COMMUNICATION SYSTEM AND STAFF PERCEPTION OF COMMUNICATION IN AHMADU BELLO UNIVERSITY ZARIA

BY

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C E R T I F I C A T I O N

This thesis titled COMMUNICATION SYSTEM AND STAFF PERCEPTION OF COMMUNICATION IN AHMADU BELLO UNIVERSITY by JUDITH MNGUECHIA SAROR (MRS) meets the regulations governing the Degree of Masters in Public Administration of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literacy presentation.

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Signed_____
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The above declaration is confirmed.

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DEDICATION

To: Daniel, Terna, Terseer, Sesugh and Terhemba

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ABSTRACT

Communication as a process intended for conveying information, instructions, advice, feelings, opinions and facts correctly and accurately from one person to another or groups of people is a central concept in university administration.

This study is a first attempt aimed at critically assessing the existing communication system in Ahmadu Bello University to ascertain the extent it is adequate or not; to what extent the techniques employed are modern or out-dated: and to make appropriate recommendations.

The study is about communication systems in Ahmadu Bello University. It covers the period of 26 years, i.e. since the inception of Ahmadu Bello University up to 1988. The sample studied is chosen from faculty of administration, the registry and the main library. The purpose was to ensure that the academic, professional, administrative, rntermediate and junior staff were represented.

Data for the study was obtained mainly through questionnaires and official documents.

The major findings of the study are that:

1. University official publications are useful to the academic, professional, administrative, intermediate and junior staff. However, most of them do not possess copies because they have never been given one.

2. Consequences of non-possession of copies of publications are largely ignorance of their contents and nonchalant attitude towards them.

3. Channels and contents of communication identified include:

   i. Communication from boss to subordinates is mostly written instructions, advice, orders and reprimands in that order.

   ii. communication between colleagues is mostly oral advice, instructions and caution.

   iii. communication from subordinates to the boss consists mainly of oral information given any time they believe that the boss needs it.

   iv. communication that subordinates use for day-to-day function comes mostly from the boss, colleagues in the same department, colleagues in other departments and intermediate and junior staff regulations, in that order,

   v. most senior staff obtain knowledge for conditions of service from the regulations governing appointment of senior staff at Ahmadu Bello University,

   vi. most intermediate and junior staff obtain knowledge for on-coming events from the Bulletin.

vii. most staff prefer use of English to mother tongue or Pidgeon English.

4. New channels of communication preferred by staff are employee counselling programmes, exit interviews, morale questionnaire and complaint boxes.

5. The implications of our findings are that communication system and negative attitude of staff to communication in Ahmadu Bello University can be improved through several reforms. The most important aspect would be:

i. to ensure that enough copies of official publications are made and every member of staff receives them.

ii. organized communication seminars on usage of official publications and orientation courses on administrative procedures.

iii. initial orientation for new arrivals at various levels.

iv. encourage more discussions to supplement instructions.

v. introduction of communication audits.

vi. installation of modern telephones and internal communication in more staff offices/residences.

vii. allocation of two serviceable vehicles to the mail office and a well-organised training programme for its staff.

6. The University administration and the entire staff will benefit if complaint boxes, employee counselling programmes, exit interviews and morale questionnaire are included in the existing channels of communication. These would enhance the effectiveness of the channels.

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CHAPTER ONE

INTRODUCTION

Communication has received considerable attention of both practicing managers and organisation theorists in recent years. The term communication is freely used by everyone in modern society - members of the general public and organisation behaviour scholars and management practitioners. Also, the term is used to explain a breakdown in communication both in the society as a whole and in work organisations. According to Luthans, it is given as the explanation for lovers' quarrel, ethnic prejudice, war between nations, the generation gap, industrial disputes, and organisational conflict.[1] Despite this widespread usage, very few members of the general public and not a great many more management people can precisely define the term.

To some writers the term communication denotes the means of media of passing information as for example the telephone, telegraph or television. To others it has to do primarily with the channels of communication in the organisation such as the grapevine, the formal chain of command, the complaint box and the grievance procedure. This latter group see communication as an act of inducing others to interpret an idea in the manner intended by the speaker or writer.[2] Compounding the broad and complex nature of communication are the different approaches used in studying it, each resulting in an enormous field of study with many sub-divisions. One field, semantics, concerns itself with the meaning of symbols and words. Another

field, syntax, is concerned with the systematic properties of communication, that is, the relationships between the symbols used. In a communication process such as the written or spoken word, syntax is concerned with the relationships among words in a sentence grammer. A third aspect of communication is concerned with pragmatics and focuses on the relationship between communication and purposeful action.

On the other hand, the organisation behaviour theorists see communication as a personal process that involves the exchange of behaviours and stresses the use of symbols to transfer meaning of information.[3] The personal aspects have been noted in no uncertain terms by one communication expert thus:

> Let us understand clearly one thing about it; communication (human communication at least) is something people do. It has no life on its own. There is no magic about it except what people in the communication relationship put into it. There is no meaning in a message except what people put into it.... To understand the human communication process one must understand how people relate to each other.[4]

In addition to its being a human process, another communication expert emphasises the behavioural implications of communication by pointing out that "the only means by which one peron can influence another is by the behaviours he performs - that is, the communicative exchanges between people provide the sole method by which influence or effects can be achieved".[5] In other words, the behaviours that occur in an organisation are vital to the communication process. This personal and behavioural exchange view of

communication takes many forms. According to Luthans, the following definition points out the very comprehensive nature of communication in today's organisations:

> By communication we mean the flow of material, information, perception, and understandings between various parts and media of communication (communication technology), all the person-to-person interchange (interpersonal communication).. it includes all aspects of communication up, down, lateral, speaking, writing, listening, reading, methods, media, modes, channels, networks, flow, interpersonal, inter-organisational.

Beginning with Weber's concept of bureaucratic organisation in 1947 interest in communication problems of organisations have increased significantly and this trend has continued to this day. Specifically, all theories of organisation in varying degrees recognise that effective communication is a basic prerequisite for the attainment of organisational goals. Concern with communication within organisation emerged as latter theories of organisation, especially the contemporary theorists, realised that communication involves more than just linear information flows: it is a dynamic personal process that involves behaviour exchanges.

The Shannon - Weaver model was the first to recognise that communication is a process, but the Berlo model added a dynamic interactive dimension. Furthermore, contemporary theory and research have extended the Berlo dynamic process to what many communication experts term as transactional process approach to communication.

Henri Fayol's 'gangplank' concept of communication, Chester Barnard's intergretion of communication in his concept of authority, Norbert Weaver and Claude Shannon's information theory and interpersonal view of communication have had stimulating effects on continuing research and practical applications on how to improve communication in organisations.

This study is an effort to do an emprical research into the existing communication system in Ahmadu Bello University.

1.2 The Problem

Communication has become a major concern of the Ahmadu Bello University. As a process intended for conveying information, instruction, advice, feelings, opinions and facts correctly and accurately from one person to another or groups of people it is a central concept in studying and understanding the university administration. Communication permeates every process of university life. Teachers and administrators earn their living in the university by communicating. The goals and objectives of the university become known and useful only when they are communicated. However, if communication channels depart too far from the planned organisational channels, authority and responsibility in the university may be impaired and certain persons with established positions in the formal structure may find themselves by-passed, thus reducing their information flow and possibly affecting their ability to perform their jobs adequately.

Since its foundation in 1962, Ahmadu Bello University has been increasing steadily in number of departments, as well as staff and student population. Statistics show that in 1962/63 A.B.U. opened with just 4 faculties and 15 departments which in 1987/88 had risen to 11 faculties, 80 departments, a postgraduate school, five institutes, six specialised centres, a Division of Agricultural Colleges, three organised Extension and Consultancy Services, a Primary School as well as a Demonstration Secondary School. Similarly, senior staff population had grown from 142 in 1962/63 to 1,818 in 1987/88. In like manner, the number of students had increased from 426 in 1962 to 21,600 in 1987/88.[6] This phenomenon of rapid growth in size is more than likely to have increased communication problems. For example, it is increasingly becoming difficult for offices like the one of the Vice Chancellor or Registrar to effectively communicate with the numerous departments in the University. Specifically, whereas letters referred to the Registry from the Vice-Chancellor's Office for necessary action usually took a few hours to a day for such action in the past, a similar instruction now takes days or even a week to comply with. Part of the delay is attributable to communication. Also, circular letters issued by Registrar's office to the institutes, faculties and departments which used to reach their destinations within hours, now take days to do so. Also, the Information and Publications Unit of the

Vice-Chancellor's Office sent out a circular letter recently to all the departments requesting them to submit materials for publication in the University Calender. At the expiry of the deadline of six weeks only 30 out of the 80 departments had forwarded their submissions. Most of such failures to respond was a result of long delays in delivery, or non-receipt, of the circular letters. Similarly, letters from one department to another instead of taking minutes, take 2 days or more to get to the receivers.

Another major communication problem facing the University is the ineffectiveness of channels such as telephones, internal communication and mail delivery system. The erratic nature of these channels hampers communication within A.B.U. and between it and its outside environment with which it has vital links, e.g., the Nigerian Universities Commission (NUC).

During a familiarisation tour in 1979, the then Vice-Chancellor of the University, Professor O.O. Akinkugbe, alluded to the problem of communication channels thus: "telephone communcation within the campus was erratic whilst as far as outside calls are concerned the university is virtually isolated from its environment".[7] In an effort to solve the problem he set up a task force with the following terms of reference: 1. How best to link the various compuses within Zaria by radio. 2. How best to achieve promptness in the operation of the mail service. 3. How communication in its wider sense of simply getting

messages across might be achieved; and To examine: a) key communication links with Lagos and Abuja, b) communication with Ministries and the Nigerian Universities Commission.[8]

Above is the nature of the communication problem in A.B.U. which is the problem being investigated in this study.

1.3 Aim of Study

This study is aimed at critically assessing the existing communication system in A.B.U. to see to what extent it is adequate or not; to what extent the techniques employed are modern or out-dated; and in the end, the study will recommend what better systems and techniques the university can use.

1.4 Scope of Study

The study is about communication systems in A.B.U. It covers the period of 26 years, i.e. since the incpetion of A.B.U. upto 1988. It is limited to one faculty, the registry and the main library.

Thus, other units as well as areas such as campuses and offices outside zaria, eg. its ATC at Kano, its hospital at Malumfashi and its liaison office in Lagos, etc. are not covered.

1.5 Significance of the study

This is a first attempt at doing an empirical study of the existing communication system in A.B.U. The findings may be useful to the university in identifying the problems of communication and help her

effect improvement in the existing communication system. Attitudes toward communication channels and techniques will indicate the strengths and weakness of the present set-up and findings made in this research can be used to ensure effective communication and subsequent efficient administration.

The findings may also be indicative of the areas needing further research in this and other universities and organisations in Nigeria.

1.6 **Methodology**

This is a survey research on A.B.U. communication system. As such efforts will be made to seek opinion of a representative sample of A.B.U. organisation structures as well as persons working at various levels of these organisation structures. As already stated, it is not the entire university population that is being studied. This study took a purposive sample of the Faculty of Administration located at Kongo Campus; the Registry Department and Kashim Ibrahim Library both situated on the Main Campus.

Faculty of Administration was selected because beside coming first alphabetically in the list of the faculties, it habours some of the oldest departments in the university and it is also situated outside the main campus but in Zaria and likely to experience more communication problems than those on the main campus. The choice of the Registry was to represent the administrative section of the University. The need to represent the professional staff of the university led to the selection of the Kashin Ibrahim Library.

Research Questions

In place of hypothesis, this study will use the following questions among others as guide for its research:

1. What is the existing communication system in the university?
2. How effective is it?
3. If not effective, what are the defects and how can they be remedied?

Sampling of Individuals

Here a stratified sampling method was used in order to ensure that the various groups on the staff of A.B.U. i.e. academics, professionals, administrative and I & J Staff were represented. On account of their large size, I & J sample was the largest.

At Kongo Campus, respondents were selected from all departments in the faculty. These are departments of Local Government Studies, Public Administration, Business Administration and Accounting.

Using the staff lists of these four departments as sampling frame, questionnaires were distributed to all staff in view of the fact that the sample frame is small - only 60 names in all.

At the Registry department, 60 names were randomly chosen from the current registry staff disposition list which contained 153 names. In the selection of the actual respondents, care was taken to give all cadres of administrative staff equitable representation.

The third sample consisted of the staff of the Kashim Ibrahim Library. Here again, the sample frame consisted of

only 40 staff and the whole 40 was considered as the sample for the study.

The forth sample was that of intermediate and junior staff. using the staff lists of I & J staff in the departments of Registry, Kashim Ibraim Library and faculty of administration as sampling frame, 60 names were randomly chosen from a total of 120 names. Our sample of 60 took the various categories of I & J Staff into consideration.[9]

Method of Data Collection

Data collection was accomplished through two complementary methods. While the questionnaire was the main technique employed for the study extensive use was made of existing data and other information in official documents and information manuals such as the A.B.U. Calender, News Bulletin, Regulations Governing the Appointment of Senior Staff, Regulations Governing the Appointment of I & J Staff, Undergraduate prospectus, et cetera.

Most of the questions in the questionnaire were closed-ended to facilitate completion and coding.

The researchers experience gained from being a staff of the Registry department, having worked in the Vice-Chancellor's Office for seven years and later in the Information and Publication Unit for the past three years was useful source of information.

Field Experiments ence

The major problem encountered was with the apathy of a number of respondents in filling the questionnaire despite several calls at their offices. The excuses for such apathy ranged from "I am very busy preparing notes. Why don't you

come back tomorrow" or "I don't think I shall have time to complete this questionnaire soon. Please check back in a week's time".

Apathy toward research can be said to be a Nigerian malady but that it can be found to the extent we found it in a university; and thus an academic environment, is baffling. However, this problem does not in any way impair the reliability and validity of the data gathered and the findings made since enough time was allowed the respondents to complete the questionnaires.

Footnotes

1. Fred Luthan, Organisational Behaviour, McGraw-Hill Inc. U.S.A. 1981, pp. 344 and 347.
2. E.B. Flippo, Personnel Management (5th Ed.), 1980.
3. Luthans, Op. Cit. p. 347.
4. W. Schramm, "The nature of Communication between Humans" in the Process and Effects of Mass Communication, W. Shramma and D. Roberts (ed.), University of Illinois Press, Chicago, 1971, p. 17.
5. Luthans, Op. Cit. p. 348.
6. A.N. Mohammed, Vice-Chancellor's address to World Press Conference on A.B.U. Silver Jubilee, September 29, 1987. p. 30.
7. Report of the Task Force on the Communication System of the University, March 1979, p.2
8. Ibid, p. 2.
9. The sample was selected by writing out the serial numbers corresponding to the names of all the 120 I & J Staff, folding such numbers, shuffling them and choosing arbitrarily the desired numbers.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Literature on communication in higher institutions especially those in Africa is very scarce. However, we shall review literature on this concept and see how much relevance they can be in an African context.

Since the original contributions by fayol and Barnard (see Chapter 1), the dynamics of communications have been one of the central concerns of organisational behaviour and management theories. Except in the principles of those management textbooks that still rely heavily on classical process framework, communication is given a major attention. Furtheremore, there has been a deluge of books and articles which deal specifically with interpersonal and organisational communication. Unfortunately, observed Luthans:

> practically all this vast literature gives only a surface treatment of the subject and is seldom based upon systematic research findings ..... only recently have some insights begun to emerge on the true meaning of the process and especially on how it affects organisational behaviour.[1]

The importance of communication emerges from review of a number of aspects of organisation for which communications serve as an independent variable or a constraint. As a flow of information, communications constitute an essential component of system of co-

ordination. a person in a position to receive a great deal of information can acquire both power and status. Groups are characterised by a relatively easy flow of information. This property is one basis for their cohesiveness. By giving a person information he is able to form his perception of the world. Through communications people receive stimuli which evoke sets of alternative actions and induce them to behave. Perhaps the best emphasis is the stated important place communication occupies in human relations which Sanford correctly stated as:

> Without communication, organisations could not exist. Organisations are systems of structured human interaction and the basis of all human interaction is communication. The effectiveness of organisations is limited by the effectiveness of their communication.[2]

Stressing further he said that from "a more practical view point, effective communication is important because it permeates the entire management job". Accordingly he opines that there is almost no aspect of getting things done through other people that does not involve communication, it is impossible to lead, motivate and evaluate subordinates except through communication in organisations and the difficulty of achieving it are widely recognised. Concluding, he states, "it is not at all uncommon to find that effective communication is one of management's biggest problems".[3]

The literature found on communication concerned non-African backgrounds and was mostly descriptive. Nevertheless, the concepts and practices identified in this study help to clarify the meaning of the concept of communication and its basis in the structure, people and network of an organisation. The schools of thought such as the classical, Human Relations and Modern Organisation Theory are most relevant here.

2.2 The Classical School of Thought

In comparison with the other school such as the Human Relations and Modern Organisation Theory, the classicists placed relatively little emphasis on communication. Perhaps it is because their essentially rationalistic point of view gave them little insight into many of its problems.[4] Thus, neither Gulick nor Fayol are reported to have included communication among their "principles" and key processes.[5] Their nearest approximation as contained in Learned and Sproat's book, Organisation-Theory and Policy: Notes For Analysis, was to include command - that is, communication downwards, a process also implicit in their principle of hierarchy.[6] This is not to say that the classicists ignored all communications upward, across or on a skip - step basis. For Gulick mentioned that if trouble develops between representatives of two departments; the solutions will be found by carrying the matter up the line until a common superior is reached.[7] More flexibly, Urwick (citing Fayol) stated that it would be enough if supervisors were notified of decisions

jointly reached by their subordinates.[8] Urwick, furthermore, is reported to have rebutted the notion that the classicists believed in the childish practices of going upstairs one step at a time or running up one ladder and down another when there is nothing to prevent a direct approach on level ground.[9]

The classicists, moreover, recognised the need to supplement the channels of communication provided by the hierarchical structure by other agencies for co-ordination. Gulick mentioned, in this connection, committees, co-ordinators, meeting, et cetera and also stressed the use of informal channels. He wrote that:

> every organisation should have its formal scalar chain, just as every well built house had its drainage. But it is as necessary to use the formal channels exclusively or primarily as the sole reams of communication as it is unnecessary to pass one's time in the drains.[10].

2.3 Social System School

Unlike the treatment by the classicists, communication received much greater emphasis from the theorists of the social system school. The contribution by C. I. Barnard in his book, The Functions of the Executive, stands out. Barnard saw communication as a major shaping force; one that linked people and purpose in any organisation, one that limited the size of simple organisations and helped fashion the structure of large complexes and one that helped to determine the extent to which formal authority would be obeyed. Barnard theorized that communications would have no force unless they were

accepted by the hearer as clear, practicable and consistent with the hearer's concept of his own and the organisation's objectives.[11] The rest of his discussion as rightly pointed out by Learned and Sproat is reminisent of the classical position especially in its emphasis on formal channels, and also its specific prescription. Among the specific prescriptions the following stand out:

> ....the line of communication must be as direct or short as possible in the interest of accuracy and speed; the complete line of communication should be used, in the interest of avoiding conflict and maintaining the responsibility of direct superiors for acts of their subordinates; and every communication should be authenticated in the interest of establishing the formal legitimacy of its interest and its service.

2.4 Human Relations School

Human relations school has been particularly concerned with barriers to communication especially non-rational barriers to getting messages both heard and accepted. These barriers include:

1. the semantic problem of words meaning different things to different people depending on experience, values and beliefs or attitudes;

2. the inability of people to hear messages conflicting with their deeply held convictions;

3. the presence in many communications of both manifest and latent content, with the former often composed of trivial or even inaccurate rationalisations to clothe the strong but

unexpressed, perhaps even acknowledged - feelings which are the chief substance of the latter;

4. the status or prestige of superiors, which tends to inhibit free communication upward of the information and suggestions on which the superior so greatly depends for getting his own tasks effectively accomplished;

5. requirements regarding reciprocity, which might cause otherwise clear and legitimate communications to be disregarded if bearers believe initiation to be too one-sided.[12]

To penetrate such barriers such as the above, a number of techniques have been advocated, most of which involve urging the superior to clamp down on his transmitter. These proposals have favoured:

i. emphasis on oral rather than written communication in the hope that face-to-face, give-and-take conversation or group discussion may clarify meaning and unfreeze thinking from traditional molds;

ii. non-directive interview techniques, in the hope of making latent consent more available.

iii increased reliance by superiors on discerning questions versus instructions, in the hope of reaching "organisational distance", and developing competent, self-confident subordinates;

iv. Maximum possible reliance on letting the facts communicate their own message on the ground that the "law of the situation" provokes less resistance than a personal command, and cultivation of listening sensitivity and genuine respect for others, in recognition of the fact that these attributes are indispensable to making more specific prescriptions work.[13].

H.A. Simon one of the earliest Human Relations theorists is quoted to have also provided useful insights on "cognitive" aspect of administrative problems besides the several non-rational barriers to good communication. He mentions:

1. a self-protected barrier against upward transmission of information that will have unpleasant consequences;

2. an empire - building barrier that might cause information to be withheld on the grounds that knowledge is power, and a failure to transmit downward, just because the superior ignores the need to orient subordinates or give them any data other than orders.[14]

Advancing a remedial suggestion to cope with deliberately placed barriers, Simion in his book, Administrative Behaviour (3rd ed.), is explicit in his statement that "an important function of a system of formal records and reports is to transfer from the subordinate to superior the responsibility for deciding what information will be transmitted upward". In his later works, Simion provided deeper insights into the complex interaction between communication and organisation. He pointed out:

i. that communication with sub-groups was one of several long-neglected "cognitive" factors helping to explain information of sub-goals;

ii. that the communication necessary to carry on routine and repetitive activities can be "programmed" in such a way that specified stimuli evoke a complex series of responses with a resulting great increase in the volume of activity a given organisation can handle;

iii that communication can be made more efficient not only by programming but also by employing symbols and technical terms classification;

iv. that the relative efficiency of communication is one of the determinants of structure. Since "the greater the efficiency of communication..... the greater the tolerance for interdependence" among sub-units of the whole:

v. that communication, in effect, helps dig its own channels, since information tends to flow between persons using the same concepts and language, and use of a channel for one purpose leads to use of it for another;

vi. that communication channels are shaping force in the content of decisions;

vii that communication, in a sense, helps to determine what kinds of problems a given organisation can most readily solve, since the "technical

vocabulary and classification schemes in an organisation provide a set of concepts that can be used in analysing and communicating about its problems", and

viii that communication system affects the influence structure of the organisation, in so far as data transmitted upward are inferences that cannot be checked rather than factual information.[15]

In Simon's terminology "uncertainty absorption" is, under these circumstances, taking place at lower levels.

From the above contributions by Simion one notes that while the human relations school is most concerned with methods of communicating and with networks for their impact on effect, understanding and a broad consesus, the system's analysis conception of communication is more concerned with network as a factor that can shape the specific content of decision. Striking a further critical comparision, Scott in his work, "organisation Theory: An overview and an Appraisal" notes that communication is mentioned often in neoclassical (human relations) theory, but the emphasis is on forms of communication activity, that is, formal - informal, vertical - horizontal, line - staff. Communication as a mechanism which links the segments of the system together is often overlooked.[16]

2.5 Modern Organisation Theory

One aspect of modern organisational theory is the study of communication network in the system. According to Scott, communication is viewed as the method by which action is evoked from the parts of the system. Communication acts not only as stimuli resulting in action, but also as a control and co-ordination methanism linking the decision centres in the system into a synchronised pattern. Organisations are composed of parts which communicate with each other, receive messages from the outside world, and store information. Taken together, these communication functions of the parts comprise a configuration representing the total system. Equating communication to a cybernetic model, Scott explains that cybernetic has to do with feedback and control in all kinds of systems and that its purpose is to maintain system stability in the face of change. Arguing further, he stresses that cybernetics cannot be studied without considering communication networks, information flow and some kind of balancing process aimed at preserving the integrity of the system.[17]

Internal communication in organisation have been the subject of considerable discussion in the literature on organisations, yet emperical studies which attempt to measure various aspects of organisation are scarce, Landsberger´s article being a notable exception.[18] Usually, communications have been related to only one aspect or dimension of

organisational structure. For example, Victor Thompson, building upon an earlier study by Dalton in Comflicts between staff and line managerial officers, showed the relationship between communication patterns and the degree of spcialisation within the organisation.[19] In their summary of a number of studies, Blau and Scott in Formal Organisations, noted the relationship between communication patterns and status in an organisation.[20] Still other studies have related communication patterns to rules and to power. However, as rightly observed by Hage et al in their work, Routine technology, social structure and organisational goals, attempts to weave together all these aspects of organisational structure and the process of internal communications into a single frame work are largely absent.[21]

Traditionally, all literature has tended to distinguish between the quantity of communication and its direction. The latter is frequently broken down into horizontal and vertical communication for these reasons, the volume of tasks communication and the direction of taks communication become two derivations from the broader idea of feedback.[22] There is less need for feedback when power is concentrated at the top of the organisational hierarchy since the role of subordinates is to impliment decisions rather than participate in shaping of these decisions. Therefore, as concentration of power becomes greater, and consequently as the degree of participation in

decision-making by lower participants becomes less, inhibition on communications in an organisation is expected as stated by Crozier in his book, The Beureaucratic Phenomenon[23]; and Ronken and Lawrence in their work, Administering Change: A Case Study of Human Relations in a factory.[24] In addition, differences in power and status among job occupants in an organisation are likely to inhibit the rate of feedback communications. According to Barnard in his work, Functions and Pathology of status system in formal organisations as social distance between organisational level increases, the free flow of information is reduced.[25] Similarly, the threat of sanctions from the top discourages the frank discussion of problems and therefore, organisational decision-makers are unlikely to learn of problems until a crisis has developed, as Blau and Scott in their book, Formal Organisations, have suggested[26] and as Barnard in his work Functions and pathology of status system in formal organisations explicitly argued.[27]

The problems of break-down in the formal communication system which uses the established organisational structure to provide its channels, the communication flow, the barriers to communication encountered by the people communicating and the feedback technique have also received considerable attention in the literature of communications.

2.6 Communication System and Flow

The formal communication approach often suggests an extreme importance of written communication to efficient administration in organisation. Two factors have been given for this emphasis, size and public character. Supporters of this approach feel that by facilitating accountability formal communication puts a restraining hand on arbitrariness, capriciousness, favouritism and descrimination of all kinds. However, critics of formal communication disagree with such assumptions and propose a more elaborate orientation to the study of formal communication. They suggest that a careful study and analysis of information needs and implementation of programmes to supply information needs was necessary since well designed systems are deliberate. They also recognise that communication systems are supposed to provide the information needed to achieve organisation's objectives effectively and efficiently, but objectives change and result in organisational changes and communication system which serve organisation need to change also.

Specifically, Sanford in his book, Human Relations Theory and Practice, sums up disadvantages of poorly designed communication systems as responsible for the following types of problems; a) providing more information than managers can possibly use, (b) not providing enough of the type of information at the particular time, it is needed.[28] Miner, in his work

titled, Management Process: Theory Research and practice, however, dwelt on the specific problem of over-loading which every formal organisation is faced with at certain points in a communication system.[29]

According to him, over-loading is likely to become a problem towards the top of the managerial hierarchy where channels prove to be very reliable. He also said that such channels become over-loaded losing their reliability, accuracy and volume. He then suggested the following approaches for sorting out over-load problems; substitution of multiple individuals for the one, to delegate and decentralise; establishment of mechanism for queuing and filtering communication so that what is really important and requires immediate action gets through to the decision-maker immediately. On the other hand, Miner has observed that it is not necessarily true that the quality of information will dominate over matters of accessibility and ease of use in the selection of channels. Similarly, he found that analysis of data provided by research scientists and engineers indicate that the frequency with which a channel is used is much more closely associated with accessibility than with technical quality.[30]

Horizontal communication has received relatively little attention from organisation theorists. However, as stated by Bradley, it is now becoming as important and in some cases more important than up and down communication[31]. While Bradley sees a correlation between the growth of specialisation and

interdependency and corresponding vital increase for information flow through the organisation as well as to move up and down its ranks, Miner maintains that horizontal communication is particularly prevalent across the lower levels of the management hierarchy, is disproportionally greater than vertical and tends to focus on joint problem solving and co-ordination work flow both clearly goal related.

Informal communication has long been recognised as supplementing the formal communication by even the early organisational theorists. As earlier stated on page 13 - they are reported to have noted that the channels of communication provided by the hierarchical structure needed to be supplemented. Gulick mentioned in this connection committees, co-ordination and meetings, Urwick emphasised the use of information channels such as suggestion box, union bodies and the grapevine. Robbins in his book, The Administrative Process, explained that organisational members engage in informal channels due to natural responses to the need for interaction.[32] Miner argues that although the grapevine appears to be perceived negatively by employers as lazy, bad, unfair, unpleasant and worthless, it may on occasion be influential. However, he associates the grapevine with major problems of distortion and error in communication: From a study conducted he found out that rumours passed through the grapevine dealt with such matters as personnel transfers, procedural changes, promotions, possible

departmental relocation, pay raises and union dissatisfaction.

Cuming, Miner, Robbins, Likert and Flippo have treated the topic of barriers to communication intensively. They have associated loss of effectiveness in communication with the types of barriers - physical, personal (social-psychological) and semantic. Physical barriers have been identified as environmental factors that prevent or reduce the sending and receiving of communication such as physical distance, distracting noise, discomfort on the part of the receiver (workroom too hot, for example).

Personal barriers have been traced to arise from the judgements, emotions and social values of people which bring about socio-psychological distance between the sender and receiver and may entirely prevent a communication, filter part of it or simply cause misinterpretations. Among the many researchers and theorists of the barriers approach Learned and Sproat in their work titled, Organisation Theory and Policy: Notes for Analysis, stand out. They thoroughly reviewed the human relations contributions especially messages both heard and accepted.

Expantiating on Human Relations approach Sanford theorises that attitudes are major determinants of effectiveness of organisational communication unless people want to communicate and use the system. Individual willingness to communicate is affected by attitudes and perceptions. Research in social

perception so far has shown that there exist individual differences in perceptions of objects. A number of studies have shown that the person's perception varied with the values, beliefs, age and status of the receiver.[33] Such a finding has implication for communication between the sender and the receiver.

Attitudes refer to certain regularities in feelings, thoughts and predispositions that act on the individual towards some aspect of his environment. However, people in organisation do not always have favourable attitudes toward communicating and using systems properly. Empirical evidence has indicated that some people have negative attitudes towards communication with other people whenever there is lack of mutual trust and respect between them. Sanford has explained lack of mutual trust and respect as resulting from perceived legitimate or illegitimate status differences, lack of confidence in other people's ability, perceived lack of respect for one's own ability or fear of the way the information is to be used. He further found out that negative attitudes toward organisational communication result in filtering, the conscious manipulation of "facts" to colour events in a way favourable to the sender.

The cultural system was found to be important from the view point that anthropologists and sociologists had assumed that a favourable social environment contributes to the growth of communication with other human beings by providing environmental opportunities

for association and cooperation in society and by encouraging the emergence of knowledge, skills, beliefs and acceptable patterns of behaviour.

Feedback Technique

Miner's theory of effective communication required the receiver to make a feedback of his understanding of message. His reason was that this allowed for varification of whether accurate perception has occured and correction of errors through subsequent messages. From the number of studies he conducted contrasting one-way with two-way communication, he observed that two-way communication is less frustrating and more accurate and produces greater confidence in the correctness of interpretations. But it is twice-time consuming and does not appear to be necessary when the message becomes familiar and routinised. According to him these results have been confirmed in cross-cultural studies using groups of managers from Belgium, Denmark, India, Italy, Norway, the United Kingdom and the United States. In all the countires two-way communication was viewed as less frustrating and more satisfying. Also, in all instances, it produced greater accuracy but required more time, 50% longer on the average. He concluded that findings were consistent with other data that implied accuracy of communication was generally associated with high levels of satisfaction with the work.[34]

Communication Audits

A relatively recent development in the communication field has been the conduct of audits within organisations to determine sources and causes of communication failure. These audits utilise questionnaires, interviews with opinion leaders, critical incidents of effective and ineffective communication sociometric analysis, and other procedures to obtain a comprehensive practice of the formal communication system.[35] Miner concludes that if problems exist in certain aspects of the communication system, recommendations for change are developed. He summarised the recommendations of such audit carried out in public school system in the United States to include the appointment of a Director of Communications, increased number of principals meetings, and various procedures of implementing downward communications from the superitendent of schools, introducing suggestion system, communication training, and numerous other changes. He then advocated that the introduction of procedures to overcome sources of communication breakdown and distrition should be followed at a reasonable interval by a second audit to determine the effectiveness of the changes.[36] The findings, methods and instruments on communication audit have methodological implication for this study.

2.7 Communication in Bureaucratic Organisations

W.R. Scott in his work, "Organisation Theory: An Overview and an Appraisal", defines bureaucratic organisations as "collectivities.... established for the pursuit of achieving certain goals.... Possessing rules designed to anticipate and shape behaviour in the direction

of these goals.... and a formal status structure with clearly marked lines of communication and authority".[37] On the other hand, Douglas, in Introduction to Sociology: Situations and Structures describes bureaucracy as an administrative structure that organises and co-ordinates the behaviour of large numbers of individuals.[38] However, the best known and first writer on bureaucracy is Max Weber whose "ideal type" of bureaucracy has become typical of all the institutions of modern society such as government agencies, private companies, labour unions, churches, hospitals, universities, professional societies and political parties.

Weber's ideal bureaucratic organisation has the following five principal characteristics:

1. hierarchical arrangement of offices or positions; that is a pyramid-like structure with each lower office under the control of a higher one. Each official is responsible for his subordinates' decisions and actions as well as his own to the superior above him and the scope of authority of superiors over subordinates is clearly spelt out. The basis of bureaucratic authority is legal delegation. Without such delegation, no official has a right to command.[30]

2. Division of labour, with specific spheres of competence legitimised as official duties and powers. Work is distributed among various positions as the official duty of each position. The office holder takes responsibility for the performance of duties attached

to the post. This division of labour makes possible specialisation and therefore expertness.[40]

3. Written rules for carrying out assigned tasks to be applied uniformly. A public system of rules and regulations governs the conduct of every person holding an official position. To perform his assigned work, every official implements the rules. The system of impersonal rules increases the disciplined compliance of officials to policy directions.[41]

4. Impersonality: Officials are subject to an impersonal order and formally established norms of conduct, and act according to these rules in their contacts with others inside and outside the organisation. The social distance between hierarchical levels and that between officials and their clients is intended to foster such formality.[42]

5. Officials are appointed and placed on the basis of technical competence, not on considerations such as social status and political affiliations. After a successful probation period officials gain tenure position and are protected against arbitrary dismissal.[43]

According to Weber, bureaucracy is superior to any other form in precision, in stability, in the stringency of its discipline, and in its reliability. It thus makes possible particularly high degree of calculability of results for the heads of the organisation and for those acting in relation to it. It is finally superior both in intensive efficiency and in the scope of its operations and is formally capable of application to all kinds of administrative task.[44]

Disagreeing with Weber, Charles Perrow in his work, "Organisational Analysis: A sociological View", says bureaucracy is a "dirty word" both to an average person and to the many specialists on organisations. This is because it suggests rigid rules and regulations, a hierarchy of offices or units which can hamstring those who want to get things done, in personality and resistence to change.[45] Von Stein in "Eassay on Administrative Reform", sees bureaucracy as consisting of:

> salaried, book-learned, disinterested, property-less bureaucrats... who, come rain or sunshine, let taxes rise or fall, let ancient rights be destroyed or preserved it makes no difference to them. They draw their salaries from the treasury and write, write, write in silence, in their offices behind closed doors and bring up their children to be just as useful writing machines.[46]

Scope and Nuture of Communication in Bureaucratic Organisations

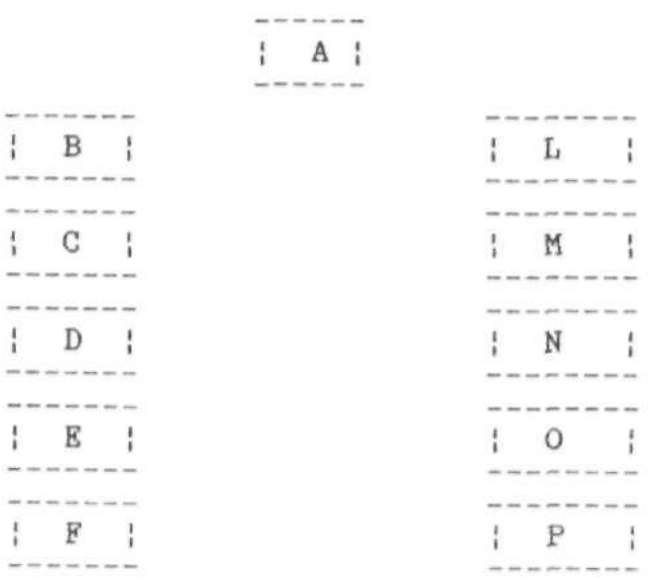
The classical hierarchical organisation structure gives formal recognition only on downward communication. Nevertheless, most of the classical theorists saw the need to supplement the vertical with some form of horizontal system, as Fayol is quoted by Luthans to have done with his gangplank concept. According to him, horizontal communication is required to make a coordinated effort in achieving organisational goals. Figure 2.8 shows Fayol's simplified version of the formal organisation. If the formal channels in this organisation were strictly followed and F wanted to communicate with P, the communication would

have to go through F-D-C-B-A-L-M-N-O-P and back again. In other words, F would have to go through a total of twenty positions. On the other hand, if F could lay a "gangplank" to P, it would, in the words of Fayol:

> allow the two employees F and P to deal at one sitting, and in a few hours, with some question or other which via the scalar chain would pass through twenty transactions, inconvenience many people, involve masses of paper, lose weeks or months to get to a conclusion less satisfactory generally than the one which could have been obtained via direct contact as between F and P.[47]

This gangplank concept has direct implications for horizontal communication system in modern formal organisations. However, such classical insights were few and far between.

Figure 2.8: Fayol's gangplank Concept



It was largely Chester Barnard in the late 1930's who, in his work, The Functions of the Executive, meaningfully developed communication as a vital dynamic of organisational behaviour. He maintained that communication is a major shaping force in he organisation. He ranked it with common purpose and willingness to serve as the three primary elements of the organisation. Communication techniques, which he considered to be written and oral language, were deemed not only necessary to attain organisation purpose but could also be a potential problem area for the organisation. In Barnard's words, "the absence of a suitable technique of communication would eliminate the possibility of adopting some purposes as a basis of organisation. Communication technique shapes the form and the internal economy of organisation".[48] Barnard also interwove communication into his concept of authority. He emphasised that meaning and understanding must occur before authority can be communicated from superior to subordinate. He gave seven specific communication factors which are especially important in establishing and maintaining objective in an organisation:

1. The channels of communication should be definitely known.

2. There should be a definite formal channel of communication to every member of an organisation.

3. The line of communication should be as direct and short as possible.

4. The complete formal line of communication should normally be used.

5. The persons serving as communication centres should be competent.

6. The line of communication should not be interrupted while the organisation is functioning.

7. Every communication should be authenticated.

Katz and Kahn on the other hand, in their book titled; The Social Psychology of Organisation, have identified five general purposes of downward communication in an organisation as follows:

1. To give specific task directives about job instructions
2. To give information about organisational procedures and practices.
3. To provide information about the rationale of the job
4. To tell subordinates about their performance
5. To provide information to facilitate the inductrination of goals.[49]

In the past, and also to a great extent today, must organisations concentrated on, and accomplished only, the first two of these purposes. In general, superior - to - subordinate communication on job performance and the rationale - ideological aspects of jobs have been badly neglected.[50] After an extensive review of the research literature one communications experts concludes that "widespread ineffectiveness is the rule probably because of

a variety of causes".[51] Reflecting on some of the causes Luthans states that a communication system that only gives specific directives about job instructions and procedures and fails to provide information about job performance or rational - ideological information about the job has a negative organisational impact. According to him, this type of downward orientation promotes an authoritative atmosphere which tends to inhibit the effectiveness of the upward and horizontal system of communication. He further argues that communicating the rationale for the job, the ideological relation of the job to the goals of the organisation and information about job performance to employees can, if properly handled, greatly benefit the organisation. As Katz and Kahn point out, "if a man knows the reasons for his assignment, this will often insure his carrying out the job more effectively; and if he has an understanding of what his job is about in relation to his sub-system, he is more likely to identify with organisational goals".[52]

Traditionally, downward communication system rely on many types of media to disemminate information. Some examples of written media are organisational handbooks, manuals, magazines, newspapers, and letters distributed on the job; bulletin board items, posters, and information displays; and standard reports, descriptions of procedures, and memos. Examples of oral media utilised in the downward communication system include direct verbal orders or instructions from superiors, speeches, closed-circuit television sets, public address system and telephones. In addition, computerised information systems are becoming a major contributor in the downward flow of communication.

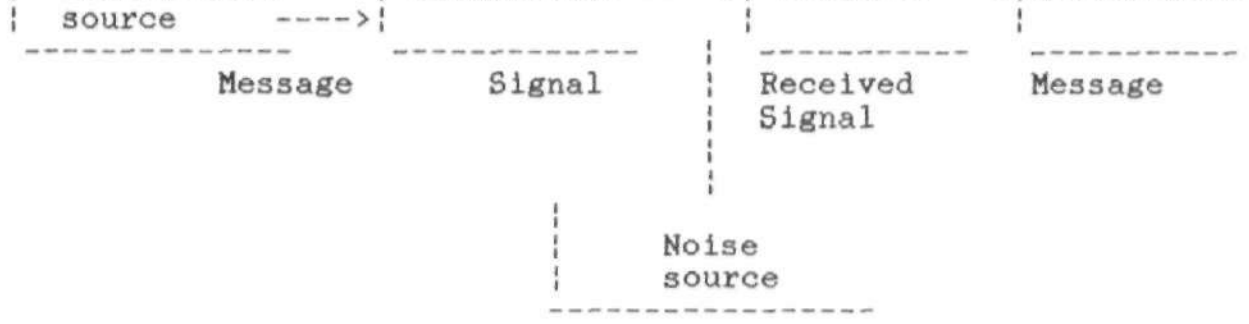
Critizing these numerous types of media, Luthans emphasises that they give an indication of the avalanche of information that is descending on personnel from the downward system.[53]

2.9 Theoritical Framework

Models of Organisational Communication Process

i. One of the first widely accepted comprehensive models of the communication process was the Shannon and Weaver model contained in Luthan's work, Organisation Behaviour. Since they were information theorists, the model stressed the transmission of information.

Figure 2:10: Shannon - Weaver Model of the Communication Process.



Source: Adapted from Luthans.[54]

Luthans summarises the major parts of the model as follows:

1. Information source: This is the logical beginning of the communication process. The source consists of raw information and includes some form of intent and purpose on the part of the sender. Accounting, statistics, and computer data are examples of raw information which must be given meaning and purpose in the information source.

2. The transmitter encodes the data into a message and sends it on to the receiver. The major form of encoding is language, which can be defined as any systematic pattern of signs, symbols, or signals. The raw data from the source are encoded into a meaningful language, e.g., the accounting, statistics and computer data are translated into a message. This message is then transmitted by means of sound waves, electrical impulses, light waves, or marks on pieces of paper.

3. Noise: Noise is any interference that takes place between transmission and reception. It can be electrical static, semantic problems with the language or deliberate distortion of the message. Noise is a "black box" concept. Any communication problem, that cannot be fully explained cannot be categorised as noise.

4. Receiver: At this stage in the model, the communication has passed from the sender side of the process to the receiver side. Decoding of the message now takes place. An interpretation must be made and understanding must be gained of the accounting, statistical, or computer information. Besides knowledge requirements, perception and listening enter the reception phase of the process model.

5. Destination: Just as the information source is a requirement for the communication process to begin, a destination is necessary in order for the purpose to be

completed. In the organisation, the accounting, statistical, or computer information is most likely destined to go to line managers to assist them in accomplishing their units objectives or to top managers for use in evaluating performance.

Shannon - Waver model which extended the classicial structure approach to organisational communication by recognising that it was a process has been criticised by Luthans for stressing only linear information flows and described to be too static. It failed to recognise that communication is a personal process which involves behaviours.

ii. The first widely recognised model that presented communication as a dynamic, interactive process was proposed by David Berlo in his work titled, The Process of Communication. He countered the linear, step-by-step information approach with the following ideas:

> if we accept the concept of process, we view events and relationships as dynamic, on-going, ever-changing, continous. When we label something as a process, we also mean that it does not have a beginning, an end, a fixed sequence of events. It is not static, at rest. It is moving. The ingredients within a process interact; each affects all others.[55].

Figure 2.11 summarizes the Berlo model.

iii Organisational Communication as a Transactional Process

The Berlo dynamic process has been extended by contemporary theory and research. For example, some communication experts now present communication as a

transactional process. The prefix "trans" - (meaning "mutually" and "reciprocally") is stressed instead of "inter" (meaning "between"). These experts according to Luthans, state that in the process approach to communication; "All persons are engaged in sending (encoding) and receiving (decording) messages simultaneously. Each person is constantly sharing in the encoding and decoding process and each person is affecting the other".[56] Summarizing this model, Luthans rightly states that such approach is a much more accurate and useful way of viewing communications than is the more limiting linear information flow perspective of communication.

Framework Adopted for the Study

Drawing from the foregoing theoretical propositions, views and models, the Berlo dynamic process has been adopted for this study as the conceptual framework. The model adopted is presented in the next page.

Figure 2.11: Summary of the Berlo dynamic Process

SOURCE	ENCODER	MESSAGE	CHANNEL	DECORDER	RECEIVER
Ideas					Ideas
Needs	Motor skills	Code	Medium	Motor skills	Needs
Intentions	Muscle system	Set of	Carrier	Muscle system	Intention
Information	Sensory skills	Symbols		Sensory skills	Information
Purpose					Purpose

SOURCE; Adapted from Luthans.[57]

Summary

The literature review shows that communication is important in any organisation context. However, the theorists summarised above agree in varying degrees that communication has its basis not just in the organisational structure but its people and network. For effective communication to take place the organisation must have well designed formal system (effective channels) of communication, people must have positive attitudes, congruent perceptions in using the system and members personal communication abilities to transfer information and understanding.

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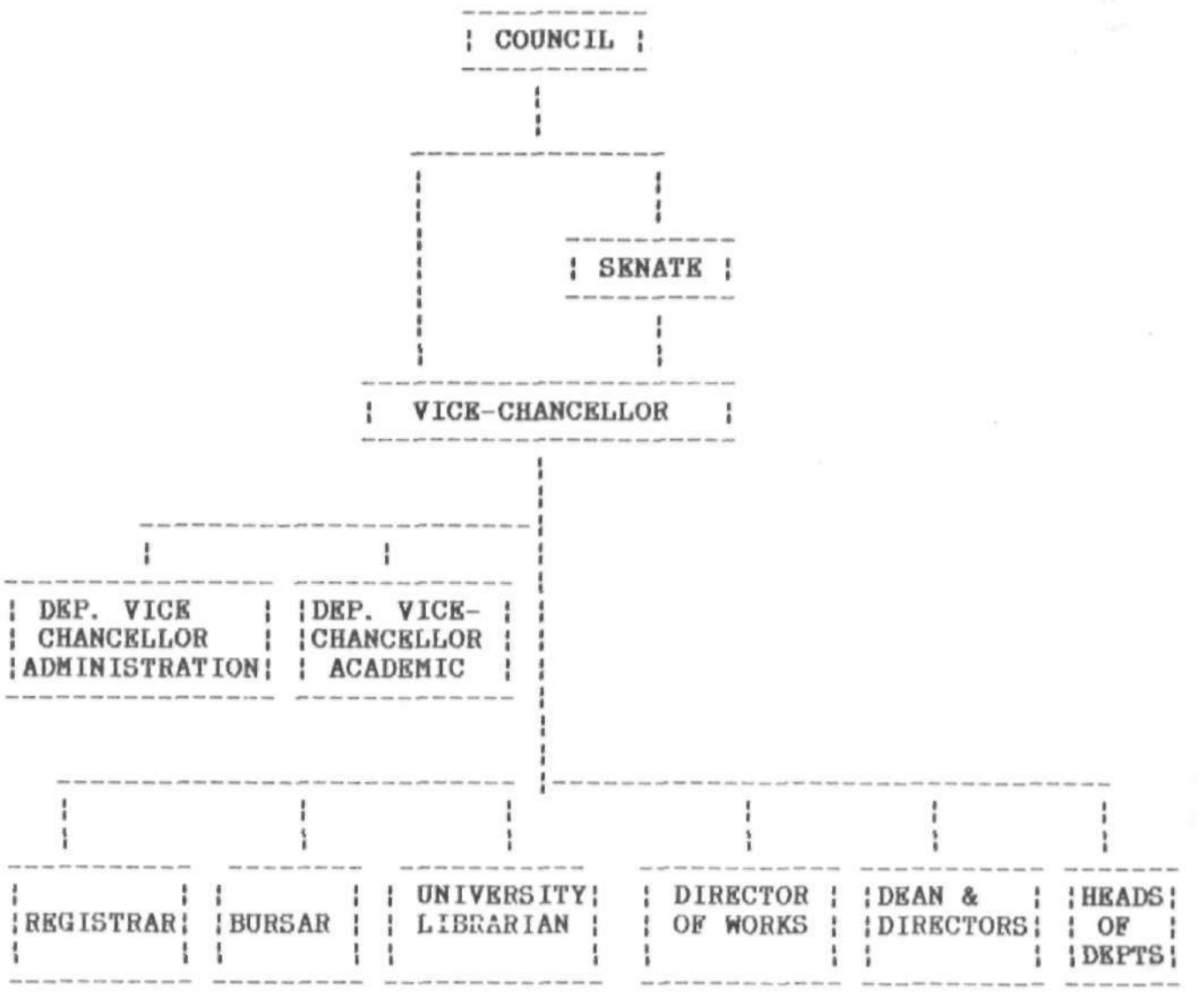
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CHAPTER THREE

BACKGROUND INFORMATION ON A.B.U. INCLUDING EXISTING COMMUNICATION NETWORK

The chapter gives the basic background information on Ahmadu Bello University as well as a review of its existing network and channels of communication.

3.1 A.B.U. Organisation Chart:



Source: Author.[1]

3.2 Organisational Characteristics of Ahmadu Bello University

Ahmadu Bello University came into being on the 4th of October, 1962 in accordance with the Ahmadu Bello University Law enacted by the Legislature of the then Northern Nigeria. The University is named after Sir Ahmadu Bello, the Sardauna of sokoto, who was Premier of Northern Nigeria and the first Chancellor of the University until his death in 1966. Presently, the University comprises of the following units:

1. The Main Campus, where there are the main University Offices, eight of the Faculties, the School of Basic Studies (now School of General and Remedial Studies) and the Headquarters of the Institute of Education and Health.
2. The Institute of Agricultural Research and Special Services and the Faculty of Agriculture at Samaru, two kilometers from the main campus. The Institute and the Faculty of Agric. have close relationships.
3. The Division of Agricultural Colleges with its headquarters at Samaru.
4. The Institute of Administration, Zaria where the Faculties of Law and Administration are based and Local Government training is also carried out. The Centre for Islamic Legal Studies is based on this campus. The Campus is officially known and called "Kongo Campus".
5. The Institute of Health, with its headquarters on the main campus and with a close relationship with the Faculty of Medicine.

6. The Institute of Education, which works on educational research and on curriculum development etc. in conjunction with the Ministries of Education in the Northern States of Nigeria. It is based on the main campus but has developed centres in the States.[2]

3.3. Ahmadu Bello University Governance

Like all Nigerian Universities, A.B.U. has been established with a pattern of organisation, structure and management based on the pattern adopted from the British Universities. The only difference is the absence of a University Court. Instead, a council does the functions of a court. The object of A.B.U. as enstrined in its 1962 Law are to:

a) provide liberal courses of instruction in the humanities, sciences and other spheres of learning of a standard required and expected of a university of highest standing;

b) promote research and advancement of science and learning;

c) to secure the diffusion of knowledge throughout Northern Nigeria .....[3]

The Vice Chancellor on the occasion of a Press Conference to mark the Silver Jubilee celebrations said of A.B.U.:

> Being the largest and most extensive of all Universities in Sub-Saharan Africa, the land area of Ahmadu Bello University is almost 7,000 hectares. Its teaching, research and service facilities are distributed over twenty different locations throughout Nigeria. In terms of investment assets, the University is worth over three hundred million naira.[4]

The Vice-Chancellor further stated that "of all the 30 Universities in Nigerian - 21 Federal, 8 State, and 1 Military, A.B.U. is the only one that truly reflects federal character in terms of student enrolment and staffing".[5]

3.4 Communication Network and Channels in Ahmadu bello University.

The official media which serve as channels of communication in Ahmadu Bello University at present include the University Calender, the Handbook of Administrative Procedures, the University Prospectuses (Undergraduate and Postgraduate), the Student Handbook, Regulations Governing the Conditions of Appointment of Senior Staff of Ahmadu Bello University, Regulations Governing the Apoointment of Intermediate and Junior Staff, and University News Bulletin. Each of these channels will be discussed in details below:

The Calender

The University Calender which is issued annually gives an account of the University's history and present plans for development, the University law and statuses, its committee structure, important addresses, Visitor and Principal officer's of the University, the Council, Faculties, Deans and Departments, the academic year, Authorities of the University, the academic year, the Senate, Faculties of Composition, Congregation, Senior Staff list - Academic and non-academic, Briefs on Institutes and Centres.

General regulation for admission of students; Matriculation, Examination and degree classification, details of courses offered and lists of degree and diplomas awarded, University Services (Bookshop, Computer Centre,

Estate department now known as Maintenance and Services department, University Health Services and University Library Complex), Student Affairs and academic costume.

The Calender is now published biannually. The last edition is the 1984/86 session. The University Calender is one of the most important publications of the University and contains a wide range of information.

The Handbook of Administrative Procedures

The Handbook of Administrative Procedures is intended to assist Deans, Heads of Departments, Administrative staff and others involved in administration. This Handbook covers statements of existing procedures on various topics such as University, Faculty and departmental organisation; the University Law and Statuses; Senate, Faculty Board and Committee procedures, admission Procedures; Examination procedures; Administration of Prizes; Student Affairs; Postgraduate Scholarships; Guidelines for Appointment and Promotions of Senior Staff; Procedures for recruitment and Promotions of Senior Staff; Secondments/Transfers of Service and Leave of Absence; Senior Staff Traning; Intermediate and Junior Staff Matters, Attendance at Conferences and Grants from the Conference Funds; Passages and Immigration Procedures; Preparation of Publications, Publicity; Press Releases and advertisements; Development Planning Procedures; Contract Procedures; Procedures for Handing Over in any Department; and Registry Appointments of Duties.

The first copy of the Handbook was issued in 1972 while the revised copy was in 1976. Since 1976 the Handbook has

undergone considerable amendments which require the holder of a copy to reflect such changes in the text of the book. Where such amendments are substantial whole pages are changed and circulated for replacing in the latest edition or in other cases smaller amendments may be notified for entry on the existing pages.

One of the advantages of the Handbook is its comprehensive nature as it embraces almost everything one needs to know about the University's administration. If its users, especially the Heads of Departments, Deans and administrative staff, are to possess a copy each and read it then an effective and efficient handling of Administrative matters could be quite assured. However, one must not overlook the shortcoming of this Handbook in terms of its limited circulation. At the moment, only Heads of departments, Deans, Directos and Registry Sectional Heads are officially given copies.

The University Prospectuses
(Undergraduate and Postgraduate)

These publications are issued annually. The undergraduate and postgraduate prospectuses set out admission requirements, regulations and syllabi for undergraduate and postgraduate courses respectively. Recently, like the calender, the prospectuses are being published bi-annually with the last edition dated 1984/86. The Student handbook - was previously issued annually. Primarily intended for students, the handbook contains information on the university, including its administration, Matriculation,

Student regulations, Clubs and Societies, current schedule of fees, estimates of average needs for purchases of books and equipment and a list of prizes. Like the Calender and Prospectus the students handbook is now published after every two years with last edition dated 1984/86.

The News Bulletin - is a weekly publication issued every Friday. It is an authorative university organ which carries news of changes in the university law, statutes or regulations, new arrivals, promotions, confirmation of appointments, study fellowships, study leave, transfers, changes of names, and obituaries. Information on coming events, public lectures/conferences, visitors and news from other institutions which may be of interest to members of staff, are also published in the News Bulletin.

Regulations governing the conditions of appointment of Senior Staff of Ahmadu Bello University

This piece of information is given to senior staff on assumption of duty and is revised periodically. Specifically, it provides details on Staff Appointments and Emoluments, Duties and Leave, Medical Attention, Passages and Baggage, Travelling allowances, Housing, Hospitality, Superannuation, Pensions and Gratuity, Publications, Inventions, consultancy and Security. The latest amended copy took effect from 1st July, 1983.

Regulations Governing the Appointments of Intermediate and Junior Staff of Ahmadu Bello University.

The regulations governing the appointment of the Intermediate and Junior Staff contains details on I & J Staff Appointments, Promotions, Ceasation of Employment, Duties, Salaries, Leave, Advances, Loans and Allowances, Discipline, Housing and Superannuation.

Unlike in the case of the Senior staff, the I & J staff are not given a copy of the above regulations on the assumption of duty.

The latest revised copy came into operation from 1st September, 1973.

In the next chapter we will find out the extent to which the above channels of communication have been effectively used by the Senior, Intermediate and Junior staff.

Notes and References

1. The organisation chart is drawn by the researcher based on information contained in the 1974/75 University Calender.

2. Ahmadu Bello University, Zaria, Publication by the Information and Publications division of the registrar's Office (A.B.U. Press Ltd. 1985) p. 1.

3. A.N. Mohammed, Vice-Chancellor's address to "World Press Conference on Ahmadu Bello University, Zaria, Silver Jubilee", A.B.U. Press Ltd., September 29, 1987, p.5

4-5 Ibid., p. 29.

CHAPTER FOUR

DATA PRESENTATION

Chapter three has dealt with issues of communication in A.B.U. as contained on paper. It has dealt with the "formal" system. Chapter four, which is the anlysis of data chapter, deals with what actually takes place in practice or on the ground.

The university population was divided into two broad groups for the purpose of this study - the senior staff on one hand and the intermediate and junior staff on the other. For each group, a different questionnaire was used for data gathering. The analysis that follows is divided into two - Senior and Intermediate and Junior.

4.1 Analysis of Questionnaire for the Senior Staff

Our sample under questionniare 1 consists of respondents drawn from academic, administrative and professional senior staff. The academic staff are drawn from the Faculty of Administration; the administrative staff are drawn from the registry and the professional staff from the Kashim Ibrahim Library. Collectively, all the respondents could be referred to as management cadre staff. Table I gives a breakdown of these respondents by educational qualification.

Most of the respondents in our sample have formal education beyond the first degree. Table I illustrates highest qualifications of respondents.

Table 1: Distribution of Respondents by Educational Qualification.

Educational Qualification	N=70	%
Ph.D	9	12.9
Master degree	34	48.6
Bachalaureate	19	27.1
Non-degree Awarding Certificates	8	11.4

A remarkable proportion of the sample are master degree holders. Out of a population of 70, 34 (48.6%) have obtained master degree, 19 (27.1%) have bachalaureate degree. On the other hand, 9 (12.9%) are Ph.D. degree holders while only 8 (11.4%) have professional certificates. One reason which explains the high educational qualification of respondents is the University's general recruitment policy whereby every prospective candidate either for teaching or non-teaching position must have at least a first degree. Another reason is that the promotion especially for the teaching staff is based on acquisition of post graduate degrees.

Seventy seven percent of our sample (i.e. 54) are males, as shown in Table 2 while only 22.9% (i.e. 16) are females.

Table 2: Distribution of Respondents by Sex

Sex	N=70	%
Male	54	77.1
Female	16	22.9

Number of years the respondents have spent in Ahmadu Bello University is shown in Table 3.

Table 3: Distribution of Respondents according to length of Service.

Number of Years in service	N=70	%
1 - 9	16	22.8
10 - 20	44	62.9
Above 20	10	14.3

As shown in table 3, most respondents (62.9%) have worked with the University for between 10 and 20 years, while 22.8% have worked between 1 - 9 years. 14.3% of the respondents indicated that they have worked with the university for more than 20 years.

The ranks of our respondents range from graduate assistant to professor, Assistant registrar to Deputy registrar and senior Library Officer to Principal Librarian. Table 4 is self-explanatory. It shows the different ranks of the respondents listed in the able.

Table 4: Ranks of Respondents

Rank	N=70	%
Prof., Reader, Senior Lecturer	13	18.5
Lect. I/II, Asst. Lectr., Grad./Asst.	16	22.9
Principal Lib., Lib, I/II, asst. Lib./SLO	14	20.0
DR/PAR, Editor/AR	21	30.0
Snr./Higher Executive Officer	6	8.6

The figures in table 5 show that 62.9% of the respondents are holding no other positions than their substantial positions whereas 37.1% (i.e. 26) respondents are Heads of Departments/Sections. Table 5 gives the percentage of positions of respondents.

Table 5: Distribution of Respondents by Position

Position	N=70	%
Dean, HOD, HOS	26	37.1
None	44	62.9

Twenty-nine percent of the respondents (i.e. 41.4%) are academic staff from Faculty of Administration while 38.6% are from the registry Department. 20% of respondents are from Kashim Ibrahim Library. This is illustrated in Table 6.

Table 6: Distribution of Respondents according to Department

Department	N=70	%
Faculty of Administration	29	41.4
Kashim Ibrahim Library	14	20.0
Registry	27	38.6

4.2 Information Network

Chapter three had identified the official organs of communication in the university and their various functions. The extent to which each organ performs its functions is what is tested in this section.

The publications include the Calender, Handbook of Administrative Procedures, Regulation governing the conditions of Appointments of Senior Staff of A.B.U., Regulations Governing the Appointments of Intermediate and Junior Staff, Undergraduate and Postgraduate Prospectuses, Student Handbook and the News Bulletin.

Respondents were asked to indicate from which source they obtained information on University laws and statutes and their response are shown in table 7.

Table 7: Source from which staff obtain their information on university laws and status.

Identified source of information on Univ. Law	Academic (n=29) %	Professional (n=14) %	Admin. (n=27) %
University Calender	41.4	42.9	20.4
Colleagues	20.7	21.4	7.4
Committees	0	0	3.7
Departmental Meetings	13.8	0	3.7
I know little about them	20.7	35.7	11.1
No reply	3.4	0	3.7

Among academic Staff, 41.4% indicated the University Calender as the main source from which they obtain information on the University laws and statutes while colleagues and departmental meetings are the 2nd and 3rd sources of the academic staff. However, 20.7% testified that they knew little about university laws and statuses. Similarly, 42.9% of respondents from the Administrative staff expressed that the University Calender was their main

source of obtaining information on university laws and statutes. 'Colleagues' was again indicated as another source by a smaller margin that is, 21.4%. However, it is suprising to note that as many as 35.7% of the professional staff reported that they knew little about the university laws and statuses. Also surprising is the fact that as large as 11.1% of administrative staff know little about the university laws and statutes.

The replies of the Registry staff were more widely spread across the various sources. Again, University Calender was recorded as the main source which information was obtained on University laws and statutes. In this case by a much smaller percentage (i.e. 20.4%). On the other hand, lesser proportions of administrative Staff than those of professional and academic expressed having little knowledge of the university laws and statutes.

Asked whether or not they had a copy of the current edition of the university calender, respodents replied as follows:

Table 8: "Do you have a copy of the current edition of the University Calender"?

Responses	Academic (n=29) %	Professional (n=14) %	Administrative (n=27) %
Yes	17.2	14.3	37.0
No	82.8	85.7	59.3
No reply	0	0	3.7

A large percentage, i.e. 82.8% of the academic staff indicated that they did not have a copy of the University Calender, while only 17.1% replied that they had. Similarly, 85.7% of the professional staff reported that they did not receive each edition and 14.3% recorded receipt of each edition. A percentage of 59.3% of the Administrative staff reported that they did not receive latest edition, while 37.0% indicated that they received latest edition. This finding probably explains the very little knowledge about university laws and statutes.

Next the respondents were asked to indicate reasons for their non-possession of a copy of the calendar and their responses are as tabulated below:

Table 9: Reasons for Non-Possession of the Calender

Reasons for non-possession of Calender	Academic (n=29) %	Professional (n=14) %	Admin. (n=27) %
I lost my copies	3.4	0	0
I was never given one	65.6	64.3	44.4
I don't care for it	0	14.3	0
Received a copy once	6.9	7.1	11.1
No reply	24.1	14.3	44.4

A high proportion, 65.6% of academic staff, 64.3% of professional staff and 44.4% of the administrative expressed "I was never given one" as their main reason for not having a copy of the University Calender.

The second variable tested was disciplinary procedure and the university organ used as source of authority for carrying it our.

Table 10: "When a subordinate breaks a rule, where do you obtain your guideline for disciplining him"?

Identified source of guideline for disciplining staff	Academic (n=29) %	Professional (n=14) %	Admin. (n=27) %
Handbook of Snr. Staff/ I & J Staff regulations	41.4	28.6	74.1
Friends	3.4	0	3.7
Colleagues	10.3	7.1	7.4
Advice from the Registry	24.1	35.1	11.1
Usually lost as to what to do	6.9	0	0
handbook of Admin. Procedures	13.8	28.6	3.7

About half, i.e. 41.4% of Academic staff indicated that Handbook of Senior staff and I & J Staff Regulations was the main source from which they obtain guideline for disciplining erring Senior staff or Intermediate and Junior staff respectively. 21.1% of the respondents got such guideline from advice by the registry department while only 6.9% stated that they were usually lost as to what to do.

Among the professional staff, 35.7% indicated that they got such information primarily from advice by the administrative staff while 28.6% obtained such guideline from Senior Staff and I & J staff regulations. On the other hand, 74.1% of administrative respondents stared that they obtained such guidelines from the regulations.

A low percentage, i.e. 13.8% of academic staff, 28.6% of professional and 3.7% of the administrative staff gave the handbook of Administrative procedures as the source for such guideline. This finding should be disturbing to the university authority.

Respondents were further asked where they got their information on staff conditions of service. a fairly high percentage, 48.3% of Academic Staff regarding regulations as their main source while 21.1% recorded that they got such information from their colleagues. Half of the professional respondents indicated the Handbooks of senior staff regulations and I & J staff regulations as their main source but 21.4% recorded that they know little about staff conditions of service.

With regard to whether or not the respondents had a copy of the Handbook of senior staff and I & J staff regulations a high proportion among the Academic and administrative respondents indicated that they did not possess copies. The replies are illustrated below:

Table 11: "Do you possess a copy of the Regulations Governing the Appointment of Senior Staff?"

Responses	Academic (n=29) %	Professional (n=14) %	Administrative (n=27) %
Yes	24.1	28.6	51.1
No	75.9	64.3	48.9
No reply	0	7.1	0

Majority of the academic 75.9% stated that they neither had copies of the I & J Staff Regulations nor senior Staff Regulations, while only 24.1% replied in the affirmative. Similarly, 64.3% of the professional staff reported that they did not receive any copies and 28.6% recorded receipt of both Regulations.

A fairly high proportion of administrative staff indicated that they received a copy but a rather high percentage, 48.9% did not receive any copy. All respondents in varying proportions gave a common reason `I was never given one'. 69% of such view was expressed by the academic staff, 57.1% by the professional staff and 44.4% by the administrative staff.

To test how meaningful the undergraduate prospectus was to the respondents, the question "How do you get your information on regulations and syllabi for undergraduate courses was put to them. Their replies are distributed below:

Table 12: Source from which staff obtain their information on Undergraduate Courses, regulations and Syllabi

Identified source for information on regulations and syllabi	Academic (n=29) %	Professional (n=14) %	Admin. (n=27) %
Newspaper Advert	3.4	7.1	0
Bulletin	6.9	0	0
Undergraduate Prospectus	55.2	71.4	81.5
Departmental Meetings	31.0	0	0
Know little about Syllabi and Courses	3.4	21.4	18.5

Among the Academic Staff, 55.2% indicated that they got their information on regulations and syllabi for undergraduate courses from the University's Undergraduate Prospectus, while 31% reporded that they obtained it from departmental meetings. In a much higher proportion, 71.4% of the professional staff reported that they got such information from the same source, while 21.4% indicated that they know little about syllabi and courses. On the other hand, almost all the administrative staff 81.5% indicated that they got such information from the same source too. Only 18.5% recorded that they knew little about syllabi and courses.

Further on undergraduate prospectus respondents were asked to indicate the source from which they got their information on admission requirements for undergraduate courses. The replies are reproduced here:

Table 13: Source from which staff obtain information on admission requirements for undergraduate courses

Identified Source for Information on admission requirements	Academic (n=29) %	Professional (n=14) %	Admin. (n=27) %
Newspaper Advert	20.7	28.6	14.8
Undergraduate Prospectus	51.7	57.1	63.0
Departmental Meetings	13.8	0	0
Know little about admission requirements	10.3	14.3	18.5
No reply	3.4	0	3.7

Over half of all respondents indicated that they got their requirements for undergraduate courses from the Undergraduate Prospectus, 51.7% and 57.1% in the case of the Academic and Professional respectively. Similarly, 63.0% of Administrative Staff.

As to whether or not they have a copy of the undergraduate prospectus, 53.2% of academic Staff recorded that they did not have a copy while 46.8% indicated that they had. Among the professional a higher proportion, 78.6% reported that they did not have while 21.4% indicated that they had a copy. However, it is note-worthy that unlike the professional and academic staff, 55.6% of the Administrative Staff indicated they had a copy of the prospectus while 44.4% maintained that they did not have any. Respondents major reason for non-possession of a copy of the prospectus was that they were never given any copy. The table below shows the responses:

Table 14: Reasons for non-possession of the undergraduate prospectus.

Identified Reasons for non-possession of Undergraduate Prospectus	Academic (n=29) %	Prof. (n=14) %	Admin. (n=27) %
I lost my copy	3.4	0	59.3
I was never given any	48.3	42.9	0
I don't care for one	0	14.3	29.6
Got only one edition	3.4	14.3	7.4
No reply	44.8	28.6	3.7

Items 20-22 of the questionnaire sought to know how meaningful and effective the Student's Handbook was to the respondents. To the question, "How do you get to know about regulations guiding students', respondents replies are as follows:

Table 15: Source from which Staff obtain information regulations guiding students

Identified source of information on regulations guiding students.	Academic (n=29) %	Prof. (n=14) %	Admin. (n=27) %
Bulletin	13.8	7.1	7.4
Friends	13.8	7.1	0
Students Affairs Division	10.3	7.1	18.5
Student Handbook	17.2	42.9	55.6
I know little about such Regulations	41.5	35.7	18.5
No reply	3.4	0	0

Almost half, i.e. 41.4% of the Academic Staff expressed that they know little about regulations guiding students while only 17.2% recorded that they got to know about such regulations through the student Handbook. According to the responses of the Professional staff, 35.7% of them indicated that they knew little about such regulations but a significant 42.9% recorded that they got their information on regulations guiding Students from the Handbook. On the other hand, 55% of the Administrative staff indicated that they obtained such information from the Student Handbook, while only 18.5% admitted that they knew little about these regulations.

Asked to state whether or not they had a copy of the Student Handbook responses obtained among the three categories of staff were mostly negative as shown below:

Table 16: "Do you have a copy of the Student Handbook"?

Reponses	Academic (n=29) %	Professional (n=14) %	Administrative (n=27) %
Yes	27.6	14.3	37.0
No	72.4	78.6	59.3
No reply	0	7.1	3.7

Coming to the reasons for the non-possession of the Student Handbook, responses varied as follows:

Table 17: Reasons for non-possession of the Student Handbook

Identified Reasons for non-possession of Student Handbook	Academic (n=29) %	Professionals (n=14) %	Admin. (n=27) %
I have lost my copy	3.4	0	3.7
I was never given one	69.0	37.7	40.7
I don't care for one	0	35.7	3.7
Got Just one edition	3.4	7.1	3.7
No reply	24.1	21.4	48.1

Majority of the academic staff that is, 69% stated that they had never been given a copy, 35.7% of the professional staff recorded that they were never given a copy while equally 35.7% recorded that they did not care for one. On the other hand, 40.7% of the Administrative Staff indicated that they were never given one.

Another variable examined was knowledge of university appointment procedures including documentation.

Next, respondents were asked two questions to elicit information on the usage or otherwise of the senior staff regulations and the calendar. Specifically, the questions were "Where do you get your information on the University?" and "How do you get to know about documentation procedures for new staff. The replies to the former question are distributed below:

Table 18: Source from which staff obtain information most on the University:

Identified source of Information	Academic (n=29) %	Professionals (n=14) %	Admin. (n=27) %
Bulletin	48.3	21.4	3.7
Senior staff Regulations	3.4	7.1	44.4
Calender	10.3	50.0	3.7
Departmental Meetings	31.0	7.1	48.1
Don't know much about appointment procedures	6.9	14.3	0
No reply	0	0	0

48.3% of the Academic Staff recorded that they obtained their information on the university mostly through the Bulletin, while 31% indicated that they got such information from the departmental meetings. Among the Professional Staff, 50% indicated that they obtained such information from the Calender while 21.4% recorded that they got such information from the Bulletin. Only 7.1% reported that they received such information from the senior staff regulations.

48.1% of the Administrative Staff indicated that the Calender was the source through which they obtained much detailed information on A.B.U. while 44.4% gave the Bulletin as their source.

Asked whether or not respondents had received a copy of the Regulations Governing Appointment of Senior Staff at A.B.U. when they first assumed duty at A.B.U. their replies were as follows:

Table 19: "Did you receive a copy of the senior staff regulations when you first assumed duty at A.B.U.?"

Responses	Academic (n=29) %	Professional (n=14) %	Administrative (n=27) %
Yes	44.8	71.4	77.8
No	55.2	14.3	18.5
No reply	0	14.3	3.7

About half, i.e. 44.8% of the Academic Staff stated that they had received a copy on assumption of duty while over half of them, 55.2% recorded that they did not receive any copy.

Reasons for non-possession of the regulations ranged from "I was never given one" to "I did not know it existed". 55.2% stated that they did not know it existed while 44.8% recorded that they were never given one. Similarly, 71.1% of the professional staff indicated that they did not know that it existed. Furthermore, 77.8% of the Administrative staff recorded that they received a copy at the assumption

of work, while only 18.5% reported that they did not get a copy.

Next repondents were asked "How do you get information on leave procedures"? Their replies are distributed below:

Table 20: Source from which staff obtain information on leave procedures

Identified source for information on leave Procedures	Academic (n=29) %	Professional (n=14) %	Admin. (n=27) %
Friends	3.4	0	0
Colleagues	24.1	14.3	25.9
Departmental Offices	34.5	50.0	11.1
Senior Staff Regulations	31.0	35.7	59.3
No reply	6.9	0	3.7

A percentage, i.e. 34.5% of the academic staff indicated that they got their information on leave procedures through the departmental office while 24.1% recorded colleagues as their source of getting such information. 31% reported that they got it from the regulations. Similarly, 50% of the professional staff recorded that they got such information from the departmental office while 35.7% recorded that they got it from the regulations. On the other hand, 59.3% of the Administrative Staff got such information from the regulations while 25.9% obtained it from colleagues.

With regards to how respondents got their information on service departments, namely, Bursary, Library and Maintenance, the following table reflects their responses:

Table 21: Source from which staff obtain information on service departments

Identified source of information on service departments	Academic (n=29) %	Professional (n=14) %	Admin. (n=27) %
Friends	20.7	28.6	7.4
Colleagues	34.5	28.6	18.5
Departmental Meetings	3.4	0	3.7
Calender	27.6	35.7	59.3
No reply	13.8	7.1	11.7

Among the Academic Staff, 34.5% indicated that they got their information on service departments through colleagues while 27.6% recorded the Calender as their source. 20% of them gave `friends´ as their main source. Whereas 28.6% of the professional recorded colleagues as their main source of obtaining such information, another 28.6% indicated friends as their source. 35.7% recorded that they obtained such information from the calender, while only 18.5% recorded `Colleagues´ as their source. Most Administrative Staff, 59.3% gave Calender as their main source from which they obtain such information.

On-going events e.g., seminars, in the University was the next variable examined.

Items 26-29 of the questionnaire sought to elicit the extent to which respondents found the Bulletin useful and whether or not the Bulletin could be considered an effective source.

First, respondents were asked, "How do you get to know about on-coming seminars"? Their replies are as follows:

Table 22: Source from which staff get information about on-coming seminars.

Identified source of Information about on-coming seminars	Academic (n=29) %	Professional (n=14) %	Admin. (n=27) %
Bulletin	58.6	100	88.9
Posters	20.7	0	3.7
Friends	6.9	0	0
Departmental Meetings	13.8	0	0
No reply	0	0	7.4

The consensus among the three categories of our respondents was that the Bulletin was their main source of obtaining information about on-coming seminars. All the professional staff (i.e. 100%) expressed so, followed by a large proportion of Administrative staff i.e. 88.9% and over half of the Academic Staff that is, 58.6%.

Next respondents were asked how they got to know about the arrival of new staff. Their replies are reproduced here:

Table 23: Source from which staff obtain information on arrival of new staff.

Identified source of getting information on arrival of new staff	Academic (n=29) %	Professional (n=14) %	Admn. (n=27) %
Through Bulletin	82.8	92.9	100
Through Friends	0	7.1	0
Departmental Meetings	17.2	0	0
Posters	0	0	0

It is clear from table 23 that almost all the respondents from our three categories got to know about arrival of new staff from the Bulletin. Among the Academic Staff, 82.8% indicated so, while 92.9% of the Professional Staff expressed the same view. 100% of the Administrative Staff recorded that they obtained such information from the Bulletin.

Asked whether or not respondents received a copy of the Bulletin every Friday, all the Administrative Staff replied in the effirmative that is, 100%. Among the Professional Staff, 64.3% indicated that they received a copy regularly, while 21.4% recorded that they did not. A lesser proportion of Academic Staff, 44.8% indicated that they received copies regularly, while over half that is, 55.2% reported that they did not receive a copy every Friday. The following table is self-explanatory:

Table 24: "Do you receive a copy of the News Bulletin every Friday"?

Responses	Academic (n=29) %	Professional (n=14) %	Administrative (n=27) %
Yes	44.8	64.3	100
No	55.2	21.4	0
No reply	0	14.3	0

4.3 Communication Channels and Types

Items 30 - 36 of the questionnaire was designed to elicit the views of staff on the channels and types of communication existing in the University.

Communication from Boss to Subordinates

Respondents were presented with four types of communication, namely; Instruction, advice, Reprimands and orders. They were then asked to state to what extent the above constituted their communication with the subordinate staff. Their replies renging rrom "very true" to "very untrue" were as follows:-

Table 25: Communication from Boss to Subordinate

Rating Scale	Nature of Communication			
	Instructions (n=70)	Advice (n=70)	Reprimands (n=70)	Orders (n=70)
Very true	34.3	42.9	4.2	4.3
True	40.0	30.0	12.9	17.1
Not true	2.9	0	17.1	11.4
Very true	1.4	0	12.9	12.9
No reply	21.4	27.1	52.9	54.3

This study has revealed that the information mostly passed by superiors to subordinates is made up mainly of instructions. Out of 70 respondents, 34.3% indicated very true while 40% recorded true. These two categories formed 74% of the responses.

The next identified communication after instructions was advice. 73% of the respondents indicated that the information given to subordinates was made up of advice. Specifically, 42.9% expressed very true to this communication while 30% indicated true.

Particularly high proportion, 52.9% of the respondents could indicate neither way that the information passed to subordinates was made up of reprimands. Only 30% recorded that reprimands didn't constitute the information they gave to the subordinates while 17% recorded that it did. This finding may imply that reprimands are rarely issued to subordinate staff or it may mean that subordinates observe the university regulations and subsequently there was no cause for such communication.

Orders were least perceived as providing main information channel between superiors and subordinates. a much higher proportion, 54.3% would not say whether or not information given to their subordinates was made of mainly orders.

It is interesting to speculate on the meaning of this neutrality. It is possible that orders do not usually appeal to University staff unlike the armed forces where orders are supposed to be obeyed before complaint.

Communication with Colleagues

Next respondents were asked to what extent it was true that the information they got from their colleagues was made up mainly of instructions, advice and caution. The replies are distributed below:

Table 26: Communication with Colleagues

Rating Scale	Nature of Communication		
	Instructions (n=70) %	Advice (n=70) %	Caution (n=70) %
Very true	8.6	32.9	8.6
True	34.2	45.7	25.7
Not true	8.6	0	10.0
Very untrue	8.6	1.4	4.3
No reply	40.0	20.0	37.4

Majority of the respondents that is, 78.6% indicated that the information they got from colleagues was made of mainly advice. Specifically, 32.9% recorded `very true´ to this communication, while 45.7% expressed true.

coming to instructions, a lesser proportion, 42.8% favoured the type of communication ranging from `very true´ to `true´. Only 17.2% disagreed with the statement.

Caution was the least perceived channel of communication between colleagues. Among the 70 respondents, 34.3% indicated that it was true that the information they got from their colleagues was made of mainly caution, while 14.3% disagreed with the statement.

Written Communication in Relation to Type of Communication

Respondents were presented with four types of communication, namely; instructions, advice, reprimands and orders. They were then asked to state to what extent it was true that the information they gave to their subordinates was written in the light of these communications. Their replies renged from `very true´ to `very untrue´ as follows:

Table 27: Written Communication passed to Subordinates

Rating Scale	Nature of Communication			
	Instructions (n=70) %	Advice (n=70) %	Reprimands (n=70) %	Orders (n=70) %
Very true	32.9	11.4	11.4	12.9
True	22.9	17.1	12.9	5.7
Not true	17.1	28.6	25.7	21.4
Very untrue	4.3	0	1.4	4.3
No reply	22.8	32.9	48.6	55.7

It was clear from the above responses that superiors written communication with subordinates constituted mainly of instructions. 65.8% of the respondents testified to this finding. Next to instructions staff identified written advice and reprimands, respectively. Written orders were least perceived. This infers that superiors information to subordinates was written when it was "instructions´, `advice´, `reprimands´ and `orders´ in their order.

Oral Communication in Relation to Type of Communication

Respondents were similarly asked to state to what extent it was true that the information given to their subordinates namely: instructions, advice, reprimands and orders were mostly oral. Their replies are illustrated below:

Table 28: Oral Communication passed to Subordinates

Rating Scale	Nature of Communication			
	Instructions (n=70) %	Advice (n=70) %	Reprimands (n=70) %	Orders (n=70) %
Very true	15.7	51.4	18.6	14.3
True	24.3	27.1	22.9	22.8
Not true	10.0	2.9	8.6	10.0
Very untrue	5.7	0	2.9	2.9
No reply	44.3	18.6	47.1	50.0

It was interesting that majority of the respondents indicated that the information they gave to their subordinates most orally was mainly advice. Responses ranged from very true (51.4%) to true (27.1%). Only 2.9% did not identify with advice. Next to advice, respondents identified giving oral information to subordinates when it was reprimands (41.5%) instructions (40%) and orders (37.1%) in that preference.

Understanding of Written Communication by Subordinates

Respondents were asked to indicate how true subordinates understood their instructions, orders, advice

and reprimands best when written. Their replies are tabulated here:

Table 29: Written Communication best understood by Subordinates

Rating Scale	Nature of Communication			
	Instructions (n=70) %	Orders (n=70) %	Advice (n=70) %	Reprimands (n=70) %
Very true	24.3	18.6	5.7	0.0
True	22.9	20.0	14.3	21.4
Not true	37.1	38.6	55.7	45.7
Very untrue	7.1	10.0	5.7	10.0
No reply	8.6	12.8	8.6	12.9

Almost half, that is, 47.2% of the respondents recorded that their subordinates understood instructions best when written, while a similar proportion 44.2% did not thank so. Closely followed in understanding are orders (38.6%), reprimands (31.4%) and advice (20%) respectively.

Understanding of Oral Communication by Subordinates

Extent to which respondents felt that subordinates understood their instructions, orders, advice, and reprimands best when given orally were sought and their replies ranging from `very true´ to `very untrue´ are reproduced below.

Table 30: Oral Communication best understood by Subordinates

Rating scale	Nature of Communication			
	Instructions (n=70) %	Orders (n=70) %	Advice (n=70) %	Reprimands (n=70) %
Very true	10.0	5.7	25.7	7.1
True	40.0	10.0	47.1	37.1
Not true	37.1	38.6	20.0	40.0
Very untrue	10.0	8.6	4.3	8.7
No reply	2.9	7.1	2.9	7.1

The proporion regarding advice as best understood when given orally was significantly high (72.8%). This finding can be explained by the fact that oral communication provides room for repetition which in turn help the message to be understood. Furthermore, a personal message like advice means a lot to both the sender and receiver. Apart from advice messages also understood best when given orally were instructions (50%), orders (45.7%) and reprimands (44.2%) in that order.

Preferred Language of Communicating with subordinates

Staff held deferential preference with regards to the language they would wish to speak to their subordinates. Their replies were as follows:

Table 31: Language Preferred for Communicating with Subordinate Staff.

Identified Language of Preference for Communicating with Subordinates:	N=70	%
Pidgeon	14	20
Hausa	20	28.6
My mother tongue	15	21.4
None of the above	21	30.0

A low percentage, 28.6% indicated that they wished they would speak in Hausa to their subordinates, 21.4% recorded their mother tongue, while 20% indicated pidgeon. However, 30% replied `none of the above´. This means that the latter category which formed the highest proportion wished that English continues to be the common language of communication in the University.

4.4 **Telephone Services, Mailing System and Internal Communication** This section of the questionnaire comprising items 37-48 was designed to elicit information about respondents satisfaction with the existing telephone services, mailing system and internal communication. Specifically, respondents were asked how often they received and conveyed messages through the telephone; whether or not they had a telephone in their office; indicate four changes they would like the University to effect in order to improve on telephone service; extent to which they felt let the internal communication system functions satisfactorily;

the mailing system is effective and satisfactory. The following tables illustrate their perception.

Functioning of the Telephone

Respondents were asked to state how often they received or conveyed message through the telephone. Their replies which ranged from 'very often' to 'never' are shown below:

Table 32: Effectiveness of the telephone service

Extent to which telephone messages are received or conveyed	N=70	%
Very often	10	14.3
Sometimes	15	21.4
Never	7	10.0
No reply	22	31.3

As low as 14.3% recorded that they received or conveyed messages through the telephone very often while 21.4% indicated that they did so 'sometimes'. 10% reported that they never received or conveyed message through the telephone. A good proportion of the respondents, representing 31.3% gave no reply. It may mean that they are dissatisfied with the telephone service and subsequently disinterested. Despite the dissatisfaction with the telephone service all respondents who do not have at the moment would like to have one installed in their offices. The study reveals that 64.3% (45) of the respondents have telephones in their offices, perhaps just as status symbols.

Changes for Improvement of Telephone Service

Repondents were asked to indicate four changes which they would advocate for a more satisfactory functioning of the telephone and their advocated changes are listed here;

Table 33: Changes advocated for improvement of telephone service

	N = 70 %
Install telephone in all HODs' Offices/houses	42.9
Regular maintenance of equipment	25.7
Employment of more competent staff	22.7
Buy modern equipment	8.7

A percentage, 42.9% of the respondents would want the telephone services improved by connecting all Heads of departments offices and houses to telephone service, while 25.7% have suggested the assurance of regular maintenance of equipment. On the other hand, 22.7% suggested that more competent hands be employed as receptionists. Only 8.7% considered the present equipment absolete and advocated for an immediate replacement with direct lines.

Perceptions on the functioning of the internal communication system were similar to those expressed on telephone services. However, the rate of dissatisfaction was on a smaller margin. 20% of respondents indicated that they received and conveyed messages through the internal communication system very often while 24.3% recorded "often". 17.1% indicated that they sometimes did receive or

convey messages through the intercom whereas only 2.9% replied that they never did.

Asked whether or not respondents had an intercom in their offices, 61.4% indicated that they had while 38.6% recorded that they did not. The latter group were then asked whether or not they would like to have one installed in their office and all responded in the affirmative. This finding reveals that just like the telephone all respondents would like internal communication system installed in their offices, again may be as status symbols.

Again, respondents were similarly asked to list 4 changes they would like the university to effect in order to make the intercom more useful. Their replies were exactly the same as in telephone services. The changes ranged from installation of intercom in all HODs' Offices to buying modern intercom equipment.

Perceived Satisfaction with the Mailing System

Respondents were asked to assess the mailing system in the University. Their replies which ranged from 'very satisfactory' to 'not satisfactory' are shown as follows:

Table 34: Assessment of the Mailing System

Extent to which the mailing system is satisfactory	N = 70 %
Very satisfactory	2.9
Satisfactory	60.0
Not satisfactory	37.1
Very unsatisfactory	0

Over half of our sample that is, 62.9% expressed satisfaction with the existing mailing system, while 37.1% of the respondents considered it to be unsatisfactory. However, it was interesting to note that when respondents were in the next question asked to give reasons for dissatisfaction no replies were forthcoming. This may mean that the dissatisfaction with the mailing system is mild.

4.5 New Channels of Communication

A list of new channels of communication not currently practised by the University were introduced as item 49 of the questionnaire. This consisted of complaint boxes, morale questionnaires, exit interviews, ombudsman institution, and employee counselling programme. Respondents were then requested to pick 3 channels from the list in order of preference for inclusion in the existing ones. The tabulation below shows their preferences:

Table 35: New Channels of upward communication preferred

Preferred Channel	Percentage Index
Employee counselling programme	54.3
Exit interview	37.1
Morale Questionnaires	34.3

An analysis of these replies shows that the employee counselling programme was most preferred and advocated for inclusion in the University's system of communication. This view was expressed by 54.3% of the respondents, while exit interview occupied second place of preference and morale questionnaire was preferred by 34.3% of respondents.

4.6 Interpretation of Data

From analysis of data obtained from questionnaire the following points can be briefly deduced:

1. The University official publications namely; the Calender, Regulations Governing the conditions of Appointment of Senior Staff of A.B.U.; the Handbook of Administrative Procedures; the Undergraduate Prospectus; the Students Handbook and the News Bulletin, which form an important information network for the University staff are meaningful to the staff. However, their non-availability to many members of staff especially the academic staff results to negative attitude towards them to some extent and ignorance of their contents to a larger extent. There is a marked difference of their usage among the professional, Academic and Administrative Staff. The Administrative staff seem to have copies each of the publications more than those of the academic and professional staff. These could be attributed to the small number of Administrative Staff compared to those of the professional and academic. Another explanation could be the nature of their job as policy and regulations' implementors. The Nes Bulletin was perceived as the most available publication to the three categories of staff. Again, the extent of its availability is disproprotional with fewer academic staff receiving copies regularly.

Specifically, less than half of the Academic Staff obtain their information on University Laws and Statutes from the Calendar. On the other hand, as much as twenty-one percent have no knowledge of the laws and statutes. This finding should be most disturbing to the university authorities considering the number of the academic staff and the important position they occupy in the university administration; both short and long term. Over $^{3}/4$ of the Academic Staff do not have copies of the Calendar because they were never given one.

Similarly, below half of the professional staff obtain their information on university laws and statuses from the Calendar. Furthermore, many of them expressed little knowledge about such laws and statuses. The finding has implication for the Library as the university's reservoir for information. Again, over $^{3}/4$ of the professional staff do not have copies because they were never given one.

A very few administrative staff obtain information on University Law and Statutes from the Calendar. A rather significant number expressed little knowledge of the law and statutes. This finding is equally disturbing considering the scope of duties of the Administrative Staff which requires them to be equipped with every vital information on the University.

The Handbook of Administrative Procedures is issued by very few administrative, academic and professional staff. However, as old as this handbook

is, it has not been replaced with another. The importance of the handbook can be assessed by its non-availability which will result to general lack of little knowledge of procedure in handling administrative matters.

Most academic staff obtain their information on staff conditions of service from the regulations governing appointment of senior staff at A.B.U. Half of the professional staff get such information from the regulations. Most of the administrative staff also obtain their information on conditions of service from the regulations. However, majority of the academic staff do not have a copy of the regulations. About half of the administrative staff have no copies either and over half of the professional staff do not have copies.

This finding is most disturbing especially that all senior staff are expected to comply with these regulations; failure of which there could be serious implication for the University.

In respect of the Undergraduate Prospectus, half of the academic staff gave it as their source of obtaining information on undergraduate courses and syllabi. A rather high proportion of the professional staff identified the prospectus as their source of obtaining such information. Similarly, almost all the administrative staff got such information from the same source. The finding with particular reference to the academic staff is worrying; since they deal directly with teaching these courses to the students.

The student handbook was identified by less than twenty percent of the academic staff as the source from which they obtain information on regulations guiding students. Almost half of them reported that they know little about such regulations. This finding is rather surprising considering the fact that the academic staff spend most of their time training the students without bothering to know much about student regulations.

Almost half of the professional staff get such information from the Student Handbook while over half of the administrative staff gave the same source.

Over half of the administrative, professional and academic staff do not have copies of the handbook because they were not given one. Another striking reason, for non-possession of a copy of the Student Handbook, given by the professional is that they do not care for one. Given their profession, it can be inferred that they need to be well informed even if they do not deal directly with the students.

Almost all the administrative staff, professional and academic staff obtain their information on on-coming seminars from the Bulletin. However, while over seventy-five percent of the administrative and professional staff receive copies every Friday, less than half of the academic staff get copies regularly.

Failure to get copies of the Bulletin regularly could cause the academic staff to be ignorant of such seminars and resultant poor attendance at them which will be detrimental to the university.

From the above findings an urgent need for examination of the distribution system of these university publications can not be overemphasised.

2. The communication from senior staff to subordinates was perceived to be mostly made up of instructions, advice, reprimands and orders, in that order. Contrasting with this finding was the communication among colleagues which was perceived to be made up of advice, instructions and caution in that order. Most of the written communications was perceived to constitute mostly of instructions advice, reprimands and orders, in that order. On the other hand, oral communication between senior staff and subordinates was made up mostly of advice, reprimands, instructions and orders in that preference.

3. Staff felt that subordinates understood their written communication best when it was instructions, orders, reprimands and advice, in that order. Communication perceived to be understood best when given orally comprised of advice, instructions, orders and reprimands, in that order.

4. A significant proportion of staff wished English to be continued as a language of communication among the University community.

5. Dissatisfaction with the functioning of the telephone services and the internal commjnications system was evident. However, the mailing system in the University was considered satisfactory.

6. Four changes advocated for the improvement of telephone service and intercom included installation of telephones to offices of all Heads of Departments, regular maintenance of the equipment, employment of more competent staff and purchase of modern equipment.

7. Employee counselling programmes, exit interviews and morale questionnaire respectively were preferred by the administrative staff, professional and academic staff for inclusion among the existing upward channels of communication in the University.

4.7 Presentation of Data in Respect of Questionnaire II

Our sample unit consists of 48 Intermediate and Junior staff respondents drawn from the Faculty of Administration, Kashim Ibrahim Library and Registry Department.

Profile of Intermediate and Junior Staff

The first part of the questionnaire was designed to elicit personal details such as highest educational attainment, sex, rank and years of service at A.B.U. Table 36 gives a breakdown of respondents by educational qualification.

All the respondents in our sample have some form of formal education beyond secondary level. Table 3 shows the educational qualifications of respondents.

Table 36: Educational qualification of Respondents

Educational Qualification	N=48	%
Bachalaureate	3	6.3
Professional certificates	31	66.6
No reply	13	27.1

More than three quarters of our sample are males that is, 79.2% while 20.0% are females.

Number of years spent in the service of A.B.U. are shown in table 37.

Table 37: Length of Service at Ahmadu Bello University

Number of years in services	N=48	%
1 - 9	27	56.3
10 - 20	21	43.7
20 +	0	0

The ranks of our respondents range from Messenger to Secreatry. Table 38 illustrates the different ranks of the respondents.

Table 38: Ranks of Respondents

Ranks	N=48	%
Secretary	7	14.6
Clark/Typist	31	64.6
Library Officer	4	8.3
Messenger	2	4.2
No reply	4	8.3

4.8 Communication Network

Items 8 - 14 of questionnaire II sought to know the use to which this class of staff put university organs of communication. To the question, "How do you get to know about intermediate and junior staff matters?" respondents replies are as follows:

Table 39: Source from which staff obtain their information on intermediate and junior staff matters.

Identified source of Information on Intermediate and Junior Staff	N=48	%
Bulletin	11	23.9
Regulations Governing Appointments of Intermediate and Junior Staff	19	39.6
N.A.S.U.	1	2.1
Friends	17	35.4

A percentage, 39.6% of the respondents indicated that they got their information on intermediate and junior staff matters through the regulations governing the appointment of the Intermediate and Junior Staff of A.B.U., while 35.4% recorded that they got to know about such information from the University Bulletin while 21.1% recorded that they received such information from their staff union that is, Non academic Staff Union (NASU).

It is worth noting the fact that only 39.6% get such information from the correct source and that as large as 35.4% get them from friends.

Asked to state whether or not respondents had a copy of the regulations governing the Appointment of Intermediate

and Junior Staff at A.B.U., most respondents said 'No' as shown below:

Table 40: "Do you have a copy of the regulations Governing the Appointment of Intermediate and Junior staff?"

Responses	N=48	%
Yes	10	20.8
No	38	79.2

Next the respondents were asked to indicate reasons for their non possession of copies of the regulations governing their appointment. Their responses are tabulated as follows:

Table 41: Reasons for non-possession of the regulations governing the appointment of Intermediate and Junior Staff.

Identified Reasons for non possession of I&J Staff Regulations	N=48	%
I lost my copy	1	2.1
I was never given one	35	72.9
I don't care for it	2	4.2
No reply	10	20.8

Majority of the respondents, 72.9% expressed "I was never given one" as their main reason for not having a copy of the regulations governing their appointment, while 20.8% would not give any reasons. 4.2% recorded that they did not care for one and 2.1% indicated that they had lost their copies.

Items 11 - 14 were included to verify the sources from which I & J staff obtain information on vacancies for I & J positions, a news information normally carried in the News Bulletin. First, respondents were asked, "How do you get to know about vacancies for I & J Staff posts in the University?" Their replies are reproduced here:

Table 42: Source from which staff obtain their information on vacancies for I & J staff posts.

Identified source of information on vacancies for I & J staff Posts.	N=48	%
Bulletin	21	43.7
Posters	13	27.1
Friends	10	20.8
Colleagues	2	4.2
No reply	2	4.2

Almost half of the respondents, that is, 43.7% indicated that the Bulletin was the source through which they knew about vacancies for I & J Staff posts, while 27.1% recorded 'Posters' as their main source. 20.8% indicated that they got such information from friends while 4.2% do so from Colleagues.

A second question "How do you get to know about on-coming events?" was put to the respondents and their replies were as follows:

Table 43: Source from which staff obtain information on on-coming events.

Identified source of information on on-coming events	N=48	%
Bulletin	39	81.3
Friends	3	6.3
Posters	4	8.3
Colleagues	1	2.1
No reply	1	2.1

According to the data presented in the above table, a significant proportion of the intermediate and junior staff got to know about on-coming events through the Bulletin. Specifically, 81.3% indicated that they got their information on on-coming events through the Bulletin.

Asked whether or not respondents received a copy of the Bulletin regularly, most of them, that is 70.8% replied in the affirmative while 27.1% recorded that they did not receive a copy every Friday. The table below reflects their replies:

Table 44: "Do you get a copy of the Bulletin every Friday?"

Responses	N=40	%
Yes	34	70.8
No	13	27.1
No reply	1	2.1

Respondents were next asked to give reasons for their non receipt of the copy of the Bulletin on a regular basis. Their reasons are as follows:

Table 45: Reasons for non receipt of a copy of the Bulletin

Identified reasons for non-receipt of a copy of the Bulletin	N=48	%
I have never been given one	15	31.2
I don't care for one	2	4.2
No reply	31	64.6

4.9 Communication Channels and Types

Items 15-24 of the questionnaire sought to elicit the views of intermediate and junior staff on the channels and types of communication existing within the University.

Source and Type of Information Subordinates use for Day-to-Day Function

Respondents were presented with four sources of information, namely the boss, colleagues in the same department, colleagues in another department and I & J staff regulations. They were then requested to state to what extent the information they use for their daily function emanated from the above sources. Their replies ranging from "All" to "None at all" are reflected in Table 46.

Table 46: Sources from which subordinates obtain information to use for day-to-day function:

Rating Scale	Source of communication			
	From my Boss %	From colleagues in same Dept. %	From colleagues in another Dept %	I&J Staff Regulations %
All	25.0	8.3	2.1	4.2
Almost	39.5	18.8	2.1	12.5
Little	8.3	14.6	10.4	6.3
Very Little	6.3	10.4	12.5	0
None at all	4.2	2.1	22.9	27.1
No reply	16.7	45.8	50.0	50.0

This study has revealed that almost all the information subordinate staff use for day-to-day function emanate from the boss. Out of 48 respondents 25% indicated all while 39.5% recorded almost all. These two categories add up to 64.5% of the respondents. On the other hand, 8.3% indicated very little, 4.2% recorded none at all while 16.7% gave no response.

Communication with the Boss

The extent to which subordinates perceived that the information they received from the boss was made up of mainly instructions, advice, orders and reprimands was sought in items 16 to 17 of the questtionnaire. Respondents replies ranging from "very true" to "very untrue" are as follows:-

Table 47: Type of Communication with the boss

Rating Scale	Nature of Communication			
	Instructions (n=48) %	Advice (n=48) %	Orders (n=48) %	Reprimands (n=48) %
Very true	60.4	16.7	22.9	8.3
True	25.0	25.0	18.7	12.5
Not true	0	8.3	6.3	6.3
Very untrue	0	0	2.1	10.4
No reply	4.6	50.0	50.0	62.5

A major proportion, 85.4% have indicated that the information they received from the boss is made up of mainly instructions. Out of 48 respondents 60.4% indicated very true, while 25% recorded true.

The next identified channel after instruction was advice. 41.7% of the respondents indicated that the information they received from their boss was made up of advice. Orders and reprimands were considered to constitute the 3rd and 4th categories of information subordinates received from the boss respectively. 41.6% indicated for orders while only 20.8% recorded for reprimands.

Communication with Colleagues

Just like the senior staff, the intermediate and junior staff were asked to state the extent to which it was true that the information they got from their colleagues was made up of mainly instructions, advice and caution. Their replies are shown below:

Table 48: Nature of Communication with Colleagues

Rating scale	Nature of Communication		
	Instructions (n=48) %	Advice (n=48) %	Caution (n=48) %
Very true	20.8	35.4	18.8
True	27.1	33.3	22.8
Not true	8.3	2.1	4.2
Very untrue	2.1	0	6.3
No reply	41.7	29.2	47.9

Over two thirds of the respondents that is, 68.7% indicated that the information they got from colleagues was made up of mainly advice. Their responses ranged from `very true´ (35.4%) to `true´ (33.3%).

Instructions was rated as 2nd category of communication between subordinate and their colleagues. A high proportion of respondents that is, 48% indicated so.

As was the case among the senior staff, caution was the least perceived category of communication between colleagues amongst subordinate staff. Out of 48 respondents, 41.6% recorded that the information they got from their colleagues was made up mainly of caution, only 6.3% disagreed with the statement.

Communication from the boss

Respondents were asked to state the extent to which they felt that communication received from the boss was mainly written or oral. Their replies ranging from `very true´ to `every untrue´ are reproduced below:

Table 49: Mode of Communication from the Boss

Rating Scale	Mode of Communication	
	Written (n=48) %	Oral (n=48) %
Very true	35.4	29.2
True	37.5	27.1
Not true	2.1	25.0
Very untrue	0	6.3
No reply	25.0	12.4

Majority of the respondents that is, 72.9% indicated that the information they got from their boss was mainly in written form. 37.5% testified 'true' to this finding while 35.4% recorded 'very true'.

On the other hand, a lesser propostion, 56.3% indicated that the information they got from the boss was mostly oral.

Understanding of Boss Written Communication

Respondents were presented with four types of communication namely instructions, orders, advice and reprimands. They were then asked to indicate the extent to which it was true that they understood the above communication messages best when put in writing. Their replies are as follows:

Table 50: Written Communication best understood by Subordinates

Rating scale	Nature of Written Communication			
	Instructions (n=48) %	Orders (n=48) %	Advice (n=48) %	Reprimands (n=48) %
Very true	43.8	29.1	18.8	10.4
True	35.4	27.1	31.3	18.8
Not true	10.3	25.0	31.3	33.3
Very untrue	4.2	6.3	10.4	16.7
No reply	6.3	12.5	8.2	20.8

It was clear from the above table that written instruction from the boss to subordinates were best understood by the latter. Almost all the respondents, 89.2% testified to this. Next to instructions subordinates understood boss written orders (56.2%) and advice (50.1%) respectively.

It was not surprising that written reprimands was received to be least understood by subordinates. Among the 48 respondents, only 29.2% expressed that they understood written reprimands while 50% recorded that they did not understand written reprimands. This infers that due to the serious implications of written reprimands to subordinates, they are expected to be unreceptive to such communication. This study reveals that subordinates understand boss written communication best when it is instructions, orders, advice and reprimands in that order.

Understanding of Boss Oral communication by Subordinates:

The respondents were asked to indicate the extent to which it was true that they understood their boss oral instructions, orders, advice and reprimands. Their replies are tabulated here:

Table 51: Oral Communication Best Understood by Subordinates

Rating Scale	Nature of Oral Communication			
	Instructions (n=48) %	Orders (n=48) %	Advice (n=48) %	Reprimands (n=48) %
Very true	37.5	20.8	25.0	25.0
True	37.6	39.6	45.8	25.0
Not true	8.3	18.7	10.4	16.7
Very untrue	4.2	4.2	2.1	4.2
No reply	10.4	16.7	16.7	29.1

A large proportion of respondents, 75.1% indicated that they understood best their boss oral instructions. Again, this can be explained by the fact that oral communication provides room for repetition and face-to-face contact which in turn helps the message to be understood. Besides instruction, messages also undertsood best when received orally were advice (70.8%), orders (60.4%) and reprimands (50.0%), in that order.

It is worth noting the descripancy in the views of the senior staff and intermediate and junior staff over which oral message they consider as best understood by subordinates. Whereas overwhelming percentage of senior staff identified instructions; majority of the intermediate and junior staff identified "advice".

Type of Communication with Boss

Respondents were asked to state whether they got information from the boss more in writing than oral. Their replies ranged from "very true" to "very untrue" as follows:

Table 52: Mode of Communication from Boss

Rating Scale	Mode of Communication	
	More Written Communication than Oral (n=48) %	More Oral than Written Communication (n=48) %
Very true	2.1	16.7
True	37.5	41.7
Not true	33.3	22.8
Very untrue	8.3	4.2
No reply	18.8	14.6

It is clear from the above table that subordinates communicate orally with the boss more than in writing. A high proportion of respondents that is, 58.4% testified to this finding. On the other hand, those who indicated that the information they got from the boss was more in writing than oral are statistically on a smaller margin, 39.6%.

Frequency of Communicating with Boss

This question called for indication of how often respondents felt that they gave information to their boss. Their replies ranging from 'when he asks me' to 'Anytime I have information I believe he needs' are distributed below:

Table 53: Frequency with which subordinate give information to Boss

Identified Frequency	N=48 %
When he asks me	27.1
Anytime I have information I believe he needs	64.6
No reply	8.3

It is interesting to note that over half of the respondents that is 65.6% indicated that they gave available information to the boss anytime they believe he needs it. 27.1% indicated that they gave information to the boss when he asks them for it, while only 8.3% did not indicate either way.

Asked why respondents hardly spoke to the boss their replies ranged from "I am shy" to "I do not have enough English to do so" as follows:

Table 54: Subordinates reasons for Hardly speaking to the Boss.

Identified reasons for Hardly Speaking to Boss	N=48 %
I am shy	12.5
I am scared	22.9
I do not have enough English to do so	4.2
No reply	60.4

22.9% indicated that they hardly spoke to their boss because they were scared while 12.5% recorded shyness as their reason. On the other hand, it is interesting that 60.4% of the respondents would not give any reasons. This may infer that a greater proportion of subordinate staff do not feel free to speak to their boss for undisclosed reasons.

Preferred Language of Communicating With Boss

Differential preference with respect to the language subordinates wished they could speak to their boss was evident. Their replies as follows:

Table 55: Language preferred for communicating with boss.

Preferred Language of Communicating with Boss	N=48	%
Pidgeon	5	10.4
My mother tongue	19	39.6
None of the above	24	50.0

As much as 39.6% indicated that they wished they could speak in their mother tongue to their boss, while 10.4% recorded pidgeon. However, 50% replied "none of the above". This may imply, like in the case of senior staff that a large proportion of subordinate staff wishes that English continues to be the common language of communication with the boss.

4.10 Telephone Services, Mailing System and Internal Communication System

Items 25-34 of the questionnaire sought to elicit information about respondents satisfaction with the telephone services, mailing system and internal communication. Respondents were asked how often they received and conveyed messages through the telephone, whether or not they had a telephone in their office; indicate four changes they would like the university to effect in order to improve on telephone; extent to which they felt that the internal communication system functions satisfactorily; the mailing system is effective and satisfactorily. Their perceptions are shown in the subsequent tables.

Functioning of the Telephone

First respondents were asked to state how often they received or conveyed messages through the telephone. Their responses which ranged from `very often´ to `never´ are illustrated below:

Table 56: Effectiveness of Telephone service

Rating scale	N=48	%
Very often	14	29.2
Often	3	6.3
Sometimes	10	20.8
Never	7	14.5
No reply	14	29.2

29.2% indicated that they received and conveyed message through the telephone very often while 6.3% recorded `often´. On the other hand, 20.8% indicated `sometimes´ while 14.5% reported that they never received or conveyed messages through the telephone. A high proportion that is 29.2% gave no reply. It may imply a mild dissatisfaction with the telephone service.

Asked to indicate whether or not respondents had a telephone in their office, 56.3% recorded that they had while 41.2% indicated that they had not one. 2.1% did not indicate either way. Further analysis reveals that despite the dissatisfaction with the telephone service, all respondents who do not possess a telephone presently indicated that they would like to have one installed in their office.

Perceived Changes for Improvement of Telephone service

A list of four changes for improvement was sought from the respondents and their replies are as follows:

Table 57: Changes Advocated for Improvement of Telephone service

Identified Changes	N=48	%
Install telephone in all houses/offices	17	35.0
Regular maintenance of equipment	13	27.1
Buy modern equipment	10	20.8
Employ more staff	8	17.1

24% of the respondents would like the telephone services improved by connecting all staff offices and houses to it, 27.1% have indicated the necessity of regular maintenance of equipment. 20.8% would want the university to replace the old telephones with modern ones while 17.1% suggested that more staff should be employed.

Similar perceptions were expressed on the functioning of the internal communication system. However, the replies were characterized by less dissatisfaction. Over 37% of the respondents indicated that they received and conveyed messages through the internal communication system. Specifically, 27.1% indicated `very often´, 10% recorded `often´ while 18.8% indicatdd `sometimes´. 10.4% recorded that they never received or conveyed message through the internal communication system.

Asked whether or not respondnets had an intercom in their office, 43.7% indicated `yes´ while 56.3% replied `No´. The latter category were further asked whether they would like to have one installed in their offices all answered in the affirmative. This study reveals that subordinate staff too would like both telephone and intercom installed in their offices. The same desire was expressed by the senior staff earlier on, in this chapter.

Respondents were next asked to list four changes they would like the university to effect in order to make the intercom more useful. Their responses were the same as in telephone services. Suggested changes ranged from installation of intercom in all staff office´s to employing more competent staff.

Perceived satisfaction with the Mailing System

When asked to assess the mailing system in the university, respondents views ranged from 'very satisfactory' to very unsatisfactory as shown below:

Table 58: I & J Staff Assessment of the mail delivery system

Extent to which the mailing system is satisfactory	N = 48 %
Very satisfactory	58.3
Satisfactory	12.5
Not satisfactory	12.5
Very unsatisfactory	2.1
No reply	14.6

Majority of the respondents that is, 70.8% expressed satisfaction with existing mailing system, while 14.6% considered it unsatisfactory. No reasons were forthcoming on why respondnets considered the mailing system unsatisfactory. It may be safe to assume here that the criticism of the mailing system is mild.

New Channels of Communication

Five channels of communication not currently practised by the university were presented as item 35 of the questionnaire. These included complaints boxes, morale questionnaire, exit inverviews, ombudsman institution and employee counselling programs. Respondents were then asked to pick 3 channels from the list in order of preference for inclusion in the exising ones. Their replies are as follows:

Table 59: New channels of Communication Preferred.

Preferred Channel	Percentage Index
Complaint boxes	52
Employee Counselling Programme	43.8
Exit Interviews	33.3

From analysis of the above replies it was evident that complaint boxes were most preferred and advocated for inclusion in the university's channels of communication. This view was indicated by 52% of the respondents, while employee counselling programs came second (43.8%) and exit interviews followed with 33.3%.

4.11 Data Interpretation

The following points stand out from an examination of the data obtained from questionnaire II:

1. University official publications especially tbe regulations governing the appointment of intermediate and junior staff, and the News Bulletin are considered meaningful and useful to the subordinate staff. However, like we discovered among the senior staff, majority of them do not possess a copy of the regulations governing their appointment due largely to the fact that they were never given one. A high proportion of the subordinate staff get copies of the Bulletin regularly. This finding may be explained by the curiosity and eagerness with which subordinate staff view the News Bulletin. They would make every effort to call at the information and publications unit

to collect a copy; a habit that is seemingly absent in the senior staff.

A very low percentage of the intermediate and junior staff obtain information on matters pertaining to them through the regulations governing the conditions of their appointments whereas a high proportion get such information from friends. This findings should be of a major concern to the university authorities considering the numerous indisciplinary acts this category of staff are often associated with. Also, if as large as 40% of these staff get such information from friends then it is possible that a lot of the original messages get distorted.

Similar to the finding amongst the senior staff is the fact that majority of the I & J staff do not possess copies of the regulations governing the conditions of their appointment because they were never given one on assumption of duty. This finding reveals a lot of room for non-compliance with the regulations which is detrimental to the university administration.

Most I & J staff obtain their information on vacancies for I & J staff posts and on-coming events from the Bulletin. An interesting explanation is that a great proportion of I & J staff get copies of the Bulletin. As earlier mentioned, most of the I & J staff will always call at the information and publication unit every Friday to collect a copy of the Bulletin. Perhaps, the administrative staff cadre need to make a similar effort.

the following messages in order of preference; instructions, advice, orders and reprimands. Perhaps in recognition of the advantage of oral communication which incolves repetition and often face-to-face contact, the I & J staff would not just want it restricted to unofficial messages such as advice, orders and reprimands. Hence they claim to understand best oral instructions; a revelation the university authorities cannot afford to ignore.

4. It is note-worthy that a large proportion of subordinate staff wished English to be continued as a language of communication among the university community. A similar desire was expressed by the senior staff.

5. Similar to the finding amongst senior staff, a mild dissatisfaction was shown towards the functioning of the telephone service and the internal communication systems by the I & J staff. Equally similar was the finding that the I & J staff considered the mail delivery system as satisfactory. This implies that while these channels may not constitute so much communication problems, there is still need for some improvement with a view to making them more satisfactory.

6. Similar changes were advocated for the improvement of telephone service and internal communication. These included installation of telephones to offices of all staff as well as their houses, regular maintenance of

equipment, purchase of modern telephone equipment and employment of competent staff.

7. Complaint boxes, employee counselling programme and exit interviews were preferred for inclusion among the existing channels of communication in the university. These channels are almost identical to those advocated by the senior staff which embrace employee counselling programs, exit interviews and morale questionnaire respectively. This finding may serve as an impetus for the university authorities to have a review of the university's communication channels.

In the next chapter, these findings will be further discussed, conclusions will be drawn and recommendations made for measures to be taken to improve on the existing communication system and for further research.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

This study is about the first emperical effort at critically assessing the existing communication system in A.B.U., to see to what extent it is adequate or not; to what extent the techniques employed are modern or outdated; and in general to see how the system and techniques meet or fail to meet the goals intended. Based on the findings, the study will recommend what better systems and techniques the university can adopt.

The study started out on a prevailing assumption that one of the major communication problems facing the university was the ineffectiveness of channels such as telephones, internal communication and the mail delivery system. Another assumption was that the publications which serve as primary media of obtaining information on the university's law and statutes, prospectuses, regulations governing appointments of her staff as well as administrative procedures were not readily available to the majority of the staff.

The study set out to investigate these assumptions guided by three specific research questions as follows:

1. What is the existing communication system in the university?
2. How effective is it?
3. If not effective, what are the defects and how can they be remedied?

The study found out that the major communication systems in A.B.U. consist of (i) official publications such as the calender, the prospectuses, the handbook of administrative procedures, the regulations governing the appointment of staff, and the news bulletin. (ii) There is downward, upward and lateral communication.

With respect to university official publications, the study arrived at conclusive and significant evidence that: among the four categories of staff studied, it was clear that all staff thought these publications meaningful but their non-availability to so many staff, especially the academic staff, resulted to negative attitude towards them and subsequent ignorance of their contents.

This finding is disturbing for various reasons. First, because the academic staff constitute over half of the university staff population, the non-availability of these publications to them means over 50% of the staff are kept ignorant of university laws and statutues. Secondly, the membership of the numerous university committees is dominated by the academic staff hence the necessity for them to be conversant with the law, statutes, regulations governing staff appointments and administrative procedures of the university.

The professional and administrative staff cannot be excluded from the resultant problem of non-availability of copies of university publications. As implementors of university decisions and policies, the

administrative staff cannot afford to be ignorant of the university law, statutes, and regulations governing the appointments of staff.

A similar conclusion was reached from a review of intermediate and junior staff reaction towards the regulations governing their own appointments. Because many of them do not possess copies of the intermediate and junior staff regulations, many of them do not get information, on their appointments from the correct source and quite a number of them are ignorant of regulations governing their appointments.

Making copies of all the university publications available to every member of staff is one way of eliminating negative attitude towards their contents and also ensuring existence of a well-informed university community. A well-informed community will in turn enhance understanding of the university goals and their subsequent attainment. Devising appropriate communication policies will go a long way to motivate staff for a proper usage of the publication.

The revelation that very few academic, professional and administrative staff obtain their guidelines for disciplining erring staff from the handbook of administrative procedures has a serious implication for the university administration. This implies that there is little or no knowledge of administrative procedures readily available to most staff and the result is poor handling of administrative cases.

communication within the university. The erratic nature of the telephone is a reflection of what obtains in the whole country. It is a well known fact that telephones do not function satisfactorily in Nigeria and A.B.U. has not been an exception. However, a frantic effort by the Federal Government to update the equipment, obtain competent workers to handle it will go a long way to improving this service.

Part of the failure of the telephone services may be explained by the lack of technological knowledge of the handlers.

With regards to the internal communication system, erratic power supply and lack of regular maintenance have been identified as factors mitigating their satisfactory functioning. A stand-by generator could be one way of improving on the effective functioning of the internal communication system.

The mild dissatisfaction with the mail office is attributed to unnecessary delays in delivering letters to their owners. The absence of good delivery vans and trained staff could be the main bane of poor performance of the mail office.

Furthermore, effective communication in the university is seriously impaired by the fact that only a few offices/residential quarters have telephones and internal communication system installed in them. And these lack regular maintenance.

On the question of additional means of communication the senior staff advocate for employee counselling programmes, exit interviews and moral

questionnaire, in that order whilst the intermediate and junior staff advocate for complaint boxes, employee counselling programmes and exit interviews in that order.

The university may do well to incorporate some of these new methods in its existing net-work of communication. The exit interview is most important particularly now that the turnover of professional and academic staff is high. Knowing why staff are leaving at the rate they are may lead to a solution which will stop the tide of exits.

This work can be concluded by reiterating precisely that the findings are: There is ample evidence that the university publications which form the information network for the academic, professional, administrative, intermediate and junior staff are important to all staff. However, lack of copies to most staff results to ignorance on what each one contains and the use to which they can be put for improved performance.

The second finding of the study is that staff perceive downward communication in the university to consist mainly of written instructions, advice, orders and reprimands. On the other hand, communication among colleagues is perceived to consist of oral advice, instructions and caution. Intermediate and junior staff perceived information they receive for their day-to-day function to come mostly from the boss, colleagues in the same department, colleagues in other

departments and I & J staff regulations respectively. Mild dissatisfaction with the functioning of the telephone services, internal communication and mail delivery system is evident among both the senior and junior staff. New preferred channels of communication include complaint boxes, employee counselling programmes, exit interviews and morale questionnare.

5.2 Recommendations

The above findings indicate that there are areas the university needs to direct her attention to with a view to improving on the existing communication system.

1. It is essential to ensure that official publications are made available to all staff so that they will have the necessary information on the university. At present, the distributory system is such that most staff are never given copies of university books must useful to them. This results to ignorance and nonchalant attitude towards their contents. To ensure that all staff get copies of each of the university publications the university should endeavour to print enough copies to go round every staff; (ii) Seminars should be organised periodically, e.g. once in every 3 months, on the usage of university publications.

2. Furthermore, administrative staff cadre that is, Heads of departments, Deans and Directors, Principal Officers and Heads of Sections/Units, should all be exposed to the administrative procedures of the

university on attaining such positions. A more up-to-date handbook on administrative procedures should be compiled as soon as possible and copies given to the above staff. There is also an urgent need for a special orientation course on these procedures to be given to all senior staff from levels 13 and above.

A situation where majority of the staff are not conversant with the administrative procedures does not augur well for the university administration.

3. Adoption of Miner's communication audits (see p.25 of chapter 3) to highlight problematic areas of communication within the university will go a long way to finding solutions to them and enhancing the university communication system. A realistic way of carrying out these audits could be by creating a research unit in the information and publications unit whose major assignment would be to carry out these audits on a 6 monthly basis.

In a nutshell the university should consider making urgent provision for the Information and Publications Unit to have the following additional schedule of duties:

a) An effective distributive system of sharing out copies of the university's publications - ensuring that all concerned get copies no matter how much it would cost the university.

b) Organisation of seminars on the contents and usage of these publications.

c) Conduct of communication audits on 6 monthly intervals.

4. Communication between boss and subordinates which is mostly written instructions should be supplemented by discussions.

5. Internal communication system can be made more effective by installing it in offices of all heads of departments at least, ensuring regular maintenance and having a steady stand-by generator to ensure constant power supply. Similarly, the telephone service should be extended to offices and residents of all senior staff from lvels 13 and above. Cost of installation to residences and subsequent bills should be borne by their occupants. With respect to erratic functioning of the telephones, an urgent replacement of all indirect lines with direct ones will go a long way to enhance the effectiveness of this channel of communication. Considering the importance of the telephone channel of communication and its expressed dissatisfaction nationwide, an alternative measure could be for the universities in collaboration with the Federal Ministry of Communications to jointly identify and find solutions to the problems mitigating against effective functioning of the telephones. Ahmadu Bello University should initiate such a move.

6. Further research should be undertaken to identify and analyse communication problems in this and other Nigerian universities.

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APPENDIX 1

QUESTIONNARE I FOR SENIOR STAFF

Dear Sir,/Madam,

I am a student of the department of Public Administration, A.B.U. zaria. I am undertaking a study into the communication network of A.B.U.

I will appreciate if you can assist me in this endeavour by responding to the questions attached to the best of your knowledge.

Thank you.

Judith Saror (Mrs)
Budget Unit,
V.C.'s Office.

BIOGRAPHICAL INFORMATION

1. Age:
   a. Less than 20 years /__/
   b. 21 - 25 years /__/
   c. 26 - 30 years /__/
   d. 31 - 35 years /__/
   e. 36 - 40 years /__/
   f. 41 years and above /__/

2. Education (highest education attainment .....

3. Sex: Male / / Female / /

4. years of Service at A.B.U. / /

a) Less than 5 years / /

b) 6 - 10 years / /

c) 11 - 15 years / /

d) 16 - 20 years / /

e) 20 years and above / /

5. Occupation .....

6. Rank .....

7. Other positions held .....

8. Department .....

INFORMATION NETWORK

9. From what source do you obtain your information on University Laws and statutes? (tick whichever is appropriate)

a) through the university calender / /

b) through Colleagues / /

c) through a Committee - name it .....

d) through departmental meeting / /

e) honestly I don't know much about University Laws and Statutes / /

10. When a subordinate breaks a rule, where do you obtain your guideline for disciplining him:

a) Regulations governing appointment of Senior Staff/ I & J staff / /

b) Friends / /

c) Colleagues / /

d) advice from the Registry / /

e) I am usually lost as to what to do / /

f) Handbook of Admin. Procedures / /

11. Do you possess a copy of the regulations Governing the Appointment of Senior Staff? Yes / / No / /

12 If no, tick reason why not:

a) I lost my copy / /

b) I was never given one / /

c) I dont't care for one / /

d) Any other reason (please state).....

13. Where do you get your information on staff conditions of service?

a. From the regulations governing the appointment of senior staff / /

b) From University Calender / /

c) Through the Bulletin / /

d) Through Colleagues / /

e) I know very little about staff conditions of service / /

14. Do you have a copy of each edition of the University Calendar? Yes / / No / /

15. If no, tick reason why not:

a) I lost my copies / /

b) I was never given any / /

c) I don't care for it / /

d) Any other reason (please state).....

16. How do you get your information on regulations and syllabi for undergraduate courses?

a) through Newspaper adversiement / /

b) through the Bulletin / /

c) through University Undergraduate Prospectus / /

d) through Departmental meetings / /

e) I know very little about syllabi & courses / /

17. How do you get your information on admission requirements for undergraduate courses?

a) through Newspaper advertisement / /

b) through Undergraduate prospectus / /

c) through Departmental Meetings / /

d) I do not know much about admission requirements/ /

18. Do you have a copy of the Undergraduate Prospectus?

Yes / / No / /

19. If No, tick reason why not:

a) I lost my copy / /

b) I was not given any / /

c) I do not care for the prospectus / /

d) Any other reason (please state).....

20. How do you get to know about regulations guiding students.

a) through Bulletin / /

b) through friends / /

c) through Student Affairs Division / /

d) through Students Handbook / /

e) I know little about such regulations / /

21. Do you have a copy of the Student Handbook?

Yes / / No / /

22. If no, tick reason why not:

a. I have lost my copy / /

b. I was never given one / /

c. I do not care for one / /

d. Any other reason (please state).....

23. Where do you get your detailed information on the University?

a) the bulletin / /

b) senior staff regulations / /

c) the Calender / /

d) The Departmental meetings / /

e) I do not know much about the University / /

24. How do you get to know about documentation procedures for new staff.

a) through the bulletin / /

b) through friends / /

c) through colleagues / /

d) Senior staff regulations / /

25. How do you get Information on leave procedures?

a. through Friends / /

b. through Colleagues / /

c. through Departmental Office / /

d. Senior Staff regulations / /

26. How do you get to know about on-coming seminars?

a. through the Bulletin / /

b. through Posters / /

c. through Friends / /

d. through Departmental meetings / /

27. How do you get to know about the arrival of new staff?

a. through the bulletin / /

b. through Posters / /

c. through Friends / /

d. through Departmental Meetings / /

28. Do you receive a copy of the Bulletin every Friday?

Yes / / No / /

29. If no, tick reasons why not:

a. I am never given a copy / /

b. I get copies occassionally / /

c. I do not care for one / /

d. Any other reason (Please state).....

COMMUNICATION CHANNELS AND TYPES

30. The Information I give to my subordinates is made up mainly of the following (put 'x' in the appopriate box)

		Very true	True	Not true	very untrue
a.	Instructions	/ /	/ /	/ /	/ /
b.	Advice	/ /	/ /	/ /	/ /
c.	Reprimands	/ /	/ /	/ /	/ /
d.	Orders	/ /	/ /	/ /	/ /

3.1 The information I get from my Colleagues is made up mainly of:

	Very true	True	Not True	Very untrue
a. Instruction	/ /	/ /	/ /	/ /
b. Advice	/ /	/ /	/ /	/ /
c. Caution	/ /	/ /	/ /	/ /

32. The information I give to my subordinates is mostly written when it is:

	Vert true	True	Not true	Very untrue
a. Intructions	/ /	/ /	/ /	/ /
b. Advice	/ /	/ /	/ /	/ /
c. Reprimands	/ /	/ /	/ /	/ /
d. Orders	/ /	/ /	/ /	/ /

33. The information I give to my subordinates is mostly oral when it is:

	Very true	True	Not true	V. untrue
a. Instructions	/ /	/ /	/ /	/ /
b. Advice	/ /	/ /	/ /	/ /
c. Reprimands	/ /	/ /	/ /	/ /
d. Orders	/ /	/ /	/ /	/ /

34. i. My subordinates understand my instructions best when written:

Very true / / True / / Not true / / Very untrue / /

ii. My subordinates understand my orders best when written:

Very true / / True / / Not true / / Very untrue / /

iii. My subordinates understand my advice best when written:

Very true / / True / / Not true / / Very untrue / /

iv. My subordinates understand my reprimands best when written:

Very true / / True / / Not true / / Very untrue / /

35. i. My subordinates understand my instructions best when given orally.

Very true / / True / / Not true / / Very untrue / /

ii My subordinates understand my orders best when given orally:

Very true / / True / / Not true / / Very untrue / /

iii My subordinates understand my advice best when given orally:

Very true / / True / / Not true / / Very untrue / /

iv. My subordinates understand my reprimands best when given orally:

Very true / / True / / Not true / / Very untrue / /

36. I wish I could speak to my subordinates in:

a. Pidgeon / /

b. Hausa / /

c. My mother tongue / /

d. None of the above / /

TELEPHONE SERVICES, MAILING SYSTEM AND INTERNAL COMMUNICATION

37. Do you have a telephone in your office?

Yes / / No / /

38. If yes, how often do you receive or convey messages through the telephone?

a. Very often / /

b. Often / /

c. Sometimes / /

d. Never (if never why?).....

39. If you do not have, would you like to have one installed in your office?

Yes / / No / /

40. List 4 changes you would like the University to effect in order to make the telephone more useful:

a. .....

b. .....

c. .....

d. .....

41. Do you have an internal communication system installed in your office?

Yes / / No / /

42. If yes, how often do you receive or convey messages through the internal communication system?

a. Very Often / /

b. Often / /

c. Sometimes / /

d. Never (if never why?).....

43. If you do not have, would you like to have one installed in your office?

Yes / / No / /

44. List 4 changes you would like the University to effect in order to make the intercom more useful:

a. .....

b. .....

c. .....

d .....

APPENDIX 2

QUESTIONNAIRE II FOR I & J STAFF

Dear Sir/Madam,

I am a student of the Department of Public Administration, A.B.U. Zaria. I am undertaking a study into the communication network of A.B.U.

I will appreciate if you assist me in this endeavour by responding to the questions attached to the best of your knowledge.

Thank you.

Judith Saror (Mrs)
Budget Unit,
V.C.'s Office.

BIOGRAPHICAL INFORMATION

1. Age:
   a. Less than 20 years / /
   b. 21 - 25 years / /
   c. 26 - 30 years / /
   d. 31 - 35 years / /
   e. 36 - 40 years / /
   f. 41 years and above / /

2. Education (highest education attainment).....

3. Sex: Male / / Female / /

4. Years of service at A.B.U.:

   a: Less than 5 years / /

   b. 6 - 10 years / /

   c. 11 - 15 years / /

   d. 16 - 20 years / /

   e. 21 - 25 years / /

   f. 26 years and above / /

5. Occupation .....

6. Rank .....

7. Department .....

COMMUNICATION NETWORK

8. How do you get to know about intermediate and junior staff matters? (tick whichever is appropriate).

   a. through the Bulletin / /

   b. through the book on Regulations Governing the Appointment of intermediate and junior staff / /

   c. through None Academic Staff Union (NASU) / /

   d. through Friends / /

9. Do you have a copy of the book containing the Regulations Governing the Appointment of Intermediate and Junior Staff?

   Yes / / No / /

10. If No, tick reason why not.

   a. I lost my copy / /

   b. I was not given any / /

   c. I do not care for one / /

11. How do you get to know about vacancies for I & J staff post in the University?

a. through the Bulletin / /

b. through Posters / /

c. through Friends / /

d. through Colleagues / /

12. How do you get to know about on-coming event?

a. through the Bulletin / /

b. through Friends / /

c. through Posters / /

d. through Colleagues / /

13. Do you receive a copy of the Bulletin every Friday?

Yes / / No / /

14. If no, tick reason why not:

a. I have never been sent any copies / /

b. I do not care for one / /

COMMUNICATION CHANNELS AND TYPES

15. The sources of the information I use for my day-to-day function are the following:

	All	Almost All.	Little	Very Little	None at all
a. From my boss	/ /	/ /	/ /	/ /	/ /
b. From my Colleagues in same Office	/ /	/ /	/ /	/ /	/ /
c. From my Colleagues in another Dept.	/ /	/ /	/ /	/ /	/ /

d. From the Regulations Governing the Appointment of I & J Staff / / / / / / / / / /

16. The information I get from my boss is made up mainly of the following:

	Very true	True	Not true	Very untrue
a. Instructions	/ /	/ /	/ /	/ /
b. Advice	/ /	/ /	/ /	/ /
c. Orders	/ /	/ /	/ /	/ /
d. Reprimand	/ /	/ /	/ /	/ /

17. The information I get from my colleagues is made up mainly of:

	Very true	True	Not true	V. untrue
a. Instructions	/ /	/ /	/ /	/ /
b. Advice	/ /	/ /	/ /	/ /
c. Oral	/ /	/ /	/ /	/ /

18. The information I get from my boss comes in the following form:

	Very true	True	Not true	V. untrue
a. Written	/ /	/ /	/ /	/ /
b. Oral	/ /	/ /	/ /	/ /

19. i. I always understand my boss instructions best when written:

ii. I always understand my boss's orders best when written:

Very true	True	Not true	Very untrue
/ /	/ /	/ /	/ /

iii. I always understand my boss's advice best when written.

Very true / / True / / Not true / / Very untrue / /

iv. I always understand my boss's reprimands best when written:

Very true / / True / / Not true / / Very untrue / /

v. I always understand the Handbook of Administrative Procedures:

Very true / / True / / Not true / / Very untrue / /

20. i. I always understand my boss's instructions when given orally, face to face:

Very true / / True / / Not true / / Very untrue / /

ii. I always understand my boss's advice best when given orally:

Very true / / True / / Not true / / Very untrue / /

iii. I always understand my boss's orders best when given orally:

Very true / / True / / Not true / / Very untrue / /

iv. I always understand my boss's reprimands best when given orally:

Very true / / True / / Not true / / Very untrue / /

21. i. I give information to my boss in writing than orally:

Very ture / / True / / Not true / / Very untrue / /

ii. I give information to my boss orally than in writing:

Very ture / / True / / Not true / / Very untrue / /

22. How often do you give information to your boss?

a. When he asks me to / /

b. Anytime I have information I believe he needs / /

23. I hardly speak to my boss because:

a. I am shy / /

b. I am scared / /

c. I do not have anough good English to do so / /

24. I wish I could speak to my boss in:

a. Pidgeon English / /

b. Hausa / /

c. My mother tongue / /

d. None of the above / /

TELEPHONE SERVICES, MAILING SYSTEM AND INTERNAL COMMUNICATION

25. Do you have a telephone in your office?

Yes / / No / /

26. If yes, how often do you receive or convey messages through the telephone?

a. Very often / /

b. Often / /

c. Sometimes / /

d. Never (if never, why?).....

27. If you do not have, would you like to have one installed in your office.

Yes / / No / /

28. List 4 changes you would like the University to effect in order to make the telephones more useful.

a. .....

b. .....

c. .....

d. .....

29. Do you have an internal communication system installed in your office?

Yes / / No / /

30. If yes, how often do you receive or convey messages through the internal communication system?

a. Very often / /

b. Often / /

c. Sometimes / /

d. Never / /

31. If you do not have, would you like one installed in your office?

Yes / / No / /

32. List 4 changes you would like the university to effect in order to make the intercom more useful?

a. .....

b. .....

c. .....

d. .....

33. How would you rate the mailing system in the University?

a. Satisfactory / /

b. Very satisfactory / /

c. Not satisfactory / /

d. Quite satisfactory / /

34. If not satisfactory, please give 4 reasons:

a. .....

b. .....

c. .....

d. .....

35. Some upward channels of communication not practised by the University as of now include anonymous conplaint boxes, morale questionnaire, exit interviews, ombusdmen/women, and employee counselling programs. Please pick 3 channels from the above list in order of preference, which you will like the university to include in its upward channels of communication:

a. .....

b. .....

c. .....