Relationship Between Communication And Performance In Organisations

Tabugbo, O. Patience[1] & Okafor, C. Jude PhD[2]

[1]Department of Political Science, Nnamdi Azikiwe University, Awka
[2]Department of Political Science, Nnamdi Azikiwe University, Awka

Abstract: *This study focused on the relationship between Communication and performance in organisations. The problem that led to the study is the dispute and delays in the access to information that would increase performance of staff. Thus the reason for poor performance and low growth of communication in organisations are hindered by barrier in communication, poor expression, emotion selective perception, lack of trust and no effective feedback among others. The study concludes that relationship between* the level *of communication and level of organizational performance has not enhanced organizational performance. Based on the conclusion, the study recommends that organizations should keep up to date with latest modern communication style or channel to increase productivity. Also, constant training and re-training of staff will ensure cordial relationship between staff and management.*

Keywords: Communication, Organisation Performance, Communication Channel, Performance.

1. INTRODUCTION

The business and educational environment in this 21st century is characterized by extreme competitiveness, globalization, rapid technological developments, improved accessibility worldwide, economic liberalization, more and bigger acquisitions, and clients and citizens who have become increasingly demanding. Organizations are facing a tough world, though managers are still expected to deliver excellent results (Moore, 2000). They have to deal with trends and developments in a flexible manner, gain profit out of it, while at the same time control costs, increase quality and service and satisfy stakeholders (Vanoli, 2012).

Due to these developments, managers are keen to find out more about the characteristics that could lead their organization to better performance than their competitors or contemporaries (De Waal, 2007). The focus on the success factors for excellent performance has been growing in the last decades. One of the factors that is generally believed to have a positive relationship with organizational performance, is communication (Osisioma,1998). Communication has been widely accepted by scholars and academics as the life blood of an organization, because communication is needed for exchanging information, exchanging opinions, making plans and proposals, reaching agreement, executing decisions, sending and fulfilling orders and conducting sales (Blalock, 2005; Alyssa, 2006; Kotler, 2006;) amongst others.

When communication stops, organised activity ceases to exist, and individual uncoordinated activities return in an organisation. So, communication in an organisation is as vital as the blood of life. According to Kotler, (2006), communication is the means by which firms attempt to inform, persuade and remind consumers – directly or indirectly – about the products and brands that they sell. Communication represents the "voice" of the brand and is a means by which it can establish a dialogue and build relationships with consumers. Mark (2011) also defined communication as a process of transforming thoughts, the sharing and imparting of information; the given of understandable information, receiving and understanding of the message; the transmitting of messages and the linking of people; the conveying of ideas, attitudes and feelings; the creating, exchanging of messages within a network of independent relationship.

According to Ojomo (2004), without the means, the capacity and the will to communicate, what we know as business, government and academic activities could not be. Hence, Bernard (2001), opined that the first executive function is to maintain a system of communication. Therefore, it is no exaggeration to assert that communication is fundamental to the existence of any human organization. And the survival or the performance of an organisation, to a large extent, depends on the level of communication that exists within the organisation and between the organisation and the corporate world. That is to say that there is a direct relationship between the variables of this study. Hence, an increase in one variable will lead to increase in the other variable. Hence, it is pertinent to state here that an increase in organisational communication will lead to an increase in organisational performance and decrease in communication in organization will lead to a decrease in organisational performance. Therefore, the extent at which communication is enhanced in organisation to a large extent determines the extent of organisational performance.

2. LITERATURE REVIEW

2.1   Essence of Communication

Communication is the basis for creating awareness, consensus building, making informed decisions, resolving conflicts, and generating participation in processes of change and development. When addressing any development context- population issues, violence, food security, use and conservation of natural resources, to name a few- it is large scale change in the way people live and work with each other that will make a difference (Fraser & Restrepo-Estrada, 1998). This communication occurs within and between formal and informal units of people. At the simplest level, communication takes place intra-personally, that is within an individual as a stream of consciousness dialogue. Communication between two or more people referred to as interpersonal. This interpersonal communication can take place between or among individuals and small groups; local, regional, national and international networks or coalitions; formal organisations; political units; or other groupings of people (Rosengren, 2000).

Traditionally, communication efforts have tended to fulfill three main roles in development practice. First, to inform and persuade people to adopt certain behaviours and practices that are deemed beneficial to them; to enhance the image and credibility of the development organisations involved in the efforts; and last, to enable community consultation on specific initiatives (Deane & Gray-Felder, 1999). The focus in more recent years has shifted to providing a forum or platform for dialogue, debate, and participation for all sectors of society, especially those that have been underrepresented.

Overall, communication happens to have assumed diverse formation and also have moved away from top down donor driven approaches towards more participatory and community centre methodologies, so too has communication theory. Rogers & Hart (2001) now describe communication for development as social change brought about by communication research, theory and technology designed to increase people's social and material advancement. Positivism, Modernization & Behaviour Change Communication Scientific research is traditionally based on values dating back to Aristotle and the Enlightenment, namely reasoning, rationality and objectivity (Melkote, 2003). Such research is grounded in the positivist belief that there is a single truth, separate from any human observer, which can be uncovered through a rigorous application of the scientific method. Scientists from this background hold that experimental techniques yield results that can then be generalized into models and theories and applied to other situations. This way of looking at the world leads to the idea that the only factor necessary for development to occur in a given area is the simple transfer of new information and technologies to the intended end users (Röling & Jiggins 1998).

Furthermore, it is imperative to note that communication interventions have their roots in post-World War II international aid programs as a way to get the necessary modern information to developing country populations in order to change their attitudes, ideas and values and therefore their behaviour (Melkote, 2003). Information was seen as the basis sustaining existence and crucial to creating the necessary social environment for development to succeed. At this time, it was thought that a country's level of development could be measured not only through gross national product (GNP) but also in part through the depth of mass media penetration (Waisbord, 2001). The strategies are delivered as a mass one-way transfer of information from those who have it to those who do not. They are often delivered as organised communication campaigns directed at a selected audience for a period of time in order to reach a specific set goal (Snyder, 2001). This "transmission" model assumes that unless there is something wrong with the channel (poor radio reception, bad printing, noise, etc) that the person receiving the message will get the exact information that the communicator intended them to have (Leeuwis, 2004).

2.2   Understanding the Essence and Levels of Communication

Hammarskjöld Foundation (1975) states that in the mid-1970s several of the main thinkers from the modernization school of communication, such as Rogers (1976), began to publicly recognize the cultural biases that had shaped early thinking in diffusion of innovations, social marketing and edutainment theories (Huesca, 2003). This shift in thinking was in large part due to the poor results and lack of change that both developments in general and behaviour change campaigns in particular were bringing about (Waisbord, 2001). In particular, communication practitioners began to notice that even in cases where the message appeared to be received by the target populations without any problems, often the intended meanings were not conveyed and the expected changes in conduct did not occur (Leeuwis, 2004). Because of this, some of the basic guiding premises of the modernization theory began to be re-examined (Dube, 1988; Spybey, 1992). One idea that faced re-examination was that societies are fair in their distribution of resources to all individuals and groups and that all people, with just a little help and their own effort, can share in these resources. This assumption led to the idea that people who do not possess the resources or the proper attitudes to participate fully in society need to be helped and taught news skills. This "victim blame hypothesis" fell apart as large sections of the world continued to experience a state of underdevelopment in spite of receiving much aid (Melkote, 2003).

Similarly, critics in Latin America noted that the outcomes of development projects often coincide with interests of the elites, indicating that development cannot be attained through simply helping the individual without addressing societal power structures

(Huesca, 2003). Power imbalances were also linked to ownership of the communication channels. As mass media become more prevalent in most countries around the world, the impact of communication messages should be increasing. However, as Dagrón (2003:2) points out, in Latin America, "the higher concentration of media houses in fewer hands has resulted in a loss of diversity and quality programming…local programming on social issues has disappeared from private television, leaving room for all kinds of low level and bad taste entertainment that sells well". This results in a dearth of socially positive messages and an abundance of simplistic content that often contains violence, stereotyping, racism and sexually promiscuous behaviour (Waisbord, 2001).

Researchers such as Röling (1988) began to advocate for a renewed focus on the process of communication and for using the specific local socio-cultural context as the basis for designing intervention strategies. Because of these shifts in thought, modernization theory-based communication models are slowly being adapted to become more compatible with communication theories that focus on participation, social change, learning and empowerment.

Communication, capacity development, and organisational learning are the main themes in my research. Therefore, the question that guides this chapter is: "how are these themes interrelated and what effect do they have on each other?" In answering the question, this chapter will use a constructivist lens, which highlights the role of social interaction in creating reality, to explore the literature and theories in three broad overlapping areas: communication for development, capacity development, and learning within organisations. These themes will then provide the context for the following chapters on the research itself.

Theories, in general, try to express the relationships between variables in order to describe observations and predict future results. Theories are used to explain the causes and nature of a given situation; this diagnosis is then translated into strategies and specific recommended courses of action for interventions (Waisbord, 2001). Generally, theories shape the landscape of facts by guiding thinking. They tell people what to expect, where to look, what to ignore, what actions are feasible, what values to hold (Prange 1999; 24). Efforts to use communication to create development are based both on theories about the nature and purpose of development as well as assumptions about how people acquire information, form ideas, beliefs and act on the basis of their knowledge (Díaz Bordenave, 1977).

The concepts of "communication" and organisational performance have undergone major transformations that reflect changes in intellectual and administrative essence. Overlapping theories from a variety of disciplines including international development, health, education, management, agriculture, and communication have converged to create today's evolving field of communication for organisational performance. This first section of this chapter explores the shift in thinking about communication for development that has revolved around a core difference between the meaning of communication: as a simple transfer of information or as a social process through which meaning is created and codified. These contrasting ways of conceiving of the meaning of communication have created two main branches of communication for development that can be differentiated by their core beliefs about the roots of development problems. On the one hand, behaviour change communication generally focuses on the lack of information and the need for individual behaviour changes while participatory or empowerment communication points to the need to change collective social processes and society wide power imbalances (Melkote, 2003). As they are closely connected, the second section in this chapter combines the two remaining themes: capacity development and learning. The first part looks at the theory and practice of capacity development. However, in this case situated learning theory (Lave & Wenger, 1991) provides the basis for exploring how individual learning can be transferred into organisation wide learning and long-term changes that can improve organizational performance. During the learning process, the organisational hierarchy and the political dimensions of communication have the ability to constrain or enable individual access to knowledge and skills (Keyton, 2005), which in the long-term affect the quality of the overall pool of talent that the organisation can draw from.

According to Freire (1973), communication should be used to provide a space for dialogue; exchanging views, identifying common problems, exploring solutions, reflecting on community issues and mobilizing resources. The concept of dialogue is based on repeated and reciprocal information exchange between people; it involves not only the physical acts of speaking and listening but also is embodied in the relationship between the participants. And, unlike mass-mediated dissemination messages, dialogue is generally oral, live, immediate and bound to a physical context (Peters, 1999).

Several studies have shown that members of marginal groups in society actually prefer faceto- face or small group dialogue rather than mass or one-way communication (Waisbord, 2001). These ideas have led to a surge in small community-based projects using theatre, music, storytelling, video, photography, and radio to share ideas among local people without the need for external experts (Gumucio Dagrón, 2001a). While communication proponents have become aware of the importance of planning and implementing well-designed communication interventions to support development goals, often there has not been a corresponding increase in support from funders, project planners and other development workers. So in an effort to garner support, as well as to reflect the shifts in thinking from behaviour change to empowerment theories of communication, a plethora of names for communication

efforts have appeared, from media advocacy, to strategic communication, development support communication, communication for human development, participatory communication, and communication for sustainable agriculture (Bessette 2004; Waisbord, 2005). While the field is broadly known as communication for development now, there is a new movement towards communication that fosters social change.

Communication for Social (and Environmental) Change, while clearly based on participatory and empowerment communication theories, is a "distinct way of doing communications- and one of the few that can be sustained…largely due to the fact that ownership of both the message and the medium- the content and the process- resides with the individuals or communities affected" (Gray-Felder &Deane, 1999; 4). This model prioritizes local content and media ownership so that the voices of those previously unheard can be amplified and channelled into existing public and political debates, thereby allowing them to set their own agendas and make them known in regard to political, economic and social development; The complexities of modern development problems have heightened the awareness of how disease and poor health are linked not only to poverty and inadequate nutrition levels but also to prejudice, social dislocation and political, social and economic inequalities. This awareness is leading to broader calls for social and political change, which can only emerge from vigorous public debate within and between societies. Such debates depend on communication: within families, within communities, through public discourse, in short "the capacity of people to communicate is intimately bound up with their capacity to effect change" (Gray-Felder & Deane, 1999: 14).

2.3   Effective Communication

In explaining the meaning of effective communication; it is good to look at the subject matter of communication in details. Meaningful communication informs and educates employees at all levels and motivates them to support the strategy (Barrett, 2002). Communication is viewed by (Haiemann, 2011) as the imparting of ideas and making oneself understood by others. It is also the process by which information is passed between individuals and/or organizations by means of previously agreed symbols. Communication is the process by which one party (a sender) transmits information (i.e. message). It is a continuous process between the two parties involved and it occurs in many levels, such as intra-individual communication level (Keith, 2014).

Information is transmitted in two ways: - e.g. from a sensory organ to the brain and secondly, interpersonal level is a situation in which the transmission of information is just between two individuals. Communication can also occur within or between an individual or group. Effective communication is a process by which sender of message, received feedback from receiver in intended (Peter, 2015). Effective communication starts from the sender to its decoding by the receiver. It is said to be ineffective communication when receiver of the message did not decode the intended of the sender. It is through feedback that information achieves its desired results. Berrelas (2010), Effective communication takes place when the person to whom it is intended, subsequently, the receiver understand the meaning intended and reacts accordingly.

Effective communication is a transaction of ideas, directory command or guide into oral or written words, or actions on the path of the communicator in such a way that the receiver gets the same message and reacts in manner envisaged by the communicator (Akam; 2011). It is believed by a lot of experts that communication could consciously or unconsciously take place by writing, reading, taking, listening or moving and any part of the body. All these things mean something to some person, or group. It has to be stressed that communication in an organization can take place in any of these means. Communication is a process of effecting change to a system. As long as organization reforms and globalization is evident, new communication techniques should be developed to stand the change. Therefore, it becomes important for positive attitudes to change to lead to vital successful change programs (Kotter, 1996), as resistance to change is one of the biggest barriers to overcome. Likewise, effective communication requires a degree of 'cognitive organizational reorientation' comprehension and appreciation of the proposed change. Elving & Hansma (2008) carried out an interview research between management and employees during organizational change. The most important conclusion drawn was that the success of the dissemination and adaptation of organisational change significantly depend upon communicative and informative skills of managers at all levels. Although leaders appear to be aware of fast change within organisation (Bolden & Gosling, 2006), communicating that change is difficult. Bennebroek-Gravenhorst et al. (2006) found that along with the role of management on the contribution of the workforce to the impending change, distribution of information and actual communication regarding the need for the change and the objectives of the modification in business organisation are also critical.

2.4   Models and Functions of Communication

Two models for visualizing the flow of communication have been developed based on participation and empowerment theories. The original modernization-based one-way flow of information from sender to receiver model was later modified to include the pre-existing knowledge that both the sender and receiver possess from their personal histories and life contexts. Because of this,

the sender should study the receivers' frame of reference in order to anticipate how to attune the messages to them. While this "subjective" model is an improvement over the one-way linear model it still does not explain why receivers may still ignore or refuse to accept the meanings conveyed in the messages (Leeuwis, 2004).

The "social network" model on the other hand, tries to capture the myriad of prior and simultaneous communication that is occurring for both the sender and the receiver. Meaning, therefore, is not just constructed between the sender and the receiver but also in dialogue with the broader social context. The social network model also takes power into account by acknowledging how political interests, personal aspirations, social status and interpersonal relationships influence the construction of meaning. In practice all three models (one-way flow, subjective and social network) are implicitly or explicitly still in use to some extent in communication for development interventions (Leeuwis, 2004).

Leeuwis (2004) explored the "function" or intention that underlies communication action. This reason for communicating is different from the actual content of any single message. Communication functions that seek to persuade, control or simply transmit information may have their roots in the behaviour change paradigm. On the other hand, efforts to explore views facilitate social bonds or raise consciousness may be based on empowerment communication models. Often one or two functions tend to dominate the thinking or overall motive behind a communication effort.

The Communication Process
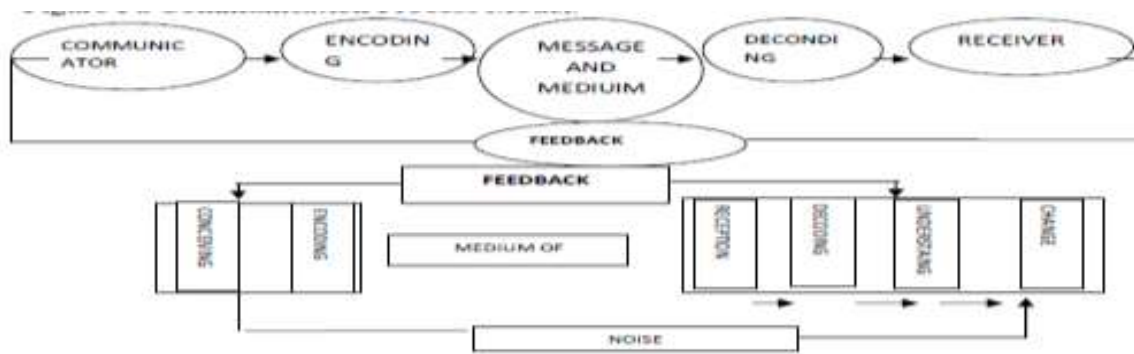
Source: Barrelas, A. (2010), an experimental Approach to organization communication

The communication process consists of seven steps (Shannon & Weaver, 1949): message, encoding, transmitting, receiving, decoding, understanding and feedback. Communication is not an easy task, but attempt have been made to simplify it through illustration below:

3. RELATIONSHIP BETWEEN COMMUNICATION AND ORGANISATIONS PERFORMANCE

There is no way one can separate communication from human organisation. It is in line with that that Banihashemi, (2011) noted that all aspects and points to effective communication in the organization, it gains in conclusion that channels of communication is one of the most effective way in a relationship, and qualified managers have to pass over all stages of communication. Communication is a basic element in organisational structure and functioning. It is the key mechanism for achieving integration and coordination of the activities of specialized units at different levels in the organisation. Organisational communication can be horizontal, upward, and downward:

According to Banihashemi (2011) Horizontal (lateral) communication aims at linking related tasks, work units and divisions in the organization. The importance of horizontal communication increases with task specialization and diversity in organisational structure. The need for lateral or horizontal communication was first stressed by Fayol (1949), when he suggested a 'gang plank' between similar hierarchical positions. Downward communication provides information from higher levels to lower levels. Being superior-subordinate communication, it follows the chain of command through the line of authority. Downward communication can be of four types (Katz & Kahn, 1978): Namely

1. Communication designed to provide job rationale to produce understanding of the task and its relation to other organisational tasks;
2. Communication about organisational procedures and practices;
3. Feedback to the subordinate about his or her performance; and
4. Communication to foster inculcation of organisational goals.

Upward communication serves as a control system for the organisation. It also involved building relationship with subordinates in which disclosure is encouraged and rewarded.

Understanding Organisational Performance

From the essence of the study, Zumitzavan & Michie (2015) are of the view that for decades, the term 'organisational performance' has been defined from a wide range of perspectives; some scholars distinguish it as multi-dimensional, proposing that each organisation has particular criteria for organisational performance, and the criteria applicable in one organisation may not be appropriate in others (Lumpkin & Dess 2001). The organisational performance factors identified in specific cases are associated with individual local cases and purposes. Hence, it is essential for the fundamental components of organisational performance to be appropriately characterised (Grünberg, 2004). Nonetheless, scholars have developed a definition of organisational performance and criteria pertinent across organisations and meaningfully located within a general theoretical arrangement (Chan, 2009). Traditional analysts emphasise that organisational performance for small business ventures embraces explanations of why people start their ventures, what problems business ownership overcomes and generates for the owners or top management, and specifically what the firm's top management actually desire to achieve for themselves (Beaver & Jennings, 2001).

Recently, researchers have emphasised that understanding organisational performance can help to distinguish techniques for improvement (Halachmi, 2005). The study described organisational performance as an umbrella term for all concepts that consider the success of a company and its activities. Different organisations have different purposes in running their business; therefore, the than for low sales-growth performing firms (Carlson, 2006). Furthermore, Pett and Wolff (2007) explored the connection between product improvement and organisational performance based on the growth of the organisation as one dimension and profitability as another. Their sample of 855 small- determined goals of each organisation may be different and the levels of organisational performance may be varied (Fan et al., 2014). Organisational performance could be defined as the ability to reach a desired objective or the degree to which anticipated results are achieved (Stefan, 2005). It could also be well-defined multi-dimensionally by looking at four different categories: achieving organisational goals, increasing resourcefulness, satisfying customers and improving internal processes (Cameron 1986 & Redshaw, 2001).

Organisational performance also serves the purpose of monitoring performance, identifying the areas that require attention, enhancing motivation, improving communications and strengthening accountability (Waggoner et al., 1999). Amaratunga and Baldry (2002) defined organisational performance as a concept to help an organisation to set agreed-upon goals, allocate and prioritise resources, inform top management to either confirm or change policy or programme directions to achieve those goals, and share results of performance in pursuing those goals. Furthermore, organisational performance can refer to the level of productivity that the organisation can accomplish towards attaining its goals, increasing organisational resources, meeting customers' needs and improving internal processes. Scholars have proposed that the organisation's resources are the source of sustainable competitive advantages to support the organisation in improving performance (Dierickx & Cool, 1989; Afiouni, 2007). These resources must be rare, valuable, without substitutes and difficult to imitate. In order to sustain organisational competitiveness and success, organisational learning concepts have been offered to facilitate and enhance levels of productivity (Paparoidamis, 2005; Dunphy et al., 1996; Ghobadian & O'Regan, 2006 in Zumitzavan & Michie, 2015).

Simultaneously, evidence shows that organisational performance is used to determine organisational learning in different areas (Panayides, 2007). Similarly, a variety of approaches to evaluating organisational performance have been applied to help continue learning in the organisation (Afiouni 2007; Aragon-Correa et al. 2007; Chang and Lee 2007; Michie and Sheehan Quinn 2001; Michie and Zumitzavan 2012 in Zumitzavan and Michie, 2015)). Marr (2006) recommended that it is important to create a learning environment in the organisation in order to heighten organisational performance. Kaplan and Norton (1998) proposed that there is a close connection between organisational learning and organisational performance; in order to embolden the learning environment in the organisation, the top manager is the key person encouraging this to take place.

In more detail, Marr (2006) said that it is essential that not only do top management need to participate in supporting a learning environment but also all organisation members. To do so, he suggested that the organisation needs to encourage organisational learning through a social context in which members can share knowledge both tacitly and explicitly, and encourage commitment,

collaboration, mutual respect and a sense of belonging. Specifically, every organisational member needs to feel important to the community and integrated to create value as a whole. In an even more complex example from the service business sector, Singapore Airlines has encouraged all of her staff to share and relocate knowledge jointly. This leads to the development of an 'organisational identity', so that all members feel that they are important to the organisation and are fully willing to serve customers to the best of their ability (Chong 2007). To encourage learning in the organisation, Singapore Airlines provided training from the lowest to the top positions of the organisation.

On a general note, organisational performance by two main measures: Objective and subjective were compared. To achieve that Waybright & Kemp (2012) compared objective measures to the scores of league sports; financial statements help the scorekeepers, or accountants, to collect financial data about how well the organisation has scored; data such as sales volumes, profits or return on assets is taken from financial records and externally recorded and audited accounts. Against this solid evidence which determines which team wins, there are subjective measures as reported by respondents themselves (Wall et al., 2004). Several studies have considered the relationship between different management concepts and organisational performance in the form of objective measures (Zahra et al. 2007b).

There were significant differences in the planning processes between businesses that held family meetings and those that did not. No differences were found in the performance measures. Significant relationships between family meetings and both planning processes and performance measures were found. In addition, Carlson (2006) analysed a sample of 168 family-owned fast-growth small and medium enterprises to empirically examine the consequences of five human resource practices on sales-growth performance. They found that training and development, a recruitment package, maintaining morale, use of performance appraisals and competitive compensation were more important for high sales-growth performing firms and medium-sized organisations was randomly selected. They found that the product improvement orientation was positively related to growth and financial performance, that is profitability, but the process improvement orientation showed no statistical relationship to growth or ultimately to profitability.

On the other hand, subjective measures of organisational performance (Garg, 2003) are cost-effective because data can be collected through questionnaires or interview surveys that simultaneously obtain information on practices. In smaller organisations there may be few appreciable financial records, and even for those organisations which do keep such records, the data may not be held in an appropriate form compatible with the required level of analysis. In general, subjective measures tend to involve questioning respondents to evaluate their company's performance against their competitors' (Wall, 2014). Subjective measures have been widely used to measure organisational performance in the service sector, and in particular in the healthcare industry (Ramasamy, 2007). To elaborate, the data collected for measuring the levels of organisational performance must be interconnected with the dimension of the organisational goals so that the organisation can compare itself with competitors in the same business sector. Marr (2006) proposed that in measuring organisational performance, an organisation must focus on its specific goal. As an example, some organisations may rely on the number of calls from call centres to measure customer satisfaction. Similarly, a department store may rely on the number of people visiting per day, although some of these observed people may not be customers as they do not purchase any products from the store. Thus, to accurately measure organisational performance subjectively, appropriate data must be collected that is strongly related to organisational goals. For example, the researchers have found that there is a close link between the balance scorecard (BSC) and the perception of organisational members, considered a subset of subjective measures to evaluate different levels of organisational performance. They found that the BSC can help the organisation to fill missing areas of organisational development, even though the BSC remains imperfect (Correa, 2014).

However, there is academic research from the Medical Group Practice Environment (Minnis & Elmuti 2008) which evaluates the relationship between objective and subjective measures by testing the correlation between financial performance and perceived performance. The statistical test indicates that there is no correlation between the two variables; however, the authors advised that different cultures, regions and business sectors may produce different results. To summarise, organisational performance can be measured objectively and subjectively. Objective measures rely on the complete record of company data whilst the subjective measures tend to ask respondents to appraise their organisational performance vis-à-vis their competitors. Thus, organisational performance can be determined by concentrating on different measurements, according to the goals of each organisation. The nature of small business means that top management plays a vital role in establishing and developing the organisation; however, the relentless drive for personal achievement may reduce growth potential and ultimately may threaten the survival of the organisation (Bellas, 2004). The top manager is the key person in the organisation who clarifies the organisational goals and in turn drives the level of success in the organisation. In order to accomplish the organisational goals, the top management needs to understand and explain organisational performance, which could then help in piloting the organisation to achieve its goals.

Several studies have suggested approaches to improving the organisational performance through communication which involves good management to accomplish effectiveness, so understanding organisational performance could support the top management to run the company more effectively at different levels. In addition, Pett & Wolff (2007) recommended that organisations in the same environment but of different sizes may create different levels of organisational performance. A variety of academic researchers found both negative and positive correlations between the number of employees and organisational performance. Arocena et al, (2007) investigated the relationship between gender and financial performance in 160 small accounting practices. The findings suggest that although financial performance appears to be significantly different for female-owned and male-owned organisations, these performance differences are explained by several variables other than gender directly.

Similarly, Wiersema & Bantel (1992) studied the relationship between the demographics of top management and organisational performance in American companies. They found an important association between the demographics and corporate strategic change, in turn improving organisational performance. They found that younger top management with less experience and higher levels of education contributed to generating higher levels of performance. Correspondingly, Al-Ahmadi (2009) investigated the relationship between the demographics of top management and organisational performance in a hospital in Saudi Arabia. The results indicated that job performance is positively related to some personal factors, including years of experience, nationality, gender and marital status. Level of education is negatively related to performance. Experience, nationality and marital status are significantly correlated with organisational performance, but level of education has a negative correlation. Kotey & Folker (2007) supposed that education, type of employment or industry, and other types of experience help to prepare top managements for the challenges of business competition and to transfer their knowledge, skill and experience to employees; these are related to organisational performance. Shrader & Siegel (2007) studied the relationship between key attributes of top management and organisational performance. They applied longitudinal studies to investigate 198 high-tech organisations and found characteristics that are significantly related to organisational performance. In particular, technical experience has a direct association with organisational performance (Shrader and Siegel 2007). So, it appears that the top management of a small firm is the one who is most appropriate to evaluate its organisational performance.

Hodges and Kent (2006) scrutinised the relationship between planning sophistication and organisational performance. This research took a different approach by using a one-on-one interview technique with closed questions to evaluate management perceptions of planning sophistication and its relationship to perceptions of organisational performance. The results show that top management's perceptions of greater sophistication in their planning efforts are slightly positively related to perceptions of better organisational performance. They emphasised that increased knowledge would have some impact on an organisation's future performance.

Organisation Performance a Source of Organisational Effectiveness

Performance when compared to goals and objectives. Within private or public sector differs. In a private sector the three primary performance outcomes are financial performance, market performance and shareholder value performance. However, the public sector is concerned with service delivery, public opinion/satisfaction and distributive development of the economy. In fact, a Performance Management system aims at improving the results of people's efforts by linking these to the organisation's goals and objectives. Importantly employees' performance can be improved by ensuring appropriate recognition and reward for their efforts, and by improving communication, learning and working conditions. It is also a common practice in public sector performance management literature to talk about the three Es: Economy, Efficiency, and Effectiveness (Gondal & Shahbaz, 2012). According to Beirut, (2003) Performance is referred to as being about doing the work, as well as being about the results achieved. It can be defined as the outcomes of work because they provide the strongest linkage to the strategic goals of an organisation, customer satisfaction and economic contributions. Jain, Apple, Ellis & Hintze (2015) defines Performance is an act or process of carrying out actions and activities to accomplish an intended outcome. We live in a performance-based culture whether in our personal or professional lives. To achieve improvement in any given performance however, one must first know what defines a quality performance. It is therefore important to understand the factors that play a relevant role in any performance. Performance measurement is the process of collecting, analysing, and/or reporting information on the performance of an individual, group, organization, system, or component (Upadhya, Munir, & Blount, 2014). It can involve a review of processes, strategies, approaches, and parameters to track performance against intended targets. O'Boyle & Hassan, (2014) measured performance on bases of capabilities in carrying out obligations by personnel in an organisation. Bayle & Robinson (2007) suggest there are three principles that performance depends upon: the system of governance; the quality of the organisation's network (affiliations, supporting bodies); and the positioning of the organisation within its particular sport. The study refers to these principles as 'The Strategic Performance Mix'. At the operational level, Bayle & Robinson (2007) study suggests there are three further performance issues that facilitate overall organisational performance: forms and levels of professionalisation; the presence of a participatory organisational culture; and adopting a partnership approach. Performance means quality, condition, or function. According to Shafique, Ahmad, Abbas & Hussain (2015) Organizational performance was not only the outcome it was continuous process of

different activities. Capabilities were the effort to do activities, which were the processes that lead to the organisational performance.

In comparing public sector organizations, with their peers in the private sector are different. It means maximization of Profit is not desired and the ability of such organisations to lower revenues, and overall, there are no agreed indicators to performance measurement. For this reason, some scholars know performance measuring impossible in public sector. Hence some scholars have also begun to focus on the performance of these entities with a number of studies in recent years affording attention to various performance issues within these organisations such as governance (Shilbury, Ferkins, &Smythe, 2013;) their performance through effective policy- making and analysis of some key performance indicators. Moreso, Sink (1991) viewed performance measuring as a complex task, difficult, challenging, and important. Performance level is a function of the efficiency and effectiveness of enterprise operations, Therefore, measurement of performance is the process of quantifying the efficiency and effectiveness of an organisation.

Impact of Effective Communication on Organisational Performance

That communication is essential to organisational performance, Husain (2013) identified that the role played by communication during change in the business organisations as essential for successful change management. The employees are the key sources to bring about change in organizations. To encourage employees for desired change, organisations must address the apprehensions and issues related with them. Job insecurity should be decreased and a sense of community should be created so that employees may feel their responsibilities. The need for change and its advantages will motivate the staff to participate in change plan and execute it.

According to Kibe (2014) investigated the effects of communication strategies on organisational performance. A descriptive research design was used in this study. 132 questionnaires were distributed employees. The findings of this research showed the importance of both the theoretical level and practical level. It concluded that for any organisational performance to be effective, an open communication environment should be encouraged. Once members of the organisation feel free to share feedback, ideas and even criticism at every level it increases performance. Bery, Otieno, Waiganjo & Njeru (2015), explored the effect of employee communication on organisation performance in Kenya's horticultural sector. This study was carried out in flower farms in Kenya. The population of this study was all flower farms in Kenya which were the 14 flower farms registered in the KFC directory (2013) and based in Naivasha. A total of 2460 respondents were targeted by the study out of which 1888 responded giving a response rate of 76.7%. Correlation and regression analysis were used to test on the relationship between the variables of the study. The study found that communication facilitates exchange of information and opinion with the organisation, that communication helps in improving operational efficiency thus improving organisation performance. It concluded that communication is a major determinant of organisation performance. The study recommended that organisations should develop effective communication strategies since it will facilitate passing of information both within and outside the organisation thus improving performance.

Neves & Eisenberger (2012) reviewed that management communication was positively associated with a temporal change in POS, mediates the relationship between management communications and implications of practice. Specifically, it revealed that management communication affects performance mainly because it signals that the organisation cares about the well-being and values the contributions of its employees. This study also adopted the use the perceived organisation support in terms of communication as indicators on the effect of communication on organisation performance. Rho (2009) assessed the impacts of organisational communication on the perception of red tape by comparing internal communication with external, especially client-oriented, communication in both public and non- profit organisations. In the view of Inedegbor, Ahmed, Ganiyat & Rashdidat (2012) practices of effective business communication, were related to the category of business (serviceversus manufacturing) and its size.

Ogbo, Onekanma & Ukpere (2014) emphasized that flexibility in inventory control management is an important approach to achieving organisational performance. The study also found that there is a relationship between operational feasibility, utility of inventory control management in the customer related issues of the organization and cost effectiveness technique are implemented to enhance the return on investment in the organisation. Nnamani & Ajagu (2014) examined the relationship between the employees and their work environment, to assess the extent of employee performance on productivity and to find out the extent environmental factor has enhanced to performance. The survey method and the research tool was questionnaire. The study had a population size of 1,152, out of which a sample size of 297. Two formulated hypotheses were tested using Pearson's correlation coefficients and z-test statistical tools. Study reveal that there was unsafe and unhealthy work place environment, poor motivation, lack of innovation, high cultural interference and allow organisational interpretation process caused low productivity in the company.

Weimann, Hinz, Scott & Pollock (2010) reviewed that communication culture and tools of the distributed teams of a large German manufacturer is nether perfect nor complete due to the communication behaviours and tools used by these real distributed teams working together in different settings on international projects. The findings show that regular face-to-face meetings, email and phone still play a pivotal role in team communications, even though a variety of communication tools is available. The case study concluded that team member satisfaction and team success can only be accomplished if the communication culture in the company takes into account the technologies used and the distributed work setting.

Likewise, Schiller & Mandviwalla (2007) suggests that media vary in the levels of richness they provide. Media might differ in the number of cues they are able to convey, the timeliness of feedback, and the capacity for natural expression. The more of these factors a medium covers the richer it is. Therefore, face-to-face can be considered as the richest medium. It permits timely feedback, allows the simultaneous communication of multiple cues like body language, facial expression and tone of voice, and uses high-variety natural language that conveys emotion.

Video conferencing, phone, chat (instant messaging), email, text messaging, addressed written documents (e.g., notes, memos, letters), and unaddressed documents (e.g., bulletins, standard reports) follow face-to-face communication in media richness in a descending order. Today organisations believe that the major source of competitive advantage is attained from an organisation's human resources and to enhance organisational performance by effectively utilizing their human resources. Though, this was not always the case, as human resources were usually perceived as a cost in the past (Gondal&Shahbaz, 2012). Elving (2005), shows the implication of communication in resistance to change. The framework leads to six propositions in which aspects of communication, such as information, feelings of belonging to a community, and feelings of uncertainty, have an influence on resistance to change, which will affect the effectiveness of the change effort. The findings reviewed that a distinction between the informative function of communication and communication as a means to create a community was made. In the suggested model communication has an effect not only on readiness for change, but also on uncertainty.

Shafique, Ahmad, Abbas &Hussain (2015) the research identified the problem of enhancing the organisational performance through customer relationship management capabilities (Customer interaction management Capability and Customer relationship upgrading Capability) in the presence of competition. The findings show that, Customer relationship management capabilities had positive relationship with organisational performance and Customer interaction management capability had positive relationship with organisational performance. Adegbuyi, Adunola, Worlu, Rowland &Ajagbe, (2015) the study was able to ascertain from various literatures reviewed that business strategies such as (customer orientation, employee autonomy, communication, training and development job satisfaction, corporate social responsibility, motivational factors) have major role to play in organisational performance.

Recognizing the causes of organisational performance is important especially in the perspective of the current global crises because it helps an organisation to identify those factors that should be given priority attention in order to improve the organisational performance. Hence, this study recommends that business organisations should adopt appropriate strategies that would enhance adequate organisational performance. Many authors have adequately addressed effective communication and performance on organisation. However, they failed to address the effect of communication on attitude of lecturers to students and their work. New technology and innovations are welcomed development to the educational environment. But it is also important to address the negative effect and challenges that comes with "change".

4. CONCLUSION AND RECOMMENDATIONS

The focus of the study was on relationship between communication and performance in an organization. The study looked at the key features of channels of communication in the organisation, and how communication should be used to provide medium for dialogue, exchanging of views, identifying common problems, exploring solutions and mobilizing resources. The concept of dialogue was based on repeated and reciprocal information exchange between people; it involved not only the physical acts of speaking and listening but also embodied in the relationship between the participants. The studies show that communication breakdown and poor listening skill of employees were barriers of communication that negatively affects the performances of organisation. However, the study indicated how these barriers could be overcome and adequately minimized, thereby ensuring an effective communication, which improves organizational performance. Against this backdrop, the study recommends that:

1. Organisations should keep up to date with latest modern communication style and hardware (equipment). This will help them to adapt to modern demand on communication, thereby enhancing their performance and productivity.
2. Constant training and re-training of staff, not just only those in ICT department on the latest modern communication skills and trend that could ensure cordial relationship between staff and management.

3. An effective system of feedback should be used to assess how impactful the communication process has been. If the desired response or reaction is not obtained, the effectiveness of the communication would have been jeopardized.

5. REFERENCES

[1] Adegbuyi, O. A, Adunola, O,Worlu, R. & Ajagbe, A. M. (2015). *Archival Review of the Influence of Organizational Strategy on Organizational Performance.* International conference on African Development Issues (CU-ICADI): Social & Economic Models for Development Tacks. (PP 334-340). Retrieved from http://eprints.covenantuniversity.edu.ng/5294/1/Paper%20138.pdf

[2] Akam, V. (2011). *Business Communication Today*: Englewood Cliffs, NJ: Prentice-Hall.Randon House Inc; New York, 97-101.

[3] Al-Ahamdi H. (2009). Factors affecting performance of hospital nurses in Riyadh Region, Saudi Arabia. International health care quality Assurance 22 (1) 40-54.

[4] Alysa G. (2005). 12 secrets of effective business communication posted HW to S-35 comment by Noupe

[5] Amaratunga O. & Baldry D. (2002). Moving from performance measurement and performance management, facilities 20 (516) 217-2223.

[6] Apple, D.K., Ellis. W. & Hintze.D. (2018). Learning learns. Becoming a self-gower Hampton, NH: Pacific Journal of process education. 7 (1).

[7] Aroceana P., Nunez. I. & Villanueva M. (2007). The effect of enhancing workers' employability on small and medium enterprises: evidence from pain. Small Bus Econ. 29:19.

[8] Banihashemi, S.A. (2011). The Role of Communication to Improve Organizational Process. *European Journal of Humanities and Social Sciences1*(1), 13-24. Retrieved from *http://www.journalsbank.com/ejhss.htm*

[9] Bayle, E., & Robinson, L. (2007). A framework for understanding the performance of National Governing Bodies of sport. *European Sport Management Quarterly, 7,* 240–268. Retrieved from, doi:10.1080/ 16184740701511037

[10] Beirut (2003, July 1-3). Organizational Performance Management and Measurement: The Lebanese Experience. Retrieved from https://wwwunpan1.un.**org**/intradoc/groups/public/documents/.../unpan010860.pdf

[11] Bellas MDA (2004). How transformational learning experiences develop leadership capacity Royal Roads University Canada.

[12] Bennebroek-Gravenhorst, K., Elving, K., &Werkman, R. (2006, June 16). Test and Application of the Communication and Organizational Change Questionnaire. Paper presented at the annual meeting of the International Communication Association, Dresden, Germany,

[13] Bernard, S. (2001). Communicating for change-connecing the Workplace with the market place.San Francisco;Jossey-Bass Publishers.

[14] Bery, B, Otieno,A, Waiganjo, E.W & Njeru, A (2015). Effect of Employee Communication on Organisation Performance: in Kenya's Horticultural Sector. *International Journal of Business Administration*, 6(2),138-145 Retrieved from, http://dx.doi.org/10.5430/ijba.v6n2p138

[15] Bessette C. (2004). Involving the community: A guide to participating development communication: Ottawa International development research center.

[16] Bolden R. & Gosling J. (2006). Leadership competencies time to change the tune? Leadership 2, 147-163

[17] Bolden, R., & Gosling, J. (2006). Leadership competencies Leadership Change: Time to change the tune? *The Business & Management Review, 3*(2), 147-163. Retrieved from doi:10.1177/1742715006062932

[18] Cameron, K. (1986). "Effectiveness as paradox: consensus and conflict in conception of organization: Management science (1986-1998) Vol 32 No 5, pp. 539-545

[19] Correa M.G. (2014). Brazilian hospital Employee perceptions of the BSC Latin Am Bus Rev. 15: 141-166.

[20] Dagron G. A. (2003). Take five a handful of essentials for ICTs in development chapter 2 of the one to watch Radio new ICTs and interactivity.

[21] Dierickx, I. & Cool K. (1989). Asset stock accumulation and sustainability of competitive advantage management science. 35, 1504-1511. http://dx.doi.org/10.1287/mnsc.35:12-1504

[22] Elving W. & Hansma L. (2008). Leading organization change on the role of top management and supervisors in communication organizational change. Paper presented at the annual meeting of the International Communication Association Montreal Quebec May 1-45.

[23] Elving. W, (2005). The Role of Communication in Organisational Change, *Corporate Communication and International Journal,* 10(2). 129-138.Retrieved from doi 10.1108/135632805196943

[24] Fan. D., Cuil, Zhang, M.M, Zhu, C.J, Hartel C.E & Nylan C. (2014) influence of high performance work system on employee subjective well-being and job burnout empirical evidence from the Chinese health care sector. The international journal of human resource management 25(7) 931-950.

[25] Fayol, H. (1949). *General and Industrial Management,* translated by Constance Storrs. London: Pitman.

[26] Fraser, C. & Restropo-Estrada, S. (1998). Communicating for development: Human change for survival. London and New York I.B Taurus publishers.

[27] Grunbery, T. (2004) Performance improvement towards a method of finding and prioritizing potential performance improvement area in manufacturing operations international *Journal of productivity and performance management* 53(1) 52-71.

[28] Halachmi A. (2005). Performance measurement is only one was of managing performance international journal of productivity and performance management, vol 55, no 7 pp. 502-516.

[29] Husain, Z. (2013). Effective Communication Brings Successful Organizational. *The Business & Management Review, 3*(2), 43-50

[30] Kibe, C.W. (2014). Effects of Communication Strategies on Organizational Performance: A Case Study of Kenya Ports Authority. *European Journal of Business* and Management 6(11) 6-10. Retrieved from *www.iiste.org*

[31] Kotey, B. & Folker, C. (2007). "Employee training in SMES effect of SRE and firm type-family and non family "*journal of small business management* 45-214-238.

[32] Kotter, J. P. (1996). *Leading Change*. Boston: Harvard Business School Press.

[33] Lumpken G. & Dess, G.G. (2001). Linking two dimensions of entrepreneurial orientation to firm performance: the moderating role of environment and industrial life cycle. *Journal of business venturing* 429-451

[34] Neves, P & Eisenberger. R. (2012). Management Communication and Employee Performance: The Contribution of Perceived Organizational Support, *Human Performance, 25*(5), 452-464 Retrieved from, *http://dx.doi.org/10.1080/08959285.2012.721834*

[35] Nnamani, E. & Ajagu, H. E. (2014). Environmental Factors and Organizational Performance in Nigeria (A Study of Juhel Company), *World Engineering & Applied Sciences Journal 5*(3): 75-84. Retrieved from DOI: 10.5829/idosi.weasj.2014.5.3.1124

[36] Obioma, B. K. (2012). Corruption reduction in the petroleum sector in Nigeria: challenges and prospects. Mediterranean Journal of social sciences,3(13).98-107.

[37] Okeke, M. I. (2015). Perspective of data collection. Awka: Ifeibebugu Ventures.

[38] Osisioma, E. (1998). Organisational Communication. Enugu: John Jacobs Press.

[39] Red Saw B. (2001). Evaluating organsiation effectiveness measuring business excellence, Vol 5, No 1 pp 16-18