

Communication Satisfaction and Communicative Adaptability Reinforce Organizational Identification

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Abstract

Purpose - This paper aims to explore the effects of communication on organizational identification. For that reason, effects and relations of communicative ability (the self) and organizational communication satisfaction (the organization) of school teachers for engendering organizational identification were tested.

Design/methodology/approach – As part of a larger study, an empirical study carried out at public schools in Canakkale, Turkey via survey having two parts were considered. The second part of the survey data collected from 238 teachers was analyzed with data on organizational identification. The main question seeking the effects of communication on organizational identification, and the role of communication satisfaction in linking communicative adaptability to organizational identification were considered in the research model and analyzed via structural equation modeling. **Findings** - The results show that teachers being more satisfied or positive with their communication satisfaction about the organization are more positive with their communicative style/adaptability. Communication satisfaction leads to an increase in organizational identification, and it also has a mediating role between communicative adaptability and organizational identification.

Originality/value - Several studies mention the link of communication in developing stronger sense of members' identification. However, these studies concentrated on perceptions of members on organizational communicative practices such as institutional communication, employee communication, supervisory communication behaviors, vertical and horizontal communication, and external communicative efforts such as prestige and distinctiveness. This paper concentrates both on organizational communicative practices and members' communicative ability together for better identification formation.

Keywords: Organizational identification, Communication satisfaction, Communicative adaptability

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Introduction

Unobtrusive control theory claims that modern organizations control organizational environments through manipulation of the rhetorical environment (Myers and Kassing, 1998). Organizational identification (OID) is used as a primary construct to assess the unobtrusive control in organizations, according to Cheney (cited in Myers and Kassing, 1998, p.71). Organizations desire employees who adhere themselves to the mission of the organization and act responsibly in accordance with their unit's goals (Miller et al, 2000, p.626). On the other hand, individuals are said to seek organizations that match their sense of self like a key fitting a lock (Ashforth, 1998, p.213). Employees who identify strongly with their organizations are more likely to show a supportive attitude toward them (Ashforth and Mael, 1989). The mutual match between mutual expectations of employees and organizations can be labeled as organizational identification (Gümüş et al, 2012, p.301).OID is defined as “the perception of oneness with or belongingness to an organization, where the individual defines him or herself in terms of the organization(s) in which he or she is a member” (Mael and Ashforth, 1992, p.104).It has long been appeared in the literature on organizational behavior, suggesting the critical value for satisfaction of the individual and the effectiveness of the organization (Ashforth and Mael, 1989; Mael and Ashforth, 1992).

The more an individual identifies with an organization, the more likely he or she is to take the perspective of the organization and to act in the best interest of that organization (Dutton et al, 1994; Mael and Ashforth, 1992). As the result of identification, greater job satisfaction, lower rate of absenteeism, greater cooperative behavior and lower turnover are achieved (Riketta, 2005; van Dick et al, 2004). OID affects business performance (Barker, 1998), because it leads to greater commitment, motivation, organizational citizenship behavior and reduced attrition (Mael and Ashforth, 2001). However, OID does not exist in a vacuum. The connection between employees and organizations are not like the key-and- lock metaphor since person-organization relations are dynamic and changeable. For this reason, organizational managers should find ways of fostering OID such as through organizational communication (Bartels et al, 2010; Schmidts et al, 2001).

However, organizational communication to employees is a neglected management instrument for engendering identification (Smidts et al, 2001, p.1051). The significant role of communication relating to the development of OID was discussed by Cheney and Tompkins (Ishii, 2012; Smidts et al, 2001).

Research about communication and OID revealed that communication can affect employee attitudes that may be strongly related to organizational identification (Wiesenfeld et al, 1998). A research by Wiesenfeld et al (1998) suggest that electronic communication appears to be a more critical means by high virtual status workers create and sustain their organizational identification relative to less virtual employees. Organizational communication scholars have examined organizational identification construct in relation to the organizational hierarchy, organizational commitment and so on (Myers and Kassing, 1998).

Carriere and Bourque (2009) found that internal communication practices affects job satisfaction and affective organizational commitment only if these practices foster communication satisfaction amongst employees (p.44). In other word, communication satisfaction fully mediates the relationship between communication practices and job satisfaction, and affective organizational commitment.

The present study examines the link between communication and organizational identification. For that reason, on one hand communication satisfaction of teachers from their organizational practices concerning communication and on the other hand, communicative style-communicative adaptability of teachers were considered and tested to determine the link between organizational identification. As commonly accepted, communication interactions happens between two parts. That's why any communication interaction is affected by both interactants. In organizational context, what members perceived about the communicative practices of the organization and how they perceive their ability to adapt in communicative sense is assumed to be critical in identification formation. Thus, both the effect of organization (other) and employees(self) were tested for engendering organizational identification in this paper.

Communication Satisfaction

Communication helps to create shared meaning, the norms, values and culture of the organization (Wiesenfeld et al, 1998). Since employees having a strong identification with their organizations show a supportive attitude (Ashforth and Mael, 1989), the influence of communication aspects are noteworthy.

Organizational communication research points that employees are more likely to build effective work relationships when their needs are met via satisfactory communication (Gray and Laidlaw, 2004). It is broadly defined as an individual's satisfaction with several aspects of communication in interpersonal, group, and organizational contexts (Tsai, et al, 2009: 826). Communication satisfaction was described by M.L.Hecht as a socio-emotional outcome resulting from communication interactions (Gray and Laidlaw, 2004: 426). Being well-informed about organizational issues helps employees to distinguish their organizations from the others (Dutton et al., 1994). Briefly, communication satisfaction plays role in productivity, performance, and external customer orientation, where as poor employee communication satisfaction can result in increased occupation stress, staff turnover, and burnout (Tsai et al, 2009: 826).

Employee communication satisfaction is seen important for employees playing central role in determining organizational effectiveness (Gray and Laidlaw, 2004: 427). Communication needs of organizations vary due to the mission, environment and technology of an organization (Sampson, 2005). In other word, if the priority, for instance is productivity, personal feedback and communication climate are the key issues, or when the organization's focus is to innovate and to adapt to environmental factors, horizontal communication is essential (Sampson, 2005). In a research on top 500 service industries in Taiwan, by Tsai et al, (2009: 829) supervisory communication was found as the most predictive power of the dimension to turnover intention where as personal feedback dimension was found as the most predictive power of the dimension to job performance. Assessing communication satisfaction presents strength and weakness of organizational communication and provides bases for communication strategies for better relationships, to improve the transmission of information and hence to improve organizational effectiveness (Gray and Laidlaw, 2004: 427).

Several instruments have been developed to measure communication satisfaction, however, the perspective of Downs and Hazen's (1977) Communication Satisfaction Questionnaire (CSQ), one of the widely used instrument (Sampson, 2005), has examined communication from perception and attitude perspective (see Gray and Laidlaw, 2004: 427-428). Perception perspective of assessing communication satisfaction considers it as summing up of an individual's satisfaction with information flows and relationship variables (Downs and Hazen, 1977). As the case is sharing what one knows with others, it seems important for people who and how they perceive the organizational communication.

Communication Style

Style refers to the way one communicates. The way people perceive themselves interacting and communicating with others is labelled as communication style (Norton, 1978). Norton's (1978: 99) conceptualization of communication style is the most commonly used definition. "The way one verbally and paraverbally interacts to signal how literal meaning should be taken, interpreted, filtered, or understood". Downs et al (1988) reviewed five style instruments that measured different aspects of communication style. Amongst them, communicative adaptability scale developed by Duran (1983), which views communication competence as the ability to adapt to different social constraints was found to have more stable dimensions than any of the other instrument reviewed by Downs et al's factor analytic work in 1990 (cited in Jensen, 2003, p.16-17).

There are several attempts to uncover and measure communication style, such as Communicator Style Measure (CSM) by Norton, Management Communication Style Scale (MCS) by Richmond and McCroskey, Communicative Adaptability Scale-Self Reference Measure (CAS-SR) by Duran and Wheelless, Communication Styles Survey by Mok, Focal Person's Communications Survey by Klaus and Bass (see, Downs et al., 1988). Also Mc Callister's Communication Style Profile Test (CSPT) (Giri, 2006) can be included.

Communicative adaptability is conceptualized as the ability to perceive socio-interpersonal relationships and adapt one's behaviors and interaction goals accordingly (Duran, 1982:2). It is the central component of social communication competence (Duran, 1983; McKinsey, Kelly & Duran, 1997).

Spitzberg and Cupach (1989) refer that adaptability is the most frequently cited dimension associated with the socially competent person. Appropriateness and effectiveness criteria are considered by most theorists as inclusive, valid and useful for competent interactions (see, McKinsey, Kelly & Duran, 1997). Communicative adaptability recognizes the communicator's personal goals and responsibility to the socio-interpersonal relationships, and with the concerns of self and others, and it leaves judgements of competence to the interactants (Duran, 1982:6).

Adaptability provides a repertoire of social behaviors that enables one to adjust to various communication contexts, i.e. successful communication performance (Duran, 1992; McKinsey, Kelly & Duran, 1997; Myers & Kassing, 1998). Communicative adaptability helps measuring self-reported competence (Duran, 1982).

The satisfaction of subordinate and supervisor with their relationship is affected by each other's communication style (Downs et al., 1988: 543), and varying styles of communicating with other people have major impact on how people are perceived in their communication environment (see Downs et al., 1988 for review). Norton (1978) explained communicator style as a set of nine independent variables (friendly, animated, attentive, contentious, impression leaving, open, relaxed, dominant) and one dependent variable as communicator image. Communicator image refers to an overall evaluation of the individual's perceptions of the self as a good communicator (Opt and Loffredo, 2003: 561). The research by Opt and Loffredo revealed that extraversion type personality score higher on communicator image than do introversion type personality (2003:566). The quality of people's interactions with others, attractiveness and effectiveness of the communication, and the interpretation and response of others to their behaviors are influenced by how they communicate (Opt and Loffredo, 2003: 560). Thus, communicator style concerns how an individual communicate. It is about the way individuals perceive themselves communicating and interacting with others (Weaver, 2005:60). As the process of communicating and filtering messages are critical in organizational setting, this verbal interaction is also critical to the effective operation of the organization.

Communication and Identification Links

A positive communication climate is linked to organizational identification more than the content of communication (Smidts et al, 2001:1058). However, communication climate is only one of the dimensions of employee communication in organizations (Downs and Hazens, 1977). Employees are satisfied or dissatisfied with varying degrees on each dimensions or aspects (Clampitt and Downs, 1993:6).

A research by Bartels et al (2010) revealed that employees identify more strongly with their profession than with their organization, and the findings of the same study found that dimensions of vertical communication are important predictors of organizational identification, whereas dimensions of horizontal communication are important predictors of professional identification.

A study by Gümüş et al (2012) also revealed that identification of teachers (members) with their occupation (profession) is stronger than the identification with their school (organization).

When members identify with their organization, identification steers them towards making decisions based on what they believe to be the best for their organizations (Myers & Kassing, 1998:72). Duran (1983) posited that an individual's level of communicative adaptability provides a repertoire of social behaviors such as social composure, social confirmation, social experience, appropriate disclosure, articulation, and with that enables a successful communication performance. The work of Duran and Zakahi in 1987 (cited in Myers & Kassing, 1998:73) pointed that the use of disclosure, confirmation and social experience in a message are the best predictors of a receiver's amount of communication satisfaction. A study by Myers & Kassing (1998:77) investigating perceived supervisory communication behaviors and subordinate organizational identification revealed that perceived supervisory communicative adaptability were not related to subordinate levels of organizational identification. The quality of communication (i.e., interaction involvement and competence) was found more influential on subordinates' level of identification than variation in communication (i.e., communicative adaptability (Myers & Kassing, 1998:78).

Organizational managers should find ways of fostering OID such as through organizational communication (Bartels et al, 2010; Schmidts et al, 2001) and perceived external prestige (Dutton et al, 1994; Mael and Ashforth, 1992; Pratt, 1998; Schmidts et al, 2001). The theory of unobtrusive control stresses the importance of subtle systematic manipulation of the rhetorical environment in order to control organizational environment of modern organizations (Myers & Kassing, 1998). Organizational identification is seen as the primary construct to assess unobtrusive control in organizations (Cheney, 1983). This theory developed by Tompkins and Cheney focuses on how an organization communicates decisions premises, facts and values to its members to develop members' identification (Ishii, 2012; Myers & Kassing, 1998).

Several studies mentioned the link of communication in developing stronger sense of members' identification (Ishii, 2012). Institutional communication (Mael and Ashforth, 1995) employee communication (Smidts et al, 2001), supervisory communication behaviors (Myers and Kassing, 1998), vertical and horizontal communication (Bartels et al, 2010) external communicative efforts such as prestige and distinctiveness (Fuller et al, 2006) are some aspects of communicative significances to build organizational identification.

Methodology

Sample

The sample of this research is the same with the research article published before with the heading "*Organizational and Occupational Identification: Relations to Teacher Satisfaction and Intention to Early Retirement*" (see Gümüş et al, 2012). The sample consisted of 238 teachers from 12 secondary public schools in Canakkale, Turkey. Of the 500 surveys distributed, 238 usable surveys were returned, thereby, a response rate of 47.6 percent. The average age was 37.05 years. The proportion of male and married were 50.8 and 75.2 percent, respectively. Moreover, the proportion of union membership was 42.4 percent (Gümüş et al, 2012:304).

Measures

For the whole of the questionnaire form, the measure of identification was considered for Organizational and occupational identification with a six item scale in form of a table (a grid adaptation method) developed by van Dick et al. (2004). Within this part of the research, only the data concerning organizational identification were included in the analysis. Originally, this instrument consists of seven items measuring four sub-dimensions of identification (i.e. cognitive, affective, evaluative and behavioral) in terms of different foci of identification (i.e. career, team, school, occupation) in a Likert format, ranging from 1 to 6. In our study, participants were asked to insert numbers into each cell ranging from 1= not at all true for myself to 5= totally true for myself. The reason for limiting Likert format (from 1 to 5) is that studies on Turkish participants suggest the fact of limiting the range up to 5 to make Turkish meaning clear (Doğan et al, 2009, p.273). It means that Turkish participants have difficulties to differentiate more than five categories of any given statement. Items used by van Dick et al.

(2004; 2005) such as “I like to work for my occupation/school”; I work for my occupation/school above what is absolutely necessary” were translated into Turkish and designed on the questionnaire form as grid method, too. The reliability (Cronbach’s alpha) of school identification scale used in this study was found as reliable (0.754). Grand Mean value was found as 3.858 and Inter-class correlation average measure was 0.754 for school identification.

Communication satisfaction was measured by Communication Satisfaction Questionnaire (CSQ) developed by Downs and Hazen (1977). It is one of the most comprehensive instruments as it assesses the direction of information flow, the formal and informal channels of communication flow, forms of communication, and the relationships with various organizational members (Gray and Laidlaw, 2004:428). CSQ is a 40-item instrument with a proven reliability of .94 (Greenbaum et al, 1988) rating satisfaction with aspects of communication in the organization on a 7-point Likert scale ranging from 1, “very dissatisfied” to 7, “very satisfied”. Downs and Hazen (1977) found eight dimensions concerning communication satisfaction in their well-known research. These are labelled as follows (Clampitt and Downs, 1993:6-7): Communication Climate indicates how the organization motivates and stimulates workers to meet organizational goals, and how people’s attitudes toward communicating. The second dimension labeled as Supervisory Communication refers to upward and downward aspects of communicating with superiors. Organizational Integration shows the degree to which individuals receive information about the immediate work environment. Media Quality concerns with the amount and quality of communication via communication media. Co-worker Communication refers to the accurate and free flowing of horizontal and informal communication. Corporate Information refers to the information of all kinds about the organization as a whole. Personal Feedback includes how workers are judged and how their performances are being appraised. The eighth dimension, Subordinate Communication focuses communication with subordinates. In this study, we considered 5 of 8 factors or dimensions of CSQ, namely, horizontal communication (*hc*), supervisory communication (*sc*), organizational integration (*oi*), communication climate (*cc*), personal feedback (*pf*). A total of 25 items of CSQ were used with 5 items on each of 5 dimensions, on a 5-point Likert scale ranging from 1, “very dissatisfied” to 5, “very satisfied”. The fact about response pattern of Turkish participants mentioned above was the reason to limit the range up to 5 on Likert scale (Doğan et al, 2009, p.273; Gümüş et al, 2012, p.304).

The reliability (Cronbach's alpha) of Communication satisfaction scale used in this study was found as highly reliable (0.957). Grand Mean value was found as 3.483.

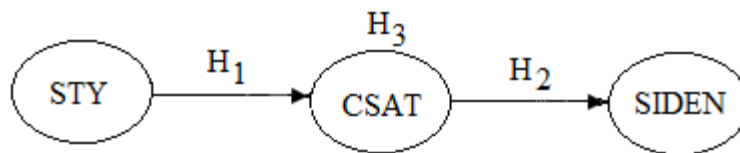
Communicator style was measured with ten items of the final version of Duran & Wheelless's Communicative Adaptability Scale: Self – Reference Measure (CAS-SR) in the work of Downs et al, (1988:564-565). This final version contains 30 items with 5 questions on each of the 6 dimensions. Each item is a statement of communicative behaviour and is scored on a 5-point Likert Scale ranging from 1, "never true of me", to 5, "always true of me" (Downs et al, 1988: 550-552). Its six dimensions are social composure, wit, appropriate disclosure, articulation, social experience, and finally social confirmation. Social composure refers to a calm, relaxed communicator who experiences little communication anxiety in social situations. Wit is the humor reducing or diffusing anxiety and tension. Appropriate Disclosure or self-disclosure flexibility is the characteristic of the communicator's recognition of what the appropriate disclosure is. Articulation consists of correct pronunciation, fluent speech, proper sentence construction, appropriate word choice, and clear organization of ideas. Social Experience refers to the experience of the communicator who adapts to many different social situations and interacts interpersonally. Social confirmation refers to the combination of empathy and rewarding impression (Downs et al, 1988: 551). In this study, we selected 2 items on each of the 5 dimensions and we excluded the dimension labelled as articulation. The reliability (Cronbach's alpha) of communicative adaptability scale used in this study was found as reliable (0.654). However, adaptability scale was included in the research model with only five items after conducting confirmatory factor analysis and structural equation modelling process. Thus, adaptability scale with its five items scored only a coefficient alpha of **0.656** for the summed scale. Grand Mean was calculated as 3.952.

Analysis and Findings

This research focused on the link between organizational identification (school identification) and communicative dimensions. As discussed within the literature, the aim was to determine how effective the communicative dimensions on organizational identification are. In communicative sense, communication satisfaction of teachers and their communicative adaptability were considered. The reason was that on one hand, their communicative satisfaction would be about their organization (organization), and on the other hand their perception of how communicative they were about themselves (self).

Finally, would it be possible to enhance communicative performance of self (adaptability) by influencing their communication satisfaction level for their organizational identification? Thus, the research model was formulated as shown in Graph 1, and the related hypotheses were constructed as follows:

- H₁: The more positively teachers assess their communication satisfaction, the more positively they will perceive their communicative style/adaptability.
 H₂: Communication satisfaction increases organizational identification.
 H₃: Communication satisfaction mediates the relationship between communicative style /adaptability and organizational identification.



Graph 1: Research Model

For the analysis of data gathered, LISREL 8.54 was used. Structural equation modeling (SEM) was performed to estimate the effects of teachers' communication satisfaction and communicative style/adaptability on their school identification. Structural equation modeling (SEM) is a methodology for representing, estimating, and testing a network of relationships between variables, namely measured variable and latent constructs (Suhr, 2006; Yılmaz, 2004). SEM can be used to study the relationships among latent constructs that are indicated by multiple measures (Lei and Wu, 2007).

SEM takes a confirmatory (hypothesis testing) approach to the multivariate analysis of a structural theory, one that stipulates causal relations among multiple variables. The goal is to determine whether a hypothesized theoretical model is consistent with the data collected to reflect this theory. The consistency is evaluated through *model-data fit*, which indicates the extent to which the postulated network of relations among variables is plausible (Lei and Wu, 2007, pp.33-34).

Pathanalysis is an extension of multiple regression in that it involves various multiple regression model so equations that are estimated simultaneously. This provides a more effective and direct way of modeling mediation, indirect effects, and other complex relationships among variables. Pathanalysis can be considered a special case of SEM in which structural relations among observed (vs. latent) variables are modeled.

Structural relations are hypotheses about directional influences or causal relations of multiple variables (e.g., how independent variables affect dependent variables) (Lei and Wu, 2007, pp.34).

The Comparative Fit Index (CFI) is equal to the discrepancy function adjusted for sample size, and CFI ranges from 0 to 1 with a larger value indicating better model fit. Acceptable model fit is indicated by a CFI value of 0.90 or greater (Hu & Bentler, 1999). Root Mean Square Error of Approximation (RMSEA) is related to residual in the model, and RMSEA values range from 0 to 1 with a smaller RMSEA value indicating better model fit. Acceptable model fit is indicated by an RMSEA value of 0.06 or less (Hu & Bentler, 1999).

The calculated statistics of model fit were found as $\chi^2/df=2.49$, RMSEA=0.079, P-value=,0001. The rest of statistics were given in Table 1. The statistics of fit indicated that the model given in Graph 1 is acceptable.

Table 1: Statistical Fit of Model for Teachers' Organizational Identification

Fit indices	Values	Model Fit
χ^2/df	2.49	Good
RMSEA	0.079	Acceptable
Normed Fit Index (NFI)	0.93	Good
Non-Normed Fit Index (NNFI)	0.96	Excellent
Comparative Fit Index (CFI)	0.96	Good
Incremental Fit Index (IFI)	0.96	Excellent
Root Mean Square Residual (RMR)	0.070	Acceptable

Structural model was presented in Graph 2. Structural model shows that teachers' communication satisfaction and communicative adaptability have a relationship of 0.19 units.

It means that any one unit increase in communicative adaptability leads to 0.19 unit increase in their communication satisfaction. Communicative adaptability explains just 0.036 variance of communication satisfaction. Thus, H_1 was confirmed. The relationship between teachers' communication satisfaction and school identification is of 0.55 units. It indicates that one unit increase in communication satisfaction leads to 0.55 units increase in teachers' school identification. Communication satisfaction explains 0.30 of the variance of school identification. Thus, H_2 was supported. On the other hand, confirmation of H_2 also confirmed that H_3 was supported, because the paths from STY to CSAT and from CSAT to SIDEN were found significant. Path graph for the structural model was given in Graph 2.

In the research, the effects of observed variables on latent variables, and the variance explained were tested. Standardized solution (Graph 2) values indicate that each of any items is the good representative of their own latent variables. The item having the highest relation is the highest representator in terms of absolute value. For latent variable STY, the highest relation was obtained from item V30 with a relation of 0,73 unit. The variance of STY latent variable is explained the highest by item V30 with a 0.54 unit. Item V29 is the second with relation of 0.71 unit and with a variance of 0,51 unit. Item V35 has the lowest relation and variance with STY latent variable. V35 has 0.15 unit relation with STY and explains just 0.02 unit of variance in STY.

In latent variable SIDEN, it was found that the best representative of observed variable is V38 with a relation of 0.91 unit and a variance of 0.83 unit. V36 is the second with 0.75 unit relations. Variance that caused by V36 in SIDEN is 0.56 unit. The worst representative of observed variables relating SIDEN is V41 with a relation of 0.41 unit and a 0.17.unit variance.

Communication satisfaction included in the model consisted of five dimensions. First dimension is Personel Feedback (PF) rating the satisfaction of members about the information concerning how member performance is being appraised. The second dimension is Organizational Integration (OI) the degree of information members received about their immediate work environment. The third one is Communication Climate (CC), the extent to which communication motivates and stimulates members to meet organizational goals.

Horizontal Communication (HC) is the fourth dimension which rates the extent to which informal communication is accurate and free flowing and includes perceptions of the grapevine. And finally, Supervisory Communication (SC) is about the upward and downward aspects of communicating with superiors

For PF;

In latent variable CSAT the most representative of observed variables is V5 with a relation of 0.72 units and with having a 0.52 unit variance. On the other hand, number one unrepresentative observed variable is V1 with a relation of 0.47 and with having 0.47 variances.

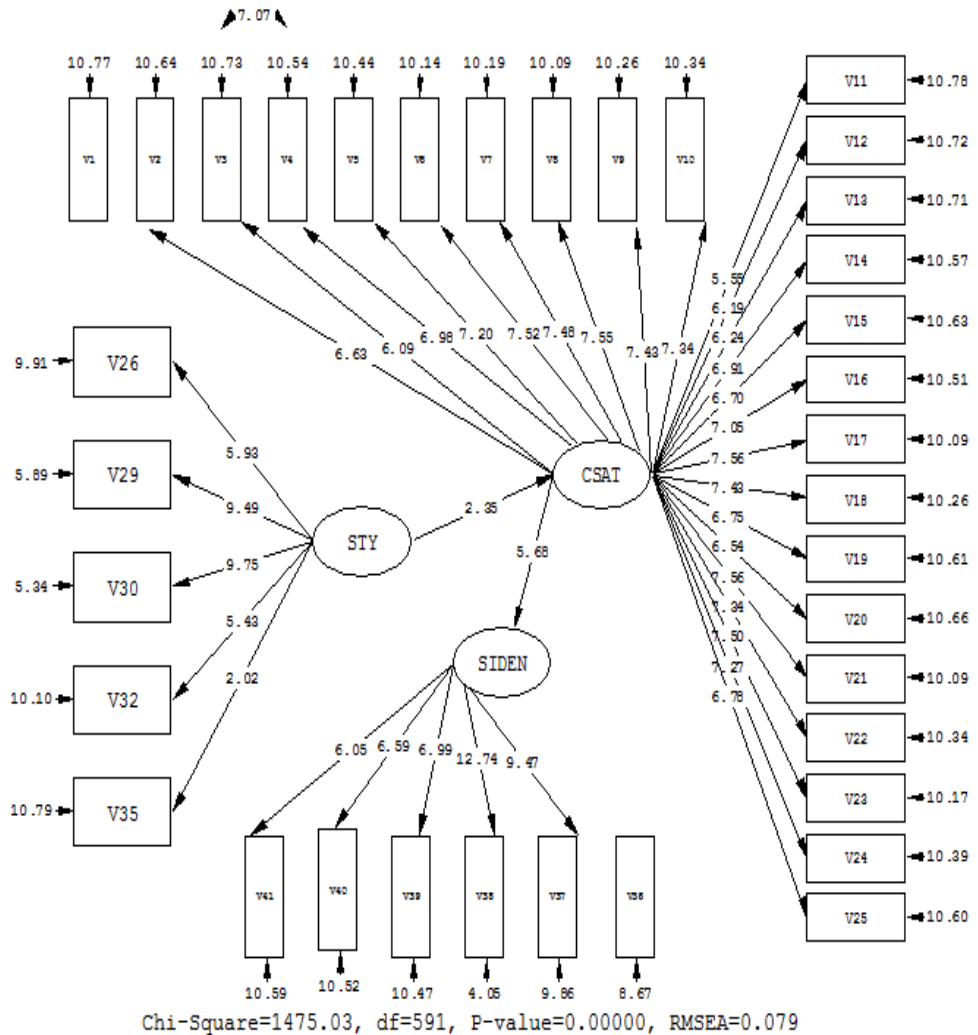
For OI;

In latent variable CSAT, nearly all items adds similar contributions, however V8 is the most representative of observed variables with having a relation of 0.81 and with 0.66 variances. On the other hand, number one unrepresentative observed variable is V10 with a relation of 0.75 and with having 0.57 variances.

For CC;

In latent variable CSAT the most representative of observed variables is V14 with a relation of 0.66 units and with having a 0.43 unit variance. On the other hand, number one unrepresentative observed variable is V11 with a relation of 0.45 and with having 0.20 variances.

Graph 2: Path Graph and Relations for Teachers' Organizational Identification



For HC;

In latent variable CSAT the most representative of observed variables is V17 with a relation of 0.81 units and with having a 0.66 unit variance. On the other hand, number one unrepresentative observed variable is V20 with a relation of 0.59 and with having 0.35 variances.

For SC;

In latent variable CSAT the most representative of observed variables is V21 with a relation of 0.81 units and with having a 0.66 unit variance. On the other hand, number one unrepresentative observed variable is V25 with a relation of 0.63 and with having 0.40 variances.

Discussion

This paper aims to explore the effects of communication upon organizational identification. For that reason, effects and relations of communicative ability (the self) and organizational communication satisfaction (the organization) of school teachers for engendering organizational identification were considered together. Several studies mention the link of communication in developing stronger sense of members' identification. However, these studies concentrated on perceptions of members on organizational communicative practices such as institutional communication, employee communication, supervisory communication behaviors, vertical and horizontal communication, and external communicative efforts such as prestige and distinctiveness. This paper concentrates both on organizational communicative practices and members' communicative ability together for better identification formation. As far as we checked, it is the first time to examine links of identification with communication via both personal (communicative ability) and organizational (communication satisfaction) aspects.

As discussed with in the literature part of this paper, organizational managers are expected to find ways of fostering OID, such as through organizational communication (Bartels et al, 2010; Schmidts et al, 2001). However, organizational communication to employees is a neglected management instrument forengendering identification (Smidts et al, 2001, p.1051). The significant role of communication relating to the development of OID was discussed by Cheney and Tompkins (Ishii, 2012; Smidts et al, 2001). Research about communication and OID revealed that communication can affect employee attitudes that may be strongly related to organizational identification (Wiesenfeld et al, 1998; Tsai and Chuang, 2009). Findings of this study confirmed that communication should be considered if organizational identification is to be created by the managers.

In our study, we found that (1) The more positively teachers assess their communication satisfaction, the more positively they perceive their communicative style/adaptability; (2) Communication satisfaction increases organizational identification; (3) Communication satisfaction mediates the relationship between communicative style /adaptability and organizational identification.

Limitations of this study are that data were gathered only from public school teachers. Beside this, participants are from one culture, i.e. Turkey. On the other, only five of eight dimensions of the communication satisfaction measure of Downs and Hazen (1977) were considered. In style/adaptability measure of Duran & Wheelless's Communicative Adaptability Scale: Self – Reference Measure (CAS-SR), articulation dimension was omitted, from in the work of Downs et al, (1988). The reason for neglected dimensions for both scales is to limit the length of the survey instrument and to neglect problematic dimensions for teachers. For example, ability in articulation is expected to be perfect as the case is to be a teacher. So, we considered biasing effect. As the context is public schools, organizational perspective and media quality is expected to be uniform derived from centralization authority of Ministry of Education.

It would be interesting to examine Norton's style instrument and communicative ability instrument in conjunction as Duran suggested (Downs et al, 1988), along with communication satisfaction and organizational identification.

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