THE INTERACTIVE EFFECT OF COMMUNICATION SATISFACTION AND CULTURAL DIMENSIONS ON ORGANIZATIONAL COMMITMENT: A CASE OF FOUR UNIVERSITIES IN YEMEN

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DOCTOR OF PHILOSOPHY
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2011
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**Katakunci:** kepuasan komunikasi, komitmen organisasi, kebudayaan kebangsaan, Yaman
This study investigates the interactive effect of communication satisfaction and cultural dimensions on organizational commitment. The study also aims at identifying the moderating effects of national culture on the communication satisfaction-organizational commitment relationship. To achieve the objectives of the study, quantitative data were collected from academic staff working in four universities in Yemen. Stratified random sampling was employed in the sample selection and a total of 362 academic staff participated in a survey by returning the study questionnaire distributed to them. The study participants were from five different nationalities i.e. Egyptians, Iraqis, Indians, Malaysians, and Yemenis. Statistical analysis used for analyzing the data of the study included descriptive statistics, ANOVA, Pearson Correlation, Multiple Regression, and hierarchical multiple regression. The findings of the study indicated that the academic staff’s level of satisfaction with communication practices has ranged from low to moderate. The academic staff’s organizational commitment was also moderate. The findings also showed many significant differences between Yemeni and non-Yemeni academic staff in the level of communication satisfaction with regard to the nine dimensions of communication satisfaction. Results of correlation analysis indicated significant positive bivariate relationships between communication satisfaction dimensions and the three dimensions of organizational commitment. The multiple regression analysis showed that organizational perspective; personal feedback; media quality; and top management communication are the communication satisfaction dimensions that very much predict the affective commitment, while media quality was the only dimension that predicts both continuance and normative commitment. The results of the hierarchical multiple regressions indicated that national culture dimensions moderate the relationship between communication satisfaction dimensions and organizational commitment dimensions. The study has indicated that the relationship between organizational commitment and communication satisfaction which is significantly positive is affected by national culture. The findings of this study provide a valuable knowledge to universities and organizations which have multinational staff working in them and guide these universities to understand the significance and the importance of communication satisfaction for their staff to be highly committed in order to perform well. The findings also help the management of these universities to develop strategies for elevating their staff’s communication satisfaction level in order to provide a healthy academic environment and to reach a high-quality outcome.

Keywords: communication satisfaction, organizational commitment, national culture, Yemen
ACKNOWLEDGEMENTS

First of all, praise be to Allah the Almighty for granting me strength, courage, patience, and inspiration in completing this work.

The completion of this research would not have been possible without the help and the support of many people to whom I really owe a great deal of thanks.

I would like first to express my deepest appreciation to my supervisor Dr. Syd Abdul Rahman Syd Zain for providing me invaluable guidance and for being a supportive advisor. He withheld no effort in devoting his time and energy throughout the preparation of my thesis, and for that I am grateful. I would like also to convey my great thanks to Prof. Dr. Che Su Mustaffa, Dr. Hassan Abu Bakar, Dr. Norhafizah Binti Yusof, and Dr. Rosli Bin Mohammed for all types of assistance they have provided to me. My sincere gratitude goes also to all the academic and administrative staff in College of Arts and Sciences. I am also grateful to all the participants of this research. I would like to thank my Uncle Dr Ahmed Al-Neshmi, Dr Ali Khaleel, and Mr. Ali Alward for helping me in the data collection process.

Finally, this study could not have been completed without the love, encouragement, and support of my family and my friends. To all of them, I am eternally grateful.
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perakuan Kerja Tesis / Disertasi (Certification of thesis / dissertation)</td>
<td>i</td>
</tr>
<tr>
<td>Permission to Use</td>
<td>ii</td>
</tr>
<tr>
<td>Abstrak</td>
<td>iii</td>
</tr>
<tr>
<td>Abstract</td>
<td>iv</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>v</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>vi</td>
</tr>
<tr>
<td>List of Figures</td>
<td>x</td>
</tr>
<tr>
<td>List of Tables</td>
<td>xi</td>
</tr>
<tr>
<td>Appendices</td>
<td>xii</td>
</tr>
<tr>
<td>List of Abbreviations</td>
<td>xiii</td>
</tr>
</tbody>
</table>

### CHAPTER ONE INTRODUCTION ........................................................................ 1

1.1 Introduction ......................................................................................... 1
1.2 Background of Research Problem ....................................................... 1
1.3 Statement of the Problem ...................................................................... 6
1.4 Research Questions ............................................................................ 14
1.5 Objectives of the Study ..................................................................... 15
1.6 Significance of the Study .................................................................. 15
1.7 Organization of the Thesis .................................................................. 18

### CHAPTER TWO LITERATURE REVIEW ......................................................... 19

2.1 Introduction ......................................................................................... 19
2.2 Communication Satisfaction .................................................................. 19
   2.2.1 Communication Satisfaction Dimensions (Downs and Hazen, 1977) ........ 21
      2.2.1.1 Communication Climate ................................................................. 21
      2.2.1.2 Supervisory Communication ........................................................... 21
      2.2.1.3 Organizational Integration .............................................................. 23
      2.2.1.4 Media Quality .................................................................................. 23
      2.2.1.5 Horizontal Communication .............................................................. 23
      2.2.1.6 Organizational Perspective ............................................................. 24
      2.2.1.7 Personal Feedback .......................................................................... 24
      2.2.1.8 Subordinate Communication ............................................................. 24
      2.2.1.9 Top Management Communication .................................................... 25
   2.2.2 Pincus’s Communication Satisfaction Model (1986) .......................... 26
      2.2.2.1 Relational Dimensions ..................................................................... 26
      2.2.2.2 Informational Dimensions ............................................................... 26
      2.2.2.3 Informational/Relational Dimensions .............................................. 26
   2.3 Organizational Commitment .................................................................. 28
      2.3.1 Models of Organizational Commitment .............................................. 29
      2.3.2 The Multidimensional Model of Organizational Commitment ............ 32
         2.3.2.1 Affective Commitment ................................................................... 32
         2.3.2.2 Continuance Commitment .............................................................. 33
         2.3.2.3 Normative Commitment .................................................................. 34
2.4 Communication Satisfaction and Organizational Commitment ........................................ 35
2.5 National Culture .............................................................................................................. 39
  2.5.1 Models of National Culture ......................................................................................... 40
    2.5.1.1 Single Dimension Models .................................................................................. 40
      2.5.1.1.1 High and Low Context Cultures ................................................................. 40
      2.5.1.1.2 Monochronic and Polychronic Cultures ...................................................... 41
      2.5.1.1.3 High Trust - Low Trust .............................................................................. 42
    2.5.1.2 Multiple Dimension Models ................................................................................ 42
      2.5.1.2.1 Hofstede’s Model ....................................................................................... 43
      2.5.1.2.2 Trompenaars and Hampden-Turner Analysis .............................................. 43
      2.5.1.2.3 Lessem & Neubauer’s Analysis .................................................................. 44
      2.5.1.2.4 House’s et al. Model (the GLOBE) .............................................................. 45
    2.5.1.3 Historical-Social Models ....................................................................................... 47
  2.5.2 Hofstede’s Model of NC ............................................................................................ 48
    2.5.2.1 National Culture Dimensions (Hofstede, 1980; 2001) ......................................... 49
      2.5.2.1.1 Power Distance ......................................................................................... 50
      2.5.2.1.2 Uncertainty Avoidance .............................................................................. 51
      2.5.2.1.3 Individualism vs. Collectivism ................................................................... 52
      2.5.2.1.4 Masculinity vs. Femininity ......................................................................... 53
      2.5.2.1.5 Long Term vs. Short Term Orientation ....................................................... 53
  2.6 Communication Satisfaction and National Culture ......................................................... 55
  2.7 National Culture as a Moderating Variable ................................................................... 57
  2.8 Previous Studies Related to the Current Research Variables ........................................ 60
  2.9 Theoretical Framework ................................................................................................. 70
    2.9.1 Research Model ...................................................................................................... 78
    2.9.2 Hypotheses Statement ............................................................................................ 81
      2.9.2.1 Differences in CS Level .................................................................................. 81
      2.9.2.2 Main Effect ..................................................................................................... 83
        2.9.2.2.1 CS Dimensions and Affective Commitment ............................................. 86
        2.9.2.2.2 CS Dimensions and Continuance Commitment ...................................... 87
        2.9.2.2.3 CS Dimensions and Normative Commitment ...................................... 88
      2.9.2.3 Interacting Effect ............................................................................................... 88
  2.10 Summary ...................................................................................................................... 101

CHAPTER THREE METHODOLOGY ..................................................................................... 102

3.1 Introduction ..................................................................................................................... 102
3.2 Research Design ............................................................................................................. 102
3.3 Study Variables .............................................................................................................. 103
  3.3.1 Independent Variable .............................................................................................. 103
  3.3.2 Dependent Variable ................................................................................................. 104
  3.3.3 Moderating Variable ................................................................................................. 105
3.4 Research Instruments .................................................................................................... 105
3.5 Pilot Study ...................................................................................................................... 108
3.6 Population ...................................................................................................................... 109
3.7 Sample Size ................................................................................................................... 110
3.8 Data Collection .............................................................................................................. 112
3.9 Data Analysis ............................................................................................................... 113
3.10 Summary ..................................................................................................................... 116
CHAPTER FOUR RESULTS AND DATA ANALYSIS ........................................... 117

4.1 Introduction ........................................................................................................ 117
4.2 Response Rate ...................................................................................................... 117
4.3 Description of the Study Sample ......................................................................... 119
   4.3.1 Nationality of the Respondents .................................................................... 119
   4.3.2 The Academic Title of the Respondents ...................................................... 120
   4.3.3 The Academic Position of the Respondents .................................................. 122
   4.3.4 Gender of the Respondents .......................................................................... 124
   4.3.5 Test of Normality .......................................................................................... 124
4.4 Goodness Of Measures ......................................................................................... 130
   4.4.1 Construct Validity ......................................................................................... 130
      4.4.1.1 Factor Analysis for CS .......................................................................... 130
      4.4.1.2 Factor Analysis for OC ......................................................................... 134
      4.4.1.3 Factor Analysis for National Culture ...................................................... 137
   4.4.2 Reliability Analysis ....................................................................................... 138
4.5 Descriptive Analysis ............................................................................................ 140
   4.5.1 Means and Standard Deviation of Dependent and Independent Variables ......................................................................................... 140
   4.5.2 Level of Communication Satisfaction of Respondents ................................ 143
4.6 Differences in CS Level between Yemeni and Non-Yemeni Staff ......................... 146
4.7 Relationship Between CS And OC ..................................................................... 150
4.8 The Moderating Effects of National Culture on the Relationship between CS and OC ........................................................................................................... 164
   4.8.1 The Interacting Effect of National Culture Dimensions with CS on Affective Commitment ......................................................................................................... 166
      4.8.1.1 The Interacting Effect of Power Distance with CS on Affective Commitment .................................................................................................................... 167
      4.8.1.2 The Interacting Effect of Uncertainty Avoidance with CS on Affective Commitment ............................................................................................................ 169
      4.8.1.3 The Interacting Effect of Masculinity with CS on Affective Commitment ....................................................................................................................... 171
      4.8.1.4 The Interacting Effect of Individualism with CS on Affective Commitment ..................................................................................................................... 172
      4.8.1.5 The Interacting Effect of Long- vs. Short-term Orientation with CS on Affective Commitment ....................................................................................... 173
   4.8.2 The Interacting Effect of National Culture Dimensions with CS on Continuance Commitment ............................................................................................... 175
      4.8.2.1 The Interacting Effect of Power Distance with CS on Continuance Commitment .................................................................................................................. 176
      4.8.2.2 The Interacting Effect of Uncertainty Avoidance with CS on Continuance Commitment ................................................................................................. 178
      4.8.2.3 The Interacting Effect of Masculinity with CS on Continuance Commitment .................................................................................................................. 179
      4.8.2.4 The Interacting Effect of Individualism with CS on Continuance Commitment .............................................................................................................. 180
      4.8.2.5 The Interacting Effect of Long- vs. Short-term Orientation with CS on Continuance Commitment ............................................................................... 181
   4.8.3 The Interacting Effect of National Culture Dimensions with CS on Normative Commitment ............................................................................................... 182
4.8.3.1 The Interacting Effect of Power Distance with CS on Normative Commitment ........................................ 183
4.8.3.2 The Interacting Effect of Uncertainty Avoidance with CS on Normative Commitment ........................................ 185
4.8.3.3 The interacting effect of masculinity with CS on normative commitment .......................................................... 185
4.8.3.4 The Interacting Effect of Individualism with CS on Normative Commitment ..................................................... 186
4.8.3.5 The Interacting Effect of Long- Vs. Short-Term Orientation with CS on Normative Commitment ......................... 187
4.8.4 New Findings Beyond The Scope Of The Current Study (Hofstede’s VSM Index Calculation For National Culture) ................. 188
4.9 Summary of Hypotheses Testing ................................................................. 191
4.10 Summary ..................................................................................................... 193

CHAPTER FIVE DISCUSSION AND CONCLUSION ............................................. 195

5.1 Introduction ........................................................................................................ 195
5.2 Overview of the Study .......................................................................................... 195
5.3 Discussion .......................................................................................................... 196
  5.3.1 Differences in CS Level between Yemeni & Non-Yemeni Academic Staff (H1) ................................................................. 196
  5.3.2 Relationship between CS and OC (H2a1, H2a2, H2a3, H2b1, H2b2, H2b3, H2c1, H2c2, H2c3) ....................................................... 199
  5.3.3 Interacting Effects (H3a1 to H3c5) ................................................................. 205
5.4 Implications ........................................................................................................ 209
  5.4.1 Theoretical Implications .............................................................................. 209
  5.4.2 Policy Implications ....................................................................................... 212
5.5 Limitations and Future Research DIRECTIONS ............................................. 214
5.6 Conclusion ......................................................................................................... 215

REFERENCES ........................................................................................................ 217
**LIST OF FIGURES**

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Research Model</td>
<td>80</td>
</tr>
<tr>
<td>4.1</td>
<td>Scree plot of CS</td>
<td>134</td>
</tr>
<tr>
<td>4.2</td>
<td>Scree plot of OC</td>
<td>137</td>
</tr>
<tr>
<td>4.3</td>
<td>Scree plot National Culture</td>
<td>138</td>
</tr>
<tr>
<td>4.4</td>
<td>The moderating effect of power distance on the relationship between CS and</td>
<td>170</td>
</tr>
<tr>
<td></td>
<td>affective commitment</td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>The moderating effect of uncertainty avoidance on the relationship between</td>
<td>171</td>
</tr>
<tr>
<td></td>
<td>CS and affective commitment</td>
<td></td>
</tr>
<tr>
<td>4.6</td>
<td>The moderating effect of masculinity on the relationship between CS and</td>
<td>173</td>
</tr>
<tr>
<td></td>
<td>affective commitment</td>
<td></td>
</tr>
<tr>
<td>4.7</td>
<td>The moderating effect of individualism on the relationship between CS and</td>
<td>174</td>
</tr>
<tr>
<td></td>
<td>affective commitment</td>
<td></td>
</tr>
<tr>
<td>4.8</td>
<td>The moderating effect of long-term orientation on the relationship between</td>
<td>175</td>
</tr>
<tr>
<td></td>
<td>CS and affective commitment</td>
<td></td>
</tr>
<tr>
<td>4.9</td>
<td>The moderating effect of power distance on the relationship between CS and</td>
<td>178</td>
</tr>
<tr>
<td></td>
<td>continuance commitment</td>
<td></td>
</tr>
<tr>
<td>4.10</td>
<td>The moderating effect of uncertainty avoidance on the relationship between</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>CS and continuance commitment</td>
<td></td>
</tr>
<tr>
<td>4.11</td>
<td>The moderating effect of individualism on the relationship between CS and</td>
<td>182</td>
</tr>
<tr>
<td></td>
<td>continuance commitment</td>
<td></td>
</tr>
<tr>
<td>4.12</td>
<td>The moderating effect of long- vs. short-term orientation on the relationship</td>
<td>183</td>
</tr>
<tr>
<td></td>
<td>between CS and continuance commitment</td>
<td></td>
</tr>
<tr>
<td>4.13</td>
<td>The moderating effect of power distance on the relationship between CS and</td>
<td>185</td>
</tr>
<tr>
<td></td>
<td>normative commitment</td>
<td></td>
</tr>
<tr>
<td>4.14</td>
<td>The moderating effect of masculinity on the relationship between CS and</td>
<td>187</td>
</tr>
<tr>
<td></td>
<td>normative commitment</td>
<td></td>
</tr>
<tr>
<td>4.15</td>
<td>The moderating effect of individualism on the relationship between CS and</td>
<td>188</td>
</tr>
<tr>
<td></td>
<td>normative commitment</td>
<td></td>
</tr>
<tr>
<td>4.16</td>
<td>The moderating effect of long- vs. short-term orientation on the relationship</td>
<td>189</td>
</tr>
</tbody>
</table>
**LIST OF TABLES**

3.1 Total number of the academic staff in the universities in the northern region  
4.1 Number of questionnaires distributed and the response rate  
4.2 Nationality of respondents (N: 362)  
4.3 Academic title of respondents (N: 362)  
4.4 Academic position of respondents (N: 362)  
4.5 Gender of respondents (N: 362)  
4.6 One-sample Kolmogorov-Smirnov Test of Normality (N: 362)  
4.7 Summary of factor analysis for CS items  
4.8 Summary of factor analysis for OC items  
4.9 Summary of factor analysis for national culture items  
4.10 Reliability Analysis of the study variables  
4.11 Means and standard deviation (N: 362)  
4.12 Distribution of respondents by CS (N: 362)  
4.13 Distribution of respondents by CS dimensions (N: 362)  
4.14 Differences in communication satisfaction level between the respondent in accordance with nationality  
4.15 Relationship between CS & OC (N: 362)  
4.16 Relationship between CS (relational, informational/relational, and informational dimensions) & OC  
4.17 Evaluating the relationship between affective commitment and CS dimensions excluding subordinate communication  
4.18 Evaluating the relationship between continuance commitment and CS dimensions excluding subordinate communication  
4.19 Evaluating the relationship between normative commitment and CS dimensions excluding subordinate communication  
4.20 The moderating effect of cultural dimensions on the relationship between CS and affective commitment  
4.21 The moderating effects of cultural dimensions on the relationship between CS and continuance commitment  
4.22 The moderating effects of cultural dimensions on the relationship between CS and normative commitment  
4.23 Summary of hypotheses testing  

110  
118  
120  
121  
123  
124  
125  
131  
135  
138  
139  
141  
143  
145  
148  
153  
160  
161  
162  
163  
167  
176  
183  
191
# APPENDICES

**Appendix A**  
The Study Questionnaire  

**Appendix B1**  
Visual Test of Normality (Histogram)  

**Appendix B2**  
Factor Analysis of CS  

**Appendix B3**  
Factor Analysis of OC  

**Appendix B4**  
Factor Analysis of National Culture  

**Appendix C**  
Results Of The Reliability Analysis  

**Appendix D**  
ANOVA Test  

**Appendix E**  
Correlation Test Between CS Dimensions and OC Dimensions  

**Appendix F**  
Multiple Regression Test of the Relationship Between CS and OC Dimensions  

**Appendix G**  
Hierarchical Multiple Regression Test of the Interacting Effect of National Culture Dimensions with CS on Affective Commitment  

**Appendix H**  
Hierarchical Multiple Regression Test of the Interacting Effect of National Culture Dimensions with CS on Continuance Commitment  

**Appendix I**  
Hierarchical Multiple Regression Test of the Interacting Effect of National Culture Dimensions with CS on Normative Commitment  

**Appendix J**  
Recalculation of Hofstede’s Index Depending on The Data of the Present Study
# LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS</td>
<td>Communication Satisfaction</td>
</tr>
<tr>
<td>CSQ</td>
<td>Communication Satisfaction Questionnaire</td>
</tr>
<tr>
<td>IDV</td>
<td>Individualism</td>
</tr>
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<td>LTO</td>
<td>Long- vs. Short-Term Orientation</td>
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<tr>
<td>MAS</td>
<td>Masculinity</td>
</tr>
<tr>
<td>MHESR</td>
<td>Ministry of Higher Education and Scientific Research</td>
</tr>
<tr>
<td>NC</td>
<td>National Culture</td>
</tr>
<tr>
<td>OC</td>
<td>Organizational Commitment</td>
</tr>
<tr>
<td>PDI</td>
<td>Power Distance</td>
</tr>
<tr>
<td>UAI</td>
<td>Uncertainty Avoidance</td>
</tr>
<tr>
<td>VSM</td>
<td>Value Survey Module</td>
</tr>
</tbody>
</table>
CHAPTER 1
INTRODUCTION

1.1 Introduction

This chapter introduces the background of this study under section 1.2, followed by the problem statement in section 1.3. Research questions covered in section 1.4 and research objectives are then presented under section 1.5. Section 1.6 discusses the significance of the study. The last section illustrates the organization of the thesis.

1.2 Background of Research Problem

Universities are considered as important organizations which include within them a big number of academic and administrative staff. These academic institutions play an important role in the development of any nation in the world (Gizir & Simsek, 2005). As such, the Yemeni government tries its best to pay greater attention to the universities on which development of the country is dependent (MHESR, 2007).

Since Yemen is considered as one of the under-developed countries, Higher Education in Yemen is still very young. It began with the establishment of the first university, Sana'a University, in 1970 and then Aden University has been founded a little later in 1975. In the 1990s, there was rapid expansion of higher education: six new universities were established in 1994 and eleven in 1996. Presently, there are a total of twenty universities seven of them are public universities and the other thirteen are private ones which offer diverse courses of studies. Further, there are a number of two colleges and several postsecondary specialized education institutes (Supreme Council of
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