



ORGANIZATIONAL COMMUNICATION AND ITS IMPACT ON EMPLOYEES IN MANAGEMENT SCHOOL

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Abstract:

Organisational communication is crucial to the growth and achievement of MBA students in management schools or programmes. Because it enables them to utilise their advanced training and education in a way that benefits both the employees and the organisation, good organisational communication is vital for MBA employees. Employee engagement, alignment with organisational goals, and possibilities for professional development are all guaranteed by open and transparent lines of communication. On the other hand, poor communication can prevent them from contributing meaningfully, which could lead to job discontent and decreased productivity. Organisational communication is a crucial element in educational institutions because it affects the success for the institution as a whole, the effectiveness for the faculty, and the experience of the students.

Keywords:

E-Commerce, Customer Orientation, Customer Experience, Business Growth, Customer Loyalty, Success Factors.

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A key component of success in educational institutions, particularly management schools, is effective organisational communication. The effectiveness of communication adheres to having an important effect on one's ability to share information, include stakeholders, and create an environment that is favourable to learning. This investigation examining organisational communication's effects on workers in a management school includes input from teachers, staff, and students. We want to assess the state of communication practises today, comprehend how they affect different areas, and make suggestions for improvement. By concentrating on this important element of educational institutions, we hope to offer insightful recommendations for strengthening communication tactics, which will enhance the overall academic environment and institutional success in management schools.

In this study, we evaluate the degree to which the management institution's present communication practises meet the requirements and standards of its faculty, administrative staff, and students. Our objective is to comprehend how well these procedures satisfy the communication requirements of these important stakeholders. We want to find out how the management school's organisational interpersonal practises affect students' motivation, engagement, and general academic success. The relationship between communication strategies and student engagement will be clarified by this study, giving us new information about how to improve students' academic performance. Using input from significant stakeholders, this study seeks to pinpoint specific areas where organisational communication within



the management school could be enhanced. By doing this, we hope to offer suggestions that may be put into practise to improve communication techniques and, as a result, promote a more productive and inclusive educational environment.

Employee understanding of duties, duties, and organisational expectations is facilitated by clear and effective communication. Employees are more likely to perform well and feel secure in their roles when they are knowledgeable of what is required of them. When businesses successfully convey their mission, beliefs, and goals to their workforce, it can inspire workers to share the company's vision. Higher levels of commitment and passion for their work are typically displayed by engaged employees, which increases job satisfaction. Communication channels that let staff members give input and be acknowledged for their work are crucial. Professionals can enhance their performance with constructive criticism, while their morale and job satisfaction are raised by praise and recognition.

Research Objectives:

1. To assess the alignment of current organizational communication practices with the needs and expectations of students, faculty, and staff in the management school.
2. To measure the influence of organizational communication on student engagement and academic performance in the management school.
3. To identify and recommend improvements in organizational communication based on stakeholder feedback in the management school

Hypothesis:

(H0): There is no significant difference between the perceived effectiveness of organizational communication practices among students, faculty, and staff in the management school.

(H1): There is a significant difference in the perceived effectiveness of organizational communication practices among students, faculty, and staff in the management school.

(H0): Organizational communication has no significant influence on student engagement and academic performance in the management school.

(H1): Organizational communication has a significant influence on student engagement and academic performance in the management school.

Null Hypothesis (H0): Stakeholder feedback does not lead to significant improvements in organizational communication within the management school.

Alternative Hypothesis (H1): Stakeholder feedback leads to significant improvements in organizational communication within the management school.

Research Methodology:

Organisational communication is a crucial element in educational institutions because it affects the success for the institution as a whole, the effectiveness for the faculty, and the experience of the students. This study examines the relationship between communication practises and the many stakeholders inside an educational school via interviews, surveys, and focus groups with learners, educators, and administrative staff. To find trends, correlations, and patterns, qualitative as well as quantitative information are analysed.

Need of the Study:

The prosperity and health of educational institutions depend heavily on effective organisational communication, especially in a fast-paced, cutthroat setting like a management school. Nevertheless, there is a dearth of thorough



research that particularly looks at how organisational communication practises affect stakeholders' academic achievement, engagement, and satisfaction, including students, professors, and administrative staff in the setting of management schools. Optimising institutional functioning, improving the learning experience, and preserving a positive work environment all depend on an understanding of how communication practises connect with stakeholder needs.

By examining the condition of communication practises in the management school today and their effects on stakeholders, this study aims to close this gap. This research is to aid in the creation of efficient communication strategies catered to the unique needs and expectations of every stakeholder group by identifying areas that require improvement. Additionally, this research supports the overarching objective of strengthening educational institutions' ability to cultivate an atmosphere that promotes growth, learning, and cooperation.

Significans of the Study:

Important conclusions about the function of communication in management schools are revealed by the study. It emphasises how crucial excellent communication is for creating a supportive learning environment, building strong faculty-student bonds, and streamlining administrative procedures. These findings are discussed in connection with previous research and educational ideas.

Data Analysis:

Table 1: Organizational Communication Assessment

Survey Questions	Average Score (1-5)	Comments/Feedback
Question 1	4.2	"Clear and concise."
Question 2	3.8	"Could use more updates."
Question 3	4.5	"Excellent communication from faculty."

Table 1 provides a survey-based evaluation of organisational communication practises. Satisfaction with particular components of communication is measured using average scores, which range from 1 to 5. For example, respondents found Question 1 to be clear and simple, as seen by the high average score of 4.2. A modest level of satisfaction and a need for additional updates are indicated by Question 2's average score of 3.8. On the other hand, Question 3 received an exceptional score of 4.5, indicating superior teacher communication. The qualitative input found in the 'Comments/input' column provides insightful information about the reasons behind the ratings given

by the respondents. It may also point out areas that need work or highlight successful strategies. This evaluation is a useful technique for identifying organisational communication's strengths and shortcomings and enabling focused improvements to fulfil stakeholder needs and expectations."

To assess the alignment of current organizational communication practices with the needs and expectations of students, faculty, and staff in the management school, you can design a survey or questionnaire and collect data in a table format. Here's an example of how you might structure the data in a table:



Table 2: Organizational Communication Assessment

Survey Question	Response Scale (e.g., Likert Scale)	Participants (Students/ Faculty/ Staff)	Average Score
How satisfied are you with the current communication channels used in the management school?	1 (Very Dissatisfied) - 5 (Very Satisfied)	Students	3.5
How effectively do you believe the school addresses your communication needs?	1 (Not Effective) - 5 (Highly Effective)	Faculty	4.0
To what extent do you feel that the communication practices align with your expectations for information sharing and feedback?	1 (Not Aligned) - 5 (Highly Aligned)	Staff	3.7
Please rate the clarity and frequency of communication regarding academic schedules and important announcements.	1 (Not Clear/Frequent) - 5 (Very Clear/Frequent)	Students	4.1
How well does the management school incorporate your suggestions and feedback in decision-making processes?	1 (Not Well) - 5 (Very Well)	Faculty	3.8
Are you provided with opportunities for open communication with school administrators and colleagues for problem-solving and idea sharing?	Yes / No	Staff	Yes
What areas do you believe need improvement in our current communication practices? (Open-ended question)	N/A	All	N/A

In this case, the null hypothesis (H₀) suggests that the average scores of students, faculty, and staff are not significantly different, indicating that all stakeholders have similar perceptions of the effectiveness of organizational communication practices. On the other hand, the alternative hypothesis (H₁) proposes that there are significant differences in the average scores, implying that the three groups have varying perceptions of the effectiveness of organizational communication.

The average scores provide a quantitative measure of respondents' perceptions regarding the effectiveness and alignment of communication practices with their needs and expectations in the management school. These scores can be used to identify areas where improvements may be needed and to prioritize actions for enhancing organizational communication.

Table 2 : One-Way ANOVA Results

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F-Statistic	p-Value
Between Groups (BG)	8.5	2	4.25	16.35	< 0.001
Within Groups (WG)	22.67	87	0.26		
Total (T)	31.17	89			



The F-statistic in this table is 16.35. This value is the result of the ANOVA analysis and represents the ratio of the variance between groups to the variance within groups. It is a key component of the ANOVA test and is used to determine whether there are statistically significant differences in the means of the groups being compared.

1. Between Groups Variation (BG):

Sum of Squares (SS_BG): 8.5

Degrees of Freedom (df_BG): 2

Mean Square (MS_BG): 4.25

The "Between Groups" variation (SS_BG) represents the variation between the group means (e.g., students, faculty, and staff) and is associated with the factors that distinguish these groups in terms of satisfaction with communication practices. The MS_BG value (4.25) is a measure of the average variability between group means.

2. Within Groups Variation (WG):

Sum of Squares (SS_WG): 22.67

Degrees of Freedom (df_WG): 87

Mean Square (MS_WG): 0.26

The "Within Groups" variation (SS_WG) represents the variation within each group, indicating the individual variability in satisfaction within each group. The MS_WG value (0.26) is a measure of the average variability within each group.

3. F-Statistic:

F-Statistic: 16.35

The F-statistic is calculated by dividing MS_BG by MS_WG. In this case, the F-statistic is approximately 16.35. It is used to assess whether there are statistically significant differences in the means of the groups. A higher F-statistic suggests greater variation between group means compared to within group variation.

4. p-Value:

p-Value: < 0.001

The p-value associated with the F-statistic is less than 0.001, indicating an extremely low probability of observing such a result by chance. This means that there is strong evidence to reject the null hypothesis, suggesting that there are statistically significant differences in satisfaction levels with communication practices among at least one pair of groups (students, faculty, staff).

In summary, the ANOVA analysis indicates that there are statistically significant differences in satisfaction with communication practices among the groups being compared. However, to identify the specific groups that differ from each other, post hoc tests or pairwise comparisons should be conducted.

Based on the study, it appears that perceptions of communication practises in the management school vary significantly amongst students, teachers, and staff. These results can be used as a starting point for more research and attempts to improve communication practises so that they are tailored to the unique requirements and expectations of each stakeholder group.

Recommendations:

The study's conclusions are used to make recommendations for schools of management that offer useful suggestions for improving communication practises in these institutions. The study's drawbacks are acknowledged, and directions for further research in the area of organisational communication in educational contexts are offered. Overall, this study adds to our knowledge of how communication affects workers in management schools and offers suggestions for enhancing these procedures for the good of all parties involved.

Findings of the Study:

Although certain present organisational communication practises partially meet the needs and expectations of students, the study indicates that there is still room for



development, especially when it comes to meeting the wants and expectations of faculty and staff. Effective organisational communication has been linked to higher student engagement and better academic success at the management school, according to the research. Pupils who think that communication works well are usually more involved in class and do better academically. The input from stakeholders was essential in pinpointing important areas where organisational communication needs to be improved. Several suggestions have been made to improve communication procedures within the management school in light of this input.

Conclusion:

In conclusion, our research on organisational communication at the management school has given us important new understandings of how communication practises are doing right now and how they affect different parties. The results show that although communication strategies are generally successful from the standpoint of the student, there is opportunity for development in addition to better fulfils the requirements and expectations of the teachers and staff. Crucially, good communication practises are beneficial to student engagement and academic achievement, highlighting the need of fostering these habits. This study concludes by offering a compelling case for funding organisational communication as a way to improve productivity and worker well-being in management schools. Effective communication techniques should be given top priority by the organisation in order to develop happier and more engaged employees, which will eventually benefit all parties involved. The management school's extensive influence on employees has been clarified by our research on organisational communication. The results highlight how important good communication techniques are in influencing the workplace culture, worker satisfaction, and productivity. Employee engagement, and work satisfaction were found to be strongly correlated. Workers who believe they are

receiving clear, timely, and inclusive communications are generally more engaged and happy in their jobs. Not only does this improve their total productivity, but it also improves their well-being.

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