COMMUNICATION SATISFACTION, EMPLOYEE ENGAGEMENT, JOB SATISFACTION, AND JOB PERFORMANCE IN HIGHER EDUCATION INSTITUTIONS

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Abstract

This quantitative study investigates the relationships and impacts of communication satisfaction, employee engagement, job satisfaction, and job performance in higher education institutions in Thailand. Survey data were collected from 400 faculty members and staff who work in public and private universities in Thailand. The results from simple and multiple regression analyses show that communication satisfaction has a positive impact on job satisfaction and employee engagement; job satisfaction has a positive impact on employee engagement and job performance; and employee engagement has a positive impact on job performance. However, there is no evidence supporting a significant relationship between communication satisfaction and job performance.

Keywords: Communication; Engagement; Satisfaction; Performance; Higher Education

INTRODUCTION

Communication plays a considerable role in business development for every organization. Effective communication in a company leads to business success. There is now a substantial body of literature suggesting that organizational communication helps to improve the likelihood of an organization being successful (Robson and Tourish, 2005). In particular, internal communication is a set of interactive processes (Mazzei, 2014). Organizations come alive due to communication, especially when all individuals take part (Heath; 1994).

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Communications in higher education institutions are different than in other business organizations, especially in terms of the nature of the organization, the organizational setting, and communication style (Qian and Daniels, 2008 and Jenkins and Jensen, 2010). This is due to the nature of the university environment, where faculty roles, tasks, and responsibilities are dissimilar to those of other organizations. Orozco and Allison (2008, p. 66) stated that "the university environment has long represented democratic ideals of free speech, unbridled and creative research in the search for truth, and a distinctly independent autonomy directed by faculty as they exercise two sacred academic principles". These include academic freedom and shared governance. Faculty members have earned the right, based on scholarly expertise, to express critical ideas, questions, and pursue new things. Additionally, shared governance includes information exchange, opinion, mediation, consultation, reflection, and compromise. Smith and Wolverton (2010) stated that faculty members maintain a powerful voice in decision making in higher education institutions. In such organizations, open communication, transparency, and tolerance are necessary in order to communicate internally.

In terms of communication satisfaction, one of the most important factors is communication with supervisors such as chairpersons, deans, and administrators. Prior research has found that supervisor communication styles influence organizational commitment, job satisfaction, and job performance (Breckenridge, 2000). According to Terek et al. (2015), communication is central to allow information to flow freely at all levels in an organization. Everyone must understand the complexity of communication in an organization (Clampitt, 2005). Therefore, this research aims to investigate communication satisfaction and its effect on employee engagement, job satisfaction, and job performance of faculty members and staff in higher education institutions in Thailand.

LITERATURE REVIEW

Communication in an organization is central to any study of the time supervisors devote to interacting with their subordinates. Effective management is based on open communication and supportiveness, candor, warmth, and a commitment to dialogue rather than monologue. Effective communication is also a key element of business success. Many research findings have suggested that effective management of the communication process brings large-scale organizational benefits. Clampitt and Downs (1993) claimed that improving the quality of internal communication leads to improvement in productivity, reduction of absenteeism, higher quality of products and services, increased levels of innovation, fewer strikes, and reduced costs. The majority of previous studies have focused on leadership style, organizational culture, organizational commitment, and organizational effectiveness. Few studies have concentrated on communication

satisfaction and employee engagement (Terek et al., 2015). There are numerous studies about communication in organizations, however, literature which combines research of communication satisfaction, employee engagement, job satisfaction, and job performance is limited (Hunt et al., 2000).

Education is very important. It contributes to the development of countries and the main players in education are educators. Satisfaction among educators directly affects their performance (Demirtas, 2010). It contributes to effective communication, enabling people to better understand and connect with others in the university (Ali and Haider, 2012). It involves the exchange of ideas, building respect and satisfaction. In contrast, dissatisfaction creates negative attitudes among employees towards their job, miscommunication, and leaving the organization. Higher education management should develop a good environment of communication for educators in order to improve engagement, job satisfaction, and performance.

Communication in Higher Education

Communication in higher education institutions differs from other types of business organizations in many ways. Orozco and Allison (2008) claimed that universities have long demonstrated democratic ideals of free speech, unbridled search for the truth, and autonomy unlike other business workplaces. Additionally, faculty have academic freedom to communicate,

question, and share ideas. These differences make universities different in terms of communication satisfaction in comparison to other organizations.

Communication plays a central role in all management functions. It links people together and creates relationships (Duncan and Moriarty, 1998). Communication in an organization involves informing, organizing, coordinating, arranging, and subordinating (Schwartzman, 1989 and Cooren, 1999). Thus, communication is more than just providing information. In fact, it has a vital role in the success or failure of any organization. Communication is a two-way process which conveys meaning to another. It involves transmission of verbal and non-verbal messages. It involves a sender, a channel of communication, and a receiver. Important aspects of communication include the purpose of communication, seeking understanding of other parties, and completing a process with a consistent follow-through. These things are important for building trust and satisfaction among all parties. In business, communication is a key aspect of management, as a company cannot operate effectively without appropriate communication between employees, levels, and departments (Carriere and Bourque, 2009).

Well-organized communication in higher education institutions is a key instrument for survival and growth (Bordia et al., 2004). Developing, measuring, and analysing instruments of communication in educational firms is therefore important (Downs et. al, 1944). Organizational communication is the

process of information exchange between everyone in an organization under an organizational climate and atmosphere. It requires internal communication tools to ensure subordinates understand their roles. The benefits of organizational communication are decreased uncertainty, understanding of responsibilities, and effective cooperation between internal units.

Communication Satisfaction

Communication satisfaction has received considerable attention because improving communication satisfaction can improve employee satisfaction, engagement, and performance. Many researchers have studied the crucial role of communication satisfaction in order to gain advantages for organization development.

Communication audit research concentrates on communication satisfaction which is important to organizational well-being and functioning (Downs and Adrian, 2004). The concept covers communication and feedback between administrators and subordinates, vertical and horizontal communication, work-related information, and communication among different departments. It measures how well the available information fulfils the individual's request for the task-role (Putti et al., 1990). Generally, communication satisfaction conveys personal meaning. In the same department and conditions, each worker may have different thoughts and opinions. It is sometimes considered as a criterion in the theory underlying the

concept of improved communication skills (Engin and Akgoz, 2013). It is also an emotional response which focuses on social events. However, communication satisfaction is the personal satisfaction experienced when communicating successfully to a person. It is defined as an individual's satisfaction with different aspects of communication in an organization (Thayer, 1969).

It can be defined as the summary of an individual's satisfaction with information flow and relationship variables (Downs and Hazen, 1977). Downs (1988) claimed that it is an aspect of information exchange, meaning transmission throughout an organization, and that the way to measure communication satisfaction is to judge the climate and health of the organization. Communication satisfaction occurs when positive expectations and ambitions of a social interaction are met. Some describe it as enjoyment, and fulfilling expectations through ongoing communication involvement, interaction, and perception. Punyanunt-Cater (2008) concluded that communication satisfaction can reflect high-quality relationships and result in relational satisfaction, closeness, and relational maintenance. It is the linkage of communication competence and satisfaction with close relationships.

Organizational communication satisfaction is defined as the overall degree of satisfaction which subordinates experience in their total communication environment in an organization (Redding, 1978). Downs (1988) found that there is a statistically positive relationship between communication satisfaction and job satisfaction. Carriere

and Bourque (2009) showed that internal communication or organizational communication is significantly positively correlated with job satisfaction and that communication satisfaction mediates the relationship between perception of employee communication systems and the level of job satisfaction.

Communication satisfaction has been proved to influence employee engagement and job satisfaction. Iyer and Israel (2012) found that organizational communication satisfaction has a positive impact on employee engagement. Various studies established a positive relationship between communication satisfaction, employee engagement, and job satisfaction. Companies which communicate effectively are likely to have higher levels of employee engagement than companies which communicate less effectively. Therefore, this research aims to establish the impact of communication satisfaction on employee engagement. Additionally, Wagenheim and Rood (2010), agreed that there is a positive relationship between communication satisfaction and job satisfaction. Satisfaction and happiness are positively related to better performance and communication satisfaction affected job performance.

Job Satisfaction

Job satisfaction is how employees feel toward their work (Scheff, 1967). Steele and Plenty (2015) define employee satisfaction as the affective attitudes of individuals towards work. It is a pleasurable or positive emotional state related to job experiences (Locke, 1976). It is the enjoyable attitude of employees towards their jobs. It is the level of contentment a person feels regarding his or her work. Job satisfaction can be influenced by an employee's ability to complete required tasks, the level of communication in a company, and the way management treats subordinates. Employee satisfaction is the satisfaction of employees with their jobs and leaders. It is the degree to which both parties are satisfied with each other. When workers are satisfied, they commit to a long-term relationship with a company. Employee job satisfaction through communication with supervisors is a key element of communication competence. The previous research found a positive relationship between a supervisor's communication competency and an employee's satisfaction with their supervisor. Suker et al. (2016) mentioned that employee satisfaction affects employee commitment towards the company and influences employee performance and business success; it is also highly correlated to the success of the organization. Additionally, communication satisfaction affected job performance, and employee communication and job satisfaction both affect performance (Pincus, 1986). However, it is also influenced by other factors such as leadership style, communication quality with leaders, and an employee's personal circumstances. Suher et al. (2016) claimed that increasing the effectiveness of supervisor and subordinate communication can strengthen employee satisfaction.

Job satisfaction and organizational communication are concepts important to management and researchers, as communication and job satisfaction define the work-life balance. Alhassan et al. (2017) explored the relationship between communication satisfaction and job satisfaction. They showed that there was a strong positive correlation between communication satisfaction and job satisfaction and there were statistically positive correlations. Abraham (2012) indicated that job satisfaction is related to cognitive aspects of employee engagement. Job satisfaction is an antecedent of, and leads to, employee engagement. Brunetto et al. (2012) showed that the path from job satisfaction to employee engagement was positive and statistically significant and that employee engagement is predicted by well-being and job satisfaction.

Moynihan and Pandey (2007) and Valaei and Rezaei (2016) demonstrated the relationship between job satisfaction and job performance. An organization should ensure job satisfaction among workers and be aware of its causal relationship with job performance, Markovits et al. (2014) and Yang and Hwang (2014) supported this. However, some research suggests that there is no causal relationship between job satisfaction and job performance. Wood et al. (2012), Singh and Das (2013), Barakat et al. (2015) and Trivellas et al. (2015) found a positive causal relationship of job satisfaction on job performance while Shaikh et al. (2012), and Robbins et al. (2013) reported the reverse positive causal relationship, that of job performance on job satisfaction. Riketta (2008) reported that there is no statistically significant relationship between job performance and job satisfaction, while Yang and Hwang (2014) suggested that job satisfaction and job performance influence each other reciprocally and positively.

Employee Engagement

Employees are an important asset for every organization. Employee engagement is the key to organizational success. Engagement was conceptualized by Kahn (1990). Bhuvanaiah and Raya (2014) defined employee engagement as a positive attitude held by employees towards the organization. Engaged employees can improve their performance. Balakrishnan and Masthan (2013) said employee engagement is crucial in explaining an employee's emotional and intellectual commitment to an organization. It harnesses workers' roles in the organization. Employee engagement means that people are speaking positively about their organization, will stay in the organization, and are striving to perform more than the minimal requirements for their organization. "Engaged employees are not just committed but passionate about their work" (Balakrishnan and Masthan 2013, p.2). Engaged employees are more profitable, productive, focused, enjoy their work, and are less likely to leave the organization. Iyer and Israel (2012) concluded that organizations with higher levels of employee engagement are able to retain their valued employees. Additionally, employee engagement results in better employee performance, organizational success, and financial outcomes (Pincus 1986).

Organizational communication plays a significant role in employee engagement. Prior research has confirmed that clear, concise, and honest communication is a significant tool for employee engagement, as communication error or poor communication leads to distrust, dissatisfaction, doubtfulness, and employee turnover. Additionally, various studies have found a positive relationship between communication, satisfaction, and employee engagement, and job satisfaction. The companies which can "communicate effectively are four times as likely to report high levels of employee engagement as firms that communicate less effectively" (Iyer and Israel, 2012, p. 53).

Rich et al. (2010) extended that engagement serves as a crucial mechanism through which the antecedents of engagement affect job performance. Their research results suggested that engagement among employees can enhance job performance. Halbesleden and Wheeler (2008) showed that engagement is positively associated with job performance. This result is confirmed by other studies of engagement (Bakker et al., 2008). Markos and Sridevi (2010) agreed that engagement impacts performance. The studies found a positive relationship between employee engagement and organizational performance. Zahrah et al (2017) argued that engaged employees have a key role in contributing to excellent job performance. Employee engagement strongly influences organizational success through outstanding job performance. This illustrates the significant relationship between employee engagement and job performance. In addition, engagement leads to positive performance outcomes.

Job Performance

Job performance has been a major area of study in the field of organizational research (Jalakamali et al., 2016). It is one of the most crucial dependent variables and has been studied for a long time. Job performance is a key factor which organizations aim to improve, in order to achieve their goals (Jankingthong and Rurkkhum, 2012). It is the way in which employees perform their work. Generally, an employee's performance is measured during job performance reviews where a supervisor takes into account factors such as time management, organizational skills, and productivity to analyse each employee. Zahrah et al. (2017) defined job performance as any kind of employee behaviour, be it aggressive, committed, lazy, or dissatisfied. Contrastingly, numerous studies have defined performance as the outcome of effort, commitment, engagement, and involvement by employees.

Job performance assesses whether an employee performs their tasks well. It has been conceptualized as the actions and behaviours which fit organizational goals. It is the overall expected value from an employee's behaviour in a set period of time (Motowidlo et al., 1997). It is a set of behaviors with evaluative elements (Borman and Motowidlo, 1997). Job performance is the effectiveness of an employee's

contributions towards organizational goals (Zahrah et al., 2017). Jankingthongand Rurkkhum (2012) said job performance contains results, values, and achievements from an employee's work. In a narrow sense, it is defined as employee productivity; in contrast, it is also defined as the combination of efforts, skills, and results. In addition, job performance can be further described as multi-dimensional concepts which include task performance, contextual performance, adaptive performance, and counterproductive work behaviour. It is the behaviors or actions that are relevant

to the organization's goals in final-stage evaluation.

Research into job performance among university teachers by Yusoff et al. (2014) found that job performance is a significant factor for an effective organization. The success of an organization is dependent on the good performance of its employees, especially in education. It is totally dependent on educators' job performance. Therefore, effective job performance by educators is important for improvement of the education system, as a whole.
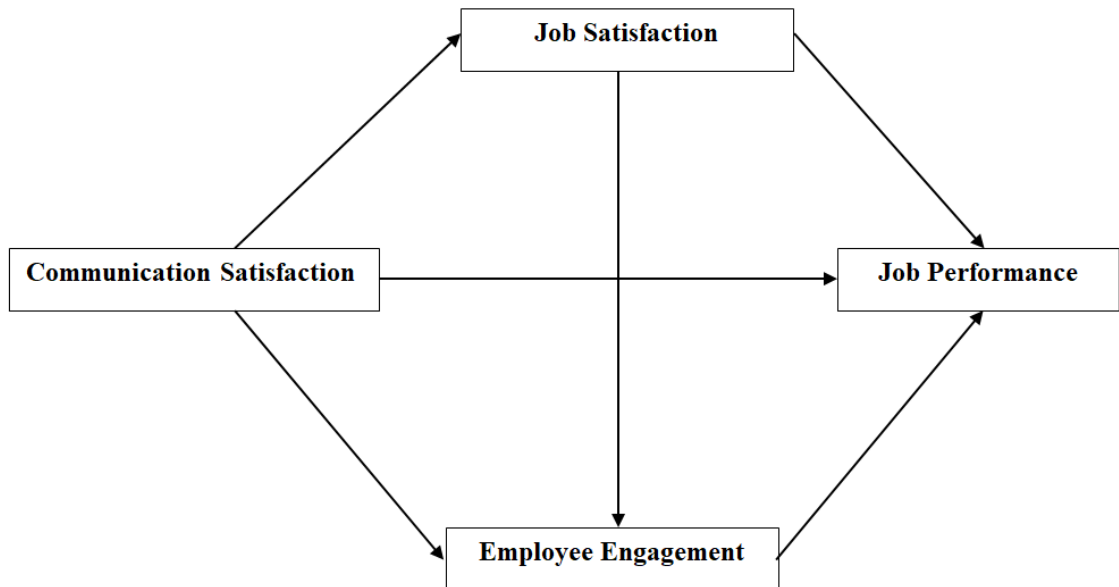

Figure 1: Conceptual Framework
H1: Communication satisfaction has a positive impact on employee engagement.
H2: Communication satisfaction has a positive impact on job satisfaction.
H3: Communication satisfaction has a positive impact on job performance.
H4: Employee engagement has a positive impact on job performance.
H5: Job Satisfaction has a positive impact on employee engagement.
H6: Job Satisfaction has a positive impact on job performance.

METHODOLOGY

Sample and Data Collection Procedures

This research focuses on faculty members and staff working in higher education institutions in Thailand. It uses a self-administered questionnaire survey to collect data. Samples were selected using probability sampling. According to the Office of the Higher Education Commission (2017), the population of faculty members and staff was approximately 200,000. Based on Taro Yamane's formula with the acceptable sampling error at 0.05, a sample size of 400 faculty members and staff was selected through simple random sampling from public and private universities in Thailand. However, 440 questionnaires were distributed to respondents and only 400 completed questionnaires were analysed. Participants were informed the survey was anonymous and that the information they provided would be treated with high confidentiality.

Measures

The survey has four main sections. Respondents were asked about their level of communication satisfaction, employee engagement, job satisfaction, and job performance. Communication satisfaction was measured using 30 items from the Communication Satisfaction Questionnaire (CSQ) developed by Down and Hazen (1977). All items measured aspects of communication satisfaction using five-point Likert

scales, from 1 (extremely dissatisfied) to 5 (extremely satisfied). Job satisfaction was measured using 27 items, modified from the Job Satisfaction Survey (JSS) developed by Spector and Wimalasiri (1986). Employee engagement was measured using 9 items from the Intellectual, Social, and Affective engagement scale (ISA) developed by Soane et al. (2012). Job satisfaction was measured by 15 items from the Individual Work Performance Questionnaire (IWPQ) developed by Koopmans et al. (2013). Items were measured using five-point Likert scales, from 1 (strongly disagree) to 5 (strongly agree). Furthermore, the content validity was guaranteed by experts' consideration. The questionnaire translation process and back up test was done from English to Thai and then Thai to English, and has been approved by professionals in related fields.

Data Analysis

In order to examine the data in this quantitative research, a total of 400 completed questionnaires were analysed using the SPSS program for statistical analysis. The statistical techniques applied were Pearson Correlation Analysis and a Regression Analysis. Pearson Correlation Analysis is used to measure and determine the relationship between independent and dependent variables. Simple and multiple regressions are useful when the independent variables are correlated with one another and correlated with the dependent variable in varying degrees. Simple and multiple regressions allow

the researcher to identify the independent variables simultaneously associated with the dependent variable, and to estimate the separate and distinct influence of each variable on the dependent variable (Nash and Carver, 2005). Therefore, in addition to the previous statistical techniques described, Simple and Multiple Regression Analysis was also used to analyse the degree of the relationship between the independent and dependent variables.

RESULTS

The questionnaires were sent to a random sample in higher education institutions. At the end of the data collection period, a total of 400 fully completed surveys were analysed. The summarized personal data from the sample is reported in Table 1.

The sample for analysis was 100% (n=400). As shown in Table 1, the majority of the respondents were female (64.3%, n=257), while 35.8% (n=143) were male. Most of the sample was aged between 30 and 40 years old (n=169, 42.3%) followed by respondents below 30 years old (n=117, 29.3%), and between 41 and 50 years old (n=93, 23.3%) respectively, with only 5.3% (n=21) above the age of 50. Most of the respondents were full-time lecturers (n=266, 66.5%) or supporting staff (n=62, 15.5%). For level of education, the majority held Master's Degrees (n=261, 65.3%), followed by Doctoral Degrees (n=72, 18%), and Bachelor's Degree (n=67, 16.8%), respectively.

Reliability and validity tests for all multi-item scales were conducted before performing the regression analysis. Firstly, convergent validity was determined using factor loading and factor analysis. Every construct applied gave values above 0.5. The lower items were removed from analysis (Vogt, 2007). The study applied the principle component extraction and Varimax rotation techniques. Secondly, to ensure the correlation matrix did not possess the highly undesirable properties of multicollinerearity or singularity,

Table 1: Summary of Demographic Information

Characteristics	Descriptive Statistics
Gender	Male: 143 (35.8%)
	Female: 257 (64.4%)
Age	Below 30: 117 (29.3%)
	30-40: 169 (42.3%)
	41-50: 93 (23.3%)
	Above 50: 21 (5.3%)
Job Position	Supporting Staff: 62 (15.5%)
	Staff Manager: 44 (11%)
	Full-Time Lecturer: 266 (66.5%)
	Head of Department: 28 (7%)
Level of Education	Bachelor's Degree: 67 (16.8%)
	Master's Degree: 261 (65.3%)
	Doctoral Degree: 72 (18%)

Person's Correlation Coefficient was calculated as shown in Table 2. All independent variable values were between 0.198 and 0.697, showing that the values did not exceed 0.8; therefore, their independence was confirmed (Cooper and Schindler, 2006).

All hypotheses were tested (shown in Table 3). Simple linear regression was carried out between communication satisfaction and job satisfaction. Multiple linear regressions were carried out between communication satisfaction and job satisfaction, toward employee engagement and all independent variables were also tested regarding their effect toward job performance.

Table 2: Pearson's Correlation Coefficient

Variables	Mean	SD	Communication Satisfaction	Job Satisfaction	Employee Engagement	Job Performance
Communication Satisfaction	3.894	0.426	1			
Job Satisfaction	3.660	0.317	0.234**	1		
Employee Engagement	3.695	0.586	0.305**	0.697**	1	
Job Performance	3.839	0.423	0.198**	0.474**	0.538**	1

Remark: * $p < 0.05$, ** $p < 0.01$

Table 3: Results of Simple and Multiple Regression Analyses

Independent Variable		Dependent Variable		
		Model 1	Model 2	Model 3
		Job Satisfaction	Employee Engagement	Job Performance
Communication Satisfaction	β	0.234**	0.150**	0.033
	SE	0.036	0.050	0.044
	t	4.802	4.133	0.744
Job Satisfaction	β		0.662**	0.191**
	SE		0.067	0.078
	t		18.243	3.284
Employee Engagement	β			0.394**
	SE			0.043
	t			6.632
Constant/Sig.		2.981/0.000**	-1.580/0.000**	1.728/0.000**
R Square		0.055	0.507	0.309
Adjusted R Square		0.052	0.504	0.304
SEE		0.309	0.413	0.353
F/Sig.		23.062/0.000**	203.744/0.000**	59.040/0.000**

Remark: *$p < 0.05$, **$p < 0.01$

In Table 3, model 1 shows the simple regression analysis between communication satisfaction and job satisfaction. The results showed a statistically significant impact of communication satisfaction on job satisfaction (p = 0.000, β = 0.234, t = 4.802); Adjusted R Square was 0.052. This implies that communication satisfaction can predict job satisfaction at 5.2%; F was 23.062.

Equation1:

Job Satisfaction = 2.981 + 0.234** (Communication Satisfaction)

Multiple regression analysis was performed, as shown in Model 2 and Model 3. Model 2 presents the statistically significant impact of communication satisfaction and job satisfaction towards employee engagement. When analyzed for each variable, communication satisfaction had a positive impact on employee engagement (p = 0.000, β = 0.150, t = 4.133), as did job satisfaction (p = 0.000, β = 0.662, t = 18.243); Adjusted R Square was 0.504. This implies that communication satisfaction and job satisfaction can predict employee engagement at 50.4%; F was 203.744.

Equation 2:

Employee Engagement = -1.580 + 0.150** (Communication Satisfaction) + 0.662** (Job Satisfaction)

Finally, Model 3 shows the results of the multiple regression analysis applied to all independent variables. Not all independent variables were statistically significant. Job satisfaction and employee engagement had a statistically significant positive relationship with job performance. In contrast, communication satisfaction was not statistically significant. When analyzed for each variable, communication satisfaction had no positive impact on job performance (p = 0.457, β = 0.033, t = 0.744). Job satisfaction (p = 0.001, β = 0.191, t = 3.284), and employee engagement (p = 0.000, β = 0.394, t = 6.632) had a positive impact on job performance; Adjusted R Square was 0.304, implying that communication satisfaction, job satisfaction, and employee engagement can predict job performance at 30.4%; F was 59.040.

Equation 3:

Job Performance = 1.728 + 0.033 (Communication Satisfaction) + 0.191** (Job Satisfaction) + 0.394** (Employee Engagement)

Table 4: Hypotheses Summary

Hypotheses	Result
H1: Communication satisfaction has a positive impact on employee engagement.	**Accept**
H2: Communication satisfaction has a positive impact on job satisfaction.	**Accept**
H3: Communication satisfaction has a positive impact on job performance.	**Reject**
H4: Employee engagement has a positive impact on job performance.	**Accept**
H5: Job Satisfaction has a positive impact on employee engagement.	**Accept**
H6: Job Satisfaction has a positive impact on job performance.	**Accept**

Table 4 shows the 6 hypotheses. It can be concluded that the Hypotheses 1, 2, 4, 5, and 6 are accepted (p < 0.01), while hypothesis 3 must be rejected (p > 0.05).
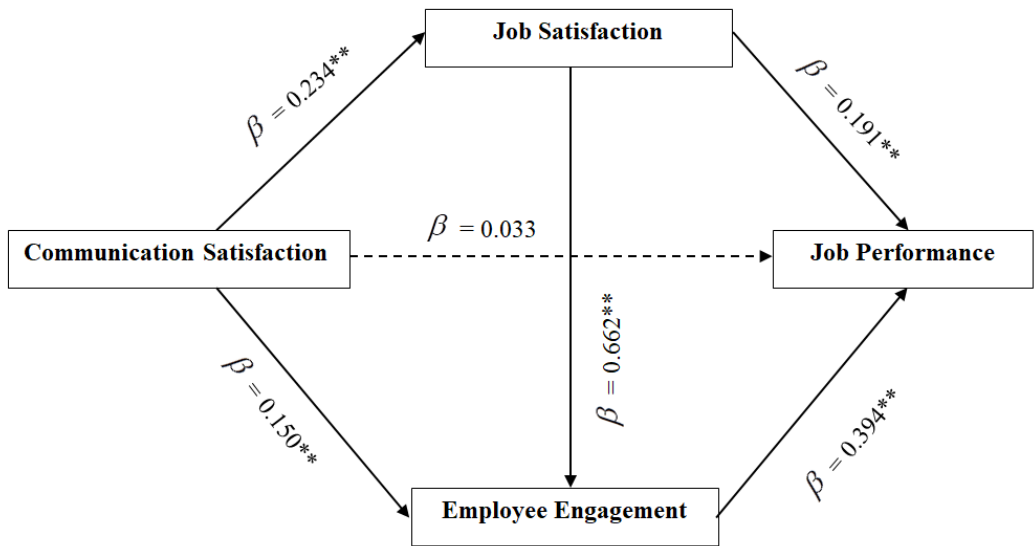
Figure 2: Regression Analysis Results

DISCUSSION AND CONCUSION

Discussion and Research Contributions

This research aimed to investigate the linkage between communication satisfaction, employee engagement, job satisfaction, and job performance. The research results show that there is a statistically significant positive effect of communication satisfaction on employee engagement. Communication satisfaction in higher education institutions in

Thailand, leads to increased employee engagement. It can be inferred that if people in the same organization communicate and understand each other, both at the same, and in different levels of hierarchy, it can improve engagement between employees. Iyer and Israel (2012) supported this idea, stating that organizational communication satisfaction has a positive impact on employee engagement as communication plays an important part in ensuring employee engagement. It has been established that honest, clear, and concise communica-

tions are crucial tools for employee engagement. Miscommunication and poor communication lead to dissatisfaction, distrust, skepticism, doubtfulness, and unwanted employee turnover. Additionally, managerial communication can reduce the negative effects of downsizing. It becomes very important for employees to believe in their organization. Carriere and Bourque (2009) proved that communication satisfaction and employee engagement are positively related. Higher levels of communication satisfaction lead to higher employee satisfaction. Moreover, the research indicated a positive relationship between communication satisfaction and organizational effective-ness, organizational commitment, and turnover level.

This research suggests a statistically significant positive impact of communication satisfaction on job satisfaction. It can be inferred that when people in an organization communicate satisfactorily with all hierarchy levels, it increases job satisfaction. Open communication between employees and management produces a better working environment. The better the supervisor communicates, the more informed and satisfied employees are, and the greater their productivity, while failure in communication seems to create negative side effects. According to Downs (1988), communication satisfaction and job satisfaction are positively correlated. Alhassan et al. (2017) also supported this result, stating that communication satisfaction in an organization has a positive relationship with job satisfaction. In contrast, this research shows that there is no evidence in

support of a positive impact of communication satisfaction on job performance. Former research by Gilley (2001), claimed that poor employee communication satisfaction leads to low commitment from employees, high levels of absenteeism, increased employee turnover, and decreased productivity. The different results could arise from differences in organizational context. Academic organizations are totally dissimilar to other business organizations (Orozco and Allison, 2008). The insignificant result may also occur because the effect is not big enough to be statistically significant and may appear as a "chance" finding. In this regard, the total variance explained satisfaction as low compared with other variables. Communication satisfaction does not play a key role in supporting job performance among the investigated organizations. This is because faculty members and staff already know well what they are doing (Alsayed et al., 2012). Therefore, communication satisfaction does not affect their performance as they are all professionals.

The research results also show a positive impact of employee engagement on job performance. This can mean that when employees engage with the organization, they tend to perform better in their tasks. Rich et al. (2010) mentioned that employee engagement serves as a crucial mechanism through which the antecedents of engagement affect job performance and that engagement among employees can enhance job performance. Engaged employees perform better. Hakanen et al. (2008) said that engagement led to better innovativeness through greater personal

initiative. Therefore, engagement can influence organizational success through outstanding job performance.

A statistically significant positive impact was found for the effect of job satisfaction on employee engagement. This suggests that, when employees are satisfied with their tasks, it creates engagement with their organization. Satisfaction is generally about happiness with the company and the benefits provided to employees. Engagement occurs after employees feel a profound connection to their company. Ni (2007) said when employees are satisfied with their work, they are likely to commit to a long-term relationship with the organization. A sense of accomplishment and a willingness to go above and beyond with the organization occurs as a result of the commitment. Thus, the engagement of an employee can be predicted by well-being and job satisfaction.

Finally, the analysis shows a positive impact of job satisfaction on job performance. Performance is influenced by various factors especially job satisfaction. Thus, job performance is a crucial parameter in the academic profession, as in other professions, and this phenomenon is extensively observed (Nabirye et al., 2011). Satisfied workers take actions to attain higher performance and eliminate lower performance. Dissatisfied employees will have low levels of performance, become demotivated, and less productive. Platis et al. (2015) said performance depends on the level of satisfaction and Suker et al. (2016) also mentioned that employee satisfaction is a key factor influencing employee performance and organizational success.

Practical Implications and Research Limitations

The results from this research have implications for higher education institutions, regarding interventions to enhance the work competency of their faculty members and staff. Given the results regarding the positive contributions of communication satisfaction, this research suggests that communication satisfaction is a key competency that they need to develop to enhance job satisfaction and engagement. However, not only does communication satisfaction improve job performance in higher education institutions, but job satisfaction and employee engagement are crucial factors that create better job performance. Also, job satisfaction leads to more employee engagement. As a result, communication satisfaction in all hierarchy levels in higher education institutions needs to be developed, to ensure employees remain with their organization longer and feel satisfied with their tasks. For example, organizations could keep lines of communication open, build personal relationships, and foster team communication. Job satisfaction and engagement should be the focus of increasing job performance by faculty members and staff. Even though this research has revealed some of the crucial issues of communication satisfaction, employee engagement, job satisfaction, and job performance in higher education

institutions in Thailand, there were some limitations. The term "higher education institution" only covers those organizations in the academic field. It excludes other types of business organizations. Secondly, using only four institutions could limit the generalizability of the results to a larger population.

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