on the significant differences found with the demographic variable, position with company, and five of the JSS subscales: pay, contingent rewards, coworkers, nature of work, and communication, null hypothesis two was rejected.

Research Question Four

Research question four sought to answer whether or not the demographic variables affect the relationship between communication and job satisfaction. To analyze the data for answering this question, hierarchical multiple regression tests were performed. These tests included dummy coding the demographic variables, which meant modifying “the form of non-numeric variables, for example sex, or marital status, to allow their effects to be included in the regression model” (Easton & McColl, 2001, Dummy variable section, ¶ 1). Once the coding was completed, models were run to determine the relationship between communication and job satisfaction as affected by the demographic variables.

Table 4.23**Tests of Between Subjects Effects**

Source	Dependent Variable	Mean Squares	<i>F</i>	Significance
Position with company	Pay	68.423	2.816	.029*
	Promotion	34.091	1.011	.405
	Supervision	25.151	1.091	.365
	Benefits	18.462	.675	.611
	Contingent rewards	78.316	3.033	.021*
	Operating procedures	8.651	.534	.711
	Coworkers	31.345	2.781	.031*
	Nature of work	41.081	2.694	.035*
	Communication	88.099	2.957	.023*

$p < .05$

The first regression test examined the relationship between the independent dummy coded demographic variables and the dependent variable, total job satisfaction. Results from this test concluded that no relationship existed the variables.

A second regression test was performed resulting in two additional models. The first model examined the relationship between the independent variable, total communication satisfaction and total job satisfaction while in model two, dummy coded demographic variables were added in order to check for any significant changes from model one. The final hierarchical regression concluded that there was no significant change from model one to model two and therefore, the demographic variables did not moderate the relationship between total communication satisfaction and total job satisfaction.

Research Question Five

The final research question also was considered for the purposes of this study. Do communication satisfaction factors predict job satisfaction? To address research question five, null hypothesis three was formulated. This null hypothesis stated that there would be no significant difference between communication and job satisfaction as measured by the CSQ and JSS.

Null Hypothesis Three

H₀₃: There will be no significant relationship between communication satisfaction and job satisfaction as measured by the CSQ and JSS.

To provide a visual image of the possible relationship between communication and job satisfaction as measured by the CSQ and JSS, a scatter diagram (Figure 4.1) was plotted (Hinkle et al., 1994). A scatter diagram, which provides a picture of the relationships between variables, typically indicates a relationship between two variables with “a perfect correlation between two variables, all the points in the scatter diagram lie on a straight line” (p. 104). The amount of scatter shown in the scatter diagram indicated a relationship between communication and job satisfaction.

However, to test null hypothesis three for statistical significance, a correlation analysis was performed. The product-moment correlation coefficient, or Pearson r , was used for this analysis. Correlation coefficients are defined by values ranging from -1.0 to $+1.0$, inclusive, with the sign determining the direction of the relationship (Gay, 1996; Hinkle et al., 1994). Results from the

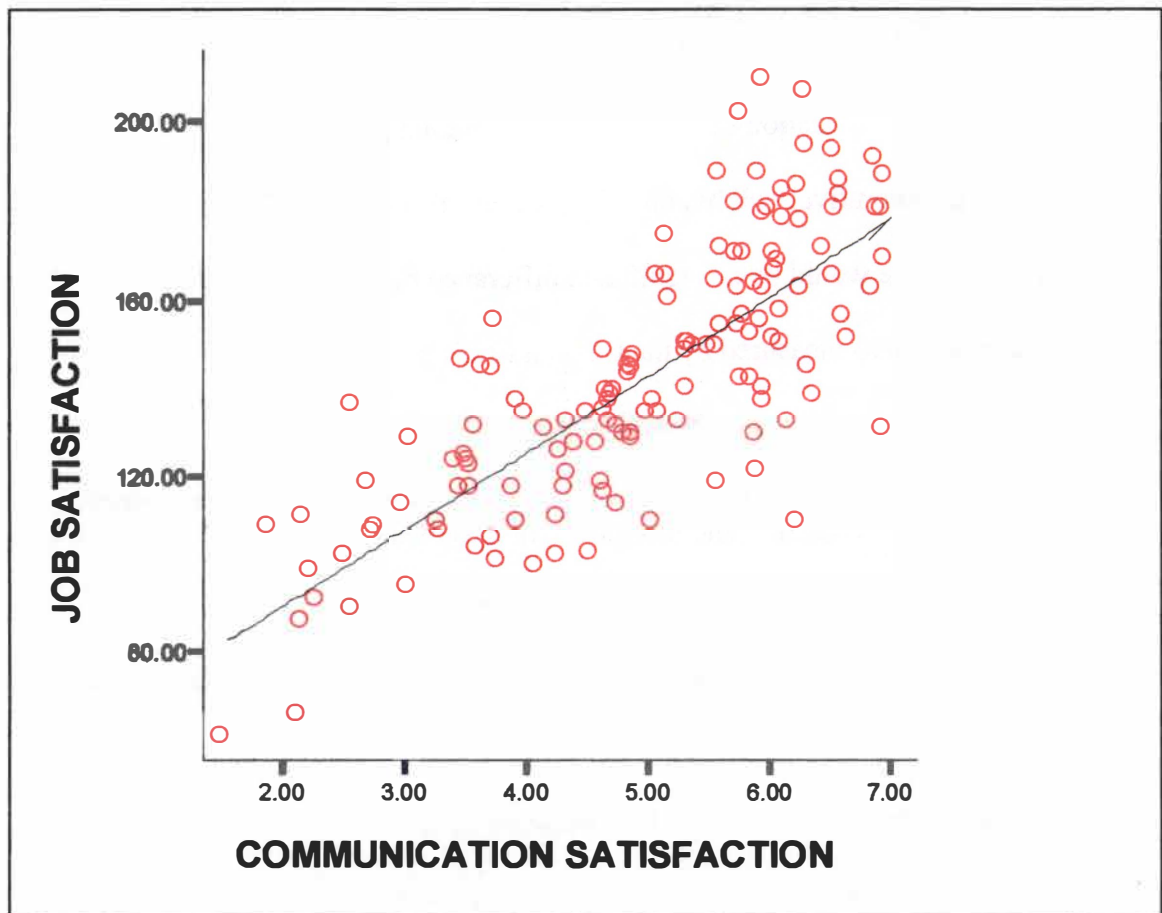


Figure 4.1. Scatter diagram of linear relationship of CSQ scale scores and JSS scale scores.

correlation analysis regarding communication and job satisfaction indicated a moderate to high correlation between communication subscales and job satisfaction subscales as well as total communication and total job satisfaction ($r = .783, p < .01$). The correlation was significant at the .01 level of significance (two-tailed), and the results from the analysis are reflected in Table 4.24.

A multiple step regression test was performed to determine the connection between the independent CSQ subscales and total job satisfaction. The CSQ subscales included: (a) general organizational perspective, (b) organizational integration, (c) personal feedback, (d) relation with supervisor, (e) horizontal informal communication, (f) relation with subordinate, (g) media quality, and (h) communication climate. Job satisfaction included the following nine facets: (a) pay, (b) promotion, (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating procedures, (g) coworkers, (h) nature of work, and (i) communication.

In stepwise multiple regression, regression models were developed in stages in order to determine which independent variable of the CSQ best correlated with the dependent variable, job satisfaction. In this study, the analysis determined three models as predictors of job satisfaction. Tables 4.25, 4.26, and 4.27, respectively, provide details related to the regression analysis. For this study, personal feedback, communication climate, and organizational integration, respectively, were the best predictors of job satisfaction. Related to the sum of squares (SS column), variation was divided into either the model or error, meaning that the variation in job satisfaction was due to both variations in both communication and factors other than communication or random error.

Table 4.24

Correlation Analysis of CSQ and JSS

		Total JSS	*PA	*PR	*SU	*BE	*CR	*OP	*CO	*NW	*CM
Total CSQ	Pearson	.783	.507	.539	.613	.371	.712	.309	.516	.401	.702
	Corr.	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)
	Sig. (2- tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	143	143	143	143	143	143	143	143	143	143
*GO	Pearson	.703	.524	.532	.389	.462	.645	.334	.349	.355	.574
	Corr.	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)
	Sig. (2- tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	142	142	142	142	142	142	142	142	142	142
*PF	Pearson	.771	.511	.585	.606	.358	.720	.268	.497	.381	.652
	Corr.	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)
	Sig. (2- tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	143	143	143	143	143	143	143	143	143	143
*OI	Pearson	.758	.535	.522	.524	.409	.688	.326	.434	.384	.674
	Corr.	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)
	Sig. (2- tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	143	143	143	143	143	143	143	143	143	143
*RS	Pearson	.625	.346	.366	.728	.215	.548	.187	.493	.294	.586
	Corr.	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)
	Sig. (2- tailed)	.000	.000	.000	.000	.010	.000	.026	.000	.000	.000
	N	143	143	143	143	143	143	143	143	143	143
*CC	Pearson	.756	.487	.473	.573	.328	.688	.323	.512	.444	.703
	Corr.	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)
	Sig. (2- tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	143	143	143	143	143	143	143	143	143	143
*HI	Pearson	.633	.371	.450	.508	.252	.549	.264	.502	.351	.563
	Corr.	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)
	Sig. (2- tailed)	.000	.000	.000	.000	.002	.000	.001	.000	.000	.000
	N	143	143	143	143	143	143	143	143	143	143
*MQ	Pearson	.703	.461	.468	.519	.340	.647	.293	.461	.329	.662
	Corr.	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)

Table 4.24 Continued

	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	<i>N</i>	143	143	143	143	143	143	143	143	143	143
	Pearson	.534	.150	.245	.593	.222	.483	.248	.506	.356	.590
	Coor.	(**)			(**)		(**)		(**)	(**)	(**)
*RB	Sig. (2-tailed)	.000	.250	.057	.000	.086	.000	.054	.000	.005	.000
	<i>N</i>	61	61	61	61	61	61	61	61	61	61

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

*PA = Pay; *PR = Promotion; *SU = Supervision; *BE = Benefits; *CR = Contingent Rewards; *OP = Operating Procedures; *CO = Coworkers; *NW = Nature of Work; *CM = Communication; *GO = General Organizational Perspective; *PF = Personal Feedback; *OI = Organizational Integration; *RS = Relationship with Superior; *CC = Communication Climate; *HI = Horizontal/Informal Communication; *MQ = Media Quality; *RB = Relationship with Subordinates

Table 4.25**Model 1: Parameter Estimates and ANOVA of Communication Satisfaction and Job Satisfaction**

Parameter Estimates					
Model	Variable	B-Weight	Beta	<i>t</i>	Significance
1	(Constant)	72.808		14.158	.000
	Personal Feedback	14.902	.771	14.342	.000
ANOVA					
Model	Variation	SS	Mean Square	<i>F</i>	Significance
1	Regression	72710.653	72710.653	205.703	.000(a)*
	Residual	49486.340	353.474		

$$R^2 = .595$$

$p < .05$

*a Predictors: (Constant), Personal Feedback

Table 4.26**Model 2: Parameter Estimates and ANOVA of Communication Satisfaction and Job Satisfaction**

Parameter Estimates					
Model	Variable	B-Weight	Beta	<i>t</i>	Significance
2	(Constant)	63.534		11.907	.000
	Personal Feedback	8.852	.458	5.087	.000
	Communication Climate	7.363	.379	4.211	.000
ANOVA					
Model	Variation	SS	Mean Square	<i>F</i>	Significance
2	Regression	78309.754	39154.877	124.012	.000(b)*
	Residual	43887.239	315.736		
R ² = .641					

 $p < .05$

*b Predictors: (Constant), Personal Feedback, Communication Climate

Table 4.27**Model 3: Parameter Estimates and ANOVA of Communication Satisfaction and Job Satisfaction**

Parameter Estimates					
Model	Variable	B-Weight	Beta	<i>t</i>	Significance
3	(Constant)	61.514		11.563	.000
	Personal Feedback	6.860	.355	3.592	.000
	Communication Climate	6.291	.324	3.535	.001
	General Organizational Perspective	3.763	.192	2.358	.020
ANOVA					
Model	Variation	SS	Mean Square	<i>F</i>	Significance
3	Regression	80009.144	26669.715	87.239	.000(c)*
	Residual	42187.849	305.709		

 $R^2 = .655$
 $p < .05$

*c Predictors: (Constant), Personal Feedback, Communication Climate, General Organizational Perspective

The percentage of variance between job satisfaction and communication satisfaction factors in the model is described in terms of R-square. According to Ferguson and Takane (1989), R-square is “the proportion of the variation of the dependent variable that can be accounted for, predicted from, explained by, or attributed to the weighted sum of the independent variables” (p.498). Therefore, the R-square of .595 in model one with personal feedback as the predictor, indicates that 59% (59% adjusted) of the variance in job satisfaction can be explained by personal feedback. According to the CSQ, personal feedback referred to what an employee knew about how his or her performance was evaluated (cited in Pincus, 1986). In model two, predictors included personal feedback and communication climate, and R-square was .641. This model and R-square indicate that 64% (63% adjusted) of job satisfaction can be predicted by personal feedback and communication climate. From the CSQ, communication climate included an employee’s overall response to the communication environment from both an organizational and personal perspective (cited in Pincus). Predictors in model three included personal feedback, communication climate, and general organizational perspective. This model had a R-square value of .655, indicating that 65% (64% adjusted) of job satisfaction can be predicted by these three variables. General organizational perspective, as defined in the CSQ, included overall information about the organization as a whole (cited in Pincus).

The ANOVA revealed an *F*-value of 205.703 for model one, 124.012 for model two, and 87.239 for model three with a significance of .000 for each. This data and the R-square calculations concluded that communication satisfaction and

job satisfaction were related. Based on these findings, as communication increased so did job satisfaction. Therefore, null hypothesis three was rejected.

Qualitative Data

On the cover of the JS/CS packet, I informed participants that if they wished to comment about the survey or the company, to use the back of the survey and seven written responses were received from participants. These comments included:

1. If I didn't like my post and the people I work with on the post so much I would not be with this company. It's bad when the company you are posted at cares more about you than the company you are employed by. The only thing your employer cares about is the check from the post company.
2. Benefits—they offer insurance—if you could afford it that would be nice.
3. From the time I started working with this company, I have been promised a full time position. Two positions have come open and I have not been promoted to full time status. There are three new employees that came after me that I have to share the hours that should be mine. I do not know what the problem is, but I do hope it is resolved soon. I want to be full-time on a permanent shift. I have two small children and I really need something routine.
4. My answers are depending on if they are here at the post or at the main office. I work at a wonderful post, but the office is not very organized.
5. Communication from our company is simple when you hear from them! If you hear sound coming from them it's probably a lie or a complaint. If they're talking nice it's because they want something. Very few times will it be just a thanks.
6. When a field supervisor comes in and is looking for something to write you up for because the office is fussing at him for not writing more people up, it does not make you feel very appreciated.
7. I feel that there is a major lack of communication. There are a few places where if improvement was made it would be a great place to

work: pay, communication, employee recognition, grant time off when asked in advance, have back up plans, and have enough employees to cover all posts even if someone is sick.

Summary of Findings Chapter

The purpose of this study was to examine the relationship between communication satisfaction and job satisfaction and the influence demographic variables might have on the two areas. Three null hypotheses were tested in relation to this purpose, and the results and data analysis from the CSQ, JSS, and demographic variables were presented in this chapter.

Although a significant difference was determined between length of employment and position with company and total communication satisfaction, the overall tests concluded no significant differences. Therefore, results indicated there was no significant difference between the demographic variables and total communication satisfaction or total job satisfaction. With the subscales of the CSQ, results indicated there was also no significant difference between the subscales and the demographic variables. Therefore, null hypothesis one was not rejected.

In analyzing null hypothesis two, significant differences existed between the independent variable of position with company and the dependent subscale variables: (a) pay, (b) contingent rewards, (c) coworkers, (d) nature of work, and (e) communication from the JSS. With these significant differences, null hypothesis two was rejected.

Finally, for null hypothesis three, a significant relationship between communication and job satisfaction was determined at a .01 significance level.

Stepwise multiple regression analysis was also conducted to further test null hypothesis three resulting in three models as predictors of job satisfaction. Model one indicated that for every unit increase in personal feedback scores, job satisfaction scale scores would increase by 14.902. In model two, results indicated that for every unit increase of personal feedback and communication climate, job satisfaction scores would increase by 8.852 and 7.363, respectively. Model three indicated that for every unit increase of personal feedback, communication climate, and general organizational perspective, job satisfaction would increase by 6.860, 6.291, and 3.763 respectively. Therefore, due to the link between communication and job satisfaction, null hypothesis three was rejected.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Because of the emergence of new technology and the increasing multi-generational workforce, communication and job satisfaction have been critical for the effectiveness and productivity of American organizations. In the security industry, communication has been vital to the effective protection of people and property, which has been the primary goal of the business. Satisfied employees also have been critical in the security industry because they were typically the front line of defense within the location they were employed to secure. Therefore, it has been essential for security employers to understand communication and job satisfaction. This chapter provided (a) a summary of the research study; (b) major findings, discussion and implications; and (c) recommendations for future research related to job satisfaction and communication satisfaction.

Summary of the Study

The purpose of this study was to examine the possible relationship between communication satisfaction and job satisfaction as measured by the Communication Satisfaction Questionnaire (CSQ) and the Job Satisfaction Survey (JSS), respectively, among contract security employees. This study also sought to determine whether or not the independent variables of (a) gender, (b) race, (c) age, (d) education background, (e) length of employment, (f) work schedule, (g) commute to work, and (h) position with company affected communication satisfaction or job satisfaction.

The review of literature related to communication and job satisfaction revealed that numerous studies have been conducted regarding these two variables independently. Researchers have analyzed communication and job satisfaction in relation to effectiveness, commitment, and performance. However, few researchers have explored the possible relationship between organizational communication and job satisfaction.

In this study, I developed five research questions and designed three null hypotheses to analyze whether or not a relationship existed between communication and job satisfaction. Research question one assessed the demographic characteristics of the research participants. Research question two sought to determine whether or not demographic variables predicted communication satisfaction. Null hypothesis one stated there would be no differences between demographic variables and communication satisfaction as measured by the CSQ.

Research question three examined whether or not demographic variables predicted job satisfaction. Null hypothesis two stated there would be no difference between demographic variables and job satisfaction as measured by the JSS.

In research question four, I investigated whether or not any of the demographic variables affected the relationship between communication and job satisfaction. In answering this research question, I conducted moderated regression models to determine if any of the demographic variables affected the relationship between communication and job satisfaction.

Research question five focused on whether or not a relationship existed between communication and job satisfaction. Null hypothesis three stated that there would be no significant relationship between the two as measured by the CSQ and the JSS.

I identified a sample of 306 employees from a contract security guard company operating in the midwestern and southeastern United States. Participants received a survey packet consisting of (a) a cover letter; (b) a JS/CS packet consisting of the JSS, the CSQ, and eight demographic questions; and (c) a self-addressed stamped envelope for returning completed surveys via the United States Postal Service. I mailed follow-up postcards to all non-respondents 2 weeks after the initial deadline. Two weeks after mailing reminder postcards, I mailed a second packet to all non-respondents; this packet included an additional JS/CS packet, cover flyer, and self-addressed stamped envelope for returning the completed survey. Following this mailing, I placed telephone calls to non-respondents requesting the completion of the survey via a telephone interview by me. With 144 employees participating in the study, the response rate was 47%.

In Chapter IV, I reported frequencies and percentages with regard to the demographic data from the participants. Univariate analysis of variance (ANOVA) tests were conducted to determine any differences between the demographic variables and total communication satisfaction and total job satisfaction and descriptive statistics were also reported. Multivariate analysis of variance (MANOVA) tests were performed between the demographic variables and the subscales of the JSS and the CSQ. To determine if any of the

demographic variables affected the relationship between communication and job satisfaction, I conducted moderated regression models. Finally, correlation analysis tests were conducted to determine whether or not a relationship between communication and job satisfaction existed and stepwise multiple regression tests determined the top predictors of job satisfaction from the CSQ.

Major Findings

This section includes major findings related to the three null hypotheses. Although not considered a major finding, this study also concluded that the majority of participants worked in service positions with the company. Also, the majority of participants were male, and most were Caucasian (69.5%), while 25.5% were African American.

Findings Related to Null Hypothesis One

With regard to demographic variables and communication satisfaction as measured by the CSQ, findings from this study indicated that there was no significant difference between demographic variables and total communication satisfaction. In addition, no significant difference was determined between any of the demographic variables and the subscales of the CSQ. These findings indicated that communication satisfaction did not differentiate between age, race, gender, length of employment, education background, work schedule, length of commute, or position with company.

These findings suggested that within the organizational framework of the contract security company from which employees were surveyed, the communication flow from the offices to the officers working in the field was

effective. These findings also suggested that participants in this study were satisfied with the communication by the company. Therefore, null hypothesis one was not rejected.

Findings Related to Null Hypothesis Two

In analyzing the differences between demographic variables and job satisfaction, the findings indicated that there were no significant differences between them and total job satisfaction as measured by the JSS. However, when looking at the differences between the demographic variables and the subscales of the JSS, the demographic variable position with company indicated significant differences with regard to pay, contingent rewards, coworkers, nature of work, and communication. These findings indicated that perhaps satisfaction differed among people holding different positions within the company with regard to pay, how they were appreciated and rewarded, coworkers, job tasks, and communication within the organization. However, because of the small sample size, further post hoc tests did not provide in depth information regarding these areas. Nonetheless, although no significant differences were found between the demographic variables and total job satisfaction, the differences related to position with company resulted in rejection of null hypothesis two.

Findings Related to Null Hypothesis Three

Null hypothesis three focused on whether or not any relationship existed between communication satisfaction and job satisfaction as measured by the CSQ and the JSS, respectively. The Pearson product-moment correlation was used to investigate any possible relationship, and correlation analysis determined

statistical significance with each of the subscales and total communication and total job satisfaction at the .01 level. Stepwise multiple regression analysis tests were also conducted to further test the relationship between communication and job satisfaction. This analysis determined three predictors of job satisfaction: (a) personal feedback, (b) communication climate, and (c) general organizational perspective. Personal feedback referred to what an employee knew about how his or her performance was evaluated. Communication climate referred to the general response to communication environment on organizational and personal levels, and general organizational perspective referred to overall organizational information. The predictors indicated that as communication increased, job satisfaction increased. Therefore, null hypothesis three was rejected.

Discussion and Implications

The results of this study were based on the data analyses from 144 participants employed by a regional contract security guard company in summer and fall 2001. Based on the quantitative results from this study, a few significant points should be considered.

First, the demographic characteristics of the participants indicated that these employees had many things in common. For instance, the majority of the participants were males, most were Caucasian, ranged in age from 40 to over 60, and worked in service positions with the company, which indicated that they were security officers. In addition, a majority of the participants had been employed with the company for less than a year or between 1-5 years.

Secondly, results from this study concluded that demographic variables failed to significantly affect total communication satisfaction as well as the subscale areas of communication satisfaction. Therefore, the organizational structure in place in the contract security organization was effective in communicating company information to employees. In addition, the company's communication strategies currently in place must be effective, particularly as it employees over 1,100 people, operates 11 offices in five states, and provides security services to a number of client locations across the midwestern and southeastern United States. Regardless of the employee, participants in this study indicated that they were satisfied with communication. Therefore, the company should continue utilizing their current communication methods, implement new methods as needed, and routinely monitor the effectiveness of all of them.

Thirdly, with regard to job satisfaction, demographic variables again failed to significantly impact total job satisfaction. However, when analyzing these variables with the JSS subscales, position with company showed significant differences in the areas of pay, contingent rewards, coworkers, nature of work, and communication. The contract security company should carefully examine these five areas for future improvement.

Due to the nature of the security industry where salaries are typically low and are determined by the client contract, significant differences regarding pay could be expected. Similarly, because many of the security guard positions with the company entailed employees working alone to handle routine job tasks, significant differences with coworkers and nature of work could also be expected.

However, contingent rewards and communication should be areas that the company can examine quickly and begin changes or improvements immediately. In addition, the company should provide this information to its clients in discussions about pay rate increases for the security officers. In light of current security situations within the United States and throughout the world, companies employing contract security officers may approve pay raises in efforts to improve job satisfaction, thus possibly improving performance.

Finally, results from this study indicated that a significant relationship existed between communication satisfaction and job satisfaction. With regard to the CSQ subscales, personal feedback, communication climate, and general organizational perspective were the strongest predictors of job satisfaction. With 65% of job satisfaction predicted by these three variables, the company could positively impact job satisfaction of its employees by merely focusing on evaluations of employees, communication environments, and overall company information. The findings indicated that as communication increased, so did job satisfaction, which means that if the company increased the communication methods that the participants indicated they were satisfied with in null hypothesis one, job satisfaction should increase.

Recommendations

As mentioned at the beginning of this study, communication and job satisfaction have played important roles in the world of work. Therefore, employers and employees should be aware of their significance, their relationship to each other, and methods for enhancing them within today's ever-changing

work environments. Based on the findings and conclusions of this study, the following recommendations for future research are presented for consideration.

1. With the United States Department of Labor (2000) predicting changes in the American workforce by 2008 with regard to areas like age, race, and gender, future research should be conducted to determine if communication and job satisfaction change with the transitions within the American workforce.
2. A study adding marital status, dependent status, and whether or not employment with company was the primary or secondary source of income to the demographic variables would be beneficial for investigating communication and job satisfaction predictors.
3. The current study consisted of a small sample, which limited the detailed analyses of post hoc tests for the subscales of both the JSS and the CSQ. Therefore, similar research should be conducted utilizing a larger sample, perhaps from a manufacturing organization.
4. The current study was conducted with employees of a contract security guard company, where employee turnover is typically high and the majority of participants had been employed for 5 years or less. Therefore, future studies should be conducted with employees of an organization where turnover is typically low and average employment is 5 years or longer to determine if the relationship between communication and job satisfaction exists among long-term employees.
5. Participants for this study were selected from current employees of a contract security company. No distinction was made between full-and part-time employees for the purposes of this study. Therefore, future research should be conducted to determine whether or not communication and job satisfaction were consistent between full-time employees and part-time employees.
6. The majority of participants in this study were male. Future research should be conducted within a work environment where the majority of the employees are female to determine if significant differences exist.
7. Participants in this study were employees of a contract security guard company where experience and background are minimal and pay and benefits are typically low, which might influence communication and job satisfaction. Future research should be conducted within an

organization comprised of more educated, higher paid employees for investigating differences between the two groups.

8. Due to the strong relationship between communication satisfaction and job satisfaction as measured by the CSQ and the JSS in this study, future research should be conducted to determine any causality between these two areas or perhaps what external circumstances determine or affect the relationship between the two.

Summary of Conclusions, Implications, and Recommendations Chapter

This study examined communication satisfaction and job satisfaction among employees of a contract security guard company, which provided new information for these areas of research. This study was the first step for this company to assess communication and job satisfaction among its employees. This information should serve as a valuable marketing tool to current and prospective clients, particularly during proposal presentations and pay rate negotiations. Results from this study provided vital benchmark information regarding the importance of communicating with security officers and guards and the connection between communication satisfaction and job satisfaction. The findings from this study provided a basis for this security company to build upon in efforts to recruit, select, and retain top employees. The findings from this study provided new information regarding employee communication satisfaction and employee job satisfaction, thereby providing a new basis for future research in the service sector as well as manufacturing environments.

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APPENDIXES

APPENDIX A
Letters of Permission

THE UNIVERSITY OF TENNESSEE
KNOXVILLE



October 21, 1999

Department of Human Resource Development
25 HPER Building
1914 Andy Holt Ave.
Knoxville, Tennessee 37996-2745
(423) 974-4466
FAX: (423) 974-3961
ewbrewer@utkux.utcc.utk.edu

Cal Downs, Ph.D
University of Kansas
Box 3242
Lawrence, KS 66046

Dear Professor Downs:

The purpose of this letter is to follow-up on our recent telephone conversation and to request written permission to use the Communication Satisfaction Questionnaire in completing my master's thesis research project at The University of Tennessee, Knoxville. This written permission, required by my committee, will become a part of my thesis. I tentatively plan to collect data on communication satisfaction as it relates to job satisfaction in the automotive manufacturing industry.

My committee has suggested that I combine the Job Descriptive Index (JDI), the Communication Satisfaction Questionnaire, and a researcher-designed demographic questionnaire into one instrument to facilitate reading and answering the questions. This study will be used for academic purposes only, and I will gladly provide you a copy of my results.

I have enclosed a copy of the agreement for your signature and a self-addressed stamped envelope for your convenience. Should you have questions concerning this matter, you may reach me by email at mlogan1@utk.edu or by telephone at 423/974-9550.

Again, I sincerely appreciate your consideration of this request. I am excited about using your instrument as a component of my research study.

Sincerely,

A handwritten signature in cursive script that reads "Missy Logan".

Missy Logan

Enclosure

xc: Dr. Ernest W. Brewer, Major Professor

APPROVAL FORM

I authorize use of the Communication Satisfaction Questionnaire, as an instrument that will be combined with the Job Descriptive Index (JDI), and a researcher-designed demographic questionnaire to be used for a thesis at The University of Tennessee, Knoxville. It is understood that the use of the CSQ will be restricted to academic research. *and I will be furnished a copy of the data.*

Cal W. Downs

Cal Downs

10/25/99

Date

June 4, 2001

Mr. H. Richard Dickinson
Vice President/CFO
Dynamic Security, Inc.
PO Box 451
Tuscumbia, Alabama 35674

Dear Mr. Dickinson:

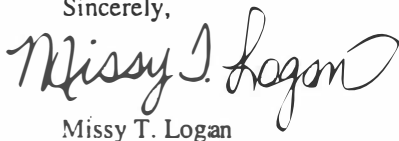
The purpose of this letter is to follow-up on our conversation regarding my thesis research and to request written permission to use employees of Dynamic Security, Inc. as participants in my master's thesis research project at The University of Tennessee, Knoxville. This written permission, required by my committee, will become a part of my thesis.

I plan to collect data on communication satisfaction as it relates to job satisfaction. I plan to provide the participants with a self-administered survey that contains questions related to communication satisfaction, job satisfaction, and basic demographic information. This study will be used for academic purposes only, and I will provide you with a copy of all materials for final approval prior to sending out to your employees. I will also gladly provide you a copy of my research results.

I have enclosed a copy of the agreement for your signature. Should you have questions, please let me know.

Thank you for your assistance, and I look forward to using Dynamic employees as participants in my research study.

Sincerely,

A handwritten signature in black ink that reads "Missy T. Logan". The signature is written in a cursive, flowing style.

Missy T. Logan

Enclosure

xc: Dr. Ernest W. Brewer, Major Professor

APPROVAL FORM

I authorize the use of employees of Dynamic Security, Inc. to be used as participants in a master's thesis research project at The University of Tennessee, Knoxville. It is understood that prior approval of information sent to these participants will be obtained from Dynamic Security, Inc., that the use of information gathered from these participants will be restricted to academic research, and that a copy of the research results will be provided to Dynamic Security, Inc.



H. Richard Dickinson
Vice President/CFO
Dynamic Security, Inc.



Date

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EMAIL: PHONE #: 256-383-5798 FAX #: RE :

Melissa T Logan
Univ of Tennessee Knoxville
Human Resource Development
1180 2nd St
Cherokee, Alabama 35616
United States

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Your signature below constitutes full acceptance
of the terms and conditions of the agreement herein.

Melissa T Logan
Signature of Requester
Date: 8/16/01

Your signature below constitutes your rejection
of the terms and conditions of the agreement herein.

Signature of Requester
Date:

PLEASE REMIT ONE (1) SIGNED COPY OF THE AGREEMENT,
ALONG WITH ANY APPLICABLE PAYMENT TO THE ADDRESS LISTED ABOVE. THANK YOU.

APPENDIX B
Introduction Memorandum

***DYNAMIC* SECURITY, INC.**

PO Box 451, Tuscumbia, AL 35674

Phone: 256.383.5798 / 800.227.4964 Fax: 256.383.6307

Over 60 Years of Quality Protective Service

MEMO

Date: 7/10/01 8:40 a.m.
TO: Branch Managers
FROM: Ron Janick
Subject: Company Study

The purpose of this memorandum is to inform you of a study being conducted with employees of Dynamic Security, Inc.

Missy Logan from the Corporate Office will use a sample of Dynamic Security, Inc. employees as participants in a research study for completion of her master's degree in human resource development. This study is for academic purposes only, and will look at communication satisfaction as it relates to job satisfaction. The results of this study will be made available to us, which should be invaluable to our Company.

Employees, who have been selected randomly, will be given a copy of the attached letter, a five-page questionnaire, and a self-addressed stamped envelope. They are asked to complete the survey and return it by Tuesday, July 31, 2001.

The above materials will be sealed in an envelope labeled with the participant's name and address on the outside. *Please see that these are given out to the appropriate employees next week when payroll is distributed.*

Thanks in advance for your assistance. Should you have questions, let me know.

APPENDIX C

Employee Letter of Introduction

The University of Tennessee, Knoxville
College of Human Ecology, Department of Human Resource Development

July 11, 2001

Dear Dynamic Security Employee:

I am conducting a study for The University of Tennessee, Knoxville's Department of Human Resource Development. I am writing to request your participation in a survey focusing on Dynamic Security employees and their level of job and communication satisfaction. The enclosed Job and Communication Satisfaction Survey and demographic questions are designed to obtain information about your background, experience, condition of your organization related to communication and *your* levels of job satisfaction and communication satisfaction.

Please note that you have been selected randomly to participate in this study, which is for academic purposes only. *Your responses will be completely anonymous, and your responses will in no way affect your pay, benefits, or supervision by Dynamic Security, Inc.*

To ensure confidentiality and facilitate tracking your feedback, the questionnaires are numerically coded to limit follow-up notifications. Please complete and return the enclosed questionnaire by Tuesday, July 31, 2001. I have provided a stamped, addressed envelope for you to use in returning the questionnaires to me. Please do not put your name on the questionnaires.

Upon completion of the study, if you return your completed questionnaire, you will be entered into a drawing for a \$100 gift certificate from Wal-Mart.

I realize your schedule is busy and your time is valuable. However, I hope the short time it takes to complete and return this survey will lead to further insight into job satisfaction and communication satisfaction among employees of Dynamic Security, Inc.

Thank you in advance for your participation. If you have questions about the study, you may contact me at 256.359.4459.

Sincerely,

Missy T. Logan
Project Director

cc: Dr. Ernest W. Brewer, Professor, Department of Human Resource Development
Mr. Richard Dickinson, VP/CFO, Dynamic Security, Inc.
Mr. Ron Janick, VP-Operations, Dynamic Security, Inc.

APPENDIX D

JS/CS Survey Packet

CODE _____

COMMUNICATION and JOB SATISFACTION SURVEY

You are invited to participate in a research study that will enable us to understand communication and job satisfaction among employees. Your participation is completely voluntary, and you may decline to participate at any time without penalty.

It will only take a few minutes for you to answer all of the questions. If you wish to comment on any question, use the back of the page. Your answers will be kept confidential, no references will be made that will link you to this study, and data will be securely stored and made available only to persons conducting the study. Return of completed survey constitutes your consent to participate in the study and enters you into a drawing for a gift. If you have questions at any time about the study or the procedures, you may contact the researcher, Melissa T. Logan, at 256/359-4459 or at PO Box 491, Cherokee, Alabama 35616.

JOB SATISFACTION SURVEY

Paul E. Spector, Department of Psychology, University of South Florida
Copyright Paul E. Spector 1994, All rights reserved.

Part I.

Please circle the one number for each question that comes closest to reflecting your opinion about it.

		Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1.	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5	6
2.	There is really too little chance for promotion on my job.	1	2	3	4	5	6
3.	My supervisor is quite competent in doing his/her job.	1	2	3	4	5	6
4.	I am not satisfied with the benefits I receive.	1	2	3	4	5	6
5.	When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5	6
6.	Many of our rules and procedures make doing a good job difficult.	1	2	3	4	5	6
7.	I like the people I work with.	1	2	3	4	5	6
8.	I sometimes feel my job is meaningless.	1	2	3	4	5	6
9.	Communications seem good within this organization.	1	2	3	4	5	6
10.	Raises are too few and far between.	1	2	3	4	5	6
11.	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5	6
12.	My supervisor is unfair to me.	1	2	3	4	5	6
13.	The benefits we receive are as good as most other organizations receive.	1	2	3	4	5	6
14.	I do not feel that the work I do is appreciated.	1	2	3	4	5	6
15.	My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5	6
16.	I find I have to work harder at my job because of the incompetence of people I work with.	1	2	3	4	5	6
17.	I like doing the things I do at work.	1	2	3	4	5	6
18.	The goals of this organization are not clear to me.	1	2	3	4	5	6
19.	I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5	6
20.	People get ahead as fast here as they do in other places.	1	2	3	4	5	6
21.	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6
22.	The benefit package we have is equitable.	1	2	3	4	5	6
23.	There are few rewards for those who work here.	1	2	3	4	5	6
24.	I have too much to do at work.	1	2	3	4	5	6
25.	I enjoy my coworkers.	1	2	3	4	5	6
26.	I often feel that I do not know what is going on with the organization.	1	2	3	4	5	6
27.	I feel a sense of pride in doing my job.	1	2	3	4	5	6
28.	I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
29.	There are benefits we do not have which we should have.	1	2	3	4	5	6
30.	I like my supervisor.	1	2	3	4	5	6
31.	I have too much paperwork.	1	2	3	4	5	6
32.	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
33.	I am satisfied with my chances for promotion.	1	2	3	4	5	6
34.	There is too much bickering and fighting at work.	1	2	3	4	5	6
35.	My job is enjoyable.	1	2	3	4	5	6
36.	Work assignments are not fully explained.	1	2	3	4	5	6

COMMUNICATION SATISFACTION QUESTIONNAIRE

Cal Downs, University of Kansas

Part II.

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 of each question.

Very dissatisfied	Dissatisfied	Somewhat dissatisfied	Indifferent	Somewhat satisfied	Satisfied	Very satisfied
-------------------	--------------	-----------------------	-------------	--------------------	-----------	----------------

1.	Information about my progress in my job	1	2	3	4	5	6	7
2.	Personnel news	1	2	3	4	5	6	7
3.	Information about company policies and goals	1	2	3	4	5	6	7
4.	Information about how my job compares with others	1	2	3	4	5	6	7
5.	Information about how I am being judged	1	2	3	4	5	6	7
6.	Recognition for my efforts	1	2	3	4	5	6	7
7.	Information about my division's policies and goals	1	2	3	4	5	6	7
8.	Information about the requirements of my job	1	2	3	4	5	6	7
9.	Information about government action affecting the company	1	2	3	4	5	6	7
10.	Information about changes in my organization	1	2	3	4	5	6	7
11.	Reports on how problems in my job are being handled	1	2	3	4	5	6	7
12.	Information about employee benefits and pay	1	2	3	4	5	6	7
13.	Information about company financial standing	1	2	3	4	5	6	7
14.	Information about achievements and/or failures of the company	1	2	3	4	5	6	7

Part III.

For the following items, please indicate how satisfied you are with each by circling the appropriate number at the right.

Very dissatisfied	Dissatisfied	Somewhat dissatisfied	Indifferent	Somewhat satisfied	Satisfied	Very satisfied
-------------------	--------------	-----------------------	-------------	--------------------	-----------	----------------

1.	Extent to which my supervisor knows and understands problems faced by subordinates	1	2	3	4	5	6	7
2.	Extent to which company's communication motivates me to meet its goals	1	2	3	4	5	6	7
3.	Extent to which my supervisor listens and pays attention to me	1	2	3	4	5	6	7
4.	Extent to which communication at company makes me identify with it or feel a part of it	1	2	3	4	5	6	7
5.	Extent to which company's communication are interesting and helpful	1	2	3	4	5	6	7
6.	Extent to which my supervisor trusts me	1	2	3	4	5	6	7
7.	Extent to which I receive in time the information I need to do my job	1	2	3	4	5	6	7
8.	Extent to which conflicts are handled appropriately through proper communication channels	1	2	3	4	5	6	7
9.	Extent to which the grapevine is active at company	1	2	3	4	5	6	7
10.	Extent to which my supervisor is open to new ideas	1	2	3	4	5	6	7
11.	Extent to which communication with other employees at my level is accurate and free-flowing	1	2	3	4	5	6	7

COMMUNICATION SATISFACTION QUESTIONNAIRE

Cal Downs, University of Kansas

12.	Extent to which communication practices are adaptable	1	2	3	4	5	6	7
13.	Extent to which my work group is compatible	1	2	3	4	5	6	7
14.	Extent to which our meetings are well organized	1	2	3	4	5	6	7
15.	Extent to which the amount of supervision given to me is about right	1	2	3	4	5	6	7
16.	Extent to which written instructions and reports are clear and concise	1	2	3	4	5	6	7
17.	Extent to which the attitudes toward communication in company are basically healthy	1	2	3	4	5	6	7
18.	Extent to which informal communication is active and accurate	1	2	3	4	5	6	7
19.	Extent to which the amount of communication at company is about right	1	2	3	4	5	6	7

Part IV.

Answer the following questions if you are a manager or supervisor by indicating your satisfaction with the following.

If you are non-management, please skip to the next section.

Very dissatisfied	Dissatisfied	Somewhat dissatisfied	Indifferent	Somewhat satisfied	Satisfied	Very satisfied
-------------------	--------------	-----------------------	-------------	--------------------	-----------	----------------

1.	Extent to which my subordinates are responsive to downward communication	1	2	3	4	5	6	7
2.	Extent to which my subordinates anticipate my need for information	1	2	3	4	5	6	7
3.	Extent to which I do not have a communication overload	1	2	3	4	5	6	7
4.	Extent to which my subordinates are receptive to evaluation, suggestions, and criticism	1	2	3	4	5	6	7
5.	Extent to which my subordinates feel responsible for initiating accurate upward communications	1	2	3	4	5	6	7

DEMOGRAPHIC INFORMATION

Part V.

This part of the questionnaire asks you to provide some personal information.

Please answer the following questions by placing a (X) to the left of your answer. Select only one answer for each question.

1. Your gender is
☐ Male
☐ Female
2. Your race is
☐ African American
☐ Caucasian
☐ American Indian
☐ Asian
☐ Hispanic
☐ Other
(Please explain) _____
3. Your age is
☐ Up to 20 years of age
☐ 21-30 years of age
☐ 31-39 years of age
☐ 40-49 years of age
☐ 50-59 years of age
☐ 60 years of age and over
4. Your education background is
☐ Did not complete high school
☐ Graduated from high school or GED
☐ Some technical training beyond high school
☐ Completed a two-year degree
☐ Some college
☐ Completed a four-year college degree
☐ Completed courses beyond a four-year college degree
5. How long have you been employed with the company?
☐ Less than a year
☐ 1-5 years
☐ 6-15 years
☐ 16-25 years
☐ 26-35 years
☐ 36 years and over
6. What is the schedule that you work most often?
☐ Morning/Day
☐ Evening
☐ Night (3rd Shift)
7. How long does it take you to commute to work?
☐ Less than 10 minutes
☐ 11-20 minutes
☐ 21-30 minutes
☐ 31-40 minutes
☐ 41-50 minutes
☐ 51-60 minutes
☐ More than an hour
8. What type of position do you have with the company?
☐ Administrative
☐ Clerical staff
☐ Professional/Technical
☐ Service
☐ Management/Supervision

The Job Satisfaction Survey (JSS) and the Communication Satisfaction Questionnaire (CSQ) were used with permission from Paul Spector, the University of South Florida, and Cal Downs, the University of Kansas.

APPENDIX E
Follow-up Postcard

IT'S NOT TOO LATE...

To Win \$100 from Wal-Mart!!!

On July 11th, a questionnaire was given to you
about job and communication satisfaction.

Your responses are still needed!

If your survey has been misplaced,
please call me today at 256.383.5798 or 800.227.4964,
and I will mail you another one.

If you have the survey, please complete it
and mail to me by August 15, 2001.

Thanks so much, Missy T. Logan.

APPENDIX F

Follow-up Flyer

HELP!!!

Your responses are *desperately* needed
for my research study!!!

If I get at least 50 more responses from this group,
I will put those who respond in a drawing
for \$50 in *CASH*!!!!

You must complete and return the enclosed survey by
Wednesday, September 5th,
to be eligible for the drawing.

Please let me know if you have questions.
I can be reached at 256.383.5798 or
800.227.4964.

*Thanks for your help making Dynamic Security, Inc.
a great place to work.*

Thanks,

Missy Logan

VITA

Melissa Thompson Logan, daughter of Wiley A. Thompson and Larry and Deborah Malone, was born in Cherokee, Alabama, on May 4, 1972. She graduated from the University of Alabama in 1995 with a Bachelor of Arts degree in Communication with a major in public relations and double minors in marketing and political science.

Her career began in August 1995 when she became an assistant in the corporate communications department for Mercedes-Benz U.S. International, Tuscaloosa County, Alabama. She assisted with communication and marketing in the launch of the Mercedes-Benz M-Class. In 1997, she and her husband relocated to Knoxville, Tennessee, where they lived for three and a half years. While in Knoxville, she worked as a project coordinator for an advertising agency and then as an education specialist for a federal grant serving low-income, first generation students with college and career exploration.

In March 2001, she became the administrative coordinator for Dynamic Security, Inc., a regional contract security guard company headquartered in Muscle Shoals, Alabama. In this position, she is responsible for a variety of human resource functions including training and development, workers' compensation, employee relations, 401(k) implementation, fleet vehicles, insurance, policies and procedures, and corporate personnel files.

