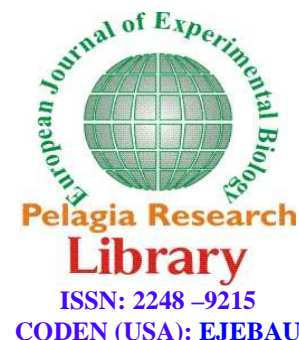




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## **An Investigation and Prediction of Customer Satisfaction (Teachers) Status Based on the Communication Skills Component of Administrative Staff in the Education**

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### **ABSTRACT**

*This study aimed to determine the status of communication skills and predict customer satisfaction (teachers) in first education zone of Ardabil area (Iran) using descriptive correlation research techniques. Sample size 292 individuals among all teachers, an education area, which are selected through multi-stage random sampling, based on the Cochran formula. Measuring means included SERVQUAL satisfaction surveys and researcher made communication skills of staff obtained from the management questionnaire. Validity of the questionnaires were analyzed and calculated. Using T-test and stepwise regression analysis suggests that, the communication skills of administrative staff a customer satisfaction are at average level. Stepwise regression analysis showed, respectively, increased empathy, verbal / non verbal, feedback; and notification rate will also increase customer satisfaction.*

**Keywords:** communication skills, customer satisfaction (teachers).

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### **INTRODUCTION**

High client satisfaction is the kind of insurance against possible errors, which related changes in the service of their occurrence, is inevitable. Faced with such situations more permanent clientele are negligible, because the previous pleasant experiences, few errors organization Introduction High client satisfaction is the kind of insurance against possible errors, which related to changes in the service of their occurrence, is inevitable. Faced with such situations more permanent clientele are negligible, because the previous pleasant experiences simply ignored few errors organization. It is not surprising that client satisfaction is the most important task of organizations and institutions. Client conservation involves matching clients with their needs of goods and services. It also requires a complete understanding of clients and deciding to continue the in between relationship [12]. Draker cleverly recalls that "within four walls," the result is not achieved. The only real result is that each organization has a satisfied clientele. Having the client's concerns, the most important factor is the success of any organization. The main priority in any organization is to attract and retain clients. Providing quality service is perhaps the most important elements of customer satisfaction and only organization can offer this service to sustainable that the client has a comprehensive vision and commitment to them. Having the client's concerns, the most important factor is the success of any organization. The main priority in any organization is to attract and retain clients. Failure to implement this means instead of profits, not growth, lack of jobs and ultimately, loss of organization. If the organization claims to have quality services, but in practice it has no commitment to service quality that indicates the organization is not

considered a real priority. As Tom Peters recommended to the organizations, clients look to your deeds not to your actions [17]. One of the most important factors influencing client satisfaction (teachers) in the organization is appropriate behavior [4]. Due to increasing supplies of services in modern organizations, a growing and complex communication, and many other factors, it seems necessary to view and ask people in communicating with people and organizations (as clients), society. That can much be said surviving and sustaining the organization, having dynamic, deep and effective relationship referrals is necessary [7]. Education is among the organizations which is discussed as one of the main institutions of society and is the cornerstone of community's cultural and educational system. Due to the important mission of education in this field and as the cradle of education, production and development of science is raised [11]. In this regard, if the administrative education staff have communication skills (part of the human skills) which is the most basic administrative staff's skills, they can provide mutual communication with clients (teacher) and provide reciprocal relationship between areas of client satisfaction (teachers) [13]. Results of recent surveys on customer satisfaction in one of the service sectors in Iran, suggested that client satisfaction, quality of service even in cases where not expected, has been the high level because of the appropriate client staff behavior (communication skills) [8]. Communication skill is one of the important skills and an administrative tool for administrative staff and has a great impact in their success and effectiveness in attracting and satisfying the client [9]. Based on research, Education and Research Council of Tehran, believed empathy (respect and dignity) of Education administrative with staff (Teachers) is effective in clients' satisfaction [14]. One other important factor in order to satisfy client communication (teachers) is having a good feedback. Transmitter and receiver perceptions about motives should be tested through the feedback [] (Mezinanli, 2011). Hamilton (2006) has turned over a lot of communication skills (awareness, sonic, verbal / nonverbal, written, empathy, and feedback) which play a decisive role in creating customer satisfaction. MirKamali (2008), communication skills are one of the main skills as working tool in the success and effectiveness of their administrative staff, has a great impact on customer satisfaction attraction and increase. Diane (2009) based on the ported result of human resources' research and administrative development of South Khorasan province's county, conferred significant difference between the degree of client's satisfaction about governmental agencies communication skills and clients satisfaction which indicated clients 'satisfaction is 3.76 percent more than administrative staff. Farahmandpour (2007) considering client's polls reported the amount of administrative staff's empathy inappropriate. Masudirad (2006) conducted a research on the communication status and believed the staffs' communication abilities above average. Mahdizadeh (2008) believed customer satisfaction is high in administrative staff and therefore administrative staffs are high in audition. Rabavi (2001) put administrative staff have high audition. Satisfaction of services has been reported at an acceptable level.

## MATERIALS AND METHODS

The purpose of this study is to investigate staffs' communication skills and predict customer satisfaction (Teachers) status in administrative staff in Ardabil Education The current study is a descriptive correlation study. The study sample consisted of all teachers in the first education area of Ardabil province including 1200 teachers. The sample was selected randomly at several steps and sample size was 292 which were based on the Cochran formula. To collect information two questionnaires were used including SERVQUAL (1980) and communication skills and researcher made questionnaire used by employees' sample which in order to determine the reliability of items of two questionnaires after its implementation on a sample of smaller (25 patients) alpha coefficient of 96.0 for communication skills questionnaires and for satisfaction coefficient alpha 93.0 was obtained which represents internal consistency of questionnaires. Validity of both questionnaires was approved in regard to, based opinions in management texts and professional professors in educational management field. The ratings of both questionnaires were based on Likert scale 5.

## RESULTS

How is the status of communication skills (general) in the administrative staff?

The data in Table 1 shows Average of 91.21 for Communication skills and standard deviation of 26.283 with standard error 1.68. That at least varied between 31.00- 155.00 and skew of- 0.345 and calculated T of -1.059 with significance levels more than 0.05. That is significantly more than average and is moderate.

2 - How is the status of information skills of administrative staff?

According to the data of table, an average situation of 17.26 was for information skills, and SD of 5.85 with a standard error of 0.53. That at least varied between 6.00 to 30.00, skew and calculated T was -0.441 and - 2.90

respectively; at level of less than 0.5 was significant which means it is significantly different and lower than average.

3 – How is the administrative staff status in listening?

An average situation of 20.64 was for information skills, and an SD of 5.49 with a standard error of 0.35. That at least varied between 00.7- 00.35, the calculated a skew between- 0.274 and calculated T of -1.025 with no significant difference of less than 0.5 which means it is not significantly different.

4 - How is the verbal / nonverbal administration staff skills status?

An average situation of 17.5 was for information skills, and SD of 5.54 with a standard error of 0.33. That at least varied between 6.00 to 30.00 the calculated a skew between -0.268 and calculated T of 1.354 with significant difference from average and also verbal/non-verbal skill is medium with an average of 18.

5 - How is the status of administrative writing skills?

An average situation of 11.43 was for writing skills, and an SD of 3.33 with a standard error of 0.20. That at least varied between 4.00 to 20.00 the calculated a skew -0.276 and calculated T of -2.841 with significant different from average and also writing skill is medium with an average of 12.

6 - How is the status of administrative empathy skills?

An average situation of 12.41 was for writing skills, and an SD of 4.03 with a standard error of 0.23. That at least varied between 4.00 to 20.00 the calculated a skew -0.749 and calculated T of 1.726 with significant difference of 0.5 from average and also empathy skill distribution is medium with an average of 12.

7- How are the skills of administrative staff feedback?

According to data from table 1 average situation of 11.71 was for administrative staff feedback skills, and an SD of 3.99 with a standard error of 0.23. That at least varied between 4.00 to 20.00 the calculated skew between 0.101 and calculated T of -1.219, with no significant difference from average and also administrative staff feedback's distribution is medium with an average of 12.

**Table 1. The status of communication skills and its components (information, audio, etc.)**

Variable	N	Min	Max	Mean	SD	St Err	Skew	T	Sig
Communication skills	243	31.00	155.00	91.214	26.283	1.686	-0.345	-1.059	0.291
Information skills	275	6.00	30.00	17.261	5.850	0.353	-0.441	-2.090	.038
Listening skill	286	7.00	35.00	20.639	5.940	0.351	-0.274	-1.025	0.306
Verbal/non-verbal	277	6.00	30.00	17.548	5.548	0.333	-0.268	-1.34	0.177
Writing skills	278	4.00	20.00	11.431	3.335	0.200	-0.276	-2.841	0.005
empathy skill	287	4.00	20.00	12.411	4.034	0.238	-0.749	1.726	0.085
Feedback skill	290	4.00	20.00	11.713	3.999	0.234	.101	-1.219	0.224

8 - How is the status of customer satisfaction (teachers)?

According to data from table 2 average situation of 59.67 was for customer satisfaction, and an SD of 18.67 with a standard error of 1.14. That at least varied between 20.00 to 100.00 the calculated skew of -0.372 and calculated T of -0.285 with significance difference level more than 0.5 from average and also distribution of customer satisfaction is medium with an average of 60.

9- Which of communication skills is a better predictor of clients (teachers) satisfaction?

**Table 2. The status of client satisfaction (teachers)**

Variable	N	Min	Max	Mean	SD	St Err	Skew	T	Sig
Clients' satisfaction (Teachers)	267	20.00	100.00	59.674	18.674	1.142	-0.372	-0.285	0.776

As data in table 3 showed respectively predictive variables in the regression analysis step by step and in the first step was toward empathy a correlation coefficient of 0.849. In the second step, adding the feedback, coefficient was reached to 0.885. The added correlation coefficient to the feedback was 0.036. In the third step, adding the verbal / nonverbal multiple correlation coefficients was reached to 0.900. The correlation coefficient added to the verbal/nonverbal skills was 0.015, respectively. In total, these four variables can explain 81.14 Variance satisfaction which 72 percent belongs to empathy, 4.6 percent to feedback, 6.2% of the verbal / nonverbal and 7 percent to information. Thus, 72 percent satisfaction is due to is empathy.

**Table 3. Stepwise regression analysis based on client satisfaction, communication skills component**

Communicative skills' components	Multiple correlation coefficient	R Squared	The correlation coefficient Adjusted	Estimated SD
empathy	0.849	0.720	0.719	9.88194
empathy feedback	0.885	0.784	0.872	8.71396
Verbal/ non verbal empathy feedback	0.900	0.810	0.810	8.18257
Verbal/ non verbal empathy feedback Informing	0.904	0.817	0.814	8.05128

In the stepwise regression analysis over step four, among six-component, two components of writing and audition were significantly  $p=0.99$  and  $p=0.58$  are respectively greater than 0.01. That stepwise regression has been removed, thus, based on Table (4) they have not been able to account for client satisfaction (table 4).

**Table 4. Elimination of the predictive variables**

	T	B	R	Sig
audition	0.005	0.000	0.000	0.996
Writing	0.550	0.035	0.037	0.583

$P = 0.01$

In the regression analysis using stepwise during the final notification, verbal/ nonverbal feedback and empathy entered the regression equation to predict clients' satisfaction. Respectively, as shown in Table 5 beta for empathy factor was 0.849 with the  $p < 0.000$ , beta for verbal/ non verbal factor was 0.414 with  $p < 0.000$ , beta for informative factor was 0.325,  $0.000 > 0.128$ ,  $p < 0.000$ , predict increase in satisfaction.

**Table 5. Beta coefficients of predictive variables influencing satisfaction**

Predictive variables	Non-standard coefficients		Standard coefficient	T	Sig
	B	Standard error	B		
Fixed amount	12.025	2.123	-	5.663	0.000
empathy	3.847	0.162	0.849	23.814	0.000
Fixed amount	8.011	93.1/	-	4.123	0.000
empathy	2.356	0.235	0.520	10.042	0.000
feedback	1.900	0.238	0.414	7.996	0.000
Fixed amount	5.381	1.882	-	2.859	0.000
Feedback	1.488	0.271	0.328	5.493	0.000
empathy	1.425	-0.238	0.310	5.956	0.000
Fixed amount	1.092	0.198	0.325	5.511	0.000
Fixed amount	4.230	1.895	-	2.232	0.000
Empathy	1.474	0.267	0.325	5.531	0.000
Feedback	1.335	0.237	0.291	5.621	0.000
Fixed amount	0.826	0.216	0.246	3.824	0.000
information	0.406	0.142	0.128	2.858	0.000
Feedback	1.335	0.237	0.291	5.621	0.000

Variance analysis verbal skill component associated with administrative staff (empathy, feedback, verbal / nonverbal Information) (Table 6), showed the significant  $p=0.000$  smaller than 0.05 and  $F=242.174$  therefore regression model components above (empathy, feedback, verbal / nonverbal information) were significance.

**Table 6. Analysis of variance components of communication skills (empathy, feedback, verbal / nonverbal Information)**

	Model	Total squares	df	mean of Square	F	sig
empathy, feedback, verbal/ nonverbal Information	Regression left	6794.494	4	15698.623	242.176	0.000
	Total	14066.623	217	69.823		
		768861.117	221			

Status of communication skills (general) of Education administrative of Ardabil is moderate. The findings of this study are in align with [(Rababa et al in 2011, Riyadh, 2010), which is estimated to have a high level of communication skills. Also, in a survey carried out by Masoudirad (2006), he believed the status of personnel (staff communication skills) was acceptable (above average) which are non-aligned. The role of skills of administrative staff in creating and increasing client satisfaction level (teachers) is significant.

Education is implied by the administrative staff of Ardebil, don't have the necessary knowledge and skills of communication, with is their main communication skills and therefore they cannot have established a mutual communication relationships with their clients (teachers) and provide background to their satisfaction. Status of administrative Education information skill in Ardabil is low. This research findings is align with Ahanchiyan (2002), who held the shows lowest score in information skills, among communication skills and is not in align with Rababa et al research (2011) which meets the satisfactory level of information skill So it is necessary, improving the skills of the employees, we create a situation in which staff in addition to having sufficient knowledge to answer questions for teachers (the client), in contact with the clients follow courtesy and humility in a way that clients can trust them and feel more comfortable in contact with them. Status of Ardabil Education administrative staff's listening is moderate. According to research results [1, 6, 14, 15], are not in align with the administrative staff of highly listening skills. Also, is not in align with Shabani (2003) which estimated that the lower staff levels and believed listening is commonplace and considered less important to the staff. Listening skill is an evidence of being respectful to others in social communication. Based on this result, to improve listening skill in Education Office of first section, teach art of good listening so that office workers can make empathy satisfy teachers (clients) to upgrade it to the level of a successful organization, you must listen to the expectations of teachers (clients) and take them into consideration when deciding using various methods including information sheets, revision and review, focus groups, visiting clients, collecting information according to a report sheet to and feedback is needed in this field. In this regard staffs get necessary trainings, and read periodicals and journals. The verbal / non-verbal skills of administrative personnel of Ardabil education office, is moderate. These findings are not in aligning with previous findings, including [15, 10, 5]. Verbal / non verbal skills are considered to be the ability to influence and persuasion power of people (clients). Therefore it is necessary administrative staff, respond to teachers' questions with patience (client) and with clearness respond. In this regard staffs get necessary trainings, and read periodicals and journals. Status of Education administrative staffs' empathy skills in Ardebil is moderate. These findings are not in aligning with Doaei (1998). Doaei estimated that empathy level of the administrative staff is higher than average. Also are not in aligning with Farahmandpour (2007). Empathy will increase the capacity of human understanding. The most important types of empathy include: active listening, reflecting feelings, reflecting the content of speech, emphasis on certain words related to verbal/ nonverbal behavior. Employees must pay special attention to clients so that a teacher out of the office does not go out office of the without receiving good service or the correct answer.

Feedback skills status of first section education administrative of Ardebil is middle. These findings are not in aligning with Farahmandpour (2007). Mezinanli estimated feedback skills of the staff, above average and Mohammad pour estimated the amount of feedback as appropriate. Feedback is considered as key to constantly improving, if the feedback is operating properly there is maximum alignment between teachers and staffs, certainly we will see constantly improvements in services to our clients which follows teachers' satisfaction. Based on research findings, first section administrative education office staff in are not enough qualified, it is necessary, staff compliance with effective and practical viewpoints provide feedback on strengthening communication between their clients. The teachers will also be continually reviewed and analyzed and that helps feedback to the organization. In understanding dissatisfaction of teachers, exploring areas of raising the quality level, comparing other sections of Ardebil Education office, identifying client needs, and a better selection of appropriate opportunities and conditions is necessary to be successful. There are important services in the organizations, including education, feedback received from clients, so that it may lead to the creation of new services necessary for innovation and production. Services exactly required by clients and in solving their problems. Status of client satisfaction (teacher) is middle. These findings are not in aligning with previous findings, including [2, 8]. Diane, estimated the average of customer satisfaction in Education office in South Khorasan province to be 3.76 percent, which is higher than average. Mezinanli's findings also client satisfaction was high, and in Forouzandeh's studies, satisfaction was 2.75 per cent, fairly reasonable. According to previous findings it can be concluded that first section Education office of Ardebil, has the lowest level of satisfaction than other organizations. Thus the role of Education administrative staff in communication skills and client satisfaction level (teachers) will highlight the organization's growth and development. In the regression analysis using stepwise during the final notification, verbal/nonverbal feedback, empathy, clients' satisfaction entered the regression equation stepwise. According to available evidence (Table 3) in the sum these four variables can explain 14.81 satisfaction variance which 72% of variance in satisfaction was related to empathy, 6.4 feedback, 2.6% verbal / nonverbal and 7 percent to information. Thus, 72 percent satisfaction is due to empathy. There is a direct and positive relationship between skills of empathy, feedback, verbal / non verbal, information and client s' satisfaction. These findings are in aligning with previous findings, including [8, 1, 2, 5, 14]. One of the most important factors affecting customer satisfaction (teachers) in organizations is communication skills (behavior) appropriate to staff. In this regard, if the Education administrative staffs have

knowledge and skills needed to have communication with the application of those skills which plays an important role in the business successful of organization will provide satisfaction ground of the clients (teachers).

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