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**Communication and Effective Utilization of Human
Resource in Tertiary Institutions**

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Abstract

This paper examined communication and effective utilization of human resource in tertiary institutions. A research question was posed to guide the study and a hypothesis tested at 0.05 level of significance. The sample randomly selected consists of 1376 academic and senior non – academic staff of tertiary institutions. Communication and Effective Human Resource Utilization Questionnaire (CAEHRUQ) was the main instrument employed in obtaining data. The means, percentage method and 2 – test were the statistical tools used to answer the research questions and test the hypothesis. The findings showed that from the perspectives of both academic and senior non – academic staff effective communication flow between management employees is important for the overall

success and promotion of mutual co-operation , keep channels of communication open in the institutions, creases productivity, as well as improves staff human relations and enhances effective utilization of human resource in tertiary institutions. Recommendations were proposed that there should be adequate feedback to the various elements in the tertiary institutions to employees on their performance, faculties and departments on their achievements to top management regarding achievement of target and the difficulties encountered. This will improve teaching and learning in tertiary institutions.

Introduction

Background to the Study

In every organization, the human component forms the most important of all the resources therein. In the absence of adequate human resource the best infrastructures, sufficiency of finances and other material inputs will produce unsatisfactory results. The tertiary institution is an institution for social reform, character moulding and a medium for ensuring the acquisition of qualitative education. Therefore, the development of any nation depends to a large extent, on the development of the human resource available in that nation. It is therefore an exercise in futility to waste resources on infrastructural development when the human resource is not developed. When human resource has been reasonably developed, such developed human resource will bring their expertise, experiences and aspirations to bear on the development of the society in which they live (Sanyal 1991).

The school as an agent of social change needs to have every aspect of its operation and especially that, which involves its human resource adequately taken care of. This is because personnel are in the position to implement policies geared towards the improvement of educational standard and quality. The competence of personnel must be sought at all times to ensure high quality of education. The human resources play an inestimable role in national development and the transmission

of societal values from generation to generation. This is the major role of the tertiary institutions. It is only through the adequacy of human resource that this can be achieved (Enaohwo 1990).

Human Resource Utilisation

Traditionally, human resources utilization comprises all the activities which involve the personnel's well – being from when he is recruited to when he retires or withdraws his services or has his services terminated. Each of these aspects of personnel management is so technical that carefulness is required for effective administration.

However, the extent to which an organization succeeds in the achievement of its objectives depends on the employment of the right kind of each resource, the distribution pattern and the effective utilization of the labour force by management (Akari 1996:86).

Human resource are very important in the educational system, hence their utilization in the system has to be planned to ensure that they are not lopsided. It is educational and human resource planning that take care of this important function.

These institutions have become larger in size, more complex in nature and contain an intricate network of members who have divergent goals, sentiments and values which Perkins (1960), Sanyal (1991) and Jacobs (1989) see, as the acquisition of the knowledge in the mission / function of research, the transmission of knowledge in the function of public service.

But the diversity of individuals and the accompanying personal goal have led to various splits in the community of scholars. Differences are noticed in the goals, ideas and priorities or emphasis pursued by the faculty and the students, the younger faculty members and the older ones. Those who are committed to the teaching function and those who are just interested in “publish or perish; those who focus on developing the student's mind (cognitive), and those who believe that the heart (affective) should not be neglected. Chaffee and Earle (1992), Combe (1991), and Saint (1991), opine that universities are

created to satisfy specific or general educational needs of a nation through teaching of students, conduct of research and dissemination of knowledge together with other community service activities. The achievement of these objectives requires an organization to decide upon and to implement appropriate academic policies and to administer the services to support them with a minimum of economic waste and maximum utilization of human resource talents. Any organization that does not recognize the crucial role and importance of people within it will not achieve its objectives (Matirus 1990).

Human resource are necessary in all organizations because they are required for recruitment, without it, it will be difficult to know the number of personnel required for recruitment to be reassigned, those due for retirement or that need to be retained for better utilization. Human resource management reduces excessive recruitment, training and transfer thereby saves in population, technological innovation, size and complexity of organizations have made informal methods of personnel management obsolete and from all, very shallow and unstable organization. The situation is more crucial in Nigeria where there is scarcity qualified personnel to fill the existing positions. Effective Utilization of human resource will help people in the organization who need more training to be identified in order to upgrade their skills as to assume more responsible positions and help organizations to start early to seek for capable hands to replace those about to retire.

Human resource is recognized as the most important of the resource required for the production of goods and services, hence it the key to rapid socio-economic development and efficient service delivery. Without adequate skilled and motivated work force operating within a sound human resource management programme, development is not possible. Any organization that under rates the critical role and underplays the importance of people in goal achievement can neither be effective nor efficient. According to Williams (1993), and Hallak (1990), the human resource management system in the country prior to the 1988 civil service reforms were essentially that which

developed in the period of transition to ministerial rule (1948 :60) which was later modified and elaborated upon in the post-independence years. Brown, (1988) opines that “Human Resource utilization (HRU) is a series of activities in which the job, the individual and the organization all interact as each develops and changes”. He further identified two major activities within the human resource area. The first is concerned with the recruitment, selection, placement, compensation, and appraisal of the human resource. The other group of functions are those directed towards working with the existing human resource in order to improve their efficiency and Communication is an integral aspect of management. One of the important traits of a successful manager is the ability to communicate effectively.

The ability of the management to communicate goals, aims, methods, techniques and objectives may frequently spell the difference between success and failure. The basic management functions like organizing, planning, directing, controlling etc are firstly rooted in the communication system of the organization.

It is believed that vice – chancellors spent about 90% of the of their time communicating. It will be difficult to be a good communicator and not be an equally good administrator. Effective communication in tertiary institutions is the key to effective leadership. Ineffective communication on the other hand, loads to administrative chaos. It is indeed a rare idea that will become an operational reality without involving the skills of communication. Vice chancellors are the centre of the communication network in their institutions information communicated to him must be relayed in turn to the staff, parents and students in and outside the academic environment.

For the vice chancellors’ messages to be effective, they decide the best approach to share the information, find the right way to say exactly what they meant quite clearly, listen and try to understand what the message is saying, verify and double-check whether their intended

meaning is clear to their listeners and follow-up by evaluating the effectiveness of his message.

The implication is that through effective communication skills, vice chancellors can increase staff morale job satisfaction and consequently the quality of instruction in the tertiary institutions. Thus the vice chancellors need to have the skills and understanding necessary for clearing with the personnel programmes and problems of the school community. They also need skills and understanding related to the Election and placement of staff, determination and allocations, the distribution of rewards and the application of sanctions to maintain personnel, towards the achievement of school goals, the conditions under which satisfaction levels of morals can be maintained and the dynamics of group processes.

In accomplishing these tasks, the vice chancellors of tertiary institutions has the job of creating and sustaining an atmosphere of respect, trust, and confidence all leading towards good human relations.

The degree to which good human relations exist within the tertiary institutions depends upon making employees feel that they are part of not apart from the institutions, that their efforts are important to the success of the institutions and such efforts will be appreciated by displaying an attitude of loyalty, up down and horizontally and by leading rather than directing.

The need to maintain a good communication system cannot be over – emphasized in the institutions. Ozigi (1997: 86) agree with the above, when he recommended the use of circulars, memos, and notice boards as well as other means of communication to disseminate information within the institution. Okoroma (2000) pointed out that in the use of communication the primary task of the administrator is to interpret the formal and informal system of communication in order to promote mutual co-operation between the staff and the institutions and keep channels of communication open.

Communication

Organizations function by means of the collective action of people, yet each individual is capable of taking independent action which may not be in line with policy or instructions, or may not be reported properly to other people who ought to know about it. Good communications are required to achieve coordinated results. Organizations are subject to the influence of continuous change which effects the work employees do, their well-being and their security. Change can be managed only by ensuring that the reasons for and the implications of change are communicated to those affected in terms which they can understand and accept.

Individuals are motivated by the extrinsic reward system and the intrinsic rewards coming from the work itself. But the degree to which they are motivated depends upon the amount of responsibility and scope for achievement provided by their job, and upon their expectations that the rewards they will be the ones they want, and will follow from the efforts they make. Feeling about work and the associated rewards depend very much on the effectiveness of communications from their managers or team leaders and within the company.

About all, good two-way communications are required so that management can keep employees informed of the policies and plans affecting them, and employees can react promptly with their views about management's proposals and actions. Change cannot be managed properly without an understanding of the feelings of those affected by it, and an efficient system of communications is needed to understand and influence these feelings.

But the extent to which good communications creates satisfactory relationships rather than simply reducing unsatisfactory ones; can be exaggerated. A feature of management practices is the way in which different management theories become fashionable or influential for a while and then decline in favour. Among these has been the 'good

communications' theory of management. This approach to dealing with management problems is based upon the following assumptions.

- The needs and aims of both employees and management are, in the long run, the same in any organization. Managers' and employees' ideas and objectives can all be fitted together to form a single conceptual framework.
- Any differences in opinion between management and employees are due to misunderstandings which have arisen because communications are not good enough.
- The solution to industrial strife is to improve communications.

This theory is attractive and has some validity. Its weakness is that the assumptions are too sweeping, particularly the belief that the ultimate objectives of management and workers are necessarily identical. The good communications theory, like paternalism, seems to imply that a company can develop loyalty by keeping people informed and treating them well. But people working in organizations have other and, to them more important loyalties elsewhere-and why not?

The existence of different loyalties and points of view in an organization does not mean that communication is unimportant. If anything the need for a good communications system becomes even greater when differences and conflict exist. But it can only alleviate those differences and pave the way to better cooperation. It cannot solve them.

However, although there may be limitations on the extent to which communication strategies can enhance mutuality and commitment, there is no doubt that it is essential for managements to keep people informed on matters that affect them and to provide channels for them to express their views. This is particularly necessary when new employment initiatives are taking place and effective change management is very much about communicating management's intentions to people and making sure that they understand how they will be affected.

Importance/Functions of Communication

Communication helps managerial planning to be performed effectively, managerial organizing to be carried out effectively, managerial controlling to be applied effectively; Communication helps in controlling the performances of different individuals and departments of the organization.

Communication effects the quality of decisions made in an organization, because these quality of information available to the decision markers. It is through communication only that right type of information reaches a manager and enables him to consider the pros and cons of the matter before arriving at a decision. It helps the vice chancellors to come closer to the staff, identify their problems and solve them.

Whenever two or more people work together, there is a need for communication between them, the more effective, the communication, the higher the probability of effective joint social action. Communication is therefore, central to all human social behaviour. Human beings cannot interact unless they communicate through shared symbols. Communication is an effective device for achieving participation by the workers. Management can consult the workers and receive their grievance, complaints and suggestions. A good communication system involving joint consultation can explain to the workers and their leaders the necessity as well as the benefits of the likely changes and secure their cooperation.

Administrators earn their living in the tertiary institutions by communicating for as Simon 1975:157 puts it, without communication there can be no organization. He defined communication as any process whereby decisional premises are transmitted from one member of the organization to another. To Lewis (2002) communication means sharing messages, ideas or attitudes that produce a degree of understanding between a sender and a receiver.

Communication, therefore, is the process whereby we attempt to transmit our thoughts, ideas, wishes, attitudes or emotions to others. In tertiary institutions, communication involves sharing and transmitting messages, ideas, or attitudes among administrators, lecturers, students, parents and other interested constituents.

Communication helps the management in making the employees understand the objectives plans and policies of the organization.

Communication develops understanding between the superiors and the subordinates. It leads to better human behaviours in the organization.

Communication Areas and Objectives

The main communication areas and their associated objectives are set out in Table 1. Employee relations are mainly affected by managerial and internal communications, although external communications are an additional channel of information. The strategy for managerial communications is concerned with planning and control procedures, management information systems and techniques of delegating and giving instructions. These matters are outside the scope of this book, except in so far as the procedures and skills can be developed by training programmes.

Table 1: Communication areas and their Associated Objectives

	Communication Area	Objectives
1. MANAGERIAL	<p>1. The communication downwards and sideways of corporate or functional objectives, policies plans and budgets to those who have to implement them.</p> <p>2. The communication downwards of direct instructions from a manager to a subordinate on what the latter has to do.</p>	<p>To ensure that managers and supervisors receive clear, accurate and prompt information on what they are expected to achieve to further the company's objectives</p> <p>To ensure that the instructions are clear and precise and provide the necessary motivation to get people into action.</p>

	<p>3. The communication upwards and sideways of proposals, suggestions and comments on corporate of functional objectives, policies and budgets from those who have to implement them</p> <p>4. The communication upwards and sideways of management information on performance and result.</p>	<p>To ensure that managers and supervisors have adequate scope to influence corporate and functional decisions on matters about which they have specific expertise and knowledge.</p> <p>To enable management to monitor and control performance in order that, as necessary, opportunities can be exploited or swift corrective action taken.</p>
<p>II.INTERNAL RELATIONS</p>	<p>5. The communication downwards of information on company plans, policies or performance</p> <p>6. The communication upwards of the comments and reactions of employees to what is proposed will happen or what is actually happening in matters that affect them.</p>	<p>To ensure that (i) employees are kept informed of matters that affect them, especially changes to working conditions, and security; (ii) employees are encouraged to identify themselves more completely with the company</p> <p>To ensure that employees are given an opportunity to voice their suggestions and fears and that the company is in a position to amend its plans in the light of these comments.</p>
<p>III. EXTERNAL RELATIONS</p>	<p>7. The receipt and analysis of information from outside which affects the company's interests.</p> <p>8. The presentation of information about the company and its products to the government, customers and the public at large.</p>	<p>To ensure that the company fully aware of all the information on legislation and on marketing, commercial, financial and technological matters that affect its interests.</p> <p>To exert influence in the interests of the company, to present a good image of the company, and to persuade customers to buy its products or services.</p>

Communications from management should be about values, plans, intentions and proposals (with the opportunity for discussion with and feedback from employees) as well as about achievements and results. Exhortations should not be used: no one listens to them. It is better to concentrate on specific requirements rather than resorting to general appeals for abstract things such as improved quality or productivity. The requirements should be phrased in a way which emphasizes how all concerned will actually work together and the mutual benefits that should result.

Communication Strategy

The strategy for internal communications should be based on analyses of:

- What management wants to say;
- What employees want to hear;
- The problems being met in conveying or receiving information.

What management wants to say depends upon an assessment of what employees need to know, which, in turn, is affected by what they want to hear. Management usually aims to achieve three things: first, to get employees to understand and accept what management proposes to do in areas that affect them, second, to obtain the commitment of employees to the objectives, plans and values of the organization; and, third, to help employees to appreciate more clearly the contribution they can make to organizational success and how it will benefit them.

Clearly, employees want to hear about and to comment upon the matters that affect their interests. These will include changes in working methods and conditions, changes in the arrangements for overtime and shift working, company plans which may affect pay or security, and changes in terms and conditions of employment. It is management's job to understand what employees want to hear and plan its communications strategy accordingly. Understanding can be obtained by conducting 'focus groups' discussions which bring

together groups of employees to focus on particular issues that concern them, by means of attitude surveys, by asking employee representatives, by informally listening to what employees say, and by analyzing grievance to see if improved communications could modify them.

These analyses can be used to indicate the systems of communication that need to be developed and the education and training programmes required to make them work. They should also provide guidance on how communications should be managed and timed. Bad management and poor timing are frequently the fundamental causes of ineffective communication.

The following are elements of effective communication:

1. Clarity of purpose
2. Better relations
3. Feedback
4. Timing
5. Flexibility
6. Volume and quality of communication
7. Use of language and media.

The vice chancellors will device their own goods personnel relations. This the administrators are doing themselves justice when they learn to know the individual staff and recognize his strengths and weaknesses, tries to assign the staff where his can be capitalized upon. They are to help personnel develop their professional competence ready to hear their complaints and suggestions and correct them firmly in an atmosphere of friendliness. They should be willing counsellors and friend of the employees in both professional and non-professional matters and also work to reduce barriers to understanding wand effective communication between the vice chancellors and their staff.

Barriers to Effective Communication

Since organizations are formal structures, they cannot help but create barriers to effective communication. The existence of excessive hierarchy creates physical distance between people. The reliance upon the unity – of – command concept requires that formal communications follow prescribed channels through the organization. As a result they pass through many layers of the organization each offering a potential for distortion.

Human limitations also act as a hindrance to effective communication. Instead of listening in a rational or objective manner to what is being said, people occasionally become emotionally involved. Judgments are imposed in place of rational fact appraisal. People inject their value systems into what they hear or read and often instead of decoding objectively lose rationality.

Many of the communication problems are semantic in nature because words convey different meanings to different people. When two individuals attach different meaning to a word, a breakdown in communications can occur.

The more filters through which a message must pass, the longer the chain of communication, the greater the chance of distortion. Subordinates try to filter information as it progresses up the chain of command. They tell the boss what he wants to hear. Such attempt leads to message distortion.

Specific examples of employee relations problems where communication failures have been the cause or a contributory factor should be analyzed to determine exactly what went wrong and what needs to be done to put it right. The problems may be any of those listed earlier in this chapter, including lack of appropriate channels of communication, lack of appreciation of the need to communicate, and lack of skill in overcoming the many formidable barriers to communication. Problems with channels of communication can be

dealt with by introducing new or improved communications systems. Lack of skill is a matter for education and training.

Communication Systems

Communication systems can be divided into those using an intranet, those using the written word such as magazines, newsletters, bulletins and notice-boards, and those using oral methods such as meetings, briefing groups and public address systems. The aim should be to make judicious use of a number of channels to make sure that the message gets across.

Communications through an intranet system

Organizations are increasingly relying on an internal e-mail system (the intranet) to communicate information, especially in workplaces where all or most of the employees have direct or indirect access to a computer. The advantage of intranet communications is that they can be transmitted swiftly to a wide audience. They can also be used for two – way communications – employees can be invited to respond to questions or surveys.

Magazines

Glossy magazines or house journals are an obvious way to keep employees informed about the company and are often used for public relations purposes as well. They can extol and explain the achievements of the company and may thus help to increase identification and even loyalty. If employees are encouraged to contribute (although this is difficult), the magazine can become more human. The biggest danger of this sort of magazine is that it becomes a public relations exercise which is seen by employees as having little relevance to their everyday affairs.

Newsletters

Newsletters aim to appear more frequently and to angle their contents more to the immediate concerns of employees than the glossier form of house magazine. To be effective, they should include articles

specifically aimed at explaining what management is planning to do and how this affects everyone. They can also include more chatty 'human interest' material about the doings of employees to capture the attention of readers. Correspondence columns can provide an avenue for the expression of employees' views and replies from management.

The key factor in the success of a newsletter or any form of house magazine is the editor, who should be someone who knows the company and its employees and can be trusted by everyone to be frank and fair. Professional expertise is obviously desirable but it is not the first consideration, as long as the editor can write reasonably well and has access to expert help in putting the paper together. It is often a good idea to have an editorial board consisting of management and employee representatives to advise and assist the editor.

Organizations often publish a newsletter in addition to a house magazine, treating the latter mainly as a public relations exercise and relying on the newsletter as the prime means of communicating with employees.

Bulletins

Bulletins can be used to give immediate information to employees which cannot wait for the next issue of a newsletter; or they can be a substitute for a formal publication if the company does not feel that the expense is justified. Bulletins are useful only if they are distributed quickly and are seen by all interested employees. They can simply be posted on notice-boards or, more effectively, given to individual employees and used as a starting point for a briefing session if they contain information of sufficient interest to merit a face-to-face discussion.

Notice-boards

Notice-boards are an obvious but frequently misused medium for communications. The biggest danger is allowing boards to be cluttered up with uninteresting or out-of-date materials. It is essential to control what goes on to the boards and to appoint responsible

people to service them by removing out-of-date or unauthorized notices.

A more impressive show can be made of notices and other material if an information centre is set up in the restaurant or some other suitable place where the information can be displayed in a more attractive and compelling manner than on a typical notice-board.

Employee involvement

Employee involvement through such means as consultative committees provides a channel for two-way communication. Sometimes, however, they are not particularly effective, either because their thunder has been stolen by union negotiation committees, or because their proceedings are over-formalized and restricted and fail to address the real issues. It is essential to disseminate the information revealed at committees around the offices and works, but it is impossible to rely on committee members to do this. Minutes can be posted on notice-boards, but they are seldom read, usually because they contain too much redundant material.

DVDs

Specially made DVDs can be a cost –effective method of getting across personal message (e.g. from the chief executive) or information about how the company is doing. They can, however, be regarded by employees as too impersonal and / or too slick to have real meaning.

Team Briefing

The concept to team briefing (previously called briefing groups), as originally developed by the industrial Society, is a device to overcome the restricted nature of joint consultative committees by present, receive and discuss information. Team briefing aims to overcome the gaps and inadequacies of causal briefings by injecting some order into the system.

Team briefing should operate as follows:

1. **Organization**

- cover all levels in an organization;
- fewest possible steps between the top and bottom;
- between 4 and 18 in leader of each at each level (who must be properly trained and briefed).

2. **Subjects**

- policies – explanations of new or changed policies;
- plans – as they affect the organization as a whole and the immediate group;
- progress – how the organization and the group are getting on;
- people – new appointments, points about personnel matters (pay, security, procedures).

3. **Sequence** – the briefing group should work to a brief prepared by the board on key issues. This is briefing written up and cascaded down the organization. The briefing group meetings should, however, allow for discussion of the brief, and the system should cater for any reactions or comments to be fed back to the top. This provides for two-way communication.

4. **Timing and duration:**

- a minimum of once a month for those in charge of others and once every two months for every individual in the organization – but meet only if there is something to say;
- duration not longer than 20-30 minutes.

The merit of team briefing is that it enables face-to-face communications to be planned and, to a reasonable degree, formalized. It is easy, however, for it to start on a wave of enthusiasm

and then to wither away because of lack of sufficient drive and enthusiasm from the top downward, inadequately trained and motivated managers and team leaders, reluctance of management to allow subjects of real importance to be discussed throughout the system, and insufficient feedback upwards through each level.

A team briefing system must be led and controlled effectively from the top, but it does require a senior managers and team leaders, and to monitor the system by checking on the effectiveness and frequency of meetings.

Purpose of the Study

The study explores the perception of academic and senior non-academic staff to determine how communication enhances effective utilization of human resource in tertiary institutions in Rivers State.

Research Question

The study was guided by the following research question:

1. To what extent does communication enhance effective utilization of human resource in Rivers State tertiary institutions?

Research Hypothesis

One hypothesis was formulated to guide the study

Hi There is no significant difference between the assessment of academic and senior non-academic staff on how effective communication enhance resource in Rivers State tertiary institutions.

Method

The study employed descriptive design with a total population of 4587 made up of 1894 academic staff and well as 2693 senior non-academic staff in the tertiary institutions in Rivers State. The respondents were selected from the five tertiary institutions in Rivers

State. A stratified random sampling technique was used to select 30% of academic staff (568) and (808) senior non – academic staff which represents the sample for the study. Five tertiary institutions were randomly selected and each had equal opportunity of being selected. This gave a total of 1,376 academic and senior non-academic staff who were selected for the sample study. Data collecting instrument was a questionnaire developed by the researcher titled communication And Effective Human Resource Utilization Questionnaire (CAEHRUQ) and structured on a modified four point Likert scale which contained a 4 – item questionnaire used in assessing how communication enhance effective utilization of human resource in tertiary institutions in Rivers State. The validity of the instrument was critically examined by an expert in the field. A reliability coefficient of 0.83 was considered adequate for the study. Data was analysed using mean and simple percentage to answer the research questions. The Z – test statistics was used to test the significant difference at 0.05 level of significance

The decision rule for acceptance or rejection of the results of the research questions are as follows: mean value of 2.50 and above (acceptance) and mean value of 2.49 and below (rejection).

Table 2 indicated that from the assessment of academic staff and senior non – academic staff with a grand mean rating for the entire items on table 1.1 were 3.05 and 3.11 respectively and above 2.50, it implies that communication enhances effective utilization of human resource in Rivers State tertiary institutions. The analysis further indicated the acceptance of the null hypothesis with the calculated z – value of 0.901 is less than the critical z – value of 1.96 at 1288 degree of freedom and 0.05 level of significance. Therefore the null hypothesis which states that there is no significance difference between the assessment of academic and senior non-academic staff on the extent to which communication enhances effective human resource utilization in Rivers State is accepted. The result of the hypothesis showed that academic and senior non-academic staff were not significantly different in their assessment on how communication

enhances effective utilization of human resource in Rivers State. This is because both academic and senior non-academic staff were aware of the techniques and activities under taken for effective communication as a measure of good work performance in Rivers State Tertiary Institutions.

Research Question 1: To what extent does communication enhance effective utilization of human resource in Rivers State tertiary institutions?

Hypothesis 1: There is no significant difference between the assessment of academic and senior non-academic staff on how communication enhances effective human resource utilization in tertiary institutions in Rivers State.

Table 3: z – test on the Assessment of Academic and senior Non Academic staff on communication and enhancement of Human resource Utilization in Institution

Groups	N	\bar{X}	S ²	D.F	Cal-Z Value	Critical-Z value	Level of sign	Decision
Academic staff senior	550	12.19						
Non Academic staff	740	12.44	99959	1288	0.901	1.96	0.05	Accepted

Legend:

- N = Number of subjects
- X = mean
- S.D = Common Variance
- D.F = Degree of freedom ($N_1 + N_2 - 2$)
- Cal – Z = Calculated Z – value

Critical $-Z$ = critical Z – value

Table 3 indicates that the calculated z – value of 0.901 is less than the critical z – value of 1.96 at 1288 degree of degree of freedom and 0.05 level of significance. Therefore, the null hypothesis which states that there is no significant difference between the assessment of academic and senior non academic staff on the extent to which communication enhances effective human resource utilization in tertiary Institutions in River State.

Discussions

The findings revealed that communication enhances effective utilization of human resource in Rivers State Tertiary institutions. The grand mean ratings for the entire items for academic and senior non – academic staff were 3.05 and 3.11 respectively and above 2.50. The implication is that they see communication as a means of good work performance in tertiary Institutions.

The findings is in line with Ukeje (1992) who opined that individual performance can only hypothesis enhance defend standards exist through communication. There are usually interaction between the various groups that exist within it Effective communication flow between management and employees is important for the overall success of the tertiary institutions. This result is in agreement with Okoroma (2000) who pointed out that in the use of communication, the primary task of the administrator is to interpret the formal and informal system of communication in order to promote mutual co-operation between the staff and the institutions and keep channels of communication open.

Conclusion

Effective communication flow between management and employees is very important for the tertiary institutions. Good communication induces staff to give their best to the institutions. Also communication

provides unity of direction to various activities of the institution and is an effective device for achieving participation by the workers thus leading to better human relations in the tertiary institutions.

Recommendations

From the findings of the study, the following recommendations are posed towards effective communication for the enhancement of effective utilization of human resource:

1. There should be adequate feedback to various elements in the tertiary institutions to employees on their performance, faculties and departments on their achievements, to top management regarding achievement of target and the difficulties encountered.
2. Vice chancellors should provide clear and spontaneous information which helps in effective implementation of change in the institutions.
3. Management information system should be provided as an effective control device by administrators in tertiary institutions.

Table 2: Academic and Senior Academic Staff Assessment of Communication and Enhancement of Effective Utilization of Human Resource

s/ n	Items	Academic staff N = 550						Non Academic Staff = 740							
		SA N %	A N %	D N %	SD N %	Total	\bar{X}	SA 11 %	A N %	D N %	SD N %	Total	\bar{x}		
1	Staff are provided guideline to enhance accomplishment of task	166 (30)	160 (29)	125 (22)	99 (19)	550	2.71	360(37)	280(37)	85(12)	15(2)	740	3.33		
2	The communication process involves vital information required for performance activities of staff.	402(73)	126(23)	14(2)	8(2)	550	3.68	520(70)	200(27)	25(2)	5(1)	740	3.70		
3	Communication provide adequate information on job training, delegation of authority and task of description	115(21)	90(16)	92(17)	253(46)	550	2.12	50(6)	180(24)	140(20)	370(50)	740	1.88		
4	Communication influence action towards goal attainment	403(73)	127(23)	12(2)	8(2)	550	3.68	501(68)	155(20)	60(8)	24(4)	740	3.53		
		Grand mean						3.05							3.11

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