

ORGANIZATIONAL COMMUNICATION AND EMPLOYEES

PERFORMANCE IN KIGARI TEACHERS'

TRAINING COLLEGE IN

EMBU DISTRICT,

KENYA

A Thesis

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*school management
and organization
Pharis*

**In Partial Fulfillment of the Requirements for the Masters Degree in
Educational Management and Administration**

By

Pharis Mwangi Njuguna

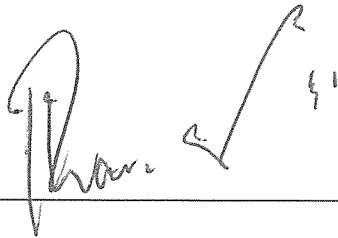
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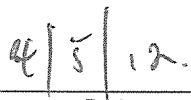
DECLARATION A

"This thesis is my original work and has not been presented for a Degree or any other academic award in any University or Institution of learning".

A handwritten signature in black ink, appearing to read 'Pharis', is written above a horizontal line.

Name and Signature of Candidate

PHARIS MWANGI NJUGUNA

A handwritten date '4/5/12' is written above a horizontal line.

Date


DECLARATION B

"We confirm that the work reported in this thesis was carried out by the candidate under my supervision".



Dr. Tindyebwa Wilberforce

Date



DEDICATION

This work is dedicated to my wife Mary Wairimu who bore part of financial burden for my masters education. She has also been a pillar of moral and spiritual support during my time of study.

ACKNOWLEDGEMENT

This work would not have been a success if it was not for the following:

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The supervisor Dr. Wilberforce Tindyebwa, who is the Director of Academic Affairs Kampala International University for his advice, moral, technical and tireless effort. The researcher is also grateful to Dr. Anumaka Ijeoma whose assistance complemented that of the supervisor.

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ABSTRACT

The study dealt into the relationship between organizational communication and employee performance at Kigari Teachers Training College in Embu District, Kenya. On employee performance, the study focused on employee relations, commitment, competency and team work. Using the descriptive correlation design, data was collected from 150 selected academic employees. The approximation of study sample was determined through simple random sampling. The respondents were chosen based on the criteria that they were full time teaching staff both in administration and classroom tutors. Questionnaires were the main data collection instruments. The findings of the study revealed that most of the respondents under study were male in their late middle age. It was found out that organizational communication have significant correlation relationship with employee performance. Based on the study, it was concluded that the null hypothesis on significant difference between extent of communication strategies and level of employee performance was rejected. The findings of the study validated the system theory. The major recommendation were; employees should be encouraged to upgrade their qualification, gender, equity should be practiced, clear promotion policy should be put in place and communication process be refined to improve on the present gains. Open and honest communication should be encouraged. Future research on leadership style, recruitment and promotion should be conducted.

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CHAPTER ONE

Background to the study

The World Bank Firm Survey (2000) pointed out that effective organizational communication was the leading problem and hindrance to future operations and growth. The public sector survey of Kenya 2002 revealed that organizational communication and employee relations were the major regulatory constrain to the public service reforms. Failure by management to put in place structure that encourage and enhance communication has created a gap between employees and their supervisors. As a result, a number of employees lack access to information, therefore they cannot have a sense of belonging, make erroneous plans and implement uncompetitive strategies, they suffer from defective decision making and lack of efficient controls. Human resource is the most valuable resource in an organization but their potential may not be properly exploited if information is not properly relayed to the employees.

Poor organizational communication has resulted in most cases to strained employee relations, commitment, team work and competency in tertiary institutions, leading to poor morale, bad behavior and lack of sense of belonging and job security.

Kigali Teachers Training Colleges (KTTC) which was started by missionaries in 1948 and later takeover by the Government of Kenya in 1978 under the Ministry of Education has not been an exception. Since its inception KTTC management has encountered problems of ineffective communication, this has affected employee and management relations. KTTC laid out her strategic plan for the year 2010-2015, in this plan the communication strategy was also laid out. The management style provides for an effective communication through an interactive consultative and participatory system, involving students and staff. This is achieved through departmental meetings, committee sessions, personal interaction management retreats, suggestion box and use

of all available media. This was supposed to ease the communication of KTTC and the employees.

In spite of the above strategy in the staff workshop held in Nairobi staff institute 2006, Embu (2007), it was held that the major problems facing staff were lack of timely managerial communication, lack of harmony among staff, job uncertainty, role ambiguity and defensive organizational climate. The lack of timely managerial communication has always resulted in low turn up, poor attendance and poor productivity; this contributes to constrained employee and management relations.

It was noted at KCCT staff and board meeting that the procedure of reporting to the relevant organs was not done through the proper channel. The decisions arrived at are not communicated to the relevant organs for action on time. These practices have led to employee laziness and indifference, thus preventing organizational effectiveness. With growing economy, effective organizational communication is also necessary. Employees and the administrators have continued to be discontented and the researcher thinks that ineffective communication could be the cause.

Statement of the problem

The issue of communication has not yet been given much attention. Organizations are putting in place various strategies to make communication easy and make their employee informed. KTTC management has put in place communication strategies to enhance interactive participatory and consultative communication among her employees. Despite this, communication between the said management and employees have continued to be characterized by hierarchical, untimely, and unspecified messages that seem to affect employee relations and productivity.

Failure to check these results into communication breakdown and worsening employee relations which may affect the schools effectiveness.

Hence this research aims to examine the relationship between organizational communication strategies and the relationship of employees, commitment, competency and team work; with a view to making recommendations for proper organizational communication.

Purpose

The purpose of this study is establishing the relationship between organizational communication and employees performance. It validated the existing theory to which the study was based. It tested the relevant hypothesis in order to disapprove or approve the theories.

Objective

1. Determine the profile of the respondents in terms of:
 - 1.1. Age
 - 1.2 Gender
 - 1.3 Highest educational qualification
 - 1.4 Position in the collage
 - 1.5. Number of years in present position
2. To determine the level of organizational communication.
3. To establish the level of employees' performance.
4. Establish if there is a significant relationship between the level of organizational communication and the level of employees' performance.

Research Questions

1. What is the profile of the respondents in terms of:
 - 1.1 Age
 - 1.2 Gender
 - 1.3 Highest educational qualification
 - 1.4 Position in the collages
 - 1.5. Number of years in present position

2. What is the extent of organizational communication ?
3. What is the level of employees' performance?
4. Is there a significant relationship between the extent of organizational communication and level of employees' performance?

Null Hypothesis

1. There is no significant difference between the level of organizational communication and the level of employees' performance.

Scope

Geographical scope

The study was conducted in Kigari Teachers' Training College in Embu District – Kenya.

Content scope

The study was limited to establish the level of organizational communication as the independent variable and level of employees performance was the dependent valuable covering the employee relationship, team work, commitment and teamwork among element of performance.

Theoretical scope

This research study adopted Bertalanffy (1959)'s Systems theory

Significance of the study

Policy makers will benefit from the findings of this research for they will identify methods of communication that favor performance on employees. They will be able to formulate policies that will enhance productivity and effective communication.

The government will identify weakness in various institutions that need to be sealed in communication procedure. They will also use the findings for future training of their school management bureaucratic.

The management of different teacher training colleges will use the findings to improve on their communication channels.

The future researchers and academicians will use the information for future research and teaching. The Information may be validated, refined or gaps identified in its findings.

Operation Definition of Key Terms

1. **Organizational Communication.** Refer to methods used by the management and employee to pass information from one person to another.
2. **Employees performance:** the output of productive capabilities of the employees.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

CONCEPTS, OPINIONS, IDEAS FROM AUTHORS / EXPERTS

Organizational Communication

Organizational communication climate is how far free the flow of ideas and information among employees is. It greatly hinges on structure. It is the internal emotional tone of the organization, set by how members relate to one another and to the organization (Kreps 1990). The behavior of employees determines organizational climate and the reverse is also true. Friendliness encouraged open, relaxed cordial communication, while the reverse discourages this. Communication gets the message across, but also enables harmony and trust. A healthy climate also removes communication barriers.

A healthy organization climate requires information that is adequate, of quality and available to all channels. (Sinickas, A. 1997), says that communicators often spend time crafting messages and sending them without considering the audience environmental conditions, which may interfere with the reception of the intended message.

A manager's ever full in-box and overcrowded meeting schedules can cause some message of conflict and others to receive in adequate attention from employees. Worldviews and prejudices can also interfere with reception. (Sinickas, A 1997) identifying the potential filters and barriers facilitate more efficient communication to employees and external audiences.

Organizational communication

Communication is the process by which information is exchanged and understood by two or more people, usually with the intent to motivate or influence behaviour (Draft, 1997). This definition stresses the intent - a purpose that may go beyond just transferring information. The sender has the intent to influence the receiver to do what the sender wants.

Hunt. (1980) underpinned a great deal of organizational communication research on such varied aspects as communication channels (Lengel and Daft, 1988) and managerial skills.

Communication effectiveness refers to formal and informal sharing of meaningful and timely information between manager and employee in an emphatic manner(Whetten and Cameron 1991). It educates and keeps employees informed about their duties in a language they understand. Hatfield, (1993) states that developing a smooth, cordial and ongoing communication between the employee and manager is necessary to develop and sustain the relationship.

Barriers are any factors between the sender and receiver that impedes the exchange of information. Dawn, K. (2000) identifies two categories; organizational barriers and interpersonal ones. Interpersonal barriers come from individual characteristics and differences and organizational ones come from organizational structures, systems and processes Dessler, (1998).

Perception is "the dynamic psychological process responsible for attending to, organizing and interpreting sensory data" (Buchanan and Huczynski, 1997). We consciously and unconsciously choose from streams of sensory data, we concentrate on some bits, we ignore others. We call this 'perceptual selection'. Communication strategies can minimize this barrier, because in the process of enlisting support , managers are thought to affect positively an individual's beliefs about his / her ability and self worth. (Nadler and Tushman, 1990). It can also provide additional information about goals and expectations and increases the strength to attain them.

Semantics is the study of the meaning of words or other symbols. Words can be used imprecisely, inaccurately, or they may mean different things to different people. Selecting a channel that does not fit the message can lead to a breakdown in communication. Face-to-face communication is emphasized as a way of minimizing this.

For example, (Lengel and Daft 1988) say a complicated message should be sent through a “rich” channel such as a face-to-face meeting.

Multiple channels are also advocated as a way to deliver the same, consistent message about the central organization values (what is valued and what should be valued), because they can provide tangible evidence of this. For example, the way managers spend their time and how they act, serve as visible reminders that complement verbal messages about what is valued.

verbal and non-verbal communication

Follers look to a manager’s non-verbal behaviour for evidence of honesty. When employees perceive their manager to be credible and honest, they are significantly more likely to see his/her own personal values as consistent with central organizational values (Kouzes and Posner, 1995). It is not only the manager’s verbal and non-verbal behaviour parse, but also decisions about the use of physical space, agenda items in meetings and what is measured and rewarded in organizations. Developing individual skills like empathy and active listening and taking organization action like multiple channel use and integrating devices like task forces and committees can overcome these barriers.

Physical dictations include interruptions, noise and equipment breakdowns. At best, they can only be minimized. Since managers do not get large blocks of time to interact with followers, they should use chance occurrences or “critical incidences” that allow transmission and reinforcement of key values (Kouzes and Posner 1995).

Information overload

Managers spend up to eight percent of their day communication (Luthans and Larsen, 1986). Traditional communication recommends that managers reduce information-requiring processing, or develop time-management skills to cope with the load.

However, innovation, which recognizes the importance of external communication, dictates that more information is preferable to less, but it has to be the right kind. Managers should stay open to various information kinds, but should use focusing questions to direct attention to key concerns, Heifetz, (1994)

Large status differences can be a communication barrier. (Hunt 1985) advocates that status differences should be minimized, with the onus on the higher status person to reduce the distance. Communication of vision can increase members' sense of worth and purpose vis-avis organizational goals. Managers can use celebrations, ceremonies and commemorative events of significance to the organization to express important values and beliefs, and to encourage interactions that extend beyond everyday work roles and relationships, and subsequently invert the status hierarchy or flatten it. The onus here is equally on the sender and the receiver.

The task people perform affect who talks to who, the urgency and speed of the messages and what information people need to share. Hierarchy can lead to filtering, distortion and refusal to communicate (Hunt, 1980). Managers are advised to increase trust and encourage cooperation over competition by framing issues in terms of what the parties will gain from settling their differences. Focus on teamwork and gains should be reinforced by measurement of results and the reward system, Posner, (1995).

An absence of formal communication channels makes it difficult to get information from employee to manager (and vice versa) about performance, goals and goal achievement, procedures and practices, and also foster coordination and problem solving. Ways to develop and improve upward, downward and horizontal communication should be used by managers.

Informal channels of communication including symbols, artifacts and rituals are also visible reminders of key organizational values and communicate even when the manager is absent (Bolman and Deal, 1991; Kouzes and Posner, 1995).

The way people behave, whether they are polite, condescending, always busy, cynical, bureaucratic or generally open-minded will influence culture. Often these behaviours are most apparent to an outsider who hasn't yet adopted the organization's way of doing things (Szukala and O'Connor 2001).

Heinzman, L. (1993) found that supervisors who exhibited certain nonverbal, rapport building behaviours (namely touching, smiling, affirmative nodding, direct eye contact, open posture) were perceived by subordinates to have more expertise and to be more trustworthy and persuasive than those who did not exhibit such behaviours. They also found that respondents perceived that subordinates would be more likely to comply with these supervisors and be more satisfied in their jobs.

A favourable organizational culture is the main determinant of the success of organizational communication. Without it, huge investment in communication will have little impact. (Szukala and O'Connor 2001) suggest that by understanding their own organizational culture, managers should be capable of more effective communication solutions to business objectives. Culture is determined by the organization's identity and the collective beliefs and values of the employees, which are much less visible. It is important to align employees' values with those of the organization, and to encourage employees to live the values. The nature of the communication channels can affect the message, as does the culture existing within and outside the organization (Clampitt 1991; Jablin, 1987).

KTTC and The Christian College of East Africa, which merged in 1997 to form KTTC, each had its own culture and up to now they have failed to form one culture. Even the simplest message can be misunderstood or mis-constructed due to the complex influences on the communication process. Organizational members have many different cultures derived from ethnicity, gender or nationality. Organizational culture is what homogenizes the organization and its members, Martin and Meyerson, (1991). Theory assumes that when two cultures are brought together, one should assimilate the other to make the new organization work. However, all organizational members rarely share

organizational culture values. There are different subcultures that may have quite conflicting assumptions about reality Marlin and Mayerson, 1991; Schein, 1993).

Thus communication should help towards acknowledging multiple cultures, most importantly, if it is used to produce and negotiate meaning for individuals involved (Davis and Jesinski, 1993).

Managerial Communication Strategies

Managers are responsible for developing effective organisational communication strategies. They should devise ways of integrating communication into the general managerial functions. Communication strategies should also be integrated into the overall strategic planning programme. (Negben 1991) argues that communication is a critical success ingredient in a schools strategic planning.

Szukaia and O'Connor 2001) established that an effective organisational communication strategy covers objectives, audience, channels, formats and media responsibilities, feedback and measurement and the budget. Ilozor, D. B, (2001), emphasize the same components.

Other strategies offered are communicating clear goals and objectives Shutman and Reiser, (1996), ensuring that employees interact with managers in person (Shuirnan and Raiser, (1996). Communicating on-line regularly when not in the office to allay the feeling of being disconnected, (Koch, 1995); and ensuring that communication is regular and free flowing, as this reduces the concerns employees may have about promotions or career development, and allows managers to know if the employee is not able to switch off, (La Plante, 1995).

Communication Objectives

Often the hardest to get right, time should be spent to achieve accuracy and consensus of objectives because the rest of the strategy flows from them. They should be sustainable, measurable, attainable, realistic and timely. The behaviour required the receiver and the essential message to be conveyed by the sender should be considered.

Channels of Communication

Face-to-face communication has a greater impact than any other single medium (Jablin, 1982). This may be due to its immediacy, but its interactive potential is what really works. This two-way give and take encourages involvement in the process.

It is the best way feedback can be used because deficiencies in the process are corrected instantly (O'Connor, 1990). Participants can pick up non-verbal cues as the interaction unfolds. This adds richness to interpreting the message and emotional aspects that may have been hidden. Evidence shows that managers use face-to-face communication a lot in their role, and that the portion of time spent on it increases with seniority. (Adler and Alderman, 1991).

Staff briefings are used in organizations to influence employees' behaviour. As a strategy, they can impart information on practices, procedures, targets, expected behaviours and organizational rules (Daft, 1995). They also invoke behavioural responses from employees, like commitment or reinforcing team spirit.

Responsibility

The importance of hierarchy is often overlooked in employee empowerment and consensus decision-making. Yet there are few large organizations that do not rely on it as a decision-making, accountability, command and control system. It permeates organizational life and is regarded legitimate by most participants. Communiqués from those in authority carry both practical and symbolic weight (Young and Post, 1993).

In many organizations there is over reliance on written communication. A blizzard of memos from senior managers usually indicates an organization 'barren' of any warm creation free flow of ideas.

Staff desire and appreciate being fully informed about key issues affecting their organization, particularly those with a direct bearing on their jobs. A recurrent complaint in KTTC is of people feeling not being given sufficient information and by implication undervalued. Because information is power, lack of it understandably results in feelings of disempowerment.

During periods of change, it is even more vital for staff to feel full and honestly informed about what has happened or is to happen. Tourish and Hargie, (1998) add that an information shortfall makes the bush telegraph work overtime to fill this shortfall, and staff devotes more time to rumour. Credible and speedy communication can circumvent this contamination.

Media of communication

Repetition of a message through more than one medium enhances people's memory of it, Markham, (1987). However, some managers deliver their messages only once or twice usually via some written medium. When employees complain about not getting the information, they are told it was sent in the organization bulletin or whatever. That the message was neither received nor understood is wrongfully blamed on the receiver.

Timely information delivery is more difficult in organizations located on more than one site. Mechanisms must be established to ensure timeliness. Free-flowing, speedy and accurate communication highways to which all staff has access should be developed.

Sullivan, A. and Taylor (1990) examined compliance-gaining strategies and found that supervisors constrained by formal rules tended to use friendliness to gain compliance even where formalization was low. Subordinates prefer traits that facilitate communicating in an affirming, relaxed, friendly and attentive style.

Open communication from managerial to lower levels between groups within a merger minimizes ambiguity. (Schweiger and DeNisi 1991) say that the only way for managers to deal with employee's anxiety is through prompt communication. (Risberg, A. 1997) says that in the acquisition turmoil, management neglects communication with employees or is ambiguous, leaving workers anxious. Workers consequently listen to rumours that often provide "worst scenario" answers, and add fuel to the anxiety.

Meetings should be informal; round table, over coffee, short, open, by a relatively junior employee, and with a brief statement from the senior manager. Thus senior executives can "address the troop" while openness and accessibility within the organization are also fostered, meeting and being listened by those in positions of power is also cathartic. For managerial effectiveness, communication strategy should be integral to overall strategic planning. Also effective communication should be implemented. Lack of this reduces staff commitment and job effectiveness and turnover. When change comes dissent quickly grows into dissatisfaction. Communication should also be designed as part of a positive social system (Reilly and Di Angelo, 1990) if it is to address the barriers to its effectiveness within the organization.

Feedback and Measurement

Feedback should be specific, valued and delivered in an interactive environment (Dublin 1990). Though Russ, Daft and Lengel, 1990), noted that leaders might use a variety of forms. Hillman, (1990) stress that effective performance of staff members should not be left to chance, but should be cultivated and encouraged by superiors. They argue that feedback, with coaching, plays an important role in establishing a work environment, which motivates staff to perform at maximum potential. (Cusella 1987)

distinguishes between task and process feedback and suggests that feedback must provide clear information about errors and how to correct them.

Hillman, (1990) holds that feedback is more effective when specific, prompt, piecemeal and in a stall superior smoothly interactive environment. The aim should be to collect accurate feedback as early as possible to allow for adjustment. Exchange should be coherently planned and conducted to contribute to continual organizational success. Moorcroft, D (2001) discovered that most time is spent on the logistical and tactical, and very little on the strategic side of communication. Great employee letters, corporate videos and news releases are produced but integrating communication into business unit priorities, advising management on how best to change employee behaviour or proactively identifying communication issues is poor.

Communication about change needs to be not only clear and constant, but also consistent, in order to keep employees and stakeholders trust. It should look beyond the immediate future, and share with those involved a bigger picture of what the organization is trying to achieve. Failure in this case results in successive restructuring exercises, and an everlowering morale in the workforce. Effective implementation depends mightily on cooperation, Harvard Business Review, (2000).

The communication audit technique provides managers with hard data on the efficacy of their communication behaviour, (Tourish, 1996). It is systematic and rigorous in collecting and analyzing data, investigating corrective action, and assessing the quantity and quality of between groups of staff and between staff and management.

By enabling diagnosis of the efficacy of communication and relationships, this approach provides the starting point for planning specific changes in organizational structure and practices. (Babbar and Aspelin 1994) Assert: One effective approach to creating a climate for participation, initiative and excellence is to manage by example. Open up

the channels of communication both horizontal and vertical. Restructure and organize, if that is what it takes to facilitate communication and participation at all levels.

Managers as facilitators of effective communication should therefore use the tools of communication analysis to promote a climate that ensures clarity about organizational goals, permits upward and downward flow of information , creates openness and trust and encourages maximum informal interaction between as many groups as possible.

Good employee relations reduce absenteeism , avoids costly disputes and harnesses goodwill to achieve optimum performance, commitment and effectiveness. The researcher intended to study employment relations in terms work place relations "fairness at work" and a "new partnership approach at employee relations According to (Beardwell 1996) "employee relations " and "industrial relations" describe employment relations differently. "Employee relations" suggest a value orientation and therefore leans towards a modern form of managerialism. It promotes the position of management as an instigator of employee relations' policies in conjunction with other corporate policies.

According to (Gennard and Judge, 1997), industrial relations has placed greater focus on the individual employee rather than employees as a body. This is reflected in management led changes in communication methods, for example, team briefing (quality circles, team work and single status) and changes in payment systems (for example performance related pay). Relations are on an individual basis with the employee apprehended as determining employment conditions with little or no influence from employees or their representatives.

Employees relations focuses on interaction with employees both as individual and as a collective group and how this relationship is regulated. The interests of employers and employees are important and have to be considered.

Trust means one's behaviour can be relied on to serve the long-term interests of another (Crosby 1990). It implies reliance on a confidence in the process or person, and also implies personal vulnerability. Trust is decisive for continuity of a relationship between managers and employees. Morman, (1993) state that timely communication fosters trust by helping resolve disputes and aligning perceptions and expectations.

Heintzman, (1993) found that supervisors who exhibited certain non-verbal, rapport building behaviours (touching, smiling, affirmative nodding, direct eye contact, open posture) were perceived by subordinates to be more expert, trustworthy and persuasive than those who behaved otherwise. They also found that subordinates were more likely to comply with such supervisors and to have more job satisfaction.

Employees are motivated to continue relationships when they have confidence (and trust) in the competencies and abilities of their managers. (Szukala and O'Connor 2001) emphasize that ambition and enthusiasm are clearly important, but not at the expense of stakeholder's trust.

Because communication cannot function without trust, it is critical that the gap between what is said and what is done (or even achievable) never stretches credulity too far. Trust is the glue that keeps team members work together (Dyer, 1997). It allows groups and organizations to develop the tolerance sometimes needed to deal with conflicts and differing interests (Sullen and Onyx, 1999).

Employee commitment

Commitment involves attachment and loyalty to an organization Morri,(1993). Employee communication fosters involvement, initiatives, through encouraging more active employee participation in organizational affairs. Involvement initiatives include increased information flow down and up the organization, changes in job design, financial involvement or participation and changes in leadership or management style, towards a more participative approach Guest,(1993).

Directive employee communication associated with "a high degree of centralized downward communication (Caldwell 1999), raises questions about the nature and value of the commitment it would generate, if the outcome were to inhibit flexibility and individual action. (Townley 1994) suggests that information provided to employees that is narrow in scope, restricted to the task at hand or disjointed and unrelated, will not assist in the promotion of commitment.

Communication which is open, interactive, persuasive, coordinated and integrated with other personnel policies, or as Caldwell (1993) says: "where decision-making power is widely dispersed and there are uninhibited flows of communication up, down and across the organization", such communication is much more likely to produce commitment.

Communication, which promotes employee commitment, needs to be and credible, (Guest, 1993) suggest that any attempt at attitude change must be well-formulated and long term. Also, given the multidimensional nature of commitment, the needs of employees, and not just those of the institution, must be considered in the design and delivery of communication. (Edward,1995) argues:"In order to survive, industrial relations needs to change its focus to 'employee relations', examining not just institutions but how the employment relationships operate in practice, and exploring the outcomes for efficiency and equity". It must address individual aspects in addition to the collective ones.

Human resource management focuses on the individual and ignores distinct interests within the workplace. This creates a simple common interest between managers and the managed, an interest solely on the organization's success in the market place. This is too narrow and too simplistic and reflects managerial ideology rather than objective reality, (Blytön and Tumbull, 1992). It therefore needs to be countered in order to understand better the dynamics of workplace relations. Improved employee relations are possible when managers communicate enough information to the implementers of policies and decisions.

Employees who are treated fairly (or who feel they are) are loyal and more productive to the organization than those who feel exploited. According to (Szukala and O'Connor 2001), harmony is achieved when shareholders, directors, managers and staff feel that their input produces an acceptable Output to the company, and a reasonable reward to themselves.

If more of them feel so, or if the outputs are not currently enough to that profitability and survival of the company, then disharmony will be created.

Teams are fast becoming the management practice of choice for organizations that wish to become more flexible, push decision-making to front lines, and fully use employees' intellectual and creative capacities, (Wageman, 1997). (Brannick and Prince 1997) define a team as "two or more people with different tasks who work together adaptively to achieve specified and shared goals".

Selection of a team involves determining the number of participants, the composition and skills of the members, and the assignments or roles of each one of them to perform to accomplish the task within a given timeframe. The team is normally disbanded when the task is achieved. In team building, a team studies its own process of working together and acts to create a climate that encourages and values the contribution of team members (Bateman, A. 1990). Team members are directed towards problem solving, task effectiveness, and maximizing the use of all members' resources to achieve the team's purpose. Team building recognizes that it is not possible to fully separate one's performance from that of others. (Peters and Waterman 1982) emphasize treating employees as adults, a rigid chain of command and encouraging initiative in the teams. Current telecommunication network forms point to teamwork.

Team building is a human process involving human feelings, attitudes and actions, and is therefore something people have to accomplish among themselves.

In teams, the members rather than the manager take responsibility for their work, monitor their own performance, and alter their performance strategies as needed to

solve problems and adapt to changing conditions. Team success is dependent on effective communication and on sharing knowledge among members (Townsend and De Marie, 1998).

Positive peer relationships are essential to success at work. Cooperation, in addition to generating among team members, results in higher achievement and greater productivity, more caring and committed and greater psychological health and self esteem (Smith, 1998).

Participation in team building exercises and training increases commitment by increasing members' satisfaction with one another and reducing conflict (Bishop and Scott, 1997). Involvement in the creation and progress of their project generates in them more fun, interest in the job, involvement and commitment. This enables employees to know their mission and to have a vested interest in its success (Elmuti 1996).

Employees' Performance

The usefulness of performance to any institution in the current dynamic yet highly competitive environment is great be it in a profit making organization or a non-profit making organization. Previously non-profit making organizations have not been faced with any competition (Chen, Yang & Shiau 2006) because they have always been receiving protection from government. This has resulted into high levels of inefficiency (Chen, Yang & Shiau 2006). With the stiff competition resulting from the liberalization of higher education, Universities must devise ways of transforming their strategy into activities which can enable them achieve organizational goals and it is postulated that this can be possible by embracing performance management tools (Chen, Yang & Shiau, 2006).

A poorly performing organization will eventually collapse; hence, the manner in which an organization implements its objectives will determine how well it will perform (Flappér et al 1996). Therefore, all 'smart organizations', whether public or private, should focus on implementing effective performance, since it is only through such systems that they can remain highly competitive (Artley, Ellison & Kennedy 2001).

Good performance management assures customers of high quality service because each employee will be working effectively towards the achievement of personal and organizational goals (Macaulay & Cook 1994). Performance as an accountability mechanism could facilitate managers in the effective management of their functional operations and in the decision making process. By embedding performance in the management systems of an organization, focus on performance and attainment of strategy will be easily ascertained (Kaplan & Norton 1992) because it links the goals to the strategy, the processes and the resources (Verweire & Berghe, 2003). In their study in manufacturing firms, Bititci et al (1997) noted that performance is vital to the future success of any manufacturing organization. Performance provides a learning platform for individuals through their involvement in the 'decision-making process' and in the achievement of organizational goals (Amaratunga & Baldry, 2002). One of the reasons why it is important to successfully implement a performance management system is because translation of the vision into outcomes which can be easily understood and shared by all stakeholders and determining the extent of organizational success become easy (Amaratunga, Baldry & Marjan, 2001).

Managerial Communication and Employees Performance

The communication relationship between managers and employees is different from that between friends and colleagues. The difference in power, knowledge, job description, and life experiences creates many unique and challenging interactions.

Little attention has been paid to the flow and function of communication; however, there is growing emphasis on the importance of interpersonal communication. This is because of the realization that the greatest challenge to management is not setting objectives or making decisions, but implementation which, as (Sinickas, A. 1997) argues, depends largely on effective use of interpersonal communication.

According to (Hargie, 1994), a large number of the problems that education managers encounter are centered on interpersonal relationships, especially those involving other staff. Staff resistance to new ideas and to legislative changes, is seen as posing a

significant problem. Managers, while dealing with “unrealistic expectations”, see trying to enthuse staff in the present climate where there is little prospect of personal gain as difficult, and being “truthful but kind” creates problems, which they have to address.

(Hergie, 1994) argue further that the quality of interpersonal communication is a critical variable affecting the level of organizational success in the ability to work with and through others. It is through communication that managers gain and offer the information required to make successful decisions.

(Dansereau, 1987) observe that although much effort has been directed towards identifying what constitute effective communication behaviours for superiors, “we are still unable to state whether or not there is an ideal set of communication characteristics associated with ‘effective’ managers”. They suggest those contextual factors, such as organizational climate, task type, gender and work unit size influence the effectiveness of managerial communication.

Although management communication appears over researched much of the research has one of the four weaknesses. Much of it has not been in real organizational settings. (Heinman, 1993) on the influence of non-verbal behaviours simply asked undergraduate students to rate videotapes of superiors interacting with subordinates This rating cannot be generalized to real situations.

Most researchers focused on the behavior of superiors and on subordinates. Most of it has been in the United States and Europe whose cultural context differs from Kenya's. Most also have a “one shot approach”, contrary to real manager employee interactions which develop over time.

Theoretical Perspective

In this study the researcher opted to view employees' performance in relation to communication strategies in an organization. This makes it necessary to make use of communication theory which asserts that there are factors that may influence the employee performance. The theory adopted in this study is the system theory which explains that employee performance is affected by the way communication is handled in an organization.

System theory was proposed by Bertalanffy(1959), it focuses the arrangement of and relationship between parts which connect them into whole (holism). The system theory concepts include system environment boundary, input, output, hierarchy, goal directedness, information, interdependence, wholeness and feedback. Monge (1973).

Wholeness refers to the idea the system cannot be fully comprehended by a study of its individual's parts in isolation from one another. Individual contributions to the organization is unique or our organization but it must be geared towards team work and finally to the organizational goals. Team work cannot be nurtured without proper communications. Well understood communication procedures makes passing of information from individuals to management create a feedback loop that promote productivity.

Interdependence in an organization is demonstrated in that; no individual can survive alone in any organization. Interdependence encourages good relations, creativity and shared vision. When people communicate in an organization, the organizational goals become ingrained in the employees.

Interdependence and self regulation are key attribute of system theory, for each part may have a specialized role for proper interaction.

Systems are goal oriented; they can constantly seek to serve certain overall or long term purpose. Goals are associated with thinking and planning. The management should always share one vision of the organization through meetings, magazines, bulletins, mails and memos. Communication becomes crucial for information must be packaged well before passing it for proper impact. Planning requires participatory decision making, where every individual in the organization has an input on goal setting. Communication on achievements after evaluation of the progress made, requires planning. Therefore information must be made available in all levels of employees to gauge whether the organization is headed in the right directions. Adler and Olderman (1991).

Hierarchy in system theory refers to the way communication takes part in an organization. Horizontal communicational takes place between employees of the same rank most on consultation on projects progress or how to make a certain function better. Vertical communication takes place between the management and employee at the lower rank and vice versa. This depends on instructions to be given and feedback from the employees.

Openness in system approach refers to unhindered information availability. Communication should be enhanced and encouraged in all levels. Most conversations involve actual influence that may promote commitment and employee relations. Participants send out messages, obtain feedback and they adjust their actions. The overall social environment is understood as something that is created by an ongoing negotiation between employees.

In conclusion the system theory of communication is supported by the goal setting theory of communication that explains that when Targeted goals are set, individuals will strive to achievement them so long as feedback is provided, so that individuals becomes more committed to achieve the set goals. The attribution theory of communication explains that, when managerial communication threaten people's

positive self image, they become defensive and emotional, compromising, competency and productivity for they quit listening. Therefore, system theory application in an organization becomes.

Related studies

The concept of performance by employees has been one of the most important and positive development in human management in recent years. (Bear and Ruth 1976) first developed the first phase but it did not become recognized as a distinctive approach until the mid 1980's that a continuous and integrated approach was needed to manage employee performance.

Any crudely developed and hastily implemented performance related to communication oriented system were not delivering results Hartle (1995). He noted that employee performance was improving but some how measured using the old established system of rating and management by objectives.

Today, employee performance has gained greater attention focusing on all aspects of the organization endeavors. Armstrong (2003) stresses that performance management is a means of getting better results from the organization, teams and individuals by understanding and managing performance within a framework of planned goals, standard and competence requirement.

Employee performance is a process of establishing understanding about what is to be achieved and an approach to managing and developing people in a way that increase the chance that certain aspects will be achieved in the short and longer term. Therefore, employee performance has been defined as a strategic, and integrated approach of delivering results in an organization by improving their performance and developing their capability as teams or individuals Armstrong and Baron (1998).

According to Herzberge(1974), the understanding of each individual independently and identifying a correct stimuli is criticized of being method oriented. Increasing the worker freedom on the job gives them the chance to use their abilities to their fullest. By

making work efficient in colleges will be by availing information, provide an open and conducive environment for people to raise concerns, give opinions without fear and administrative support. (Monappa 2000) education managers should provide an environment where employees ideas and contribution are important for the overall organizational efficiency and effectiveness.

A lots of research effort have been directed to employee performance but unfortunately much of attention of research is not drawn to correlate to communication strategies. (Rao R.B 1989) says that the quality or effectiveness of employee is considered to be associated with his satisfaction towards his profession, his satisfaction with his values and the feedback system in the organization.

(Baren 1998), Stressed that effective record management monitoring, evaluation, adequate communication of employee responsibilities and information management as important performance strategy. Through effective communication, the need of the organization are known through clear definition of functions, roles and responsibilities of the people involved. The House Path-goal theory assumes that, the manager's key function is to adjust his behavior to compliment situational contingencies, A leader should be able to remove job ambiguities through effective communication and show the employee how good performance is beneficial to them. Supportive leadership promotes a friendly work climate which comes from good interpersonal relations. Achievement oriented management emphasis on clear communication of goals and encouragement of achievement of high standards. (Osbon 1982) stresses on participative management as focusing on consultation with subordinates seeking and taking their suggestion into accounts before making decisions, thus promoting team work; commitment and competency.

According to Albert Bandura, social learning is achieved through the reciprocal interaction among people, behavior and environment. Individuals use modeling to acquire behavior by observing and imitating others Hurt (1985). Words and symbols used by managers and others in the work place can help communicate values, beliefs

and goals crucial in the organization. Clear information sharing and openness create a situation where employees understand the management expectation in the organization.

Schermehorn (1987) conclude that individuals are the most important storehouse of information in an organization. This information should be shared among the employee through a work environment that encourages the sharing of the same.

According to (Joseph A Devito 1992) conflicts and its effective resolution results from the failure to recognize the distinction between the content and the relationship dimensions of communication. People may fail to resolve simple problems in an organization mainly because they were not consulted. Arguments over content dimensions are easy to resolve if not ignored.

CHAPTER THREE

METHODOLOGY

Research design

This research study utilized descriptive correlation design. It was descriptive correlation because the researcher was interested in establishing courses and effects of independent variable (organizational communication) on dependent variable (employee performance.)

Research Population

Target population

The target population in this study involved 248 teaching staff.

Sample Size

Through the Sloven formula, the minimum sample size (150 from the college) was computed based on target population of 248.

Sloven Formula

n is equal to $N / 1 + N(0.05)^2$

Sampling Procedures

A set of inclusion criteria through purposive sampling was used to select the 150 actual qualified respondents from the 248 target population of teaching staff. The following criteria then was utilized: the respondents are (1) full time teching staff from collage under study; (2) they were either male or female teaching staff in various academic positions; and (3) with working experience of one year and above. These criteria were utilized to choose the qualified respondents out of the 248. A list/sampling frame was made reflecting the qualified respondents; using this list, selection was through simple random sampling in order to arrive at the 150 minimum sample size.

Research instruments

The researcher collected data using a non standardizes questionnaire. The questionnaire had three parts; PART1; collected data on profile of respondents; PART 2; collected data on organizational communication with 13 items. PART3; collected data on employee performance covered, employee relations 12 items, on commitment 10 items, on team work 10 items and competency 7 items.

Validity and reliability of the instruments

The researcher ensured content validity of the instruments through the following expert: 4 Lecturers and two senior lecturers who evaluated the relevance and clarity of questions in the instrument. A content validity index of 0.7 was attained and used as basis for reasonable use of the questionnaire. Reliability in this study was ensured through test re-test, the instrument administered to staff of collage not included in the study. Then using SPSS the Cronbarch Alpha of 0.7 was obtained which led the instrument declared reliable Data Gathering Procedures

Data gathering procedures

The following data collection procedures were implemented:

A. Before the administration of the questionnaires

The researcher requested for an introduction letter from the School of Postgraduate Studies and Research addressed to the authorities of the schools under study for him to be permitted to conduct the study. They contained the criteria for selecting the respondents and the request to be provided with the list of qualified teachers. After approving the requested list of respondents provided to the researcher by the selected schools, were used by the researcher to guide him in identifying the participants of the study.

The researcher prepared the questionnaires and convened with his selected research assistants to discuss and brief them on the sampling techniques and data gathering procedures.

B. During the administration of the questionnaires

Specifically, the researcher and his assistants were seriously particular in requesting the respondents the following (1) to sign the informed consent;(2) to answer all questions hence should not leave any item unanswered; (3) to avoid biases and to be objective in answering the questionnaires.

The researcher and his assistants tried retrieving the questionnaires within one week from the date of distribution.

All questionnaires retrieved were checked if completely filled out.

C. After the administration of the questionnaires.

The data collected was organized, collated, summarized, statistically treated and drafted in tables using the Statistical Package for Social Sciences (SPSS).

Data Analysis

Frequencies and data distribution were used to analyze data on profile characteristics of respondents. The mean and standard deviation were used to determine communication strategies and employee performance. The Pearson linear correlation coefficient was used to examine the relationship between organizational communication and employee performance. The measurement level of organizational communication and employee performance were measured by 13 and 26 items respectively in questionnaire each selected one to four. 1 -strongly disagree 2- disagree 3 -agree 4 - agree

Ethical Considerations

To ensure utmost confidentiality for the respondents and the data provided by them as well as reflect ethics practiced in this study, the following were done:

1. All questionnaires were coded to provide anonymity of the respondents.
2. The respondents were requested to sign the informed consent.
3. Authors quoted in this study were recognized through citations and referencing

Limitations of the study

1. Intervening or confounding variables which were beyond the researcher's control such as honesty of the respondents to be as honest as possible and to be impartial/unbiased when answering the questionnaire.
2. The research environments were classified as uncontrolled settings where extraneous variables may influence on the data gathered such as comments from other respondents, anxiety, stress, motivation on the part of the respondents while on the process of answering the questionnaires. Although these were beyond the researcher's, efforts shall be made to request the respondents to be as objectives as possible in answering the questionnaires.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents analysis and interprets responses on the relationship between communication strategies and employee performance at Kigari Teachers Training College, Embu, Kenya. The data were statistically analysed and organized in tables in answer to the following research objectives; (1) profile of the respondents as to; age, gender, educational level, position in the college rank and experience. The extent of communication strategies and levels of employees' performance and the significant relationship between the extent of communication strategies and the level of employee performance.

The null hypothesis tested in this study was; (1) There is no significant extent between the extent of communication strategies and levels of employees' performance.

Profile of Respondents (age, gender, education level, position and years worked in the college)

In table 1, the attributes of the respondents are analyzed in frequencies and percentage distribution on age, gender, education level, position and years worked in the college. The number of subjects who responded varied which indicated that some respondents skipped the options.

On age group, table , reveals that a big number of 68(45.6%) of the respondents were from age 41-50 years belonging to middle adulthood while the second category were 31(20.8%) were in the 20-30 years group which belongs to early adulthood representing a group that had recently graduated from colleges and universities.

The third category 25(16.8%) belonged to (31-40years) who are in the early middle adulthood stage. Lastly the fourth category 25(16.8%) belonged to late adulthood 51 and above years.

As regards to gender the majority 91(60.7%) were male while 59(39.3%) were female. In terms of education level, majority 64(42.7%) were certificate holders, 51(34.0%) had diplomas, 33(22.0%) were degree holders and 2(1.3%) were masters degree holders. The respondents position in terms of job groups were as follows 48(36.4%) were in job group k, 43(32.6%) were in job group L, 28(21.2%) were in job group M and 13 (9.8%) were in job group N.

With regard to the respondents experience in terms of number of years worked, the majority 74(49.3%) had worked for 0-5years, 27(18%) had worked for 21 and above years.

Table 1

**Profile of respondent in terms of Age group, gender, education level,
position, years work in college**

Category	Frequency	Percent
Age		
20-30yrs	31	20.8
31-40yrs	25	16.8
41-50yrs	68	45.6
51 and above	25	16.8
Total	149	100
Gender		
Male	91	60.7
Female	59	39.3
Total	150	100
Education level		
Certificate	64	42.7
Diploma	51	34.0
Degree	33	22.0
Masters	2	1.3
Total	150	100
Position		
job groupK	48	36.4
job groupL	43	32.6
job groupM	28	21.2
job groupN	13	9.8
Total	132	100
Years worked		
0-5yrs	74	49.3
6-10yrs	27	18.0
11-15yrs	16	10.7
16-20yrs	19	12.7
21and above	14	9.3
Total	150	100

n = 150

In every work place age has been considered crucial in recruitment of staff. In Table 4.1, the dominant age of respondent was the middle adulthood. Middle adulthood as asserted by expert is period of maximum capacity and ability to handle challenging



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environment. The middle aged individual have sophisticated cultural and specified sense of value. Carl and Jung (1995). The second group is the early adulthood who comprise the youth and the young graduates out of colleges and universities. Young people are known to be dynamic and energetic.

Keeling (1987) contends that young workers are hired due to such qualities as creativeness, easy to train and not prone to absenteeism and mostly fit more than old workers. Jothan (2005) affirms that young people are always able to offer themselves for employment at each possible wage rates. The early middle age group which was the third category is composed of people who are skilled, experienced and highly mobile in the job market. The group was affected by a freeze in government employment and movement to other tertiary institutions. Bukler perceived late adulthood as stage of experience of fulfillment or failure, lifelong, goal setting and striving (Brumer and Suddarth, 1995).

Gender in this study is a factor in the work environment. Out of the 150 respondents more than half (60.7%) were males while (34.0%) were female. Traditionally, there is an assumption that men stand a better chance in employment due to education opportunities and gender bias. Several studies on men and women have indicated that, women workers do excel in the work place. Women are found to be relationship oriented while men are task oriented, directive and focused on getting the job done, George and Jowes (2000).

Education level is another factor in work environment. In this study, out of 150 respondents, majority 42.2% were certificate holders, while 1.3% were Masters Holders. Though qualification is an important factor while recruiting staff and selection of staff Rowaland (2003), there was no education opportunities in upgrading until recently when parallel programmes were introduced. It is true that without a well qualified academic staff, it is difficult to deliver and sustain quality education. From the above, the college has a challenge since most of the academic staff are certificate holders and they are expected to train certificate courses. The present policy guidelines

under the Ministry of Education, Certificate courses should be taught by diploma and degree holders.

With regard to position in terms of job group, majority of respondents 36.4% are in job group K, and 9.8% are in job group N. the rate of promotion on merit is low. It also shows that many workers have stagnated in the same job group for a long time. Selection for proficiency courses which results into promotion in National teacher training colleges has only catered for only a small number hence no promotion for the majority.

As regards to experience, in terms of years worked in the college. Majority 49.3% had worked for less than five years. The high number of new workers is a reflection of recent transfers of workers to other institutions and the expansion of the college. The transfers were occasioned by poor academic performance. The second group of 18.0% represents workers who have worked 6-10 years in the institution. These workers are highly regarded in the institution as far as performance is involved. They are in specialized courses as physical education teachers, special education teachers, craft courses and science based courses, which requires highly specialized personnel. The third group 10.7% and fourth 12.7% comprise of highly experience and skilled personnel who act as reference point for the college administration and staff. Because of their experience, the group has seen most of their numbers move to other institutions started by the government and move to other organizations for greener pastures. On experience, all respondents had some experience, with previous or on current job. In the world today, experience has become a requirement. Organizations while recruiting worker take into consideration work experience. This is done to reduce cost of training, time, effort and money (Horsheim, 2001).

Level of communication strategies

The construct considered for this study was communication as reflected in Table 2. In view of communication, the following indicators were rated very good based on means. Management communicates job responsibilities (3.350); management communicate expectations (3.30); management clearly communicate goals / objectives (3.25). The options rated good were as follows, changes in the effective discrimination of information needs new methods and techniques (3.18); management has realized communication goals and aims (3.09); freedom of views and opinion between department and staff is open (3.09); management clearly communicate deadlines (3.05); communication records are maintained and updated (2.91); operating instructions in the communication strategy are well understood (2.68); some one from the principles office visit the staffroom to encourage staff often (2.61). The options rated fair include; there are weekly communication between management and employee (2.35); communicated suggestion box or content are acted upon and responses provided (2.23).

Table 2: Level of Organizational Communication

Communication	Mean	Interpretation	Rank
The management communicate job responsibilities	3.35	Very good	1
Management clearly communicate expectations	3.30	Very Good	2
Management clearly community goals/objectives	3.25	Very Good	3
Changes in the effective discrimination of information need methods and techniques	3.18	Good	4
Management has realized the communication goals and aims	3.09	Good	5
Freedom of views and opinion between department and academic staff is open.	3.09	Good	6
Management clearly communicate deadlines	3.05	Good	7
Communication records are maintained and updated	2.91	Good	8
Operating instructions in the communication strategy are well understood	2.88	Good	9
Departmental heads participate in record making	2.68	Good	10
Somme one from the principles office visit the staffroom to encourage staff often.	2.61	Good	11
There are weekly communication between the employees and the management.	2.35	Fair	12
Communicated suggestion box content are acted upon and responses provided.	2.23	Fair	13
Average mean	2.92		

n = 150

Table 3

To interpret the obtained data, the numerical values and interpretation were used.

Mean range	Response mode	Interpretation
3.26 – 4.00	Strongly Agree	Very good
2.51. – 3.25	Agree	Good
1.76 – 2.50	Disagree	Fair
1.00 – 1.75	Strongly disagree	Poor

In view of table 3, the strengths based on the level of organizational communication as per the responses of the study population are; on management ability to communicate job responsibilities, expectations and goals / objectives to the employees. This empties that college management communicate effectively to the employees on what their jobs responsibilities and what one is expected to do to accomplish the organizational goals and objectives. However, we consciously choose from streams of sensory data, we concentrate on some bits, we ignore others. We call this process 'perceptual selection' perceptual selections affect what we hear and how we hear it and whether and how we are willing to respond (Buchaman and Huczynski 1997). Information overload may also affect the way people may take communication from the management, traditional communication recommend that managers should reduce information skills to cope with the load.

In respect to respondent on changes on the effective discrimination of information, new methods and techniques should devise to counter information overload from management. Barriers in communication may arise as a result of individual characteristics differences and organizational ones that come from organizational structures, system and processes. (Daft 1997, Dessler 1998) Downward communication should be structured in such a way that everybody understands the information being passed. Management has realized the communication goals and objectives, also was interpreted 'good' showing the college effort to integrate the college communication

strategy. However, there are changes needed to make it effective. (Hatfield 1993), state that developing a smooth, cordial and on-going communication between the employees and management is necessary to develop and sustain relationship. Freedom of opinion and views between departments and the academic staff was also rated good due to the educated workforce staff was also rated good due to the educated speech in the college. The quality of interpersonal communication is a critical variable affecting the level of organizational success in the ability to work with and through others (Hergie 1994). Deadlines are also communicated in any given task showing that the staff values their work. Quality work should be done irrespective of the deadlines set.

Operating instructions in the communication strategy are well understood was also interpreted 'good' by the respondents. This means that the employee has understood and educated on what to do when an issue arise. Szukala and O'conor (2001) established that an effective organizational communication strategy should cover objectives; audience, channels formats and media responsibilities, and feedback. Due to lack of training on some aspects, some aspects like in the channels need improvement. Recording of information are channeling to every department should be worked as some departments have not been effective. People like to hear information from their direct supervisors rather than any other channel and if the information is processed promptly then the information may fail to inspire the employees.

Weekly communication from the management to the employee was also interpreted 'good'. Ensuring that communication is regular and free flowing reduces concerns employee may have about career development and allows managers to know if the employee is not able to switch off La Plante (1995). The only way to deal with workers anxiety is through prompt communication (Risberg A 1997).

Another aspect in Table 3 that indicated gaps in communication was the suggestion box content not being acted on in the institution. Hillman, (1990) stresses that effective performance of staff members should not be left to chance, but should be cultivated and encouraged by superiors.

Response to employees query on important aspects of the job environment can only improve relationships morale and productivity. Effective implementation of the organizational programmes depends mightily on cooperation, Harvard Business Review, 2000). Staff should not be ignored in any way when their input on information should be encouraged to produce great output in production.

LEVEL OF EMPLOYEE PERFORMANCE

The following constructs on the level of employee performance are reflected on Table 4; employee relations, commitment, team work, and competency. On employee relationship, the following indicators were rated very good based on means, communication climate (3.29). Items rated good were cooperative team work (3.15); adherence to policies and procedures (3.14); downward communication (3.12); staff welfare (3.10); information source (3.10); communication strategy (3.07); confidence and trust on subordinates (3.00); management and staff interaction (2.98); open and honest communication with managers (2.96); freedom to voice one's opinion (2.95) and concerns of employees issues (2.82).

In regard to commitment, fulfilling job responsibility (3.29) and employee attendance were rated 'very good'. The following items were rated good, employee set good examples (3.25); observing deadlines (3.07); task achievement (3.07); punctuality (3.03); adapting to changing work demand (2.89); excelling on performance targets (2.89); initiative and seeking information (2.87) and induction of new employees (2.63). on team work the following items were rated as very good according to the means employee function as effective team (3.53); team work encouragement (3.59); working on behalf of the work group (3.36). The items rated good were collaborative team work

(3.19); employee helping each other (3.17); delegation (3.13); definition of activities (3.03); empowerment (2.99); pursuance and initiation of projects (2.94) and success enjoyment (2.91).

On competency the items were rated good assignment (3.25); improvement on marking (3.16); updating and keeping of records (3.12); and performance improvement styles in teaching (3.08). Syllabus coverage (3.03); homework given and marking (2.92) and student performance in exams (2.85).

Table 4
The level of employees' performance
Item analysis

Employee relation	Mean	Interpretation	Rank
Communication climate is affected when management limit the flow of information	3.29	Very Good	1
Cooperative teamwork exists	3.15	Good	2
Employee understand and adhere to policies and procedures	3.14	Good	3
Down ward communication from management office is accepted and acted on.	3.12	Good	4
Staff welfare program are inclusive	3.10	Good	5
Employees get information from the right source	3.10	Good	6
Communication strategy is well known by employees	3.07	Good	7
Confidence and trust are shown in subordinates.	3.00	Good	8
Management and staff interaction is open	2.98	Good	9
Open and honest communication with manager.	2.96	Good	10
There is freedom to voice one's opinion	2.95	Good	11
Messages which fulfill the need and concern of employees are easily acted on.	2.82	Good	12
Average mean	3.05		
Commitment			
Employee can be relied on to fulfill job responsibility in both routine and complete job situation	3.29	Very Good	1
Employees attendance record is satisfactory	3.27	Very Good	2
Employees set good example for others	3.25	Good	3
Employee observe and meet deadlines	3.07	Good	4
Task achievements brings satisfaction to employees	3.07	Good	5
Employees are punctual for work and meetings	3.03	Good	6
Employee adapt to changing work demand	2.89	Good	7
There is great motivation to excel performance targets	2.89	Good	8
Employee take initiative and seek information on direction of important issues	2.87	Good	9
Induction of new employee is a responsibility of all employees.	2.63	Good	10
Average mean	3.02		
Teamwork			
Employees functions as an effective team	3.53	Good	1
Team work is encouraged by management	3.51	Good	2
I am willing to exert effort on behalf of the workgroup in school	3.36	Good	3
Employee are involved in collaborative teamwork	3.19	Good	4
Employee are encouraged to help each other	3.17	Good	5
Administrators delegate some communication job to others	3.13	Good	6
Employees arranges and define activities in a logical manner	3.03	Good	7
Employees feel empowered	2.99	Good	8
Employee persue or initiate projects for the benefit of the school	2.94	Good	9
Management enjoys the success of others; sees success as a team effort	2.91	Good	10
Average mean	3.18		
Competency			
Students get assignments	3.25	Good	1
Improve marking of students work	3.16	Good	2
Teachers records kept and updated	3.12	Good	3
Teachers uses performance improvement styles in teaching	3.08	Good	4
Syllabus* is completed on time	3.03	Good	5
Home work given and marked timely	2.92	Good	6
Students perform well in exams	2.85	Good	7
Average mean	3.05		
Overall mean	3.08		

n = 150

Table 5

Summary table for establishing the level of employee performance practices

Categories	Mean	Interpretation	Rank
Team work	3.18	Good	1
Competence	3.05	Good	2
Employee relationship	3.05	Good	2
Commitment	3.02	Good	4
Grand mean	3.08	Good	

In view of Table 5, the strength based on employee performance practices as per the study, population are aspects of teamwork especially employee functioning as an effective team, team work being encouraged by management and team members being willing to exert effort on behalf of the work group. It is implied that the communication strategy put in place that had emphasize on communication procedures and employee interaction was bearing fruits. On the other hand, team success is dependent on effective communication and on sharing knowledge among members, Townshed and De Marie (1998).

Teams requires a process of working together and acts to create a climate that encourages and value contribution of team members. Bateman (1990). Good relationship, competency and commitment are a mark of a functional team. According to Rees Chris (1997), team work is one of the central means of involving employees in continuous improvement activities and thus in raising levels of customer satisfaction. Team can be conceptualized in quality strategies by considering how it is related to employees especially in communication and information sharing, thus boosting performance.

On table 5, the aspects that were grouped as good yet scored the lowest in the scale were employee empowerment limitation of projects for the behalf of the college and celebration of other people's success by the management. A person with power can influence how decision making process occurs, what alternatives are considered and when a decision is made.

Organizational behaviour management

Ivancevich Matterson (2002). The empowerment of employees in a team may be affected by the organizational communication strategies employed which may deny the person the information on the expected limits of his powers. Pursuing initiatives that are beneficial to the college may be hindered by competing interest of other individuals and bureaucratic tendencies in approving tasks and projects. Management enjoys the success of others and sees success as team effort. This is reflected by the college strategy on encouraging people to have cooperative team work. Personal ambitions, interest and enthusiasm of individuals should not be at the expenses of the organization O'Connor (2001).

The aspects that scored 'good' for competency but at a higher scale of the means, is students getting assignments and improve marking of students work. The improvement in these aspects reflects on the college feedback loop that can be measured. Standard should reflect activities that contribute to the overall organizational strategy on quality service improvement. Daft (1997), records kept and updated by teachers is another aspect that rated well. Improvement in recording keeping and updating makes sharing of information horizontally and vertically easy. This enables the management to make right decisions according to the information depend on high quality information to develop strategic plans identify problems, and interact with other organizations. Student performance was rated 'good' but it was the lowest ranked on competency. Performance improvement should be gradual and consistent reflecting on the positive changes the organization is making:

Regarding employee relationship as per Table 5, the strength based on the employee performance as per the response of the respondents was the aspect of communication climate when the management limit the flow of information. Cooperative teamwork and adherence to policies and procedures was also ranked high. Managers gather important

information from both inside and outside the organization and then distribute appropriate information to others who need it. Daft L. (1999).

Cooperative teamwork only happens when there is empathy on treating employees as adults, avoiding a right chain of command and encouraging initiative Peter and Waterman (1982). Equipping individuals with policies and procedures in the communication strategy has given teams and individuals the way out on whom to honest communication with managers was rated good but at a lower rank as per the means. Interaction in any organization is bound to be affected by culture, age, gender and educational levels. Any bias should be addressed to address bias and hence encourage openness. A large number of problems encountered by managers are centered on interpersonal relationship, especially those involving other staff Hargie (1994). The quality of interpersonal relationship communication with managers should be critical variable in encouraging honest and open communication. Messages which fulfill the need and concern of employees are easily acted on also rated good but it was placed last in the respondents' responses. According to the Hawthorne studies, employee productivity improves when workers are treated well. According to (Gernard 1997) focus should be placed on individual employee rather than employee as a collective body. Employee –employee conditions should be handled with little or no influence from other employee or their representatives. Their concern should be given priority and addressed immediately. Employee should be given a listening ear and their input should be utilized if they are beneficial to the organization, Bullen and Enyx (1999).

On employee commitment employee being relied on to fulfill job responsibilities and attendance were rated 'very good'. Commitment involves attachment and loyalty to the organization, Morris (1993). Employee communication 'fosters involvement, Thornhill (1996). Communication which is open, interactive, persuasive, coordinated and integrated with other policies produces commitment Caldwell 1993. However, employees seeking information on direction of important issues and induction of

employees showed some gaps especially on upward and downward communication. The quality of information middle managers receive is poor, Kathryn and Bartol (1998). Information may likely be blocked or filtered where subordinates do not trust their superiors, David C. Marten (1998). New recruits should be inducted in the organization quickly and oriented on the organization expectation to boost productivity.

Table 6

Significant relationship between the extent of organizational communication strategies and employee performance

Variables correlated	r-value	Sig	Interpretation	Decision on Ho
COMMUNICATION Vs PERFORMANCE	0.493	0.000	Significant correlation	Rejected

In reference to relationship, there was a positive and significant relationship between organizational communication and employee performance. The null hypothesis was rejected. As communication improved, the employee performance also improved. The funding are in agreement with (Rawstat 2004) that communication affects employee performance either positively or negatively. According to (Bateman .S. 2002) implementation of good communication strategies improves employee performance.

The study further brought out the fact that communication had a significant relationship with employee performance (Sig 0.000). The level of performance not only relies on their skills but also on the way employee relate on one another and the way information is made available to them. Information sharing, openness, honesty and unhindered communication improve the organization climate which impact positively on productivity.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the major findings, presents the conclusions and recommendations based on the findings of the study.

Findings

The following were the major findings based on the objectives of the study summarized below;

Profile of respondents

Most of the respondents were in their late middle age (31-40years) while by gender most of the respondents were male (60.7%) in terms of education levels most of the respondents were certificate holders (42.7%). Most of the respondents were at the position of job group K (86.4%) which is the rank in the government for most certificate holders. With regard to the number of years worked in the college, most had less than 5 years experience (49.3%).

Levels of Organizational Communication

The following indicators were rated very good as reflected on table 4.2 based on means, management communicate job responsibilities, management communicates expectations and management communicates goals and objectives. The other indicator rated good by means were on effective discrimination of information, management realization of communication goals and freedom of views and opinion between departments and academic staff. The other rated good were communication of deadlines, understanding of operating instructions in the organizational communication strategy and departmental heads participation in record making. Also rated good was on weekly communication between principals office and staff. The indicators rated fair were on weekly communication between the employees and management and communicated suggestion box content being acted upon.

Level of employee performance

The following constructs on employee performance were reflected on Table 4.3. Employee relations, commitment, team work and competency. The following indicators were rated very good, communication climate, cooperative team work, employees being relied on to fulfill job responsibilities; employee attendance, employee functioning as effective teams; team work being encouraged by management; working on behalf of work groups. The indicators rated good were; understanding and adherence to policies and procedures; downward communication; staff welfare information sources; communication strategies; confidence and trust, staff and management interaction; open communication; freedom of opinion and employee concerns. The others are; setting good examples by employees; deadlines; employee satisfaction; punctuality; adapting to work demands; motivation on performance targets; initiative and induction of new employees. Also rated good were employee empowerment; initiative, assignments; competition of syllabus and student performance.

Significant difference in the level of Organizational Communication and the level of employee performance

There was no significant difference between organizational communication and employee performance (sig. 0.000). Therefore, the null hypothesis was rejected. The correlation analysis reflected this in the decision on null hypothesis (as per Table 6.). The overall conclusion shows a relationship between organizational communication and employee performance.

Conclusion

Based on the findings of the study, the following conclusions were made; There were variations in the relationship between organizational communication and employee performance but the overall future revealed a significant relationship.

The null hypothesis on significant difference between the extent of organizational communication and employee performance was rejected.

The study validated Blanton's system theory on communication. Interrelated parts in an organization function as a whole to achieve common purpose. The theory expounds on acquiring inputs from the external environment and transforming them in some way and discharging them as output and feedback to the environment. A major input in system theory is information. The theory also explains about communication and how it affects production in an organization. Interdependence in system theory points out to the importance of team formation and good relation at the workplace which is only fostered by putting in place good organizational communication.

Recommendations

Based on the findings of this study, the following are recommended;

In this study, the college employed qualified staff as per education qualification. However, most of the staff had certificate courses. This issue needs immediate attention and the college should invest more on training of their employees. Workers should be encouraged to upgrade their courses through parallel degree programmes. Sponsorship to universities or colleges of high learning should be done to encourage the employees to upgrade. Future recruitment should focus on those with degrees and diplomas.

Gender equity should be practiced by implementing affirmative actions as stipulated in the constitution that require a third of the workforce or more must be women. Gender parity should be encouraged in the institutions.

Promotion to higher job groups should be done through policy formulation that does not discriminate anybody in any ground. Clear promotion procedures will ensure that people are promoted when they deserve.

Many of the inexperienced staff (49.3%) or those who joined the college are the majority, staff turnover due to unsatisfactory work environment, remuneration and promotion should be streamlined.

With reference to organizational communication in the college, the principal should interact more with the employees. This can be done through formal and informal meetings. Team building activities should be organized where everybody attend, including the management team. Weekly communication between employees and management should be intensive and quality time provided for exchange of ideas. Employee concerns should be addressed through e-mails, circulars and face-to-face forums.

The college should also encourage open and honest communication through enlightenment of staff to the sections in the constitution that give people a way on their basic rights. Freedom of speech is a basic human right. Proper procedures should also be put in place on induction of new employees in the organization. Employee should be trained on way of orienting the new recruits to the organization.

Recommendations for future research

1. Leadership styles in Kenya's Teacher Training Colleges
2. Recruitment and promotion procedure in Kenya's Teacher Training Colleges.

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APPENDICES

APPENDIX IA

TRANSMITTAL LETTER FROM CHDR



KAMPALA
INTERNATIONAL
UNIVERSITY

Ggaba Road - Kansanga
P.O. Box 20000, Kampala, Uganda
Tel: +256- 41- 266813 / +256- 41-267634
Fax: +256- 41- 501974
E- mail: admin@kiu.ac.ug.
Website: www.kiu.ac.ug

**OFFICE OF THE COORDINATOR OF EDUCATION
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)**

Dear Sir/Madam,

August 25, 2011

**RE: REQUEST FOR PHARIS MWANGI NJUGUNA MED/15545/102/DF
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of educational Management and Administration. He is currently conducting a field research of which the title is "**Communication and Employees Performance in Kigali Teachers Training College in Embu District, Kenya**"

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Ms. Kyolaba Sarah
Coordinator Education, (SPGSR)

"Exploring the Heights"

APPENDIX IB
TRANSMITTAL LETTER FOR THE RESPONDENTS
KAMPALA INTERNATIONAL UNIVERSITY
COLLEGE OF HIGHER DEGREES AND RESEARCH
MASTERS PROGRAM.

Dear Sir/Madam,

I am a candidate for Masters Degree in Educational Management and Administration at Kampala International University with a dissertation on **organizational Communication and Employee Performance, at Kigari Teachers Training College, Embu – Kenya.**

As I pursue to complete this academic requirement, may I request your assistance by being part of this study?

Kindly provide the most appropriate information as indicated in the questionnaires and please do not leave any item unanswered. Any data from you shall be for academic purposes only and will be kept with utmost confidentiality.

May I retrieve the questionnaires 2 weeks after you receive them? Thank you very much in advance.

Yours faithfully,

Pharis Mwangi Njuguna

Masters Degree Candidate

APPENDIX 1C

Telephone: 0263035

Fax:0263035

Email: kigari@gmail.com.

KIGARI TEACHERS' TRAINING COLLEGE

PRIVATE BAG


EMBU

12TH JAN, 2012

**RE: AUTHORITY TO CARRYOUT RESEARCH – PHARIS MWANGI
MED/15545/102/DF.**

This office acknowledges received of your letter dated 5th August 2011 on the above mentioned subject. Authority is therefore hereby given to you to carry out a research on organizational communication and employee performance and Kigari Teachers Training College.

Wishing you a successful undertaking.



PAUL MWANGI KARIUKI

DEPUTY PRINCIPAL

APPENDIX II
INFORMED CONSENT

In signing this document, I am giving my consent to be part of the research study of Mr. Pharis Mwangi Njuguna that will focus on human resource management practices and teaching staff performance.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation any time.

I have been informed that the research is voluntary and that the results will be given to me if I ask for them.

Initials: _____

Date _____

APPENDIX III

FACE SHEET: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

PART 1: RESPONDENT'S PROFILE

The administration and employees questionnaire

Direction: Please respond to each item by using the scoring guide below. Kindly write your best choice on the space before each time. Be honest about your option as there are right or wrong answers.

4.	Strongly agreed	You agree with no doubt at all
3.	Agree	You agree with some doubt
2.	Disagree	You disagree with some doubts
1.	Strongly disagree	You disagree with no doubts at all.

1. Age

- ☐ 20 – 30 years
- ☐ 31 – 40 years
- ☐ 41 – 50 years
- ☐ 51 and above

2. Gender

- ☐ Male
- ☐ Female

3. Educational level

- ☐ Certificate
- ☐ Diploma
- ☐ Degree
- ☐ Masters

4. Position in the college rank

- ☐ Job group K
- ☐ Job group L
- ☐ Job group M
- ☐ Job group N
- ☐ Job group P.

5. How many years have you worked in current station?

- ☐ 0 – 5 years
- ☐ 6 – 10 years
- ☐ 11 – 15 years
- ☐ 16 – 20 years
- ☐ 21 and above

APPENDIX IV

QUESTIONNAIRE FOR ADMINISTRATORS AND EMPLOYEES

SECTION B

Communication

- _____ 1. The management communicate job responsibilities
- _____ 2. Management clearly community goals / objectives.
- _____ 3. Management clearly communicate deadlines.
- _____ 4. Management clearly communicate expectations.
- _____ 5. Communication records are maintained and updated.
- _____ 6. Departmental heads participate in record making.
- _____ 7. There are weekly communication between the employees and the management.
- _____ 8. Some one from the principle office visit the staffroom to encourage staff often.
- _____ 9. Management has realized the communication goals and aims.
- _____ 10. Operating instructions in the communication strategy are well understood.
- _____ 11. Changes in the effective discrimination of information need new methods and techniques.
- _____ 12. Freedom of views and opinion between department and academic staff is open.
- _____ 13. Communicated suggestion box content are acted upon and responses provided.

PART C: EMPLOYEE PERFORMANCE

Employee relation

- _____ 1. There is freedom to voice one's opinion.
- _____ 2. Staff welfare program are inclusive.
- _____ 3. Management and staff interaction is open.
- _____ 4. Employee understood and adhere to policies and procedures.
- _____ 5. Open and honest communication with manager.
- _____ 6. Messages which fulfill the need and concern of employees are easily acted on.
- _____ 7. Downward communication from management office is accepted and acted on.
- _____ 8. Confidence and trust are shown in subordinates.
- _____ 9. Cooperative teamwork exists.
- _____ 10. Communication strategy is well known by employees.
- _____ 11. Employees get information from the right sources.
- _____ 12. Communication climate is affected when management limit the flow of information.

APPENDIX V: CURRICULUM VITAE

Personal Information	<p>Name : Pharis Mwangi Njuguna</p> <p>Gender : Male</p> <p>Marital Status : Married</p> <p>Date of Birth : 10th December 1967</p> <p>Nationality : Kenyan</p> <p>Tel : +254721611353</p>
Education Background	<p>2010-2012 Masters (Candidate) Educational Planning, Mgt and Administration</p> <p>2007-2010 Bachelors of Education</p> <p>1989-1991 Primary Teachers' Certificate</p> <p>1984-1987 Kenya Certificate of Education</p>
Relevant skills	<ul style="list-style-type: none"> • Research Skills • Management Skills • Leadership Skills • Negotiation Skills • Interpersonal Skills • Computer Skills • Driving Skills • Reporting Skills
Working experience	<p>1991-1995 Assistant teacher - Mugumoini Primary School.</p> <p>1996-2000 Headteacher - Mugumoini Primary School.</p> <p>2001 – 2008 Headteacher – Jabini Primary School.</p> <p>2009 – date. Headteacher – Kanamba Primary School.</p>

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