UNIVERSITY OF CAPE COAST

COMMUNICATION PRACTICES AMONG UNIVERSITY ADMINISTRATORS AT CENTRAL UNIVERSITY, ACCRA, GHANA

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UNIVERSITY OF CAPE COAST

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BY

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Thesis submitted to the Institute for Educational Planning and Administration, School of Educational Development and Outreach of the College of Education Studies, University of Cape Coast, in partial fulfilment of the requirement for the award of Master of Philosophy degree in Administration in Higher Education.

JULY, 2018

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:.. Date:..........................

Name: Charles Akafia

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature:.................................. Date:........................

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VERITAS NOBIS LUMEN

ABSTRACT

The purpose of this study was to assess communication practices among university administrators at Central University, Accra, Ghana. A descriptive survey involving the use of questionnaire was employed to solicit information from administrators. The total sample for the study was 50. A questionnaire was administered to administrators. The data were analysed using Pearson product moment correlation coefficient, mean and standard deviation. The census sampling method was used, the researcher adopted this method because according the business jargons, the results based on this method are less biased and also it stated that, the census sampling method can be applied in a situation where the separate data for every unit in the population is to be collected, such that the separate actions for each is taken. The results indicated that even though there were laid down standards of communication in the university, there were some few challenges to communication such as receive information through informal channels should be more proactive in communicating issues to employees. Since good communication practices bring about satisfied customers and vice versa, in this case, the major recommendation to the challenges of communication was that conversation intent must be well explained and consent invited and also non-verbal communication such as gestures should be used to enhance smooth flow of communication in the university.

KEY WORDS

Communication

Communication Practices

Central University College

Decoding

Encoding

Higher Education

University Administrators

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DEDICATION

To my lovely wife Emily Akafia and my children, Felix Akafia, Charles Akafia Junior, Cecilia Akafia and Prince Akafia.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Communication is the cornerstone of strong, healthy relationships. Relationships begin and develop through communication. It is indeed one of the major elements of success in any human relationship. What then is communication? According to Mankoe (2007), "It is the process in human relations of passing information and understanding from one person to another" (p.117). The word 'communication' is derived from a Latin word 'communis' which means to make common, to share, to impact or to transmit. The origin of communication dates back to the Greek era of civilization. History has it that, the ancient Greeks were the first to study the communication process systematically. Their concept of logic persuasion, dictation and speaking are not out of date today, twenty-five centuries later (Mortensen, 1972).

As do modern methods, communication theory by Aristotle focused on the fundamental elements of the communication process: the speaker, the message and the audience. His model of communication depicts communication as a simple structured process in which the communicator (sender) transmits a thought, idea or feeling to another person (receiver). In recent times, the model has been modified to include other terms like encoding, message, medium, decoding, reaction, feedback and noise. Peretemode (1992), believes that communication is the transfer of information, feelings or messages from a source to a receiver. Communication pervades organizational activities and it is the process by which things are done in organizations (Gibson, Ivanceviah & Donelly, 2000). If management and administration really want to make an impact in their organization, then they must communicate.

According to Afful-Broni (2006), it has been reliably discovered that one of the most potent means of psychologically and socially killing a person and cutting him off any community or organization is through negative communication. In this context, we are referring to the deliberate refusal to communicate valuable information to a person or a group of persons for their survival. Negative communication is also understood to mean the situation where information flow is so poorly done, so deliberately twisted through improper transmission or where the information is intentionally or incompetently made to arrive so late that it is of no use to the recipient.

It is for the above reason that proper communication is important. The administrator of a university needs to effectively communicate information to teachers, other administrative staff, kitchen staff, students and the community. An essential leadership task is to discern which data to share, how to share and when to share it and which to withhold (Agyenim-Boateng, Atta & Baafi-Frimpong, 2009). Leaders must create the atmosphere within which communication can flow not only from the top to down, but also from the bottom up. Without communication, we would not be able to function. We interact with others, share information, beliefs, exchange ideas and stimulate plans and solve daily problems by use of communication. According to Hanson (1991), communication is not merely a matter of action and reaction; it is a transactional exchange between two or more individuals. Within this context, communication can be defined as the exchange in meaning. We all depend on communication to help meet our needs, find happiness and attain personal fulfillment. Possessing the ability to communicate effectively with others is essential for one's own success and the success of the organization that one works for or any group that one belongs to.

Communication is the transfer of information, feelings or messages from a source to a receiver, using verbal and non-verbal symbols. The verbal communication involves the use of spoken words, either in face-to-face setting or through telephone. The non-verbal communication includes facial expressions, gestures, eye-movement, posture and other body movements (Hellriegel, Slocum, & Woodman, 1992).

Written communication may take the form of letters, memoranda, telegrams, annual reports and others. Visual communication is where a pictorial appeal is made to the receiver in the form of materials such as posters, diagrams and cartoons. The audiovisual one appeals to the eye and is heard at the same time, using both sound and pictures through televisions, videos, and others (Becker & Ekdom, 1980).

Communication could either be formal or non-formal. The formal communication is the officially recognized means of sending messages, which is transmitted along the official laid down lines of authority, while in-formal communication is the transmission of information through officially un-recognized channels and means, which do not follow any laid down procedures (Comrad, 1985).

Communication is integral for any relationship, be it a familial relationship, a friendship, a business association, a working relationship, or a romantic partnership. Not only is communication important for the success of any relationship, but the lack of it can absolutely ruin a relationship. The repercussions of poor communication include feelings of betrayal, fast propagating of distrust, misinterpretation of signals and events, accumulation of problems, willing self-isolation, and the deterioration of relationships. Communication is an excellent means by which all involved parties can work on ailing relationships (Bethel, 2000).

The quality of communication has a direct impact on the quality of the relationship especially at the workplace. This is why effective communication is crucial, as we all yearn for close healthy relationships throughout our lives. Effective communication can therefore be the tool for fostering trust and cooperation among workers, and also increase their commitment to the goals of any organization (Hellriegel, Slocum & Woodman, 2001).

Every time we speak, we choose and use one of four basic communication styles: assertive, aggressive, passive and passive-aggressive. Assertive communication is the ability to speak and interact in a manner that considers and respects the rights and opinions of others while at the same time standing up for your own rights, needs and personal boundaries. It is the most effective and healthiest form of communication style and creates opportunities for open discussion with a variety of opinions, needs and choices to be respectfully heard and considered in order to achieve mutually satisfying solutions.

Aggressive communication always involves manipulation, where one may attempt to make people do what he/she wants by inducing guilt (hurt) or by using intimidation and control tactics (anger). Passive communication is based on compliance and hopes to avoid confrontation at all costs. In this mode, the speaker does not talk much, question even less, and actually does very little. Finally, passive-aggressive communication is the term used to describe communication and behaviour that is a) indirect and b) contains messages that are driven by negative emotions, maliciousness or are otherwise intended to attack someone (Ishii, 1981).

Within every organization, information is transmitted through the following channels: vertical (downward or upward), horizontal, diagonal and outward. Downward communication occurs when information is carried from a superior to the subordinates, while the upward one is the flow of opinions, ideas, complaints, and others from subordinates to superiors. The horizontal communication is the flow of information among employees of the same level in an organization. The diagonal one is the transmission of information between a superior in one unit and a subordinate in another. That is, it is the interaction among units at different levels. The outward communication is the flow of information between an organization and the outside world or the general public (Philips & Brown, 1993).

Every organization is directed and managed by leaders and the school as an organization has the administrator as its leader and communication, thus, exists across all relationships in the institution. A leader is defined as a person who is appointed, elected or informally chosen to direct and co-ordinate the work of others in a group (Yukl, 2002). Leadership can be considered to be the personal qualities, behaviours, styles and decisions adopted by the leader. Gardner (1990) describes leadership as a process of persuasion or example by which an individual induces a group to pursue objectives held by the leader or shared by the whole group. This strong statement suggests that the leader cannot only rely on the policies, statutes, laws and protocol of the organization to rule effectively but also needs to consider the system of communication to be adopted.

Leadership is an important concept in the study of groups since it has to occur usually in order for groups to become more effective. The leader plays an active part in development and maintenance of role structure and goal direction and influences the existence and efficiency of the group (Cheng, 2002). According to Amuzu-Kpeglo (2005), communication helps management to engage in managerial functions such as planning, organizing, co-ordinating, directing and decision making. The head alone cannot perform all these managerial functions, therefore there is the need for him to organize regular staff meetings and also issue notices from time to time so that through delegation of responsibility, he will be able to attain the targets set for the school. Communication therefore becomes an outlet through which these managerial functions could be performed.

An organization has been described as "...a system having an established structure and conscious planning, in which people work and deal with one another in a coordinated and co-operative manner for the accomplishment of recognized goals" (Beach, 1985, p.64). As a system, it consists of many interdependent parts and there are subsystems within the whole system. Structurally, there is a degree of formality involved and that the members have designated roles to play. This description of organization has wide application to all fields of human endeavour including business enterprises, the military, government, schools and colleges, churches and other non-governmental establishments (Beach, 1985).

According to Martens (1997), communication, motivation and performance are indicators that reflect in the student attitude about how much they can trust what the teacher says. Students will give teachers credibility, simply because they occupy the prestigious role of the teacher. Berger (1990), stated:

> *Communication scholars tend to feel that communication is central to understanding everything else and have generated innumerable theories of communication models of the communication process. There seems to be a split in communication study between people with a social science background versus people with different ideas about communication. Schools of communication are recent arrivals in academia and many of the most influential thinkers in these schools are people who have trained in sociology, political science, history, literature, journalism, economics, psychology and anthropology (p.137).*

According to Froyen (1998), in addition to possessing communication skills that draw students into a relationship, the teacher must be skillful in encouraging the student to use the relationship for growth. The skill is grounded in a basic belief in the goodness of the students and their ability to separate their work from their worth. Communication is the lifeblood of any organization. The need for effective internal communication systems is particularly crucial when organizations, such as schools, are operating in a turbulent environment of rapid and sustained change. Schools must be innovative to be able to respond and adapt to the challenges presented by such changes. It is now increasingly evident that those organizations which promote good internal communication reap positive dividends in meeting these challenges.

However, there is a need for hard data on the nature, structure, flow and practice of communication to ensure that the most effective systems are put in place and are working to the optimal level. To achieve this, a method of assessing the communication practices need to be employed which allows for a thorough analysis of internal organizational communication, and also to explore the principal tools utilize in the implementation of a communication.

From the discussion so far, it is evident that no human institution or society can make their feelings, knowledge and aspirations known without communication. Again, how can the organizational goals be achieved without communication? The absence of communication could be a serious challenge to the development of society.

This is why the administrator of an educational institution needs to communicate and communicate well. All these functions need to be performed through people as the head alone cannot perform all these functions. There is the need therefore for the head to use the tools and media at his disposal to effectively perform these functions. Effective use of staff meetings, the use of Student Representative Council (SRC), effective use of the notice board and through effective co-ordination and delegation of power, the administrator would be able to take the university to greater heights. One of the major means available for the head to achieve these is through effective communication. Communication is one of the effective tools used by most leaders to achieve organizational goals. Effective flow of information is one of the crucial functions of management in an organization. This is because when management communicates with employees ideas are shared and concerns expressed from both ends (Levy, Wubbels, Brekelmans, & Morganfield, 1997).

The flow of information in any organization therefore is important in that it creates a tunnel through which the players of an organization can channel their view and grievances to promote understanding, effective co-ordination and team- spirit. It is in this vein that Lesikar (1974) maintained that communication is an ingredient which makes organization possible.

A focused communication strategy makes a significant contribution to achieving managerial effectiveness and must become an integral part of the strategic planning process for all organizations (Irving & Tourish, 1994). As part of this, effective communication systems and practices need to be developed and implemented. This starts with ascertaining the existing level of communication effectiveness (or breakdown) within the organization concerned. Much management activity consists of “firefighting” rather than the exercise of strategic leadership, while the problems that prove so distracting on a day-to-day basis are often the consequence of bad communication systems. These produce poor staff commitment, and lead to staff who are less effective in their jobs (Larson & Fukami, 1984), with more absenteeism (Steers, 1977) and higher staff turnover (Angle & Perry, 1981) than their more informed counterparts. As a result, when there is a change in the organization, little misunderstandings can grow into dissatisfaction.

The organisational structure of Masinde Muliro University of Science (MMUST) is based on the University Act of 30th December, 2006.The University is run by the University Council as the supreme organ with the day to-day activities run by Senate, chaired by the Vice Chancellor. The Senate comprises of the Vice Chancellor, Deputy Vice Chancellors, Deans of Faculties, Directors of Institutes, Schools and Centres, Chairpersons of Teaching Departments, the University Librarian, representatives of Librarians, faculty representatives, professors, student representatives, trade union representatives and Coordinators of Campuses and other directorates. At all levels of administration and management, there is usually upward, downward horizontal and lateral communication. There are issues of concern that require managers and administrators to consult over and make decisions that guide provision of services as promised in the service charter. The coordination of administrative, financial, academic functions of the University is placed in the offices of the Deputy Vice Chancellors supported by professional experts. Moss and Martinko (1998) noted that when receivers do not trust senders, and when they do not believe senders know what they are talking about, receivers are reluctant to accept the message. (Gibson, Ivancevich, Donnelly and Konospaske 2003) had similar opinion.

Statement of the Problem

The responsibility for the development of effective communications strategies and systems is essentially that of management. Administrators need to organize ways of integrating a communications programme with existing general managerial functions. They should therefore think about how to develop a comprehensive communications strategy as an integral part of their overall strategic planning programme. For this reason, it has been argued that communication is the critical success ingredient in a university strategic planning (Negben, 1991).

Hence, administrators must be able to assess the effectiveness of their university communication practices. To do so, they need to know what these are and how well they are currently functioning. It is important that there should be some review of and accountability for the flow of organizational communication. At the practical level, this means that if vital information is not reaching its target audiences, then the blockages in the communication channels can be identified and dealt with (Tourish & Hargie, 1996).

Here in Ghana, it is assumed that there is a communication gap among lecturers, registrar and administrators. This has led to numerous agitations of both administrators and lecturers against their head of department. In the Ghanaian Times of March 27, 2005, p.7, an article by Hope, Kinsley E. captioned “Lecturers cross sword with administrators” purported that, the registrar of Central university, misappropriated funds and refused to release money for science practical. This led to agitations and unrest among both staff and students calling for the head’s removal from the university.

Many industrial disputes originate due to failure in communication because according to (Johnson, 2018). Poor communication is one of the main causes of conflict between employees in the workplace. According to her, this may be the result of difference in communication styles or a failure to communicate well. McQuerrey (2018), also stated that, communication problems in the workplace can have a negative impact on morale, productivity and interdepartmental working relationships. Eihsenhauer (2015) stated categorically that, communication is a core part of the human experience and yet, we still struggle with it. Hence it is important to stress that in communication, emotions, environment, psychological and technical characteristics of the medium is relevance to enhance the organisational performance (Chidiebiere, Nwanko & Okonkwo, 2015). In the view of Okoye (2004), psychologically transmission goes beyond reception of information to understanding and feedback. Communication is practiced in a variety of ways in every university.

The positive effects of these practices may promote an open office climate or environment where all staff are encouraged to contribute to the welfare of the various departments and the university as a whole. According to Chudi-Oji (2013), in spite of the laudable roles of effective communication in improving organisational performances, it is regrettable that some faculties pay lip service to the maintenance of effective communication systems. The researcher is of the view that the problem with communication among administrators in tertiary institution is that sometimes messages which are transmitted from one administrator may not be clear, some of the administrators are not given the chance to air their grievances, others may doubt messages received from the grapevine, and also text messages sent to administrators concerning administrative issues may delay due to network problems and finally some introverts may be scared to ask questions from other administrator because they may feel everyone will think that they are dumb. Despite all this problem, Hoppe (2015), suggested some ways of improving communication which are: establish a foundation first, prove through your words and actions that you're trustworthy, explain why you're asking your employee to do something, really listen and avoid making quick assumptions.

McLeod (2004), asserted that where individuals suddenly unable to communicate with one another would rapidly evolve into a solitary species. For this reason, it has been argued that communication is the critical success ingredient in a school's strategic planning (Negben, 1991). University administrators are faced with several challenges which is said to be lack of transparency, disputes, lack of quality assurance among administrators and others are caused by lack of communication among administrators in which Central University is not an exception to that.

Meanwhile, Central University is one of the earliest private Universities in Ghana and has gained both national and international recognition such as best University award by the Europe Business Assembly (EBA) during the Socrates Awards ceremony which was held on 14th October, 2014 at the Oxford Town Hall, UK under the framework of Oxford Summit of Leaders "Science and Education, Innovative Models of Development.", Also, Central University College won the Best Academic Excellence Award by the National Gold Award and Head of State Ghana Business Awards 2015 held at the State Banquet Hall on 14th July, 2015 at a ceremony that recognizes exceptional commitments and excellence in sustainable business. This means they are also doing something good concerning their communication system which is making them gain recognition both nationally and internationally.

Therefore, this study hoped to find out about the communication practices, standards for communicating, challenges of communication practices and measures put in place to ensure smooth flow of communication among administrators in Central University**.** However, some people also argue out that communication does not play any essential role as far as university administration is concerned. It is upon this note that the researcher wants to investigate the communication practices among university administrators in Central University.

Purpose of the Study

The study sought to assess communication practices among university administrators at Central University, Accra, Ghana. The specific objectives of the study are to:

1. Find out communication practices among administrators in Central University.
2. Assess the set standards for communication among administrators in Central University.
3. Examine the challenges administrator faced by the communication practices in Central University.
4. Investigates the measures put in place to ensure smooth flow of communication among administrators in Central University.

Research Questions

The following research questions sought to guide the study.

1. What are the communication practices among administrators in Central University?

2. What are the set standards for communication among administrators in Central University?
3. What are the challenges administrator faced by the communication practices in Central University?
4. What measures are put in place to ensure smooth flow of communication among administrators in Central University?

Research Hypotheses

H1: There is positive strong relationship between good communication and information flow among university administrators.

H2: There is positive strong relationship between good communication and quality of communication in the institution.

Significance of the Study

A healthy organization is one in which an obvious effort is made to get people with different backgrounds, skills, and abilities to work together towards the goal or purpose of the organization. In mobilizing people in order to realize the set goals of the organization, communication tools must be effectively used by both administration and subordinates (Negben, 1991). There is therefore the need to study how administrators in central university use these communication tools effectively in the running of the university in order to achieve results. According to Hackman and Johnson (1996), effective communication occurs when the intended message of the sender and the interpretation of the receiver are one and the same. Again, he believes that appropriate use of information technology such as e-mail can made communication effective in organizations.

Research findings are important tools for socio-economic advancement and nation building. The findings of this particular study would be of great value and importance in the sense that this research would not only add to work that have already been done in this area of study but would also enable university administrators to know the importance of communication among university administrators. The study would be beneficial to administrators of universities to know how important communication is to the university. The study would also help university administrators to know how to communicate effectively among themselves within the institution.

This study is based on how communication barriers among Central university administrators can be controlled and how the controlling of it would lead to effectiveness among Central university administrators. Also, all universities that are interested in controlling communication barriers to improve effectiveness in the communication among their administrators may be guided by this study. This study would also help student researchers and other stakeholders of Educational Administration. This study would serve as a source of reference to researchers who may need information on this topic or related topic.

Practicing teachers would also be made aware of certain communication variables that affect them adversely either individually or collectively for which they need not blame the headmaster. Finally, it will help policymakers to know how to package information to those at the grass root so that they can get their support in the realization of educational goals.

Delimitation of the study

The study covered administrators of Central University and communication practices amongst them. Students in the university were not included because the study was focused on the university administrators. Geographically, the study was limited to the Miotso campus of Central University and the study confined itself to looking at the administrators in Central University.

In order to provide in-depth analyses of the issues at hand, the study used descriptive survey to have a fair understanding of the study. The participants were selected with no recourse to their ethnic, cultural or socio-economic backgrounds. Without a doubt, the selected participants were not a representation of the whole administrator population in Central University, but it can be presumed that they share common challenges and barriers with the rest of the administrator.

Limitation of the study

According to Best and Kahn (2006), limitations are conditions beyond the control of the researcher; in that, they may place restrictions on the conclusions of the study and their application to other situations. Firstly, critics of case study design argue that generalising the findings of such studies is difficult and unreliable because of their limited coverage (Cohen, Manion, & Morrison, 2007).

Moreover, since the research instruments often gather the views and opinions of the participants, it was realised that some of the participants could potentially be identified. The threat to confidentiality and anonymity of information provided by the participants were higher, considering the number selected for the study. The researcher decided to exclude from the data any comments/quotations that could expose the identity of any of the participants.

Merriam (2009) and Stake (1995) draw researchers' attention to potential bias which could occur during data collection, construction and analysis. In this study, attempts were made to ensure that the procedures for data collection were without biases. Firstly, the questionnaire was piloted before their execution. Secondly, two methods were used to collect data from respondents. In spite of these limitations, it could be said that the descriptive survey was appropriate for the study.

Definition of Terms

Administration: The process or activity of running a business, organisation.

Communication: According to Ratliffe and Hudson (1989), communication is a process of sending and receiving information with other people by using words and actions at the same time, in order to reach mutual understanding among the communicators. "Another important key to understand communication is to realize that communication events do not occur in isolation from one another. Each interaction that you have affects each one that follows, and not always in a simple, direct manner" (Barker, 1990, p.4). In this study communication is defined as the interaction that happens between people in order to achieve some goals.

Communication Style: refers to the methodology used by a school principal to communicate with teachers.

Decoding: Convert a coded message into intelligible language.

Effective Communication: It is a concept used to indicate that positive communication leads to achievement of aim. As Stapleton (2009) defined it in his study, effective communication depends on the receiver's high level of understanding of the information being sent.

Encoding: Using a technique to convert a message into a coded form.

Higher Education: Education at universities or similar educational establishments, especially to degree level.

Organisation of the Study

The study was organised into five chapters. Chapter One consists of the background of the study, statement of the problem, the purpose of the study and the research questions. The chapter also includes delimitation of the study, limitation of the study, the definition of terms as well as the organisation of the study.

Chapter Two reviews relevant literature. This includes theoretical review, conceptual framework and empirical perspective. Chapter Three describes the research methods which were employed for the study. The chapter captures the philosophical stance of the study, research design, population, sample and sampling procedure, research instrument, the trustworthiness of the study, pretesting of the instrument for data collection as well as the procedure for data processing and analysis.

Chapter Four of the study concentrates on the results and discussion. The chapter includes the background characteristics of respondents. The analyses were done in line with the research questions/hypotheses. Chapter Five presents the summary, conclusions and recommendations of the study. Areas of further research were also suggested in this chapter.

Summary of Chapter One

This chapter is an introduction to the study. It has provided insight into the study by outlining the background to the study, statement of the problem and significance of the study, delimitation, limitation, operational definition of key terminologies and an outline of chapter divisions.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

This section reviews the relevant literature of the study. The researcher is aware that other authors have written on this topic. For this reason, it is necessary to review literature related to this topic. Pieces of information were gathered from journals, abstracts, the internet, books, and works people have done on guidance services. The literature review covered these areas. Overview of communication, definition of communication, history and development of communication, popular theories of organisational communication, characteristics of communication, effective communication, measures that can be put in place to enhance communication, the components and process of communication, factors facilitating communication, importance of communication in administration, communication channels within an organisation, purpose of organisational communication, communication in management processes, communication in education, communication in school, effective communication in the classroom, communication barriers and errors, grapevine, communication among administrators in higher education, communication practices among administrators, ways of bridging the communication gap among administrators, and empirical literature.

Overview of Communication

Communication is at the heart of education. Principals communicate with teachers, teachers communicate with students, and students communicate with each other. The paths for communication are as diverse as they are numerous, yet this is also the source of many problems that arise within schools. One critical area of interest is the communications that take place between principals and their faculties. Since they are key players involved in the normal day-to-day operations of a school, their ability to effectively communicate cannot be overstated.

Wentz (1998) states that effective communication involves more than speaking. People communicate by writing, listening, and using non-verbal signals to get their message across. What people don't say while speaking could be just as important as what they do say, and how our body language supports or refutes what we are saying could mean the difference between communicating and just speaking.

Communication is so vivid in our everyday work and lives that, we easily forget how much it affects what and how we do things. Dimbleby and Burton (1998) stated that, a traditional way to describe communication is as a process including a sender, a message, channels, a receiver and feedback. Before 1980 there was one dominating perspective in organisational communication – the classic/normative perspective, which means a positivistic transmission perspective building on classical organisational theories. During the last 10 – 15 years, the field has evolved through influences from other research areas. New perspectives such as interpretative, critical, postmodern, and feminist perspectives have changed the rhetoric and understanding of organisational communication (May & Mumby, 2005). Today's view of communication is therefore much more complex.

Communication can have several purposes, to satisfy individual and social needs, to cooperate and understand the world, as well as a way to distribute information and messages (Dimbleby & Burton, 1998). Communication therefore becomes more than distributing messages, it becomes an interplay between actors (Johansson, 2003). Depending on how communication is conducted, in what circumstances and with what actors, it can render different outcomes. The communication quality is dependent on both the actors, such as principals and teachers, and the actual situation and its prerequisites. A variety of variables are interacting which means that communication is created in the actual moment and therefore hard to predict (Englund, 2007).

Definition of Communication

Humans seek to convey messages to each other in a family, school, classroom, or indeed, in any social environment in order to pursue self-expression, establish their perception of their surroundings, augment their awareness of others, and maintain their existence as social beings.

Etymological by "communication" is defined from the Latin, words "communıs" and "communicate" (Gürüz & Eğinli, 2008). Communication affects people's thoughts and attitudes as well as leading to the sharing of knowledge, sensations, and thoughts. In other words, communication is a system of relationships to convey knowledge between people (Gürüz & Eğinli, 2008). Communication is also defined as a knowledge-conveying process between a source and a receiver who understands the message correctly (İşcan, 2013). Cherry (1978) defined communication as the process of interaction between individuals in which meaning is created and shared. Dainty, Moore and Moore (2006) have recognized that the term "communication is in itself a multifarious and complex term, which can mean different things in different context and situations.

History and Development of Communication

The discipline of organisational communication, according to Redding (1985), traces its roots through the discipline of rhetoric back to the orators of Ancient Greece and Rome, such as Aristotle, Cicero and Quintillian. Redding communication as a discipline existed primarily in speech departments where few observed that the modem field finds its more recent lineage through business professors within those departments had a particular interest in speaking and information, business communication, and early mass communication studies published in the 1930s through the 1950s. Until then, organisational communication as a discipline existed primarily in speech departments where few professors within those departments had a particular interest in speaking and writing in business settings.

During the World War II and after the war, particularly 1942 to about 1949, studies of effective communication practices in group and organisational settings became particularly important. Great numbers of service men (and some service women) underwent communication training, first in the military, and then in colleges and universities (Agyeman-Dua, 2007).

A concern with effectiveness in transmitting messages soon broadened into concern with environmental factors, characteristics of the people involved in the communicative activity, and differences in utility of different transmission media. Hamilton and Parker (1991) stated that Congo tribe used drum beats with high and low pitch frequencies to communicate in the bush. Other tribes used short and long smoke signals to serve the same purpose.

Popular Theories of Organisational Communication

According to Robbins and Judge (2007), below are the organisational communication theories.

Weber's Classic Organisational Theory of Fixed Structures

The widely respected management theorist, Max Weber can be considered the pioneer of organisational studies. His theory of bureaucratic organisations is the first attempt to define organisational structure and give meaning to the communication processes that happen within organisations.

Weberian theory holds that organisations have clearly defined roles and responsibilities and hence communication is hierarchical, structured, and clear. There is no scope for confusion in the messages being sent from the top (the theory is inherently a top down one) and hence organisations have rigid machine-like structures where each individual contributes by way of defined and unambiguous roles and responsibilities. Of course, Weberian analysis gives a place of prominence to merit and the way organisations work is by allocating work according to capabilities and seniority determined by fixed notions of these concepts.

Tompkins and Cheney's Organisational Control Theory

Tompkins and Cheney's organisational control theory is an extension of Weberian theory applied to organisations that are moving past the bureaucratic mode but are yet to be totally amorphous. This theory holds that there are four kinds of control that determine how organisations exercise power within and they are simple, technical, bureaucratic, and concertive.

In a way, these four types of control are defined according to the progression of the organisation from very simple organisational models to pure bureaucracies to overly technical and finally an organisation where everyone knows what is expected of him or her and has the purpose of the organisation's mission and vision clearly etched within them. The point here is that Tompkins and Cheney posit a model where control and communication is more than what Weber had envisaged and less than what postmodern theorists say about organisational control and communication.

Deetz's Managerialism Theory

The evolution of organisational structure and models over the years has spawned theories that reflect the changing organisational norms and Stanley Deetz's Managerialism Theory is one such attempt to define how organisational communication and organisational control happens in the companies where classical notions are replaced with an acknowledgement of the political and economic interests as well as the need to represent and give voice to these diverse interests.

The highlight of this theory is that Deetz goes beyond fixed notions of organisations and instead, posits a view of organisations that take into account the democratic aspirations of the people and the power centers in the organisation. This combination of recognizing the fact that meaning lies in people and not their words and to find out the interests behind these meanings is indeed a progression from the faceless and nameless bureaucratic model of Weber and the slightly improved control theory of Tompkins and Cheney.

The point here is that Deetz's theory arose out of the need to recognize the preeminence of the managerial class as a force to reckon with in organisations in the latter part of the 20th century and hence represents the natural evolution of organisational theory of control and communication.

In conclusion, Robins and Judge (2007) stated that, the point to note about these theories is that they are representations of reality as seen by the proponents and also reflect the idealistic aspirations of these theorists. There is nothing to say that such structures alone exist or that they are not valid. Instead, a nuanced view of organisational theory that has emerged in recent years with the systems view of organisations is something that is contemporary and relevant to the agile and nimble organisations of the 21st century.

Indeed, these theorists discussed here were pioneers during their time and likewise the emerging crop of management experts now are taking the views of these theorists to the next level. In conclusion, all management theorists acknowledge the natural progression of organisational models and hence their contributions to the field of organisational control and communication are akin to each wave of theorists standing on the shoulders of giants who were there previously.

Characteristics of Communication

Some of the characteristics of communication according to Mehra (2009) are as follows;

1. Communication is a process-it is continuous, on-going, and dynamic
2. Communication requires a sender and a receiver
3. Communication has information (message/content)
4. Communication requires a medium (symbols, signs, behaviour, speech, writing, or signals)

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5. Communication requires shared understanding all parties understanding the same thing the same way
6. Communication is transactional and irreversible

Effective communication

Effective communication is very important for all people in all walks of life. In the works of Bampoh-Addo (2006), he cited Stoner and Freeman (1994), indicating the importance of effective communication to managers (administrators). To them, effective communication is important to managers for two reasons. First, communication is the process by which managers accomplish the functions of planning, organising, leading and controlling. Second communication is an activity to which managers (administrators) devote an overwhelming proportion of their time.

He stresses that managerial time is spent largely in face to face, electronic or telephone communication with subordinates, peers and supervisors. Every day, we communicate in many different ways. As much as there are different ways of communicating, there are also different kinds of communication tools. While at work, it is important that we are able to make use of at least one effective communication tool. In this way, we would be able to go through our daily tasks and responsibilities more smoothly. It must be noted that there is no single effective way of communicating, nor is there a single effective communication tool. Any medium or tool for communicating has the potential to be effective, and communication can be affected by a lot of different factors (Bove and Thill, 1992). Again, as technology advances, communication also advances. And as different advances in technology are being introduced, so are newer tools for communicating emerging. With these we are able to discover new ways of communicating effectively; allowing us, to better put our messages across (Andrews & Herschel, 1998).

There are certain factors that help define effective tools for communicating. These different factors not only include technology, but also convenience and the environment. Without the right mix of different factors, almost automatically any communication tool can fail. It must be noted that it is not just about the kind of communication tool being used that make communication effective, but it is also about all the other factors that can influence communication. It is not just about a certain communication tool, it is all about the right mix of factors that makes communication effective. These different factors include the person sending and receiving pieces of information (Dutton, 2010).

According to Nayyar (2003), in effective communication, the first thing is to be able to express one's viewpoints in very clear and precise way. The second part is that the receiver of this message, written or verbal must understand it in the same way as it was intended to be. According to him, communication is considered effective if it induces reaction or some sort of feedback. In oral communication, it is very easy to know the reaction or the feedback since mutual communication is possible. But in this form it is important that the communicator is precise and clear in his thoughts and expressions and the listener is responding to the required level of responsiveness. He said further: this form of communication is not easy, it requires special skills besides the natural ability for carrying the conversation purposefully, objectively and inquisitively with friendly postures, tone and considerate nature. Whether the mode of communication is face to face or by

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means of electronics media as long as the conversation is direct, all these qualities are imperative for a successful communication. In this form of communication, the communicator is directly exposed to the target or the listener and it will be difficult to roll back a statement or comment.

This is in contrast to the written communication. Our assumptions and perceptions play a vital role for effective communication. According to Griffin (2000), for communication to be effective, the individuals need some important skills. To him, the individual must be a good listener. Being a good listener requires that the individual be prepared to listen, not interrupt the speaker, concentrate on both the words and the meaning being conveyed, be patient, and ask questions as appropriate. According to Griffin (2000), in addition to being a good listener, several other individual skills can promote effective communication. "Feedback, one of the most important, is facilitated by two-way communication. Two-way communication allows the receiver to ask questions, request clarification, and express opinions that let the sender know whether he or she has been understood".

Measures that can be put in place to enhance communication

Bittel (1985) also suggests the following measures to enhance communication:

1. Make it your responsibility as a leader to keep informed on organisational matters of importance. Take interest in matters that concern your employees, for example, social security, incentives and pension plans.
2. Use different forms of communication with all the personnel to obtain their ideas. Know the best method or combination of methods to use by assessing each situation.

3. Talk as straight as you can in all your conversations with employees. Be frank about your purpose in all cases.
4. Do not over communicate with employees. Speak only about what you are certain about.
5. Stay clear of issues that deal with religion and politics. In such issues allow employees to form their own judgments and express their own opinions.
6. Make sure people understand what you mean. Do not be afraid to repeat what you mean but do not over do it. Always seek feedback from employees as a basic part of your communication routine.
7. Do not be impersonal or cold-blooded in your approach to people. Think of communication as a process of developing the organisation. Check your biases and prejudices about sex, religion, handicaps, age or national origin from creeping into your communication.
8. Encourage employees to communicate with you by building a good faith, mutual confidence, a friendly attitude and welcoming their ideas. Develop a fine art of listening.
9. Use face-to-face communication as the best way to communicate with employees. Be mindful of timing, tone and choice of words.
10. Build an upward communication system. Develop an open formal system making sure it is not misused.
11. Maintain an open door policy. In many cases an open door policy means that the door is open for managers to walk out to see others. In as much as headmasters may try to communicate effectively with their

subordinates, there may also be some obstacles that need to be dealt with.

Components and Process of Communication

Communication has five components. The source is a person who has been influenced by the content of the message, which is mobile between the source and the receiver. The channel is the means by which the message is transmitted. Lastly, feedback refers to the reaction of the message receiver.

Source

The source is considered as the basis of communication. The source is the starting point, a person who has thoughts, ideas, and messages to convey (Gürüz & Eğinli, 2008). A source who explains the message properly and effectively has reliability, moral values, skills in emphasis, and education.

Message

The message is considered to be all meaningful units that pass between source and receiver. Each message has a meaning, which the source seeks to share. However, the receiver is not necessarily able to understand the same meaning as the source (Kaya, 2010). This difference in understanding signifies an unsuccessful transmission of the message, which necessitates a negotiation of meaning to some extent. In order for effective communication to take place, messages should be clear and transmitted by a suitable channel. They should be transmitted in good time and there should be no external factors influencing the message between source and receiver.

Channel

This refers to the methods and techniques which bear the message to the receiver in accordance with the objectives of the source in the process of communication (Ergin, 2008). The channel can sometimes be a person who starts the communication with gestures, mimicking, vocalisations, facial expressions, or words. It could also be a book, a scenario, the Internet, or currently the most-used mass medium. The receiver generally gives feedback to the source by the same channel after the message is received. The feedback is required to be parallel with the content of the message carried by the channel.

Receiver

The receiver is a person or group who analyses the messages coming from source, in accordance with some specific biological and psycho-social process, and who responds to these messages orally or non-orally (Erdem, 2005). As interpersonal communication is mutual, the receiver replaces the source in the process of feedback.

Feedback

Feedback is the perception and response of the receiver in relation to the message sent by the source. After the receiver accepts a message from the source and analyses it, he or she gives feedback. The extent to which the transmitted message is understood or not is demonstrated in the feedback. Accordingly, the process of feedback has great value in effective communication.

Factors Facilitating Communication

In order for robust communication to take place, the communicational setting is required to be well designed. The easiness and comfort of communication depend on factors including the following: Being free from prejudice, selecting appropriate communication channels in terms of ethical and moral values, use of “I” instead of “you”, abstaining from accusative statements, making pertinent repetitions, maintaining an atmosphere of confidence between receiver and source, and behaviour attracting the interest of the receiver, using meaningful symbols and codes, maintaining communication in accordance with general moral values, determining the objective of communication in advance in accordance with the cultural background of the receiver, and establishing mutual perceptions of the message by both sides. (Agyeman-Duah, 2007).

Importance of Communication in Administration

According to Gosh (2016), Communication is perhaps the most important principle of administration, public or private. For the successful completion of any programme communication is a dire necessity. We cannot achieve organisational aims and objectives without effective communication. It is the greatest cementing force in an organisation. Millet has rightly described communication as “the blood stream of administrative organisation”.

As a blood stream is to body, so is the communication to the administrative machinery. Without proper flow of blood in the body there can be apoplexy in the brain and anaemia at the extremes. Similarly, without proper, flow of communication all the organs of body will not work properly. Pfeiffer has considered communication as “the heart of management” (Gosh, 2016).

Communication is the means by which people are linked together in an organisation to achieve a common purpose. This is still the fundamental function of communication. In fact, no group activity is possible without communication. Coordination and change can be affected only by communication.

We are living in a complex and fast developing age which is often called an age of communication. Without effective communication we cannot think of keeping ourselves abreast with the progress made by different countries, the way different nations are talking their problems, the advance technology being used by the developed nations, etc.

This is why almost all Governments in the world have set up their own information, publicity and public relation departments. We can undermine the importance of communication only at the cost of our progress and development. Communication in an organisation helps in its successful and efficient working. The workers work more willingly when they understand the aims and objectives, programmes and policies, interests and difficulties of the organization. This is why there is a need for well-defined channels of communication in any organisation. Gosh (2016). Talking about the purpose of communication, Gosh (2016) have rightly pointed out that communication is needed to:-

1. Establish and disseminate goals of an enterprise.
2. Develop plans for their achievement.
3. Organise human and other resources in the most effective and efficient way.
4. Select, develop and apprise member of the organisation.
5. Lead, direct Motivate and create a climate in which people want to contribute, and
6. Control performance.

Talking about the importance of communication Fnitzj Roethlisberger has rightly pointed out that the executive in environment is verbal. To quote him, “It seems to be obvious, however, ‘that the higher the executive goes in an organisation the more important it becomes for him. If he is to handle effectively one aspect of his job to 'deal competently with his verbal environment". He has to become skillful in using words that will appeal to the listeners.

In trying to secure the co-operation of individuals in the common purpose of the organisation the executive often has to practice the art of persuasion be skillful in using as well as listening to words.

Communication Channels within an Organisation

Communication channels are the means through which people in an organisation communicate. Thought must be given to what channels are used to complete various tasks, because using an inappropriate channel for a task or interaction can lead to negative consequences. Complex messages require richer channels of communication that facilitate interaction to ensure clarity (Williams, 2017). According to Williams the following are the communication channels within the organisation.

Face-to-Face

Face-to-face or personal communication is one of the richest channels of communication that can be used within an organisation. Physical presence, the tone of the speaker's voice and facial expressions help recipients of a message interpret that message as the speaker intends. This is the best channel to use for complex or emotionally charged messages, because it allows for interaction between speaker and recipients to clarify ambiguity. A speaker can evaluate whether an audience has received his message as intended and ask or answer follow-up questions.

Broadcast Media

TV, radio and loud speakers all fall within the broadcast media communication channel. These types of media should be used when addressing a mass audience. Businesses seeking to notify customers of a new product may advertise or do promotions using a broadcast channel. Similarly, a CEO may do a global company address by having a television feed broadcast across global sites. When a message intended for a mass audience can be enhanced by being presented in a visual or auditory format, a broadcast channel should be used.

Mobile

A mobile communication channel should be used when a private or more complex message needs to be relayed to an individual or small group. A mobile channel allows for an interactive exchange and gives the recipient the added benefit of interpreting the speaker's tone along with the message. Some within an organisation may opt to use this channel versus a face-to-face channel to save on the time and effort it would take to coordinate a face-to-face meeting.

Electronic

Electronic communication channels encompass email, Internet, intranet and social media platforms. This channel can be used for one-on-one, group or mass communication. It is a less personal method of communication but more efficient. When using this channel, care must be taken to craft messages with clarity and to avoid the use of sarcasm and innuendo unless the message specifically calls for it.

Written

Written communication should be used when a message that does not require interaction needs to be communicated to an employee or group. Policies, letters, memos, manuals, notices and announcements are all messages that work well for this channel. Recipients may follow up through an electronic or face-to-face channel if questions arise about a written message.

Purpose of organisational communication

The manager occupies a key position in the organisational hierarchy that necessitates communication with a wide variety of people about different situations, problems and issues. Snowden and Gorton (2002) advised that an administrator, as a communicator, needs to be aware of five basic aspects of communication. These basic aspects of communication include:

1. The purpose to be achieved by the message.
2. The person or persons to whom the message is directed.
3. The content of the message.
4. The alternative channels for communicating the message.
5. The need for feedback or a response to the message.

According to Snowden and Gorton (2002), the initial task for the administrator who wishes to communicate a message to a particular individual or group is to think carefully about the objectives that the communication is meant to achieve; that is, whether the message is to inform, to raise questions, to change attitudes, to stimulate action, to inhibit action, to reassure, to solidify support, to clarify or to achieve some other goal. In the view of Hannagan (1998), communication is pervasive, continually in operation and covers an enormous range of activities.

These activities include sending a memo to an employee as a reminder to do a task; telephoning an order for new stock; posting a notice of a forthcoming meeting on the notice board or sending a fax or email message to another town or country. Drucker (1974) stated that the purpose of communication is to appeal to the motivation, aspirations, values and purposes of the recipient. He saw the purposes of communication as bringing about change of personality values, beliefs and aspirations. In the same vein, Ahuja (1988) stated that organisational communication must satisfy the needs of the organisation and its members. This, to him, is the purpose of communication in organisations.

Greenbaum (1974) identified four purposes of organisational communication as regulatory, which seeks to ensure that employee behaviour is consistent with the goals of organisations; innovative, which seeks to chancre the way things are done by employees; integral, which is to encourage employees to identify with the organisation, and information, which involves the passing of factual information which employees will need in order to do their jobs. In the view of Haimann (1991), communication is the third process that serves to link the managerial functions in an organisation. Employees look for and expect communication since it *is* a means of motivating and influencing people to work. Communication is, therefore, vital to managers not only for purposes of social satisfaction but also to carry out their jobs effectively. As stated by Bennet (1997), what to communicate depends on management's communication objectives; that is, whether management want to persuade employees to accept a technical change, or relate to union leaders in a particular manner or some other issue. He noted that specific managerial objectives regarding communication with employees are likely to include (a) encouraging workers to support the aims of the organisation, (b) transmitting instructions clearly and in a manner that maximizes the likelihood of their being properly carried out, (c) receiving prompt and accurate feedback including company handbooks and magazines, newsletter and bulletins posted on notice boards and discover new ways to improve the flow of information, (d) providing managers with training in communicative skills, and developing new systems for canvassing employees' opinions and views.

Bennet however, pointed out that communication of every piece of information that might be relevant to employees is not feasible, otherwise an organisation would devote all its time and energy and resources transmitting messages, most of which is of little practical use. Choices, thus, have to be made. How and when to communicate will be determined by the amount of information to be communicated and the media available for the process. Bennet suggested that whichever media selected needs to be suitable for and relate to the people receiving the communication. It should also be clear and precise and should provide information on important events soon after they have occurred.

Improving communication in organisations

Managers striving to become better communicators must accomplish two separate tasks. First they must improve their message or the information they wish to transmit. Second, they must see to improve their own understanding of what other people try to communicate to them. In other words, they must become better encoders and decoders. They must strive not only to be understood but also to understand. The following techniques can help accomplish these two important tasks (McShane & VonGlinow, 2000).

Following up

This technique involves assuming that you are misunderstood and, whenever possible, attempting to determine whether your intended meaning was actually received. As we have seen meaning is often in the mind of the receiver. For example, and accounting unit leader in a government office passes on to accounting staff members motives of openings in other agencies. While long-time employees may understand this as a friendly gesture, a new employee might interpret it as an evaluation of poor performance and a suggestion to leave (McShane & VonGlinow, 2000).

Regulating information flow

Regulating communication can ensure an optimum flow of information to managers, thereby eliminating the barrier of communication overload. Communication can be regulated in both quality and quantity. The idea is based on the exception principle of management, which states that only significant deviations from policies and procedures should be brought to the attention of superiors. In formal communication then, superiors should be communicated with only on matters of importance and not for the sake of communication. In other words, executive should be supplied with diagnostic rather than superfluous information Griffin (2000).

Utilizing feedback

Earlier, we identified feedback as an important element in effective two way communication. It provides a channel for receiver response that enables the communicator to determine whether the message has been received and has produced the intended response. In face-to-face communication, direct feedback is possible. In downward communication, however, inaccuracies often occur because of insufficient opportunity for feedback from receivers. Distributing a memorandum about an important policy to all employees doesn't guarantee that communication has occurred.

We might expect that feedback in the form of upward communication would be encouraged more in organic organisations, but mechanisms that encourage upward communication are found in many different organisational designs. A healthy organisation needs effective upward communication if its downward communication is to have any chance of being effective. The point is that developing and supporting mechanisms for feedback involve far more than following up on communications. Rather, to be effective, feedback needs to be engaging, responsive, and directed towards a desired outcome (McShane & VonGlinow, 2000).

Empathy

Buchholz and Roth (1987), state that empathy is the ability to put oneself in the other person's role and to assume individual's viewpoints and emotions. This involves being receiver – oriented rather than communicator – oriented. The form of the communication should depend largely on what is known about the receiver. Empathy requires communicators to place themselves in the shoes of the receiver to anticipate how the message is likely to be decoded. Too often, managers perceive themselves to be much better communicators than their subordinates perceive them. Managers must understand and appreciate the process of decoding. In decoding, the message is filtered through the receiver's perceptions. For vice president to communicate effectively with supervisors, for faculty to communicate effectively with students, and for government administrators to communicate effectively with minority groups, empathy is often an important ingredient. Empathy can reduce many barriers to effective communication. Remember that the greater the gap between the experiences and background of the communicator and the receiver, the greater the effort needed to find a common ground to understand where fields of experience overlap (Kenneth, 1980).

Repetition

Repetition is an accepted principle of learning. Introducing repetition or redundancy into communication (especially that of a technical nature) ensures that if one part of the message is not understood other parts carry the same message. New employees are often provided with the same basic information in several forms. Likewise, students receive much redundant information when first entering a school. This ensures that registration procedures, course requirements, and new terms such as ‘freshers’ and head of department (H.O.D.) are communicated.

Encouraging mutual trust

According to Hamilton and Parker (1991), time pressures often mean that managers cannot follow up communication and encourage feedback or upward communication every time they communicate. Under such circumstances, an atmosphere of mutual confidence and trust between managers and their subordinates can facilitate communication. Subordinates judge for themselves the quality of their perceived relationship with their superiors (Hamilton & Parker, 1991).

Managers who can develop a climate of trust, find that following up on each communication, as less critical. Because they’ve fostered high source credibility among subordinates, no loss in understanding results from a failure to follow up on each communication. Some organisation initiate formal programmes designed to encourage mutual trust (Hamilton & Parker, 1991).

Effecting timing

Individuals are exposed to thousands of messages daily. Because of the impossibility of taking in all the messages, many are never decoded and received. Managers must realize that while they are attempting to communicate with a receiver, other messages would be received simultaneously. Thus, the message that the manager sends may not be heard. Messages that do not compete with other messages are more likely to be understood. Because of this problem, many organisations use “retreats” when important policies or changes are being made (McShane & VonGlinow, 2000).

A group of executives may be sent to a resort to resolve an important corporate policy issue, or a college department’s faculty may retreat to an off-campus site to design a new curriculum. On an everyday basis, effective communication can be facilitated by properly timing major announcements. The barriers discussed earlier often arise from poor timing that results in distortions and value judgments.

Simplifying language

Complex language has been identified as a major barrier to effective communication. Students often suffer when their teachers use technical jargon that transforms simple concepts into complex puzzles. Government agencies are also known for their often-incomprehensible communications. Administrators must remember that effective communication involves transmitting understanding as well information. If the receiver does not understand, then there has been no communication (McShane & VonGlinow, 2000).

In fact, many techniques discussed in this section have as their sole purpose the promotion of understand. Administrators must encode messages in words, appeals and symbols that are meaningful to the receiver. Another observation I made on my visit to the schools was the use of simple language in communicating notices. This is in support of what Bennett and Hess (2001) say in the KISS principle which means “Keep It Short and Simple”. To them, communication must be kept simple and short for the recipient(s) of the message to easily decode the message.

Effective listening

Bennett and Hess (2001) maintain, each of us has a deep and innate desire to be listened to. It is a need so fundamental that when it is consistently denied in either adults or children, it can lead to mental illness. Conversely, when our desire to be heard and understood is fulfilled, we are energized, uplifted, more creative and significantly more productive. As important as listening is, many people lack good listening skills. Davis (1998) said: “Hearing is done with the ears, but listening requires use of the mind”. Jenkins (1999) reports that “75 percent of what we hear is heard incorrectly; and of the remaining 25 percent, we forget 75 percent within weeks.” The weakest link in the communication process is listening.

Again, a study of perceived listening needs of training managers in 500 industrial organisations revealed that poor listening, which leads to ineffective performance and low productivity Hunt and Cusella (1983), was one of the most important problems faced. To improve communication, managers must seek not only to be understood but also to understand. This involves listening. One method of encouraging someone to express true feelings, desires, and emotions is to listen. Just listening is not enough; one must listen with understanding. Can managers develop listening skills? Numerous pointers have been given for effective listening in organisational settings.

For example, Costley and Todd (1987) stated the “Ten Commandments for Good Listening”:

1. Stop talking and listen,
2. Empathize with the speaker,
3. Ask questions,
4. Concentrate on what the speaker is saying;
5. Show the speaker you want to listen;
6. Control your emotions and your temper;
7. Remove distractions;
8. Look for areas of disagreement,
9. Avoid jumping to conclusions and making evaluations,
10. Listen for the main points, note that both the first and the last commandment stress on the need to listen.

Such guidelines can be useful to managers. More important, however, is the decision to listen. Guidelines are useless unless the manager makes the conscious decision to listen. Only after the realization that effective communication involves understanding as well as being understood can guidelines for effective listening become useful.

Communication in Management Processes

Communication is directly associated with all management processes. Communication takes place almost all the time in this context (Habaci, 2013). Robust and effective communication depends on managers using their responsibilities properly, and employees having knowledge of these responsibilities. The objective in communication is to change something in the person who is being contacted (Türkmen, 2003).

Effective communication is the best path to realize common objectives in an organisation. In today's world, where communication has gradually been declining, communication strategies differ between managers to employees; that is, horizontal and vertical communication types are seen. Communication is the continuous process which enables organisational culture to be conveyed between people, maintaining a robust future for the organisation. An effective organisation is always communicating with the world as well as its own components.

School directors are expected to have a comprehensive knowledge of humanities, impressive communication skills, and leadership personalities (Açıkalın as cited in Habaci, 2013). With these qualities, school directors can construct an effective school culture and organisational setting. He/she can thus develop teacher satisfaction and maintain a reliable educational environment (Çelik as cited in Habaci, 2013).

Directors should communicate both horizontally and vertically in organisations and seek to develop their communication with employees. They should also establish information offices to ensure the proper flow of information. This will remove communication barriers and open new channels. It is the responsibility of directors to participate in communication, motivate people, discourage gossip, respect varied views, and make use of different communication tools Şişman (2012). In addition, Karagözoğlu (1985) cited the following:

1) A robust, hierarchical communication network should be maintained;
2) The director should adopt a policy of communicating with all parties;

3) The director should not forget his status as an employee as well, and be close to all employees;
4) The director should properly analyse symbols and principles in transmitted information;
5) The director should coordinate formal and informal communication in accordance with the objectives of the organisation;
6) The director should develop a communication model consistent with the hierarchical system of the organisation;
7) The director should refrain from acts hindering communication in the organisation, and seek to improve any such environment that exists;
8) The director should organize meetings to solve organisational problems and address others' ideas;
9) The director should maintain an independent setting in which idea and thoughts can be expressed at ease;
10) The director should make use of non-oral communication, such as gestures, and not digress from objectives;
11) Employees should be kept aware of the hierarchical structure;
12) The director should not use his/her office to harm others.

Communication in education

When the notion of communication is discussed in terms of education, two dimensions can be seen clearly. One is administration, and the other involves teaching and learning. Educational institutions determine social behaviours, cultures, organisational structures, and interpersonal relationships. Learning democratic behaviour, the power of independent and scientific thinking, and critical, creative, and productive thinking skills are all shaped by educational institutions.

Directors and vice-directors have great importance in educational settings. In order to attain school objectives, develop school qualities, maintain school culture, and create a positive environment, mutual communication needs to be increased. An effective education depends on the responsibilities of the director, vice-director, and teachers. A director should communicate robustly with his/her staff, as well as members of parent-teacher associations, parents, bus drivers (Habaci, 2013).

Learning has been defined as “a product of life and a permanent behavioral change”. The aim of the source is always to change the behaviour of the receiver. The aim of communication is therefore not the content of the message but the giving of the message to the receiver. The aim and responsibility of a teacher is to provide students with target behaviours within the framework of educational curricula. In other words, teachers should first make these target cognitive and affective behaviours clear psycho-motor. Communication is a process of the sharing of ideas, knowledge, attitudes, emotions, news, and skills, and through this process, behaviours can be changed. ”Learning” signifies the permanent behavioural change as a result of communication processes; learning can, therefore, be considered a product of effective communication. No learning can occur without effective communication (Ergin & Birol, 2005).

In communication processes in education, the source is the teacher and the receiver are the student. The message is the course book, the content of the curricula, or the voice of the teacher. The channel is the teaching processes or materials used.

VERITAS NOBIS LUMEN

Communication in School

The objectives of communication in schools are to maintain school culture and prepare tasks. People in the school must be informed about all the tasks executed. In this way, many reflexive opinions are created. Communication is a complicated and important process that takes place everywhere, all of the time. Teachers make their lessons via oral, written, video, computer, and many other means. Students learn through similar tools. Communication is particularly important for directors, who must understand the notion of communication because communication constitutes the main core of interpersonal relationships, organisational processes, and the structures of the school (Hoy & Miskel, 1998). One of the main conditions for attaining success in education is maintaining an effective environment for communication in the organisation.

If people listen to each other attentively, communication will be impressive and solution-oriented. There are many people in a school director, vice-director, teachers, students, and other employees, and they should all be in harmony with each other. Hence, in order for school success to develop, communication must be seen as a seminal and essential notion (Habaci, 2013).

Effective communication in the classroom

Communication is one of the most important issues in classroom management. Developing the quality of an educational organisation is only possible with consistency with the teacher’s communication in the classroom. All types of activities in the classroom are principally based on effective communication. The main reason for effective communication in the classroom is to create an environment in which messages can be effectively transmitted between teacher and students (Habaci, 2013). Communication should be two-way, beyond the concept of "teacher speaks, and students listen" Woolfolk (1995) as cited in Silman (2007). Communication in the classroom is the multifaceted flowing of knowledge; one-way communication is not to be favoured. Communication should take place between teacher and students and between students and students (Balay, 2009).

The quality of communication between teacher and students influences a student's success and behaviour. Students prefer a teacher being friends with them. When a teacher is friendly with students, students' attitudes towards the teacher will be influenced positively (Celep, 2004). In addition to this, when teachers communicate with students, they should approach them as if they were adults. Yet, teachers should also construct necessary social relationships. A teacher should use his/her body language, voice, and social distance properly.

Obstacles to Effective Communication

The overriding objective of communication is to make the message understood. Secondary objectives include securing a response (feedback) that is positive, negative, or noncommittal and maintaining favourable relationships with people with whom we communicate. But we often fail to communicate effectively, our efforts because of obstacles and barriers inhibiting the communication process.

Semantic Problems

When we want to communicate with another person, we must symbolize our thoughts or ideas. The most commonly used symbols are words. Hearing or reading the symbols, the receiver translates them into an idea or image. Usually, the message received is very similar to that sent. If the symbols used have no meaning to the receiver, however such as when an illiterate person is handed a memo, the communication process breaks down. When this happens, understanding cannot take place. Problems caused when the intended audience does not understand the use of words and phrases are called semantic problems. Managers must be very careful to gear their communication to the audience they wish to reach (Hirch, Anderson & Gabriel, 1999).

Gibson and Hodgetts (1990) indicated that the most important lesson to be learned in semantic is that meaning is not in words; meaning is in people since communication is the transfer of meaning not words. This implies the problems in semantic stem from oddities in our communication system (language) not from the listeners' lack of effort.

Varying Perception

Rarely do two people observe, analyze and react to an event in the same way. Ten people who witness an automobile accident will give ten different versions of what happened. Likewise, the same information given to ten people at a meeting will result in ten different interpretations.

These differences in interpretation are caused by selective perception, in which each person's brain selects the stimuli that seem most important. When listening to a message, people choose the bits of information that they believe are most interesting or relevant. The message can be distorted as a result, just as our perceptions sometimes distort our visual impressions. People of different age's cultural backgrounds and national origins do not perceive stimuli the same way. Administrators should remember that they all rely on the past experiences to interpret what they see (Stoner & Freeman, 1994; Mankoe, 2007; Nayyar, 2003).

Filtering

None of us wished to look foolish in the eyes of our boss. This is why we all tend to filter or screen out upward – flowing information that will discredit us. Because we all want to look good in our boss's eyes, we overemphasize our own contributions and pinpoint the inadequacy of other's contribution; in either case, we discolour our message. Information is like a weapon or a defense. It can be shaped, molded, and used in a number of ways to achieve our ends, maximize our gain, and weaken our competitors (Kinard, 1988; Agyenim-Boateng, Attah & Baafi, 2009; Nayyar, 2003).

Several factors contribute to the filtering of upward communication. Many employees felt that being candid is dangerous to their long-range welfare. Fearing that disagreements with their boss will jeopardize their chances of promotion, they stifle criticism and honest expression. Employee's value systems, personal anxieties, and aspirations also discolour the information they transmit. Administrators should therefore be aware of circumstances that lead to filtering information;

1. The authority structure of the organization. Arbitrary and inflexible authority tends to increase upward distortion. Vague, conflicting rules, excessive secrecy, and close supervision are conditions that create feelings of anxiety and insecurity among workers.
2. Sever competitive conditions or intense rivalry among subordinates' anxiety and insecurity and, therefore, the likelihood they will distort information.

3. A climate of cynicism and mistrust in the company. Such an environment tends to accentuate subordinates' feelings of insecurity. This also leads to further distortion (Kinard, 1988).

Poor Listening Habits

Studies show that most managers spend between 45 and 63 percent of their time listening. According to Keller (1999) as cited by Bennett & Hess (2001), "listening is a fundamental aspect of effective communication....When 282 members of the Academy of Certified Administrative Managers were asked to list the skills most crucial for managerial ability, 'active listening' was rated number one" (p.85). Yet tests of listening comprehension have shown that, without proper training, they listen at only 25 percent efficiency. As important as listening is, many people lack good listening skills. Jenkins (1999, p.59) reports that "75 percent of what we hear is heard incorrectly; and of the remaining 25 percent, we forget 75 percent within weeks." Why are most people poor listeners? How can we improve our listening ability? By recognizing, the traits associated with poor listening and focusing on good listening habits. Here are some keys to effective listening.

1. Learn to tolerate silence.
2. Concentrate on the speaker. Maintain eye contact with the speaker and observe body movements and facial expressions.
3. Use your power as a listener. Don't intimidate or disrupt speakers.
4. Ask questions for clarification.
5. Reflect feelings. Show you are sympathetic with, or at least understand, a speaker's point of view. Restate the speaker's message.
6. Use an attentive posture to reinforce listening.

7. Keep emotional biases under control.
8. Avoid judging the speaker. Keep an open mind.

Too many organizational levels

The more levels a message must travel through, the greater the possibility it will be lost or distorted. Also, in the classical hierarchical organization messages are filtered through the different levels of the organization following the military chain model. The more levels a message has to get through, the poorer the information content of the final message.

Lack of credibility/ distrust

Communication is greatly affected by its believability. Messages are more credible when the speaker or writer is considered trustworthy or expert, and less believable when the person is perceived as unreliable or lacking in experience. For example, a manager who must inform employees about new company policy might ensure effective communication of the message by delivering it personally rather than delegating to a less-trusted subordinate (Mankoe, 2007; Parson, 1959; Wright & Noe, 1996).

Kinetics

Body movements, especially facial expressions, convey meaning as forcefully as the spoken word does. Americans love “people watching” and decoding body language. A wrinkled forehead, a raised eyebrow, a tug on one ear, the tapping of fingers on a desk, or the crossing of arms over the chest all conveys messages. When we are uneasy, we perspire or loosen our collar, when we are nervous, we shift our weight or clear our throat repeatedly. Happiness and contentment elicit humming. Nonverbal communication often reveals the emotional side of our communications (Krishna & Meera, 2001).

According to Pearson and Nelson (1994), researchers can relate human body language and other nonverbal behaviour to the message being transmitted. The result is a dictionary of body language, with nonverbal messages reveals sincerity, conviction, ability and qualifications. The body language of the person receiving the message is also revealing. It often can tell the sender whether the receiver accepts or rejects the message.

Communication among administrators in higher education

Communication difficulties are more than irritants to such a system; they are life-threatening. What is more, if such difficulties should appear pervasive, the very legitimacy of the contrivance is threatened. Higher education is similar to all social systems in that it is contrived (Katz & Kahn, 1978). Colleges and universities are not physically and biologically determined events. They are purposefully constructed to maintain some predictability of activity, to define a functional social structure.

The components of social systems are roles and role relationships. Colleges and universities do not employ the whole person, but a portion of a person's behavioral repertoire that will be combined with other roles to form some symbiotic and predictable relationship. In any organisation, the people themselves are part of the social environment and the employee contributes skill and labor in exchange for some reward. Partial inclusion is the term Allport used to describe this segmental involvement with a social system (Katz & Kahn, 1978). An organisation then begins with a list of behaviors that are expected to be performed in the context of organisational I-vies.

It induces people to contribute behaviors that fulfill those expectations, and it provides mechanisms to ensure that such expectations arc met in a predictable fashion. Some structure is necessary to identify a system as a system. Meyer (1975) argued that teaching is not an activity that is part of the structure of higher- education. Meyer's argument is based on a description of what colleges and universities actually do control with respect to education. Administrators follow formal guidelines for every manner of administrator behavior from transferring funds to reporting schedules. Meyer (1975) concludes that decision makers attend to pragmatic definitions of changes more than communicating their internal implications for internal activity. The course name, the department name, the degree name change, but the activity does not change, or the activity may change as long as the same name can be employed. From Meyer's perspective, this body of research and the trend it allows represents just so much checking on the legitimacy of definitions.

It is Research directed at improving those means to verify categories, and it is research describing those methods most likely to convince elements of the environment that the appropriate terms are being used. Meyer's critique is enlightening because it reminds administrators of how little they can control directly. Some structure is necessary for every social system, but higher education appears to be loosely structured only with respect to activities' that are directly a part of education. Higher education possesses a tight structure on the delivery and processing of ancillary services.

Communication practices among administrators

Administrators, according to Laud (1998), spend the vast majority of their days communicating. How they address their faculties can set the stage for effective communications within a school. Keeping the lines of communication open in a school setting means a two-way interaction. Bolman and Deal (1993), recommend administrators ask for verbal feedback to determine how they are really seen by their faculties. They must keep in mind that feedback may not always be positive, but it should still be accepted and acknowledged. Maintaining a positive attitude is essential in effective communications. O'Neil (1998), states that "A person's communication effectiveness is directly proportional to his or her attitude." If administrators stand in front of their faculty with their hands folded across their chests, a frown on their faces and say, "My door is always open if you have a problem," few people will take that as a warm invitation to come in and talk.

According to Wentz (1998), "An understanding of the importance of communication is significant to the success of the educational administrator." Principals need to be aware that the message they convey non-verbally and, in their tone, or actions is just as important as the words they speak. If an administrator wants effective communication, then he or she needs to open it up. Bolman and Deal suggest spending time with people getting to know them, listening to what they have to say and considering their feelings and goals before coming to any conclusion. One veteran teacher asked a new principal during his first faculty meeting "... Shouldn't you get to know this school and how we do things before you tell us how to teach?" (Bolman & Deal, 1993). The principal in question jumped to conclusions about the school climate without consulting or considering the teachers.

A good administrator will also ask for feedback. This is something that may be difficult for many administrators since the feedback can be viewed as an attack on them personally. However, without good feedback an administrator will never really know how he or she is perceived by the faculty.

Bolman and Deal (1993). Another method for opening communications is by learning how to listen and guide instead of direct. Administrators tend to give direction instead of guidance. Laud (1998) says more than three-fourths of an administrator's day is spent communicating, and it is essential that administrators learn how to talk with staff members.

When a teacher asks for advice, he or she expects an administrator to listen and provide guidance. Unfortunately, specific directions for solving a problem are often given instead. People are capable of reading to find textbook solutions to problems, but when seeking advice, they are asking you, "What did you do?" or “What do you think about this?" When an administrator responds with directions, however well intended, people may feel good about the solution, but at the same time inferior due to their perception of communication in the organization.

O'Neil (1998) states "... 90 to 92 percent of a person's daily communication is based on attitude." Administrators who develop and portray a positive attitude in dealing with people and situations set the stage for building a positive environment. They do not overlook all the good one has accomplished to concentrate on a single negative incident. If administrators look hard enough they can find something good in almost anything, learn from it, and build on that to see things from a positive point of view. O'Neil (1998) states that attitude and communication are linked, and the connection provides ideas for learning how to improve both such as role playing, case studies, and modeling.

As Wentz (1998) puts it, "The effective principal is to be a communication center for the educational hub of the future." With the future only a day away, the success or failure of a school will depend on how effective an administrator can communicate with the changing world.

Ways of bridging the communication gap among administrators

Administrators striving to become better communicators must accomplish two separate tasks. First, they must improve their message or the information they wish to transmit. Second, they must see to improve their own understanding of what other people try to communicate to them. In other words, they must become better encoders and decoders. They must strive not only to be understood but also to understand. The following techniques can help accomplish these two important tasks (McShane & VonGlinow, 2000).

Following up

This technique involves assuming that you are misunderstood and, whenever possible, attempting to determine whether your intended meaning was actually received. As we have seen meaning is often in the mind of the receiver. For example, and accounting unit leader in a government office passes on to accounting staff members motives of openings in other agencies. While long – time employees may understand this as a friendly gesture, a new employee might interpret it as an evaluation of poor performance and a suggestion to leave (McShane & VonGlinow 2000).

Regulating information flow

Regulating communication can ensure an optimum flow of information to managers, thereby eliminating the barrier of communication overload. Communication can be regulated in both quality and quantity. The idea is based on the exception principle of management, which states that only significant deviations from policies and procedures should be brought to the attention of superiors. In formal communication then, superiors should be communicated with only on matters of importance and not for the sake of communication. In other words, executive should be supplied with diagnostic rather than superfluous information (Griffin, 2000).

Utilizing feedback

Earlier, we identified feedback as an important element in effective two- way communication. It provides a channel for receiver response that enables the communicator to determine whether the message has been received and has produced the intended response. In face-to-face communication, direct feedback is possible. In downward communication, however, inaccuracies often occur because of insufficient opportunity for feedback from receivers. Distributing a memorandum about an important policy to all employees doesn't guarantee that communication has occurred.

We might expect that feedback in the form of upward communication would be encouraged more in organic organizations, but mechanisms that encourage upward communication are found in many different organizational designs. A healthy organization needs effective upward communication if its downward communication is to have any chance of being effective. The point is that developing and supporting mechanisms for feedback involve far more than following up on communications. Rather, to be effective, feedback needs to be engaging, responsive, and directed towards a desired outcome (McShane & VonGlinow 2000).

Empathy

Buchholz and Roth (1987), state that empathy is the ability to put oneself in the other person's role and to assume individual's viewpoints and emotions. This involves being receiver – oriented rather than communicator – oriented. The form of the communication should depend largely on what is known about the receiver. Empathy requires communicators to place themselves in the shoes of the receiver to anticipate how the message is likely to be decoded.

Too often, managers perceive themselves to be much better communicators than their subordinates perceive them. Managers must understand and appreciate the process of decoding. In decoding, the message is filtered through the receiver's perceptions. For vice president to communicate effectively with supervisors, for faculty to communicate effectively with students, and for government administrators to communicate effectively with minority groups, empathy is often an important ingredient. Empathy can reduce many barriers to effective communication. Remember that the greater the gap between the experiences and background of the communicator and the receiver, the greater the effort needed to find a common ground to understand where fields of experience overlap (Kenneth, 1980).

Repetition

Repetition is an accepted principle of learning. Introducing repetition or redundancy into communication (especially that of a technical nature) ensures that if one part of the message is not understood other parts carry the same message. New employees are often provided with the same basic information in several forms. Likewise, students receive much redundant information when first entering a school. This ensures that registration procedures, course requirements, and new terms such as 'freshers' and head of department (H.O.D.) are communicated.

Encouraging mutual trust

According to Hamilton and Parker (1997), time pressures often mean that managers cannot follow up communication and encourage feedback or upward communication every time they communicate. Under such circumstances, an atmosphere of mutual confidence and trust between managers and their subordinates can facilitate communication. Subordinates judge for themselves the quality of their perceived relationship with their superiors (Hamilton & Parker, 1997). Managers who can develop a climate of trust, find that following up on each communication, is less critical. Because they've fostered high source credibility among subordinates, no loss in understanding results from a failure to follow up on each communication. Some organization initiate formal programme designed to encourage mutual trust (Hamilton & Parker, 1997).

Effecting timing

Individuals are exposed to thousands of messages daily. Because of the impossibility of taking in all the messages, many are never decoded and received. Managers must realize that while they are attempting to communicate with a receiver, other messages would be received simultaneously. Thus, the message that the manager sends may not be heard. Messages that do not compete with other messages are more likely to be understood.

Because of this problem, many organizations use "retreats" when important policies or changes are being made. A group of executives may be sent to a resort to resolve an important corporate policy issue, or a college department's faculty may retreat to an off campus site to design a new curriculum. On an everyday basis, effective communication can be facilitated by properly timing major announcements. The barriers discussed earlier often arise from poor timing that results in distortions and value judgments.

Simplifying language

Complex language has been identified as a major barrier to effective communication. Students often suffer when their teachers use technical jargon that transforms simple concepts into complex puzzles. Government agencies are also known for their often-incomprehensible communications. Administrators must remember that effective communication involves transmitting understanding as well information. If the receiver does not understand, then there has been no communication. In fact, many techniques discussed in this section have as their sole purpose the promotion of understand. Administrators must encode messages in words, appeals and symbols that are meaningful to the receiver.

Another observation I made on my visit to the schools was the use of simple language in communicating notices. This is in support of what Bennett and Hess (2001) say in the KISS principle which means "Keep It Short and Simple". To them, communication must be kept simple and short for the recipient(s) of the message to easily decode the message.

Effective listening

Bennett and Hess (2001) maintain, each of us has a deep and innate desire to be listened to. It is a need so fundamental that when it is consistently denied in either adults or children, it can lead to mental illness. Conversely, when our desire to be heard and understood is fulfilled, we are energized, uplifted, more creative and significantly more productive.

As important as listening is, many people lack good listening skills. Davis (1998) said: “Hearing is done with the ears, but listening requires use of the mind” (p. 86). Jenkins (1999, p.59) reports that “75 percent of what we hear is heard incorrectly; and of the remaining 25 percent, we forget 75 percent within weeks.” The weakest link in the communication process is listening. Again, a study of perceived listening needs of training managers in 500 industrial organizations revealed that poor listening, which leads to ineffective performance and low productivity (Hunt & Cusella, 1983), was one of the most important problems faced.

To improve communication, managers must seek not only to be understood but also to understand. This involves listening. One method of encouraging someone to express true feelings, desires, and emotions is to listen. Just listening is not enough; one must listen with understanding. Can managers develop listening skills? Numerous pointers have been given for effective listening in organizational settings. For example, Costley and Todd (1987) stated the “Ten Commandments for Good Listening”:1) stop talking and listen, 2) empathize with the speaker, 3) ask questions, 4) concentrate on what the speaker is saying; 5) show the speaker you want to listen; 6) control your emotions and your temper; 7) remove distractions; 8) look for areas of disagreement, 9) avoid jumping to conclusions and making evaluations, 10) listen for the main points, note that both the first and the last commandment stress on the need to listen. Such guidelines can be useful to managers.

More important, however, is the decision to listen. Guidelines are useless unless the manager makes the conscious decision to listen. Only after the realization that effective communication involves understanding as well as being understood can guidelines for effective listening become useful.

In conclusion, it can be said that finding any aspect of a manager's job that does not involve communication would be hard. If everyone in the organization had common points of view, communicating would be easy. Unfortunately, such is not the case; each member comes to the organization with a distinct personality, background, experience, and frame of reference. The structure of the organization itself influences status relationships and the distance (level) individuals, which in turn influence the ability of individuals to communicate.

Empirical studies

There have been a number of related studies in communication in which findings revealed the importance of communication as a factor which is very important to consider for the survival of an organization. These few ones are reviewed from University of Ghana, Legon and University of Cape Coast.

Hammond (1986) conducted a study to find out the organizational communication in the Social Security Bank at the University of Ghana. The study showed that management of the Bank recognized that workers participation in the running of the institution was so crucial. The policies of the Bank were therefore communicated to the workers as well as volunteering information. Employees got a lot of satisfaction out of their work and had a sense of belongingness to contribute to management decision making through this open-door administration.

Again, the study revealed that suggestion box became one of the outlets for communication for efficiency in administration and to promote participation in decision making as well as make communication effective. Apart from creating a two-way communication, it also provided the needed feedback for a successful institution. It also encouraged self-expression which helped to tap the creative talents of the employees as well as exposing disgruntled groups in the institution.

From the study, it could be deducted that administration is a shared responsibility; in the schools therefore, the school administrators and their members of staff should come together to share policies and problems of the school. Resources will be pulled together for the schools to achieve enviable results in all fields if heads of senior high schools see their staff, students and other stakeholders as partners in the school administration and communicate with them.

Another study conducted by Daaku (2000) at the University of Ghana to find out the role that communication plays in GNTC, it was revealed that communication keeps people working together towards achievement of organizational goals. This is because the survival of any organization hinges on the way the people working together in the organization communicate.

The study again showed that management used combination of communication channels appropriately in every given situation to ensure that messages are understood. Face-to-face communication was used to reinforce the message in all situations. Also, Daaku revealed that in order to ensure effective communication, there is the need for the organization to provide an environment of trust, recognition and security in which people will be willing to work together to achieve set objectives. The ability to create such an environment will depend on communication- upward, downward and sideways throughout the organization. In the words of the author, "through effective communication, management was able to put GNTC on a sound footing" (p.67).

The study pointed out that school administrators must bear in mind that in their attempt to communicate with the players of our educational institutions, they must select the right channel in order for their intended messages to be understood by those that they communicate with.

There are challenges in school administration. Managers need to appreciate the role of communication; they may not have any cause to complain in their administration in that there is nothing that communication cannot do in organizations. It promotes unity, togetherness, understanding and also checks abuse of power as well as distortion of facts.

Another study conducted by Baah (2006) to find out about communication practices in senior secondary schools in the New Juaben Municipality, came out clear in the findings that the notice board, school assembly, staff meetings and SRC meetings were frequently used. The rest of the media were not used frequently.

Again, about the effectiveness of the media mentioned earlier, the four, that is, notice board, staff meetings, school assembly and SRC meetings were identified by the respondents as the most effective. Circular letters were also considered quite effective. The study also revealed that, of the six feedback techniques mentioned in the study, only three of them namely, "members submission of written and verbal reports to the head after attending seminars, in-service training and symposia", members submission of written and verbal reports on issues raised at meetings" and "members give their views on issues raised at staff meetings" were mostly used. The least was said about the rest of the techniques.

In the study again, students' lack of proficiency in the use of the English Language, the use of big words which most students do not understand, were found to be the most formidable barriers to communication in the schools. This reminds us about Hirch et al (1999) who talked about problems caused when the intended audience does not understand the use of words and phrases. Here again, the study pointed out the need to avoid the barriers in communication if we want to be understood.

It was found that school durbars are not periodically organized in the senior secondary schools in the New Juaben Municipality. This medium of communication would achieve the desired results if members of the school community are made aware of its value. Another study by Bampoh-Addo (2006) on the perception of teachers and administrators on communication in the administration of senior secondary schools in the Ewutu-Efutu Senya District came out with some interesting findings. The teachers had a strong desire to be part of school-based communication process to ensure effective communication; however, administrators feel reluctant to fully involve teachers as they distrust them for the fear of information leakage (e.g. information concerning discipline). Teachers' involvement in school communication process makes them more committed and responsible in the school

Most pertinent issues were not discussed during staff meetings. Administrators often had the final word. Teachers' views were not respected neither were they welcomed. Teachers were not included in institutional policies. Teachers were not timely informed about changes in decisions. Also, administrators admitted that teachers were not always aware of who and where to go for information at a given time for particular information. Again, teachers have also reached a stage where they mistrust their administrators such that they do not take what they say seriously. Administrators sometimes used wrong channels to disseminate information. Suggestion boxes are not used in the schools and finally teachers did not want to maintain their place of work because of the absence of job satisfaction.

It could be deducted from the study that teachers and administrators perceived communication in the administration in the senior secondary schools in the Ewutu-Efutu-Senya District not to be very effective. Things were not running well for the administration, staff and students of the senior secondary schools in the Ewutu-Efutu Senya District.

Another study conducted by Agyeman-Duah (2007) on the senior staff perceptions of communication practices of University of Cape Coast administration, came out with the following: that there are some positive effects of the communication practices of University of Cape Coast administrators. These include the frequent use of verbal communication, which enables senior staff to have the opportunity to ask their heads of department for clarification of job instructions. It is also evident that senior staff are allowed to take initiatives in responding to routine letters.

There is evidence from the study that the grapevine is active and sometimes useful in the University because both administrators and staff use it. Evident from the study indicates that senior staff are encouraged to contribute to the growth of their department. It is therefore, concluded that senior staff enjoy good working relations with administrators.

However, the communication practices of University of Cape Coast administrators have some negative effects, as evidence from the study. Some senior staff are over worked due to their being overloaded with too much job instructions from senior personnel in their departments. It can also be concluded that the size of the University affects the dissemination of information to its entire staff.

Summary of the chapter

The chapter looked at communication in organizations. Communication models; leadership and communication in educational institutions had also been looked at. The chapter looked at the importance of communication. Here, communication is seen as an essential element in the functioning of any organized group, including business organizations. It is used to disseminate information, resolve conflict and create an environment in which people are willing to contribute towards the welfare of the organization.

As can be seen from the literature, communication in organizations takes into account all the forms, that is, both formal and informal. Channels of communication had also been dealt with in the chapter where upward, downward, diagonal and horizontal channels had been thoroughly discussed. These channels of communication may be used to disseminate official information between employees and management. From the literature, it has been noted that formal communication must be backed by informal communication. Management should encourage employees to contribute to the success of the organization through suggestions, opinion sharing and others.

The chapter went further and looked at the effectiveness of communication tools. The chapter has also considered tools for effective communication as well as the barriers of communication. It had been demonstrated that some of the barriers of communication include: semantic problems, varying perceptions, filtering, poor listening habits, too many organizational levels, lack of credibility and kinesics.

Another topic the chapter discussed was “improving communication in organizations”. Under this heading, various things that can help to improve communication in institutions were discussed some of which are: following up on communication, regulating the flow of information in the organization, utilizing feedback, empathizing, repeating what you said for the sake of emphasis, encouraging mutual trust, effecting timing, simplifying language and finally effective listening as a tool of improving communication was thoroughly dealt with. The chapter also did some empirical review of earlier works on communication.

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CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter describes the research design and methodology adopted to achieve the purpose of the study. It also focused on the population, sample and sampling procedures, instruments, data collection procedure and mode of the data analysis.

Research Design

Research design refers to the plan or strategy of shaping the research (Henn, Weinstein & Foard, 2006), that might include the entire process of research from conceptualising the problem to writing research questions, and on to data collection, analysis, interpretation and report writing (Creswell, 2009). According to Ary, Jacobs and Razavieh (1990), descriptive survey studies are designed to obtain information concerning the current status of phenomena. Seidu (2006) describes descriptive survey as the study of an existing condition, prevailing viewpoints, attitudes, on-going processes and developing trends in order to obtain information that can be analysed and interpreted to come up with a report of the present status of subject or phenomenon under study. This design was found suitable because it gives an in-depth description of the phenomena in their existing setting and economical in collecting data from a large sample with high data turn over (Kothari, 2004).

Descriptive surveys determine and report just the way things are (Gay, 1992). He further indicates that it is directed towards the determination of the nature of the situation as they exist, as at the time of the study. Fraenkel and Wallen (2000) state that obtaining answers from a large group of people to a set of carefully designed and administered questions lies at the heart of survey research. Thus, the researcher employed descriptive survey in his study because he is interested in the opinions of a large group of people on the communication practices used by administrators in central university.

Study Area

The study area for this research study was Central University, Miotso campus. The Miotso campus consists of expanding number of structures on the 248-acre (1.00 km^2) plot of land. It houses the new 'face' of Central University. Miotso is 58.2 km away from Accra Central. This permanent campus accommodates the Central Business School (CBS), the School of Applied Sciences (SAS), the Faculty of Law and The Faculty of art and social science. Also, the administration section of the University College is also located here.

History of Central University

According to the Central University College (2007), The Central University was founded by the International Central Gospel Church (ICGC) in Accra, Ghana. It started off as a pastoral training institute in 1988. It was then known as the Central Bible College by June 1991. It later became the Central Christian College in 1993 and eventually became the Central University College in 1997. It was founded in 1998 as a pastoral school in Dansoman. Among the stated aims of the university is to provide an "integrated and biblically-based tertiary education with particular reference to the needs of the African continent". It is currently the biggest private university in Ghana. In 1988, the Central Bible College was born. In 1993, it became the Christian University College and became the Central University College (CUC) in the year 1997 after a change of name.

Central University College (CUC) is a privately-owned university college in Ghana. Owned by the International Central Gospel Church, its founder and Chancellor, Rev. Dr. Mensa Otabil has within the last two decades, emerged as a leading voice in African Christianity advocating for a proper synthesis of Christian religious expression and the translation of spirituality into practical everyday action. The Idea of CUC was birthed in 1988.

According to the Graphic Online (2016), CUC started as a short-term pastoral training institute mainly for pastors of ICGC. It became a Christian University College in 1993 expanding its programs over the years to include the academic study of Christian Theology, Business Administration, Economics, Computer Science and a select number of modern languages including French. Most of its current programs are offered up to the graduate level and has seen the establishment of the schools of architecture and pharmacy in the 2008/2009 academic year. In 1998, the university college was accredited by the (NAB).

A Ghanaian newspaper feature on CUC that appeared in The Spectator of Saturday 16 October 2007 described CUC as "a University college in a class of its own". The Valley View University of the Seventh Day Adventist Church was established before CUC. Ten (10) years down the line, CUC's development has been phenomenal with the construction of a permanent campus in Miotso, near Dahwenya. On 26 October 2007 CUC relocated a reater part of its campus from the heart of Accra, the capital to Miotso a community near Dawhenya in the Greater Accra Region.

The University's first Registrar Mr. Johnson Kanda was the first employee of the university who drafted and put together almost all the documentation needed for the university he served a period of 10 years between 1998 and 2008. The university's chancellor Rev. Dr. Mensa Otabil is the Head Pastor of the International Central Gospel Church (ICGC) The university's past President V. P. Y. Gadzekpo, FGAhad been president since 15 September 2004 till 2012. He took over from Rev. Prof. Kingsley Larbi who was the principal of Central Christian College, Ghana. His distinguished pioneering efforts at the then Central Christian College led to the establishment of Central University College, Ghana, where he served as its first President or Vice-Chancellor from November 1998 until July 2003. The university is now headed by Prof. Kwesi Yankah, who serves as the university's new president. He took over from Prof V. P. Y. Gadzekpo, FGA on 1 September 2012. The University received a charter from the president in 2016 and now has changed from a College to a University. The University has four schools and two faculties.

Faculty of Law

This is the newest school established at the Miotso campus.

1. Bachelor of Laws (LL.B)

School of Theology and Missions

The oldest of the schools, it was started in 1988 as a pastoral training institute thus predating the university.

1. Department of Biblical and Theological Studies

2. Department of Historical Theology
3. Department of Practical Theology

Central Business School

This school was established in 1997.

1. Department of Accounting
2. Department of Finance
3. Department of Agribusiness Management
4. Department of Management and Public Administration
5. Department of Human Resource Management
6. Department of Marketing

School of Applied Sciences

This is located on the Miotso campus

1. Department of Architecture
2. Department of Civil Engineering
3. Department of Natural Sciences
4. Department of Nursing Studies and Practice
5. Department of Pharmaceutical Sciences
6. Department of Physician Assistantship Studies

Faculty of Arts and Social Sciences

This is the third school created. It is located on the Dawhenya campus. It was established in October 2006).

1. Department of Communication Studies
2. Department of Environment and Development Studies
3. Department of English Language
4. Department of Economics

5. Department of French

Graduate School of Business

Master of Business Administration programme with a duration of 18 calendar months. Designed to provide an intensive quality post-graduate education in business and management within a supportive collaborative environment. An intensive foreign language training programme (French and Chinese) as well as a Personal Professional Development Programme of study is

CAMPUSES

The University occupies the following campus locations

Miotso

This consists of expanding number of structures on the 248-acre (1.00 km^2) plot of land. It houses the new 'face' of CU. Miotso is 58.2 km away from Accra Central. This permanent campus accommodates the Central Business School (CBS), the School of Applied Sciences (SAS), the Faculty of Law and The Faculty of art and social science. Also the administration section of the University College is also located here.

Mataheko Campus

The Mataheko campus is located in the heart of Accra near Kaneshie. The University has four campuses located within the Mataheko area for lecture halls and administrative offices. These campuses serve also the Central Business School and Administration and the Faculty of Arts and Social Sciences.

Dansoman Campus

The School of Theology and Missions is housed here.

Christ Temple Graduate School Campus

This campus houses the Graduate School of Business which runs the Master of Business Administration programme with duration of eighteen calendar months. Designed to provide an intensive quality post-graduate education in business and management within a supportive collaborative environment.

Kumasi Campus

The Kumasi campus is located at Calvary Charismatic Church (CCC) close to the KNUST and Ayigya Police Station.

Population

According to Best and Kahn (2006) population refers to "a group of individuals or people that have one or more characteristics in common and are of interest to the researcher" (p.13). The target population for this study consisted of the Administrators in the Central University since the focus of the study was on the communication practices of university Administrators: A case study of Administrators in the Central University. The population of the study was 50 Administrators in the Central University. For the study to achieve its set goals, the Administrators of various departments and faculty heads and registrars of various administrative faculties in the Central University was chosen to provide credible information on the communication practices of university Administrators, in the Central University, Accra.

Sampling Procedure

A sample is a subset or portion of the population whose results can be generalized to the entire population, (Amin, 2005). In research, the sample should be a representation of the population that is as much as possible most characteristics of the population should be represented in the sample selected.

As suggested by many researchers, sampling is a vital component of any research. It is very difficult and impossible to use the general population for any scientific research. This is due to the fact that researchers would find it difficult in getting access to the entire target population as a result of time constraints and the cost involved. It is therefore prudent for the researchers to use sample size for research especially in the case where the population size is too large. However, the general population size could be used when the study population itself is small and also not very scattered (Opoku, 2015).

According to the Business Jargon (2015), the census sampling method is also called a Complete Enumeration Survey Method wherein each and every item in the universe is selected for the data collection. The universe might constitute a particular place, a group of people or any specific locality which is the complete set of items and which is of interest in any particular situation. The Business Jargons went ahead to explain that one of the major advantages of census method is the accuracy as each and every unit of the population is studied before drawing any conclusions of the research.

When more and more data are collected the degree of correctness of the information also increases. Also, the researcher adopted this method because according the Business Jargons, the results based on this method are less biased and also it stated that, the census sampling method can be applied in a situation where the separate data for every unit in the population is to be collected, such that the separate actions for each is taken and in this research, the researcher did exactly that.

The census sampling method was used to select 50 respondents which included faculty heads, administrative heads and registrars of various who faculties were all in relevant positions at the university and therefore could provide the needed information for the study.

Data Collection Instrument

The instrument for data collection was self-designed. This was done in line with the researcher questions. Questionnaire was used for the study. The respondents who answered the questionnaires was administrators. A questionnaire is a research tool through which respondents are asked to respond to similar questions in a predetermined order (Gray, 2004). “A questionnaire is relatively economical, has standardised questions, can ensure anonymity, and questions can be written for specific purposes” (McMillan & Schumacher 1993, p.238).

The questionnaire was used because it reduced bias that might result from the personal characteristics of the interviewer. Questionnaire offers the chance for privacy since the respondents could complete them at their own convenience enhances increasing the validity of the data.

The questionnaire as an instrument has some limitations. It does not give the researcher the opportunity to probe deeper into the respondents’ opinions and feelings (Nachmias & Nachmias, 1996). The answer given is final and there is no clarification. Another limitation of the questionnaire is the possibility of the inclusion of ambiguous items. That is, if a questionnaire is not properly constructed, it may have unclear items and respondents might not understand them. At the quantitative phase a five Point Likert-type scale and closed-ended questions were used to sampled respondent view for the study.

The closed-ended questions were used to sample respondents’ knowledge about their background information. With closed ended questions, respondents are given a set of pre-designed replies such as agree or disagree or are given the opportunity to choose from a set of numbers representing strengths of feeling or attitude (Gray, 2004). Closed-ended question items have a number of advantages. For example, data analysis from closed questions is relatively simpler and questions can be coded quickly. Closed-ended questions require no extended writing thereby saving the respondent's time.

The questions which were asked were structured specifically to meet the research questions as well as the research problem. The questionnaire had two major parts, which was part A and B. Part A solicited for personal information about the respondents and Part B involved questions related to the topic, which was be sub-divided under the research questions. The questionnaires contained both open-ended and closed-ended questions which was simple enough for the respondents to answer. It ensured standardization because respondents answered the same questions. The open-ended questions, however, allowed more individualized responses (Frankel & Wallen, 2000).

Ethical Consideration

In conducting research, Creswell (2008) instructs researchers to seek or obtain permission from the authorities in charge of the site of the study because it involves a prolonged and extensive data collection. The important decision was how to obtain permission to the access site for the study. Ethical clearance was sought from the Institution Review Board (IRB) in UCC. This approval requires the researcher to submit a periodic review of the protocol to the board. See Appendix B for IRB ethical clearance letter. An introductory letter was collected from the Institute for educational planning and administration to grant the researcher access to the study. Creswell (2008) said that it is unethical to enter into an organisation or social groups to collect data without permission from the 'gate-keepers' of the organisation.

After securing the permission from the authorities in charge of the setting, it was important to gain the informed consent of the target participant of the study. Informed consent is an ethical requirement which demands that respondents be allowed to choose to participate or not to participate in the research after receiving full information about the possible risks or benefits of participating (Makore-Rukuni, 2001). The participant is free to decline to participate or withdraw from the study at any time (Tuckman, 1994). In this study, the researcher informs selected participants about the purpose of the study. The participants were given the freedom to choose to participate or not in the study or not.

The next ethical issue discussed was confidentiality. Confidentiality indicates the researcher's ethical obligation to keep the respondent's identity and responses private (Babbie, 2001). Cohen, Manion and Morrision (2007, p. 65) concluded that confidentiality: "Means that although researchers know who has provided the information or are able to identify participants from the information given, they will in no way make the connection know publicly, the boundaries surrounding the shared secret will be protected". In the study, the researcher ensures that the information provided is not shared with any other user. The information was used for the purpose of the research.

The next ethical issue that was discussed is anonymity. Anonymity was used to protect respondents' 'right of privacy'. A respondent was therefore considered anonymous when the researcher or another person cannot identify the respondents from the information provided (Cohen et al., 2007).

Pre-testing of the Instrument

The essence of the pre-testing was to determine whether the item possessed the desired quantities of measurement and understanding ability. A pre-testing for this research was done using the 15 administrators of African University College of Communication which is located in Accra. In terms of reliability and validity of the Cronbach's Alpha, it proved that questions asked under research questions one which showed a Cronbach's alpha figure of 0.86, research question three which showed a Cronbach's alpha figure of 0.89 and research question four which showed a Cronbach's alpha figure of 0.88 showed that all three research questions were reliable.

It was only for the questions relating to research question two that the Cronbach's Alpha proved questionable where the Cronbach's alpha figure was 0.67. The pre-testing provided an insight into the strategies of the field work to the researcher. It also afforded the researcher an idea about the time to be allotted to complete the final questionnaire. The pre-test enabled the researcher gain insight into how the selected staff would respond to the questionnaire as well its reliability, the extent to which the respondents consistently gave certain answers.

The pre-test also provided the researcher with ideas about anticipated difficulties such as length of time people would use to answer the questions. The pretest helped in making needed alterations in the data collecting methods and provided an opportunity to redesign parts of the study to overcome difficulties that the pretest revealed. The pre-test also provided data for the researcher to determine the reliability of the instrument.

Data Collection Procedure

For the purpose of this study, a field research is conducted to collect data from the chosen university through the use of questionnaires. Questionnaire refers to the data collection instruction in which respondents are allowed to answer the same set of questions in a prearranged manner (deVaus, 2002). According to Opoku (2015), questionnaire is usually used in survey strategy as it provides an efficient means of gathering large data or responses from the chosen sample frame and therefore appropriate for descriptive or explanatory research as it enables the researcher to identify and describe variables in different contexts or enables the researcher to investigate and establish the relationships between variables.

The researcher first wrote a letter to the Central University administration office seeking their permission to partake in the distribution of questionnaire, subsequently the researcher was called a week later granting him the permission to partake in the distribution of the questionnaires. Three days later, the researcher went to the organisation to establish rapport with the respondents and to seek their permission in the participation of the study. Initial explanation was given to the respondents on the content of the questionnaire.

Subsequently the questionnaire was administered to all the respondents. The questionnaires were distributed personally to the respondents by the researcher. Follow ups were made on the respondents answering the questionnaire. Thus, the questionnaires distributed were all answered and the rate of return was a 100% within a week.

Data Processing and Analysis

The objectives of data analysis included measuring of central tendency and variability, testing reliability and the hypotheses developed for the study (Sekaran, 2003). It is important to prevent error that may invalidate the conclusions. Data analysis enabled describing and comparing variables numerically which enhanced the statistical analysis and data interpretation (Saunders et al., 2009). All the data obtained from the questionnaires collected were interpreted and summarized in average, frequency distribution and percentage distribution (Zikmund, 2003).

The responses that was gathered from the questionnaire was collected and coded. Quantitative data processing was done using Statistical Package for Social Sciences (SPSS). The nominal scale was used because it is suitable for items or objects that are classified into categories. The ordinal scale was also used because it is appropriate for objects or items that are arranged orderly. These was selected due to the expectation of the researchers with reference to the nature of the data to be collected. Open-ended questions and close-ended questions were used in the structuring of the questionnaire. Frequency distributions and percentages were used for the data analysis and correlation tables were used to check the relationship between variables. It was used to determine the proportion of respondents choosing the various responses. This was done for each group of items relating to the research questions. The proportions showed the diverse views of employees on the various sub-issues. Frequency tables were used to ensure easy understanding of the analysis.

Summary of Research Methods

In this chapter, the method and design of the research were outlined and situated within the descriptive survey. The discussion of the approaches to data collection and analysis were also looked at. In addition to that, the discussion of the researcher’s claims about the data collection procedure of the study was discussed.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The focus of this chapter was to analyze the field data and examine the findings in the light of the research questions of the study. The purpose of the study was to ascertain both effective and less-effective communication practices among university Administrators in Central University in Ghana. The descriptive survey was employed because it analyzes, interprets and reports the present status of a school and a sample of 50 administrators of Central University was chosen because in educational institutions, administrators play a key role in managing the affairs of the institution especially in the case of higher educational institution, thus, the choice of the researcher. The census sampling was used in the research because the census method is accurate as each and every unit of the population is studied before drawing any conclusions of the research. The questionnaire was used and it was pre-tested to determine whether the item possessed the desired quantities of measurement and understanding. Cronbach's alpha was used in the pilot test in order to test the reliability of the questions asked. Results were presented according to the research questions. Since data collected for the study was only quantitative, the survey was coded for the analysis. Statistical Package for Social Science (SPSS) was used to process the data.

Positions/rank of administrators

For this research to achieve its aim 50 administrators were used for the research. Among this administrator included the faculty heads and registrars of various administrative faculties in the Central University. Various heads of department under each faculty were also used to achieve a clear result of the study. The researcher achieved his aim through this careful selection of the administrators.

The table 1 below shows a bio data of respondents regarding their gender.

Table 1: Gender of Administrators

Gender	Frequency	Percentages (%)
Male	28	56.0
Female	22	44.0
Total	50	100

Source: Field Survey, Akafia (2018)

The Table 3 shows the gender distribution of the administrators of Central University. Out of 50 respondents, 28 were a male which was a 56 % and 22 out of 50 respondents were females making 44 %. Table 2 shows the responses regarding the age distribution of the Central University Administrators who were used for the survey.

Table 2: Ages of Respondents

Ages	Frequency	Percentages (%)
31-40	22	44.0
41-50	12	24.0
51-60	8	16.0
61-above	8	16.0
Total	50	100

Source: Field Survey, Akafia (2018)

The Table 2 shows the age distribution of the administrators in Central University. Twenty-two (22) out of the 50 respondents were between the ages of 31 to 40 making a 44%. Also, 12 out of the 50 respondents were between the ages of 41 to 50 making a 24%. It could be noticed that, 8 out of the 50 of the respondents were between the ages of 51 to 60 making 16 % and finally, 8 of them too were 61 years and above which was also 16 %. Table 3 shows the responses regarding the faculties of the Central University Administrators who were used for the survey.

Table 3: Faculties of Respondents

Faculty	Frequency	Percentages (%)
Arts and Sciences	24	48.0
Business Administration	13	26.0
Computer Science	8	16.0
Applied	5	10.0
Total	50	100

Source: Field Survey, Akafia (2018)

The Table 3 shows the various departments of the administrators who were the respondents of the survey. It could be noticed that 9 out of the 50 respondents were in the department of Arts and Sciences which was (18%). Also, 13 of the respondents making 26% were in the business administration department. It could be seen that, 8 out of 50 of the respondents were in the computer science department making (16%). The researcher had only 5 administrators from the applied research department making 10%. Whiles 8 out of the 50 respondents were from the writing center of the university which was a 16% and 7 out of 50 of the respondents were from the mathematics center making (14%).

Communication Practices among Administrators in Central University

Table 4 shows the responses regarding the relationship between some questions answered by the Central University Administrators who were used for the survey.

Table 4: Correlations

		How do you take information received in the institution	How often do you visit your institutional website	In your opinion, what is the best way to communicate to you?
How do you take information received in the institution	Pearson Correlation Sig. (2-tailed) N	1	.611** .000 50	.641** .000 50
How often do you visit your institutional website	Pearson Correlation Sig. (2-tailed) N	611** .000 50	1 50	538** .000 50
In your opinion, what is the best way to communicate to you?	Pearson Correlation Sig. (2-tailed) N	.641** .000 50	538** .000 50	1 50

**. Correlation is significant at the 0.05 level (2-tailed).

Source: Field Survey, Akafia (2018)

From Table 4, it could be noticed that the Pearson correlation was a positive 0.611 between people who said they take information received in the institution and how often they visit their institution website, the figure was around 0.7 which means that there is a strong uphill positive relationship between the two. Also, a negative 0.641 showed almost a strong uphill positive relationship between the two questions which are how do you take information received in the institution and In your opinion, what is the best way to communicate to you. Besides, there was also almost a strong uphill positive relationship between people who said they often visit their institution website and how they take information received in the institution. Also, there was a moderate positive linear relationship of 0.538 between the questions how often you visit your institution website and in your opinion, what is the best way to communicate to you. Also, there was almost a strong uphill positive relationship of 0.641 between the questions in your opinion, what is the best way to communicate to you and how do you take information received in the institution. Finally, on the correlation table above, it would be noticed that, there was a moderate uphill positive relationship of 0.538 between the questions in your opinion, what is the best way to communicate to you and how often do you visit your institution website.

Finally, still on the correlation table, it was noticed that, there was almost a strong uphill positive correlation between the best ways in communicating with them according to their own opinion and how they take information received within the institution. The correlation tables showed diverse views of different administrators who are coming from different cultural and religious backgrounds. It also reminds us that, in the organisation, everybody's thinks and act differently and this reinforces the assertion of Katz and Kahn (1978) who were of the view that, An organisation begins with a list of behaviors that are expected to be performed in the context of organisational rules and norms but he further went ahead to explain that the organization induces people to contribute behaviors that fulfill those expectations, and it provides mechanisms to ensure that such expectations are met in a predictable fashion. Table 5 shows the responses regarding the views on communication channels of the Central University Administrators who were used for the survey.

Table 5: Respondents Views on Communication Channels

Channels	Frequency	Percent
Formal	13	26.0
Informal	25	50.0
Unofficial	9	18.0
Total	50	100.0

Source: Field Survey, Akafia (2018)

According to table 5, 13 of the respondents representing 26% listed formal communication as the communication channel in their organisation. Twenty-five (25) of the respondents representing 50% listed informal communication as the communication channel in their organisation, Nine (9) of the respondents representing 18% listed unofficial communication as the communication channel in their organisation. Table 6 shows the responses regarding the views of the Central University Administrators on how they receive most of their departmental information.

Table 6: Departmental Information

Responses	Frequency	Percent
Memorandum	13	26.0
Departmental Meetings	25	50.0
Emails	9	18.0
Text Messages	3	6.0

Total	50	100.0

Source: Field Survey, Akafia (2018)

According to table 6, it was noticed that 13 of the respondents received most of their departmental information through memorandum which represents 26%. Also, 25 of them received their departmental information from the departmental meetings which is a 50%. Moreover, 9 of the respondents stated that they received most of their departmental information through emails and finally only 3 of the 50 respondents stated that they receive most of their departmental information through text messages. Table 7 shows the responses regarding the views of the Central University Administrators on how they prefer to receive information.

Table 7: Medium of Information Receive

Responses	Frequency	Percent
Face-to-face	33	66.0
Text messages	11	22.0
Emails	6	12.0
Total	50	100.0

Source: Field Survey, Akafia (2018)

From Table 7, it was noticed that, 33 out of the 50 respondents said they would prefer to receive their information face-to-face which was (66%). Moreover, 11 of them preferred to receive their information through text messages (22%) and finally only 6 of them preferred to receive their information through emails making (12%).

Table 8: Communication Practices among Administrators

Variables	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
Administrative meetings	7(14%)	8(16%)	13(26%)	15(30%)	7(14%)
Good sense of humour	7(14%)	9(18%)	8(16%)	19(38%)	7(14%)
Administrators always listen to each other actively.	7(14%)	9(18%)	10(20%)	17(34%)	7(14%)
Timely responses by colleagues.	7(14%)	9(18%)	11(22%)	14 (28%)	9(18%)
Training administrators to adapt situations.	7(14%)	7(14%)	12(24%)	14(28%)	10(20%)
Explanations are given to colleagues by administrators.	7(14%)	9(18%)	11(22%)	13(26%)	10(20%)
Communications are written down to avoid forgetfulness.	7(14.0%)	11(22%)	11(22%)	12(24%)	9(18%)
Administrators are advised to ask questions before they speak	7(14%)	10(20%)	14(28%)	12(24%)	7 (14%)

Source: Field Survey, Akafia (2018)

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The Table 8 shows the administrators' responses to a question asked. It was realised that 7 out of the 50 administrators strongly disagreed to the fact that they have administrative meetings at the institution to update all administrators on issues which represents 14 %, 8 out of the 50 respondents also disagreed that they have administrative meetings at the institution to update all administrators on issues making 16 %. It will be noticed from the table that, 13 of them were uncertain about the fact which was 26 %, 15 of the respondents agreed to the fact that, they have administrative meetings at the institution to update all administrators on issues, whiles 7 out of the 50 respondents also strongly agreed that they have administrative meetings at the institution to update all administrators on issues.

Also, 7 out of the 50 administrators strongly disagreed to the fact that Administrators always keep a good sense of humour making 14 %, 9 out of the 50 respondents also disagreed that Administrators always keep a good sense of humour making 18 %. It will be noticed from the table that, 8 of them were uncertain about the fact which represent 16 %, 19 of the respondents agreed to the fact that, Administrators always keep a good sense of humour making 38 %, whiles 7 out of the 50 respondents also strongly agreed that Administrators always keep a good sense of humour making a 14 %.

Here, the researcher will side with Wentz (1998), who stated that, "An understanding of the importance of communication is significant to the success of the educational administrator. Thus, it means the administrators of Central University understand the importance of communication, that's why they are trying to do something good to make their communication in their organisation a success.

Seven (7) out of the 50 administrators strongly disagreed to the fact that Administrators always listen to each other actively making a 14 percent. 9 out of the 50 respondents also disagreed that Administrators always listen to each other actively making 18 percent. It will be noticed from the table that, 10 of them were uncertain about the fact which was a 20 percent. Seventeen (17) of the respondents agreed to the fact that, Administrators always listen to each other actively making a 34 percent, whiles 7 out of the 50 respondents also strongly agreed that Administrators always listen to each other actively making 14 percent.

Seven (7) out of the 50 administrators strongly disagreed to the fact that responses are given by colleagues in a timely manner, making 14 %, 9 out of the 50 respondents also disagreed that that responses are given by colleagues in a timely manner, making 18 %. It will be noticed from the table that, 11 of them were uncertain about the fact which was 22 %. 14 of the respondents agreed to the fact that, responses are given by colleagues in a timely manner, making 28 %, whiles 9 out of the 50 respondents also strongly agreed that that responses are given by colleagues in a timely manner, making 18 %. Seven (7) out of the 50 administrators strongly disagreed to the fact that administrators are trained to adapt readily to any situation, making a 14 %. Seven (7) out of the 50 respondents also disagreed that that administrators are trained to adapt readily to any situation, making a 14 %. It will be noticed from the table that, 12 of them were uncertain about the fact which was 24 %.

Fourteen (14) of the respondents agreed to the fact that, administrators are trained to adapt readily to any situation, making 28 %, whiles 10 out of the 50 respondents also strongly agreed that that administrators are trained to adapt readily to any situation making 20 %. Here, the researcher will state that, it's a very good step the school has taken to train administrators because O'Neil (1998), even made it clear that "A person's communication effectiveness is directly proportional to his or her attitude. Therefore, if the administrators aren't trained, it's more likely that they won't develop a positive attitude towards which may fail the university on a whole.

Seven (7) out of the 50 administrators strongly disagreed to the fact that Administrators are always present to explain things to their colleagues, making a 14 %. 9 out of the 50 respondents also disagreed that that Administrators are always present to explain things to their colleagues making a 18 %. It will be noticed from the table that, 11 of them were uncertain about the fact which was a 22 %. Thirteen (13) of the respondents agreed to the fact that, Administrators are always present to explain things to their colleagues making 26 %, whiles 10 out of the 50 respondents also strongly agreed that that Administrators are always present to explain things to their colleagues, making a 20 %.

Seven (7) out of the 50 administrators strongly disagreed to the fact that everything communicated is written down to avoid forgetfulness, making a 14 %. 11 out of the 50 respondents also disagreed that that everything communicated is written down to avoid forgetfulness, making 22 %. It will be noticed from the table that, 11 of them were uncertain about the fact which was a 22 %. 12 of the respondents agreed to the fact that, everything communicated is written down to avoid forgetfulness, making a 24 %, whiles 9 out of the 50 respondents also strongly agreed that that everything communicated is written down to avoid forgetfulness, making 18 %.

Seven (7) out of the 50 administrators strongly disagreed to the fact that Administrators are advised to ask questions before they speak, making 14 %. 10 out of the 50 respondents also disagreed that that Administrators are advised to ask questions before they speak, making a 20 %. It will be noticed from the table that, 14 of them were uncertain about the fact which was a 28 %. 12 of the respondents agreed to the fact that, Administrators are advised to ask questions before they speak, making 24 %, whiles 7 out of the 50 respondents also strongly agreed that Administrators are advised to ask questions before they speak, making 18 %. here the researcher will like to state that they should develop the habit of asking if they've not been asking questions because Laud (1998) says that more than three-fourths of an administrator's day is spent communicating, and it is essential that administrators learn how to talk with staff members, therefore if the administrator doesn't cultivate the habit of asking questions, there is no way they can get any better feedback.

Standards for Communication among Administrators in Central University

Table 9 shows the responses regarding the relationship between some questions answered by the Central University Administrators who were used for the survey.

Table 9: Correlations

		There is good communication in my institution	How satisfied are you with the quality of communication in your institution	How is information flow among university administrator	How well are you informed about administrative issues
There is good communication in my institution	Pearson Correlation	1	.668**	.662**	.636**
	Sig. (2-tailed)		.000	.000	.000
	N		50	50	50
How satisfied are you with the quality of communication in your institution	Pearson Correlation	.668**	1	.869**	.910**
	Sig. (2-tailed)	.000		.000	.000
	N	50		50	50
How is information flow among university administrator	Pearson Correlation	.662**	869**	1	.932**
	Sig. (2-tailed)	.000	.000		.000
	N	50	50		50
How well are you informed about administrative issues	Pearson Correlation	.636**	910**	.932**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	50	50	50	

**. Correlation is significant at the 0.05 level (2-tailed).

Source: Field Survey, Akafia (2018)

From the correlation table above, it could be noticed that the Pearson correlation was 0.668 between people who said there is a good communication in my institution and how satisfied are you with the quality of communications in your company, the figure was closer to 0.7 which means that there is a strong positive relationship between the two. Also, a positive 0.662 showed almost a strong uphill positive relationship between the two questions which are there is a good communication in my institution and how is information flow among university administrators. Besides, there was also almost a strong uphill positive relationship of 0.636 between the questions there is a good communication in my institution and how well are you informed about administrative issues.

Also, there was almost a strong uphill positive linear relationship of 0.668 between people who said how satisfied you with the quality of communications in your company are and there is a good communication in my institution. There was also more than a strong uphill positive relationship of 0.869 between the questions how satisfied you with the quality of communications in your company are and how is information flow among university administrators. Also, there was almost a perfect uphill positive linear relationship 0.910 between the questions how satisfied you with the quality of communications in your company are and how well are you informed about administrative issues. Also, there was almost a strong uphill positive relationship of 0.662 between the questions how information flow among university administrators and there is is a good communication in my institution. There was also more than a strong uphill positive relationship of 0.869 between the questions how information flow among university administrators is and how satisfied are you with the quality of communications in your company. It was also noticed that, there was almost a perfect positive uphill linear relationship of 0.932 between the questions how information flow among university administrators is and how well are you informed about administrative issues. Also, it could be seen that, there was almost a strong uphill positive relationship of 0.636 between the questions how well you are informed about administrative issues and there is a good communication in my institution.

Nevertheless, it could be noticed that, there was almost a perfect uphill positive linear correlation of 0.910 between the questions How well are you informed about administrative issues and how satisfied are you with the quality of communications in your company. Finally, there was almost a perfect uphill positive linear correlation of 0.932 between the questions how well you are informed about administrative issues and how information flow among university administrators is.

The above shows that administrators in the organisation have diverse views and opinions due to where they are coming from but since they are working to achieve a common goal, most of them are mute about this view. Again, this reinforces the assertion of Katz and Kahn (1978) who were of the view that, An organisation begins with a list of behaviors that are expected to be performed in the context of organisational rules and norms but he further went ahead to explain that the organisation induces people to contribute behaviors that fulfill those expectations, and it provides mechanisms to ensure that such expectations are met in a predictable fashion. Table 10 shows the responses regarding the views of the Central University Administrators on the usual means of communication among administrators.

Table 10: Means of Communication among Administrators

Response	Frequency	Percentages (%)
Memorandum	8	16.0
Meeting	11	22.0
Emails	13	26.0
Text message	7	14.0
WhatApp	7	14.0
Face-to-face	4	8.0
Total	50	100

Source: Field Survey, Akafia (2018)

Table 10, shows that 8 out of the 50 respondents representing 16% stated that memorandum is the usual means of communication among administrators. 11 of them representing 22% also stated that departmental meeting is the usual means of communication among administrators. Thirteen (13) out of the 50 respondents representing 26% stated that emails are the usual means of communication among administrators. Moreover, 7 of them representing 14% stated that text messages are the usual means of communication among administrators. Whiles 7 of them representing 14% also stated that Whatsapp messages are the usual means of communication among administrators. Finally, only 4 of the respondents representing just 8% stated that face-to-face communications are the usual means of communication among administrators. Table 11 shows the responses regarding the views of the Central University Administrators on the Standards for Communication among administrators.

Table 11: Standard of Communication among Administrators

Variables	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
Interruption of presentation are never allowed.	7(14%)	9(18%)	11(22%)	13(26%)	10(20%).
Sidebar communication is never tolerated.	5(10%)	10(20%)	8(16%)	16(32%)	11(22%)
Cultural, Religious and social Background are to be respected.	6(12%)	7(14%)	7(14%)	18(36%)	12(24%)
Issues among among administrators are to be solved by Senior administrators.	5 (10%)	5(10%)	7(14%)	22(44%)	11(22%)
Mentors are welcome administrators with communication.	5(10%)	6(12%)	6(12%)	19(28%)	14(28%)
Co-workers should not be embarrassed in the presence of others.	5(10%)	5(10%)	5(10%)	20(40%)	15(30%)

Source: Field Survey, Akafia (2018)

Table 11 shows the administrators responses to a question asked. Seven (7) out of the 50 administrators strongly disagreed to the fact that, interruptions of presentation are never allowed when administrators are in a meeting, making a 14 %. Nine (9) out of the 50 respondents also disagreed that interruptions of presentation are never allowed when administrators are in a meeting, making 18 %. It will be noticed from the table that, 11 of them were uncertain about the fact which was 22 %. 13 of the respondents agreed to the fact that, interruptions of presentation are never allowed when administrators are in a meeting, making 26 %, whiles 10 out of the 50 respondents also strongly agreed that that interruptions of presentation are never allowed when administrators are in a meeting, making 20 %. It could be seen that they are practicing something good which will beneficial to all the administrators on a whole since Costley and Todd (1987) stated that the first Commandments for Good Listening and communication is to stop talking and listen.

Five (5) out of the 50 administrators strongly disagreed to the fact that, Sidebar communication is never tolerated among university administrators, making 10 %. Ten (10) out of the 50 respondents also disagreed that Sidebar communication is never tolerated among university administrators, making 20 %. It will be noticed from the table that, 8 of them were uncertain about the fact which was 16 %. 16 of the respondents agreed to the fact that, Sidebar communication is never tolerated among university administrators, making 32 %, whiles 11 out of the 50 respondents also strongly agreed that that Sidebar communication is never tolerated among university administrators, making 22 %. With this they are doing something inclined to what McShane and

VonGlinow (2000) stated that, regulating communication can ensure an optimum flow of information to managers, thereby eliminating the barrier of communication overload. Communication can be regulated in both quality and quantity.

Six (6) out of the 50 administrators strongly disagreed to the fact that, it is a must to respect cultural, religious and social background, making 12 %. 7 out of the 50 respondents also disagreed that it is a must to respect cultural, religious and social background, and making 14 %. It will be noticed from the table that, 7 of them were uncertain about the fact which was 14 %. 18 of the respondents agreed to the fact that, It is a must to respect cultural, religious and social background, making 36 %, whiles 12 out of the 50 respondents also strongly agreed that that it is a must to respect cultural, religious and social background, making 24 %. the researcher will agree to that particular standard of communication in the institution since McShane and VonGlinow (2000) stated that, the form of the communication should depend largely on what is known about the receiver, he further explained that, empathy requires communicators to place themselves in the shoes of the receiver to anticipate how the message is likely to be decoded.

Five (5) out of the 50 administrators strongly disagreed to the fact that, issues involved with administrators are to be resolved by the senior administrator making 10 %. 5 out of the 50 respondents also disagreed that issues involved with administrators are to be resolved by the senior administrator and making 10 %. It will be noticed from the table that, 7 of them were uncertain about the fact which was 14 %. 22 of the respondents agreed to the fact that, issues involved with administrators are to be resolved by the senior administrator making a 44 %, whiles 11 out of the 50 respondents also strongly agreed that issues involved with administrators are to be resolved by the senior administrator making 22 %.

Five (5) out of the 50 administrators strongly disagreed to the fact that, Mentors are welcome to help others with communication and new team members are received with energy in order to achieve a common goal, making a 10 %. 6 out of the 50 respondents also disagreed that mentors are welcome to help others with communication and new team members are received with energy in order to achieve a common goal, and making 12 %. It will be noticed from the table that, 6 of them were uncertain about the fact which was 12 %. 19 of the respondents agreed to the fact that, mentors are welcome to help others with communication and new team members are received with energy in order to achieve a common goal, making a 38 %, whiles 14 out of the 50 respondents also strongly agreed that Mentors are welcome to help others with communication and new team members are received with energy in order to achieve a common goal, making 28 %. This means they were trying to do something similar to what McShane and VonGlinow (2000) was asserting, he stated categorically that, repetition is an accepted principle of learning. Introducing repetition or redundancy into communication (especially that of a technical nature) ensures that if one part of the message is not understood other parts carry the same message.

Five (5) out of the 50 administrators strongly disagreed to the fact that, Co-workers should not be embarrassed in the presence of others, making 10 %. 5 out of the 50 respondents also disagreed that Co-workers should not be embarrassed in the presence of others and making 10 %. It will be noticed from the table that, 5 of them were uncertain about the fact which was a 10 %. 20 of the respondents agreed to the fact that, Co-workers should not be embarrassed in the presence of others, making 40%, whiles 15 out of the 50 respondents also strongly agreed that Co-workers should not be embarrassed in the presence of others, making 30 %. This is good because by so doing, it builds a mutual trust and its inclined to what Hamilton and Parker (1991) stated that, an atmosphere of mutual confidence and trust between managers and their subordinates can facilitate communication.

Challenges of Communication Practices Faced By the Administrators in Central University

Table 12 shows the responses regarding the views of the Central University Administrators on how well they are informed about their duties.

Table 12: Informed about Duties

Responses	Frequency	Percentages (%)
Yes	33	66.0
No	17	34.0
Total	50	100

Source: Field Survey, Akafia (2018)

From Table 12, it could be concluded that, administrators were well informed about their duties since 31 administrators out of the 50 administrators agreed to that fact making 62%. Meanwhile, about 17 out of the 50 administrators said they were not well informed about their duties. Table 13 shows the responses regarding the views of the Central University Administrators about the honesty of communication among their administrators.

Table 13: Honesty of Communication among Administrators

Responses	Frequency	Percentages (%)
High	12	24.0
Average	17	34.0
Uncertain	7	14.0
Poor	9	18.0
Not at all	5	10.0
Total	50	100

Source: Field Survey, Akafia (2018)

From Table 13, administrators were asked about their opinion on the honesty in their workplace. It could be noticed that, 12 out of the 50 administrators said the honesty of communication among their administrators was high, which was 24 %. Also, 17 out of 50 of them making 34% said the honesty communication among their administrators was average. Seven (7) out of the 50 administrators making a 14% were uncertain about the fact. 9 out of the 50 administrators 18% said the honesty of communication among their administrators was poor. Meanwhile, 5 out of the 50 administrators said there was no honesty of communication among their administrators. A high number of the administrators stated that the honesty of communication among themselves is average. Abrell (2004) stated categorically that, nearly all communication theorists assert that sincerity is the foundation on which all true communication rests. Abrell further went ahead to state that, without sincerity honesty, straightforwardness, and authenticity all attempts at communication are destined to fail. Therefore, administrators in Central University should improve the honesty of communication among themselves to avoid disharmonious relations among themselves in the University. Table 14 shows the responses regarding the views of the Central University Administrators about how they prefer face-to-face communication to written communication.

Table 14: Face-to-face Communication to Written Communication

Responses	Frequency	Percentages (%)
Yes	28	56.0
No	22	44.0
Total	50	100

Source: Field Survey, Akafia (2018)

According to Table 14, it could be noticed that, 28 out of the 50 administrators who answered the questionnaires making a 56% prefer face-to-face communication to written communication whiles 22 out of the 50 respondents don't prefer face-to-face communication to written communication.

Here, the researcher will try and agree with them because Shaw (2011) asserted that, if noise exists in the elements of communication in any way, complete clarity of meaning and understanding does not occur. Therefore, administrators must try and do some face-to-face communication in the form of meetings in order for them to perform more creditably. Table 15 shows the responses regarding the views of the Central University Administrators about how they feel employers should be more proactive in communicating issues and decisions to employees.

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Table 15: Proactive in Communication Issues and Decisions to Employers

Responses	Frequency	Percentages (%)
Strongly Agree	11	22.0
Agree	18	36.0
Uncertain	7	14.0
Disagree	7	14.0
Strongly Disagree	7	14.0
Total	50	100

Source: Field Survey, Akafia (2018)

The Table 15 shows the answers given by some 50 administrators of central university about a question asked during a survey.it could be noticed that, 11 out of the 50 administrators making 22 % strongly agreed that they feel that, employers should be more proactive in communicating issues and decisions to employees. 18 out of 50 employees making 36 % agreed that they feel that employers should be more proactive in communicating issues and decisions to employees.7 out of the 50 administrators making 14 % were uncertain about the fact. Meanwhile 7 out of the 50 of the administrators making 14 % disagreed to the fact that, they feel that employers should be more proactive in communicating issues and decisions to employees.

Finally, 7 out of 50 of the administrators strongly disagreed to the fact that they feel that employers should be more proactive in communicating issues and decisions to employees. Table 16 shows the responses regarding the views of the Central University Administrators about if they receive most of my information through informal channels.

Table 16: Information through Informal Channel

Responses	Frequency	Percentages (%)
Yes	30	60.0
No	20	40.0
Total	50	100

Source: Field Survey, Akafia (2018)

From the table 16, it could be noticed that 30 out of the 50 administrators making 60 % receive most of their information through the informal channels and only 20 out of the 50 respondents making 40 % receive most of their information through informal channels. Table 17 shows the responses regarding the views of the Central University Administrators about if information shared by most administrators is often bias and reflect their self-interest.

Table 17: Information Sharing among Administrator

Responses	Frequency	Percentages (%)
Strongly Agree	9	18.0
Agree	12	24.0
Uncertain	10	20.0
Disagree	11	22.0
Strongly Disagree	8	16.0
Total	50	100

Source: Field Survey, Akafia (2018)

The Table 17 shows the answers given by some 50 administrators of central university about a question asked during a survey. It could be noticed that, 9 out of the 50 administrators making 18 % strongly agreed that

Information shared by most administrators is often bias and reflect their self-interest. 12 out of 50 employees making 24% agreed that Information shared by most administrators is often bias and reflect their self-interest. 10 out of the 50 administrators making 20 % were uncertain about the fact. Meanwhile 11 out of the 50 of the administrators making 22 % disagreed to the fact that, Information shared by most administrators is often bias and reflect their self-interest. Finally, 8 out of 50 of the administrators making 16 % strongly disagreed to the fact that Information shared by most administrators is often bias and reflect their self-interest.

Since most of them also stated that they received their information through informal channels within their institution, this is where the researcher will agree with Pandey et al. (2016) who stated categorically that, Grapevine links the whole organisation very quickly. From top to bottom of an organisation, nobody is left from the touch of grapevine and he went further to explain that, that's the main reason why sometimes grapevine communication is considered very effective communication.

At this point should try and change their attitude in order to increase productivity. Also, a lot of the administrators disagreed that top administrators (superiors) are hesitant to communicating information to lower ranks (subordinates). This is a good move from the superior administrators since Shaw (2011) asserted that, communication is complex, give-and-take process, breakdowns anywhere in the cycle can block the transfer of understanding. Therefore, if administrators are not hesitant in communicating, there will be no breakdown and there will be block of transfer of understanding. Table 18 shows the responses regarding the views of the Central University

Administrators about whether top administrators (superiors) are hesitant to communicating information to lower ranks (subordinates).

Table 18: Top Administrators (superiors) are Hesitant to Communicating Information to Lower Ranks (subordinates)

Responses	Frequency	Percentages (%)
Strongly Agree	9	18.0
Agree	10	20.0
Uncertain	9	18.0
Disagree	12	24.0
Strongly Disagree	10	20.0
Total	50	100

Source: Field Survey, Akafia (2018)

The Table 18 shows the answers given by some 50 administrators of Central University about a question asked during the survey. It could be noticed that, 9 out of the 50 administrators making 18 percent strongly agreed that Top administrators (superiors) were hesitant to communicating information to lower ranks (subordinates), 10 out of 50 employees making 20 % agreed that Top administrators (superiors) were hesitant to communicating information to lower ranks (subordinates). 9 out of the 50 administrators making 18 % were uncertain about the fact.

Meanwhile 12 out of the 50 of the administrators making 24 % disagreed to the fact that, Top administrators (superiors) are hesitant to communicating information to lower ranks (subordinates). Finally, 10 out of 50 of the administrators making a 20 % strongly disagreed to the fact that Top administrators (superiors) are hesitant to communicating information to lower ranks (subordinates). Table 19 shows the responses regarding the views of the Central University Administrators about if most of the daily pieces of information are through the grapevine.

Table 19: Daily Pieces of Information are through the Grapevine

Responses	Frequency	Percentages (%)
Strongly Agree	8	16.0
Agree	10	20.0
Uncertain	10	20.0
Disagree	12	24.0
Strongly Disagree	10	20.0
Total	50	100

Source: Field Survey, Akafia (2018)

The Table 19 shows the answers given by some 50 administrators of central university about a question asked during a survey. It could be noticed that, 8 out of the 50 administrators making 16 % strongly agreed that most of the daily pieces of information were through the grapevine, 10 out of 50 employees making 20 % agreed that most of the daily pieces of information are through the grapevine. 10 out of the 50 administrators making 20 % were uncertain about the fact. Meanwhile 12 out of the 50 of the administrators making 24 % disagreed to the fact that, most of the daily pieces of information are through the grapevine. Finally, 10 out of 50 of the administrators making 20 % strongly disagreed to the fact that most of the daily pieces of information were through the grapevine.

Here the researcher feels that if most of their information are even through the grapevine, it will not even have any adverse effect on them since

Pandey et. al. (2016) stated that, grapevine is important in the sense that, gossips, which is a form of grapevine often becomes the main reason for bringing people closer and making them friendly. Gossip increases interaction between the employees which directly increases workability of any organisation. Therefore, the university administrators in Central University should not write off grapevine entirely, even if they don't encourage it, a little of it is needed for organisation growth. Table 20 shows the responses regarding the views of the Central University Administrators on how well conversation intent is explained and consent invited.

Table 20: Conversation Intent to Explained and Consent Invited

Responses	Frequency	Percentages (%)
Very Well	10	20.0
Well	11	22.0
Not Sure	13	26.0
Quite well	8	16.0
Not well	8	16.0
Total	50	100

Source: Field Survey, Akafia (2018)

According to Table 20, 10 out of 50 administrators making a 20 % said conversation intent was very well explained and consent was very well invited. Also, 11 out of 50 respondents making 22% said conversation intent was well explained and consent was well invited, 13 out of the 50 administrators making 26% were not sure but 8 out of the 50 administrators said conversation intent was quite well explained and consent was quite well invited. Table 21 shows the responses regarding the views of the Central

University Administrators on how Administrators express themselves more clearly and more completely when passing on information.

Table 21: Administrators express themselves more clearly and more completely when passing on Information

Responses	Frequency	Percentages (%)
Strongly Agree	10	20.0
Agree	16	32.0
Uncertain	9	18.0
Disagree	8	16.0
Strongly Disagree	7	14.0
Total	50	100

Source: Field Survey, Akafia (2018)

The Table 21 shows the answers given by some 50 administrators of central university about a question asked during a survey. It could be noticed that, 10 out of the 50 administrators making 20 % strongly agreed that Administrators express themselves more clearly and more completely when passing on information. 16 out of 50 employees making 32 % agreed that Administrators express themselves more clearly and more completely when passing on information. 9 out of the 50 administrators making 18 % were uncertain about the fact. Meanwhile 8 out of the 50 of the administrators making 16 % disagreed to the fact that, Administrators express themselves more clearly and more completely when passing on information. Finally, 7 out of 50 of the administrators making 14% strongly disagreed to the fact that Administrators express themselves more clearly and more completely when passing on information.

In summary, Since Pauley (2010) stated that, a school administrator has no greater responsibility than to develop effective communication; the researcher will like to advice the administrators of Central University to try and deal with the challenges of communication in order to increase growth in the university than they have now. Table 22 shows the responses regarding the views of the Central University Administrators when they listed some challenges they encounter as university administrators.

Table 22: Challenges you encounter in Communication as Administrator in the University

Responses	Frequency	Percentages (%)
Messages sent through emails are not clear.	6	12.0
There are no chances to ask questions during meeting.	8	16.0
Sometimes I am scared to approach senior administrators to ask them questions.	9	18.0
I find it difficult to believe Messages from the grapevine	19	38.0
Text messages and emails Sometimes delay	8	16.0
Total	50	100

Source: Field Survey, Akafia (2018)

Table 22 shows the challenges the respondents encounter as administrators in the university. 6 of them representing a 12% said that the messages sent through emails are not clear. 8 of them representing 16% said that there are no chances to ask enough questions during meetings, 9 of them representing an 18% said that sometimes they are scared to approach senior administrators to ask them questions, 19 of them representing a 38% said that they find it difficult to believe messages from the grapevine. Finally, 8 of them representing 16% said that text messages and emails sometimes delay. The researcher will like to advice the administrators of central university to check and address these challenges before it gets out of hand.

Measures to ensure Smooth Flow of Communication among Administrators in Central University

Table 23 shows the responses regarding the views of the Central University Administrators if they are kept well informed about their groups' plans and progress.

Table 23: Information about Groups' Plans and Progress

Responses	Frequency	Percentages (%)
Strongly Agree	10	20.0
Agree	16	32.0
Uncertain	9	18.0
Disagree	8	16.0
Strongly Disagree	7	14.0
Total	50	100

Source: Field Survey, Akafia (2018)

The Table 23 shows the answers given by some 50 administrators of central university about a question asked during a survey. It could be noticed that, 10 out of the 50 administrators making 20% strongly agreed that they were kept well informed about their groups' plans and progress. 16 out of 50 employees making 32% agreed that they are kept well informed about their groups plans and progress, 9 out of the 50 administrators making 18% were uncertain about the fact. Meanwhile 8 out of the 50 of the administrators making 16% disagreed to the fact that, they are kept well informed about their groups plans and progress.

Finally, 7 out of 50 of the administrators making 14% strongly disagreed to the fact that they are kept well informed about their groups' plans and progress. The researcher will like to state that this is a good move because if the individuals were not kept well informed about their groups' plans and progress, they wouldn't be proactive enough.

Table 24 shows the responses regarding the views of the Central University Administrators if they are kept well informed about institutions plans and projects.

Table 24: Information about Institution Plans and Projects

Responses	Frequency	Percentages (%)
Yes	29	58.0
No	21	42.0
Total	50	100

Source: Field Survey, Akafia (2018)

According to Table 24, 29 out of the 50 administrators making 58 % said they were kept well informed about institution plans and projects whiles 21 out of the 50 administrators making 42 % said they were not kept well informed about institution plans and projects. Table 25 shows the responses regarding the views of the Central University Administrators on whether there were opportunities available to them to express their ideas to top management.

Table 25: Opportunities available to Express Ideas to Top Management

Responses	Frequency	Percentages (%)
Yes	28	56.0
No	22	44.0
Total	50	100

Source: Field Survey, Akafia (2018)

According to Table 25, 28 out of the 50 administrators making 56 % said there are opportunities available to me to express my ideas to top management whiles 22 out of the 50 administrators making 44 % said there are No opportunities available to me to express my ideas to top management. Table 26 shows the responses regarding the views of the Central University Administrators on how well they are informed by top management on what's going on in the university.

Table 26: Information by Top Management on what's going on in the University

Responses	Frequency	Percentages (%)
Very Well	11	22.0
Well	16	32.0
Quite well	13	26.0
Not well	10	20.0
Total	50	100

Source: Field Survey, Akafia (2018)

According to Table 26, the administrators were asked a question and from their responses, it could be realized that, 11 out of 50 of them making 22% said they were very well informed by top management on what's going on in the university. Meanwhile, 16 out of the 50 administrators making 32% said they were well informed by top management on what's going on in the university. 13 out of the 50 administrators making 26% said they were quite well informed by top management on what's going on in the university.

Finally, 10 out of the 50 administrators said they were not well informed by top management on what's going on in the university. Table 27 shows the responses regarding the views of the Central University Administrators if they are allowed to make suggestions that can facilitate the smooth flow of communication.

Table 27: Opportunities available to express ideas to Top Management

Responses	Frequency	Percentages (%)
Yes	27	54.0
No	23	46.0
Total	50	100

Source: Field Survey, Akafia (2018)

According to Table 27, 27 out of the 50 administrators making 54% said they are allowed to make suggestions that can facilitate the smooth flow of communication whiles 23 out of the 50 administrators making a 46% said they are not allowed to make suggestions that can facilitate the smooth flow of communication. Table 28 shows the responses regarding the views of the Central University Administrators on the measures put in place to ensure smooth flow of Communication.

Table 28: Measures put in place to ensure smooth flow of Communication

Variables	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
Accurate information is received from other administrators.	11(22%)	7(14%)	12(24%)	11(22%)	9(18%)
University administrators should have a large role in communicating issues among themselves.	10(20%)	6(12%)	7(14%)	13(26%)	14(28%)
Communication is effective among university administrators	10(20%)	5(10%)	11(22%)	13(26%)	11(22%)
Inter-departmental meetings among administrators play a role in information flow.	10(20%)	6(12%)	8(16%)	14(28%)	12(24%)
There is good communication among administrators	10(20%)	5(10%)	11(22%)	15(30%)	9(18%)
Organizing communication training for administrators.	11(22%)	5(10%)	11(22%)	10(20%)	13(26%)
Simple words are used in communicating with administrators.	10(20%)	7(14%)	8(16%)	17(34%)	8(16%)
Receptive atmosphere exist to enable Communication with administrators.	10(20%)	5(10%)	11(22%)	16(34%)	8(16%)
Feedback is encouraged among administrators.	11(22%)	6(12%)	10(20%)	13(26%)	10(20%)
Gestures are used to communicate among administrators.	13(26%)	6(12%)	14(28%)	8(16%)	9(18%)

The Table 28 shows the administrators responses to a question asked. 11 out of the 50 administrators strongly disagreed to the fact that the information received from other administrators is very accurate, making 22%. 7 out of the 50 respondents also disagreed that the information received from other administrators is very accurate and making 14%. It will be noticed from the table that, 12 of them were uncertain about the fact which was 24%. 11 of the respondents agreed to the fact that, the information received from other administrators is very accurate, making 22%, whiles 9 out of the 50 respondents also strongly agreed that the information received from other administrators is very accurate, making 18%.

Here, the researcher thinks that, the university administrators should try and make sure information flowing among administrators are accurate since Bittel (1985) suggested that, when communicating make sure people understand what you mean. He also went further to explain that, do not be afraid to repeat what you mean but do not overdo it. He was of the view that, always seek feedback from employees as a basic part of your communication routine.

The administrators' responses to a question asked. 10 out of the 50 administrators strongly disagreed to the fact that the University administrators should have a large role in communicating issues among themselves, making a 20%, 6 out of the 50 respondents also disagreed that the University administrators should have a large role in communicating issues among themselves and making 12%. It will be noticed from the table that, 7 of them were uncertain about the fact which was 14%. 13 of the respondents agreed to the fact that, the University administrators should have a large role in communicating issues among themselves, making 26%, whiles 14 out of the 50 respondents also strongly agreed that the University administrators should have a large role in communicating issues among themselves, making 28%.

Ten (10) out of the 50 administrators strongly disagreed to the fact that the Communication is effective among the university administrators, making 20%. 5 out of the 50 respondents also disagreed that the Communication is effective among the university administrators and making 10%. It will be noticed from the table that, 11 of them were uncertain about the fact which was 22%. 13 of the respondents agreed to the fact that, the Communication is effective among the university administrators, making a 26%, whiles 11 out of the 50 respondents also strongly agreed that the Communication is effective among the university administrators, making 28%.

Ten (10) out of the 50 administrators strongly disagreed to the fact that the Inter-departmental meetings among administrators play a role in information flow, making 20%. 6 out of the 50 respondents also disagreed that the Inter-departmental meetings among administrators play a role in information flow and making 12%. It will be noticed from the table that, 8 of them were uncertain about the fact which was 16%. 14 of the respondents agreed to the fact that, the Inter-departmental meetings among administrators play a role in information flow, making 28%, whiles 12 out of the 50 respondents also strongly agreed that the Inter-departmental meetings among administrators play a role in information flow, making 24%, 10 out of the 50 administrators strongly disagreed to the fact that there is good communication among administrators in different areas of the university, making a 20%. 5 out of the 50 respondents also disagreed that there is good communication among administrators in different areas of the university and making 10%.

It will be noticed from the table that, 11 of them were uncertain about the fact which was a 22%. 15 of the respondents agreed to the fact that, there is good communication among administrators in different areas of the university, making a 30%, whiles 9 out of the 50 respondents also strongly agreed that the there is good communication among administrators in different areas of the university, making 18%.

The researcher feels this is a good thing done by the university since Bittel (1985) suggests that the administrator should make it their responsibility as a leader to keep informed on organisational matters of importance. He stated that they should take interest in matters that concern their employees, for example, social security, incentives and pension plans.

Eleven (11) out of the 50 administrators strongly disagreed to the fact that there was organising of communication training for administrators, making a 22%. 5 out of the 50 respondents also disagreed that the Organising communication training for administrators and making 10%. It will be noticed from the table that, 11 of them were uncertain about the fact which was a 22%. 10 of the respondents agreed to the fact that, Organising communication training for administrators, making a 20%, whiles 13 out of the 50 respondents also strongly agreed that there was organising of communication training for administrators, making 26%.

Ten (10) out of the 50 administrators strongly disagreed to the fact that Simple words are used in communicating with administrators, making a 20%. 7 out of the 50 respondents also disagreed that the simple words were used in communicating with administrators and making 14%. It will be noticed from the table that, 8 of them were uncertain about the fact which was a 16%. 17 of the respondents agreed to the fact that, Simple words are used in communicating with administrators, making 34%, whiles 8 out of the 50 respondents also strongly agreed that there is Simple words are used in communicating with administrators, making 16%.

Here the school is actually doing something inclined to Bittel (1985), who suggested that, do not over communicate with employees but rather speak only about what you are certain about, 10 out of the 50 administrators strongly disagreed to the fact that there is a receptive atmosphere to enable communicating with administrators, making 20%. 5 out of the 50 respondents also disagreed that there is a receptive atmosphere to enable communicating with administrators and making 10%. It will be noticed from the table that, 11 of them were uncertain about the fact which was 22%. 16 of the respondents agreed to the fact that, there is a receptive atmosphere to enable communicating with administrators, making 32%, whiles 8 out of the 50 respondents also strongly agreed that there is there is a receptive atmosphere to enable communicating with administrators, making 16%.

Eleven (11) out of the 50 administrators strongly disagreed to the fact that Feedback is encouraged among administrators, making 22%. 6 out of the 50 respondents also disagreed that feedback is encouraged among administrators and making 12%. It will be noticed from the table that, 10 of them were uncertain about the fact which was 20%. 13 of the respondents agreed to the fact that, feedback is encouraged among administrators, making

26%, whiles 10 out of the 50 respondents also strongly agreed that feedback is encouraged among administrators, making 20%.

This is good because as suggested by Bittel (1985) the top-level administrators should always seek feedback from employees as a basic part of your communication routine. 13 out of the 50 administrators strongly disagreed to the fact that gestures are used to communicate among the administrators, making a 26%. 6 out of the 50 respondents also disagreed that gestures are used to communicate among the administrators and making 12%. It will be noticed from the table that, 14 of them were uncertain about the fact which was a 28%. 8 of the respondents agreed to the fact that, gestures are used to communicate among the administrators, making 16%, whiles 9 out of the 50 respondents also strongly agreed that gestures are used to communicate among the administrators, making 18%.

The researcher will like to state that, if gestures are not been used among administrators in Central University they should try and encourage it since Bittel (1985) suggested that the administrators should use face-to-face communication as the best way to communicate with employees and that should be mindful of timing, tone and choice of words. Table 29 shows the responses regarding the views of the Central University Administrators on suggesting ways to improve communication among administrators in the university.

Table 29: Ways to Improve Communication among Administrators

Responses	Frequency	Percentages (%)
Administrative meetings must be held regularly.	9	18.0
Text messages and emails must be sent on time.	12	24.0
There should be a serene environment for lower level administrators to approach top level Administrators.	7	14.0
Administrators should be encouraged to ask questions.	11	22.0
Text messages and emails must be clear.	4.	8.0
There should be regular Training for administrators on communication.	7	14.0
Total	50	100

Source: Field Survey, Akafia (2018)

Table 29 above shows the suggesting of the respondents on how to improve communication among administrators in the university. Nine (9) of them of them representing 18% were of the view that administrative meetings must be held regularly, 12 of them of them representing 24% were of the view that text messages and emails must be sent on time, 7 of them representing 14% were of the view that there should be a serene environment for lower level administrators to approach top level administrators, 11 of them representing 22% were of the view that administrators should be encouraged to ask questions, 4 of them of them representing 8% were of the view that text messages and emails must be clear. And finally, 7 of them of them representing a 14% were of the view that there should be regular training for administrators on communication.

The researchers will therefore pieces of advice the administration of Central University to heed to these advices by their administrators since they are the ones working in the school and they have suggested it. By heeding to their advice, the communication among the administrators will definitely improve.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The final chapter provides a brief overview of the study, highlighting the summary of the findings of the study as well as the conclusions, recommendations and suggestions for further research. Thus, the chapter focuses on the implications of the findings from the study for policy formulation. The recommendations were made based on the key findings and major conclusions from the study.

Summary of Findings

The background of study revealed that communication is the backbone and lifeline of an organisation in the sense that, with the absence of good communication in the organisation, development is likely to go out of hand especially in the educational institution where communication is needed the most. Thus, it is imperative on school authorities and university administrators to try and make sure proper communication is working in all facets. It is therefore necessary for school administrators and authorities to try and fill the gap of understanding on what the challenges that affect the communication flow of university administrators within the institution.

Furthermore, the research revealed that, there were good communication practices among administrators in Central University since most of them agreed that, they had administrative meetings at the institution to update all administrators on issues, administrators always keep a good sense of humour, administrators always listen to each other actively, responses are given by colleagues in a timely manner, administrators are trained to adapt readily to any situation and administrators are always present to explain things to their colleagues. It was also revealed that, everything communicated among administrators were written down to avoid forgetfulness.

Also, the research revealed that, interruptions of presentation were never allowed when administrators were in a meeting. It was also realized that, sidebar communication was never tolerated among university administrators and it's a must to respect cultural, religious and social background. It further went ahead to reveal that, issues involved with administrators were resolved by the senior administrator whiles co-workers should not be embarrassed in the presence of others. Also, mentors were welcome to help others with communication and new team members were received with energy in order to achieve a common goal.

It was noticed that, the Central University administrators are well informed about their duties. It was also noticed that, the honesty of communication among their administrators is average. Most of them also preferred face-to-face communication to written communication. Most of them also received their information through informal channels and administrators express themselves more clearly and more completely when passing on information. On the other hand, it was clear that most of the daily pieces of information are not through the grapevine and top administrators were hesitant to communicating information to lower ranks.

It was also clear that, there were some measures put in place to ensure the smooth flow of communication among administrators in Central University and the following are some of the measures that were spelt out by the administrators of Central University to be present in their institution.

The university administrators should have a large role in communicating issue among themselves, simple words should be used in communicating with administrators. It was also noticed that, feedback was encouraged among university administrators, communication training was organised for administrators and communication was effective among university administrators.

Lastly it was observed that the administrators were kept well informed about their groups' plan and progress, they were also kept informed about their institution plans and projects. It was further observed that, there were opportunities available to them to express their ideas to top level management. Also, the administrators were well informed by top level management on what is going on in the university and they are also allowed to make suggestions that can facilitate smooth flow of communication.

Conclusions

On the basis of the findings, a number of conclusions could be drawn:

The importance of communication to the educational administrator cannot be overemphasized. Despite this, most organisations are faced with some challenges of communication especially in our education institutions of higher studies in which Central University is of no exception.

Various means were used by the administrators in giving out information to staff. The administrators were making effective use of staff meetings, notice boards email, WhatApp and text messages. The rest of the media like circular letters and posters/banners were not effectively utilized by the administrators in an attempt to communicate with staff.

In spite of the difficulties associated with communication among university administrators of various institution, it was realized that, the authorities of Central University have been doing things right since they have put some various measures in place such as organising communication training for their administrators, encouraging feedback among administrators and using simple words in communicating with administrators.

It is an obvious fact that there were laid down standards of communication among administrators in Central University. What then matters in the study is eliminating some few challenges of communication which the university has been facing, even though according to their responses they are not facing that much challenges, when the few of the challenges they have been facing is eliminated, the university will attain a greater height. Also, it was realized that it is a must to respect cultural, religious and social background of all administrators.

On the side of the administrator's communication being effective. There was an optimum flow of information between administrators. It was always easy sending information to the administrator and the administrator were specific in giving out instructions. Finally, the administrator used communication to create collaborative environment and motivates teams and individuals.

Recommendations

Based on the findings of the study, the following recommendations are outlined for addressing challenges identified in communication among Central University administrators within the institution.

1. Conversation intent should be explained and consent invited.

2. Non-verbal communication such as gestures should be used.
3. Administrators should match their tone and timing to the person they are communicating with.
4. The administrators should not multi-task whiles communicating such as been on your phone.
5. It will be advisable that when administrators have something complicated to discuss with a colleague, they should do it in person.
6. It will be advisable that, before an administrators respond, make sure you have heard and digested what someone is saying.
7. The administrators should be clear and make sure your point is conveyed and that their message is easily understood.
8. If the administrators have negative questions to ask, they should reframe it in their mind before they voice it out.
9. The administrators should not let people's negative remarks faze them when communicating.
10. Communication skills should be taught during administrators training.
11. Administrators should promote their most effective communicators into supervisory positions to set the tone in the company.
12. The administrators should develop team-building exercises to strengthen intra-office communication.

Suggestions for Further Research

1. This particular study was carried out at Central University in the Greater Accra region of Ghana and on only their administrators. The researcher will therefore suggest that when a similar study is being carried out in future, the other researchers should try and carry out the

research in other private Universities across the country like Valley View University and Methodist University College so that a comprehensive research document would be presented.

2. Additionally, a follow up survey can be conducted annually to check if communication is being improved or been deteriorated in Central University.
3. A future study can be conducted to ascertain communication practices among administrators in public universities. Thus, a different research may provide different results.
4. Moreover additional variables can also be added to the questionnaire to measure communication practices among university administrators in other institutions when other researchers conduct a research in this field of study. Other variables such as causes of communication breakdown in higher institution and the inadequacies involved in ensuring a smooth flow of communication may be reported in a future study. This may help to provide further insight and broaden knowledge and understanding on the communication practices among university administrators.

VERITAS LUMEN NOBIS

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APPENDIX

QUESTIONNAIRE

This questionnaire is meant to collect data on the topic "**COMMUNICATION PRACTICES AMONG UNIVERSITY ADMINISTRATORS IN CENTRAL UNIVERSITY.**" All views expressed here would be used for academic purposes only; you are thus implored to earnestly express your opinion and be assured that it would be handled with utmost confidentiality.

Please write in the given spaces and tick [√] in the given boxes the option that best answers the

Question(s).

PART 1: DEMOGRAPHIC INFORMATION

1. Department:

A. Arts and Sciences B. Business Administration C. Computer Science D. Applied Research Center E. Writing Center F. Maths Centre

2. Position/Rank:

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3. Age in years:

A	31 – 40	[ ]	B	41 – 50	[ ]
C	51 – 60	[ ]	D	61 and above	[ ]

4. Gender: A Male [ ] B Female [ ]

PART 2: COMMUNICATION PRACTICES AMONG ADMINISTRATORS IN CENTRAL UNIVERSITY

5. How do you take information received in the institution?

A. Always believe [ ] B. Usually believe [ ] C. Sometimes believe D. Seldom believe [ ] E Never believe

6. List some usual communication channels in your institution.

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7. How do you receive most of your department information?

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8. How would you prefer to receive information?

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9. How often do you visit your institution website?

A. Every hour [ ] B. Once a day [ ] C. Once a week [ ]

D. Once a month [ ]   E. Never [ ]

10. In your opinion, what is the best way to communicate to you?

A. E-mail [ ]   B. Letter [ ]   C. Memorandum [ ]

D. Meeting [ ]

Others ,please

specify:………………………………………………………………………..

Show the extent to which you agree or disagree with the following statements:

STATEMENT	SD	D	U	A	SA
We have administrative meetings at the institution to update all administrators on issues.					
Administrators always keep a good sense of humour.					
Administrators always listen to each other actively.					
Responses are given by colleagues in a timely manner.					
Administrators are trained to adapt readily to any situation.					

Administrators are always present to explain things to their colleagues.					
Everything communicated is written down to avoid forgetfulness.					
Administrators are advised to ask questions before they speak.					

SD = Strongly Disagree **D**= Disagree **U**= Uncertain **A**= Agree **SA**= Strongly Agree

PART 3: STANDARDS FOR COMMUNICATION AMONG ADMINISTRATORS IN CENTRAL UNIVERSITY

11. There is good communication in my institution.

A. Yes B. No

12. How satisfied are you with the quality of communications in your company?

A. Very satisfied B. Satisfied C. Quite satisfied D. Not satisfied

13. What are the usual means of communication among the administrators?

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14. How is information flow among university administrators?

A. Very well B. Well C. Somewhat well D. Not well

15. How well are you informed about administrative issues?

A. Very well informed B. Well informed C. Fairly Informed D. Not Informed

Indicate by tick [√] the extent to which you agree or disagree with the following statements.

SD = Strongly Disagree **D**= Disagree **U**= Uncertain **A**= Agree **SA**= Strongly Agree

STATEMENT	**SD**	**D**	**U**	**A**	**SA**
Interruptions of presentation are never allowed when administrators are in a meeting.					
Sidebar (Someone is talking to (or in front of) a group of people and two (or more) people in the group decide to have their own conversation at the same time) communication is never tolerated among university administrators.					
It is a must to respect cultural, religious and social background.					
Issues involved with administrators are to be resolved by the senior administrator.					
Mentors are welcome to help others with communication and new team members are received with energy in order to achieve a common goal.					
Co-workers should not be embarrassed in the presence of others.					

PART 4: CHALLENGES OF COMMUNICATION PRACTICES FACED BY THE ADMINISTRATORS IN CENTRAL UNIVERSITY

16. Are you well informed about your duties?

A. Yes B. No

17. How is the honesty of communication among your administrators?

A. High B. Average C. Uncertain D. Poor E. Not at all

18. I prefer face-to-face communication to written communication.

A. Yes B. No

19. I feel employees should be more proactive in communicating issues and decisions to employees.

A. Strongly Agree B. Agree C. Uncertain D. Disagree E. Strongly Disagree

20. I receive most of my information through informal channels.

A. Yes B. No

21. Information shared by most administrators is often bias and reflect their self-interest.

A. Strongly Agree B. Agree C. Uncertain D. Disagree E. Strongly Disagree

22. Top administrators (superiors) are hesitant to communicating information to lower ranks (subordinates).

A. Strongly Agree B. Agree C. Uncertain D. Disagree E. Strongly Disagree

23. Most of the daily pieces of information are through the grapevine.

A. Strongly Agree B. Agree D. Uncertain D. Disagree E. Strongly Disagree

24. How well are conversation intent explained and consent invited?

A. Very well B. Well C. Not sure D. Quite well E. Not well

25. Administrators express themselves more clearly and more completely when passing on information.

A. Strongly Agree B. Agree C. Uncertain D. Disagree E. Strongly Disagree

26. Please list the challenges you encounter in communication as administrator in the university.

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PART 5: MEASURES PUT IN PLACE TO ENSURE SMOOTH FLOW OF COMMUNICATION AMONG ADMINISTRATORS IN CENTRAL UNIVERSITY

27. I am kept well informed about my group's plans and progress.

A. Strongly Agree B. Agree C. Uncertain D. Disagree E. Strongly Disagree

28. I am kept informed about institution plans and projects.

A. Yes B. No

29. There are opportunities available to me to express my ideas to top management.

A. Yes B. No

30. How well are you informed by top management on what's going on in the university?

A. Very well B. Well C. Quite well D. Not well

31. Are you allowed to make suggestions that can facilitate the smooth flow of communication?

A. Yes B. No

Indicate by tick [√] the extent to which you agree or disagree with the following statements

SD = Strongly Disagree **D**= Disagree **U**= Uncertain **A**= Agree **SA**= Strongly Agree

STATEMENT	SD	D	U	A	SA
The information received from other administrators is very accurate.					
University administrators should have a large role in communicating issues among themselves.					
Communication is effective among the university administrators.					
Inter-departmental meetings among administrators play a role in information flow.					
There is good communication among administrators in different areas of the university.					
Organising communication training for administrators.					
Simple words are used in communicating with administrators.					
There is a receptive atmosphere to enable communication among administrators.					
Feedback is encouraged among administrators.					

Gestures are used to communicate among administrators.					

32. Suggest ways to improve communication among administrators in the university.

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