

**EFFECT OF COMMUNICATION ON JOB PERFORMANCE OF NON-TEACHING  
STAFF IN OBAFEMI AWOLowo UNIVERSITY, ILE-IFE, OSUN STATE**

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**ABSTRACT**

*This study examined the relationship between communication and job performance of non-teaching staff in Obafemi Awolowo University. It identified the channels of communication; examined how communication affected job performance of non-teaching staff and analyzed challenges confronting effective communication in the University. Both primary and secondary data were used. Primary data were collected through administration of questionnaire and interview sessions. Secondary data were obtained from text books, documents and internet. The study revealed that there is a significant relationship between communication and job performance and delay in circulation of information, organizational barriers and inadequate communication infrastructure are challenges affecting communication in the study area. The study concluded that communication has improved employees performance in Obafemi Awolowo University, Ile-Ife, Osun State.*

**Key Words:** *Communication, Job Performance, Employees, Non-Teaching Staff*

**1.0 Introduction**

It is evident that communication has assumed greater roles and importance in our present time. Oyadiran (2008) opined that we are in an age of communication where the essentiality of communication in businesses, states, houses, social groups family affairs and in almost all contacts with people cannot be overemphasised. Communication is very vital in all aspects of life (Maina, 2013). It is essential at the individual, family, group, organisational, national and even international level. Obisi (2003) stressed the importance of communication in the organisation when he stated that “communication is the lifeline of every organisation”. This is because communication lies at the core of organisations as no organisational processes can be undertaken without it. Without communication the management functions of planning, organising, staffing, directing, coordinating, reporting and budgeting cannot be achieved.

The importance of good communication in an organisation cannot be overlooked. Its relevance goes beyond strengthening internal operations of the organisation alone but transcends to external interactions of the organisation with its operating environment (Wehrich, Cannice and Koontz, 2010). Communication strength in an organisation is inestimable due to how it pilots the running of the system as well as the relationship among the superiors and subordinates. It is opined that communication is directional stating commands, reporting or passing information from employer to employees with the aim of rendering the organisation effective and enabling employee performance by ensuring that the latter are aware of their responsibilities and duties. Job performance denotes the way employees carry out their designated duties as well as the result of the effects in achieving the overall corporate objective of the organisation. Campbell (1990) described job performance as an individual-level variable, or something a single person does; this makes it different from organizational performance.

No organisation exists just for the fun of it. Organisations are established with clearly stated mission, vision and goals whose achievement must be worked towards. At periodic intervals, the management will usually take stock of the performance of the organisation against the backdrop of its mission, vision and goals. This cannot be done without taking into consideration the job performance of the individuals who make up the workforce of the organisation as they are the ones who carry out the day to day tasks which culminate in the fulfilment of the mission and vision as well as the achievement of goals.

The goal of creating a strong organisation, with a unified workforce, striving towards a common goal can only be realised when a quality two-way communication flow is present. This two-way flow will contribute towards ensuring an open and positive communication climate. It will also foster effective communication. Effective communication increases the efficiency and performance of employees which in turn increases organisational performance. In addition, it boosts employee's morale and increases job satisfaction as employees will feel empowered and included. When there is deficient communication, employees are not clear about what is expected of them. In the same vein, management cannot get reliable and needed information and group leaders and executives cannot effectively lead and direct their employees. Ultimately, this will affect the communication climate and lead to the non-achievement of organisational goals

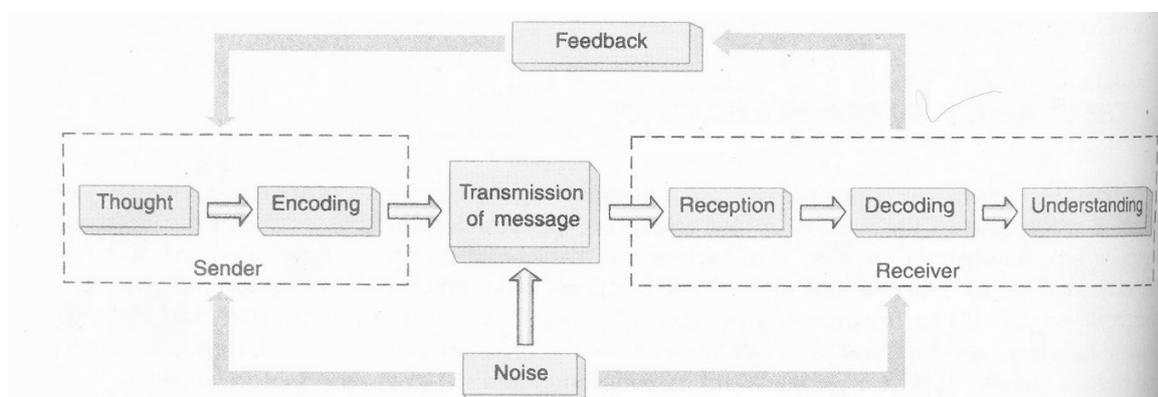
which will be fatal for the organisation. Good communication practices are at the heart of every successful organisation. As Obisi (2003) put it, “To properly communicate is to primarily succeed”. It can then be said that the success of any organisation hinges on communication. It is against this backdrop that this work is undertaken to study the effect of communication on job performance of non-teaching staff in Obafemi Awolowo University.

Today, delay in information flow can lead to failure in organisations. Therefore, information therefore needs to be communicated promptly so that the necessary actions can be taken, employees can carry out their tasks and management and superiors can receive reports which will aid decision-making. Large organisations with numerous divisions as well as a wide span of management have long internal communication chains as a result of their complex structure. Communication in such organisations is often plagued by several challenges as information might not flow as well and as fast as it should. As a result, tasks are delayed and management and superiors might not receive information which is needed for decision-making on time. If not adequately addressed this could negatively affect the communication climate in the organisation and also result in a variety of problems such as poor performance, excessive cost to the organisation, low morale, absenteeism, labour turnover and even conflict. Hence, it behoves to examine the effect that communication has on the job performance of employees.

Past researches focused on the effect of communication on organisational performance and have made little reference to or completely ignored its effect on individual job performance. Furthermore, studies on communication as it affects performance have made little or no reference to the performance of non-teaching staff of Nigerian Universities. Non-teaching staff are a vital part of Universities and contribute significantly to the attainment of organisational goals and objectives by providing support to teaching staff. Therefore, there is a need to examine the effect of communication on job performance of non-teaching staff using Obafemi Awolowo University, Ile-Ife, Osun State, Nigeria as a case study. This study identified the channels of communication in Obafemi Awolowo University; investigated the communication climate of Obafemi Awolowo University; examined the effect of communication on the job performance of non-teaching staff in Obafemi Awolowo University and analysed the challenges affecting effective communication in Obafemi Awolowo University.

## **2.0 Literature Review**

Understanding of communication is seen to be complex as viewed by communication theorists (PRIORI, 2005). Today, communication has taken on a more significant meaning as it has come to play numerous roles in every level of life. People have always communicated however, the process of communication became a subject of study in the 20th Century (Amudavalli, 2011). Communication is a connector of people and places; Bowditch and Buono (1994), Sakpru (2013), Velentzas and Broni, and Nwankwo and Okonkwo (2015) defined it as exchange of information between a sender and receiver. According to Gangadhara and Surya (1996), it gives room for people to exchange their thoughts, ideas, feelings and opinions through speech, signals, gestures, writing, or even behaviour. Sharma, Sadana and Harpeet (2013) and Oyadiran (2008), asserted that communication is the process of transmitting information, feeling, ideas or concepts within an individual or from one party to another. According to Sybil (1995) and Adejuwon (2012), communication involves three crucial variables which are action, reaction and interaction. He opined that action refers to an act of initiating information which is then passed with the aim of sharing an idea, knowledge or opinion with another person or a group of people. Reaction on the other hand refers to the response of the receiver of information to the initial action of the sender. This reaction serves as feedback and will determine the value of the information received and whether it is understood as intended or not. Finally, interaction embraces both elements of action and reaction. This refers to the continuous exchange of information between both parties. Interaction determines the level of relationship between the two parties. **Figure 1: The Communication Process Model**



**Source: Weihrich, Cannice and Koontz (2010)**

The process of communication starts with the sender as corroborated by Schermerhorn, Hunt and Osborn, 2005 as well as Barrelas, 2010. Sender: Any form of communication starts from the sender, who initiates information through thoughts, skills, ideas or knowledge and transmits such to individual or groups.

Encoding: here, the sender decides on how to pass information through a preferred language best to be understood.

Message: This refers to the information, idea, thought, opinions, emotions among others sent to the receiver. The message can take several forms. It could be verbal, or in form of symbols, figures, signs etc. It is the actual physical and non-physical product of the sender to the receiver.

Channel/Mean: The choice of a suitable channel has to be made by the sender.

Receiver: This is the recipient of transmitted information from the sender. The message is not properly received except if understood by the receiver.

Decoding: This is a process whereby the receiver interprets the message received, attempts to understand it and translate it into meaningful information.

Noise: is anything that hinders or interferes with communication whether from the side of sender, the message, the channel, or the receiver.

Feedback: This is the response of the receiver to the sender. Feedback is what indicates whether a message has been understood as intended or not

### **3.0 Methodology**

The primary sources of data used for this study were collected from respondents through the designed questionnaire and in-depth interviews. While secondary data for this study was collected from already written works both published and unpublished. The works included text books, journals, conference papers, past research work by students and internet articles.

The instruments designed for this research work were questionnaire and in-depth interview. The questionnaire was divided into five sections. Section A contained questions pertaining to the biographic data of the respondents such as gender, age, academic qualification and designation,

unit and number of years in service. Section B contained an open-ended question that sought to identify the channels of communication in Obafemi Awolowo University. Section C contained questions which sought to investigate the communication climate in Obafemi Awolowo University. The five point Likert scale types of strongly agree, agree, undecided, disagree and strongly disagree were be used. Section D contained questions which aimed to examine the effect of communication on job performance of non-teaching staff in Obafemi Awolowo University. The five point likert scale of very high, high, moderate, low and very low were used. Section E contained an open-ended question targeted at analysing the challenges associated with effective communication in Obafemi Awolowo University. An interview guide was also prepared. These methods provided quantitative and qualitative data from a cross section of the study population.

The population of the study comprised junior and senior non-teaching, administrative staff in selected units which are the registry and all faculties. The pilot study conducted in the study area revealed that the number of non-teaching, administrative staff of the selected units is 1,173. The breakdown shows that there are 218 staff members in registry, 921 staff members in the faculties and 34 staff members in the postgraduate school.

This study adopted a dual stage sampling technique. Firstly, non-teaching administrative staff were purposively selected for the study. This staff category was selected because of their experience as administrators as they are more familiar with the administrative processes of the university. Secondly, the sample size was selected using simple random sampling technique. This was done to ensure diverse representation of junior and senior non-teaching administrative staff in various units selected for this study, thus enabling access to detailed information on the subject matter.

Out of the total population of (1,173), a sample fraction of 10% (117) staff were selected for questionnaire administration. In addition, 5 non-teaching administrative were selected for interview to complement data gathered from the questionnaire. The breakdown of the targeted groups, population and sample size are shown in table 3.1

**Table 3.1 Non-Teaching Administrative Staff in Selected Units**

<b>Targeted groups</b>	<b>Population</b>	<b>Sample size (<i>using 10% sample fraction as approximate</i>)</b>
Registry	218	22
Faculty of Administration	58	6
Faculty of Agriculture	78	8
Faculty of Arts	74	7
Faculty of Education	50	5
Faculty of Environmental Design and Management	60	6
Faculty of Law	39	4
Faculty of Pharmacy	82	8
Faculty of Science	142	14
Faculty of Social Sciences	51	5
Faculty of Technology	127	13
College of Health Sciences	160	16
Postgraduate School	34	3
<b>Total</b>	<b>1173</b>	<b>117</b>

**Source: Management Information System Unit, 2018**

Data collected were analysed using appropriate descriptive statistics such as tables, frequency distribution, means and simple percentages. This technique was adopted to ensure that primary data was well classified, organised and analysed to achieve the objectives of the study.

#### **4.0 Presentation of Results and Discussion of Findings**

The relevant socio-demographic information of respondents which this study covered included gender, age, educational qualification, designation/rank, unit/department and number of years in

service. Table 4.1 presents the frequency distribution of respondents by gender. The table shows that 45.1% of respondents are male while 55.9% of the respondents are female.

**Table 4.1 Respondents by Gender**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	51	45.1
Female	62	54.9
<b>Total</b>	<b>113</b>	<b>100.0</b>

**Source: Fieldwork, September, 2018**

Table 4.2 presents the frequency distribution of respondents by age. The table shows that respondents between age 20-29 make up 8.8% while respondents within the range of age 30-39 and 40-49 make up 25.7% and 25.7% respectively. In all, respondents between age 50-59 make the largest part of the population with 31.0%. Also, respondents who are above age 60 make 8.9% of the population.

**Table 4.2: Respondents by Age**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage (%)</b>
20-29	10	8.8
30-39	29	25.7
40-49	29	25.7
50-59	35	31.0
60 and above'	10	8.9
<b>Total</b>	<b>113</b>	<b>100.0</b>

**Source: Fieldwork, September, 2018**

Table 4.3 presents the frequency distribution of respondents by educational qualification. The table reveals that most (33.6%) of the respondents are well educated having HND/B.SC/B.A qualification followed by respondents who have OND/NCE making up 24.8% of the total population. This is closely followed by O'level/SSCE qualification holders which constitute 15.9%. It can be deduced that 20.4% of the respondents have a Master's Degree while 5.3% of respondents have other qualifications. None of the respondents have the School leaving certificate as their highest qualification.

**Table 4.3: Respondents by Educational Qualification**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage (%)</b>
School leaving	0	0
O'level/SSCE	18	15.9
OND/NCE	28	24.8

HND/B.SC/B.A	38	33.6
Master's Degree	23	20.4
Other	6	5.3
<b>Total</b>	<b>113</b>	<b>100.0</b>

**Source: Fieldwork, September, 2018**

Table 4.4 presents the frequency distribution of respondents by designation/rank. The table shows that most of the respondents are senior staff (59.3%) and junior staff (36.3%) respectively.

In all, 4.4% of the respondents are Heads of unit.

**Table 4.4: Respondents by Designation or Rank**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Junior Staff	41	36.3
Senior Staff	67	59.3
Head of Unit	5	4.4
<b>Total</b>	<b>113</b>	<b>100.0</b>

**Source: Fieldwork, September, 2018**

Table 4.5 presents the frequency distribution of respondents by unit. The table shows that 19% of the respondents are from Registry, 5% from the Faculty of Administration, 6% from the Faculty of Arts, 11% from the Faculty of Science, 12% from the Faculty of Technology and 14% from the College of Health Sciences. The Faculty of Agriculture and Faculty of Pharmacy each produced 7% of the respondents while the Faculties of Education, Law. Social Sciences and Environmental Design and Management each produced 4% of the total respondents. Subsequently, 3% of the respondents are from the Post Graduate College.

**Table 4.5 Respondents by Unit**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Registry	22	19
Faculty of Administration	6	5
Faculty of Agriculture	8	7

Faculty of Arts	7	6
Faculty of Education	4	4
Faculty of Environmental Design and Management	5	4
Faculty of Law	4	4
Faculty of Pharmacy	8	7
Faculty of Science	13	11
Faculty of Social Sciences	4	4
Faculty of Technology	13	12
College of Health Sciences	16	14
Postgraduate School	3	3
<b>Total</b>	<b>117</b>	<b>100%</b>

**Source: Fieldwork, September, 2018.**

Table 4.6 presents the frequency distribution of respondents by number of years in service. From the table, it can be concluded that most of the respondents have been working for 6-10 years (31.9%) while 25.7% have worked for 26 years above. This is closely followed by 16.8% of the population who have worked for 0-5 years, 9.7% who have worked for 21-25 years, 9% who have served for 16-20 years and 8.0% who have worked for 11-15 years.

**Table 4.6: Respondents by Number of Years of Service**

<b>Classification</b>	<b>Frequency</b>	<b>Percentage (%)</b>
0-5 years	19	16.8
6-10 years	36	31.9
11-15 years	9	8.0
16-20 years	9	8.0
21-25 years	11	9.7

26 years and above	29	25.7
<b>Total</b>	<b>113</b>	<b>100.0</b>

**Source: Fieldwork, September, 2018.**

### **Identify the Channels of Communication in Obafemi Awolowo University**

Table 4.7 presents information on respondents’ opinion of the most frequently used channels of communication in Obafemi Awolowo University. The table reveals that memorandum is the most frequently used channel of communication with 21% of respondents listing it. 18% of respondents listed internet/website/e-mail as the most frequently used channel of communication. 14% of respondents stated that Verbal/face-to-face communication is the most used channel. 12% of the population claimed that the use of Telephone is frequent. The use of Letters/Mails are also frequent according to 12% of the respondents. 8% believe that circulars are the most frequently used channels while 1% claim that reports are most frequently used. The use of Meetings and Text messages account for 4% each of the total response of respondents while the use of Bulletins and Social Media account for 3% each of the population’s response.

**Table 4.7: Respondents’ opinion on the most frequently used channels of communication in Obafemi Awolowo University**

<b>S/N</b>	<b>Channels</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1	Reports	1	1
2	Meetings	8	4
3	Newsletters/Bulletins	5	3
4	Text messages	9	4
5	Verbal/Face-to-face	28	14
6	Letters/Mails	25	12
7	Memorandum	44	21

8	Circular	17	8
9	Social Media	7	3
10	Internet/Website/E-mail	38	18
11	Telephone	25	12
	<b>Total</b>	<b>207</b>	<b>100%</b>

**Source: Fieldwork, September, 2018.**

### **Investigate the Communication Climate of Obafemi Awolowo University**

Table 4.8 presents information on respondent’s opinion on the communication climate in Obafemi Awolowo University. In response to the statement “Management communicates often with employees” 36.3% of the population strongly agreed, the highest percentage of the population (51.3) agreed, 1.8 percent were undecided, 7.1% disagreed while 3.5% strongly disagreed. 23.0% of respondents strongly agreed to the assertion that information is communicated via appropriate means while 61.9% of respondents agreed. 9.7% were undecided, 4.4% disagreed with the assertion while 0.9% strongly disagreed. 58.4% of the population agreed that directives from management and superiors are clear, consistent, detailed and accurate while 28.3% strongly agreed. 8.8% were undecided, 3.5% disagreed and 0.9% strongly disagreed. While 25.7% and 43.4% of respondents strongly agreed and agreed respectively that information received is timely, job relevant, detailed and accurate, 13.3% were undecided, 13.3% disagreed and 4.4% strongly disagreed. 15.9% and 11.5% disagreed and strongly disagreed respectively that members of staff are free to exchange information and opinions with management, superiors, colleagues and subordinates. 13.35 strongly agreed with the statement, 46.0% agreed and 13.3% were undecided.

It was also gathered that 13.3% of respondents strongly agreed and 51.3% agreed that management/superiors welcome feedback from subordinates. 2.7% strongly disagreed with this assertion, 18.5% disagreed while 14.2% were undecided.

The table also shows that 17.7% of the population agreed that reports which come from subordinates are clear, consistent and easy to understand. 58.4% agreed to the above statement while 5.3% disagreed. 18.6% were undecided and 0% strongly disagreed.

**Table 4.8: Respondents’ opinion on the communication climate in Obafemi Awolowo University**

S/N	Variables	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
		F	%	F	%	F	%	F	%	F	%	
A	Management/superiors communicate often with employees	41	36.3	58	51.3	2	1.8	8	7.1	4	3.5	1.90
B	Information is communicated via appropriate means	26	23.0	70	61.9	11	9.7	5	4.4	1	0.9	1.98
C	The directives that come from management/superiors are clear, consistent and easy to understand	32	28.3	66	58.4	10	8.8	4	3.5	1	0.9	1.90
D	Information received is timely, job relevant, detailed and accurate	29	25.7	49	43.4	15	13.5	15	13.5	5	4.4	2.27
E	Members of staff are free to exchange information and opinions with management, superiors, colleagues and subordinates	15	13.3	52	46.0	15	13.3	18	15.9	13	11.5	2.66
F	Management/superiors welcome feedback from subordinates	15	13.3	58	51.3	16	14.2	21	18.5	3	2.7	2.46
G	The reports that come from subordinates are clear, consistent and easy to understand	20	17.7	66	58.4	21	18.6	6	5.3	0	0.00	2.12

Source: Fieldwork, September, 2018

**Examine the Effect of Communication On Job Performance of Non-Teaching Staff in Obafemi Awolowo University**

Table 4.9 presents the frequency distribution of the respondents based on how communication affects job performance of non-teaching staff in Obafemi Awolowo University. The table reveals that the largest percentage of respondents (45.1%) claim that quality of output is high while 35.4% claim that quality of output is very high. However, 16.8% claim that it moderate and 2.7% believe that it is low. None of the respondents agreed that quality of output is very low

The study also revealed that punctuality to work was very high (31.9%) and high (47.8%). 15.0% claimed that punctuality to work is moderate, 4.4% indicated that it is low and 0.9% indicated that it is very low.

Dependability was also indicated to be very high (24.8%) and high (42.5%). 27.4% considered it to be moderate, 1.8% and 3.5% considered it to be low and very low respectively.

Though, initiative and self-confidence were rated very low and low by 1.8% and 4.4% of respondents respectively, 20.4% and 46.9% rated it as very high and high respectively. 26.5% considered it to be moderate.

Speed of administrative action was ranked very high by 21.2% of respondents and high by 51.3%. 19.5% considered it to be moderate while 5.3% considered it to be low and 2.7% considered it to be very low. In the same vein, willingness to accept additional responsibilities was rated high by 39.8% of the population and considered to be very high by 23.9%. However, 27.4% claim that willingness to accept additional responsibilities is moderate, 7.1% claim it is low while 1.8% claim it is very low. While responsiveness to training/demands of the job was very high (26.5%) and high (41.6%) respectively.

Although, cooperativeness was ranked low and very low by 5.3% and 1.8% of the population respectively, 22.1% considered it to be very high and 40.7% believe it to be high. 30.1% rated it as moderate. Motivation to work was considered very high, high and moderate by 23.9%, 35.4%

and 23.9% of the population respectively. 13.3% rated it to be low while 3.5% rated it to be very low.

**Table 4.9 Frequency distribution of respondents based on the effect of communication on job performance of non-teaching staff in Obafemi Awolowo University**

S/N	Variables	Very High		High		Moderate		Low		Very Low		Mean
		F	%	F	%	F	%	F	%	F	%	
A	Quality of output	40	35.4	51	45.1	19	16.8	3	2.7	0	0.00	1.89
B	Punctuality to work	36	31.9	54	47.8	17	15.0	5	4.4	1	0.9	1.94
C	Dependability	28	24.8	48	42.5	31	27.4	2	1.8	4	3.5	2.17
D	Initiative and self-confidence	23	20.4	53	46.9	30	26.5	5	4.4	2	1.8	2.20
E	Speed of administrative action	24	21.2	58	51.3	22	19.5	6	5.3	3	2.7	2.15
F	Willingness to accept additional responsibilities	27	23.9	45	39.8	31	27.4	8	7.1	2	1.8	2.23
G	Responsiveness to training/demands of the job	30	26.5	47	41.6	24	21.2	10	8.8	2	1.8	2.18
H	Cooperativeness	25	22.1	46	40.7	34	30.1	6	5.3	2	1.8	2.23
I	Motivation to work	27	23.9	40	35.4	27	23.9	15	13.3	4	3.5	2.37

**Source: Fieldwork, September, 2018**

### **Analyse the Challenges Affecting Effective Communication in Obafemi Awolowo University**

Table 4.10 presents information on the opinion of respondents as regards the challenges which affect effective communication in Obafemi Awolowo University. It was discovered that the most prominent challenge is delay in circulation of information. 15% of respondents stated this as the

main challenge. Organisational barriers was indicated to be a major challenge by 14% of respondents. 6% cited distrust/insincerity between employees as a challenge. Inadequate communication/infrastructure was listed as a major challenge by 10% of respondents.

6% and 7% of the population considered the attitude of the management and the attitude/mindset of employees to be a serious challenge respectively. Poor internet network/ service was cited by 7% of the population, poor welfarism by 6%, level of education/literacy by 5% and superiority complex/gap between higher and lower levels by 3% as challenges affecting effective communication. 3% of the respondents cited information overload while 2% cited erratic power supply.

Fear of technology and level of income were listed by 2% of respondents respectively. Tone of communication, laziness of members of staff, disrespect and diplomatic malice were each listed by 1% of respondents respectively. 4% claimed there were no challenges affecting effective communication in Obafemi Awolowo University.

**Table 4.10: Respondents’ opinion on challenges affecting effective communication in Obafemi Awolowo University**

S/N	Challenges	Frequency	Percentage (%)
1	Attitude of management	8	6
2	Delay in circulation of information	21	15
3	Diplomatic malice	1	1
4	Disrespect	1	1
5	Distrust/Insincerity between employees	8	6
6	Erratic power supply	3	2
7	Fear of technology	3	2
8	Inadequate communication infrastructure/equipment	15	10
9	Inadequate funding	8	6
10	Information overload	4	3
11	Laziness of members of staff	1	1

12	Level of education/literacy	7	5
13	Level of income	3	2
14	Mindset/attitude of employees	10	7
15	Misunderstandings between employees	3	2
16	No challenges	4	3
17	Organisational barriers	20	14
18	Poor internet network/service	10	7
19	Poor welfarism	8	6
20	Superiority complex/gap between higher and lower levels	5	3
21	Tone of communication	1	1
	<b>Total</b>	<b>144</b>	<b>100%</b>

**Source: Fieldwork, September 2018.**

#### **4.2 Analysis of Data Generated from In-depth Interviews**

Interview respondents confirmed that the most frequently used means of communication in the university were printed materials such as memos, circulars, letters and bulletins. They also mentioned the use of the university’s website, telephone calls and verbal instructions.

When asked which means they considered to be most appropriate and effective, majority of the respondents stated that none was necessarily better than the other. Some stated that the means to be used depended on factors such as the source of the message, the prevailing situation and the type of information to be transmitted. However, the respondents rated the frequently used means as appropriate and effective.

When asked to assess the information flow between management and employees in the university, the respondents stated that the flow was mostly top to bottom. Information flow was considered to be smooth, fair and regular. However, a particular respondent stated that when it came to issues bordering on the welfare of staff, the management was not regular or timely with information. The flow of information between superiors and subordinates was also considered to

be good. Although, one of the respondents opined that some superiors are unapproachable and do not take the opinions and suggestions of subordinates into consideration.

All interview respondents agreed that communication has both positive and negative effects on the job performance of non-teaching staff in Obafemi Awolowo. They however stated that the effects were mostly positive. Several challenges affecting effective communication in the university were highlighted. Respondents complained about the delay in circulation of information. They remarked that some printed materials get to them very late.

All respondents particularly complained about inadequate communication facilities such as computers, low access to the internet and poor network. One of the respondents lamented “we are in the jet age where we have to use computers and internet. These are not readily available to all members of staff”.

Some listed inadequate funding and shortage of personnel as major challenges affecting effective communication while others complained about the level of education of some members of staff. A respondent stated that well educated staff were more likely to understand and respond to messages communicated in a better way.

One of the respondents considered superiority complex to be a major challenge. He asserted that some members of staff consider themselves to be better and higher than others because they have higher educational or professional qualifications. He opined that this could make some members of staff feel inferior and as such be unwilling to put their best into their work. A number of solutions were proffered to the challenges which were highlighted.

The study revealed that the top five most used channels of communication in Obafemi Awolowo are Memorandum (21%), Internet/website/e-mail (18%), Verbal/face-to-face (14%), Letters/mails (12%) and Telephone (12%). These channels have varying levels of richness. The top five channels are a combination of very rich, medium rich and low-richness mediums. For instance, Verbal/face to face and telephone channels are high in richness. Internet/website/e-mail channels provide medium richness while Memorandum is considered to be low in richness. Despite this, majority of respondents (61.9%) agreed that information is communicated via appropriate means. This was corroborated by interview respondents who said that they

considered the channels of communication to be appropriate and effective. This is so because a hybrid of channels with different richness and effectiveness levels are used.

Based on the results of this study, the communication climate in Obafemi Awolowo University can be said to be open and supportive. Majority of respondents agreed with the variables which were used to measure communication climate. For instance, 51.3% agreed that management and superiors communicate often with employees and subordinates. 61.9% agreed that information is communicated via appropriate means. 58.4% also agreed that directives are clear, consistent and easy to understand. 43.4% agreed that information is timely, job relevant detailed and accurate while 46.0% agreed that members of staff are free to exchange information and opinions with management, superiors, colleagues and subordinates. Furthermore, 51.3% agreed that management and superiors welcome feedback while 58.4% agreed that reports from subordinates are clear, consistent and easy to understand.

Since the channels which are mostly used are high to medium in richness levels, communication flow is smooth and the communication climate is open and supportive it is not surprising that the effect can be seen on the performance of non-teaching staff. 45.1% of respondents rated quality of output to be high. 51.5% of respondents rated speed of administrative action to be high. 46.9% affirmed that initiative and self-confidence was high while 35.4% claimed that motivation to work was high. It can be concluded that the effect of communication on job performance of non-teaching staff in Obafemi Awolowo University is positive and there is a significant relationship between communication and job performance.

The top three challenges which were raised are delay in circulation of information (15%), organisational barriers (14%) and inadequate communication infrastructure (10%). The delay in circulation is due to large reliance on traditional media especially printed materials. Management will do well to balance this up with richer and faster mediums which will eliminate reliance on personnel for distribution and also reduce organisational barriers.

## **Conclusion**

Based on the findings of this study, the following conclusions are drawn. Communication is the lifeline of an organisation. It determines the success or failure of an organisation as it influences

the performance level of the personnel which determines the performance level of the whole organisation. In this regard, the management of Obafemi Awolowo University must maintain its communication standards by ensuring that it communicates frequently with employees via the appropriate means. Management must also strive to stimulate upward flow of information in order to ensure a balanced two-way information flow. Also the challenges highlighted in this study should be adequately addressed to enhance effective communication in the university. Furthermore, given the steady advancement of technology, the university is implored to constantly evaluate its communication system and strive to keep up to date with current technology.

### **Recommendations**

From this study, it was realised that communication plays an important role in determining performance level in the organisation. Although communication in Obafemi Awolowo University appears to be fair, several challenges were highlighted. These recommendations are therefore made to make communication more effective in the university.

The management is advised to invest in communication facilities and improve accessibility to the internet. Internet facilities should be readily available and free for all members of staff. This will eliminate the need for over-reliance on printed materials and personnel to physically distribute them. Subsequently, this will solve the problem of delay in circulation of information and bureaucratic bottlenecks as members of staff will be able to access and send information speedily without going through several channels.

Members of staff should be educated on the importance of communication in the organisation and should also be trained on the latest trends in communication technology at periodic intervals.

To address the problem of power supply, the university should look into other sustainable energy options such as solar energy. The problem of inadequate can be addressed if the management explores creative means of generating internal revenue.

Furthermore, to tackle the challenge of superiority complex, member of staff should understand their role in the system and accord other members of staff their due respect as stakeholders in the university.

Management should look into issues bordering on the welfare of staff and create a suitable working environment where staff will be motivated to put in their best.

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