Investigating the Role of Interpersonal Communication on Academic staff – The Case of Public Universities in Bahrain

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Abstract-Purpose: To examine and assess academic staff communication skills and listening habits in an attempt to evaluate and asses their communication and listening skills and point out problems.

Research Methodology: This article is a survey research using quantitative research methodology in investigating motives for communicating and listening habits among academic staff.

Findings: The research findings revealed strong communication and feedback skills among teaching faculty. They also reflected good listening habits in listening to the speaker whether they were colleagues or students, without a lot of interruptions as well as allowing the speaker to express their viewpoints. No major problems were detected, as a very small percentage of the respondents interrupted speakers or judged others from the appearance.

Research implications: enhancing listening and communication skills from a need to encourage a healthier classroom environment as well as academic life. This goes beyond knowledge management; it involves people and human relations and the process of creating a stronger bond. In addition, communication skills can be enhanced through a series of training and workshops aimed at tapping into verbal and nonverbal communication as well as listening and feedback skills. Finally, the investigation serves as a context for evaluating interpersonal skills in the two public universities in Bahrain.

Originality and value: the study is the first study conducted in such educational institutions. Therefore, it would be of great value to have an insight in the academic minds, improving their communication ties as well as motivation.

Keywords: *Interpersonal skills, interpersonal relationships, communication, organizational communication, motives for communication, effective listening, Bahrain.*

I. INTRODUCTION

The achievement of meaningful relationships is likely to be central to one's happiness and well being in life (Hein, 1996). Vital to making and maintaining those relationships will be the ability to communicate effectively. Organizations cannot exist without communication, and management will not be able to receive information inputs, and supervisors would not be able to give instructions, coordination of work is impossible and the organization will collapse for lack of it. Without personal communication skills, interpersonal relationships cannot be developed. More of the "work" in the society involves communication activities. Without an improvement in the methods and practices of international communication, our world may have a short future. Thus if we live a generally normal existence, about three-fourths of our working hours are spent in active communication - in conversations, reading and writing, watching television, listening to radio or tapes, meetings, visiting, etc. Moreover, most of our greatest pleasures in life depend on close relationships with other people (Hein, 1996). Newstrom & Davis (2006) define communication as a two-way process in which a sender reaches a receiver with a message. Sharing ideas, giving opinions, finding out what one needs to know, explaining what one wants, working out differences with others, expressing one's feelings (Goleman, 1998) can be regarded as essential elements in being able to relate to and work with other people. Whatever technological developments take place; the significance of relationships is not likely to be reduced. One of the main characteristics of behavior in organizations, as Greenberg (2009) indicates, is that it involves the interrelationships between individuals.

This article touches on general aspects of communication in organizations focusing on interpersonal communication, and relationships at work in two major public universities in Bahrain with a history going back to the 1980s. They are highly reputable, achieved international accreditation for their programs and have well established over the years. They were also chosen because the researcher had access to information in these universities as being part of one of them.

II. AIM AND SCOPE OF THE STUDY

This research is in public universities in Bahrain (previously mentioned). The main objective is to examine and investigate communication skills of teaching faculty as well as their listening habits. This would enable the researcher to look at the effectiveness of their skills and pinpoint any problems as well as provide solutions or suggestions for improvement. The sample includes teaching faculty; both full time and part time staff. Administrative staff were not included, also those who are on scholarship. The study

investigates motives for communicating in an educational institution from a need to know: a) why lecturers communicate with colleagues and students and b) how relational outcomes are connected to motives for communicating to satisfy needs. Since relationships at work influence both affective and behavioral outcomes, the study's importance is to illustrate the faculty's effectiveness in communicating with others, whether colleagues or other staff members. The study will concentrate on organizational communication, focusing on the importance and use of interpersonal communication in organizations. Special emphasis will be placed ways of building up such relationships with colleagues and students. The research will also cover other closely related topics including barriers to organizational and interpersonal communication, causes in communication breakdown, and various ways of overcoming them, along with feedback. The main theme would be to establish a link between relationships at work and communication as well as listening skills.

III. LITERATURE REVIEW

Communication plays a vital role in organizations today, it touches on every aspect and the survival of organizations is based on effective communication (Newstrom & Davis, 2006). As business becomes more competitive, organizations realize the need for more effective communication such as: strengthening employee relationships, empowerment, involving employees in participating in setting objectives and decision making, listening to complaints from customers and employees and responding accordingly. Both verbal and nonverbal communication is important in transmitting messages, closing business deals, strengthening relationships, communicating a new vision and strategy, and so on. The communication process involves encoding a message, transmitting and decoding (Allen, Attner & Plunkett, 2007). Along the process there maybe some interferences, which blocks the message transmission in an effective way and these are considered as barriers to communication. In teaching for instance, the barriers could be the language the lecturer uses, it may not be clear or understood, or the lecturer may ignore signs of confusion and carries on without clarification. The type of classroom and location may also effect the lecture and transmitting of information to students, as well as the tone of voice that the lecturer uses.

Allen et al (2007) define interpersonal communication as involving real-time face-to-face or voice-to-voice conversation that allows instant feedback. They also add that interpersonal communication is appropriate for discussing matters that require give-and-take between participants. Such matters include discussion about performance appraisal; management by objectives sessions (MBO) conversations in which praise or criticism is given coaching, counseling or training sessions (Allen et al, 2007). Meetings and conferences are useful forms of interpersonal communication as well as brainstorming sessions, quality circles, committee meetings, and contract negotiations. It is important at this stage to distinguish between organizational communication and interpersonal communication. Hitt, Ireland & Hoskisson (2006) define the former as the patterns of communication that occur at the organizational level. Anderson & Martin (1995) point to the following motives of interpersonal communication: Pleasure, which is for fun; affection and caring; escape is the filling of time to avoid other behaviors; relaxation which is an "unwinding" concept; control concerns power and; inclusion means sharing of feelings and avoiding loneliness. Understanding people's motives for communicating should lead to a better understanding of relationship outcomes (Schermerhorn, 2007; Rubin & Rubin 1995).

Components of the Interpersonal Communication Process

Several components make up the interpersonal communication process: proximity, attraction, and contextual motives, sharing information, developing trust, and resolving conflict. The first component is Proximity, which is developed through physical contact with the other person (Williams, 1989). Another component is Attraction. Williams (1989) argues that people carry around attitudes that may immediately influence their perception of another individual. People with similar attitudes and values are more attracted to each other compared to those of dissimilar attitudes and values. The concept of cognitive dissonance attempts to explain how people reduce internal conflicts when they experience a clash between information they receive and their actions. The third component of interpersonal communication is contextual motives. Beyond factors of visual proximity and personal attraction, there can be relatively direct motives for getting to know another person better. Similarly, it is a lack of motive, or a negative motive, that prevents many of our everyday encounters with others from developing to the interpersonal level of communication (Schermerhorn, 2007). Part of the process of interpersonal communication is an orientation to individual rather than to role or general stereotype motives. The fourth component involves sharing information, developing trust and resolving conflict. It is a known fact that communication cannot move to the interpersonal level unless the individuals involved gain information about others. Williams (1989) questions how communication can be directed toward an individual's personal motives unless those motives become known. This, according to Williams, necessitates openness and an agreement to share personal information, which is a critical part of the interpersonal transaction process. Once employees try to share information, they will try to develop trust with others and overcome any conflict.

Communication in an organization often entails a substantial amount of group communication, as in staff or committee meetings, presentations, and brainstorming sessions (Moorhead & Griffin, 2010). Allen et al (2007) emphasize that managers need information on which to base decisions. As such, an understanding of the communication and its process and different barriers to communication can lead to improve in managerial performance. Hitt et al (2006) point out to communication and behavior as closely connected and interwoven, and everything, which influence behavior, and communication. It is closely related to the particular culture of the organization.

The following are characteristics present in the behaviors of successful interpersonal communicators, as elaborated by Pearce (2003) and Hodgetts (1993): (1) Positive self-concept. Individuals who have positive concepts of who they are (or who they think they would like to be) are in a better position to manage their relations with others and it does not necessarily mean a single view of self nor a consistent view. (2) Open-mindedness – an open minded individual is able to see alternatives in situations, is willing to invite suggestions, and has the ability to assess the alternatives. (3) Ability to feel empathy – Goleman (1999) explains empathy as putting oneself in another person's place and in doing so one begins to see things as the other person does. Managers empathize with their subordinates, and they know when to be task oriented and when to be people oriented, because they are capable of putting themselves in a subordinate's place and answering the question: 'what kind of direction does this person need?' (4) Positive assertiveness and the ability to use persuasive strategies.

IV. FORMAL AND INFORMAL COMMUNICATION PATHWAYS

The formal communication pathways represent the official, sanctioned path over which messages are supposed to travel. In essence, it shows the arrangement of working relationships in an organization. In the not-too distant past, formal communication flowed down from the top and rarely in any other direction. A strict chain of command existed at each level and in every work unit or subsystem. As such feedback efforts were difficult and time-consuming which led to a great dependence on paper and written communication. As a result, orders were given, procedures were written, and those who received them obeyed them. Today, organizations emphasize electronic means of communicating, empowerment of employees, flexibility, and integrated teams (Moorhead & Griffin, 2010). Therefore, compared to the past, more communication flows from the bottom up and from side to side. Because layers of middle management have been removed, communications today are faster, more direct, and subject to less filtering than in the past. Managers and workers today occupy offices that are, in effect, without walls. On the other hand, an informal communication pathway is the unofficial network of communications used to supplement a formal pathway, in which many of these pathways arise out of necessity. Informal communication and relationships are all the job activities that aren't specified in the formal organization structure. They referred to informal relationships as being a powerful source of influence. Another important fact about informal pathways is that they account for some of the most baffling communications problems. A good way of gaining insight into these pathways is to study the grapevine, the rumors it carries, and gossip (Davidmann, 2006).

Relationships at Work

When discussing relationships at work, it is important to have an understanding of interpersonal need gratification

theory and its significance to such relationships. The theory, according to Anderson & Martin (1995) is a goal-oriented perspective for communicating that explains why people enter into relationships. The needs theory states that people have individual needs for inclusion, control, and affection (Kram & Cherniss, 2001). By definition, inclusion is the need to establish and maintain a satisfactory relationship with another person, while affection concerns closeness and intimacy. The control need reflects dominance and power concepts. When employees' needs are met through satisfying communication (Pearce, 2003), they are more than likely to build relationships and experience satisfaction. Conversely, unfulfilled needs result in counterproductive communication behaviors, which contributes to feelings of dissatisfaction with superiors, jobs and organizations. Like all human beings, employees are a complex set of paradoxes and contradictory characteristics (Moorhead & Griffin, 2010). Therefore, by understanding how they relate to each other, the organization would achieve a better and more effective working environment

In understanding building relationships at work, two aspects are probably worth noting; first is building relationships with superiors, and second is building relationships with co-workers (Kram & Cherniss, 2001). It is also worth noting that both these aspects are linked to the importance of building good relationships with the organization. It is interesting to point out here to the Japanese style of relationships at work, their concept of tsukiai specifies one's obligation to develop and maintain harmonious relations with one's work colleagues. On the other hand, Harris (1996) argues that in order to build good relationships in an organization it is important to establish a sense of connection to the workplace that represent more than just a paycheck or benefits plan. The author stresses on employees longing for that special sense of bonding that comes only from an environment of open communication. Today's technologies, such as electronic mail and group-ware communication systems are powerful instruments in building connections between employees and the companies. The author indentified four major strategies in building connections and gaining commitment of employees: (1) establish internal listening as a priority; (2) use multiple internal communication channel; (3) encourage two-way interaction; and (4) give feedback in real time.

Pearch (2003) points out that employees regard their manager as their single most important point of contact. Therefore, they want to communicate with them face to face, to understand rather than simply being given instructions. The second strategy requires establishing a relationship of trust and behaving in a trustworthy manner as a fundamental way of impressing superiors. The third strategy is helping your manager to succeed by bringing forth solutions as well as problems. Expressing constructive disagreement is another strategy identified by DuBrin (1994). It is equally important to build good relationships with co-workers at work, since they come in contact more frequently than with superiors. Moreover, relationships at work influence both affective and behavioral outcomes (Kram & Cherniss, 2001).

Methodology

The methodology used in this research was influenced by two factors. First is the importance and role of effective communication and the need to develop it in higher education. The second factor is the nature of the research itself. The criteria used for selecting the two universities were based on their success, sound leadership, management style and their role in the society and education sector of Bahrain. Quantitative research methodology was considered to be most appropriate for this research project due to the nature of topic and the purpose of the study.

Hypothesis

This research attempts to investigate listening habits among staff members with the following hypothesis:

Effective listening of academic staff leads to effective communication and strengthens relationships

Research Questions

(1) Do Academic staff have strong communication skills and relationships?

(2) Do Academic staff have effective listening skills?

(3) Do Academic staff provide valuable feedback?

Questionnaire Design

The questionnaire used is an attitude-scaling questionnaire using Likert Scale. There are two parts in the questionnaire, Part I: aims at finding out the listening habits of staff. It consists of 9 questions on a 5-point rating scale, but the "Always" and "Almost Always" have been merged into Almost Aways. Part II: This part aims at looking into the listening and communication skills of respondents on a 3-point rating scale (usually, sometimes, seldom).

Sampling Profile

The sample size (n) was 150 covering teaching staff from Engineering, Business, College of Post Graduate studies in Education, and technological studies. The number of people responded were 80. Probability sampling was used, with stratified sampling technique; i.e. to say that the sample was divided into groups and within each group, certain people were selected to take part in answering the questionnaire.

Findings and Discussion

Overall, academic staff seems to have good communication, feedback and listening skills, as well as the ability to relate effectively to others. Respondents showed their ability in good listening habits, allowing speakers to freely express their opinions without interruptions and maintaining good body language as well as eye contact.

V.   PART I - ARE YOU A GOOD LISTENER

Looking at Table 1, most of the respondents have the ability to almost always allow others to express their views (88%), which is important in the academic world, whether dealing with students or colleagues and other staff members. Such ability is a result of their ability to prevent distractions from disrupting their listening (62%). Only 4.7% indicated they did not allow people to express their views without interrupting them, which is a small percentage and does not pose a threat or a problem. 36.5% said they never become upset when there is a clash of views, while 49.5% sometimes do and 11% almost always do. More than half of the respondents (62%) are able to prevent distractions from disrupting their listening and 44% sometimes do have the ability and only a very small percentage indicated never. When people are able to read hidden message as others speak is an effective communication skills and enables people to detect problems or prevent future conflict due to that. 67% almost always do that, and 30% sometimes do. The respondents are skilled in maintaining eye contact with people in a conversation, as only 10% indicated they almost never do that. However, in noting the speaker's body language, only 59% almost always maintain that, while 39% sometimes do and only 3% almost never.

Table 1   Are you a good listener

	Almost Always	Some times	Almost Never	Never
1. Allowing the speaker to completely express his ideas without interruption	88%	10%	4.7%	0%
2. Becoming upset or excited when the speaker's views differ from yours	11%	49.5%	36.5%	
3. Ability to prevent distractions from disrupting your listening	62%	44%	5%	
4. Ability to read between the lines and hear hidden messages being conveyed	67%	30%	23%	
5. Tune out or day dreaming when speaker or topic is boring	38%	64%	7%	
6. Ability to tolerate silence while speaker gathers thoughts to proceed	84%	14%	12.5%	0%
7. Grasping what is being said by thinking of what has been said and what is ahead	72%	31.5%	3%	
8. Noting the speaker's body language	59%	39%	3.25%	
9. Maintaining direct eye contact with the speaker	66%	28%	10%	4.2%

VI.   PART II. HOW DO YOU RATE AS A LISTENER

To support "Are you a good listener" further and to have a deeper understanding of the respondents' listening skill, rating as a listener provides an insight into the listening habits of the respondents(Refer to Table 2). Most of the respondents (81%) prepare themselves in a position facing the speaker, 4% sometimes do that but 15% seldom do. The respondents seem to be able to listen for ideas and underlying feelings as 66.5% usually do, whereas 30% sometimes. This is important in understanding students and communicating effectively with others. 87% of the staff concentrate on what is being said which indicates an effective listening, especially in teaching and trying to understand students' problems or concerns in understanding a certain topic. Also, in meetings this is an important element and helps in achieving better outcomes. This is also supported by my personal observation through my 20 years of teaching experience. In terms of trying to have the last say, respondents don't seem to encourage this habit, as 51.3% sometimes do that, and 23.7% seldom use this technique and only 13.7% usually do, which is not a concern and does not cause a communication problem.

Table 2 How Do You Rate as a Listener

	Usually	Some times	Seldom
Prepare yourself by sitting facing the speaker to make sure you can hear	81%	4%	15.3%
Watching and listening to the speaker	93%	2%	4%
Deciding worthiness of the speech from the appearance of the speaker	52%	40.4%	37%
Listen mainly for ideas and underlying feelings	66.5%	30%	0%
Determining one's own bias and try to allow for it	29.5%	63%	17.5%
Concentrating on what the speaker is saying	87%	10%	0%
Before answering, making sure to take the other person's point of view	69%	25%	0%
Try to have the last word	13.7%	51.3%	23.7%
Evaluating the logic and credibility of what is being said	60%	22.4%	2%
Interrupting immediately when a statement is wrong	15%	51%	32.3%

VII.   LIMITATIONS AND FUTURE RESEARCH

To conduct a systematic and in-depth study of this nature and scope is a time consuming process. This research was no exception. Since communication is a vast topic to handle, the concentration was on specific aspects of interpersonal communication. The study was also limited to certain departments and ranks within the organizations under study. This was due to the large number of employees and nature of work in such organizations. Although the three organizations under study were used as a main source of data, it can be assumed that the employees largely represent Bahraini managers in the manufacturing sectors.

Researchers should continue to investigate new motives for communicating, since motivation causes and sustains behaviors. Equally inviting is the prospect of extending the study in the form of a more ambitious research project focusing on in-depth analysis of communication motives not covered in this research. This research can be further broadened and expanded by covering other topics in communication such as: the role of motivation in enhancing relationships at work and communication, job satisfaction and relationships at work, levels and types of communication, students' perspective of the lecturers' communication skills, and other topics, the role and effect of technology, the growth of group participation and how it influences communication between workers, dealing with professionalism, which would be highly relevant within the interpersonal communication context, differences in communication between males and females. However, there are many researches conducted on this topic, but it would be unique to investigate this in our culture.

Also, the result of this study could be taken further into investigating and linking with job satisfaction and commitment as well as motivation of staff to find out their level of motivation in comparison with their effective communication skills.

VIII.   CONCLUSIONS AND RECOMMENDATIONS

Communication plays a vital role in our lives and in organizations today. Societies today will not function without effective communication skills, listening to others, which would lead to strengthening relationships at work. The main aim of the study was to investigate the communication and listening habits of academic staff in two public universities in Bahrain, being the first study conducted in this field. Staff seems to enjoy a good to excellent listening and communication skills that is a vital element in the academic world and in any type of organization.

This research project aspires to be more than a mere organization study. The issue it raises centers around human relationships at work, in so far as the situation in the organizations undergoing this research project and future outlook for them and other organizations in Bahrain is concerned. These issues are the concern of most researchers today.

Recommendations

Some problems exist in the three organizations undergoing the research, which warrant further concern. Based on the findings, it is necessary to present some solutions and recommendations on ways to overcome such problems and issues relative to improving communication and interpersonal skills. One should therefore bear in mind that not all of these suggestions are applicable to every situation. However, some of these suggestions are very practical and are applied in most organizations successfully.

1. Strengthening communication ties further from a need to encourage healthy interpersonal relationships. From this outset, organizations together with managers should work towards improving communication in their organization and managers should start to become good communicators. This eventually would lead to a healthier organization and would increase satisfaction, commitment and loyalty among employees. Also, providing and improving feedback systems, since the analysis revealed employees' satisfaction and commitment were not very high.

2. Increasing flexibility and cooperation, as well as encouraging teamwork. Staff members of various departments could coordinate in specific tasks to improve communication effectiveness and to bring various people together. This could be achieved through creating guidelines for the staff designed to ensure the requisite amount of flexibility and cooperation in inter-company interaction and negotiation at the heart of this process is effective communication.

3. Using jointly constructing reality approach to communication. This approach has been argued by communication scholars to be more effective as it goes beyond information process and it involves the process of people together creating what will be the mission and vision of the organization, developing corporate values with the participation of all employees.

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Table 1. Motives for Communicating with Superiors and Co-workers

	Almost Always		Sometimes		Almost Never		N	
	S*	W	S	W*	S	W	S	W
Factor 1: Pleasure Because it's fun	16	25.5	25.5	13.3	56	32.7	99	98
Because it is exciting.	23.8	25	28.7	20	46.5	34	101	100
To have a good time.	21.2	19	27.3	18	55.6	34	99	100
Because it's thrilling	19.6	28	17.5	15	43.3	24	97	100
Because it's stimulating	24.7	30.3	17.5	19.2	34	25.3	97	99
Because I enjoy it	26.3	36.4	15.2	19.2	29.3	23.2	99	99
Factor 2: Affection To help them	36	34.3	16	16.7	22	27.5	100	102
To let them know I care about their feelings	27.3	41	22.2	6	36.4	13	99	100
To thank them	34.3	35.9	9.8	18.4	18.6	34	102	103
To show encouragement	18.8	38	20.8	18	41.6	40	101	100
Because I'm concerned about them	20	24.8	19	20.8	39	57.4	100	101
Factor 3: Inclusion Because I need someone to talk to	9.2	13.7	28.6	17.9	67.3	63.2	98	95
To talk about my problems	20.8	12.9	16.8	21.8	37.6	68.3	101	101
Because it makes me feel less lonely	8.8	9.9	26.5	26.7	77.5	73.3	102	101
Because it's reassuring to know someone is there	19	10.2	25	25.5	61	64.3	100	98
Factor 4: Escape To put off doing something I should be doing	9.1	11.1	19.2	25.3	80.8	<u>**67.7**</u>	99	99
To get away from what I'm doing	9	11	21	24	76	66	100	100
Because I have nothing better to do	10.1	16	21.2	22	76.8	65	99	100
To get away from pressures and responsibilities	14	18	16	22	73	59	100	100
Factor 5: Relaxation Because it relaxes me	17	22	21	17	58	48	100	100
Because it allows me to unwind	14.9	22	19.8	18	53.5	45	101	100
Because it's a pleasant rest	13.9	25.3	18.8	23.2	57.4	44.4	101	99
Because it makes me feel less tense	22.8	28.4	24.8	20.6	56.4	30.4	101	102
Factor 6: Control Because I want them to do something for me	28.7	22.2	15.8	12.1	41.6	32.3	101	99
To tell others what to do	12	33.3	19.3	19.2	49.4	26.3	83	99
To get something I don't have	26.7	23.2	23.8	25.3	41	41.4	105	99

- Note: S= superiors, W= workers, N= number of respondents

Table 2. Organizational commitment measurement (%)

Commitment questions	Agree	Neutral	Disagree	N
Willingness to put an effort beyond that normally expected to help the organization to be successful.	%58.1	%15.4	%27.9	104
Talking about the organization to friends as a great place to work for	48.5	18.4	33	103
Feeling great loyalty to the organization.	46.6	28.2	25.2	103
Accepting any type of job assignment in order to keep working for the organization.	37.7	14.6	47.6	103
Similarity in values	32.7	16.3	51	104
Proud in telling others to be part of the organization.	41.5	16.3	42.3	104
The organization inspires the very best in individuals in the way of job performance.	26.1	16.5	57.3	103
Glad of the choice to work for the organization over others and it's the best.	45.4	12.5	42.3	104
There is much to be gained by sticking with the organization indefinitely.	35.8	18.4	45.6	103
Caring about the fate of the organization.	40.6	15.4	44.2	104
This is the best of all possible organizations for which to work	34	23.3	42.7	103

Table 3. Interpersonal Communication Satisfaction Inventory

Reactions to the most recent conversation you had	Agree	Neutral	Disagree	N
The other person let me know that I was communicating effectively.	38.8	27.2	34	103
Nothing was accomplished.	44.5	25.2	30.1	103
I would like to have another conversation like this one.	43.4	20.2	36.5	104
The other person genuinely wanted to get to know me.	52.9	29.4	17.6	102
I was very dissatisfied with the conversation.	34.6	36.3	29.4	102
I had something else to do.	46.3	23.2	30.3	99
I felt that during the conversation I was able to present myself, as I wanted the other person to view me.	59.4	17.8	22.8	101
The other person showed me his understanding of what I said.	30.7	17.8	51.5	101
I was very satisfied with the conversation.	45.1	17.6	37.3	102
The other person expressed a lot of interest in what I said.	36.3	29.4	34.3	102
I did NOT enjoy the conversation.	34.5	29.4	36.3	102
The other person did NOT provide support for what he was saying.	26.7	21.8	51.5	101
I felt I could talk about anything with the other person.	33.7	24.8	41.6	101
We each got to say what we wanted.	42.6	28.7	28.7	101
I felt that I could laugh easily with the other person.	48.5	24.8	26.7	101
The conversation flowed smoothly.	49	21.6	29.4	102
The other person changed the topic when his feelings were brought into the conversation.	25.6	38.2	36.3	102
The other person frequently said things, which added little to the conversation.	31	25	44	100
We talked about something NOT interesting to me.	43.5	18	39	100

Table 4. bivariate analyses of Employees' Motives for Communicating with Co-workers and their Satisfaction and Commitment

Communication motives	Commitment	Satisfaction	Mean	Std Dev
Pleasure	- .07	.47	19.36	6.46
Escape	- .51	.49	16.09	5.22
Inclusion	.49	.17	14.52	4.52
Control	.63	.74	9.88	3.13
Affection	- .18	- .53	15.04	4.63
Relaxation	- .73	.34	14.26	4.90
Satisfaction	.00	.00	78.2	44.92
Commitment	.00	.00	44.92	14.44

Table 5. Bivariate analysis of Employees' Motives for Communicating with Superiors and their Satisfaction and Commitment

Communication motives	Commitment	Satisfaction	Mean	Std Dev
Pleasure	- .067	- .472	17.6	5.05
Escape	.517	.490	14.7	4.96
Inclusion	- .018	- .781	15.0	4.86
Control	.639	.748	8.96	3.17
Affection	- .000	- .003	14.98	5.05
Relaxation	.732	.340	12.81	4.27
Satisfaction	.00	.00	78.2	44.92
Commitment	.00	.00	44.92	14.44

Table 6.   Partial Analysis of Correlation between Motives

		**CP1	CP2	CP3	CP4	CP5	CP6
Affection	*SA1	0.007	0.000	0.000	0.002	0.000	0.000
	SA2	0.000	0.000	0.000	0.000	0.000	0.000
	SA3	0.000	0.000	0.002	0.000	0.000	0.000
	SA4	0.000	0.000	0.007	0.001	0.000	0.002
	SA5	0.000	0.000	0.004	0.000	0.000	0.000
	*SC1	0.000	0.000	0.8	0.002	0.005	0.004
Control	SC2	0.003	0.000	0.004	0.002	0.001	0.01
	SC3	0.245	0.000	0.153	0.077	0.022	0.327
	*SE1	0.000	0.000	0.006	0.008	0.055	0.003
Escape	SE2	0.000	0.000	0.008	0.000	0.07	0.048
	SE3	0.000	0.001	0.000	0.000	0.024	0.002
	SE4	0.000	0.000	0.001	0.003	0.018	0.029
Inclusion	*SI1	0.000	0.001	0.000	0.004	0.001	0.011
	SI2	0.000	0.037	0.246	0.000	0.024	0.25
	SI3	0.000	0.000	0.001	0.025	0.157	0.084
	SI4	0.000	0.000	0.056	0.013	0.064	0.021
	2 tailed significance						

Note: * = these are the motives for communicating with superiors
       **= these are the pleasure motives