

The influence of teacher communication satisfaction on the teaching process and student development

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Abstract

The aim of this paper is to examine the direction and intensity of the impact of teacher communication satisfaction on the teaching process, personal and ethical development of students. The research was conducted through a questionnaire, and the respondents were teachers in primary schools in Serbia. A total of 406 valid questionnaires were collected, from 62 primary schools. The main conclusions of the research are: 1. Descriptive statistics show high average grades of the dimensions of communication satisfaction, teaching process and student development. 2. Satisfaction with teacher communication has a significant and positive impact on the quality of the teaching process and personal and ethical development of students. 3. Satisfaction with teacher communication has the greatest impact on the dimensions of TP1 - Teaching Planning and TP2 - Preparation, which also have the lowest average grades, so it is clear that satisfaction with communication can significantly contribute to raising the quality of these very important dimensions of the teaching process. 4. Principals need to pay significant attention to the development of quality communication in the team and, thus, satisfaction with the communication of teachers. This will certainly contribute to improving the quality of the teaching process, personal and ethical development of students.

Key words: Satisfaction with communication, teaching process, student development, primary schools, Serbia.

I. INTRODUCTION

The teaching process, that is, the quality of the teaching process is a very old, probably the central topic of decades of pedagogical research. The quality of the teaching process, in modern pedagogical research, is seen through conceptual, empirical and normative properties. For example, the reference (Fenstermacher, Richardson, 2005) deals with the analysis of the concept, goals and tasks of teaching, teacher work and student achievement, on the example of schools in Australia. The results emphasize that good teaching does not necessarily indicate quality and successful learning. Practically, the quality of the learned material is influenced by numerous other factors over which the teacher, through his work in the classroom, has no influence. The research (Mcinnis, 2000) deals with the topics of changes in teaching and their impact on the scope of teachers' work, as well as obstacles in these processes. The results indicate that the scope of work of teachers and work tasks reach a critical point, where only essential reforms can be adequate in efforts to improve the quality of teaching processes.

Teacher job satisfaction is the subject of more research in the field of education, for example (Shann, 1998; Hoerr, 2013; Wolk, 2008; Ho, Au, 2006; Ladebo, 2005). Common to these references is that they indicate the importance of job satisfaction of teachers and its impact on the teaching process and the overall effectiveness of the school.

However, when it comes to the impact of communication and satisfaction with teachers' communication on the results of the teaching process, it is not possible to talk about a large number of researches that deal with this topic. The significance of this issue can mostly be seen indirectly. For example, references (Martinez-Maldonado, Goodyear, Carvalho, Thompson, Hernandez-Leo, Dimitriadis, Prieto, Wardak, 2017; Roberts, MacCann, Matthews, Zeidner, 2010) indicate the general importance of communication in educational organizations. Furthermore, communication is important in the process of teacher training (Asensio-Pérez, Dimitriadis, Pozzi, Hernández-Leo, Prieto, Persico, Villagrà-Sobrino, 2017). Similarly, the reference (Boynton Hauerwas, Skawinski, Ryan, 2017) identifies the importance of communication in international and intercultural schools, while the reference (Sayer, De Saintonge, Evans, Wood, 2002) confirms the importance of communication to support students and increase academic success. Finally, changes in education inevitably imply the need for teacher advancement. Teachers need to learn, and the school needs to inspire and support teachers in the learning process (Wiggins, McTighe, 2006). This also indirectly indicates the importance of communication in schools.

It should be borne in mind that communication satisfaction, in general, affects a number of organizational outcomes and performance. For example, communication satisfaction has a positive effect on employee productivity (Clampitt, Downs, 1993; Pincus, 1986; Opiz, Hinner, 2003; Sprague, Del Brocco, 2002), employee job satisfaction and organizational commitment (Varona, 1996; Orpen, 1997; Nakra, 2006; Carriere, Bourque 2009; Kang, 2010; Pincus, Knipp, Rayfield, 1990; Burke, Wilcox, 1969), but also overall organizational effectiveness and organizational performance (Gray, Laidlaw, 2004; Snyder, Morris, 1984; García-Morales, Matías-Reche, Verdú-Jover, 2011; Andersen, 2001; Nelson, Coxhead, 1997).

Based on the above, it can be concluded that satisfaction with teacher communication certainly has a significant impact on the teaching process, but this topic has not been given much attention in previous research. Consequently, the aim of this paper is to examine the impact of teacher job satisfaction on the teaching process and personal and ethical development of students in primary schools in Serbia. Teachers in schools in Serbia are often dissatisfied with their work, and especially with their income. At the same time, there is not much room for the situation to improve significantly in the near future, so we should look for additional opportunities to increase the overall level of job satisfaction of teachers. One possibility is to improve communication in schools, and in that way to positively influence the satisfaction of teachers' communication, and then the teaching process and student development.

II. THEORY AND HYPOTHESES

Communication in an organization takes place between individuals or groups, which may be at the same or different hierarchical levels in the organization. Communication in organizations has four basic functions: control, motivation, emotional expression, and information (Scot, Mitchell, 1976). In general, it is very difficult to find an aspect of management activities that does not involve communication. In case of poor and incomplete communication, serious problems can arise in the organization (Ivancevich, Matteson, 2002).

Communication is not just about providing meaning, but that meaning must also be understood (Robbins, Judge, 2009). Ideally, a thought or idea is conveyed so that the mental image received by the recipient of the message is equal to the mental image of the sender of the message. It seems simple, but in fact, perfect communication is very difficult to achieve in real conditions.

A special place in organizational behavior is occupied by satisfaction with communication, as the degree to which employees have a positive attitude towards the overall way of communication in the organization. Thus, according to (Reeding, 1972), communication satisfaction represents the overall degree of satisfaction that employees experience in their communication environment. Satisfaction with communication is especially important for this research, because it is placed in relation to the

dimensions of the teaching process, personal and ethical development of students.

Numerous authors, for example (Downs, Hazen, 1977; Clappitt, Downs, 1993), agree that communication satisfaction is a complex concept and difficult to assess unambiguously. Therefore, the assessment of satisfaction with communication requires a multidimensional approach, where the assessment is performed according to a number of categories (dimensions). Therefore, the survey of communication satisfaction in organizations is most often done through appropriate instruments, which have a number of dimensions. This is also the case in this research.

Based on the previous statements, the following hypotheses can be made:

H1: Dimensions of teacher communication satisfaction have statistically significant correlations with dimensions of teaching process quality, in primary schools in Serbia.

H2: The dimensions of satisfaction with teacher communication have statistically significant correlations with the dimensions of personal and ethical development of students, in primary schools in Serbia.

H3: Dimensions of satisfaction with teacher communication have a statistically significant predictive effect on the dimensions of the quality of the teaching process, in primary schools in Serbia.

H4: Dimensions of teacher communication satisfaction have a statistically significant predictive effect on the dimensions of personal and ethical development of students, in primary schools in Serbia.

III. RESEARCH METHODOLOGY

3.1. Research instruments

Satisfaction with communication. A questionnaire called The Communication Satisfaction Questionnaire (CSQ) was used to measure

communication satisfaction (Downs and Hazen, 1977). The questionnaire has 40 items arranged in eight dimensions, but seven dimensions were used in this paper, the names of which can be seen in Table 1. All items were rated on a ten-point Likert scale.

Teaching process, personal and ethical development of students. To measure the quality of the teaching process, personal and ethical development of students, a questionnaire from the Manual for evaluation and self-evaluation of school work, the Ministry of Education and Sports of the Republic of Serbia in cooperation with the British Council Serbia and Montenegro (Bojanić et al., 2005) was used. The questionnaire for measuring the quality of the teaching process has 80 items arranged in ten dimensions. The questionnaire for measuring the personal and ethical development of students has 30 items arranged in two dimensions. All items were graded on a four-point Likert scale. Names of all dimensions can be seen in Table 1.

3.2. Data on the procedure and sample of the research

The research was conducted in primary schools in Serbia. Surveys through interviews with respondents were used. The respondents were teachers. A total of 406 valid questionnaires were collected, from 62 primary schools.

IV. RESEARCH RESULTS

4.1. Results of descriptive statistics

The results of the descriptive statistics are given in Table 1. This table shows: dimension names, abbreviations for each dimension, mean values of all dimensions, and Cronbach's alpha for each dimension. Cronbach's alpha values range from $\alpha = 0.739$ to $\alpha = 0.949$.

Table 1. Results of descriptive statistics

Dimensions and items	abbreviation	N	Min	Max	Mean	Std. Deviation	α
Organizational perspective	CS1	406	1.00	10.00	7.03	2.125	.889
Communication with superiors	CS2	406	1.40	10.00	8.14	2.060	.949
Communication climate	CS3	406	1.00	10.00	7.31	2.154	.947
Personal feedback	CS4	406	1.40	10.00	7.16	2.226	.931
Horizontal and informal communication	CS5	405	1.33	10.00	7.18	1.995	.878
Media quality	CS6	406	1.00	10.00	7.24	2.061	.871

Organizational integration	CS7	406	1.40	10.00	7.49	2.025	.894
Teaching planning	TP1	406	1.00	4.00	3.54	.419	.820
Preparation of classes	TP2	406	1.62	4.00	3.60	.400	.888
Communication and cooperation	TP3	406	2.13	4.00	3.86	.279	.875
Rationality and organization	TP4	406	2.25	4.00	3.69	.351	.856
Encouraging students	TP5	406	2.00	4.00	3.77	.322	.880
Correlation and application of knowledge	TP6	406	2.20	4.00	3.65	.406	.739
Student responsibility	TP7	406	2.00	4.00	3.63	.415	.800
Way of learning	TP8	406	2.29	4.00	3.74	.351	.857
Monitoring and evaluation	TP9	406	2.36	4.00	3.77	.316	.885
Reporting	TP10	406	1.60	4.00	3.64	.468	.862
Personal development of students	SPD	406	2.13	4.00	3.7309	.322	.882
Ethical development of students	SED	406	2.33	4.00	3.6525	.372	.888

4.2. Results of correlation analysis

The correlation analysis between the dimensions of communication satisfaction and the quality of the teaching process is given in Table 2, and the

correlation analysis between the dimensions of communication satisfaction and personal and ethical development of students is given in Table 3.

Table 2. Correlations between communication satisfaction and the quality of the teaching process

	TP1	TP2	TP3	TP4	TP5	TP6	TP7	TP8	TP9	TP10
CS1	.466**	.322**	.214**	.288**	.299**	.169**	.255**	.179**	.277**	.354**
CS2	.422**	.275**	.245**	.278**	.290**	.154**	.263**	.185**	.282**	.340**
CS3	.489**	.338**	.262**	.335**	.328**	.174**	.306**	.240**	.318**	.360**
CS4	.473**	.331**	.202**	.286**	.287**	.161**	.258**	.169**	.259**	.338**
CS5	.476**	.335**	.244**	.308**	.312**	.159**	.283**	.203**	.306**	.357**
CS6	.494**	.360**	.231**	.343**	.336**	.213**	.317**	.232**	.321**	.383**
CS7	.512**	.361**	.305**	.352**	.361**	.205**	.291**	.249**	.350**	.344**

*p<0.05; **p<0.01

Table 3. Correlations between communication satisfaction and personal and ethical development of students

	SPD	SED
CS1	.342**	.457**
CS2	.352**	.474**
CS3	.367**	.496**
CS4	.339**	.458**
CS5	.376**	.502**
CS6	.412**	.495**
CS7	.389**	.493**

*p<0.05; **p<0.01

4.2. Results of regression analysis

Linear regression analysis was applied with the aim of examining the predictive effect of

communication satisfaction on the quality of the teaching process and personal and ethical

development of students. The results are shown in Table 4 and Table 5.

Table 4. Results of regression analysis: predictive effect of communication satisfaction on the teaching process

Dep.	CS1	CS2	CS3	Indep. CS4 β	CS5	CS6	CS7	R ²	F	Sig.
TP1	-.166	-.059	.104	.055	.025	.181	.347**	.277	21.712	.000
TP2	-.131	-.127	.001	.048	.069	.227*	.282**	.146	9.596	.000
TP3	-.206	.063	.235	-.205	-.106	-.036	.541**	.120	7.794	.000
TP4	-.203	-.039	.207	-.132	-.090	.237**	.373**	.147	9.782	.000
TP5	-.119	-.004	.126	-.168	-.070	.187	.407**	.144	9.567	.000
TP6	-.062	-.028	-.010	-.116	-.115	.270*	.261*	.058	3.466	.000
TP7	-.170	.032	.205	-.116	-.027	.276**	.124	.113	7.254	.001
TP8	-.221	-.025	.313*	-.235	-.156	.174	.383**	.096	6.001	.000
TP9	-.161	.009	.150	.259*	-.129	.191	.433**	.145	9.620	.000
TP10	.095	.098	.038	-.111	.070	.281*	-.060	.155	10.400	.000

Table 5. Results of regression analysis: predictive effect of communication satisfaction on students' personal and ethical development

Dep.	CS1	CS2	CS3	Indep. CS4 β	CS5	CS6	CS7	R ²	F	Sig.
SPD	-.140	.053	-.056	-.154	.116	.395**	.210	.187	13.011	0.00
SED	-.116	.133	.104	-.072	.171	.201*	.135	.281	22.184	.000

V. DISCUSSION OF RESULTS

5.1. Discussion of the results of descriptive statistics

The results of descriptive statistics (Table 1) show that, of the dimensions of communication satisfaction, by far the highest average score has the dimension CS2 - Communication with superiors. Some of the items that make up this dimension are: The manager is ready to listen to me if I have any objections, the manager has confidence in me, the manager supports me, the manager is ready to accept new ideas. It is obvious that primary school principals show a high level of understanding, trust and support towards their teachers. Dimension CS7 - Organizational integration also has a high average grade. Some of the items that make up this dimension are: Employee reward information is public, Information about the requirements of my job is accurate and complete (work assignments are clearly presented), Communication between this result, teachers have a somewhat lower insight into the goals and policies of the school, organizational changes, as well as measures taken

departments is active (necessary information is exchanged), Information about with the advancement in my business they are complete and timely. It is certain that working relations are efficient, teachers know what they need to do, communication is active, and the conditions for promotion and rewarding are transparent. All these results can be considered very good and encouraging.

The lowest average score, of the dimensions of communication satisfaction, has the dimension CS1 - Organizational Perspective. This dimension consists of items related to the general business of the organization, for example: Information about the goals and policies of the organization is complete and timely, Information about the successes and failures of the organization is available to employees, Information about changes in the organization is complete and timely, Information on the measures taken by the state, which relate to the work of the organization, is complete and timely. According to

by the state in connection with the work of schools. The CS4 - Personal Feedback dimension also has a low average score. Feedback falls

within the realm of what directors can undoubtedly, and without too much effort, do to advance this aspect of communication. Regardless of the fact that some dimensions have lower average grades, in general, it can be stated that the dimensions of communication satisfaction have grades that are significantly above average. This is, of course, a good result.

Of the dimensions of the quality of the teaching process, the highest average grade has the dimension TP3 - Communication and Cooperation. Some of the items that make up this dimension are: I try to express myself clearly and correctly in class, I check if students have correctly understood the questions and instructions, I encourage students to express their opinions and observations, I address each student with respect, I encourage solidarity and responsibility in group work. Teachers, obviously, very conscientiously and with quality realize the immediate process of teaching in the classroom, making an effort to explain the material to all students, check whether everyone understood what was presented and encourage students to actively participate in class. Accordingly, high average grades also occur in the dimensions of the teaching process TP5 - Encouraging students and TP9 - Monitoring and assessment. Therefore, class work, encouragement, monitoring and assessment of students are at a high level.

On the other hand, from the dimension of the quality of the teaching process, the lowest average grade has the dimension TP1 - Teaching Planning. Some of the items that make up this dimension are: Members of professional councils cooperate in planning, Curricula are time-coordinated processing of topics common to several subjects, My plans provide different methods of work in the function of effective acquisition of knowledge and development of abilities and skills of students, Written tests are time-aligned with checks from other subjects. Dimension TP2 - Preparation of teaching also has a low average grade. Some of the items that make up this dimension are: I use professional literature for preparation, I use the Internet and other sources for preparation, I exchange good preparations with colleagues, I prepare assignments for work of different difficulty, I plan the use of teaching aids.

These results suggest that teachers should pay more attention to the planning and preparation of classes, especially better cooperation with teachers of other subjects and greater use of current professional literature. We should not lose sight of the fact that the average grades of all dimensions of the teaching process are very high and that these proposals do not represent criticism, but proposals and the possibility to raise the level of the teaching process even more.

Dimensions of SPD - Personal development of students and SED - Ethical development of students also have high average grades. These grades are close to most average grades, which occur in the dimensions of the teaching process. Therefore, it can be said that in this segment there is a good approach of teachers and a favorable climate in schools.

5.2. Discussion of the results of correlation analysis

Table 2 shows the results of the correlation analysis between the dimensions of communication satisfaction and the dimensions of the teaching process. It can be seen that all correlations are statistically significant, strong and positive. Therefore, hypothesis H1 was confirmed. Practically, this confirms that all dimensions of communication satisfaction affect the teaching process, the only question is where that influence is stronger.

Of the dimensions of communication satisfaction, the strongest positive influence on the dimensions of the teaching process have the dimensions CS7 - Organizational integration, followed by CS6 - Media quality. CS7 - Organizational integration includes items such as: Information on rewarding employees is public, Information regarding the requirements of my job is accurate and complete (work tasks are clearly presented), Communication between departments is active (necessary information is exchanged), Information in the progress of my work is complete and timely. CS6 - Media quality includes items such as: Written instructions and reports are clear and short, In case of urgency the necessary information is transmitted quickly, Meetings are well organized, with a clear goal and short, The amount of information in the organization is appropriate. It is obvious that short, clear and

timely information regarding work, promotion, rewards, school goals, have the greatest impact on the quality of the teaching process. In general, the teaching process has a positive and strong impact on everything related to strategic and operational activities in the school, which can be considered a logical result.

Of the dimensions of communication satisfaction, the weakest influence on the dimensions of the teaching process has the dimension CS2 - Communication with superiors, and then the dimension CS4 - Personal feedback. It should be borne in mind that these dimensions have a positive and strong impact on the teaching process, only this impact is somewhat weaker than with other dimensions of communication satisfaction. Definitely, quality communication with superiors and feedback contribute to the quality of the teaching process, but that impact is somewhat smaller. This can be explained by the fact that these dimensions restrict and hinder the teacher to provide the maximum in the immediate teaching process, than if, for example, he did not receive certain information about work, rewarding school goals, or is generally dissatisfied with the way meetings are organized. . Such organizational events have a more direct effect on the teaching process, so the quality of the teaching process itself is more sensitive to any positive or negative phenomenon in that context.

Of the dimensions of the teaching process, under the strongest influence of the dimensions of satisfaction with communication, there are dimensions TP1 - Teaching Planning, TP10 - Reporting and TP2 - Teaching Preparation. These are the dimensions that are related to the activities that take place mostly outside the classroom and the time of classes. In the class itself, the elements of organizational behavior, as well as the satisfaction with communication, do not have such an impact because the class largely depends on the teacher himself, his abilities, expertise, pedagogical approach, etc. On the other hand, communication and satisfaction with communication can initiate the exchange of information between teachers and the harmonization of teaching contents of different subjects, encourage greater use of professional literature and the achievement of prescribed goals. Also, if we keep in mind that the dimensions TP1 - Teaching Planning and TP2 - Teaching Preparation have the lowest average grades of all

dimensions of the teaching process (descriptive statistics, Table 1), then it is clear that communication and communication satisfaction in schools certainly have great importance for the improvement of these, the least evaluated dimensions of the teaching process.

Of the dimensions of the teaching process, under the weakest influence of the dimensions of satisfaction with communication are the dimensions TP8 - Learning, TP3 - Communication and cooperation and TP6 - Correlation and application of knowledge. Here, a phenomenon opposite to the previous one occurs: the stated dimensions refer to the immediate work and activities in class. As a result, these dimensions largely depend on the teachers themselves, and less on the various elements of organizational behavior, and thus satisfaction with communication. At the same time, we should not forget that these influences are also statistically significant and positive, only somewhat weaker. This phenomenon is consistent with the previously described results for the dimensions of the teaching process on which there is the strongest influence of the dimensions of communication satisfaction. Thus, the strongest influence of communication satisfaction on the dimensions of the teaching process occurs on the dimensions that include activities outside the classroom, while the weakest influence on the dimensions of the teaching process exists with dimensions that relate to teaching activities during class.

Table 3 shows the results of the correlation analysis between the dimensions of communication satisfaction and the dimensions of personal and ethical development of students. It can be seen that all correlations are statistically significant and positive. Based on that, hypothesis H2 was confirmed. Practically, this shows that all dimensions of communication satisfaction affect the personal and ethical development of students, and it is only necessary to consider where this influence is stronger.

From the dimensions of communication satisfaction, the dimensions of personal and ethical development of students are most strongly influenced by CS6 - Media Quality, and then CS7 - Organizational Integration. These dimensions of communication satisfaction indicate a high level of information, transparency, orderliness and

organization of processes in schools. It is obvious that such a highly organized and organized system is most conducive to creating an atmosphere in the school that contributes to the personal and ethical development of students. The smallest influence on the dimensions of personal and ethical development of students has the dimension CS4 - Personal feedback, followed by the dimension CS1 - Organizational perspective. According to these results, the students themselves and their personal and ethical development have the least impact on how the work of teachers and knowledge of business aspects of school work are evaluated. It is noticeable that the dimensions of communication satisfaction have a greater impact on the dimension of SED - Ethical development of students, than on the dimension of SPD - Personal development of students.

5.3. Discussion of the results of regression analysis

Table 4 shows the results of regression analysis in which the dimensions of communication satisfaction are independent variables, while the dimensions of the teaching process are dependent variables. All values of the corrected determination index R^2 have statistically significant values. Based on these results, it can be concluded that the dimensions of communication satisfaction have a predictive effect on the dimensions of the teaching process, so hypothesis H3 is confirmed. The highest values of R^2 occur in the dimensions TP1 - Teaching planning, TP10 - Reporting and TP2 - Preparation of teaching, and the lowest in the dimensions TP6 - Correlation and application of knowledge, TP8 - Learning and TP7 - Student responsibility. These results are mostly consistent with the results of correlation analysis.

When we look at the predictive effect of certain dimensions of communication satisfaction, we see that the strongest effect has the dimensions CS7 - Organizational Integration, and then CS6 - Media Quality, which is fully in line with the results of correlation analysis. Other dimensions of communication satisfaction have a very weak predictive effect, which in some dimensions is slightly negative. This is especially true for dimensions CS1 - Organizational Perspective and CS4 - Personal Feedback.

Table 5 gives the results of regression analysis in which the dimensions of communication satisfaction are independent variables, while the dimensions of personal and ethical development of students are dependent variables. The values of the corrected determination index R^2 have statistically significant values. Therefore, there is a predictive effect of the dimensions of communication satisfaction on the dimensions of personal and ethical development of students, which confirms hypothesis X4. At the same time, the dimension SED - Ethical development of students has a higher index of determination R^2 , compared to the dimension SPD - Personal development of students. In addition, the value of R^2 for the dimension SED - Ethical development of students is the highest if the values of this index are observed in the dimensions of the teaching process (Table 4). It can be concluded that the dimensions of communication satisfaction have the greatest predictive effect and the strongest influence on the dimension of SED - Ethical development of students. This result is consistent with the results of the correlation analysis.

A limitation of this research can be considered the fact that the research was conducted in primary schools in Serbia, so the results, in the first place, apply to primary schools in Serbia. It can be assumed that the results would be similar in secondary schools in Serbia, as well as in primary and secondary schools in the surrounding countries, such as Montenegro, Bosnia and Herzegovina, Macedonia and the like. Also, similar research can be done periodically.

CONCLUSION

The research confirmed all four hypotheses. Therefore, satisfaction with teacher communication has an impact on the quality of the teaching process and personal and ethical development of students in primary schools in Serbia. Descriptive statistics show high average scores on the dimensions of communication satisfaction, teaching process and student development. Of the dimensions of communication satisfaction, the highest average score has the dimension CS2 - Communication with a superior, followed by the dimension CS7 - Organizational integration. Dimensions CS1 - Organizational Perspective and CS4 - Personal Feedback have the lowest average score.

All dimensions of communication satisfaction have a statistically significant and positive effect on the teaching process. The strongest positive influence on the dimensions of the teaching process have the dimensions CS7 - Organizational integration, followed by CS6 - Media quality. The weakest influence on the dimensions of the teaching process has the dimension CS2 - Communication with superiors, and then the dimension CS4 - Personal feedback.

Of the dimensions of the teaching process, under the strongest influence of the dimensions of satisfaction with communication, there are dimensions TP1 - Teaching Planning, TP10 - Reporting and TP2 - Teaching Preparation. At the same time, the dimensions TP1 - Teaching Planning and TP2 - Teaching Preparation have the lowest average grades of all dimensions of the teaching process (descriptive statistics, Table 1). This result indicates that the satisfaction with communication in schools can significantly contribute to raising the quality of these very important dimensions of the teaching process. Of the dimensions of the teaching process, under the weakest influence of the dimensions of satisfaction with communication are the dimensions TP8 - Learning, TP3 - Communication and cooperation and TP6 - Correlation and application of knowledge.

All dimensions of communication satisfaction have a statistically significant and positive effect on students' personal and ethical development, with the impact on the SED - Student Ethical Development dimension being greater than on the SPD - Student Personal Development dimension.

Concrete proposals for improving the quality of the teaching process, personal and ethical

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development of students, are aimed at primary school principals because they are leaders in their organizations and many dimensions in the field of organizational behavior depend on them the most. First of all, primary school principals need to be aware of their important and key role in improving various aspects of organizational behavior in schools. As part of this, principals need to pay significant attention to the development of quality communication in the team and, thus, satisfaction with teacher communication. This will certainly contribute to improving the quality of the teaching process, personal and ethical development of students. It is also important that the implementation of this proposal does not require special financial investments, as well as excessive engagement of the director.

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