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# Assessing the Organizational Communication Style and Its Effect on Employees' Performance in the Case of Wachemo University

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**Abstract:** In the case of Wachemo University, this paper looks into evaluating organizational communication style and how it affects employee performance. 261 sample respondents were given a standardized questionnaire as part of the study's survey methodology. The study's aims were achieved by combining the dependent variable, employee performance in the organization, with the independent variables completeness, correctness, consideration, clarity, conciseness, courtesy, and concreteness. Vice Presidents of Academic Affairs, Research and Community Service, and Administrative and Development are all involved in this investigation. The sample was chosen purposefully within each office: from the academic vice-president's office, the colleges of business and economics, social science, and agricultural science were chosen; from the research and community service vice-president office, the following institutions were chosen: Community service directorate office, Research publication office, and Research directorate office. The finance office and Student service office were chosen from the administrative and development vice-president office. Following collection, the data was analyzed using tables and graphs that use descriptive statistics. Additionally, a multiple linear regression model was employed to investigate how changes in each of the study's independent factors affected how well the employees performed. The results demonstrate that every independent variable has a favorable and significant impact on how well an organization's employees perform. Affective commitment and the communication surrounding work and organization were both favorably impacted by social and emotional subjects that were discussed between superiors and subordinates. The organization should build a fluid communication style between different departments for them to better coordinate and cooperate to achieve the overall organizational goals, according to the results and recommendations.

**Keywords**: *Organization, communication style, employees, performance.*

## 1. Introduction

All the production factors—including people, machines, methods, markets, money, and materials—should be used properly if you want to remain successful in the fiercely competitive and tough global market economy. Human resource poses the biggest difficulty among the production variables since, in contrast to other inputs, employee management necessitates expert handling of thoughts, sentiments, and emotions to ensure maximum efficiency. In this challenge, organizational communication is crucial. It is possible to generate and enable low productivity with a high degree of worker boredom and disarray if leaders or managers of any organization are unable to coordinate a perfect and seamless flow of communication interaction among employees and the outside business environment. People, however, comprehend and interpret messages in various ways. The correctness of a message being transmitted can be interfered with by a variety of undesired interferences in communication, which poses a threat to effective communication (Koontz, 2001). Because businesses profit from having a satisfied workforce, maintaining employee satisfaction has become a top goal for many organizations (Lee and Moreo, 2007).

Without communication among its members, no organization can exist. According to Greenberg and Baron (2008), communication is defined as "the process by which one person, group, or organization (the sender) transmits some type of information (the message) to another person, group, or organization (the receiver)". Wang (2005). It has frequently been theorized from the standpoint of human resource management that an employee's knowledge, aptitude, and skill set will enable them to be a good performer upon hiring. Therefore, management must design its goals and rules so that workers carry out their jobs and complete their given responsibilities. Communication systems are fast changing at this time, and they are constantly being asked to play a bigger part in the effort to achieve economic and political stability. They are crucial for the success and growth of an organization. The cornerstone of an organization's success is effective workplace performance,

and how effective the workers are will decide how successful the organization is. For employees to know what is expected of them and for managers to ensure that each employee has immediate access to the resources they need to complete each assignment given to them, there must be effective communication between the two parties. Every action the management takes to improve employee performance falls under the category of communication. The purpose of this study is to evaluate organizational communication style and its impact on employee performance. Communication helps to motivate employees by informing and clarifying the task at hand, how it is being performed, and how to improve it if it isn't up to par.

**Statement of the Problem**: Communication helps the organizational members to make both personal and organizational goals. And also helps them to co-ordinate the internal activities of the organization. To the extent, the less effective communication of any organization is the less effective its performance will be. E.g. the new employee orientation program is the first and most essential step for any organization toward efficient communication. New employees feel a great sense of confidence with the orientation program. And this thing leaves a positive impact on their performance. In this respect the job of a manager cannot be ignored, because problems occur when directions are not clear. Every manager should be a good communicator because he communicates the message to one or a group (Ivancevich & Matteson, 2002). Lack of effective communication is one of the most inhibiting factors of successful organizational performance (Robbins et al., 2010, 288). For instance, communication helps members in the organization to discuss relevant organizational issues and generate and share information for creating ideas and making decisions, so that both the organizational and individual goals are achieved. Members transmit commands, inform each other of changes, coordinate to resolve problems and help each other with improvements. According to Hellweg & Phillips (2012), worker productivity increases when there is communication within the organization.

Besides many other things communication within the organization helps the employees to perform their tasks well, to have information about the duties they have to perform, and about the goals of the organization. They argue that the existence of communication within the organization leads to effective decision-making. A study by the University of East London shows that the concept of communication is immeasurable in modern management, and it seeks to meet clear understanding between manager and all the employees. It explains that employee communication is; an infect exchange and clear provision of information, commands and directions between management and employees. And it makes the organization work properly and employees to be well aware of their responsibilities and duties. (University of East London, 2009). The basic functions of management (Planning, Organizing, Staffing, Directing and Controlling) cannot be performed well without effective communication. Studies have shown that effective communication helps employees to coordinate activities, achieve goals and it is also dynamic in socialization, decision-making, problem solving and change-management processes. Effects of poor employee communications decreased cross-collaboration, lower morale, reduced efficiency or productivity, suppressed innovation, increased employee grumbling and higher turnover. The absence of such an effective communication channel tends to under-utilize the expertise and vital information of the employees, which could be critical input for formulating an effective communication strategy to reduce or eliminate apathy in performing their roles.

To what extent do these communication gaps affect the work performance of employees and the organizational performance as a whole? The effect of poor communication on employees and the organization needs empirical evidence from the employees. It is for this reason that this study is set to fill that gap. For this reason, this study aims to advance the understanding of the organizational communication style and its effect on employee performance because the University is a multi-diverse workforce. There is a genuine need to examine to assess the organizational communication style and its effect on employee performance.
Specifically, the study was trying to answer the following research questions

- What is the structure of communication that exists at Wachemo University?
- What is the relationship between effective organizational communication and employee performance?
- How does communication improve employee performance?
- Which one is the most useful channel of communication from an employee's point of view?
- What are the barriers and failures to organizational communication systems?

**Hypothesis:** After careful concern of all independent variables and the dependent variable of the study, the following hypotheses were developed.
**Ho1:** The performance of the employee and completeness are not significantly correlated.
**Ho2:** There is no connection between employee performance and correctness that is noteworthy.
**Ho3:** The performance of the employee and consideration has no real connection.
**Ho4:** Performance of the employee and Clarity do not significantly correlate.
**Ho5:** Performance of the employee and conciseness do not significantly correlate.
**Ho6:** There is no connection between courtesy and an employee's output.
**Ho7:** Performance of the employee and Concreteness do not significantly correlate.

**Objectives of the Study**

**General Objective:** The general objective of this research is to assess the organizational communication style and its effect on employee performance.

**Specific Objective**
To assess the communication structure of Wachemo University
To determine how employee performance is impacted by communication
To examine the connection between productive organizational communication and workers' output.
To determine the most effective means of communication from the perspective of the workforce.
To determine the organizational communication system's obstacles and shortcomings.

**Significance of the Study**
People exchange their thoughts, feelings, ideas, and emotions through communication. By getting to know one another and sharing the same love for life, man fulfills his wants while also helping others. Humans are social creatures. He is unable to handle worldly affairs on his own. To perform his routine actions, he requires assistance from others. It is possible to send messages from one person to another through communication.

The findings of this research will benefit Wachemo University by:

- Higher quality of services and products
- Greater levels of trust and commitment
- Increased employee engagement and higher levels of creativity
- Greater employee job satisfaction and morale of employees
- Better workplace relationships
- Greater acceptance of change
- Reduced staff turnover
- Less organizational unrest
- Reduced costs
- Helps an employee understand the terms and conditions of their employment and drives their commitment and loyalty.
- The Wachemo University personnel will receive useful information from the research regarding the effectiveness, dependability, and economy of their communications policies, practices, and programs. The study will give Wachemo University staff members knowledge about the impact of effective communication and how ineffective communication has negatively impacted employee performance. The study will then recommend strategies for improving communication to boost employee performance.

**Scope of the Study:** The study restricts its scope to Wachemo University and defines it in line with the factors specified in the hypothesis due to time, resources, and other constraints. Furthermore, it was finished within a year.

**Limitations of the Study**: It was quite challenging for the researcher to do the study completely free of any issues or constraints. As with all studies, this one has its limitations. Some respondents failed to return the questionnaires by the deadline, which caused a delay in the researcher's ability to submit the report by the

deadline. Other respondents failed to return the questionnaires entirely. In addition, some respondents had demanding jobs, and others weren't as eager to complete the questionnaires. Therefore, these and other such issues could have had an impact on the paper's quality, which could have limited the outcome.

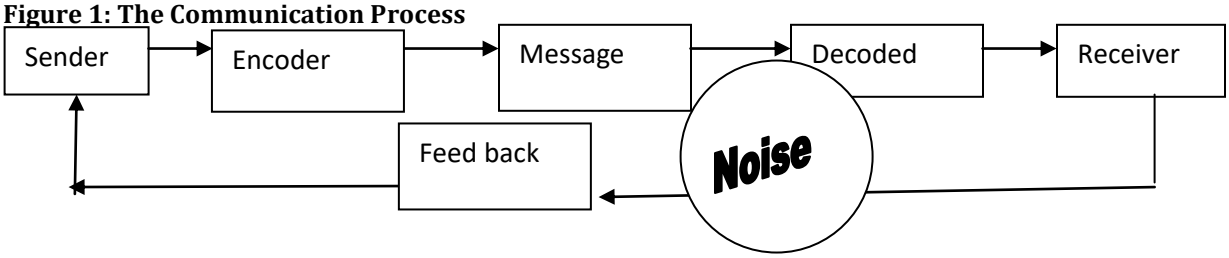
**Organization of the Study:** There are five sections in this work. Introduction, Statement of the Problem, Research Questions, and Objective of the Study with General Objective and Specific Objectives are all included in section 1 along with the study's Significance, Scope, and Organization. The second section reviews relevant literature. Empirical and theoretical reviews are also undertaken there, organizing the literature review and creating a conceptual framework. The third section examines research methodology, data collection methods, sampling methods, sample sizes, data processing methods, model testing, operationalization of variables, instrument validity and reliability, as well as ethical issues. The results of the data analysis and interpretation are reported in section four. The findings are compiled in section five, along with the conclusions and recommendations.

## 2. Review of Related Literature

**Theoretical Basis of Organizational Communication:** The idea of effective communication on employee performance and its research has been founded on a number of theories, the most popular of which are probably the systems theory, classical, and human relations theories. These theories explain how an organization behaves, communicates, and, more especially, how well it communicates. The idea essentially provides methods from which the researcher can employ effective communication to gauge internal performance within an organization in this setting. Given this, the Human Relations Approach and Systems Approach will receive a lot of attention because they provide a comprehensive view of an organization. According to the system theory, an organization is a system of interconnected, related pieces.

**Defining Communication:** According to Keyton (2011), communication is the process of conveying knowledge and a shared understanding from one person to another. The Latin word communis, which means "common," is the source of the English term "communication." The term emphasizes the reality that there can be no communication until there is an understanding that arises from the sharing of knowledge. According to Cheney (2011), Figure 1 illustrates the concept and lists the critical components of the communication process. By comparing the definitions provided by many authors, a more precise definition of communication can be found. These definitions include some of the following: Communication takes place when two parties exchange messages that have a common meaning. "The process of exchanging ideas or information between humans is known as communication. Communication is the process of conveying messages (facts, ideas, attitudes, & opinions) from one person to another so that they are understood. "People exchanging their thoughts, ideas, and feelings with one another in terms that are easily understood is known as communication. You might have noticed that all of the definitions listed above have something in common. All of the definitions emphasize that communication requires at least two participants and some sort of message that is meant to be passed from one side to another. In addition, when people communicate, they do so in a form that is understandable to one another. They exchange information among themselves.

**Figure 1: The Communication Process**




The sender and the receiver are two components that are present in every communication exchange. The communication is started by the sender. In a school, the sender is a student who needs or wants to explain a concept or idea to others. The person to whom the communication is sent is known as the receiver. By deciding whatever words, symbols, or gestures to use to create a message, the sender encodes the notion. The result of the encoding, which can be expressed through spoken, nonverbal, or written language, is the

message. A medium or channel serves as the communication's carrier while the message is transmitted through it. The communication can take place in person, over the phone, via email, or in a written report. The communication is decoded by the receiver into useful information. Anything that skews the message is considered noise. Noise includes, but is not limited to, varying interpretations of the message, language obstacles, interruptions, emotions, and attitudes. Finally, feedback happens when the recipient reacts to the sender's message and sends it back. The sender can get feedback to see if their communication was received and understood. Communication quality is determined by the process's various components. The efficiency of communication can be affected by issues with any one of these components (Keyton, 2011). A message, for instance, ought to be able to be understood as the sender intended.

Given the variety of options, choosing the right medium for message transmission might be crucial. A school administrator or other organization representative can pick from a variety of written media, including memos, letters, reports, bulletin boards, handbooks, newsletters, and the like. Face-to-face interactions, telephone calls, computers, public address systems, closed-circuit video, taped messages, sound/slideshows, e-mail, and other options are available for verbal media. Body language, facial emotions, posture, and even clothing can convey messages nonverbally. People only selectively decode information. When information supports one's own opinions, people are more likely to accept it, Feedback Medium Receiver Encode Encode Sender Encode Noise Message Decode Needs and Values (Keyton, 2010). One-way communication is the term used to describe a communication process where feedback is absent. Feedback encourages two-way conversation, which is more desirable. The ability of the school administrator to collaborate with other school stakeholders (faculty, support staff, community members, parents, central office) and develop a shared understanding of what the school/school district is trying to achieve, where it wants to go, and a shared sense of commitments that people have to make to advance the school/school district towards a shared vision and clarity of goals is crucial for success in the modern school. The effectiveness of the school or school district will increase when administrators are able to create a shared purpose, vision, values, and goals. Effective communication is essential to developing a relationship between school administrators and other stakeholders.

**Organizational Communication:** Members of an organization gather, transmit, and evaluate pertinent information about the organization and the changes taking place inside it (Kreps, 1990). Organizational communication is this process. The sender conveys a message to the recipient through communication, either verbally or nonverbally. However, communication entails grasping the meaning of the message as well as conveying it. No matter how brilliant an idea may be, it is useless if it is not successfully transmitted and understood (Robbins et al., 2010). When the recipient comprehends exactly what the sender is trying to convey, communication is perfect. However, in practice, there are many obstacles to optimal communication within an organization. Some of the causes will be discussed later in this chapter. The effectiveness of communication and overall performance in organizations are related, according to earlier research (Tubbs and Moss, 2008). One of the main obstacles to successful organizational performance is ineffective communication (Robbins et al., 2010). To achieve both organizational and individual goals, communication, for instance, enables members of the organization to discuss pertinent organizational issues, produce and share information for developing ideas, and reach decisions. Members communicate orders, update one another on changes, and work together to solve issues and make improvements.

**Types of Communication in Organization: I**n line with Greenberg and Baron's assertion (2008). There are two categories for communication: (1) Internal and (2) External, depending on whether it takes place inside or outside the organization. Two categories are taken into consideration depending on the type of communication, such as (1) Formal and (2) Informal. Three types of communication have been identified from the perspective of the flow of communication. They are (1) lateral, (2) upward, and (3) downhill. Three categories of communication have been identified, depending on the medium or form: (1) Written (2) Oral or Spoken (both together constitute Verbal), and (3) Non-Verbal. Each of these is covered in detail in the section that follows.

**Internal and External Communication**

**Internal Communication:** Within an organization, information is transmitted through internal communication. There are several ways to communicate with businesses, including memos, reports, meetings, face-to-face conversations, teleconferences, video conferences, notices, etc. An essential tool for handling business-related issues is internal communication.

**External Communication:** Communication with individuals outside of an organization is known as external communication. It serves as the company's method of making contact with the outside world. Business letters, press releases, advertisements, leaflets, invitations, telegrams, proposals, and more are examples of external communication. External messages can have a significant impact on an organization's reputation and eventual success. The appropriate letter, proposal, or one-on-one meeting can win over an unhappy client, pique interest in a company's goods or services, support the negotiation of a successful sale, promote collections, spur employee motivation, and generally foster goodwill. Outward communications are any messages sent by a company to its partners, clients, financial institutions, government agencies, the media, and the general public. They may take the shape of letters, calls, reports, advertisements, press materials, speeches, visits, etc., and this has a significant impact on an organization's public relations and public image. Any communications a company receives from the outside are considered internal communications. They must be noted, attended to, analyzed, taken into consideration, responded to, and stored.

**Formal and Informal Communication**

**Formal Communication:** The channels of power within the organization are followed in formal communication. The organization has purposefully created formal channels of communication. They stand in for the communication that takes place within the official organizational structure. Formal communication refers to established patterns of communication that have been created, sanctioned, and acknowledged by an organization's management. The organizational system depends on it in its entirety. An organizational chart can be thought of as an anatomical representation of the routes (paths) that official messages follow. Thus, formal communication refers to the chain of command that establishes the flow and course of official messages between persons or organizational divisions. Formal communication typically moves in four different directions; diagonal, horizontal, upward, down, and up.

**Downward Communication**: Vertical communication is communication that involves message exchanges between two or more organizational levels. A manager and a subordinate may be involved, or it may span several levels of the organization. It can move either upwards or downwards. Downward communication refers to official messages sent from managers and supervisors to subordinates. Typical examples of downward communication include speeches, policy and procedure manuals, employee handbooks, company leaflets, briefings on the organization's mission and strategies, staff meetings, assignment of tasks and responsibilities, performance feedback, job descriptions, and certain information regarding the organization's strategies and goals.

**Upward Communication:** Formal communications also go up from subordinates to managers and supervisors. Without upward communication, management would be oblivious to how their downward signals were received and perceived by the workforce, missing out on key insights and denying employees the opportunity to join the organization. Management needs to understand what is going on in the organization to solve issues and make wise decisions. Executives rely on lower-level personnel to provide them with accurate, timely updates on issues, new trends, opportunities, improvements, etc. because they are unable to be everywhere at once.

**Horizontal Communication:** Information flow between people working at the same organizational level, such as departments, is known as horizontal communication. As a result, it frequently involves peers and coworkers. Horizontal information supports, guides, and synchronizes intra- and interdepartmental actions. Staff specialists who advise managers in diverse departments, such as those in engineering, accounting, and human resources management, are a significant source of horizontal communication in organizations. For the following reasons, horizontal communication is crucial in an organization:

**Diagonal Communication:** Teams made up of people from different functional areas and even different hierarchical levels are used in some organizational models. Many employees are required to communicate with colleagues in different departments and on different levels to solve problems and coordinate work as the use of self-managed work teams grows among these persons from different units and organizational level management layers. To guarantee that all points of view are taken into account, a team composed of representatives from all functional areas, such as accounting, marketing, operations, and human resources, might be formed to work on a particular product project.

**Informal Communication:** A middle manager of a medium-size manufacturing company was surprised when a fellow employee congratulated her on her promotion. She has received no formal announcement. In addition to formal channels, organizations also have informal channels of communication. Informal communication arises from the social relationships that evolve in the organization and they are not available or feasible through formal channels. Not all messages flow along the official paths prescribed by the organization's chain of command. Many messages, as in the example above, flow along an informal network commonly called the 'grapevine'. Informal communication, better known as grapevine, is communication that takes place without regard to hierarchical or task requirements. Informal communication channels are not deliberately designed and therefore, do not abide by the formal organizational hierarchy or chain of command.

Informal channels exist because of their unique advantages and because of the weakness inherent in formal channels of communication. Informal channels allow people to handle predictable routine situations well because they tend to be filled with oral rather than written messages, they are effective means of transmitting broad, general kind of information. But communication through formal channels is a laborious process that involves long delays between the times a worker first sends a message and the time a reply is received, consequently, formal channels are inefficient means:

- To meet unanticipated communication needs
- For managing crises
- For effectively communicating complex or detailed information
- For sharing information

All organizations have informal networks, but the type of information the grape vine carries depends on the general condition of the organization. If an organization's managers are fairly open with employees and send all necessary information through formal channels, the grapevine usually carries personal interest items. However, when the formal communication channels fail to do the job, the grapevine begins to carry information about the organization. In other words "the grapevine busies itself with official matters only when the formal channels of common fail to deliver, are not understood, or are not accepted by the people for whom the message are intended. Researchers have found that although some entirely false rumors are spread by the grapevine, information passed by this means is 75 to 95 percent accurate. Informal messages may be more accurate than formal ones because status, power and rank differences are temporarily set aside. Managers who listen carefully to the informal communication network find it as a useful source of information about employee concerns and problems. Some managers "leak" new ideas or proposals to the grapevine to test the workers' response. If an idea is greeted with hostility, they drop it or revise it, if the idea is received positively they introduce it into official channels.

**Verbal and Non-Verbal Communication**

**Verbal Communication:** Verbal communication is the written or oral use of words to communicate. It can take place through various channels (such as face-to-face or over the telephone) and can take place at different levels (individually, and in groups). Verbal communication is a significant part of a manager's job. For example, most managers hold meetings, talk on the phone, and give speeches. Research has found that mangers spend as much as 90 percent of their total communication time involved in oral communication.

**Written Communication:** As the name implies it is the communication which is produced in black and white. Written communication is conveyed through business letters, memorandums, reports, resumes, written

telephone messages, newsletters, policy manuals, etc. It is a very common form of communication in most organizations and is suitable for many situations.

**Oral Communication:** In this medium of communication the two parties in communication exchange their ideas or message with the help of word of mouth. The message-instruction order, directive, etc, is conveyed through spoken words. This method can be observed in a number of forms of communication such as conferences, committee meetings, interviews, telephone conversations, face-to-face talks, etc.

**Nonverbal Communication:** Nonverbal communication refers to information conveyed by actions and behaviors rather than by spoken or written words. It plays a critical role in shared understanding and meaning because it influences messages sent and received. In fact, most shared understanding comes from nonverbal messages, such as facial expressions, voice, hand gestures, and even clothing worn. If verbal and nonverbal communication contradict each other, the receiver is likely to become confused and give more weight to the nonverbal communication. Nonverbal communication also conveys the emotional state of the sender, which can often be the most important part of the message. If your boss claims not to be angry but is turning red, has clenched fists, & is standing tense & stiff as a board, you may want to walk softly, because the nonverbal express extreme anger. Much nonverbal communication is unconscious or subconscious. Quite a bit of information sharing can take place without a word ever being spoken. Assume, for example, that you are in your business communication class trying to hear the lecture. However, you cannot hear very well because there is a group of students just behind you talking about a party.

The professor notices the distraction & throws a nasty Glare at the talking students, who immediately stop. A message was sent (stop talking) & received (the students stopped) without a word being spoken. Although nonverbal communication can stand alone, it frequently works hand-in-hand with speech. Our words carry part of the message and nonverbal signals carry the rest. Together the two modes of expression make a powerful team augmenting reinforcing and clarifying each other. For example, imagine that you are running a meeting. You might clear your throat and straighten up in your chair as you say, "I would like to call the meeting to order now." Later you might hold up three fingers and say, "there are three things we need to decide today." As the meeting progresses, you might substitute gestures for comments- nodding your head and smiling to show approval, frowning to express reservations. You might also use nonverbal communication to regulate the flow of conversation; by tilting your head, for example, you could invite a colleague to continue with a comment. Finally, you might hedge your bets by saying one thing by implying another nonverbally.

**Principles of Effective Communication:** Ainobushoborozi (2013) harnessed the seven (7) indicators below to achieve effective communication.

**Completeness**: Communication must always be complete according to communication theorists whilst conveying all essentials necessitated by the targeted persons. An encoder of information takes the decoder's thoughts into consideration and conveys the message respectively. In a research conducted by Ainobushoborozi (2013), the following are some features of complete communication; an organization's reputation is established and improved through communication completeness. Besides, it is cost-efficient with crucial information remaining untouched whilst an extra message is conveyed. Communication, which is all-inclusive furnishes extra information wherever needed and erases all doubts in the cognizance of the receiver. Further to the above, when communication is complete decision-making is enhanced, making the intended audience of the message get all desired and fundamental information in simple terms. This persuades the audience.

**Conciseness:** Ainobushoborozi (2013) stressed that it is the act of delivering an intended message in the least possible words without foregoing the other essentials of information. Communication in such ways is both timesaving as well as cost-saving. It accentuates and emphasizes the main message as it avoids using unwarranted and needless words. According to the researcher, essential messages are only presented to the audience. This makes the message extra attractive and coherent to the audience. It is not repetitive in nature.

**Consideration:** It means being considerate of others' concerns. Effective communication must take the

audience into consideration that is, the audience's viewpoints, background, mind-set, education level, etc. Make an attempt to predict your audience, their requirements, emotions as well as problems. Ensure that the self-respect of the audience is maintained and their emotions are not at harm. Modify words in the message to suit the audience's needs while making the message complete. Features of considerate communication are as follows: Emphasize on "you" approach that is it personalizes issues and identifies with the audience and exhibits interest in the audience as it stimulates a positive reaction from the audience. Stress out on positive words such as jovial, committed, thanks, warm, healthy, help, etc.

**Clarity:** Clarity implies placing emphasis on a specific message or purpose at a time, rather than trying to achieve too much at once. Clarity in communication makes understanding easier. Ainobushoborozi (2013) confirms that complete clarity of thoughts and ideas enhances the meaning of the message as it makes use of exact, appropriate and concrete words.

**Concreteness:** Concrete in communication implies being particular and clear rather than fuzzy and general. Concreteness strengthens confidence. Features in concrete messages are that it is supported with specific facts and figures. Words used are clear and build a reputation. Concrete messages are not misinterpreted.

**Courtesy:** Nothing is more important than being courteous and ethical in the delivery of the message. This act helps the sender gain some level of credibility from the receiver at any point. It implies that the receiver tends to buy into the idea that the sender is selling. Courtesy in a message implies the message should show the sender's expression as well as respect for the receiver. The sender of the message should be sincerely polite, judicious, reflective and enthusiastic. The courteous message implies taking into consideration both viewpoints as well as the feelings of the receiver of the message. It is therefore positive and focused on the audience since it is to win their attention.

**Correctness:** Correctness in communication indicates that there are no grammatical errors in communication. Indicators of correct communication are that; the message is exact, correct and well-timed. Correct messages boost the confidence level and have a greater impact on the audience/readers. It also looks out for the precision and accurateness of facts and figures used in the message and makes use of appropriate and correct language in the message.

**Barriers to Effective Communication**: A school administrator has no greater responsibility than to develop effective communication (Pauley, 2010). Why then does communication break down? On the surface, the answer is relatively simple. I have identified the elements of communication as the sender, the encoding, the message, the medium, the decoding, the receiver, and the feedback. If noise exists in these elements in any way, complete clarity of meaning and understanding does not occur. The author, George Bernard Shaw wrote, that the greatest problem with communication is the illusion that it has been accomplished (Shaw, 2011). Four types of barriers (called —noise, see Figure 1) are process barriers, physical barriers, semantic barriers, and psychosocial barriers (Eisenberg, 2010). Every step in the communication process is necessary for effective and good communication. Blocked steps become barriers. Consider the following situations:

**Sender Barrier**: A new administrator with an innovative idea fails to speak up at a meeting, chaired by the superintendent, for fear of criticism.
**Encoding Barrier**: A Spanish-speaking staff member cannot get an English-speaking administrator to understand a grievance about working conditions.
**Medium Barrier**: A very upset staff member sends an emotionally charged letter to the leader instead of transmitting her feelings face-to-face.
**Decoding Barrier**: An older principal is not sure what a young department head means when he refers to a teacher as "spaced out."
**Receiver Barrier**: A school administrator who is preoccupied with the preparation of the annual budget asks a staff member to repeat a statement because she was not listening attentively to the conversation.
**Feedback Barrier**: During a meeting, the failure of school administrators to ask any questions causes the superintendent to wonder if any real understanding has taken place. Because communication is a complex, give-and-take process, breakdowns anywhere in the cycle can block the transfer of understanding.

**Physical Barriers**: Any number of physical distractions can interfere with the effectiveness of communication, including a telephone call, drop-in visitor distances between people, walls, and static on the radio. People often take physical barriers for granted, but sometimes they can be removed. For example, an inconveniently positioned wall can be removed. Interruptions such as telephone calls and drop-in visitors can be removed by issuing instructions to a secretary. An appropriate choice of media can overcome distance barriers between people.

**Semantic Barriers** The words we choose, how we use them, and the meaning we attach to them cause many communication barriers. The problem is semantic, or the meaning of the words we use. The same word may mean different things to different people. Words and phrases such as efficiency, increased productivity, management prerogatives, and just cause may mean one thing to a school administrator, and something entirely different to a staff member. Technology also plays a part in semantic barriers to communication. Today's complex school systems are highly specialized. Schools have staff and technical experts developing and using specialized terminology—jargon that only other similar staff and technical experts can understand. And if people don't understand the words, they cannot understand the message.

**Psychosocial Barriers**: Three important concepts are associated with psychological and social barriers: fields of experience, filtering, and psychological distance (Antos, 2011)). Fields of experience include people's backgrounds, perceptions, values, biases, needs, and expectations. Senders can encode and receivers decode messages only in the context of their fields of experience. When the sender's field of experience overlaps very little with the receiver's, communication becomes difficult. Filtering means that more often than not we see and hear what we are emotionally tuned in to see and hear. Filtering is caused by our own needs and interests, which guide our listening. Psychosocial barriers often involve a psychological distance between people that is similar to actual physical distance. For example, the school administrator talks down to a staff member, who resents this attitude, and this resentment separates them, thereby blocking the opportunity for effective communication.

**Effect of Communication on Employee Performance:** Several professionals have expressed mixed opinions on communication competency used as a predictor of employee success. The importance of communication cannot be denied for organizations as applied to their ability to influence the bottom line as found in growing evidence linked with work productivity (Muda et al., 2014). With effective communication, a company is able to have good coordination among the teams or units in an organization whereby the absence of it will reflect problems in running business operations or critically cause damage between individuals. It has been suggested that the persons who are involved in communication processes need to possess both basic skills and abilities, otherwise, the information could be missed to understand appropriately and it depends on the facilities available in organizations and the actions of managers to see the acceptability of information to have an accurate deliverance (Chen, 2008). Furthermore, as one of the crucial elements, the managers have been asked to learn the feedback gained from the employees which probably affects their work motivation (Muda et al., 2014).

This relates to the circumstances that are currently faced by the employees including the right time of delivering such information, thus, they may perform based on the messages they receive. In obtaining such a good performance, the managers must show the initiative of developing and providing opportunities to learn new skills to their employees through the communication process. Beyerlein et al. (2003) state, that it is management's responsibility to align support systems in the strategic design so that employees can communicate their needs and frustrations, as this will keep an organization functioning effectively and make the most of people who are an organization's greatest resource. Furthermore, other studies have investigated whether openness of communication has a direct relationship with employee performance (Dwyer, 2005). Furthermore, other studies have investigated whether openness of communication has a direct relationship with employee performance (Dwyer, 2005). In addition, supportive communication from fellows has received some attention as a source of employee performance (Ducharme and Martin, 2000).

**Empirical Review of the Study:** In the light of this study, there have been many researchers and theorists who have dealt with it and brought about many findings, which are been used in most modern organizations as far as effective communication is concerned. Femi (Ph.D.) conducted a study on "The Effect of

Communication on Workers' Performance in Selected Organizations. In Lagos State, Nigeria" he saw communication as an important component of an organization's project. This is because it was assumed the global world has become widespread that, most organizations petition to meet their needs with a lesser resource moral through communication. His research tests the substantial relationship between communication and workers' performance in some designated organizations in Lagos State, Nigeria. Statistics for the research were gathered through a questionnaire with a sample populace of 120 respondents. The outcome of the research revealed the relationship between effective communication and workers' performance, productivity and commitment. Per the outcome of the study, a recommendation was made for managers to communicate with employees consistently and regularly to improve workers' commitment and performance.

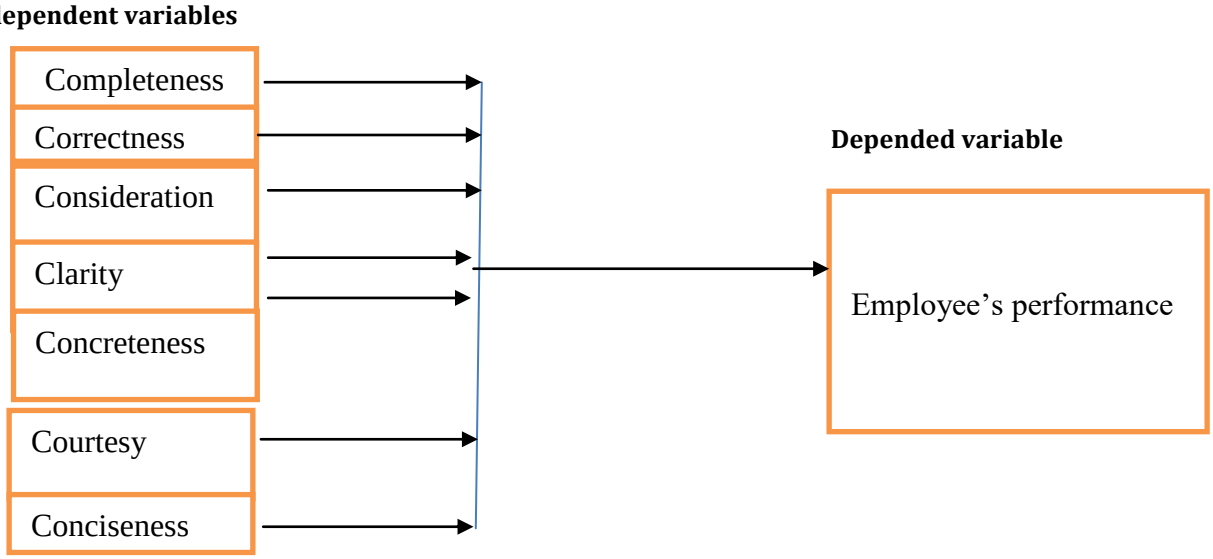
Wang (2005) presented a paper, which sought to investigate the functions of socio- emotional-oriented communication and job-related communication in augmenting institutional commitment in the People's Republic of China. A statistical methodology was used to analyze data from a questionnaire. A sample size of 69 was selected as respondents. The key findings from the study were that social-emotional-oriented communication among employees is a positive indicator of performance. Conversely, the finding failed to establish any unique linkage between horizontal and social-emotional communications. The paper concluded that vertical and job-related communication helps employees of governmental agencies in China to remain focused on the outlined objectives of their organizations. Rajhans (2012) also highlighted employee motivations and performance. From his analysis morale, motivation and performance of employees have a clear reflection on the manner in which an organization communicates with its members. The study aimed to explore the inter-relationship between communication and motivation and its overall impact on employee performance. Rajhans (2012), considers the results of a study of organizational communication and motivational practices followed at a large manufacturing company, Vanaz Engineers Ltd., based in Pune, to support the hypothesis propounded in the paper.

With a focus on employee communication, Tumbare (2009) did research on an internal communication assessment of the Lilongwe City Assembly. Her study assessed the organizational communication of the Assembly. Explicitly, the effect of internal communication at the Lilongwe City was measured. The methodological approach measured the current and ideal amounts of information within the organization. These are receiving information from others, sending information to others, action on information sent, channels of communication, communication relationships, communication and work satisfaction, timeliness of information received from key sources and sources of information. Findings from a sample of 186 respondents of the Assembly indicated a great need to receive information and to interact with Assembly management more frequently than what is happening currently. The communication between subordinates and co-workers seems to be satisfactory. However, the majority of his respondents expressed the need to engage with Assembly management on a number of key issues, including staff welfare, salaries and benefits.

Ainobushoborozi (2013) similarly did a study that examined the impact of effective communication on labor productivity in civil engineering projects with a case study of Kampala Central division. Multinomial logit (MNL) estimation technique was employed to measure the existing relationship between effective communication and labor productivity, and other explanatory variables include work duration spent in a company, educational qualifications, timely information on changes at work, cooperation at work and adequate training provided to employees. The findings showed that asking for clarity in communication, cooperation at work to get tasks completed and timely information about changes affecting work is statistically meaningful to labor productivity in civil engineering projects. He stressed that to attain the targeted productivity level, managers should ensure clarity of any instruction at work, provide adequate training to employees, ensure cooperation at work by providing incentives and finally develop a good communication plan to ensure timely information delivery, especially on changes affecting work.

**Conceptual Framework:** Based on the above review of related literature this study follows the conceptual framework shown in Figure 2. The study emphasizes assessing the organizational communication style and its effect on employee performance.

**Figure 2: The Conceptual Framework of the Study**




## 3. Research Methodology

**Description of the Study Area:** This research will be conducted at Wachemo University, Hossana, Ethiopia. Hosanna is the administrative and commercial center of the Hadiya Zone, in the Southern Nations, Nationalities and People's Region (SNNPR). The town of Hossana has been declared a model town by the regional state government. The town got its new administration structure in 2004 consisting of three sub-towns and eight kebeles. Hossana town is located south west of Addis Ababa at a distance of 232 km. Hossana is located southeast of Hawassa (the capital of SNNPR) at approximately 168 km via Halaba-Angeca and 203 km via Halaba. The absolute geographic location of Hossana is from 70 30′ 00′ to 70 35′ 00″ North latitude and from 370 491′ 00″ to 370 53′ 00″ East longitudes. The administrative area of Hossana town is 10,414.3 hectares, out of this 4,585.48 hectares of the town has been master planned (Hossana Town Finance and Economic Development Office, 2014). Wachemo University (WCU) is one of the third-generation public higher educational institutions which was founded in February 2001 E.C. It is located 230 km south of Addis Ababa, at Hosanna town in an area of over 200 hectares. Wachemo University is 3 km away from the town and located on the road from Hossana to Addis Ababa. The University commenced its function in 2004 E.C. admitting 538 students in 12 departments under 4 faculties. There were 194 staff: 103 academic and 91 administrative and supporting staff during its establishment. Currently, the University has admitted over 18000 students in regular and continuing education programs in around 50 departments under 6 colleges. It has over 1800 academic and administrative staff. Furthermore, the university has opened its branch campus at Durame town (Kambata Tambaro Zone).

**Research Design:** Kothari (2004) stated that using an appropriate research design is crucial to identify the data-gathering instrument to be used, to collect relevant and adequate information and to identify how information is organized & analyzed. According to Lee and Ling (2008) Descriptive type of research design allows a researcher to gather information, summarize, present data and interpret it for clarification. In descriptive research, the essential focus is to describe specific views or opinions and to examine the relationships and variations in the relevant variables. So the research design used in this study is a descriptive survey.

**Research Approach:** As explained by Admasu (2012), mixing qualitative and quantitative approaches gives the potential to cover each method's weaknesses with strengths from the other method. Employing mixed approaches is also useful to overcome any kind of data inadequacy. So in this study, a combination of qualitative and quantitative approaches to doing research was employed.

**Data Sources and Collection Method:** Both primary and secondary sources of data were used for the study. Primary data was provided empirical data collected through the administration of structured questionnaires. The questions will kept short and language use will be as simple as possible to encourage legibility and maximize the response rate. The source of primary data was the staff of Wachemo University. The secondary source of data was collected from various sources to complement the survey-based analysis mainly from different reports, websites and literature, which are relevant to the study. The questionnaire was prepared with both open-ended and close-ended questions, open-ended questions help the respondents to express their feelings and opinions with their own words.

**Target Population:** Population is a collective term used to describe the total quantity of cases of the type that are the subject of the study. It can consist of objects, people and even events (William, 2011). Since the population constitutes the totality of units about which the research intends to study, the population for the study comprises all staff of Wachemo University under the three vice-president offices. Those are the academic vice-president office, research and community service vice-president office and administrative and development vice-president office.

**Sampling Technique and Sample Size:** The total population might be too large to study therefore; the researchers restrict respondents to a part of the population that represents the whole. For this study, the researchers selected three vice-president offices at Wachemo University. Wachemo University staff were divided into three strata: Such as staff under the academic vice-president office, staff under the research and community service vice-president office and staff under the administrative and development vice-president office. Under each office the sample was selected purposively: from the academic vice-president office: College of business and economics, College of social science and College of agricultural science was selected, from the research and community service vice-president office: Research Directorate office, Community Service Directorate office and Research publication office. From the administrative and development vice-president office: The finance office and Student service office were selected.

| Office Name | Sample under each Office | Target Population |
|---|---|---|
| Academic vice-president office | College of business and economics | 66 |
| | College of social science | 80 |
| | College of agricultural science | 69 |
| Research and community service vice-president office | Community service directorate office | 4 |
| | Research directorate office | 4 |
| | Institute of indigenous knowledge directorate office | 4 |
| | Research publication office | 4 |
| Administrative and development vice-president office | Finance office | 15 |
| | Student service office | 15 |
| Total | | 261 |

**Operationalization of Variables**

**a) Dependent Variable:** In this study employee performance is considered as the dependent variable and measured by using a five-point Likert scale for multiple-item questions (1=strongly disagree and 5= strongly agree) to identify the overall effect of communication on employees' performance.

**b) Independent Variables:** In this study, Completeness, Correctness, Consideration, Clarity, Conciseness, Courtesy and Concreteness will be used as independent variables.

| No | Variable | Definition | Measurement | Expected effect on Employees performance (+/-) |
|---|---|---|---|---|
| 1 | Completeness | Implies it must include all the relevant information as required by the intended audience. | Five-point Likert scale of strongly disagree to strongly agree | + |
| 2 | Correctness | Implies both the factual information including in communications and the language and grammar use are correct and well-timed. | Five-point Likert scale of strongly disagree to strongly agree | + |
| 3 | Consideration | The sender must take into consideration the receiver's opinions, knowledge, mindset, background, etc. To communicate, the sender must relate to the target recipient and be involved. | Five-point Likert scale of strongly disagree to strongly agree | + |
| 4 | Clarity | Implies the communication should be clear to the sender only the receiver will be sure about it. The message should emphasize a single goal at a time and should not cover several ideas in a single sentence. | Five-point Likert scale of strongly disagree to strongly agree | + |
| 5 | Conciseness | The message should be precise and to the point. The sender should avoid lengthy sentences and try to convey the subject matter in the least possible words. | Five-point Likert scale of strongly disagree to strongly agree | + |
| 6 | Courtesy | Implies the sender of the message should be sincerely polite, judicious, reflective and enthusiastic. | Five-point Likert scale of strongly disagree to strongly agree | + |
| 7 | Concreteness | Implies being particular and clear rather than fuzzy and general. | Five-point Likert scale of strongly disagree to strongly agree | + |

**Source:** Own literature review.

**Methods of Data Analysis and Interpretation:** In this study, descriptive analysis and inferential analysis (Pearson Correlation and multiple regressions) were applied to find out the effect of communication styles on employee performance. The quantitative data was fed into Statistical Package for Social Science (SPSS) Vr.20 software to analyze by descriptive and inferential statistics, which are obtained through a questionnaire. Descriptive analysis was used to reduce the data into a summary format by tabulation (the data arranged in a table format) and mean and standard deviation. The reason for using descriptive statistics is to compare the different variables. In descriptive analysis, the variable is ranked by referring to the values of mean and standard deviation. The independent variables with the highest mean value produce the highest impact on the dependent variables. Inferential analysis is concerned with the various tests of significance to determine what valid data can be used for conclusions. Inferential statistics allows inferring from the data through analysis of the relationship between two or more variables and how several independent variables might explain the variance in a dependent variable. Pearson's correlation and multiple linear regressions are the main inferential statistical methods employed in this study to analyze the relationships between the dependent variable (employee's performance) and the independent Variables (Completeness, Correctness, Consideration, Clarity, Conciseness, Courtesy and Concreteness).

The value of a dependent variable is defined as a linear combination of the independent variables plus an error term,

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \ldots \beta_K X_K + E,$

$Y = \beta0 + \beta1X1 + \beta2X2 + \beta3\ X3 + \beta4X4 + \beta5X5 + \beta6X6 + \beta7X7 + E$

Where:

Y is the response or dependent variable- the employee's performance

X1= Completeness

X2= Correctness

X3=Consideration

X4= Clarity

X5=Conciseness

X6= Courtesy

X7= Concreteness

β0 is the intercept term. The intercept is defined as the average value of the dependent variable(Y) when the effect of independent variables(X) is eliminated. β1, β2, β3, β4, β5, β6, and β7 are the coefficients associated with each independent variable which measures the change in the mean value of Y, per unit change in their respective independent variables. The regression coefficients are also interpreted as the change in the expected value of Y associated with a one-unit increase in an independent variable with the other independent variables held constant. E= is a vector of errors of prediction.

**Model Test:** The model test is used to test the validity of the model is accurate. Multicollinearity in regression occurs when predictor variables (independent variables) in the regression model are more highly correlated with other predictor variables than with the dependent variable. Hence, as necessary, tests for multicollinearity and heteroskedasticity were made. Tests for multicollinearity were done by using the variance inflation factor (VIF). As a rule of thumb, if the VIF of a variable exceeds 10, there is a serious multicollinearity problem. Moreover, another assumption in regression analysis is that the errors have a common variance. If the errors do not have a constant variance, we say they are heteroskedastic. To detect this problem Breusch- Pagan test of heteroskedasticity was done by running the hettest command in Stata. The null hypothesis which states that the error term has constant variance (homoskedastic) will accepted if the Chi-square calculated is less than the table value.

**Validity Test:** Validity is the degree to which a test measures what it aims to measure (Creswell, 2009). To achieve validity in the instruments of data collection, the questionnaires which were initially prepared by using simple language words, and checked by professionals to comment on the extent to which the items were appropriate in securing relevant information to the study. Since testing validity reveals ambiguous instructions and vague questions in the questionnaire, the researcher conducted a pilot study to gather important comments and suggestions from respondents about unclear instructions & questions in dispatching the questionnaire. Then the issues that arose by respondents were corrected and refined. Finally, the improved version of the questionnaires will be printed and dispatched to a sample of the respondents who participated in the study consequently; the above-mentioned processes enhanced the internal validity of the instrument.

**Reliability Test:** According to Saunders et al. (2009), reliability analysis refers to the extent to which the technique of data collection results in reliable findings, similar interpretations are made or conclusions reached by other researchers or there is transparency in how sense was made from the raw data. Reliability is an indicator of measuring internal stability and consistency while reliability analysis uses Cronbach's Alpha to determine the correlation among the items. Cronbach's alpha is one of the most commonly accepted measures of reliability it measures the internal consistency of the items in a scale. It indicates the extent to which the items in a questionnaire are related to each other. The normal range of Cronbach's alpha value ranges between 0-1 and the higher values reflect a higher degree of internal consistency. The criteria of Cronbach's alpha for establishing the internal consistency reliability are: Excellent ($\alpha>0.9$), Good ($0.7<\alpha<0.9$), Acceptable ($0.6<\alpha<0.7$), Poor ($0.5<\alpha<0.6$), Unacceptable ($\alpha<0.5$) (David, 2003). In this study, each statement was rated on a 5-point Likert scale response which includes strongly agree, agree, undecided (average), disagree and strongly disagree. Based on this an internal consistency reliability test was conducted on 261 Wachemo University staff. Instruments were developed based on research questions and objectives.

**Ethical Consideration:** According to Bryman and Bell (2003) plagiarism refers to passing off another person's work as if it were your own, by claiming credit for something that was done by someone else. It is

taking and using another person's thoughts as if they were your own. Because of that care was taken to ensure that all work borrowed from other scholars was acknowledged. Mugenda (2003) notes that participation in research is voluntary and subjects are at liberty to withdraw from the study at any time without any consequences. The researcher was required to communicate this to the respondents before starting the study. No respondent was forced to take part in the study but this was done voluntarily. So for this study, all participants were properly informed about the purpose of the study and thus responses to the questionnaires were based on informed consent. All the sources used in this research work are appropriately acknowledged. Besides, certain ethical considerations will be sufficiently observed when collecting the data through the questionnaires.

## 4. Data Analysis and Interpretation

**Introduction:** The research study attempted to assess the organizational communication style and its effect on employees' performance in the case of Wachemo University. In this chapter, the results of the study are presented through triangulating the different source results. The chapter consists of two sections. The first section deals with the analysis of econometric results collected through a questionnaire. The second section deals with the results and interpretation of quantitative and qualitative results collected through questionnaires.

### Background Information of the Respondents

**Table 1: Gender of the Respondents**

| Gender | Number | Percentage |
|---|---|---|
| Male | 100 | 40 |
| Female | 150 | 60 |
| Total | 250 | 100 |

**Source**: (Survey 2021).

Gender specification in the study is one of the needed activities that must be included in the demographic characteristics of the respondents. Therefore the table 1 below shows that 100 (40%) of the respondents were female and 150(60%) respondents were Male. This also indicated that there is gender inequality.

**Table 2: Age of the Respondents**

| Age | Number | Percentage |
|---|---|---|
| 21-30 | 70 | 28 |
| 31-40 | 100 | 100 |
| 41-50 | 80 | 32 |
| **Total** | **250** | **100** |

**Source**: (Survey 2021).

When we see the age composition of the respondents above in table 3, the majority of the sampled respondents', age group falls between the ages of 31 to 40 which accounts for 100% of the total number of sampled respondents. The percentage of ages between 21-30, 21-30, 41-50 is 28% and 32% respectively. This shows the majority of respondents are between the ages of 31 and 40 years in which they are active work. Also, they are the age group expected to imitate and be flexible according to the environment.

**Table 3: Job Level of the Respondents**

| Job Level | Number | Percentage |
|---|---|---|
| Management | 35 | 14 |
| Supervisory | 75 | 30 |
| Subordinate | 140 | 56 |
| **Total** | **250** | **100** |

**Source:** (Survey 2021).

With regard to the Job Level of the Respondents, the figure shows that the majority of the respondents 140(56%) have a subordinate level, 75(30%) respondents have a supervisory level and the remaining 35(14%) have a management level.

**Table 4: Terms of Employment**

| Terms of Employment | Number | Percentage |
|---|---|---|
| Permanent | 240 | 96 |
| Contract | 10 | 4 |
| **Total** | **250** | **100** |

**Source:** (Survey 2021).

Table 4 shows that 240(96%), managers were employed on permanent terms whereas 10(4%) of the subordinates were also on contract terms.

**Work Experience of the Respondents:** Data on the work experience of the respondents was gathered, frequencies were computed and percentages calculated. The results are presented in Table 5.

**Table 5: Work Experience**

| Work Experience | Frequency | Percentage |
|---|---|---|
| 1-3 Years | 85 | 34 |
| 4-6 Years | 90 | 36 |
| >6 Years | 75 | 30 |
| **Total** | **250** | **100** |

**Source:** (Survey 2021).

The analysis in Table 5 shows that 85(34 %) of the workers worked for 1-3 years .90 (36%) of them worked with the organization for 4-6 years and 75 (30%) of the workers have worked for more than six years.

**Communication Channels used at WCU:** The managers and subordinates were asked to mention the main channels of communication used in WCU. The frequencies were computed and percentages were calculated. The results are presented in Table 6.

**Table 6: Communication Channels used in WCU**

| Communication Channels | Frequency | Percentage |
|---|---|---|
| Letters and memoranda | 80 | 32 |
| Telephone/ e-mail\| | 75 | 30 |
| Posters and notice board | 50 | 20 |
| Face to face | 40 | 16 |
| Meetings | 5 | 2 |
| **Total** | **250** | **100** |

**Source:** (Survey 2021).

Data obtained in table 6 indicates that letters and memoranda are the used channels of communication at WCU. This was so because 80 (32%) of the respondents reported that they used letters and memoranda most of the time which was supported by 75 (30%) of the respondents who also indicated that they used telephone/ e-mail to communicate with them most of the time. The other mentioned channels of communication at WCU were the Posters and notice board, face-to-face oral communication and meetings.

**Table 7: Organizational Communication**

| No | Item | Mean | Std Dev |
|---|---|---|---|
| 1 | Employees receive clear, accurate and prompt information on what the organization expects of them. | 3.46 | 1.06 |
| 2 | Employees are kept informed on matters that affect their work and | 3.05 | 1.195 |

| | | | |
|---|---|---|---|
| | the working conditions | | |
| 3 | Employees are given an opportunity to voice their suggestions and fears. | 3.10 | 1.090 |
| 4 | The organization implements the views and opinions of workers. | 2.28 | 1.223 |
| 5 | The organization provides prompt feedback to the employees | 4.0 | 1.0 |

**Source:** (Survey 2021).

Respondents are asked if employees receive clear, accurate and prompt information on what the organization expects of them, the response shows that the mean of (3.46) and standard deviation of (1.06) shows that they have Employees receive clear, accurate and prompt information on what the organization expects of them. A mean of 2.7 and a standard deviation of 1.28 clearly show employees are kept informed on matters that affect their work and the working conditions. Similarly, respondents agree that employees are allowed to voice their suggestions and fears. The mean (2.28) and (1.22) show the organization does not implement the views and opinions of workers. The mean of 4.00 and standard deviation of 1.0 indicates that the organization provides prompt feedback to the employees.

**Table 8: Organizational Communication**

| No | Item | Mean | Standard Deviation |
|---|---|---|---|
| 1 | My superior provides information that I understand. | 4.5 | 1.1 |
| 2 | My superior share information that leads to do my job timely manner. | 4.05 | 1.195 |
| 3 | My superior actively listened to my viewpoints | 4.10 | 1.090 |
| 4 | My superior always speaks politely and this motivates me to model him/her. | 2.5 | 1.8 |
| 5 | My superior maintains essential information flows to me. | 4.0 | 1.0 |

**Source**: (Survey 2021).

The above table shows that a mean of 4.5 and a standard deviation of 1.1 indicate that the superior provides sufficient amounts of useful information that employees understand. Similarly, a mean of 4.05 and a standard deviation of 1.19 clearly show superior share and response to information on time. The same is true for the question that the superior actively listened to my viewpoints and agreed with the mean of 4.1 and standard deviation of 1.2. A Mean of 2.5 and standard deviation of 1.0 clearly shows that Superior speaks less politely and this demotivates workers. They agree on the idea superior maintains essential information flows to workers.

**Table 9: Factor Analysis for Employee Performance**

| No | Item | Mean | Standard Deviation |
|---|---|---|---|
| 1 | I receive meaningful recognition for work well done. | 4.4 | 1.06 |
| 2 | I receive useful feedback from communication superior on my job performance | 4.15 | 1.195 |
| 3 | My work has contributed to good of the organization would please me | 4.10 | 1.090 |
| 4 | I like to feel that I am making some contribution not for myself but for the organization as well. | 3.88 | 1.223 |
| 5 | I meet the formal performance requirements of the job. | 4.2 | 1.0 |

**Source:** (Survey 2021).

The above table indicates that respondents receive meaningful recognition for work well done and they receive useful feedback from superiors on their job performance. Similarly, their work has contributed to the good of the organization would please me and I like to feel that they are making some contribution not only for themselves but for the Organization as well. Also, they meet the formal performance requirements of the job.

**Results of Multiple Regression Analysis**

**Table 10: Result of Multiple Regression Analysis**

| Model | Unstandardized coefficient | Standardized coefficient | Std. error | p-value |
|---|---|---|---|---|
| Constant | -.260 | - | .254 | .307 |
| Completeness | .023 | .227 | .007 | .001 |
| Correctness | .055 | .041 | .079 | .048 |
| Consideration | .190 | .296 | .038 | .000 |
| Clarity | .096 | .283 | .020 | .000 |
| Conciseness | .152 | .202 | .045 | .001 |
| Courtesy | .132 | .186 | .042 | .002 |
| Concreteness | .115 | .159 | .046 | .015 |
| F statistics | F(7,111)= 26.956 | | | 0.000 |
| $R^2$ ($R^2$ adj.) | 0.760(0.736) | | | |

**Source:** Own survey data 2021.

As shown in the table, the coefficients of the regression for Completeness (0.023, $p< 0.01$). This shows there is a significant relationship between Completeness and employees' performance of the organization. From this result, we can understand that a complete message helps to perform work well. The other factor, Correctness is significant at 1 percent and 5 percent level of significance and it is concluded there is dependable pattern of relationship between Correctness of the message and employees performance. Other factor Consideration (0.190, $p < 0.01$) is a significant determinant of the performance of employees. When the Consideration level increases the performance of the employees also increases. The regression output shows that Clarity of communication (0.096, $p<0.01$), has a significant relationship with the performance of employees. This clearly shows that when the Clarity increases the performance will also increase. Hence the null hypothesis of the study which states that there is a significant relationship with the performance of employees is accepted.

The result additionally exhibited that the other factor influencing employee performance is Conciseness (0.132, $p < 0.01$), the regression result clearly shows that there is a significant and positive relationship with the employee performance of the organization. The result of regression helps to accept the null hypothesis which states that there is a significant relationship between the employee's performances of in relation to the difference in Conciseness. Other variable in this study is Courtesy (0.152, $p < 0.01$), as shown in the regression output it has a positive and significant relationship with the employees' performance. Also, the hypothesis states that there is a significant relationship between employee performance and Courtesy of communication so this hypothesis is supported. The other variable in this study that is expected to create variation in the employees' performance in the organization is Concreteness (0.115, $p< 0.05$), which shows there is a significant relationship between employees' performance in the organization. Based on the regression result, the null hypothesis which states that there is a significant relationship between the employee's performances of the organization in relation to the difference in Concreteness is accepted.

## 5. Conclusion and Recommendations

**Conclusion:** From the results, the communication systems frequently used include face-to-face, telephone, written memos, email/internet and grapevines, with the most useful channel of communication being face-to-face. Communication in the organization serves for transmitting, for instance, commands and regulations, for reducing ambiguity and for creating and maintaining social relationships among the members in the organization which contributes to enhancing the employees' organizational commitment. In communication, employees get enough information to accomplish their tasks and receive feedback from managers to improve their performances; employees can give feedback to superiors about their tasks and give suggestions and critical opinions on how to improve organizational performance. All of these allow employees to know the organization better and it may cause them to form attachments with, identification and involvement in the organization; good communication also provides an opportunity for employees to achieve their individual goals together with organizational goals; it also educates employees in the importance of obligation.

Furthermore, these results supported the relevant assumptions of human relations theory that emphasizes human needs and favors informal communication. It is important that the organization satisfies employees' needs for social interaction with management and especially provides opportunities for employees to achieve their self-actualization. Good communication is an essential condition for an organization to achieve its organizational goals, as well as individual goals. When the organization works well and cares about employees' individual development, the employees' highest level of need - that for self-actualization - can be fulfilled; thereby they can contribute best to the organization. If the organization highlights each individual's capability and contribution, provides opportunities for them to participate in decision-making, and encourages them to be more involved in the organizational operations, then the employees tend to commit at higher levels to the organization because they want to or ought to do so.

**Recommendations:** Employee performance can be further enhanced if bottlenecks in the communication systems are either removed or kept at their least. Particularly, information distortions caused by omissions and exaggerations must be addressed by both management and employees. There should be fewer distractions during communications to reduce or remove selective learning. Added to this, management must avoid communication overload because it reduces clarity in communication. Even though open and candid communication is encouraged, it is recommended that such communications come with courtesy and consideration, and without malice or prejudice. The organization should reinforce a change in attitude among managers to promote effective communication. The respondents had suggestions as to the practices that could help eliminate ineffective communication. In particular, the organization should timely provision of feedback, respectful treatment of the workers, clear and comprehensive delivery of information, and accessible help and guidance on the part of the managers. Timely delivery of information will also reduce time pressure on employees which more often than not reduces efficiency, effectiveness, productivity, and output.

When information is delivered on time, it gives room for clarity to be sought to ensure concreteness and correctness. The fact that face-to-face is considered a more useful channel of communication provides a unique opportunity for management to involve the grassroots in the formulation of policies as well as in decision-making. This will ensure employees feel valued and also elicit a commitment to the implementation of decision-making to achieve set goals and objectives. Based on these findings, managers are recommended to make the following adjustments in their treatment of the workers, provide better guidance and help to the workers, be more available for assistance, offer help, and inquire if the workers are facing any difficulties; provide feedback on staff's performance regularly; avoid yelling at workers, getting annoyed, and using a disrespectful tone; and establish clear communication explain rules comprehensively, repeat and clarify if needed, perhaps create a leaflet and tips, provide employee handbooks, and use reminders. To increase employee engagement and reduce turnover intention, managers are recommended to meet the employees halfway and practice mutual understanding and support by means of establishing friendly and trustworthy relations. Managers are encouraged to identify employees' perceived barriers so that they can provide career assistance to employees by asking them directly to tackle the reasons that impede their career interests.

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