

**UNIVERSITY OF EDUCATION, WINNEBA**

**EXPLORING THE INFLUENCE OF WORK PLACE COMMUNICATION ON  
ROLE CLARITY AMONG ADMINISTRATIVE STAFF IN SELECTED  
GHANAIAN PUBLIC UNIVERSITIES. A CASE STUDY OF THE  
UNIVERSITY OF EDUCATION, WINNEBA**



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**MASTER OF BUSINESS ADMINISTRATION**

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**A dissertation in the Department of Management Sciences,  
School of Business, submitted to the School of  
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of the requirements for award of the degree of  
Master of Business Administration  
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in the University of Education, Winneba**

**SEPTEMBER, 2021**

## DECLARATION

### Student's Declaration

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

Signature .....

Date.....

### Supervisor's Declaration

I hereby declare that the preparation and presentation of this thesis was supervised in accordance with the guidelines on supervision of thesis laid down by the University of Education, Winneba

**ISAAC ADU NYARKO (MR)**

Signature .....

Date.....

## DEDICATION

This work is dedicated to my husband Mr. Frederick Eshun and my beloved children Vanessa Adwoa Eshun, Juanitta Sekyiwa Eshun and Esmond Abeiku Eshun. God richly bless you all.



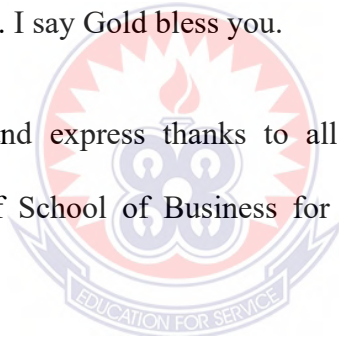
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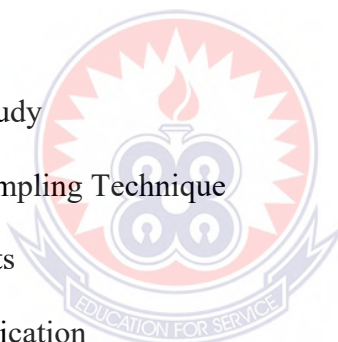
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## ABSTRACT

This study sought to assess the impact of workplace communication on role clarity among administrative staff of the University of Education, Winneba. The study examined the effect of downward communication, horizontal communication, formal communication and informal communication on the role clarity. The study employed a descriptive research design. A simple random technique was adopted. A total sample of forty (40) respondents were analysed using statistical Package for Social Sciences (SPSS). The findings of the study revealed that there exists a significant positive relationship between downward, horizontal, formal and informal communication and role clarity. It is recommended that top administrative staff such as the Vice Chancellor, Pro-Vice Chancellor, Registrar, Librarian and the likes in UEW should make other administrators aware of whatever is going on within the organization to enable them to appreciate and/or to recognize his/her duty(ies). It further recommends that administrators within UEW who do not work in close range should employ means such as telephone calls, compliant and suggestion boxes to effectively communicate for everyone to benefit.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

All organizations, both public and private entities rely on some form of communication to send their messages across to their target audience, or inform their target audience of the mission and vision of their entity. Employee mostly hypes performance at the work place when effective communication is at its ultimate.

Meanwhile, only sizeable modern age organizations have placed value on effective work-place communication. It is assumed by some Management members that, communication is the simplest task for everyone to execute. But research has shown that, communication thus make and unmake the existence of an organization. In most organizations, managers often leave that aspect of effective communication to the public relations department or human resource department as their focus only reaches for the operational activities. These managers often concentrate on target achievement and thereby, forgetting that free flow of information and how well the staff understand these information dissemination boost their moral to work harder in maximizing work output. Likewise, there becomes huge problem when managers within organization always assume that they have had sufficient communications with their staff just by way of instructing them on their daily schedules. According to Anchor (2009) and Eisenberger and Stinglhamber (2011), two-way communication has positive impact on workers who perform profitably at work. They form some kind of belief pertaining their work which intends satisfy the socio-emotional. Relating this to the study done by Habaci, (2013) and Rhoades & Eisenberger (2002), employees are able to

determine the organizations' readiness to appreciate and reward effective and efficient performance by workers.

Puth (2002), opined that management of an organization have resorted to use workplace journal or publication to dialogue with employees. Nonetheless, major related channels of communication are not used effectively. He mentioned that in-house publications may not have any strategic bearings to sustain an organization. Rather, encouraging two-way communication does the thrill to dominate workforce. Puth (2002), perceived that performance within an organization could be improved significantly by way of sharing information with employees and involving them in policy making. However, this recuperates general employee satisfaction and productivity within an organization. When communication gap exist between managers and employees, it makes employees to generally feel not trustworthy, respected or valued to be responsible in their field of work. This makes communication very essential for all stakeholders as it embraces most managerial purposes. Ethically, communication is needed internally to initiate plans for expansion; to also consolidate resource for effective use with less cost; to select, nurture and appraise members of an organization (Puth, 2002). Conversely, communication is needed externally to serve as awareness creation for management to do business with their stakeholders such as; suppliers, government agencies and their like. The essence of communication is very vital and cannot be left unattended; it is that king of mechanical system, which determines the growth of an organization in all aspect during this modern age (Puth, 2002).

Role clarity demands that employees have knowledge of their job description and requirements in order to stimulate them to invent even more effective and

efficient ways to achieve the organisation's goals. This has a direct influence on performance. Leadership also plays a big part in role clarity and productivity. A supervisor or manager portraying great leadership will motivate employees and provide clarity and feedback wherever necessary; thus enabling his employees to go the extra mile, to work more effectively and efficiently and to produce more with less effort. It is against this background that the study sought to determine the extent to which workplace communication affect role clarity using administrative staff of University of Education, Winneba as a specific case.

## **1.2 Problem Statement**

Employee interaction is a principal and essential endeavour in organizations as stated by Harris and Nelson (2008). The authors further asserted that, the sustainability of an organization is based on effective communication among employees and relationships develop based on effective communication. Studies have shown that effective communication helps employees to coordinate activities and achieve goals. It is also vigorous in socialization, decision-making, problem solving and change-management processes. This again ensure that members of an organization or institution are working towards a common goal and purpose. Most organizations have challenges and continue to find the most effective channels for communicating. This poses serious problems to employee effectiveness and role clarity which affect job performance. Working effectively and efficiently are clear signs of a good performance. Role clarity, for instance, is key for employees to be able to work effectively and efficiently. Role clarity is instrumental to a good and productive working atmosphere. As long as employees know what their tasks are, the best way is to perform their duties, and what the priority for each task is, they will feel less

pressure while working and will be more productive. Having a clear picture of their role paves the way for effective and efficient working (Tubbs & Moss. 2008).

An employee experiences role clarity when they know what they need to do and what is expected of them. The content of their tasks, work methods, and priorities are all clear, and the employee is aware of their role within the organisation. On the other end of the scale, role ambiguity occurs when the content, priorities and work methods are unclear. To what extent do workplace communication affect role clarity, employee effectiveness and the organizational performance as a whole. Considering the problems stated above, the study intended to aid University of Education, Winneba by expounding on the way effective work place communication would improve role clarity among administrative staff of University of Education, Winneba.

### **1.3 Objectives of the Study**

The following were the specific objectives of the study;

1. To identify the effect of downward communication on role clarity among administrative staff of University of Education, Winneba.
2. To identify the effect of horizontal communication on role clarity among administrative staff of University of Education, Winneba.
3. To identify the impact of formal communication on role clarity among administrative staff of University of Education, Winneba.
4. To identify the impact of informal communication on role clarity among administrative staff of University of Education, Winneba.

#### **1.4 Research Questions**

1. To what extent does downward communication affect the role clarity of administrative staff of University of Education, Winneba
2. To what extent does horizontal communication affect the role clarity of administrative staff of University of Education, Winneba
3. To what extent does formal communication affect the role clarity of administrative staff of University of Education, Winneba
4. To what extent does informal communication affect the role clarity of administrative staff of University of Education, Winneba

#### **1.5 Hypotheses**

The study sought to test the following hypotheses:

1. There exists a significance positive relationship between downward communication on role clarity of administrative staff of University of Education, Winneba
2. There exists a significance positive relationship between horizontal communication on role clarity of administrative staff of University of Education, Winneba
3. There exists a significance positive relationship between formal communication on role clarity of administrative staff of University of Education, Winneba
4. There exists a significance positive relationship between informal communication on role clarity of administrative staff of University of Education, Winneba

### **1.6 Significance of the Study**

The research will provide meaningful information to the management of University of Education, Winneba about efficiency, credibility of their communications policies, channels, practices, and programs. The study will enable management of University of Education, Winneba to get awareness concerning the influence of effective communication and in what way ineffective communication negatively affected employee role clarity and thus the study will suggest strategies towards improving communication to boost up employee performance in University of Education, Winneba

The study would be beneficial to academia, as it would provide empirical findings on communication systems and channels in public institutions. It would therefore serve as a reference point for future study.

### **1.7 Scope of the Study**

Creswell (2014), defines delimitation as “how the study will be narrowed in scope” (p. 106). It has to do with the boundaries of the research. The study was delimited to influence of work place communication on role clarity in University of Education, Winneba. The study sought also to uncover the level of internal communication within University of Education, Winneba, and how communication can be leveraged to improve morale and performance of senior administrators of the University.

### **1.8 Organization of the Study**

This work was organized into five main chapters. Chapter one consists of the introduction which deals with the background to the study, statement of the problem, purpose of the study, research objectives, research questions, scope of the study, significance of the study and organization of the study. Chapter two considers the



review of literature of the study on which the study is based. Chapter three focuses on of the research design, population under study, sampling techniques, sources of data, research instruments and method of data analysis. Chapter four emphasizes on presentation of the results and discussion. Lastly chapter five was concerned with summary of the findings, recommendations and conclusions.



## CHAPTER TWO

### REVIEW OF LITERATURE

#### 2.1 Introduction

The fundamental aim of this chapter to provide a theoretical discussion of the concepts and ideas related to the work that would inform data collection and analysis of findings in the study. The literature was discussed under the following theme. The role of organizational communication, formal and informal communication pattern, effective communication, communication channels and effects of communication on role clarity and empirical theories on organizational communication

#### 2.2 The Role of Organizational Communication

According to Lindlof and Taylor (2011), 'organizational communication broadly studies corporate life as constituted through discursive processes such as conflict, teamwork and leadership'. Internal organizational communication facilitates the flow of information among members of the organization. The effective flow of information among employees within an organization is facilitated by a vibrant internal communication system. These systems of communication could be upward, downward, vertical or horizontal which is based on the structure of command within an organization. Apparently, organizational communication tends to exhibit what an organization stands for, the purpose of its existence, who the various clients are, the manner in which their workloads are accomplished and the chain of reporting among members.

This is to state that communication in an organization serves as an adhesive that tightens all acts of the organization and it acts as magnifying glass by helping make

things clearer. In a related study by Tubbs and Moss (2008), it is disclosed that there is a correlation between quality communication and total performance within an organization. The absence of effective communication obstructs successful organizational performance. In line of this for instance, members of an organization are able to share relevant work-related issues as well as information, which facilitates ideas in creativity and decision making (Robbins et al., 2010). Based on this, both organizational and individual goals and objectives are attained. Individual in an organization corresponds with colleagues in many ways to allow them accomplish task and also achieve set goals of the organization (Ali *et al.*, 2021)

When a message is transmitted at a point, members inform each other and they work in agreement to resolve issues and assist themselves to improve upon their tasks. By following the chain of command or the hierarchical structures of an organization, it is seen that superiors conveys task through to the lower ranked; these lower ranked file relays feedback or make suggestions to the supervisors where members in the supervisory group debate on how to accomplish the goals and objective. Employees irrespective of their positions in an organization may communicate informally on non-work related subject matters. These are noted to be about their individual lives, feelings, interests, beliefs and fantasies (Schneider, 2021).

Furthermore, to the afore-mentioned, Madlock and Booth-Butterfield (2008), argued that, anytime there is a close and strong correlation among individuals within an organization, realistically their stances are made known considering the connection and how much value is placed on such relationship. Intentionally or unintentionally, employees endeavour to create and uphold mutual linkages and communication to support themselves satisfactorily. With the new age practices of managing

organizations, management controls the members in an unofficial way. Employees execute their roles within the workplace as family because they communicate in an understandable manner. Robbins, Judge and Campbell (2010), noted that communication in such an organization takes distinctive bearing from an organization with a formal style of management. Their research further expressed the urgency which management has attached in creating avenue for employee to socialize. This is as result of good communication that has come up as a result of communicating informally.

Analyzing the above statements by Robbins *et al.* (2010), such experiences will be an advantage to unveil possible routes of communication and lessen barriers to effective communication. According to Mowle (2004), this would contribute to improving organizational outputs. Some organizational settings only do communicate effectively to stakeholders both within and outside the organization. Unlike some decade ago when an office allocated to just a single employee creating a restricted working relations, modern day organizations have adopted the open office set-up environment. This is an environment where work-stationed desks are used and employees are able to communication freely and assist each other in difficult times voluntarily. It buttresses the fact why personal lives information are made privy among employees at healthy workplace. In so doing, employees learn how to disseminate information among themselves and understand it correctly.

A study conducted by Cornelissen (2008), reveals that naturally some employees would want to keep much distance from their colleagues outside office premises. Their intrinsic attitudes tend to create gap to effective communication. Such kind of employees assumes that, maintaining official rapport enhances formal work in its

decent manner. Arguably, the researcher emphasized that many organizations do focus much on the employee's personal relationships. As part of this, they choose those they can relate well to foster good communication in the organization (Cornelissen, 2008). On the contrary, Miller (2009), indicated that when there is too much ambiguity between the public and private defined scope, conflict may be evoked. Further to this, he mentioned that such communications between colleagues may be expressed without any boundary and therefore as results of that very strong alliance may be formed hence it could be out of the organizations' system of control. For instance, a discrete activity of an employee may be brought to bear during a meeting. Again, there could be an instance where a rumour regarding management members' private life is brought into the public domain. Miller (2009), posits that such inactions inflame like a wide fire with the aid of today's modern social networking.

In accordance to this, Cornelissen (2008), revealed that new age organizations have expressed interest of satisfying employees' needs as described in Maslow's Hierarchical of Need, while persuading the employees to act in conformity to the rules and regulations of the organization. There must be balances regarding the responsibility of both the organization and the employees. To this effect Cornelissen (2008), believes that investigating consequences of socio-emotional form of communication and workplace communication as well as organizational commitment would be of great value in accessing effective communication.

### **2.2.1 Formal and Informal Communication Pattern**

Communication is so essential for success in any business entity in this modern age. Stakeholders have become so sophisticated that there has been the need to address them with a preferred style, thus, being able to effectively communicate. Organizational communication can be broadly categorized into two major styles formal and informal communication. Formal communication involves utilising the official channels of an organisation to share messages. The Informal communication on the other hand is communicating between employees outside the formal structure of communication of the organisation. This could be unofficial or unrelated message to the organization's formal structure of communication (Bratton et al., 2007). Communication follows the hierarchical structure of the organization. This communication structure also shows where power and authority emanate from relationships among members in an organization and accountability relationships. There are clearly defined rules and designations about who is authorized to communicate on behalf of the organization with outsiders, and inside as well (Greenberg & Baron, 2008). Informal communication can help to augment and enrich the formal communication line, when well leveraged. Information in this system is transmitted through the usual communication channels, but relying heavily on face-face contacts (Greenberg and Baron, 2008).

Communication is predominantly via oral means and has the potential to spread widely and rapidly. Informal channel of communication is often referred to as “grapevine” and it is based predominantly on cordial interactions among members in the network (Bratton *et al.*, 2007). A weak and ineffective formal organizational communication may be the consequence of this outcome. However, the informal communication network without official verification is not necessarily bad. The

existence of a parallel and strong information communication may be a challenge to the formal structure. This is especially so when there is rampant and uncorroborated rumours in the network. Information on that network can be used to formulate effective communication policies for the organization (Sostek, 2006). According to Sostek (2006), informal communication networks can be the source of rumours, and can be good or bad depending on the content.

Rumours about individuals are bad since the objective is mostly to hurt them. However, when it's about the achievement of other groups within the organization, it releases creative energy and spur productivity within groups. For this reason, management may tolerate some rumours on the informal network (Sostek, 2006). Studies have also revealed that, informal socialization between employees can improve productivity and teamwork in the organization (Greenberg and Baron, 2008). Reviewing various studies done by Bratton et al, (2007), grapevine or rumour tested to be one of the fastest channels and often accurate. Distortions arise when people repackage the information they received to suit their narratives and expectations. This may to exaggerations, and distortions and omissions (Tubbs & Moss, 2008). For this reason, information from the informal channel is considered second class by employees. To avoid the challenges associated with grapevine communication, empirical studies have suggested some alternatives that organizations can use. This includes individual chats bringing up discussions with employees about social activities, organizational meetings, and meetings with middle managers (Tubbs and Moss, 2008).

Informal communication networks are invariably based on the off-the-record acquaintances between staff and (Greenberg & Baron, 2008). People tend to gravitate

towards others who share their features and characteristics. By communicating with others like themselves, employees share a lot of useful and valuable information. By sharing similar backgrounds, people can relate and empathize with each other. Prior studies found that a strong informal communication have a positive impact on employees' productivity (Greenberg & Baron, 2008). A strong informal communication networks encourages face-face meetings where information is regularly shared. This can be rewards or awards in different groups, job prospects or even incentives for performance, and where they can be found in the organization.

### **2.2.2 Effective Communication**

There is an effective communication when a satisfactory effect is resulted from intentional or unintentional information sharing. This information when encoded by a manager is interpreted between various entities and emulated on it in a desired manner. However, the effect it is also ensues the message is not blocked during the communication process. In quest of this, it is believed that effective communication serves the purpose for which it was intended. Whenever the desired effect is not succeeded, factors such as communication barriers are explored with the aim to discover how the communication has been ineffective. Conferring to some studies, communication is effective when the following considerations are arrived at; understanding, compatibility, display of positive behaviors, smoothness of communication, positive outcomes, positive non-verbal communication and adapting of messages communicated (Robbins et al., 2010). According to Ainobushoborozi (2013), communication technique employs managerial proficiency in encoding as well as decoding information in a productive manner.

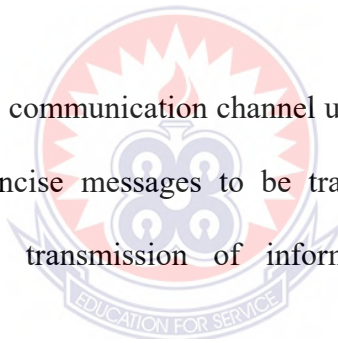


### **2.2.3 Communication Channels**

Harris and Nelson (2008), describe both downward and upward communication this way. Downward communication reinforces the hierarchical nature of organizations, whereas upward communication provides suggestions, message of what subordinates are doing, unsolved work problems and how employees feel about each other and their jobs. There are several communication channels available to a modern organization with differing levels of effectiveness and use. For internal communications, the diagram below depicts the various tools available and the effectiveness of each channel and also whether there is some equivocality in the message being sent. Some of the channels are discussed below:

#### **2.2.3.1 Memorandums**

This is a form of business communication channel used specially among departments. Memos postulate for concise messages to be transmitted. This form of channel enhances cross-sectional transmission of information within the organization (Wallace, 2004).



#### **2.2.3.2 Interview**

This is a communication dialogue between two or more employees deliberating on issues with the aim of providing a positive outcome. Sometimes management and concerned people of the organization resort to an interview or conversation to exchange their views on different issues (Wallace, 2004).

#### **2.2.3.3 Telephone**

The use of telephone permits two or more employees to engage in a virtual conversation via cable. The size, scope and nature of organization affect the use of telephone for internal communication (Wallace, 2004).

#### **2.2.3.4 Report**

A report is a medium for giving an account on an executed event within the organization. A report contains information based on investigation that is sent to the authority concerned. It is an excellent means of internal communication (Wallace, 2004).

#### **2.2.3.5 Notice Board**

This kind of medium is used to send formal messages to employees in an organization. It is usually time-bound and attractive and should be placed where employees make assembly (Wallace, 2004).

#### **2.2.3.6 Face to Face Discussion**

This is a direct form of communicating with employees. Executive officers and employees many get engage discussions and interchange views regarding a current situation of the organization. This channel of communicating may be regular or irregular depending on the situation (Wallace, 2004).

#### **2.2.3.7 Questionnaire and Survey**

This form of channel is used to solicit information about employee attitude, morale and relationship between management and subordinates etc. It may be collected through the use of questionnaire and surveys (Wallace, 2004).

#### **2.2.3.8 Intranet**

Intranet is a computer-based communication system that is used internally by staff within organizations. This is a very convenient and fastest way of sharing information among members at levels. With this channel, feedback is instantaneous and improves work performance (Wallace, 2004).

### **2.2.3.9 Complaint and Suggestion Boxes**

This is also another form or channel for sending information directly to an organization since the device is always placed at the office premises. It is used to collect complaints, feedbacks, comments, suggestions and recommendations of services in an organization to improve on quality delivery (Wallace, 2004)

## **2.3 Overview of University of Education**

The University of Education, Winneba (UEW) was established in September, 1992 as a University College under PNDC Law 322. On 14th May, 2004 the University of Education Act, Act 672 was enacted to upgrade the status of the University College of Education of Winneba to the status of a full University. The University College of Education of Winneba brought together seven diploma awarding colleges located in different towns under one umbrella institution. These Colleges were the Advanced Teacher Training College, the Specialist Training College and the National Academy of Music, all at Winneba; the School of Ghana Languages, Ajumako; the College of Special Education, Akwapim-Mampong; the Advanced Technical Training College, Kumasi and the St. Andrews Agricultural Training College, Mampong-Ashanti.

The three sites in Winneba now referred to as the Winneba campus is the seat of the Vice-Chancellor with satellite campuses at Kumasi, Mampong and Ajumako. The University of Education, Winneba operates from four (4) campuses:- the Colleges of Technical Education located at Kumasi, the College of Agriculture Education, Located at Mampong, the College of Languages Education, Located at Ajumako and the Winneba Campus where the main administration is also located.

## **2.4 Empirical Review**

### **2.4.1 Effect of Communication on Role Clarity**

According to Kacmar, Wilt, Zivnuska and Gull (2003), the advantages of adopting a systematic way to create and sustain role descriptions go well beyond simply reducing role confusion and improving role clarity as well as collaboration. Specific role descriptions can be very useful when used in the following ways: Ensures that the position is well defined and understood, first by the business and then by the potential recruit. Assists the recruiting process by helping to frame interview questions and conversations with role candidates. Explains how the recruit can contribute to the organization and vice versa. Demonstrates that the business is structured and well organized. Promotes alignment with, and provides context for the company's culture, values and purpose. Provides a valuable reference for handovers and assists an incumbent to introduce the new role recipient to the breadth and depth of all their role tasks. Introduces development and training required for performing the role tasks. Creates objectives to assess the performance of new recruits within a probationary period.

Provides clear role responsibility and accountability. Reduces confusion by eliminating unintentional job overlap. Defines how the role fits within the business and how it intersects with other roles, workflows and teams. Explains how the employee can help the business execute their product or service offering. Improves collaborative behaviors by providing a secure framework for employees to work independently and creatively. Defines what the expected performance in the role should look like. Establishes an objective basis for measuring and managing performance. Provides a useful reference for counselling employee disputes and discipline issues. Provides a contextual framework that will assist employees seeking

guidance. Facilitates the sharing of stories about why a company does the things it does, in the way that they do them. Promotes the capture of ideas on how to improve current processes so they are more effective in the future. Supports the idea that the role is part of a career, rather than a simple placeholder for a job. Provides a factual basis for managing career progression and succession planning. Helps establish the networks available to the employee for advice and mentoring ( Allen, 1992).

The contribution of employees on job is the most important factor for development and excellence in the organization (Korkaew and Suthinee, 2012). Rich et al, (2010), identified two types of employee performance for organizational effectiveness: task performance and contextual performance. Task performance refers to behaviors that are directly involved in activities that provide indirect support for the organization's core technical processes (Borman and Motowidlo, 1997). These behaviors directly relate to the formal organization reward system. On the other hand, contextual performance is defined as individual efforts that are not directly related to their main task functions (Werner, 2000). However, these behaviors are important because they shape the organizational, social, and psychological contexts serving as the critical catalyst for task activities and processes.

The performance of employees on different jobs in close coordination is needed for success of the organization (Macey & Schneider, 2008). Employees are performing different jobs in an organization depending upon the nature of the organization. They mainly perform tasks like production, storage, manufacturing, transportation, marketing, purchasing, distribution, promotion of business, finance and accounting, human resource, research and public relations (Borman and Motowidlo, 1997). All these activities are interrelated to achieve the targets. These are to be performed by

the employees properly so they can give their best output at the job. This will have great impact on the total production and progress of the organization. Various factors like skills, training, motivation, dedication, welfare, management policies, fringe benefits, salary and packages, promotion, communication etc. are responsible to encourage the people to work sincerely and give their best output (Korkaew and Suthinee, 2012). The importance of employees' performance must be understood by the management and sincere efforts must be put in that direction. According to Korkaew and Suthinee (2012), advantages of higher performance in an organization include: (a) The productivity of individual on job increases; (b) Employee gets job satisfaction at job; (c) Involvement of employees in their jobs increases; (d) A sense of commitment and loyalty among employees develop; (e) Employees get higher salaries and incentives on production basis; (f) Quality and quantity of the total production increase; (g) Good will of the organization goes high etc.

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 the 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 furthermore it depends on the facilities available in organizations and the actions of managers to see the acceptability of information in order 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 initiatives of developing and providing opportunities to learn new skills to their employees through the communication process. Beyerlein et al. (2003) states, it is management 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 organizations greatest resource. Furthermore, other studies have investigated openness of communication have direct relationship with employee performance (Dwyer, 2005). In addition, supportive communication from fellows has received some attention as a source of employee performance (Ducharme & Martin, 2000).

According to Yasir and Majid, (2019) when employees have clarity about their roles, they do not need repeated instructions about daily work tasks and they can use this spared time and cognitive resources to generate and implement new ideas. When employees lack role clarity, they spend more time in finding out what they are required to do instead of doing job tasks effectively when employees have unclear roles, they exhibit less extra-role behaviors.

Further, Dalal, (2018) postulated that role clarity induces motivation among employees and motivated employees solve problems in innovative ways. Caillier (2016) found that goal clarity has a positive effect on organization commitment and

extra role behaviors with the mediation of public service motivation. Role clarity also makes positive impact on job involvement which further leads to more improvement (Taştan, 2013).

Study of Ju et al. (2013) found that role clarity has positive impact on job involvement through the moderation of employee goal orientation. Further, Walia and Narang (2015) found that role ambiguity is negatively correlated with job involvement.

Role clarity increases intrinsic motivation among employees because they know that their efforts will lead to certain outcomes (Tubre & Collins, 2000). Mukherjee and Malhotra (2005) found that role clarity makes positive impact on various employee outcomes such as job satisfaction and organizational commitment. On the other side, lack of role clarity generates stress among employees which is very detrimental for creativity (Dalal, 2018)

#### **2.4.2 Communication among employees within the educational institutions in Ghana**

When the notion of communication is discussed in terms of education, two dimensions can be seen clearly. One is administration, and the other involves teaching and learning. Educational institutions determine social behaviours, cultures, organizational structures, and interpersonal relationships. Learning democratic behaviour, the power of independent and scientific thinking, and critical, creative, and productive thinking skills are all shaped by educational institutions. Directors and vice-directors have great importance in educational settings. In order to attain school objectives, develop school qualities, maintain school culture, and create a positive environment, mutual communication needs to be increased. An effective education depends on the responsibilities of the director vice-director, and teachers. A director



should communicate robustly with his/her staff, as well as members of parent-teacher associations, parents, bus drivers, etc. (Habaci, 2013, p. 270)

The objectives of communication in schools are to maintain school culture and prepare tasks. People in the school must be informed about all the tasks executed. In this way, many reflexive opinions are created. Communication is a complicated and important process that takes place everywhere, all of the time. Teachers make their lessons via oral, written, video, computer, and many other means. Students learn through similar tools. Communication is particularly important for directors, who must understand the notion of communication because communication constitutes the main core of interpersonal relationships,

organizational processes, and the structures of the school (Hoy Miskel, 1998, p. 341). One of the main conditions for attaining success in education is maintaining an effective environment for communication in the organization. If people listen to each other attentively, communication will be impressive and solution-oriented. There are many people in a school—director, vice-director, teachers, students, and other employees, and they should all be in harmony with each other. Hence, in order for school success to develop, communication must be seen as a seminal and essential notion (Habaci, 2013, p. 268)

## **2.5 Theoretical Foundations on Organizational Communication**

The concept of effective communication on role clarity among administrative staff in its studies has been based on several theories of which the Systems Theory, Classical and Human Relations are perhaps the most frequently used. These theories describe organizational behaviour, its communication and more specifically the organizations effectiveness on communication. Essentially in this context, the theory gives the

approaches from which the researcher can use the effectual communication on role clarity to measure internal performance within an organization. In view of this, much consideration will be given to the Human Relations Approach and Systems Approach since it gives a holistic view of an organization. The system theory sees the organization as a system with interrelated parts, which are connected to each other.

### **2.5.1 Human Relations – Approach**

Around the 1930s, Human-Relations Theory originated and introduced as a substitute perspective to the classical theory (Kreps, 1990). The theory originally was put to test by Mayo, Roethlisberger and Dickson's, which became known as the Hawthorne Studies (Roethlisberger and Dickson, 1939). The Hawthorne Studies brought to bare four major phases namely: the illumination studies, the relay assembly test room studies, the interview program, and the bank wiring room studies. The Human behaviour school of thought shifted from the prominence on output and work design to the interactions of individuals. Emphasis of the Human-Relations Approach dwells more on the needs of individuals in the organization, the employee's participation in decision-making and the opportunity to send and receive messages. Human Relations asserted that it is vital to determine the individual needs of organizational members and it is achieved within effective organization-worker communication.

According to Skinner, Essen & Mersham (2001), effective management communication can be best accessed through the use of communication audit. Essentially communication is fundamental in the work of human resources. The importance of the Human Relations Approach is that it highlights the role of workers and social factors in the effectiveness of internal communication and the issues such as leadership. In sum, the human relation approach deals with the interaction between

management and employees, their motivation and influence on organizational events. This throws more light on what management and employees ought to do to ensure effective internal communication. This approach will help the study to determine the usefulness of the various communications channels such as memos, circulars, telephone conversation, the use of Internet and face-to-face interaction.

### **2.5.2 Systems Theory**

The general system theory was originally proposed by Ludwig von Bertalanffy, a biologist in 1968 in his work, *General Systems Theory: Foundations, Development, Applications*, was sort to explain the relationship between parts and the whole of living organisms (Weckowicz, 2000). This sort provides a general analytical framework (perspective) for viewing an organization. Since then the theory has been used in academic fields such as psychology, history and physiology. Studies conducted by theorists in management studies expose a digression from the classical and human relations model. According to Booth (1986) the systems theory has more valid and applicable stance in internal communication. This is because the systems approach recognizes the role that communication plays in facilitating efficient functioning between the various components of the organizations.

In organizational communication research, some main components of the systems theory have been identified that informs how effective communication leads to employee productivity namely; wholeness, hierarchical and feedback. In systems theory, the whole determines the character and functions of parts (Weckowicz, 2002). Wholeness refers to the interdependence of the various elements that constitute the system. This means that individual parts of a system contribute to the existence of the organization.

Conferring to Miller (2009), the concept of an organizational structure indicates that the relations within an organism are systematized by order of hierarchy rules. In this regard, components the main systems are designed into subsystems, making up the whole system, which itself operates within a larger environment. Miller (2009), feedback enables decision makers in the organization to strategize to be on top of issues thereby building network relationships. Conferring to Salem (1999), the systems theory operates from primary principles of inter-relatedness and interdependence, it can be said that the same basic principles form the basis from which communication audit occurs. UEW has a hierarchical structure with the various sections functioning as a whole structure and all the staff working towards a common goal. The systems theory is therefore appropriate for this study. In view of this, the researchers would determine the effectiveness of communication leading to employee productivity and to describe the communication systems at UEW. The Authority comprises different sections and in order to achieve organizational goals, these sections or departments need to work together in order to achieve these goals. This means that, there should be effective internal communication between the management and staff of UEW to attain these goals.

## **2.6 Empirical Theories on Organizational Communication**

In the light of this study, there have been many researchers and theorists who have dealt into it and brought about many findings, which are been used in most of the 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 organization’s project. This 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 amid communication and workers' performance in some designated organizations in Lagos State, Nigeria. Statistics for the research were gathered through questionnaire with 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 showed in 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. 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 focus to the outlined objectives of their organizations.

Rajhans (2012) also highlighted on employee motivations and performance. From his analysis morale, motivation and performance of employees has a clear reflection on the manner in which an organization communicates with its members. The aim of the study was 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 at Pune, to support the hypothesis propounded in the paper.

With a focus on employee communication, Tumbare (2009) did a 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 their 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 which examined the impact of effective communication on labour 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 labour 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 are statistically meaningful to labour productivity in civil engineering projects. He stressed that in order 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.



## CHAPTER THREE

### METHODOLOGY

#### 3.1 Introduction

This chapter describes the research methodology that was used to generate data for the study. The chapter entails a description of the research design, population of the study, sample size and sampling techniques, research instruments, validity and reliability of instruments, data collection procedures, data analysis procedures and ethical considerations.

#### 3.2 Research Design

A research design therefore describes a detailed plan for data collection and analysis depending upon the research question(s) of a study (Saunders, Lewis & Thornhill, 2012). The research design adopted for this study was the descriptive survey. Agyedu, Donkor, and Obeng (2013), state that descriptive research seeks to gather information to provide answers to the questions of who, what, when, where, and how associated with a particular research problem so that a description of what is going on can be made. In descriptive research, methods including open-ended questionnaire, observation, and interview are used for gathering information which provide useful and depth answers to the research questions of decision-makers and information seekers

Descriptive survey research involves the collection of data in order to test hypothesis or answer research questions concerning the current status of the subject of study. Descriptive survey design provides information about the naturally occurring behaviour, attitudes or other characteristics of a particular group. Surveys attempt to collect data from members of a population for the purpose of establishing the current



status of that population with respect to one or more variables (Bryman, 2012). Surveys can, he states, be useful for gathering facts in order to establish important and useful information for the educational enterprise.

### **3.3 Population of the Study**

Population has been defined by DeVellis (2016), as a group of elements or cases, whether individuals, objects or events that conform to specific criteria in research. The study population comprised Senior Staff Administrators of the University of Education, Winneba.

### **3.4 Sample Size and Sampling Technique**

A sample size is always selected from a population that eventually defines the characteristics of the population. From this, Berg and Lune,(2012), described a sample size as the unit that provides a practical and efficient means of collecting data as it serves as a model of the population under study. The sample size comprised 40 senior staff administrators were considered for the study. The purposive sampling technique was used to identify and select the required number of administrators on whom the study was based. In purposeful sampling, as noted by Creswell & Creswell (2018), the researcher intentionally selects individuals and sites to learn or understand the central phenomenon. According to this method, which belongs to the category of non-probability sampling techniques, sample participants were selected on the basis of their knowledge, relationships and expertise regarding the research topic (Epstein, 2012).

### 3.5 Research Instruments

#### 3.5.1 Workplace communication

Workplace Communication was adapted from Kalogiannidis (2020) scale for measuring workplace communication. The scale was measured on four dimensions namely; downward communication (6 items), horizontal communication (6 items), formal communication (6 items) and informal communication (5 items). Sample items include “*Easy flow of information from my superior improves my job performance*” (downward communication), “*I maintain good language when interacting with fellow employees*” (horizontal communication), “*There are clearly defined rules and designations about who is authorized to communicate on behalf of the organization with outsiders, and inside as well*” (formal communication) and “*Informal communication can help to augment and enrich the formal communication line*” (informal communication). The responses were anchored on a five-point Likert scale ranging from 1 “Strongly Agree” and 5 “Strongly Disagree”. The scale has been proven reliable when adopted by other authors; .89 (Pearson, 2021) and .88 Siegal (2019).

#### 3.5.2 Role Clarity

Rizzo et al. (1970), 5 item scale for measuring role clarity was adapted for this study. Sample items include “*Role clarity is instrumental to a good, productive working atmosphere*”. The responses were anchored on a five-point Likert scale ranging from 1 “Strongly Agree” and 5 “Strongly Disagree”. The scale has been proven reliable when adopted by other authors; .87 (Adkins, 1995) and .77 Hemingway (1999).

### 3.5.3 Data Collection Instrument

Questionnaires are widely used for collecting data in educational research because, it is very effective for securing information about practices and conditions and for enquiring into opinions. Structured questionnaire was used as the research instruments to collect data (Creswell, 2018).

Leedy and Ormrod (2005), stated that questionnaires offer participants the advantage of answering questions with the assurance of anonymity for their responses. Again, Likert scale type questions were used. Moreover, the use of questionnaire gave the researcher a high response rate. Again, questionnaires had greater degree of transparency and accountability (Fraenkel & Wallen, 2012). Other benefit of the use of the questionnaire was that it was properly understood by the participants and it simplified data analysis (Fraenkel & Wallen, 2012).

The questionnaire had five sections: Sections 1, 2, 3, 4 and 5. Section 1 has statements that focused on demographic information of senior staff administrators. It was made up of gender, age, administrative position, highest level of education and working experience. The section 2 was used to solicit data on the types of communication that exists in University of Education, Winneba. Data from this section was used to answer research question 1. Also, section 3 contained statements that was used to gather data on identify the role of communication in University of Education, Winneba. Responses to these statements were used to answer research question 2. More so, section 4 had statements that were used to solicit data on how work place communication influence role clarity among administrative staff of University of Education, Winneba. Finally, section 5 gathered data on strategies that will enhance

effective communication and role clarity among administrative staff of University of Education, Winneba. Data from this section was used to answer research question 4.

The questionnaire was made up of close-ended statements. Respondents were requested to use a 5-point Likert scale to respond to the statements under section 2, 3, 4 and 5 of the questionnaire. It was weighed as: Strongly agree (SA)=1, Agree (A)=2, Undecided (U)=3, Disagree (D) = 4 and Strongly Disagree (SD)=5.

### **3.6 Validity and Reliability of the Instrument**

#### **3.6.1 Validity of the Questionnaire**

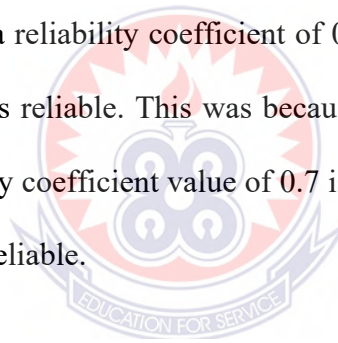
Validity refers to the extent to which an instrument measures what it purports to measure. The purpose of validity is to ascertain the degree the measure is accurate for specific purpose (Agyedu, Donkor & Obeng, 2013). Validity of the questionnaire was tested using face and content validity procedures. Face validity of the questionnaire was granted by giving the developed questionnaire to the researcher's colleague students pursuing same programme to vet it. Also, the content validity of the questionnaire was determined by the research supervisor who examined the research questions alongside with each of the statement on the questionnaire so as to find out whether the statements actually measured what they were supposed to have measured. Comments from the colleague students and the research supervisor on the questionnaire were used to effect the necessary corrections/changes before the questionnaire was administered.

#### **3.6.2 Reliability of the Questionnaire**

Reliability refers to the extent to which an instrument measures the same way each time it is used under the same condition with the same subjects (Agyedu, Donkor & Obeng, 2013). The purpose of reliability is to assess the instrument's ability to

measure the same way in each administration to the same sample. Reliability of the questionnaire was checked by using Cronbach alpha reliability coefficient. Cronbach alpha reliability coefficient was used because it was a much more reliable way of checking the internal consistency of questionnaires (Amin, 2005). This was done through pilot testing of the questionnaire. Thus, the questionnaire was pilot tested among 15 senior administrators who were not part of the main participants for the main study. These participants were used because the researcher perceived that they had similar characteristics as compared to those in the main study.

After the pilot testing, data were entered into the Statistical Package for Service Solution (SPSS-version 21) and Cronbach alpha reliability coefficient value was checked. Cronbach alpha reliability coefficient of 0.85 was obtained. This suggested that the questionnaire was reliable. This was because according to Amin (2005), if a Cronbach alpha reliability coefficient value of 0.7 is obtained, then, it is an indication that the questionnaire is reliable.



### **3.7 Data Collection Procedures**

According to Creswell (2013), the site where research takes place and gaining permission before entering a site is very paramount in research. An introductory letter was obtained from the School of Business, University of Education, Winneba, stating the aims and purpose of the study and the need for the participants to give their consent and co-operation.

Administrative and Covid-19 protocols were observed during data collection. Administration of the research questionnaire was done in strict adherence to ethical considerations involved in research. For instance, seeking informed consent of participants, maintaining confidentiality of information and anonymity of participants.

On the day of administration of the questionnaires, the researcher reported to the University of Education, Winneba very early. Verbal consent was obtained from head of department and the participants. Participants were briefed on the purpose of the study and its educational implications. Explanation on how to respond to the questionnaires was given to participants. Questionnaires were distributed to the participants for them to respond to them. They were retrieved after 45 minutes. This resulted in 100% return rate.

### **3.8 Data Analysis Procedures**

There was the need for coding to ensure that the collected data were stored ready for analysis. SPSS software version 21.0 was used to code the data. As a result of the editing of the data, errors, omissions, legibility and readability were checked in order to ensure consistency and completeness. This was made possible by using “frequency distribution” in SPSS. Data were entered into the SPSS software in a coded numeric form with each representing a particular variable such as gender, age and working experience. Further screening was carried out to ensure that errors that came as a result of human slips while entering the data were checked before the analysis. Descriptive and inferential statistics were used to analyse the research questions and the hypothesis. The demographic information was analysed using frequencies and percentages.

### **3.9 Ethical Considerations**

Kusi (2012), defines ethical issues as the general agreements, shared by researchers about what is proper and improper in the conduct of scientific inquiry. These include seeking permission, voluntary participation, no harm to participants, informed consent, anonymity and confidentiality (Pandey & Pandey, 2015). In other words, it is

a method, procedure or perspective for deciding on how to act and for analyzing complex problems and issues. In view of this verbal consent was obtained from the individual respondents prior to the commencement of the study. All participants were given a guarantee of confidentiality and anonymity in reporting the information provided for the study.



## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION OF FINDINGS

#### 4.1 Introduction

The section presents the descriptive (arithmetic mean and standard deviation, skewness and kurtosis) and inferential statistics of the variables; correlation and regression results. The alpha level of 0.05 was used to test the significance of the correlation and regressions of all the construct. Although a total of fifty (50) responses were expected from the respondents, (10) had to be rejected due to shortfalls of information needed, leaving the researcher with a total of 40 responses representing a response rate of 80%. A sample size of this magnitude is good for data analysis since more than 80% of the expected responses were retrieved (Opoku & Adu, 2016). The following sub-sections of the study concentrate on the interpretation and discussion of results based on statistical evidence and literature on the study objectives.

#### 4.2 Demographic Characteristics of Respondents

This section of the study presents the preliminary analysis of the profile of the respondents sampled for the survey. The biographic data reflects the profile of the respondents in terms of their gender, age, academic qualification and length of service of the respondents.



#### 4.2.1 Demographics

**Table 4.2.1 Demographic Characteristics of Respondents**

	Frequency	Percentage
<b><i>Gender</i></b>		
Male	19	47.5
Female	21	52.5
<b><i>Age</i></b>		
21-30	6	15.0
31 – 40	20	50.0
41 – 50	11	27.5
51 years and above	3	7.5
<b><i>Level of Education</i></b>		
Diploma	5	12.5
Bachelor Degree	22	55.0
Master's Degree	13	32.5
<b><i>Length of Service</i></b>		
Below 5 years	8	20.0
6-10 years	12	30.0
11-15 years	13	32.5
16-20 years	6	15.0
21 years and above	1	2.5

**Source: Field Study (2021)**

From Table 4.2.1 above, it can be seen that out of the total valid questionnaires used for the analysis, 19 respondents are males accounting for 47.5% whiles the remaining 21 respondents are females, representing 52.5%. This validates that female senior administrators outweighed males and can be concluded that the study findings can reflect more on female perspective as compared to males. It can also be seen that the

ages of the respondents ranges from “21-30” to “51 and above” years respectively. With which the most frequent age range was below 30-40 years with a frequency of fifty (50) representing 50.0% of the total sample under study. The next highest frequent age range was 41-50 years with a frequency score of twenty-seven (27) representing 27.5%. Six (6) respondent representing 15.0% of the respondents sampled for the study was within the age ranges of 21-30 years and lastly those between the age ranges of 51 years and above 40-49 years with a frequency of three (3) representing 7.5% of the entire sample population. This shows that most of the employees who participated in this study fell within the age bracket of 31-40 years.

Concerning the level of education of the respondents, out of the forty (40) valid questionnaires obtained, it was revealed that the majority of the respondents understudy were bachelor degree holders with a frequency of twenty-two (22) representing 55.0 %. Followed up by master’s degree holders with a frequency of thirteen (13) which represents 32.5% of the sample understudy, and finally diploma holders with a frequency of five (5) representing 12.5% as at the date the data was collected.

Finally, with respect to the issue of the length of service of the respondents, the result revealed that 8(20.0%) of the administrators have worked with UEW for not more than 5 years, 12(30.0%) of them had worked for 6-10 years within the institution, 13(32.5%) of them had worked for 11-15 years within the institution, 6(15.0%) have spent 16-20 years working within the institution, whilst 1(2.5%) had worked within the institution more than 21 years. This asserts that administrators that had worked within the institution for less than 15 years dominated the study.

#### 4.2.2 Summary Description of Demographics

**Table 4.2.2 Summary Description of Demographics**

	Mean	Std. Deviation	Skewness	Kurtosis
Gender	1.43	.496	.299	-1.928
Age	2.21	1.155	.656	-.595
Level of Education	2.77	.594	.117	-.448
Length of Service	3.73	1.052	-.288	-1.033
Downward Communication	3.17	1.408	-.197	-1.320
Horizontal Communication	3.6312	.86128	-.450	-.292
Formal Communication	3.7209	.69652	-.825	1.363
Informal Communication	3.7099	.82163	-.250	-.730
Role Clarity	4.0757	.47189	-.402	.024
Valid N (listwise)				

#### **Field Study, (2021).**

The results from Table 4.1.3 shows that, the mean age was 31.14 which indicates that the average age of an employee that took part in this study was 31 years old. Again, the mean mark for gender is 2.43 which indicates that on the average more female administrators of the University of Education, Winneba took part in this study. Likewise, the mean mark of 2.77 indicate that, on the average respondents who took part in the study are first degree holders. Moreover the mean mark of 3.34 indicate that on the average, a respondent who took part in the study have been with the organization for more than 11 years.

Furthermore, the mean score of 3.17 and 3.63 for downward and horizontal communication presupposes that on average respondents understudy agreed to the fact

that there is some form of downward and horizontal communication at their workplace. Similarly, the mean mark of 3.72 for formal communication suggests that on the average respondents agreed to the fact that there is some form of formal communication prevailing at their workplace. Likewise, the mean mark of 3.71 for informal communication assumes that on the average the employees who took part in this study agreed that they are faced with some form of informal communication issues. Lastly, the mean mark of 4.10 for role clarity suggests that the respondents understudy agreed that their workplace communication plays a role in the clarity of their role.

### 4.3 Reliability

**Table 4.3 Reliability Statistics**

Variables	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
Downward Communication	.873	.852	6
Horizontal Communication	.871	.862	6
Formal Communication	.830	.834	6
Informal Communication	.923	.823	5
Role Clarity	.859	.852	5

#### **Field Study, (2021).**

As presented in Table 4.2, the Cronbach's alpha coefficient results indicate that all the scales for measuring the variables in the study exceeded the conventional acceptable 0.7 (Pavot, Diener & Sandvik, 1991), thus Cronbach's Alpha coefficients of 0.873, 0.871, 0.830 and 0.923 as in the cases of downward, horizontal, formal and informal communication demonstrate that, the items used in measuring the respective variables

were highly reliable. Similarly, the Cronbach's Alpha result of role clarity was 0.859 which indicates that the items used in measuring the dependent variable were reliable and dependable in terms of making analysis. In all, this is an indication that the statements used for measuring the variables constitutes a complete structure in describing the variables under study.

**Table 4.4 Correlational Analysis among Study Variables**

	1	2	3	4	5	6	7	8	9
1 Gender	-								
2 Age	.185	-							
3 Level of Education	.477**	.368**	-						
4 Length of Service	.498**	-.077	.211*	-					
5 Downward Communication	.500**	.187*	.392**	.459**	-				
6 Horizontal Communication	.396**	.319**	.384**	.311**	.717**	-			
7 Formal Communication	-.155	.053	-.168	-.158	-.387**	-.310**	-		
8 Informal Communication	-.195*	.004	-.227*	-.131	-.362**	-.293**	.450**	-	
9 Role Clarity	-.195*	-.047	-.227*	-.348**	.375**	.310**	.297**	.474**	-

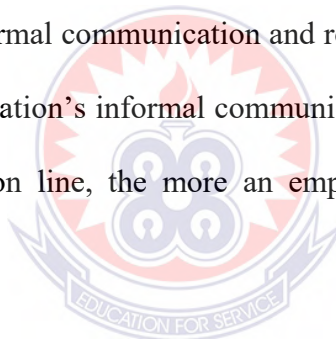
**Source: Field study, (2021). NB: \*\*, \* Significant at 1% and 5% respectively**

Pearson's product-moment correlation analysis was used to establish the relationships among the study variables while testing for the hypothesis for the study as stipulated above in section two. The results revealed negative relationships between the variables as shown in the Pearson's product-moment correlation matrix in Table 4.3.

From Table 4.3 above it can be seen that there is a positive significant relationship between downward communication and role clarity ( $r = .375, p < 0.01$ ). In other words, downward communication affects role clarity positively. Thus, the more an information easily flows from superiors to subordinates, the more the role clarity is

positively affected. Correspondingly, the results of the study showed a significant positive relationship between horizontal communication and role clarity ( $r = .310$ ,  $p < 0.01$ ). In other words, horizontal communication affects role clarity positively. Thus, as employees maintain good language when interacting with fellow employees, the more the clarity of their role is positively.

The case is the same for the relationship between formal communication and role clarity. The results show a significant positive correlation between formal communication and role clarity ( $r = .297$ ,  $p < 0.01$ ). These presupposes that as formal communication in an organization is enhanced, the more the clarity of an employee's role is positively affected. Similarly, the results show a significant positive relationship between informal communication and role clarity ( $r = .494$ ,  $p < 0.01$ ). This implies that as an organization's informal communication help to augment and enrich the formal communication line, the more an employee's role clarity is positively affected.



#### **4.5 Regression Analysis**

From previous discussions of the findings of this study, the relationship between the variables under study have been established and there is the need to know the impact of each of the independent variables (downward communication, horizontal communication, formal communication and informal communication) on the dependent variable (role clarity). The study used coefficient of determination to evaluate the model fit. The model summary is presented in Tables 4.5.1

**Table 4.5.1 Regression Coefficient and Model Fit**

Model	Unstandardized		Standardized	t	P	R <sup>2</sup>	AR <sup>2</sup>	F (Mean)
	Coefficients		Coefficients					
	B	Std. Error	Beta					
(Constant)	2.508	.113		22.294	.000	.393	.388	76.744***
Downward Communication	.220	.126	1.083	3.398	.002			
Horizontal Communication	.250	3.194	.035	4.194	.000			
Formal Communication	.210	.044	.416	4.049	.000			
Informal Communication	.420	.068	.570	7.627	.000			

**Source: Field Study, (2021).**

From Table 4.5.1 above presents the regression results from the data analysis. It can be observed that the regression model was statistically significant ( $F = 76.744$ ;  $P = .000$ ) for predictions on the basis that it was statistically significant at 99% confidence level. The implication is that, the regression model has an overall significance and that the data gathered fits the regression model better.

Also, from the same Table 4.5.1 above, the coefficient of multiple determinations,  $R^2$  and the adjusted  $R^2$  indicate that the explanatory power of downward, horizontal, formal and informal communication explained approximately 39.3% of the variations in role clarity. This implies that, other variables outside this model accounts for the

other 60.7% of the variance in the dependent variable (thus, role clarity). On the basis thereof, it may be concluded that the independent variables significantly explain 39.3 % of the variance in role clarity.

Again, the Adjusted  $R^2$  of 38.8% explains the variation in the dependent variable that is being explained by an adjustment in the independent variable in the regression model or equation. This implies that, any adjustment made in the independent variable (thus, downward, horizontal, formal and informal communication) will cause about 38.8% change in role clarity. This is to say that the independent variables were found as a key dimension of the role clarity of University of Education, Winneba.

#### **4.6 Testing Hypothesis**

##### **4.6.1 Downward Communication and Role Clarity**

**Hypothesis 1** – *Downward communication will have a significant effect on the clarity of roles among Administrators of University of Education, Winneba.*

From Table 4.5.1.3 it can be seen that downward communication has a significant and positive effect on role clarity ( $\beta = .22$ ,  $p < 0.01$ ), hence the hypothesis that downward communication will significantly impact role clarity (i.e.  $H_1$ ) was supported. Thus, downward communication proves to have significant positive impact on the clarity of role of administrators of the University of Education, Winneba. In essence, holding all other variables constant, downward communication induces 22% change in role clarity. Thus, this result proves that when downward communication is improved by 1% (i.e. the organization ensures that employees have a continued access to essential information), it will cause a significant positive change in role clarity by 22%. The foregoing results based on the field data analysed suggest that downward



communication impacts the role clarity of administrative staff of the University of Education, Winneba. Hence, *H1* is confirmed. Thus, the role clarity of the administrators of University of Education, Winneba will be influenced by positively by downward communication.

#### **4.6.2 Horizontal Communication and Role Clarity**

**Hypothesis 2** – *Horizontal communication will have a significant effect on effect on the clarity of roles among Administrators of University of Education, Winneba.*

From Table 4.4.1.3 it can be seen that horizontal communication has a significant and positive effect on role clarity ( $\beta = .25, p < 0.01$ ), hence the hypothesis that horizontal communication will significantly impact role clarity (i.e. *H2*) was supported. Thus, horizontal communication proves to have significant positive impact on the clarity of role of administrators of the University of Education, Winneba. In essence, holding all other variables constant, horizontal communication induces 25% change in role clarity. Thus, this result proves that when horizontal communication is improved by 1% (i.e. employees always seeking essential information from their colleagues in their department), it will cause a significant positive change in role clarity by 25%. The foregoing results based on the field data analysed suggest that horizontal communication impacts the role clarity of administrative staff of the University of Education, Winneba. Hence, *H2* is confirmed. Thus, the role clarity of the administrators of University of Education, Winneba will be influenced by positively by horizontal communication.

#### **4.6.3 Formal Communication and Role Clarity**

**Hypothesis 3** – *Formal communication will have a significant effect on the clarity of roles among Administrators of University of Education, Winneba.*

From Table 4.4.1.3 it can be seen that formal communication has a significant and positive effect on role clarity ( $\beta = .21$ ,  $p < 0.01$ ), hence the hypothesis that formal communication will significantly impact role clarity (i.e.  $H3$ ) was supported. Thus, formal communication proves to have significant positive impact on the clarity of role of administrators of the University of Education, Winneba. In essence, holding all other variables constant, formal communication induces 21% change in role clarity. Thus, this result proves that when formal communication is improved by 1% (i.e. when work assignments are often fully explained), it will cause a significant positive change in role clarity by 21%. The foregoing results based on the field data analysed suggest that formal communication impacts the role clarity of administrative staff of the University of Education, Winneba. Hence,  $H3$  is confirmed. Thus, the role clarity of the administrators of University of Education, Winneba will be influenced by positively by formal communication.

#### **4.6.4 Informal Communication and Role Clarity**

**Hypothesis 4** – Informal communication *will have a significant effect on the clarity of roles among Administrators of University of Education, Winneba.*

From Table 4.5.1.3 it can be seen that informal communication has a significant and positive effect on role clarity ( $\beta = .42$ ,  $p < 0.01$ ), hence the hypothesis that informal communication will significantly impact role clarity (i.e.  $H4$ ) was supported. Thus, informal communication proves to have significant positive impact on the clarity of role of administrators of the University of Education, Winneba. In essence, holding all other variables constant, informal communication induces 42% change in role clarity. Thus, this result proves that when formal communication is improved by 1% (i.e. by ensuring that informal communication can help to augment and enrich the formal

communication line), it will cause a significant positive change in role clarity by 42%. The foregoing results based on the field data analysed suggest that informal communication impacts the role clarity of administrative staff of the University of Education, Winneba. Hence, *H4* is confirmed. Thus, the role clarity of the administrators of University of Education, Winneba will be influenced by positively by informal communication.

#### **4.7 Discussion of Results**

This study sought to assess the impact of workplace communication on role clarity among administrative staff of the University of Education, Winneba examining the effect of downward communication, horizontal communication, formal communication and informal communication on the role clarity. The results of the study are discussed in details in the following sub-paragraphs.

The first objective of this study sought to examine the effect of downward communication on the role clarity of administrative staff of University of Education, Winneba. The findings of this study reveals that there exist a significant positive relationship between downward communication and role clarity. These findings are consistent with Tubbs and Moss (2008) assertion that there is a correlation between quality communication and total performance within an organization. The absence of effective communication obstructs successful organizational performance. In line of this for instance, members of an organization are able to share relevant work-related issues as well as information, which facilitates ideas in creativity and decision making (Robbins et al., 2010). Based on this, both organizational and individual goals and objectives are attained. Individual in an organization corresponds with colleagues in

many ways to allow them accomplish task and also achieve set goals of the organization.

The second objective of this study sought to examine the effect of horizontal communication on the role clarity of administrative staff of University of Education, Winneba. The findings of this study reveals that there exist a significant positive relationship between horizontal communication and role clarity. These findings are consistent with Robbins, Judge and Campbell (2010), noted that communication in such an organization takes distinctive bearing from an organization with a formal style of management. They further expressed the urgency which management has attached in creating avenue for employee to socialize. This is as result of good communication that has come up as a result of communicating horizontal. Mowle (2004) postulate that an environment where work-stationed desks are used and employees are able to communication freely and assist each other in difficult times voluntarily. It buttresses the fact why personal lives information are made privy among employees at healthy workplace. As such employees learn how to disseminate information among themselves and understand it correctly.

The third objective of this study sought to examine the effect of formal communication on the role clarity of administrative staff of University of Education, Winneba. The findings of this study reveals that there exist a significant positive relationship between formal communication and role clarity. These findings are consistent with Cornelissen (2008) believes that investigating consequences of socio-emotional form of communication and workplace communication as well as organizational commitment would be of great value in accessing effective communication. According to Bratton et al., (2007) communication follows the

hierarchical structure of the organization. This communication structure also shows where power and authority emanate from relationships among members in an organization and accountability relationships. There are clearly defined rules and designations about who is authorized to communicate on behalf of the organization with outsiders, and inside as well (Greenberg & Baron, 2008)

The fourth objective of this study sought to examine the effect of informal communication on the role clarity of administrative staff of University of Education, Winneba. The findings of this study reveals that there exist a significant positive relationship between informal communication and role clarity. These findings are consistent with productivity Greenberg & Baron (2008) postulation that strong informal communication have a positive impact on employees' role clarity. Thus, a strong informal communication networks encourages face-face meetings where information is regularly shared. This can be rewards or awards in different groups, job prospects or even incentives for performance, and where they can be found in the organization.

#### **4.8 Summary of Chapter**

The finding of this study has emphasized the importance of workplace communication on one's role clarity, especially for administrative staff who work in an environment like the University of Education, Winneba. However, it was also evident from the findings of the study that downward communication, horizontal communication, formal communication and informal communication factors have significant relevance in an individual's quest to understand his or her roles in this modern work environment. These findings therefore serve as reference point for institutions who are at a fix as to the most effective strategies to adopt to help cope

with the pressures that come with the work of their employees as they strive to perform at the workplace.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

The study explored the influence of work place communication on role clarity among administrative staff in the University of Education, Winneba. The study examined the impact of downward, horizontal, formal and informal communication on role clarity. The study adopted the system theory proposed by Bertalanffy (1968) as its theoretical framework. Descriptive survey research design was employed for the study. The study population comprised Senior Staff Administrators in University of Education, Winneba. Purposive sampling technique was employed to select 40 Senior Staff Administrators for the study. Data was analyzed by employing SPSS by using descriptive statistics (simple frequency counts and percentages) for the respondents' demographics and the research questions whereas the hypothesis was analyzed using correlation and multiple regression. This chapter presents the summary of the findings, conclusions, and recommendations.

#### 5.2 Summary of Findings

The first research objective examined the impact of downward communication on the role clarity among administrative staff of University of Education, Winneba. The results of the study revealed that downward communication has a significant and positive effect on role clarity ( $\beta = .22$ ,  $p < 0.01$ ), hence the hypothesis that downward communication will significantly impact role clarity (i.e. *H1*) was supported. Thus, downward communication proves to have significant positive impact on the clarity of role of administrators of the University of Education, Winneba. In essence, holding all other variables constant, downward communication induces 22% change in role

clarity. Thus, this result proves that when downward communication is improved by 1% (i.e. the organization ensures that employees have a continued access to essential information), it will cause a significant positive change in role clarity by 22%.

The second objective of the study sought to assess the impact of horizontal communication on the role clarity among administrative staff of University of Education, Winneba. The findings of the study revealed that that horizontal communication has a significant and positive effect on role clarity ( $\beta = .25$ ,  $p < 0.01$ ), hence the hypothesis that horizontal communication will significantly impact role clarity (i.e. *H2*) was supported. Thus, horizontal communication proves to have significant positive impact on the clarity of role of administrators of the University of Education, Winneba. In essence, holding all other variables constant, horizontal communication induces 25% change in role clarity. Thus, this result proves that when horizontal communication is improved by 1% (i.e. employees always seeking essential information from their colleagues in their department), it will cause a significant positive change in role clarity by 25%.

The third research objective of the study sought to assess the impact of formal communication on the role clarity among administrative staff of University of Education, Winneba. Overall, the findings of the study revealed that formal communication has a significant and positive effect on role clarity ( $\beta = .21$ ,  $p < 0.01$ ), hence the hypothesis that formal communication will significantly impact role clarity (i.e. *H3*) was supported. Thus, formal communication proves to have significant positive impact on the clarity of role of administrators of the University of Education, Winneba. In essence, holding all other variables constant, formal communication induces 21% change in role clarity. Thus, this result proves that when formal



communication is improved by 1% (i.e. when work assignments are often fully explained), it will cause a significant positive change in role clarity by 21%.

The fourth research objective sought to assess the impact of informal communication on role clarity among administrative staff of University of Education, Winneba. The findings of the study revealed that informal communication has a significant and positive effect on role clarity ( $\beta = .42$ ,  $p < 0.01$ ), hence the hypothesis that informal communication will significantly impact role clarity (i.e. *H4*) was supported. Thus, informal communication proves to have significant positive impact on the clarity of role of administrators of the University of Education, Winneba. In essence, holding all other variables constant, informal communication induces 42% change in role clarity. Thus, this result proves that when formal communication is improved by 1% (i.e. by ensuring that informal communication can help to augment and enrich the formal communication line), it will cause a significant positive change in role clarity by 42%.

### 5.3 Conclusions

The findings established that owing to the fact that effective communication within any given organization enables employees to be aware of whatever is going on within the setting, it makes everyone to appreciate and or to recognize his/her duty(ies). In addition the findings revealed that because not all administrators within the institution work in close range, they employ means such as telephone calls, compliant and suggestion boxes to communicate in order for everyone to benefit. Regarding the same assertion, the findings depict that because top officials within the institution cannot communicate to every administrator either by electronic and verbal means regularly make them coin all their ideas and paste them on notice boards and questionnaire and survey for them to be aware of whatever they should do. Moreover,

the findings established that because every public institution is being tasked by the government to achieve certain standards, top administrative authorities within UEW use that as a core mandate to employ effective communication strategies to enhance clarity in roles amongst their administrative staff. Finally, the findings revealed that as a result of the fact usage of simple vocabularies enhances clarity in communication, proper role clarity, and easy comprehension amongst people, prompt feedback enables one to realise their strengths and weaknesses, and good coordination enhances good teamwork amongst people made it imperative for the administrators to consider them as potential ways of ensuring role clarity amongst them.

#### **5.4 Recommendations**

Based on the conclusions, the following recommendations were made:

1. Top administrative staff such as the vice chancellor, pro-vice chancellor, registrar, librarian and the likes in UEW should make other administrators aware of whatever is going on within the organization to enable them to appreciate and or to recognize his/her duty(ies).
2. Administrators within UEW who do not work in close range should employ means such as telephone calls, compliant and suggestion boxes to communicate in order for everyone to benefit.
3. Vice chancellor, pro-vice chancellor, registrar, librarian and the likes in UEW should coin all their ideas and paste them on notice boards and through questionnaire and survey for them to be aware of whatever they should do since they cannot communicate with them through electronic and verbal means at all times.
4. Moreover, the findings established that because every public institution is being tasked by the government to achieve certain standards,

5. Top administrative authorities within UEW should employ effective communication strategies to enhance clarity in roles amongst their administrative staff as mandated by the government of Ghana.
6. Finally, both administrators and other high administrative officials within UEW should use simple vocabularies enhances, ensure clarity in their communication, make role clear to other colleagues, ensure individuals comprehend whatever they had voiced out, and provide prompt feedback to make it imperative for the administrators to realise their roles within the institution.

### **5.5 Suggestions for Future Studies**

1. A study should be conducted using the same topic but should employ mixed method approach to enable more generalization of the findings of the study.
2. A study should be conducted to investigate the relationship between role clarity and educational productivity in UEW.
3. Another research can be carried out to investigate the challenges confronting administrators in ensuring role clarity in UEW.

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**APPENDIX**

**UNIVERSITY OF EDUCATION, WINNEBA**

**SURVEY INSTRUMENT QUESTIONNAIRE**

**SCHOOL OF BUSINESS**

**DEPARTMENT OF HUMAN RESOURCE MANAGEMENT**

This questionnaire is to investigate **the influence of work place communication on role clarity among administrative staff in Universities of Education, Winneba**

**Questionnaire**

**PART 1: DEMOGRAPHIC INFORMATION**

Please tick (√) in the following questions

1. Gender      a) Male [  ]      b) Female [  ]
  
2. Age group    21-30 yrs. [  ]    31-40 yrs. [  ]    41-50 yrs. [  ]    51yrs & above [  ]
  
3. Administrative Position .....
  
4. Highest level of Educational    a) Diploma [  ]    b) Degree [  ]    c) Masters [  ]  
d) Others .....

(please specify)

5. How long have you been working in UEW?

- 5 years and below [  ]    6-10 years [  ]    11-15 years [  ]    16-20 years [  ]    Over 21  
years [  ]

**PART 2: TYPES OF COMMUNICATION THAT EXISTS IN UNIVERSITY  
OF EDUCATION, WINNEBA.**

From the table below, on a scale of 1 to 5, the respondents are to indicate the types of communication that exists in University of Education, Winneba. 1= Strongly Agree, 2= Agree, 3= Undecided, 4= Disagree, 5= Strongly Disagree

<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>DOWNWARD COMMUNICATION</b>					
Easy flow of information from my superior improves my job performance	1	2	3	4	5
My views and ideas are given attention by my manager	1	2	3	4	5
I derive motivation from communicating with the top management team	1	2	3	4	5
I have knowledge on the nature of my tasks as provide by my manager	1	2	3	4	5
My manager ensures that I have a continued access to essential information	1	2	3	4	5
I access essential information from my manager	1	2	3	4	5
<b>HORIZONTAL COMMUNICATION</b>					
I maintain good language when interacting with fellow employees	1	2	3	4	5
I normally share knowledge with my colleagues on essential issues	1	2	3	4	5
I perform better by discussing with my colleagues on the job requirements	1	2	3	4	5
I always listen to the advice from my fellow employees	1	2	3	4	5
I always seek essential information from my colleagues in my department	1	2	3	4	5
Sharing information keeps employees motivated to perform better	1	2	3	4	5

**PART 3: ROLE OF COMMUNICATION IN UNIVERSITY OF EDUCATION,  
WINNEBA**

From the table below, on a scale of 1 to 5, the respondents are to indicate the role of communication in University of Education, Winneba. 1= Strongly Agree, 2= Agree, 3= Undecided, 4= Disagree, 5= Strongly Disagree

<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>FORMAL ROLE OF COMMUNICATION</b>					
University of Education, Winneba has formal channels of communication	1	2	3	4	5
The goals of Winneba University of Education are clearly defined	1	2	3	4	5
There are clearly defined rules and designations about who is authorized to communicate on behalf of the organization with outsiders, and inside as well	1	2	3	4	5
The communication structure of UEW shows where power and authority emanate from and relationships among members.	1	2	3	4	5
The communication structure of UEW shows accountability relationships	1	2	3	4	5
Work assignments are often fully explained	1	2	3	4	5
<b>INFORMAL ROLE OF COMMUNICATION</b>					
Informal communication can help to augment and enrich the formal communication line	1	2	3	4	5
Informal communication between employees can improve productivity and teamwork in the organization	1	2	3	4	5
There is rampant and uncorroborated rumours in the UEW	1	2	3	4	5
I often feel that I do not know what is going on with University of Education, Winneba expect through informal communication	1	2	3	4	5
Management of UEW should tolerate Informal communication	1	2	3	4	5

**PART 4: HOW WORK PLACE COMMUNICATION INFLUENCE ROLE  
CLARITY AMONG ADMINISTRATIVE STAFF OF UNIVERSITY  
OF EDUCATION, WINNEBA.**

From the table below, on a scale of 1 to 5, the respondents are to indicate how work place communication influence role clarity among administrative staff of University of Education, Winneba. 1= Strongly Agree, 2= Agree, 3= Undecided, 4= Disagree, 5= Strongly Disagree

<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>ROLE CLARITY</b>					
Role clarity is instrumental to a good, productive working atmosphere	1	2	3	4	5
I am very clear about the job I am expected to do	1	2	3	4	5
I know how my job impacts the mission of the University of Education, Winneba	1	2	3	4	5
My skills and abilities are utilized effectively by the University of Education, Winneba	1	2	3	4	5
The goals of the organization are in line with my personal goals.	1	2	3	4	5
<b>COMMUNICATION AND ROLE CLARITY</b>					
The goals of the organization are communicated to the staff of the organization.	1	2	3	4	5
Communications seem good within this organization	1	2	3	4	5
The communication style in the organization is characterized by teamwork, consensus, and participation	1	2	3	4	5
The communication style in the organization is characterized by hard-driving competitiveness, high demands, and achievement	1	2	3	4	5
My skills and abilities are utilized effectively by the University of Education, Winneba	1	2	3	4	5