

**ORGANISATIONAL COMMUNICATION PRACTICES AND ACADEMIC STAFF
PRODUCTIVITY IN LAGOS STATE TERTIARY EDUCATIONAL INSTITUTIONS, NIGERIA**

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Abstract

The study focused on Organisational Communication Practice and Academic staff productivity in Lagos State Tertiary Education Institutions. The design of the study was descriptive and correlational. Two research hypotheses tested at 0.05 level of significance guided the study. The data collected were analysed using Pearson product moment correlation and multiple regression statistical analysis. The population of the study was 1664 Academic Staff of the three institutions. The sample was selected using the multistage sampling procedure. In the first stage, five faculties\schools were selected from each Institution using simple random sampling technique and the Deans were sampled, making a total of 15 Deans. Then, from each of the selected faculties \schools, the simple random sampling technique was used to select three Head of departments, given a total of 45 HODs. Thirdly, purposive sampling technique was used to select seven academic staff from each of the selected Faculties. Thus, the respondents from these faculties\schools were 315 Lecturers, making a total of 375 respondents selected, however, 346 administered questionnaires were retrieved and used for the study. Three main instruments titled: Organisational Communication Practices questionnaire for Lecturers(OCPQ) and Academic Staff Productivity questionnaire for Head of departments and Deans(ASPQ) were used to collect data, after ensuring their validity and the reliability with a coefficient of ($r = 0.8$) and ($r = 0.89$) respectively. The findings indicated that there is a very weak, positive and non-significant relationship between organisational communication practices and academic staff productivity in Lagos State Tertiary Educational Institutions ($r = 0.015$, $N = 346$, $p > 0.05$); that there is a negative and non-significant relationship between conflict resolution strategies and academic staff productivity in Lagos State Tertiary Educational Institutions ($r = -0.242$, $N = 346$, $p > 0.05$); The result used revealed a low, positive and non-significant relationship between formal communication practice and academic staff productivity ($r = .14$). It indicates a negative, weak and non-significant relationship between two variables ($r = -.279$, $p > 0.05$). The study therefore recommended that there should be adequate and proper flow of communication and dialogue between management, Government and academic staff, for conflict to be resolved, thereby curbing incessant strike or industrial actions..

Keywords: Organisational Communication Practices, Academic Staff Productivity, Formal Communication Practices, External Communication Practices

INTRODUCTION

Communication is seen as the life wire of every human interaction, relationship and co-habitation. It cuts across all facets of human life and endeavours, such as business, family life, education, Government, religion, social life, international, internal, external, economy and so on. Ganiyu (2019) postulated that Communication is not just for conveying information but to persuade and influence people. Therefore, as much as communication skills are important to managers, the enablement to cajole and win over others is even more important. Allen (2018) perceived communication as the aggregate of all things a person does to create understanding with another person, it involves a systematic and unending process of speaking, listening and understanding. Communication in organisations is so vital that a breakdown or barrier in it can lead to conflict or disorder and if not managed, can further degenerate to crisis in such an organisation.

An organisation can be said to be a group of people who come together to achieve a united purpose, aims and objectives. Abari and Mohammed (2018) defined an organisation as the structure of relationships among position and jobs, which is developed for the purpose of realizing common goals and objectives.

Organisational communication, as viewed by Onasanya (2021) is how an Organisation represents, presents, and constitutes its organisational climate and culture, the attitudes, core values and objectives that characterise the organisation and its members. Organisations seek people who can adhere to and give instruction, attentively listen, provide useful feedback, get along with colleagues and clients, network, provide accurate information, function adequately in groups and promptly resolve problems and relay ideas in a clear manner.

Thus, organisational communication practices are the types or kind of a system of communication that operates in a particular organisation. It is important that such practices are those that enhance a free flow of communication line among superiors and subordinates in order to reduce or minimize conflict and hence, enhance productivity.

According to Akinyemi and Lawal (2021), productivity is the relationship between the input and output generated by a production or service system as well as the input utilized to create the result. There should therefore be strategies put in place to curtail or manage conflict, especially those that have negative effect on the productivity of an organisation.

Statement of the Problem

Organisational communication is perceived to be the system or culture of interaction that operates or exists in a formal business set up, organisation or institution. Administration and management use this system as a means of giving instructions, messages, directives for the successful running of the organisation. It has been observed that many organisational Authorities and colleagues sometimes unintentionally or unknowingly inflict damages on their subordinates or colleagues in the process of communicating instructions, directives or messages, which may lead to emotional disturbances, lack of concentration at work place and loss of interest in the job, consequently, affecting the level of productivity of such a member of staff. Also, in the process of interaction, there may be a kind of mis- information, ambiguity, unclear directives or mis-understood message, hence making communication ineffective, which may affect productivity. It is based on this background that the study sought to examine the relationship between organisational communication practices and academic staff productivity in Lagos state tertiary educational institutions.

Purpose of the Study

The main purpose of this study was to examine the relationship between organisational communication practices and Academic staff productivity in Lagos State Tertiary Educational institutions, Lagos, Nigeria. The specific objectives include to:

- i. Establish the influence of organisational communication practices on academic staff productivity in Lagos State Tertiary Educational institutions, Lagos, Nigeria.
- ii. Examine the relative contribution of identified communication practices to academic staff productivity in Lagos State Tertiary Educational Institutions, Lagos, Nigeria.

1.4 Research Hypotheses

The following null hypotheses were formulated to serve as a guide to the study:

H₀₁: There is no significant relationship between organisational communication practices and academic staff productivity in Lagos State Tertiary Educational Institutions, Lagos, Nigeria.

H₀₂: There is no significant difference among the identified organisational communication practices in their contributions to Academic staff productivity in Lagos State Tertiary Educational Institutions, Lagos, Nigeria.

Methodology

This study adopted a descriptive research design of survey and correlation types. The population of the study comprised all Academic staff of the Lagos state tertiary educational institutions, Lagos. These Institutions are Lagos State University, Ojo (LASU); Adeniran Ogunsanya College of Education, Michael Otedola College of Education now Lagos State University of Education, Oto-Ijanikin (LASUED); Lagos State Polytechnic now Lagos State University of Science and Technology, Ikorodu (LASUSTECH). The total population for this study is 1664 and the sample size is 375. The sample of this study was selected using the

multistage sampling procedure. In the first stage, five faculties/schools were selected from each Institution using simple random sampling technique, and 5 deans of these faculties, making a total of 15 Deans. Then, from each of the selected faculties/schools, the simple random sampling technique was used to select three Head of departments, making a total of 45 HODs. Thirdly, purposive sampling technique was used to select seven academic staff from each of the selected Faculties. However, 346 administered questionnaires were retrieved and used for the study. The instrument were subjected to test- retest reliability test and Pearson's Product Moment Correlation (PPMC) was used to establish the reliability of the instruments with a reliability coefficient of 0.8 (OCPQ) and 0.89 (ASPQ) respectively. Inferential statistics used are Pearson's product moment correlation analysis to test hypothesis one while multiple regression analysis was used to test hypothesis two with the aid of Statistical Package for Social Sciences (SPSS) version 23.0. All hypotheses formulated were tested at 0.05 level of significance.

Hypotheses Testing

Hypothesis One:

H₀₁: There is no significant relationship between organisational communication practices and academic staff productivity in Lagos State Tertiary Educational Institutions, Lagos, Nigeria.

In order to test the hypothesis, Pearson's Product-Moment Correlation Analysis was used. between organisational communication practices and academic staff productivity. The scores of responses of items on organisational communication practices were computed and used as a single variable to correlate the sum of scores of items on academic staff productivity. The result is presented in Table 4.3.

Table 1: Relationship between organisational communication practices and academic staff productivity in Lagos State Tertiary Educational Institutions

		Organisational communication practices	Academic staff productivity
Organisational communication practices	Pearson Correlation	1	.015
	Sig. (2-tailed)		.914
	N	294	52
Academic staff productivity	Pearson Correlation	.015	1
	Sig. (2-tailed)	.914	
	N	52	52

The result of the test performed indicates that there is a very weak, positive and non-significant relationship between organisational communication practices and academic staff productivity in Lagos State Tertiary Educational Institutions ($r = 0.015$, $N = 346$, $p > 0.05$). The implication of this is that there is a positive influence of organisational communication practices on academic staff productivity. This shows that the organisational communication practices do relate to academic staff productivity to a very low extent though the relationship is not significant. Therefore, the null hypothesis is not rejected, hence, there is no significant relationship between organisational communication practices and academic staff productivity in Lagos State Tertiary Educational Institutions.

Hypothesis two

H₀₂: There is no significant difference among the identified organisational communication practices in their contribution to academic staff productivity in Lagos State Tertiary Educational Institutions, Nigeria.

In order to test this hypothesis, regression analysis was employed. The scores of responses of items on formal communication, informal or oral communication, and external communication practices were computed to correlate the sum of scores of items on academic staff productivity. The results are presented in Table 4.7.

Table 2: Difference among the identified communication practices in their contribution to academic staff productivity in Lagos State tertiary educational institutions

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.385	4.243		7.868	.000
	Formal communication	.208	.156	.214	1.328	.190
	Informal communication	-.126	.315	-.067	-.400	.691
	External communication	-.712	.357	-.283	-1.996	.052
a. Dependent Variable: Academic staff productivity						

Table 2 presents the results of the difference among the identified communication practices in their contribution to academic staff productivity in Lagos State tertiary educational institutions, Nigeria. The table reports the Unstandardized Coefficients (B), Standardized Coefficients (beta weight), t, and p values of each of the organisational communication practices (formal communication, informal communication, and external communication). The results revealed that all the communication practices made substantial contributions academic staff productivity in Lagos State tertiary educational institutions. It could also be observed that out of the identified organisational communication practices, external communication made the highest positive contributions academic staff productivity in Lagos State tertiary educational institutions ($\beta = -.283$, $t = -1.996$, $p > 0.05$), followed by formal communication ($\beta = .214$, $t = 1.328$, $p > 0.05$) and informal communication ($\beta = -.067$, $t = -.400$, $p > 0.05$). From the results, it could be inferred that the contributions of all the identified organisational communication practices are not statistically significant at 0.05 level of significance. Therefore, the null hypothesis which states that there is no significant difference among the identified communication practices in their contribution to academic staff productivity in Lagos State Tertiary Educational Institutions, Nigeria is not rejected.

Discussion of Findings

Test of Hypothesis one revealed that there is a very weak, positive and non-significant association between Organisational Communication Practices and academic staff productivity in Lagos state tertiary educational institutions, Lagos state, Nigeria. This finding is in consonance with that of Garnett, Marlowe and Pandey (2008) and Pandey and Garnett (2006), who stated that effective communication enhances organisational outcome. These author further expressed that as a management tool, communication frequently assist in the share of information with members, to coordinate activities, to reduce unnecessary management burdens and rules, and ultimately improve organisational performance. This finding also corroborates the finding of Clappitt and Down, (1993) and Pincus (1986) who asserted that effective communication results in positive outcomes for managers with reference to increased productivity, reduced absenteeism, greater commitment to organisational goals. This finding also is in tandem with that of Yuelan and Jing (2018) who postulated that the quality of communication has a great impact on the quality of employee productivity at different organisational levels. This finding is consistent with that of Hernandez, Parra, Garcia; Beleno, Romero & Duran (2017) who stated that such communication influence occurs as a result of fundamental factors such as leadership communication, employee relations and organisational behavior directed by communication strategies that contributed to creating a better work environment or climate, thereby guaranteeing the highest productivity of workers. This finding also corroborates that of Ayeni & Akinola (2020) who investigated organisational communication and teachers' productivity in secondary schools in Ondo state, Nigeria. It was found that significant relationship exist between principals' communication strategies and teachers' productivity ($r = 0.680$, $p < 0.05$).

Hypothesis Two

This hypothesis states that there is no significant relationship between the identified organisational communication practices (formal communication, informal communication and external communication)

and academic staff productivity in Lagos state tertiary educational institutions, Lagos, Nigeria. Findings of the analysis in hypothesis five revealed that there is a low, positive and non-significant relationship between formal communication practices and academic staff productivity in Lagos state tertiary educational institutions, Lagos, Nigeria. This finding is consistent with that of Badua (2018), who asserted that organisational structure influences the communication patterns within the organisation. Badau further stated that organisations are often structured in ways that dictate the communication pattern that exist, which applies to the tertiary institutions. The finding also revealed that there is a negative, weak and non-significant association between informal communication practice and academic staff productivity in Lagos state tertiary educational institutions, Lagos, Nigeria. The finding equally revealed that there is a negative, weak and non-significant correlation between external communication practices and academic staff productivity in Lagos state tertiary educational institutions, Lagos, Nigeria. The finding is consistent with that of Onasanya (2021) who asserted that organisational communication is a social collectives in which people develop ritualised pattern of interaction in an attempt to coordinate their activities and efforts in the achievement of personal and group goals.

Conclusion

The study concluded that organisational communication practices are important determinants of productivity among academic staff of Lagos state tertiary educational institutions.. Also, it can be concluded that formal, informal communication moderated and influence relationship between organisational communication practices and academic staff productivity in Lagos state tertiary educational institutions.

Recommendations

The following recommendations were made based on the findings of the study:

1. The management of Lagos state tertiary educational institutions should ensure that effective organisational communication practices as provided for in the organogram of the institutions are upheld. That is, the lines of communication that will enhance or promote staff productivity should be maintained and sustained.
2. Also good interpersonal relationship among academic staff via informal communication practices should be encouraged which invariably will lead to high productivity in Lagos state tertiary educational institutions, Lagos, Nigeria.
3. Participatory management strategy, where members of staff are given room to contribute to making certain decisions, through the head of departments and deans, which are then communicated to the management, could be adopted by management and Government to improve organisational relationship and close communication gap, thereby enhancing productivity.

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