ORIGINAL ARTICLE

The Role of Communication on Managerial Leadership for Effective Service Delivery in Abubakar Tatari Ali Polytechnic (Atap) Bauchi, Bauchi State, Nigeria

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ARTICLE HISTORY	ABSTRACT
	It was observed that Abubakar Tatari Ali Polytechnic in Bauchi State Nigeria was characterized with low productivity inconsistent performances and porous leadership. The objective of this study is to analyze the state of managerial communication and evaluate its effectiveness and provide solutions that can lead to higher productivity, improve performance and good leadership. Survey research designed was adopted, both primary and secondary data was used, the population of the study encompasses the staff of Abubakar Tatari Ali Polytechnic. One hundred (100) questionnaires were administered to the respondents and all were filled and returned. Chi-square was used to test the hypothesis that if leader's interpersonal relationship with employees does not affect their productivity. The finding revealed that leader's interpersonal relationship with employees do affects their productivity. It was recommended that the institution should be flexible and be proactive in analyzing the types and pattern of the managerial communication to be applied for activeness **Keywords:** - Communication, Productivity, Performance, Managerial, Leadership.
CITATION OF THIS ARTICLE	

INTRODUCTION

The effect of managerial communication which is the inter-change, inter-transmission or inter-exchange of messages between and among individuals or groups using mutually understand symbols, codes and languages in order to influence their behavior regarding to operation of an organization cannot be over emphasized in the effective management of organizations. Management activities such as planning, organizing, directing, staffing, coordinating and budgeting which are the basic things to the survival and growth of any organization need the skillful use of proper managerial communication technique. However, managerial communication is the only way through which policies are formulated and implemented in any organization. Karen (2004) observed that, in any institutions and organizations, communication is a very essential tool in administration. The general public must be provided adequate information to help them make better decisions and identify opportunities that could improve their quality of life. A policy maker is accountable for making the communication process continuous. A policy maker's office acts as a nerve center where the limits of communication cross and connected and where information is received processed, stored, assembled, analyzed and dispensed.

Communication is one of the most important processes that take place in organizations. Communication allows individuals, groups and organizations to achieve their goals and perform at a high level, and it affects virtually every aspect of organizational behavior (Nguwasen and Moses, 2011). The success or failure of any organization to a considerable extent depends upon the efficiency of its communication process because without communication, no organization can accomplish its goals and objective. Good management recognizes the fact that it has to transmit skills and knowledge to those in the organization through its directing, controlling, organizing ability, decision making, and coordinating techniques. Quality of communication skills possessed by a manager determines his degree of accomplishment.

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Statement to the Problems

Many of the problems that occur in an organization are either the direct result of people failing to communicate and/or processes, which leads to confusion and can cause good plans to fail. It was observed that Abubaakar Tatari Ali Polytechnic in Bauchi State Nigeria was characterized with low productivity, inconsistent performance and porous leadership.

Objectives of the Study

To achieve the research sets the following objectives for this study;
1. To analyze the nature, type, pattern and state of managerial communication and evaluate its effectiveness.
2. To identify and discuss the barriers to efficient and effective managerial communication.
3. To offer realistic and practical solutions to the identified problems, improve performance and good leadership.that can lead to higher productivity.

Statement of Hypotheses

Hypothesis one

H_o: That if leaders concentrated mainly on structuring, (defining and procedurizing) the task, it will not have any effect on employees' productivity.

H_i: That if leaders concentrated mainly on structuring (defining and procedurizing) the task, it will have effect on employees' productivity.

Hypothesis Two

H_o: That if leader's interpersonal relationship with employees does not affect their productivity.

H_o: The leaders' interpersonal relationship with employees affects their productivity

Hypothesis Three

H_o: That freedom given to the employees to make decisions and work without much supervision does not affect their productivity.

H_i: That the freedom given to the employees to make decisions and work without supervision affects their productivity

CONCEPTUAL FRAMEWORK

Communication

The word communication may have different meanings for people in different contexts. Sometimes, by the term we mean some human acts. And, communication is a kind of discipline of knowledge too (Ray., et al. 2010). Barnlund (2008) observed that, as a process managerial communication is such a system where different entities are engaged in a specific manner. For example, human beings are engaged in expressing and knowing information through the use of words or other kind of signs. Here, humans, sings, channels and other entities are associated in a process called managerial communication. Whereas sharing information is also called a communication. As managerial communication has been considered as such process through which meanings and social realities are created/perceived/shared, it is taken as the base of the human society. It is no exaggeration to say that managerial communication is at the heart of human existence. In fact we live in communication. Without managerial communication there is no possibility of social interaction, political and economic activates. In other word we can say that, it is a capacity to

communicate which made social cohesion and hence the growth of civilization possible.nce, inter-transmission or inter exchange of message between and among individuals or groups using mutually understood symbols, codes and language.

One can retard or distort the message and intention of the message being conveyed which may result in failure of the communication process of an effect that is undesirable. These include filtering, selective perception, information overload, emotions, language, silence, communication apprehension, gender differences and political correctness (Robbins et al, 2011).

This also includes a lack of expressing "knowledge-appropriate" communication, which occurs when a person uses ambiguous or complex legal words. Medical jargon, or descriptions of a situation or environment that is not understood by the recipient.

Physical Barriers

Physical barriers are often due to the nature of the environment. An example of this is the natural barrier which exists if staffs are located in different buildings or on different sites. Likewise, poor or outdated equipment, particularly the failure of management to introduce new technology, may also cause problems. Staff shortages are another factor which frequently causes communication difficulties for an organization. Whilst distractions like background noise, poor lighting or an environment which is too hot or cold can all affect people's morale and concentration, which in turn interfere with effective communication.

System Design

System design faults refer to problems with the structures or systems in place in an organization. Example might include an organizational structure which is unclear and therefore makes it confusing to know who to communicate with. Other examples could be inefficient or inappropriate information systems, a lack supervision and training, lack of clarity in roles and responsibilities can lead to staff being uncertain about what is expected of them.

Attitudinal Barriers

Attitudinal barriers come about as a result of problems with staff in an organization. These may be brought about, for example, by such factors as poor management, lack of consultation with employees, personality conflicts which can result in people delaying or refusing to communicate, the personal attitude of individual employees which may be due to lack of motivation or dissatisfaction at work, brought about by insufficient training to enable them to carry out particular tasks, or just resistance to change due to entrenched attitudes and ideas.

Ambiguity of Words/Phrases

Words sounding the same but having different meaning can convey a different meaning altogether. Hence the communicator must ensure that the receiver receives the same meaning. It is better if such words are avoided by using alternatives whenever possible.

Individual Linguistic Ability

The use of jargon, difficult or inappropriate words in communication can prevent the recipients from understanding the message. Poorly explained or misunderstood messages can also result in confusion. However, research in communication has shown that confusion can lead legitimacy to research when persuasion fail J. Scott Armstrong (1980).

Physiological Barriers

These may result from individuals' personal discomfort, caused-for example-by ill health, poor eyesight or hearing difficulties.

Presentation of Information

Presentation of information is important to aid understanding. Simply put, the communicator must consider the audience before making the presentation itself and in cases where it is not possible the presenter can at least try to simplify his/her vocabulary so that the majority can understand.,

Theoretical Frame Work from Shannon's model to a two-step flow or gatekeeper model. Interpersonal texts typically Shannon's (1948) model of the communication process is, in important ways, the beginning of the modern field. If provided, for the first time, a general, model of the communication process that could be treated as the common ground of such diverse disciplines as journalism, rhetoric, linguistics, and speech and hearing sciences. Part of its success is due to its structuralize reduction of managerial communication to a set of basic constituents that not only explain how communication happens, but why communication sometimes fails. Good timing played a role as well. The world was barely thirty years into the age of mass radio, had arguably fought a world war in its wake, and an even more powerful, television, was about to assert itself. It was time to create the field of managerial communication as a unified discipline, and Shannon's model was as good an excuse as any. The model's enduring value is readily evident in introductory textbooks. It remains one of the first things most

students learn about communication when they take an introductory communication class. Indeed, it is one of only a handful of theoretical statements about the communication process that can found in introductory textbooks in both mass communication and interpersonal communication.
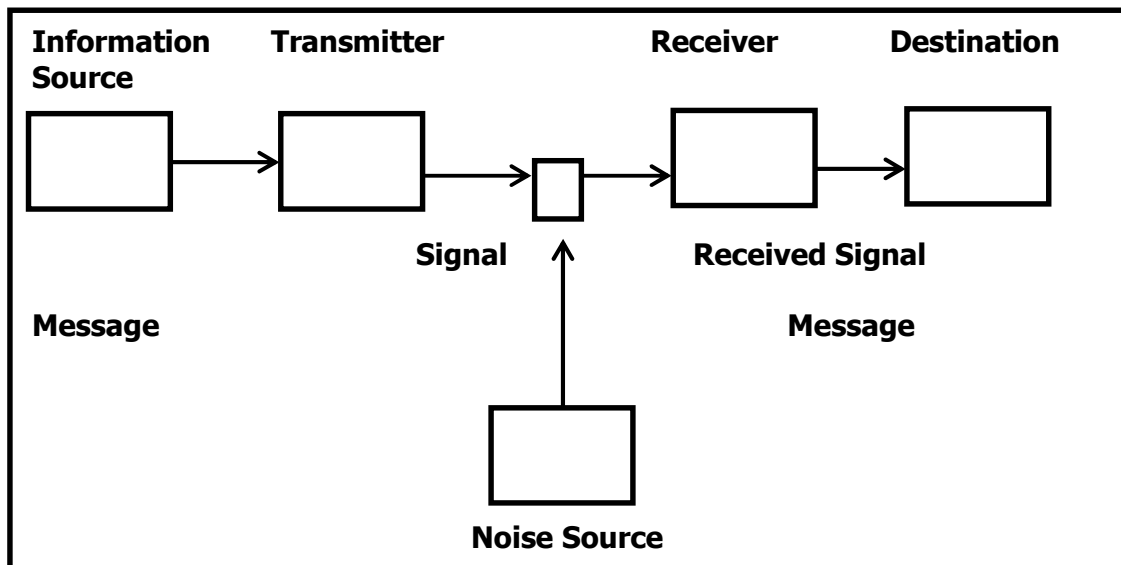

Fig 1 Common process of communication
Source: Shannon's (1948) Model of the communication process

Shannon's model, as shown in Figure above, breaks the process of communication down into eight discrete components.

1. An Information source. Presumably a person who creates a message.
2. The message, which is both sent by the information source and received by the destination.
3. A transmitter. For Shannon's immediate purpose a telephone instrument that captures an audio signal, coverts it into an elements signal, and amplifies it for transmission through the telephone network. Transmission is readily generalized within Shannon's information theory to encompass a wide range of transmitters. The simplest transmission system that associated with face-to-face communication has at least two layers of transmission. The first, the month (sound) and body (gesture) create and modulate a signal. The second layer, which might also be described as a channel, is built of the air (sound) and light (gesture) that enable the transmission of those signals from one person to another. A television broadcast would obviously include many more layers, with the addition of cameras and microphones, editing and filtering systems, a national signal distribution network (often satellite), and a local radio wave broadcast antenna.
4. The signal, which flows through a channel. There may be multiple parallel signals, as is the case in face-to-face interaction where sound and gesture involve different signal systems that depend on different channels and modes of transmission. There may be multiple serial signals, with sound and/or gesture turned into electronic signals, radio waves, or words and pictures in a book.
5. A carrier or channels, which are represented by the small unlabeled box in the middle of the model. The most commonly used channels include air, light, electricity, radio waves, paper, and postal systems. None that there may be multiple channels associated with the multiple layers of transmission, as described above.
6. Noise, in the form of secondary signals that obscure or confuse the signal carried. Given Shannon's focus on telephone transmission, carriers, and reception, it should not be surprising that noise is restricted to noise that obscures or obliterates some portion of the signal within the channel. This is a fairly restrictive notion of noise, by current standards, and a somewhat misleading one. Today we have at least some media which are so noise free that compressed signals are constructed with an absolutely minimal amount information and little likelihood of signal loss. In the process. Shannon's solution to noise, redundancy, has been largely replaced by a minimally redundant solution: error detection and correction. Today we use noise more as a metaphor for problems associated with effective listening.

7. A receiver. In Shannon's conception, the receiving telephone instrument. In face to face communication a set of ears (sound) and eyes (gesture). In television, several layers of receiver, including an antenna and a television set.
8. A destination. Presumably a person who consumes and processes the message.

Like all models, this is a minimalist abstraction of the reality it attempts to reproduce. The reality of most communication systems is more complex. Most information sources (and destinations) act as both sources and destinations. Transmitters, receiver, channels, signals, and even message are often layered both serially and in parallel such that there are multiple signals transmitted and received, even when they are converged into a common signal stream and a common channel. Many other elaborations can be readily described. It remains, however, that Shannon's model is a useful abstraction that identifies the most important components of communication and their general relationship to one another.

A new model of the communication process the ecological model, attempts to provide a platform on which these issues can be explored. It asserts that communication occurs in the intersection of four fundamental constructs: communication between people (creators and consumers) is mediated by message which are created using language within media; consumed from media and interpreted using language. This model is, in many ways, a more detailed elaboration of Lasswell's (1948) classic outline of the study of communication: "Who…. Says what …. In which channel ….to whom … with what effect". In the ecological model, the "who" are the creators of messages, the "says what" are the messages, the "in which channel" is elaborated into languages (which are the content of channels) and media (which channels are a component of), the "to whom" are the consumers of messages, and the effects are found in various relationships between the primitives, including relationship, perspectives, attributions, interpretations, and the continuing evolution of languages and media.
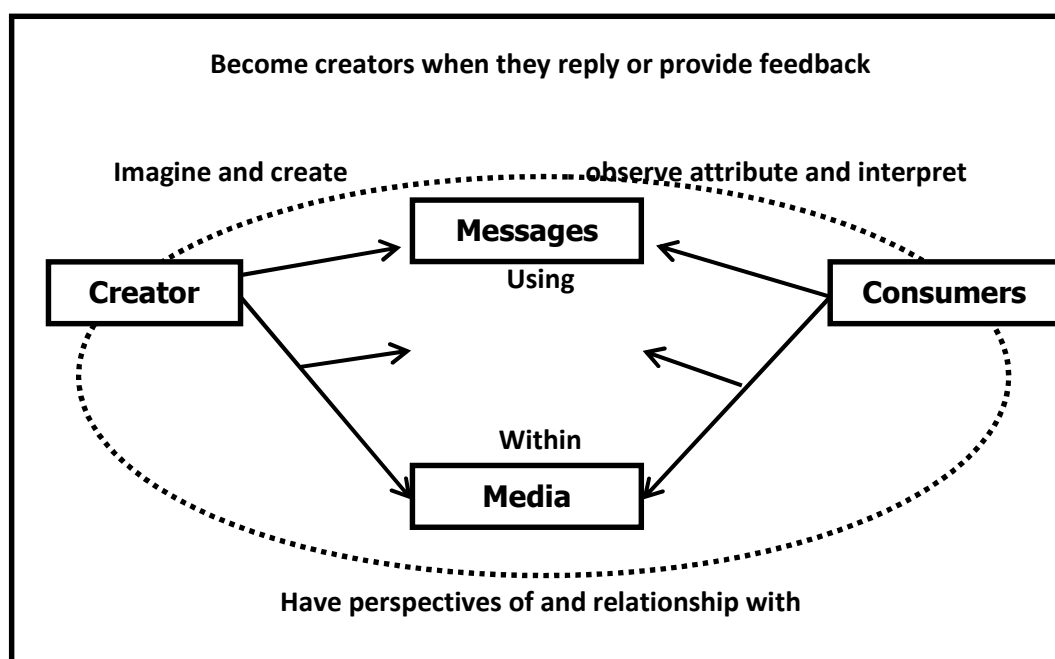

Fig. 2 Ecological model of communication
Source: Lasswell's (1948) Pp: 176

A number of relationships are described in this model:
1. Message are created and consumed using language
2. Language occurs within the context of media
3. Messages are constructed and consumed within the context of media
4. The roles of consumer and creator are reflexive. People become creators when they reply or supply feedback to other people. Creators become consumers when they make use of feedback to adapt their message to message consumers. People learn how to create messages through the act of consuming other people's messages.
5. The roles of consumer and creator are introspective. Creators of messages create message within the context of their perspectives of and relationships with anticipated consumers of messages. Creators optimize their messages to their target audiences. Consumers of messages interpret those messages within the context of their perspectives of, and relationships with, creators of messages. Consumers

make attributions of meaning based on their opinion of the message creator. People form these perspectives and relationships as a function of their communication.

6. The messages creators of messages construct are necessarily imperfect representations of the meaning they imagine. Messages are created within the expressive limitations of the medium selected and the meaning representation space provided by the language used. The message created is almost always a partial and imperfect representation of what the creator would like to say.

7. A consumer's interpretation of a message necessarily attributes meaning imperfectly. Consumers interpret messages within the limits of the languages used and the media those languages are used in. A consumer's interpretation of a message may be very different than what the creator of a message imagined.

8. People learn language through the experience of encouraging language being used within media. The languages they learn will almost always be the languages when communicating with people who already know and use those languages. That communication always occurs within a medium that enables those languages.

9. People learn media by using media. The media they learn will necessarily be the media used by the people they communicate with.

10. People invest and evolve languages. While some behavior expressions (a bady's cry) occur naturally and some aspects of language structure may mirror the ways in which the brain structures ideas, language does not occur naturally. People invent new language when there is no language that they can be socialized into. People evolve language when they need to communicate ideas that existing language is not sufficient to.

11. People invent and evolve media while some of the modalities and channels associated with communication are naturally occurring, the media we use to communicate are not.

Attenborough (2002) observed that, a medium of communication is, in short, the product of a set of complex interactions between its primary constituents: messages, people (acting as creators of messages, consumers or messages, and in other roles), languages, and media. Three of these constituents are themselves complex systems and the subject of entire fields of study, including psychology, sociology, anthropology (all three of which study people), linguistics (language), media ecology (media), and communication (messages, language, and media). Even messages can be regarded as complex entities, but its complexities can be described entirely within the scope of languages, media, and the people who use them. This ecological model of communication is, in its most fundamental reading, a compact theory of message and the systems that enable them. Messages are the central feature of the model and the most fundamental product of the interaction of people, language, and media. But there are other products of the model that build up from that base of messages, including (in a rough ordering to increased complexity) observation, learning, interpretation, socialization, attribution, perspectives, and relationships. According to Koontz et al (1984) highlighted the steps in the communication process as follows:

- **Ideation:** The first step in the communication process, here is an idea concerned or opinion formed to convey or receive information from another person.
- **Encoding:** The second step, the information is conveyed into a set of symbols, which the receiver will understand.
- **Transmission:** Here the information is transmitted to the receiver: this can be done in writing, orally or other means.
- **Receiver:** At this stage, the information gets to the receiver.
- **Decoding:** This is the other way round of step two i.e. encoding: at this stage the receiver interprets the meaning of the message.
- **Understanding:** This is the stage where the receiver understands the decoded message, however in some instance; the receiver may fail to understand the decoded message.
- **Feedback:** This is the step at which the receiver gives a feedback on the message received. Feedback mechanisms verify the degree to which a message has been received.
- **Noise:** This is a factor that if present can distort the intended message. Noise is an intervening variable that hinder communication. Noise within this context is anything whether in the sender, transmission, or the receiver that hinders communication.

RESEARCH METHODOLOGY
Survey research design was adopted in this study, both primary and secondary data was used. The population covered encompasses staff from different stratum of Abubakar Tatari Ali Polytechnic in

Bauchi State Nigeria. One hundred (100) questionnaire were administered to the respondents and all were filled and returned.

DATA PRESENTATION, ANALYSIS AND INTERPRETATION
Formulation and Test of Hypotheses
In testing the hypothesis, 5% level of significance is assumed and the chi-square (X^2) is used.
Hypothesis one
H_o: That if leaders concentrated mainly on structuring, (defining and procedurizing) the task, it will not have any effect on employees' productivity.

H_i: That if leaders concentrated mainly on structuring (defining and procedurizing) the task, it will have effect on employees' productivity.

Contingency Table 1
Respondents' response to whether the extent to which the leader is mostly concerned with just defining and procedurizing the task affect their performance.

Response	Frequency	Percentage(%)
It makes me work harder	49	33.33
It makes me work normally	18	33.33
It discourage commitment to work	33	33.33
TOTAL	100	100

Source: Field Survey, 2012

Using chi-square formula $X^2=(Fo-Fe)^2$

Fe

$X^2=49-33.33)^2+(18-33.33)^2+33(33-33.33)^2$

33.33   33.33   33.33

=   7.367   +   7.051   +   0.003   =14.42

The level of significance used as 5% is (0.05)

The degree of freedom (df) is given by (r-1) (c-1) where

r= No. of Row, C=No. of Column i.e. df=(2-1)(3-1)=(1)(2)=2 at 5% level of significance, 2 degree of freedom, tabulated via Chi-square (x^2) = 5.991

Decision Rule
If calculated chi-square > tabulated chi-square, rejected the null hypothesis (H_o), and accept the alternative hypothesis (H_i), calculated x^2 = 14.42>5.991

Decision
Since the calculated chi-square (x^2) is greater than tabulated chi-square the null hypothesis should be rejected and the alternative hypothesis should be accepted. Therefore, the extent which the leader concentrates mainly on structuring (defining and procedurizing) the task have affect on employees' productivity.

Hypothesis Two
H_o: That if leader's interpersonal relationship with employees does not affect their productivity.

H_o: The leaders' interpersonal relationship with employees affects their productivity

Contingency Table 2
Respondent's response to whether the extent to which the manager or leader established inter-personal relationship with the employees affects their productivity.

Response	Fo	Fe
It makes me work more	60	33.33
It makes me work less	12	33.33
It does not affect how much I work	18	33.33
TOTAL	100	100

Source: Field Survey, 2012

Using chi-square formula $X^2=(Fo-Fe)^2$

Fe=$(60-33.33)^2+(12-33.33)^2+(18-33.33)^2$

33.33   33.33   33.33

=   21.34   +   10.08   +   2.082   =33.50

Df=(r-1)(c-1)=(2-1)(3-1)(1)(2)=2

At 5% level of significance, (2) degree of freedom, tabulated x^2 =5.991

Decision Rule
If calculated chi-square > tabulated, rejected null hypothesis (H_o) and Accept alternative hypothesis (H_i), calculated x^2 = 33.50 > 5.991

Decision

Since the calculated chi-square is greater than the tabulated, chi-square, we reject the Null Hypothesis (H_o) and accept the alternative Hypothesis (H_i). Therefore, we can conclude that the extent to which the leader establishes inter-personal relationship with their employees have effect on their productivity.

Hypothesis Three

H_o: That freedom given to the employees to make decisions and work without much supervision does not affect their productivity.

H_i: That the freedom given to the employees to make decisions and work without supervision affects their productivity

Contingency Table 3

Respondent's response to whether the extent to which the leader gives freedom to employees to make decision and do their work without much supervision will affect their productivity.

R e s p o n s e	F o	F e
It makes me work harder	4 8	3 3.3 3
It makes me work less harder	3 1	3 3.3 3
It does not have effect on how much I work	2 1	3 3.3 3
T O T A L	1 0 0	1 0 0

Source: Field Survey, 2012

Using chi-square formula $X^2 = \frac{(Fo-Fe)^2}{Fe}$

$=x^2 = \frac{(48-33.33)^2}{33.33} + \frac{(31-33.33)^2}{33.33} + \frac{(21-33.33)^2}{33.33}$

$= 6.457 + 0.163 + 4.564 = 11.18$

$Df = (r-1)(c-1) = (2-1)(3-1)(1)(2) = 2$

At 5% level of significance, 2 degree of freedom, tabulated $x^2 = 5.991$

Decision Rule

If calculated chi-square > tabulated chi-square, reject the Null hypothesis (H_o) and accept alternative hypothesis (H_i) = 11.18>5.991.

Decision

Since the calculated chi-square is greater than the tabulated chi-square we shall reject the null hypothesis (H_o) and accept the alternative hypothesis (H_i). Therefore, we are concluding that the freedom given to the employees to make decision and work without much supervision does not affect their productivity.

RESEARCH FINDINGS

Having analyzed the data gathered from the field work, the following findings were made;

1. That if leaders concentrates mainly on structuring (defining and procedurizing the task, it will have effect on employees' productivity.
2. That leader's inter personal relationship with employees do affects their productivity
3. That the freedom given to the employees to make decision and work, without much supervision affects their productivity.

CONCLUSİON

In view of the research findings, it revealed that all the types of communication have effect on employees understanding of his roles and that of the organization and eventually the productivity. It also indicated that no single type of communication is the best effective in all situations. Therefore, for an organization to be effective it should understand the communication processes and the situations under which each of them can be applied.

The organizations should also understand what constitutes a barrier to communication and be able to get rid of them, careful environmental scamming should be made on the entire organization in order to forestall any situation that may create a barrier to the flow of communication, failure to do that may likely make good plant to fail. Public relations should be full strengthen through promotional campaigns to portray the image of the organization, finally a system of feedback should be encouraged to tackle any eventualities that could be detrimental to the success of the organization.

RECOMMENDATİONS

Based on the outcome of the research findings, the researcher makes the following recommendations.

1. The institution should be flexible and be proactive in analyzing the types and pattern of the managerial communication to be applied for activeness.

2. The institution should be able to as a matter of urgency identify and analyze the barriers to effective managerial communication. Failure to do that may results to job dissatisfaction, resentment and lack of commitment to the job which can lead to decrease in productivity.

3. The institution should demonstrate on practical terms how to accommodate lateral communication that will increase the efficacy of the its managerial communication.

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