

**COMMUNICATION AS A MANAGEMENT FUNCTION WITH SPECIFIC  
REFERENCE TO UNIVERSITY OF VENDA**

**By**

**TSHILOLO RACHEL MUTHADZWI**

**STUDENT NUMBERS: 11533920**

**Mini-dissertation submitted for the degree of**

**MASTER OF PUBLIC MANAGEMENT**

**OR TAMBO INSTITUTE OF GOVERNANCE AND POLICY STUDIES**

**SCHOOL OF MANAGEMENT SCIENCE**

**UNIVERSITY OF VENDA**

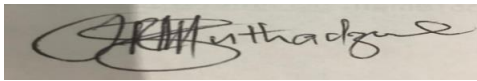
**SUPERVISOR: DR. E. MAHOLE**

**CO-SUPERVISOR: PROF. N.W. NKUNA**

**2019**

## DECLARATION

I, **Tshililo Rachel Muthadzwi**, hereby declare that the mini-dissertation for the degree of Master of Public Management at the University of Venda titled “Communication as a management function with specific reference to University of Venda”, hereby submitted by me, has not been previously submitted for a degree at this University, or any other University, that it is my own work in design and execution, and that all reference materials contained therein have been duly acknowledged.



03 July 2020

---

**TSHILOLO RACHEL MUTHADZWI**  
**STUDENT NUMBER 11533920**

---

**DATE**

## ACKNOWLEDGEMENTS

I would like to thank several people whose efforts were helpful in the completion of this work:

- Foremost, I would like to thank my supervisor Dr. Ephraim Mahole and my Co-supervisor Prof. Nghamula Nkuna, for encouragement and assistance they rendered in the technical aspects of this work. Their insightful guidance and remarkable patience made it possible for me to see my way through this research.
- Many thanks to the management of the University of Venda who co-operated in this study and to all employees who participated whole-heartedly in the data collection exercise.
- I would also like to thank Murovhi Emmanuel and Ms. Z.M. Ndou who contributed a lot to the success of this study.
- A special word of appreciation goes to my husband, Ronald Muthadzwi and children Takalani, Muofhe, Londolani, and Andani for their understanding and patience, who provided me with a supportive family environment required for the completion of this work.
- Lastly, I would like to thank the Almighty God for giving me strength, courage and wisdom to finish my studies, with Your help and grace it was possible.

## DEDICATION

This mini dissertation is dedicated to my father, the late Mr. Vhobvangomu Ernest Mammburu who passed away on the 8<sup>th</sup> of July 1984 and my entire family for raising me and giving me all the support, I needed. I have made it because of your love, prayers, being supportive, care and always being there for me at all times.

## ABSTRACT

This study investigates Communication as a management function with specific reference to University of Venda. The study was carried out at the University of Venda in South Africa and it covered a cross section of personnel grouped into six main categories which are the academic and non-academic staff. Communication is vital for academic and non-academic functions in that it facilitates external and internal activities within an organization. In a computerized society in which we live, communication is vital because it brings in all aspects of our everyday lives in facilitating dissemination of information from one point to another thereby facilitating innovation. Communication enables the generation of ideas among individuals and institutions, for example, the University of Venda, among its employees and stakeholders (internal and external).

The study used a mixed research methodology in which both quantitative and qualitative approaches were used. Mixed method is used because it can be combined in such a way that quantitative and qualitative methods retain their original structures and procedures. Non-probability sampling and its sub-type; purposive sampling method were used for the researcher to apply own judgement in selecting the sample. For data collection, the study used two data collection methods namely; questionnaire and interview. The information collected through questionnaire was analysed using statistical analysis in the computer software called: International Business Machinery (IBM): Statistical Product and Service Solution (SPSS) version 25.0 and the information was presented using graphical tabular form, frequencies and percentages. Data collected through interview was analysed through thematic analysis and presented in a narrative form.

The study found that majority of the respondents, 46 (51%) respondents strongly agreed that effective communication promotes morale to the University community to execute their tasks. The study findings revealed significant number of the respondents who took part in this study strongly agreed that difference in home languages promotes communication at the University. Most participants pointed out that awareness of the university business by all stakeholders is the positive outcome of effective communication system at the University of Venda. Most participants indicated that training of staff members on how to use technology such as WIFI, social media, computers, networks are the possible strategy to enhance effective communication at the University of Venda.

The study recommends that effective communication should be fostered to promote morale to the University community to execute their tasks, and also recommends that use of different languages must be available to promote communication at the University. The study further

recommends that there should be a good employer – employee relationships in the University, and also recommends that the University should have policies that promote communication.

**Key Words:** Communication; Effective communication; Management; Functions;  
Management functions

## TABLE OF CONTENTS

<b>Contents</b>	<b>Page No.:</b>
Declaration	i
Acknowledge	ii
Dedication	iii
Abstract	iv
Table of contents	vi
List of Tables	x
List of figures	xii
Abbreviations	xiii
<b>CHAPTER 1</b>	
<b>INTRODUCTION AND BACKGROUND OF THE STUDY</b>	
1.1 Introduction	1
1.2 Background of the study	1
1.3 Problem statement	3
1.4 Aim of the study	4
1.5 Objectives of the study	4
1.6 Research questions	4
1.7 Significance of the study	5
1.8 Delimitations of the study	5
1.9 Definition of operational concepts	5
1.10 Organization of the study	6
<b>CHAPTER 2</b>	
<b>LITERATURE REVIEW</b>	
2.1 Introduction	8
2.2 Contextualisation of communication as a management function	8

2.2.1	Communication skills help to learn more from teachers	8
2.2.2	The quality of being friendly with others	9
2.2.3	Communication skills help in career development	9
2.2.4	Enhancement in teamwork and collaborative attitude	9
2.2.5	Communication skills develop professionalism to the students	9
2.2.6	Communication skills are important for students in social networking	10
2.2.7	Improvement in presence of mind and memory enhancement	10
2.3	Theoretical approach to communication	11
2.3.1	Critical Theory	11
2.3.2	Information Theory	12
2.3.3	Post-Positive Theory	12
2.3.4	Groupware Theory	13
2.4	Types of communication	15
2.4.1	Formal Communication	15
2.4.2	Upward Communication	16
2.4.3	Downward Communication	16
2.4.4	Horizontal Communication	17
2.4.5	Informal Communication	17
2.4.6	Lateral Communication	18
2.4.7	Diagonal Communication	18
2.4.8	Grapevine Communication	18
2.4.9	Non-Verbal Communication	18
2.4.10	Strategic Communication	19
2.5	Legislative framework on communication	19
2.5.1	Constitution of Republic of South Africa, 1996	19
2.5.2	Use of official languages, 2012	20
2.5.3	Regulation of communication- Relate information, 2000	20



2.5.4 Independent communication authority	20
2.5.5 Promotion of access to information, 2000	20
2.6 Reliability of communication systems in relation to institutional Management	21
2.7 Economic efficiency of communication in an institution	21
2.8 The barriers of communication systems at the university	23
2.8.1 Distortion	23
2.8.2 Omission	24
2.8.3 Overload	24
2.8.4 Synchronization	24
2.8.5 Barriers to effective leadership communication	25
2.8.6 Lack of planning and purpose	25
2.8.7 Lack of trust on each other and disrespect	26
2.9 importance of effective communication system at the university	26
2.9.1 Open	27
2.9.2 Two-way- communication	27
2.9.3 Multi-channeled	27
2.10 Mechanisms to enhance communication as a management function at the university	28
2.10.1 Having a technical culture	28
2.10.2 Employing well outlined methods	29
2.10.3 S.W.O.T. Analysis	29
2.10.4 Economic factors	31
2.10.5 Cultural factors	31
2.11 Empirical evidence on management function at the University of Venda	32
2.12 Conclusion	33

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

3.1	Introduction	35
3.2	Research paradigm	35
3.3	Research design	35
3.4	Research method	36
3.5	Study area	37
3.6	Population of the study	37
3.7	Sampling	38
3.7.1	Sampling method	38
3.7.2	Sample size	38
3.8	Data collection method	39
3.9	Pilot study	39
3.10	Data analysis	40
3.11	Ethical consideration	42
3.11.1	Permission to conduct the study	42
3.11.2	Informed consent	42
3.11.3	Voluntary participation	42
3.11.4	Confidentiality and Anonymity	43
3.11.5	No harm to participants	43
3.12	Conclusion	43

## **CHAPTER 4**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

4.1	Introduction	45
4.2	Analyses of data collected through questionnaire	45
4.2.1	Section A: Bibliographical details of respondents	45
4.2.2	Section B: Communication as a management function	49

4.2.2.1	The role of communication as a management function	49
4.2.2.2	Barriers of communication at the University of Venda	53
4.2.2.3	Positive outcome of effective communication at the University of Venda	57
4.2.2.4	Strategies to enhance communication at the University of Venda	60
4.3	Analyses of data collected through interview	65
4.4	Conclusion	76
<b>CHAPTER 5</b>		
<b>FINDINGS, RECOMMENDATION AND CONCLUSION</b>		
5.1	Introduction	77
5.2	Overview of the study	77
5.3	Major findings of the study	78
5.3.1	Major findings on the role of communication as a management function	78
5.3.2	Major findings on the barriers of communication at the University of Venda	79
5.3.3	Major findings on the positive outcome of effective communication at the University of Venda	79
5.3.4	Major findings on the strategies to enhance communication at the University of Venda	80
5.4	Synthesis of the study	81
5.5	Recommendation of the study	82
5.5.1	Recommendation on the role of communication as a management function	82
5.5.2	Recommendation on the barriers of communication at the University of Venda	83
5.5.3	Recommendation on the positive outcome of effective communication at the University of Venda	84
5.5.4	Recommendation on the strategies to enhance communication at the University of Venda	84

5.6	Recommendations on the principles of public management	85
5.6.1	Recommendations on planning	85
5.6.2	Recommendations on organising	85
5.6.3	Recommendations on staffing	86
5.6.4	Recommendations on directing	86
5.6.5	Recommendations on coordinating	86
5.6.6	Recommendations on reporting	87
5.6.7	Recommendations on budgeting	87
5.7	Recommendation of future studies	87
5.8	Limitation of the study	88
5.9	Conclusion	88
	References	
	Annexure A: Permission letter	98
	Annexure B: Request to conduct the research from the student	99
	Annexure C: Permission letter	101
	Annexure D: Letter of the respondents	102
	Annexure E: Informed consent	103
	Annexure F: Instrument - Questionnaire	104
	Annexure G: Instrument – Interview Schedule	110
	Annexure H: Editing Certificate	114

## LIST OF TABLES

<b>Content</b>	<b>Page No.:</b>
Table 4.1: Gender of the respondents	45
Table 4.2: Age of the respondents	46
Table 4.3: Position of the respondents	47
Table 4.4: Qualification of the respondents	48
Table 4.5: Years in the University	49
Table 4.6 Effective communication promotes morale to the University community to execute their tasks	50
Table 4.7 Communication plays a crucial role in altering individuals' attitude in the University	50
Table 4.8 The University uses communication to manage its employees	51
Table 4.9 Effective communication contributes to an inspirational organisation	52
Table 4.10 The University considers communication as a management Function	52
Table 4.11 Language difference promotes communication at the University	53
Table 4.12 Signage is used by the University as a means of communication	54
Table 4.13 The University has resources to communicate with the University community. (Email, sms, whatsapp, facebook, twitter, notice boards)	54
Table 4.14 Technology is used by the University to enhance communication	55
Table 4.15 The University infrastructures are user-friendly to the University community for consultation	56

Table 4.16	The University has live video streaming during the graduation ceremony and other events	56
Table 4.17	There are good employer – employee relationships in the University	57
Table 4.18	Communication in the University develops long lasting employee motivation	58
Table 4.19	The University uses communication to promote institutional performance	58
Table 4.20	Effective communication allows employees to work Harmoniously	59
Table 4.21	The University management uses communication to enhance interpersonal relationships in the University	59
Table 4.22	The University has policies that promote communication	61
Table 4.23	The University community knows where to lodge complaints	61
Table 4.24	The University has resources to communicate with outside community. (i.e Grade 12 students)	62
Table 4.25	There are clear communication channels that the University uses to present its business plan	62
Table 4.26	There is adequate training of employees to acquire effective communication skills	63
Table 4.27	Biographical details of participants	64

## LIST OF FIGURES

<b>Content</b>	<b>Page No.:</b>
Figure 1: The Communication Process	14

## ABBREVIATIONS

MAC	: Management Accounting and Control
SWOT	: Strengths, Weaknesses, Opportunities, Threats
PLC	: Programmable logic controller
ICASA	: The Independent Communications Authority of South Africa
IBM	: International Business Machinery



## CHAPTER 1

### INTRODUCTION AND BACKGROUND OF THE STUDY

#### 1.1 INTRODUCTION

The study is based on communication as a management function with specific reference to the University of Venda. Communication is a vital factor for a successful functioning of an organization, as it is the key factor for transmitting messages from one person to the other (Ewing,2006:1). Communication contributes to meeting business objectives in supporting mutual understanding between different departments (Wimmer & Dominick, 2010). Ahmed and Shields (2010:34) state that due to the differences between the attributes of communication and to the complexity, communication becomes a real force, having a central role in the activity developed by each manager. According to McFarland (2015:23), communication is a process of meaningful interaction among human beings.

This chapter will present the introduction and background of the study, problem statement, aim of the study, specific objectives of the study, critical research question, significance of the study, delimitation of the study, definition of the operational concepts and organization of the study.

#### 1.2 BACKGROUND OF THE STUDY

Dudley-Evans and St John (1998:201) state that communication as a discipline consisted of a few professors within speech departments who had an interest in speaking and writing in business settings. Dudley-Evans and St John further state that the current field is well established with its own theories and empirical concerns distinct from other communication subfields and other approaches to institutions. Nobel Laureate Herbert Simon (1947:342) wrote about communications systems, saying communication is essential to organizations. Jablin and Putnam (2000:102) point out that in the 1950s, communication focused largely on the role of communication in improving organisational life and organizational output. Jablin and Putnam (2000:102) further state that in the 1980s, the field turned away from a business-oriented approach to communication and became concerned more with the constitutive role of communication in organizing. Ewing (2006:3) reveal that in the 1990s, critical theory's influence on the field was felt as institutions and scholars focused more on communication's possibilities to oppress liberate organizational members.

Jonassen, Spector, Driscoll, Merrill, Van Merriënboer and Driscoll (2008:210) state that through the 1960s, 1970s and 1980s the field of communication expanded greatly in parallel with several other academic disciplines, looking at communication as more than just an

intentional act designed to transfer an idea. Katz and Lazarsfeld (2017:401) point out that communication expanded beyond the issue of how to make people understand what one is saying towards questions, definition, the way institutions seem to be saying similar things to achieve different results and to the extent that the relationship with others affect the various organizational contexts. Kats (2017:401) further states that it is better for a person to know and understand himself better before any person can start to explain himself to others. In the early 1990s, Senge (1992:321) developed new theories about institution communication and these theories were learning organization and systems thinking. Senge (1992:321) further states that the theories have been well received and are now a mainstay in current beliefs about institutional communication.

Lovlyn and Lloafu (2016:301) carried out a study on “The Role of Effective Communication in Strategic Management of Organizations” and the findings revealed that the work recommends that factors which promote warmth and cordiality should be imbibed and cultivated. Lovlyn and Lloafu (2016:301) further found that a simple institutional structure should be designed and implemented for easy flow of communication, and the manager should treat the subordinates humanely to get the best from them. Furthermore, Lovlyn and Lloafu (2016:301) conclude that, effective communication is the lifeblood of institutions, and that efficient and effective communication influences the positivity bottom line of organizations in achieving organizational strategic goals.

McQuail and Windahl (2015:56) emphasise that communication was primarily a mechanical process in which a message was constructed and encoded by a sender, transmitted through some channel, then received and decoded by a receiver. McQuail and Windahl (2015:56) further emphasise that communication is a process involving the sending of a meaningful message by the sender through the communication channel to the recipient. Furthermore, McQuail and Windahl (2015:56) indicate that communication involves the element of feedback, which is an indication that the message has been effectively received. However, the channel through which the message is being sent should also be agreed upon between the sender and the receiver of the message. In addition, McQuail and Windahl (2015:57) point out that is a well-known fact that communication is an existing problem in workplaces. The problem has been identified as the communication problem between management and personnel. Communication problem affects most institutions because objectives such as desired goals and organizational vision for the future cannot be achieved (McQuail & Windahl, 2015:57).

### 1.3 PROBLEM STATEMENT

Section (6) (a) of the Constitution of Republic of South Africa, 1996 provides that the national government and provincial governments may use any particular official languages for the purposes of government, taking into account usage, practicality, expense, regional circumstances and the balance of the needs and preferences of the population as a whole or in the province concerned; but the national government and each provincial government must use at least two official languages. Section 32 (1) (b) of the Constitution, 1996 provides for the horizontal application of the right of access to information held by another person to everyone when that information is required for the exercise or protection of any rights. Section 32 (1) (a) of the Constitution, 1996 provides that everyone has the right of access to any information held by the State. Section 4 (1) of the Use of Official Languages Act, 2012 (Act No. 12 of 2012) stipulates that every national department, national public entity and national public enterprise must adopt a language policy regarding its use of official languages for government purposes within 18 months of the commencement of the Act or such further period as the Minister may prescribe, provided that such prescribed period may not exceed six months.

Promotion of Access to Information Act, 2000 (Act No. 2 of 2000) gives effect to the constitutional right of access to any information held by the State and any information that is held by another person and that is required for the exercise or protection of any rights; and to provide for matters connected therewith. Chapter 2 Section 3 (1) of the Independent Communications Authority of South Africa, 2000 (Act No. 13 of 2000) established a juristic person to be known as the Independent Communications Authority of South Africa. Chapter 2 Section 4 of the Regulation of Communication-Related Information, 2000 (Act No.70 of 2000) provides that any person, other than a law enforcement officer, may intercept any communication if one of the parties to the communication has given prior consent in writing to such interception, unless such communication is intercepted by such person for purposes of committing an offence.

Despite the provision of the policies above, there are the following challenges facing the University of Venda regarding communication as a management function such as different languages, cultural differences, differences in perception and viewpoint, and physical barriers to non-verbal communication. According to the study conducted by

Pheega (2015) the findings propose that the challenge to effective communication is caused by different languages; physical disabilities such as hearing problems or speech difficulties; and Lack of attention, interest, distractions, or irrelevance to the receiver. This study is conducted in order to come up with the mechanisms that can be used to improve communication as management function.

#### **1.4 AIM OF THE STUDY**

The aim of this study is to investigate communication as a management function at the University of Venda in order to recommend the strategies that can be used to enhance communication.

#### **1.5 OBJECTIVES OF THE STUDY**

The objectives of the study are the following:

- To determine the role of communication as a management function
- To describe the barriers of communication systems at the University
- To determine the positive outcomes of effective communication system at the University
- To recommend the strategies to enhance communication as a management function at the University.

#### **1.6 RESEARCH QUESTIONS**

The research question of the study are as follows:

- What are the roles of communication as a management function?
- What are the barriers to communication at the University of Venda?
- What are the consequences of effective communication system at the University of Venda?
- What are the possible strategies to enhance communication as a management function at the University of Venda?

## **1.7 SIGNIFICANCE OF THE STUDY**

The study is significant to the University management to know how to achieve the institution's objectives through the implementation of an effective communication system. The study sets out to benefit the University of Venda Management staff on how to communicate with one another when performing the daily duties of the institution. The study findings will benefit the academic staff as strategies on how to communicate with the students and other staff members within the institution will be provided. The findings of the study will benefit administrative staff as proper telephone etiquette will be aimed to be provided to improve effective communication within the institution. The findings will also benefit students as they will know where to report their problems if they experience any challenge within the institution. Consequently, the University of Venda management can utilize this study to make amendments or close several gaps that may be affecting the university in meeting the set objectives, in terms of communication methods adopted in managing activities.

## **1.8 DELIMITATIONS OF THE STUDY**

The study is based on communication as the management function at the University of Venda. The study will be conducted at the University of Venda which is found in Thohoyandou under Vhembe District Municipality. The University of Venda is a non-profit public higher education institution. The researcher delimits the scope of the study to the University of Venda management, academic staff, administrative staff members and University students, in gathering the relevant data needed for the study to be accurate, direct and reliable.

## **1.9 DEFINITION OF OPERATIONAL CONCEPTS**

This section defines the operational concepts of the study and the concepts will be defined in alphabetical order.

- **Communication**

According to Leeds-Hurwitz (2012:5), communication is the act of conveying meanings from one entity or group to another using mutually understood signs, symbols, and semiotic rules, while on the other side, Lincoln and Lynham (2011:11) defines communication as the imparting or exchanging of information by speaking, writing, or using some other information. The study defines communication as the transmission

of information from the sender to the receiver in which the receiver responds by providing a feedback.

- **Management**

According to Madalina (2017:30) management are the people who oversee integrating organizational resources to achieve stated goals and objectives, while Cronje Brevis and Vrba (2011:8) define management as the process of planning, organising, leading, and controlling the scarce resources of the organisation to achieve the organisation's mission and goals as productively as possible. The study defines management as a set of activities directed at the efficient and effective utilization of resources in the pursuit of one or more goals.

- **Management function**

According to Madalina (2017:30), management function refers to the process involved in management such as planning, organizing, influencing and controlling, on the other hand, Kotter and Cohen (2012:12) defines management function as the way something is handled, careful treatment, supervising skills, or those in charge of a business or group. The study defines management function as an art of knowing what to do, when to do and see that it is done in the best and cheapest way.

## **1.10 ORGANISATION OF THE STUDY**

This section presents the organization of the study which is divided into five chapters and are as follows: Introduction and background of the study, literature review, research design and methods of data collection, Data presentation and analysis, and conclusion and recommendation.

### **Chapter 1: Introduction and background of the study**

This chapter presents the introduction, background of the study, problem statement, aim of the study, specific objectives of the study, critical research question, significance of the study, delimitation of the study, definition of the operational concepts and organization of the study.

### **Chapter 2: Literature review**

This chapter is about reviewing literature related to the communication as a management function with specific reference to University of Venda. The points of discussion in this chapter include, the role of communication as a management function, theoretical approach to communication, types of communication, reliability of communication systems in relation to institutional management, economic efficiency of communication in an institution, the barriers of communication systems at the institution, the consequences of effective communication system at the institution and strategies to enhance

communication as a management function at the institution. This chapter also presents the empirical evidence of communication as management function at the University of Venda.

### **Chapter 3: Research design and methodology**

This chapter presents the research paradigm, research design, and methodology that the researcher intends to follow when conducting the study, study area, population of the study, sampling, sampling size, sampling method, data collection method, pilot study, data analysis, and ethical requirements which will be used to conduct the study and location of the study.

### **Chapter 4: Data presentation, analysis and interpretation**

This chapter presents data that would be collected through questionnaires and interview. The chapter also discusses the analysis and interpretation of the collected data obtained from sampled respondents as a way of providing an understanding of the nature of the research findings on the communication as the management function with specific reference to University of Venda.

### **Chapter 5: Findings, conclusion and recommendations**

This Chapter discusses the findings, conclusion and recommendations. In this chapter, synthesised discussion of findings, recommendations on communication as management function with specific reference to the University of Venda as well as the synthesis of the study, recommendations based on the future research on a related subject, limitations of the study and recommendations based on the principles of public management will be discussed.

The next chapter will present the Literature Review of the study.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

In this chapter, the researcher reviews relevant literature on communication as a management function from various sources to provide a conceptual framework within which the investigation can be located. The rationale for the inclusion of these theories is that their assumptions or principles are consistent with the views of the study in the sense that they provide the basis on which recommendations can be made.

The researcher will also discuss the legislative framework, theoretical approach to communication, types of communication and reliability of communication systems in relation to institutional management, economic efficiency of communication in an institution, the barriers of communication system at the University of Venda, the consequences of effective communication system at the University of Venda, mechanisms to enhance communication as management function as well as empirical evidence on communication as a management function at the University of Venda.

#### 2.2 CONTEXTUALISATION OF COMMUNICATION AS A MANAGEMENT FUNCTION

This section presents the role of communication in an institution. Communication skills helps students to learn more from teachers the quality of being friendly with others. Communication skills also helps in career development, enhancement of teamwork spirit and collaborative attitude. It develops professionalism in the students.

##### 2.2.1 Communication skills help to learn more from teachers

Bok (2009:198) is of the view that students need practical and deeper knowledge about the subject they are learning in university and college. Bok further contends that for better learning from lecturers, students need to ask the question and must discuss their subjective and objective doubts. According to Nilson (2016:287), when lecturers understand where students are confused about the subject, they can lecture in their style and help students to understand. Bok (2009:198) goes on to point out that most of the students do not ask questions because of fear, hesitation and low self-confidence. In addition, Bok (2009:198) emphasizes communication skill as a tool that assists with listening and understanding the point of view of lecturers in the class. After listening and understanding what lecturers are discussing, students can ask better questions with confidence and they would gain more knowledge.



### **2.2.2 The quality of being friendly with others**

Entwistle (2013:342) indicates that it is important to be friendly with others in the university and college. Controlled verbal communication and physical expression help staff members and the students to make new friends. Entwistle also emphasizes that good communication skills build strong friendships and give confidence amongst staff members and students. Bok (2009:203) further points out that students get interested in visiting school and college daily, but all is possible when someone respects the other, communicates when it is important and shows positive expression in certain situation. That's how communication skills enhance the ability to understand and share the feelings of each other. Collins and Hussey (2013:387) stress that communication builds a strong friendly relationship that can often be converted into business partnerships and love later in life.

### **2.2.3 Communication skills help in career development**

Bok (2009:209) indicates that clear communication about the skills and knowledge, objective vocabulary in words while communicating with interviewers, confident physical expressions help students to get a job after the completion of the degree. Bok (2009:209) further points out how effective communication makes a difference in the personality of students. Many students face communication problems in the interview and that is why learning and improved communication help them to build a career in their respective fields.

### **2.2.4 Enhancement in teamwork and collaborative attitude**

Entwistle (2013:346) mentions positive behaviors, the gratitude of others, a collaborative effort in solving the problem with other team member as great examples of effective communication in the workplace. Entwistle (2013:342) further also asserts that effective communication increases the productivity in institutions. Communication improves the chances of promotion Bok (2009:211) further argues that communication skills enhance teamwork and collaborative attitude, and it yields long term benefits. In future, students would be expected to communicate with clients by text, audio and video conferencing in their various workplaces. If they are not effective in emails, tweets, and social engagement, then it will negatively impact their career progress. As indicated by Entwistle (2013:342), listening, writing and verbal communication play a huge positive and negative role in student's personal and career development. Students need to improve their communication skills while they are in universities and colleges.

### **2.2.5 Communication skills develop professionalism to the students**

Bok (2009:157) states that as students would become doctors in future, they would need to communicate effectively with patients. Bok (2009:157) further points out that students would need to be empathetic, friendly and professional in their communication and interaction with

patients. Countries need good political, business and social leaders. In future students would become politicians/businesspeople, entrepreneurs, bureaucrats and leaders in various areas without effective communication skills. Inability to listening to problems that people are facing will not help them to gunner votes, customers or support from people. Furthermore, Bok (2009:157) stresses that communication is an expression, and freedom of expression is the right of people, but expressions should be on right track, with right people, for the right cause, and on the right platform. Learning and practicing communication skills help students to handle such kind of professional and social tensions in future. In addition, Bok (2009:157) asserts that communicating effectively would make students to be great future leaders, professional and socially impactful.

### **2.2.6 Communication skills are important for students in social networking**

Brendenkamp (1995:82) mandates that communication in group activities, debate and family functions help students to analyze their communication skills level and standard. In conversations, it is advisable to listen to other people opinions in order to reach new conclusions about a subject and it is not possible without communicating effectively\_with positive expression. It is important to learn that, while communicating, students must respect the feelings of others. In most cases, students talk with parents, friends, and in meetings and with employers very rudely. Brendenkamp (1995:82), further points out that it is important to communicate without causing distress to someone's feelings. Bok (2009:163) reveals that communication skills are important for students to learn because they are more energetic, enthusiastic, passionate and open minded. Bok (2009:163) further indicates that it is not bad, but overuse of such things that can impact badly on their personality in the society. Healthier communication with parents, lecturers, colleges, cousins, classmates and with anyone can build students more\_trustworthy. It will build self-esteem and increase the confidence in students that will impact positively on their education.

### **2.2.7 Improvement in presence of mind and memory enhancement**

Boxall and Purcell (2011:205) indicate that when people communicate, listen, express and understand what is said, it will improve the presence of mind. Students need brain power and sharp memory to become successful in everything they want to do; to achieve their dreams. Boxall and Purcell (2011:205) further point out that the uses of communication skills increase their focus and they are ready for any answer because of the presence of mind. The presence of mind improves their vocabulary, communication skills and enhances memory to be like that of a genius. Every student wants to become a genius in their life, but without the use of effective communication, it's not possible. There are various online communication courses in

which they can improve their verbal and non-verbal communication skills. Students can also learn communication skills from good speakers, teachers, journalists, and parents.

## **2.3 THEORETICAL APPROACH TO COMMUNICATION**

This section presents the theoretical approach to communication as management function which includes critical theory, information theory, post-positive theory, and ground theory.

When a group of theories make similar assumptions about the purpose or nature of communication in an organization, the theories are grouped together to form a theoretical approach. According to Brendenkamp (1995:82), a theoretical approach consists of several individual theories about organizational communication, which although different in some respects, have something in common. Communication stands so deeply rooted in human performances and the structures of society that scholars have difficulty in conceptualizing outside social or behavioral events.

### **2.3.1 Critical Theory**

Boxall and Purcell (2011:205) reveal that critical theory assumes that conflict is the natural state of an organization. Employees tend to resist managers, and departments compete for budgets and influence. Boxall and Purcell (2011:203) advocates that upper management must always strive to motivate lower management and employees, who in turn regularly lose motivation. Communication under this theory takes on the role of resolving conflicts, preventing problems between groups of people, encouraging employees to do more and providing direction that will unify the workforce under a single goal.

Fuchs (2011:86) stresses that communication is certainly an important aspect of a domination-free society. Fuchs (2011:86) indicates that communication is not automatically progressive. According to Habermas (1987:56), the differentiation of communication is between instrumental/strategic reason and communicative reason, whereas Horkheimer (2002:109) indicates that the distinction is between instrumental reason and critical reason and, based on that, between traditional and critical theory. Habermas (1987:90) splits off communication from instrumentality and thereby neglects to understand that in capitalism the dominant system uses communication just like technology, the media, ideology, or labor as an instrument to defend its rule. Structures of domination do not leave communication untouched and pure; they are rather antagonistically entangled with communication. Habermas (1987:90) further stresses that communication is not immune against misuse for instrumental purposes. The concept of communication can be critical, but is not necessarily critical, whereas the concept of a critique of domination is necessarily critical.

### **2.3.2 Information Theory**

Mackay (2001:254) provides that information theory is the branch of mathematics that describes how uncertainty should be quantified, manipulated and represented. Ever since the fundamental premises of information theory were laid down by Claude Shannon in 1949, it has had far reaching implications for almost every field of science and technology. Information theory has also had an important role in shaping theories of perception, cognition, and neural computation. According to Cover and Thomas (2012:57), information theory is concerned with how information travels with the fewest mistakes. Cover and Thomas further state that viewing communications through the lens of information theory focuses on how to fix messages so that they cannot be altered. Measures must be put in place to confirm communications for accuracy. Cover (2012:57) state that a person can hold the message recipient more accountable than the sender for the final version of the communication.

Burgin (2010:245) indicates that information theory has played an important role in the study of learning systems. Burgin also states that information theory deals with quantifying information regardless of its physical medium of transmission, learning theory deals with understanding systems irrespective of whether they are biological or artificial. Learning systems can be broadly categorized by the amount of information they receive from the environment in their supervision signal. Information theory lies at the core of our understanding of computing, communication, knowledge representation, and action. Like in many other fields of science, the basic concepts of information theory have played, and will continue to play, an important role in cognitive science and neuroscience (Principe, 2010:402).

### **2.3.3 Post-Positive Theory**

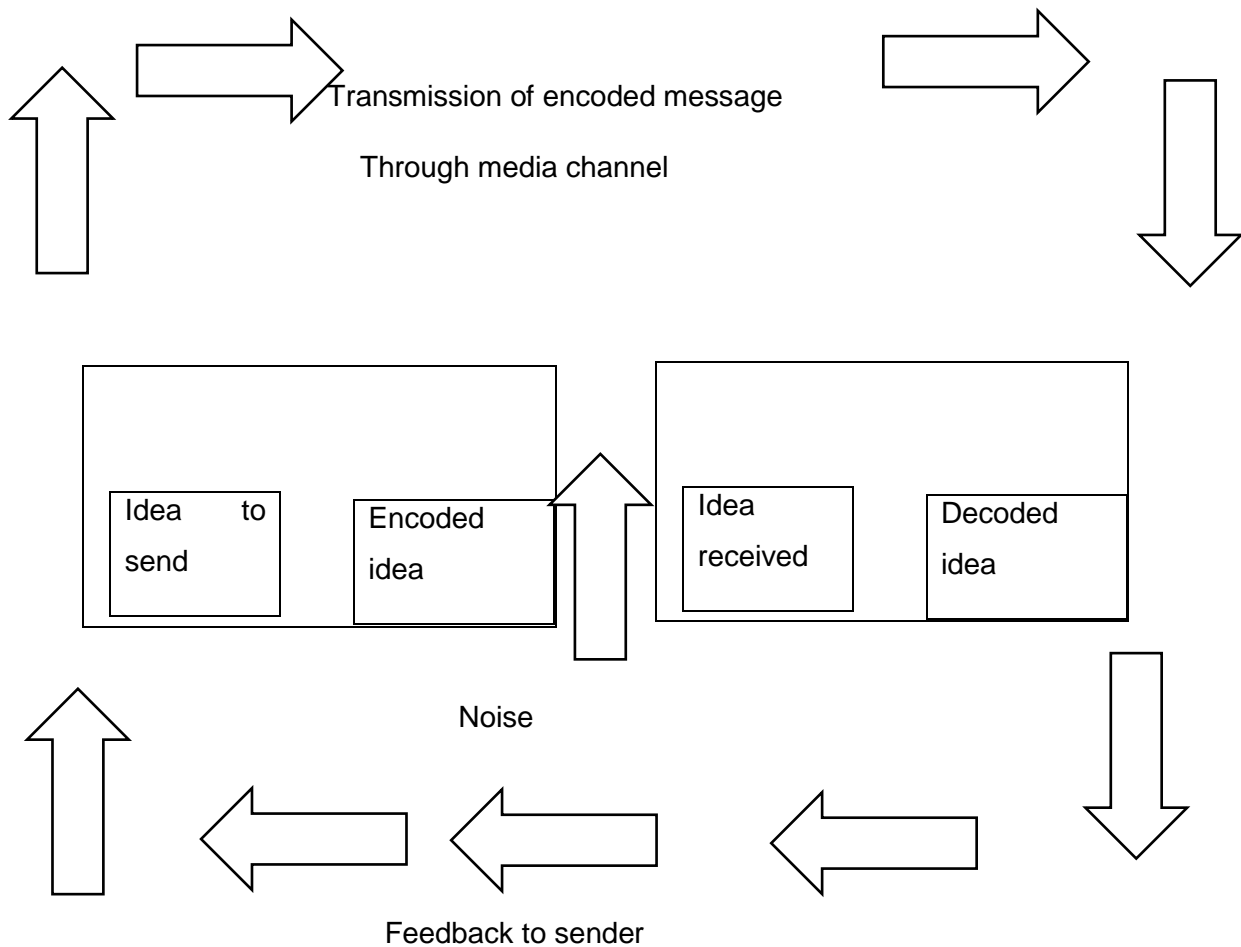
Hall, Gripfiths and Mckenna (2013:426) state that if an individual think that order is the natural condition of any organization, it shows the use of post-positive communication theory. The assumption that order is natural in the company will cause the individual to treat conflict, misunderstandings and insubordination as unacceptable occurrences. Communication under this theory focuses on messages designed to keep people obeying the rules and working together smoothly. Meeting attendees tend to seek agreement and frown on discord. Burgin (2010:300) views positivism as a position in the philosophy of science that emphasizes the importance of observation for the growth of knowledge, and thus considers the measurement of phenomena as central to the development of understanding. In its more sophisticated characterizations, however, it recognizes the need for a theoretical framework within which to structure data.

### 2.3.4 Groupware Theory

Andriessen (2012:264) states that the groupware theory suggests that old lines of communication may change along with rapid technological advances. Employees can communicate through computers and mobile devices so quickly that information can spread throughout a company before management wants it to. For example, after a meeting in which managers consider the sale of a division, a rumor could spread among employees that ends up sounding like a certainty rather than a consideration. Even positive information might flow from one department to another before management has time to notify all stakeholders of a change in policy or an initiative (Andriessen, 2012:264).

The theory which is relevant to this study is Post-Positive theory because it assumes that order is natural in the company and that causes an individual to treat conflict, misunderstanding and insubordination as unacceptable occurrences. Communication under this theory focuses on messages designed to keep people obeying the rules and working together smoothly. In its more sophisticated characterizations, however, it recognizes the need for a theoretical framework within which to structure data. Organizations can work well if they also use good communication schemes. It is necessary to set up the communication scheme and the communication design program adapted to the needs of the organization. Communication model itself is a process of providing information and understanding using the same signs. According to Greenberg (Year 2011), communication can use the media as an intermediary by sending messages from the sender to the recipient. Examples of communication supports that can be used include, telephone, radio, and television. The display of communication channels can be described as follows:

**Figure 1: “The Communication Process”** by *The 5 main Processes of Communication (With a diagram).*



(Rawat, 2011:95).

Curran (2018:298) points out that communication process is how to send messages to the recipient of the message, in order to create a meaningful equation between the donor and the recipient's information. Curran (2018:298) further emphasises that communication process aims to create an effective communication (in accordance with the purpose of communication in general). In line with the concept, communication can also flow vertically or sideways. Furthermore, Curran (2018:298) indicates that vertical dimension is divided into two directions, meaning downwards and upwards.

Magdulena and Loana (2009:163) emphasise that communication that flows from one level of a group or an organization to a lower level is downward communication. Magdulena and Loana (2009:163) further show that descending communication models are used by managers to communicate with their employees. Furthermore, Magdulena and Loana (2009:163) contend that this communication is used by leaders and group leaders to define goals, provide work instructions, inform employees about policies and procedures, indicate problems that require

attention and provide feedback on performance. In addition, Magdulena and Loana (2009:163) show that this model of communication does not necessarily take the form of a verbal or face-to-face contact, such as by post or e-mail.

Mehra (2006:197) indicates that horizontal communication is often done to save time and facilitate coordination. He indicates that lateral communication has formal sanctions. Mehra (2006:197) further emphasises that this communication scheme is created informally to circumvent the vertical hierarchy and speed up the action. Furthermore, Mehra (2006:197) contends that lateral communication on the management side can be good or bad. In addition, Mehra (2006:197) accedes that close compliance with a formal vertical structure for all communications can hinder the efficiency and accuracy of information transfers. Therefore Mehra (2006:197) is of the view that lateral communication models can be advantageous. In some cases, this communication occurs with the knowledge and support of supervisors, but, on the contrary, it can also create a dysfunctional conflict when vertical channels are violated.

## **2.4 TYPES OF COMMUNICATION**

Smythe (2016:84) demonstrates that communication channels are the means by which information is transmitted in an institution, which may be formal and informal, whereby information is passed downwards, upwards and sideways. The types of communication discussed in this study are formal communication, upward communication, downward communication, horizontal communication, informal communication, lateral communication, grapevine communication and strategic communication. Zareen (2013:234) accedes that information can also travel through informal channels which bypass formal channels. For instance, the grapevine communication is a very powerful channel that extends in every direction through an institution and even beyond it. There is also written communication which includes memos, letters and reports. In addition, there is oral communication which includes face to face discussion, telephone conversation, formal presentations and speeches.

### **2.4.1 Formal Communication**

Formal communication channels are channels that are officially recognized and set by the institutions. Orders and information can be given personally or in writing and can be transmitted from one level to another through the chain of command (the line along which authority flows from the top of an institution to any individual). Messages flow in three directions namely, upward, downward and sideways (Kreps; 1990:26).

### **2.4.2 Upward Communication**

Zareen (2013:468) states that upward communication flows from persons at lower hierarchical levels to persons at higher levels. Zareen (2013:468) also points out that upward communication is important in an institution because it provides management with the information it needs for effective decision-making. It brings employees' practical experience into consideration about organizational problems and employees' grievances. Furthermore, Zareen (2013:468) indicates that upward communication models arrive at a higher level in groups or organizations. In addition, Zareen (2013:468) demonstrates that the communication model is used to provide upward feedback. This model of communication makes managers aware of how employees perceive their work, their colleagues, and organizations in general. Managers also rely on this model of communication to get ideas for improving how the organisation functions.

Smythe (2016:409) indicates that a report of economic performance formulated by the lower management for review by half and top management, the suggestion box, the surveys of employee attitudes, the discussions between superiors and subordinates, as well as informal "complaint" sessions in which employees have the ability to identify and discuss problems with the chief or deputy from the upper management. Smythe (2016:409) further states that lateral communication scheme occurs when communication occurs between members of the same workgroup, between members of the workgroup at the same level, between managers at the same level, or between staff who are at the same level. This communication is a communication that comes from subordinate (subordinate) to a supervisor (supervision) in order to provide feedback (feedback) to the management. Furthermore, Smythe (2016:409) stresses that workers use this channel of communication as an opportunity to express ideas that they know. The basic assumption of this communication is that workers should be treated as partners in finding the best way to achieve the goals. Communication from scratch will attract ideas and help workers receive better responses to their problems and responsibilities and help facilitate the flow and reception of communications from subordinates to superiors (Harris, 2008:256).

### **2.4.3 Downward Communication**

Stanley (1992:76) indicates that downward communication is the flow of information from higher to lower levels in an institution's hierarchy. Downward communication consists of information which is necessary for any staff to carry out their work such as policies, orders and requests. The main problem with downward communication is that the message is distorted as it is passed from one level to another. Each level interprets the message based on its own



perspective. By the time the message reaches the bottom of the institution, it may be nothing like what was intended (Stanley, 1992:76).

#### **2.4.4 Horizontal Communication**

Szlagyi (1990:101) indicates that horizontal communication is a sideways communication which is between departments, functions and people at the same hierarchical level but from different department. Horizontal communication allows sharing of information, coordination and problem solving among units. This communication also helps solve conflicts. By allowing interaction among peers, it provides social and emotional support to people (Szlagyi, 1990:101).

Harris (2008:169) shows that communication is the flow of sending and receiving messages that occur between the leadership and the subordinates. Harris (2008:169) further states that horizontal communication is also known as transversal communication and is the most powerful flow of understanding in communication. This communication focuses on the coordination of activities, problem solving, and information sharing as well as conflict resolution. Many messages will scroll across all the lines without going through the filtering. Horizontal communication is very important for lower-level workers because it allows workers to communicate at the same level

Szlagyi (1990:102) states that communication is the most used channel in the organizations. This flow of communication sends messages from the leader (supervision) to subordinates. This flow is used to send commands, instructions, policies, and reminders to lower-level workers within the organization. Szlagyi (1990:102) further states that the most basic problem of top-down communications is that it has only one directional channel, meaning that it does not provide feedback from workers within the organization. The hypothesis is that if the workers know what the managers know, then they will be compelled to solve the problems of the organization.

#### **2.4.5 Informal Communication**

Kreps (1990:29) shows that informal communication is unofficial and information travels through informal channels which bypass formal channels. Kreps (1990:29) also emphasizes that these informal channels are additional routes for communication through which messages travel outside of the formal communication structure. For example, if one manager has a problem with another manager of another department, the two affected managers may get together informally over coffee and have a discussion over their problems. There are lateral, diagonal and grapevine communications in informal communication (Kreps, 1990:29).

#### **2.4.6 Lateral Communication**

Lateral communication happens when information is passed between persons or units at the same level in the institutional hierarchy. According to (Tubba 1991: 67), lateral communication is particularly important when units depend on each other to accomplish institutional objectives. This form of communication thrives on established personal relationships and mutual trust, and it can improve the productivity of both departments (Tubbs, 1991:67).

#### **2.4.7 Diagonal Communication**

Diagonal communication is the exchange of information among people who are higher or lower in an institution but who are directly in the formal chain of command. Again, this is not an automatic process, hence trust must first develop. Care must be taken when using diagonal communication because immediate supervisors might take offense if it is not used effectively, but it can be a source of information for managers (Dewet, 1991:36). Organisational communication is the process by which information is shared within organizations such as business. Outside the informal social interactions, individuals in an organization typically communicate with coworkers in their departments, who have attained the same status as they have or communicate with their direct superiors or subordinates. Mehra (2006:123) shows that diagonal communication routes depart from these hierarchical norms by engaging individuals who work at a different department.

#### **2.4.8 Grapevine Communication**

According to Mehra (2006:298), grapevine is an informal, unofficial and personal communication channel or system that takes place within the organization as a result of rumor and gossip. Grapevine communication is informal workplace dialogue in its purest form. The Grapevine can become a negative influence on a small business. Mehra (2006:298) further shows that employees may share confidential or hurtful information. Furthermore, Mehra (2006) mentions that the climate for such disruptions might be intensified by any number of developments, including the hiring of new employees, a change in a policy or procedure, or a new product or service offering. People's desire to be in the know may supersede their better judgement and sense of discretion (Mehra, 2006:298).

#### **2.4.9 Non-Verbal Communication**

Non-verbal describes all human communication that is not written or spoken. Non-verbal communication includes a wide range of behavior such as body movements, eye contact, facial expressions, and appearance, the use of touch and space and tone of voice (Zareen, 2013:198). Mahole (2016:14) indicates that functions of non-verbal communication can be understood in relation to verbal messages. Mahole (2016:14) also indicates that in

communicating, people also use cues or signs to send messages to one another. Functions of non-verbal communication can be understood in relation to verbal messages. The non-verbal message reinforces or accents verbal messages such as pounding a hand on the table emphasizing urgency. Non-verbal message compliment verbal message, for example, a smile.

#### **2.4.10 Strategic Communication**

Mehra (2006:298) indicates that strategic communication is a tool as well as a process for the effective delivery of aid programmes and institutional management. This may be applied by communication systems that influence communication but in an efficient way in terms of cost, time and ease of information transferability. In strategic communication, the role of communication should be based on sustainable development. Herman (2004:200) defines strategic communication as both a concept and a method that creates good opportunities for institution in terms of cost and time. Herman (2004:200) further recognizes different types of working methods in institution such as those with communication elements that are process-driven, participatory and those that are about distributing information. According to Swartz (1998:164), strategic communication identifies possible stakeholders, entry points and opportunities for using communication within program-based approaches with a focus on public bodies, in this case a public body is a university.

### **2.5 LEGISLATIVE FRAMEWORK ON COMMUNICATION**

The following section presents the legislative framework on communication as a management function in an institution. These legislative frameworks support the improvement of communication as a management function in the institutions.

#### **2.5.1 Constitution of Republic of South Africa, 1996**

Chapter 1 section (6) (a) of the Constitution of the Republic of South Africa, 1996 provides that the institutions may use any particular official languages for the purposes of government, taking into account usage, practicality, expense, regional circumstances and the balance of the needs and preferences of the population as a whole or in the province concerned; but the institution must use at least two official languages. Section 32 (1) (a) of the Constitution, 1996 provides that everyone has the right of access to any information held by the State. Section 32 (1) (b) of the Constitution, 1996 provides for the horizontal application of the right of access to information held by another person to everyone when that information is required for the exercise or protection of any rights.

### **2.5.2 Use of official languages, 2012**

Section 4 (c) of the use of official languages, 2012 stipulates how official languages must be used, amongst other things, in effectively communicating with the public, official notices, and the institutions. Section 4 (f) provides a complaints mechanism to enable members of the public to lodge complaints regarding the use of official languages within the institution. In identifying at least three official languages as contemplated in subsection (2) (b), every institution must consider its obligation to take practical and positive measures to elevate the status and advance the use of indigenous languages of historically diminished use and status in accordance with section 6 (2) of the Constitution. Section 4 (a) and (b) ensure that a copy of its language policy is available on request to members of the public at all its offices; and display at all its offices a summary of its language policy in such manner and place that it can be read by the public. Section 8 (f) stipulates that every language unit must promote parity of esteem and equitable treatment of official languages of the Republic and facilitate equitable access to services and information of the institutions concerned.

### **2.5.3 Regulation of Communication-Related information, 2000**

Chapter 2, Section 4 of the Regulation of Communication-Related information, 2000 (Act No.70 of 2000) provides that any person, other than a law enforcement officer, may intercept any communication if one of the parties to the communication has given prior consent in writing to such interception, unless such communication is intercepted by such person for purposes of committing an offence.

### **2.5.4 Independent Communication Authority**

The Independent Communications Authority of South Africa (ICASA) is an independent regulatory body of the South African government, established in 2000 by the ICASA Act to regulate both the telecommunications and broadcasting sectors in the public interest. Chapter 2, Section 3 (1) of the Independent Communications Authority of South Africa, 2000 (Act No. 13 of 2000) established a juristic person to be known as the Independent Communications Authority of South Africa. Section 2 (b) and (c) of the Independent Communication Authority regulate telecommunications in the public interest; and achieve the objects contemplated in the underlying statutes.

### **2.5.5 Promotion of Access to Information, 2000**

The Promotion of Access to Information Act, 2000 (Act No. 2 of 2000) gives effect to the constitutional right of access to any information held by the State and any information that is held by another person and that is required for the exercise or protection of any rights. Section 32 of Promotion of access to information states that the right of access to any information held

by a public or private body may be limited to the extent that the limitations are reasonable and justifiable in an open and democratic society based on human dignity, equality and freedom. Promotion of access to information, (2000) provides legislative measures to alleviate the administrative and financial burden on the State in giving effect to its obligation to promote and fulfil the right of access to information. Section 16 of the Promotion of Access to Information, (2000) stipulates that the Director-General of the national department responsible for government communications and information services must at that department's cost ensure the publication of the postal and street address, phone and fax number and, if available, electronic mail address of the information officer of every public body in every telephone directory issued for general use by the public as are prescribed.

## **2.6 RELIABILITY OF COMMUNICATION SYSTEMS IN RELATION TO INSTITUTIONAL MANAGEMENT**

Curran (2018:78) reveals that the effective communication of scientific results and viewpoints to the public is an important responsibility of the scientific community. Communication up to so far forms part of public science; this therefore requires continuous monitoring and checking to maintain reliability. Werber (1999:238) further points out that new information and communication technologies provide both enormous opportunities and new threats to effective communication. This simply means that technological advancement provides a critical central role in communication.

According to Smith (2004:347), communication within an institution becomes reliable with consideration of aspects such as accuracy, transparency, accountability and openness. Smith (2004:347) also indicates that this becomes central elements in establishing good and reliable communication. With more advanced communication systems in terms of its instruments used thereof, a rapid efficient and public understanding about the operation of an organization can be well understood. Furthermore, Smith (2004:347) shows that advances in communication technology point to a single fact, that the fact that social media and networking has become firmly integrated in our lives, business and personal, as a result of the transparency of our thoughts and opinions, we now have access to previously unheard-of detail, such as world leaders sharing that they feel nervous before addressing their nations.

## **2.7 ECONOMIC EFFICIENCY OF COMMUNICATION IN AN INSTITUTION**

Harman (1998:163) is of the view that in the light of the current global economic crisis, public body's attitude has turned toward easy, cheap and well economical efficient communication bodies. This was therefore identified as one of the ways institutions can gain in their communication during global recession period. Kangalawe (2006:367) demonstrates this by showing one of the most institutionally recognised communication networks. Facebook; this

has had good economic gains in all hierarchical level of institutions. This therefore provides accuracy, transparency, and easily deliverable messages in no time.

Waggle (2003:436) points out that in the world today, institutions such as universities prefer to use social communication, especially when there is specific issue in an institution that needs inputs from different levels of institution members. In olden days, this was equivalent to suggestion box as a tool of communication on an issue that concerned the institution. However, due to technological development and advancement such can be done using social communication networks like Facebook for instance (Waggle, 2003:436). This also provides the ease of calculation of respondent's factor and singling out a common idea in the respondent's responses, unlike the former method of manual calculation which cost institution time, money and resources.

Harman (1998:163) indicates that social communicators are interested in mass communication that simply reaches large number of people with a message, all at once. Like many other techniques, it can be used for a social and even anti-social purposes. Harman (1998:163) also states that institutions such as universities consequently use this tool for manipulating public opinions to one main vision and mission that enables easy management of institution. Furthermore, Harman (1998:163) emphasizes that this type of communication is called development communication because it implies respect for the human personality, respect for his intelligence and his right to self-determination.

Wesly and Krishnan (2013:403) indicate that the role of mass communication in universities is to help serve staff members, students and public with the facts which are based on sound judgment. Wesly and Krishnan (2013:403) further mention that this becomes one of the most reliable methods of communication due to its economic efficiency in information acquisition and distribution. Harman (1998:167) accedes that communication has been widely accepted by scholars and academics as the life hood of an organization because it is needed for exchanging information, exchanging opinions, making plans and proposals, reaching agreement, executing decisions, sending and fulfilling orders and conducting sales. When communication stops, organized activity ceases to exist, and individual uncoordinated activities return in an organization.

Jublin and Putnam (2011:56) are of the view that traditionally, internal communication was defined as communication which happens among employees within the organization. Harman (1998:163) supports that innovative technologies have made it easier to generate, develop, distribute and accumulate written documents, to exchange messages, work together and organize meetings despite space and time proximity. Harman (1998:163) shows that

electronic mails, intranet and video conferences are few of the communication tools used to inform employees in relation to news and activities of an organization.

Jublin and Putnam (2011:56) defines internal communication as a way to describe and explain organizations. Jublin and Putnam (2011:56) also indicates that it specifies that communication is the central process through which employees exchange information, create relationships, and build meaning, values, and an organizational culture. Smythe (2016) argues that the challenge is not only managing media and using more media but reducing communication pollution and discipline the torrent of information from management to increase individual understanding. Husais (2013)'s study also aimed at building a change communication model by identifying various variables which affect the communication process resulted in successful organizational change.

Yan (2011:103) mentions that the findings from regression analyses revealed that social-emotional-oriented communication between subordinates and superiors is a positive predictor of affective commitment however, the results failed to prove the effects of horizontal social-emotional-oriented communication. Yan (2011:103) further mentions that vertical communication and communication regarding work-related topics help to make employees want to stay with and contribute to the employing organization and the better social-emotional-oriented communication the employees have with superiors, the better work-oriented communication they have at work.

## **2.8 THE BARRIERS OF COMMUNICATION SYSTEMS AT THE UNIVERSITY**

Magdalena and Josan (2009) found in their study that there are Obstacles in the way of communication: Certain obstacles may interfere with these ways of communicating. These may be physical obstacles (distance, space), social obstacles (different conceptions of life), knowledge obstacles (insufficient experience and retardation), socio-psychological obstacles (habits, traditions, biases), State or politics obstacles, economic obstacles), technical obstacles and Linguistic obstacles (Barliba, 2007). There various factors that may constitute communication obstacles. Differences in perception are just the root of other communication barriers. The following are some of barriers to communication:

### **2.8.1 Distortion**

Barliba (2007:123) points out that distortion arises when the message has suffered an alteration along the way, (differences in repertoire, ambiguity, erroneous interpretation on the recipient side, necessity of compressing the information, social distance or status gaps between sender and recipient). In school, these barriers are often encountered, thus the lack of a common repertoire between professor and student often leads to communication

distortion. Klikauer (2008:147) reveals that distortion is a sort of linguistic abnormality or anomaly that departs or deviates from the proper meaning of a sign. Intentional distortion alters the perception of a message, thus allowing pre-designed and purposive misrepresentations of a communicated sign. Thomas Klikauer (2008:147) further indicates that distortions impact on the language we use are linguistic tool that is unequally distributed at work. As access to language use and communication is predominantly a feature of management rather than of workers, management is more likely to construct message with intentional purpose.

### **2.8.2 Omission**

Stanton (2015:200) indicates that omission normally occurs when the sender deliberately filters the message. For example, this is the case of the professor who filters the message sent to students when he tries to deliver a large quantity of information in a relatively short space of time.

### **2.8.3 Overload**

According to Berge (2011:203), overload refers to the situation where the recipient must cope with an extreme amount of information; this may lead to a rejection of course specific activities, misleading the students and physical and motivational exhaustion on their side. Berge (2011:203) further indicate that most employees in large and medium organizations have experienced the problem of communication overload. These are constantly exposed to an ever-increasing number of communications channels, each with an increasing volume of messages, demanding more and more of worktime. Asirvatham (2009:120) notes that people live in a hyper connected organizational environment that is characterized by communication overload, negatively impacting individual and organizational performance.

### **2.8.4 Synchronization**

Asirvatham (2009:134) indicates that synchronization entails the identification of the right time for each stage of the activity wished to be fulfilled. In view of the above-mentioned barriers to communication, it is evident that all these barriers must be overcome through an education of communication, thus rendering it efficient. Asirvatham (2009:214) discusses barrier as distance by concentrating on the system of synchronous learning. Asirvatham (2009:164) suggests the current trends such as intercompany chat rooms, white boards from their own locations that are used in distance education to overcome great distances by considering geography. Asirvatham (2009:164) further observes that video conferencing is also suggested to overcome geography barrier by providing high level availability and responsiveness in online courses which prevent the barriers of time in distance education.



### **2.8.5 Barriers to effective leadership communication**

Mwambebule (2013:234) points out that communication within an institution is not an easy task. Obstacles of effective communication are always present. Mwambebule (2013:234) further points out that assumptions about other people can be wrong and closed communication channels can inhibit the exchange of messages. Furthermore, Mwambebule (2013:234) notes that reluctance to receive new ideas and information from people inside and outside the institution can be detrimental to the institutional goals. Beach (1975: 126) indicates that if communication was perfect, the recipient would always understand the message in the same way the communicator meant it. (Beach; 1975: 126) further indicates that people interpret information from their own perspective; words are often ineffective for communicating feelings or attitudes, social and organizational position affect how people send and receive information.

Serric (2013:187) states that communication simply means to transfer the information or message from one individual to another or to a group. Serric (2013:187) further stresses that effective leadership communication means transferring message by keeping in mind the understanding and ability of the receiver and to make sure that the receiver will be able to find the exact meaning of the message or information passed to him. Furthermore, Serric (2013) asserts when an effective leader communicates, he or she must ensure that there should be no chance of any kind of miscommunication or misunderstandings. In addition, Serric (2013:187) points out that although all good leaders try to keep in mind the listener's point of view, while communicating in a group, remains difficult to make everyone to understand what exactly a leader wants to deliver. Mwambebule (2013:240) is of the view that the problem in communication arises from the disturbances or barriers in the transmission, either by the leader or by the receiver. Some of the barriers which affects good and effective communication are as follows:

### **2.8.6 Lack of planning and purpose**

Garnelt, Marlowe and Pandey (2008:345) indicate that before communicating with others, restrict a leader to communicate effectively with his team. Garnelt, Marlowe and Pandey (2008:345) further indicate that Even if the planning is done by a leader before communicating, but without keeping in mind the nature of audiences will make communication process ineffective. Furthermore, Garnelt, Marlowe and Pandey (2008:345) note that the choice of inappropriate communication tools and techniques by a leader will constitute a barrier and reduces the level of exact understanding of the message In addition, Garnelt, Marlowe and Pandey (2008:345) point out that choosing wrong language as a communication medium is one of the biggest barriers which makes a leader to communication ineffectively.

### **2.8.7 Lack of trust in each other and disrespect**

Magdalena and Josan (2009:154) indicate that lack of trust in each other and disrespect is another factor which makes a leader's communication ineffective. Wrong assumption about listener by ignoring their emotions and sensitivities, alter communication into miscommunication. Magdalena and Josan (2009:154) further observe that use of signals, postures and gestures which do not support the words used during communication. Ignoring the feedback while communicating is also a barrier. Furthermore, Magdalena and Josan (2009:154) note that lack of self-confidence, values, courage, and knowledge stops communication becoming an effective one. Lack of major leadership qualities makes a leader to communicate ineffectively. In addition, Magdalena and Josan (2009:154) emphasises that inability to adapt to changes is also a strong barrier. These are the some of the barriers which hinder effective communication and affect leadership communication abilities in a leader.

Mwambebile (2013:423) found that the majority of the employees said that there was no regular staff meetings conducted and therefore there was common method of communication at the university. Mwambebile (2013:423) further indicates that inadequate staff meetings lead to failure by employees to learn how to work together better. Failure to manage conflict more constructively and difficulty showing respect to their friends, coworkers and customers. Lack of staff meetings in the workplace leads to breakdown in relationships between top management and employees in the university. Serric (2013:121) is of the view that technology improves communication in the workplace, whether phone calls, inter-office email to interaction with one another; Serric (2013:121) further explained that despite the use of these communication methods, it has several setbacks which interfere with effective communication in workplace. In addition, Serric (2013:121) found that there were other means of communication including letters, memos, internet, notice boards and media.

## **2.9 IMPORTANCE OF EFFECTIVE COMMUNICATION SYSTEM AT THE UNIVERSITY**

Several studies emphasize the fact that effective communication can enhance organizational outcomes (Garnelt, Marlowe & Pandey, 2008). Communication influences perception and opinions about persons, communities, organizations, governments, and even society. As a managerial tool, communication is expected to be the medium of sharing information with members; to coordinate activities, to reduce unnecessary managerial burdens and ultimately to improve organizational performance. The research concluded that for any organizational performance to be effective, the communication applied should be characterized by the following:

### **2.9.1 Open**

Serric (2013:125) states that an open communication environment is one in which all members of the organization feel free to share feedback, ideas and even criticism at every level. Serric (2013:125) further stresses that open communication is a concept that almost all companies claim to value, but very few truly achieve it. The importance of an open business environment cannot be overstated; a company can survive without open communication, but very few organizations thrive without it. Garnelt, Marlowe and Pandey (2008:231) look at how open communication can truly be developed in an organization.,

In the absence of open communication, Magdalena and Josan (2009:241) argue that a snowball effect of negative actions can envelope the energy of an organization. Magdalena and Josan (2009:241) note that if communication is tentative and secretive, trust erodes. When trust erodes, employees tend to disengage and hold back their thoughts for fear of retribution. Furthermore, Magdalena and Josan (2009:241) stress that at the same time, management begins to note the less-than-stellar efforts on the part of employees. Managers then begin to no longer believe that employees have the best interests of the business in mind, and doubt if they are performing to the best of their abilities.

### **2.9.2 Two-way- communication**

Serric (2013:155) mentions that communication should never be one way either from top to bottom or the bottom-up. Magdalena and Josan (2009:241) point out that effective communication strategies involve two organization. Magdalena and Josan (2009:241) further contend that companies whose managers successfully engage employees in conversations about their work, their ideas and their perspectives on issues related to products, services, customers and the business environment, develop a culture of inclusiveness that generates results. Two-way communication is different from one-way communication in that two-way communication occurs when the receiver provides feedback to the sender. One-way communication is when a message flows from sender to receiver only, thus providing no feedback (Perreault, Waldman & Alexander, 2002:341). Some examples of one-way communication are radio or television programs and listening to policy statements from top executives. Two-way communication is especially significant in that it enables feedback to improve a situation. Two-way communication involves feedback from the receiver to the sender.

### **2.9.3 Multi-channeled**

Magdalena and Josan (2009:326) contend that efficiency is a complex concept which has both economic interpretation and signification. Magdalena and Josan (2009:326) further indicate

that this concept expresses a rational demanding from the perspective of choice of objectives and reasons in order to maximize the effects of human action in the spending content of an effort, or in opposite to minimize the efforts in the context of registering specific effects. Certainly, people's choice takes place in the real time economy, having the basic contradiction between requirements and resources in its contextual background.

Perreault, Waldman and Alexander (2002:241) discuss the ways of overcoming barriers to successful delivery of distance learning courses by addressing barriers and problems to be eliminated. By examining perceptions on the important problems in the development and delivery of distance learning courses among colleges of business, faculty members are defined by designed questionnaire. In this study, students who participated in distance learning courses encountered several technology-related difficulties. Respondents clarified the existence of access, technical support and student to teacher communication problems. In addition to this, respondents in the study by Perreault, Waldman and Alexander (2002:245) reported that technology related problems depend on student's and instructor's level of technology competence.

## **2.10 MECHANISMS TO ENHANCE COMMUNICATION AS A MANAGEMENT FUNCTION AT THE UNIVERSITY**

Barrett (2002:106) explains how to overcome transactional distance as a barrier to get effective communication over internet. Barrett (2002:106) further indicates that making people feel vulnerable can limit the amount of barrier to effective communication. Furthermore, Barrett (2002:106) views existence of cultural differences among university and students constitute a barrier. Anglo-Saxon (Open University) and French experience has shown the necessity that the educator should be prepared to change. Madalina (2017:201) states that an employee is required to show competence at all levels, both in knowledge and in methods. Madalina (2017:201) indicates that the very system of education must make a switch by which employees are required not only to understand the idea of automating (modern means, ways of communication), but identifying those solutions that would enable the experts to develop new abilities according to the needs of the day. These requirements entail the following:

### **2.10.1 Having a technical culture**

Jone (2004:234) stresses that being knowledgeable in new information and communication techniques based on Information Technology and robotics positively influences the behavior of both student and educator. Jone (2004:234) further indicates that knowing how to communicate is not enough for an educator to have a certain knowledge pool. Harris and Nelson (2008:312) state that the employee is required to have social, cultural and educational preparation as well as the ability to communicate his prior experience. Harris and Nelson

(2008:312) highlight that restraining oneself to the own discipline determines an individualist vision, a conservative one. Furthermore, Harris and Nelson (2008:312) mention the reason why an interdisciplinary vision and a change of policy are required. This implies, however, the availability of the educator to encounter and recognize different ways of thinking and disciplines (this is also true of the recipient, who must be motivated toward receiving the message).

### 2.10.2 Employing well outlined methods

Jone (2004:236) stresses that coordination of interdisciplinary actions requires mastering complex communicational strategies and techniques, which must be known and embraced by all factors involved in the educational process. The main objective of Shonubi and Akintaro's (2010:152) looked at is the impact of effective communication on organizational performance, whereas the present is pivoted on communication as a management function with specific reference to University of Venda.

### 2.10.3 S.W.O.T. Analysis

Towards a better understanding of the communication system within higher education in Romania and in order to easily identify ways to increase the efficiency and communication, a S.W.O.T. Analysis is presented as follows:

Table No 2.1 SWOT analysis

<b>Strengths</b>	Existence of common interests when it comes to communicating within higher education institutions. Existence of communication and public relations departments, whose role is to communicate internally and externally. The reputation that higher education enjoys openness of the universities toward improvement in didactic activity, the emergence of preoccupation towards creating well suited curricula, both for the student and for the job market.
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>• Lack dialogue with social partners leads to dysfunctionality in sending and receiving information and slowness in identification of priorities and dissemination of decisions at all functional levels.</li> <li>• Lack of motivation for many students is caused by insufficient lecturer-student dialogue</li> <li>• Weak involvement of higher education institutions in promoting their own services.</li> </ul>

	<ul style="list-style-type: none"> <li>• Maintaining (for some majors) traditional teaching methods, unsuited for the needs of students.</li> <li>• Lack of a continuous flow of information at all levels of the institution.</li> </ul>
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>• Elaborating a strategy of communication with the target public.</li> <li>• Investing in an efficient plan of internal communication at the level of the Rector's office.</li> <li>• Elaborating an internal training (organized by the rector's office) for all employees of the University. The goal is to create the premises for efficient communication at all levels and gaining feedback necessary for elaborating the next strategy of internal communication and on a long term to increase the human resources efficiency.</li> <li>• Increasing the degree of readiness on the side of the Professors towards methods of efficiently communicating with the students.</li> <li>• Investing in informative programs designed to help universities to continuously and coherently communicate with the general public.</li> <li>• Increasing the degree of information among students by using specific channels of information: The Internet, usage of informal leaders among students.</li> <li>• Expanding the role of the students' representatives in the faculty Council and University Senate</li> <li>• Expanding the role of the tutor by organizing periodical assemblies with the students he or she represents in order to find quick solutions to their problems.</li> </ul>
<b>Threats</b>	<ul style="list-style-type: none"> <li>• Lack of will to render the communication efficiently identified in more conservative educators - Insufficient coordination of communication activities at top management levels.</li> <li>• Lack of efficient electronic means of communication between faculties and the Rector's office, and between students and professors.</li> </ul>

	<ul style="list-style-type: none"> <li>Lack of efficient communication models that could act as a model for those wishing to improve their communication</li> </ul>
--	---

(Soitu, 1996: 125) (Romania: *European Research Studies, Volume XII, Issue (2) 2009*)

Based on the current situation deduced from the SWOT analysis, it may be stated that an efficient communication system within higher education is an absolute need when considering the following factors:

#### **2.10.4 Economic factors**

Barret (2002:321) indicates that a better absorption of graduates in the Job market, an increase in the number of students, gaining strategic advantage in the competition against external universities by: increasing the quality of the didactic act, efficiently organizing the entire higher education system (information circulation); increase in degree of knowledge on the educators' side by widening the knowledge universe, by investing knowledge within research and publications.

#### **2.10.5 Cultural factors**

Madalina (2017:142) points out that transmission of positive values, given the known role that education has in the promotion of cultural and social change. Madalina (2017:142) indicates that managers need to ensure harmonization of communication and ways of carrying out the strategy. Furthermore, Madalina (2017:142) indicates that Managerial communication is a formalized or unofficial activity. Formalized managerial communication implies the existence of a communications plan that includes the categories of audience to whom the communication is addressed, communication objectives and communication tools.

Smidts, Pruyln and Van Riel (2001:532) point out that in the first case, communication is performed with the employees of the organization. The principles of an effective communication require a small sphere of authority. Smidts, Pruyln and Van Riel (2001:532) stress that communication with external audiences is adapted to the categories of audience: sale to customers, buying from suppliers, communication within public relations events. Furthermore, Smidts, Pruyln and Van Riel (2001:532) stress that managerial communication becomes effective in all subsystems of an organization and at all the hierarchical levels. Managerial communication is based on intertwining of formal communication (relations regulated by laws) and the informal one. Managerial communication is a physical and functional component, brokering the relationship between the management elements of an organization.

Madalina (2017:75) found that within the managerial communication plan a special attention should be paid to the effectiveness of communication, that is, how messages were handled, properly understood and put into practice led to the expected results. Madalina (2017:75) further found that the organizations involved in the communication process must configure their external networks, particularly flexible and they must be capable of abandoning inefficient partners, quickly establishing contacts with other partners who can replace them. In addition, Madalina (2017:75) indicates that organizations should establish communication systems that allow them the richest flow of information. There are three possible connection levels and three types of information flows. As outlined by Madalina (2017:75), the first situation is when the only available information coming is from the market. In the second plan, the companies exchange information regarding available equipment, operational processes and financial flows held or required. At a third level there are the feedback type of information between suppliers and users regarding the vulnerabilities of the services, necessary improvements, and so forth. Following these levels of communication, organizations will have to constantly modify their communication networks and the channels through which information flows keep evolving.

Jone (2004:152) states that the organization that teaches is precisely a concept based on developing information systems, aided by the power of processing of computers, to help the organization in its effort to adapt to the environment. Jone (2004:152) further maintains that managerial communication mediates the relationship between the organization's identity and the reputation of the organization. Furthermore, Jone (2004:152) stresses that management should ensure that the market's feedback corresponds with the declared intentions of the organization. In this respect, the internal managerial communication will be oriented mainly towards decision-making and their communication on the creation of organizational identity.

Cutlip, Center and Broom (2006:321) point out that external managerial communication will focus on the management relationship with the stakeholders of the organization. Managerial communication does not necessarily determine the increase of the organization's reputation, but it helps the organization to accentuate its strengths. Communication comes in all the components of organizational reputation. Managerial communication does not build reputation where organizational fundamentals are hopelessly compromised, but managerial communication helps honest organizations distinguish and consolidate their reputation.

## **2.11 EMPIRICAL EVIDENCE ON COMMUNICATION AS THE MANAGEMENT FUNCTION AT THE UNIVERSITY OF VENDA**

Vele (2012:2) reveals that it is the policy of the University to recognise voice communication, via the internal switched networks, as a basic element of and requirement for Univen's



functions and activities. Vele (2012:2) further indicates that experience has shown how the need to improve the image of the University in a competitive market requires the evolution towards a more efficient and user-friendly telephone system, together with the introduction of better telephone etiquette. Effective call management systems and techniques would be made available. Furthermore, Vele (2012:2) points out that the Department shall be responsible for all the telecommunication services required by the University and shall ensure that the level of service and the equipment that is made available are consistent with this policy.

Vele (2012:5) indicates that the University's Web presence promotes University activities and educational opportunities by providing current and effective interactive communication and on-line services to a wide audience with the goal of assisting and building broad based support for the University's mission of teaching and learning, research, and community engagement. Vele (2012:6) discusses that Copyright on Electronic Communication describes the usage and application of information retrieved from the electronic media environment or network as regulated by the Copyright Act No. 98 of 1978.

Communication is one of the most dominant and important activities in organizations (Gandiya, 2009:21). Gandiya (2009:21) shows that, fundamentally, relationships grow out of communication, and the functioning and survival of organizations is based on effective relationships among individuals and groups. In addition, (Gandiya, 2009:21) points out that organizational capabilities are developed and enacted through intensely social and communicative processes.

## **2.12 Conclusion**

This chapter provided a literature review by putting into context communication as a management function with specific reference to the University of Venda. The literature review focused on the research provided by various scholars on communication as a management function. The chapter provided the legislative framework supporting communication as a management function. Communication as management function was derived from completed dissertations, books and journals. The chapter also provided theories of communication in an organisation. Types of communication which are found within organisations were also provided in this study. This chapter further provided the reliability of communication system in relation to institutional management.

The chapter discussed the importance of communication as a management function, theoretical approaches to communication, types of communication, legislative framework on communication, reliability of communication systems in relation to institutional management, economic efficiency of communication in an institution, the barriers of communication systems at the university, the consequences of effective communication system at the university,

mechanisms to enhance communication as a management function at the University and empirical evidence on management function at the University of Venda.

The next chapter will present the research methodology.

## CHAPTER 3

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 INTRODUCTION

In this chapter, the researcher provides information on the research methodology used in the study of Communication as a management function at the University of Venda. The research design and methodology that the researcher will follow when conducting research will also be presented in this chapter. The chapter also presents the study area, population of the study, sampling method and sampling size, data collection methods, pilot study, data analysis and ethical considerations.

#### 3.2 RESEARCH PARADIGM

Polit (2013:15) defines a research paradigm as a simply belief system that guides the way things are done, or more formally establishes a set of practices, while on the other hand, Durrheim (2010:65) defines a research paradigm as an all-encompassing system of interrelated practice and thinking that define the nature of enquiry along these three dimensions. The research paradigm consists of positivism, post positivism, critical theory and constructivism. For the purpose of this study, the researcher chose pragmatism research paradigm.

Streubert and Carpenter (2011:360) defines pragmatism as a deconstructive paradigm that advocates the use of mixed methods in research, sidesteps the contentious issues of truth and reality, and focuses instead on what works as the truth regarding the research questions under investigation, while on the other hand, Cameron (2011:98) defines pragmatism as an outcome-oriented and interested in determining the meaning of things or focusing on the product of the research. Pragmatism is chosen in this study because it offers several ways to bridge dichotomies that exist in mixed methods approaches to social science. Pragmatism is also chosen because it breaks down the hierarchies between positivist and constructivist ways of knowing in order to look at what is meaningful from both paradigms.

#### 3.3 RESEARCH DESIGN

Durrheim (2010:29) defines research design as a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research strategy while on the other hand, MacMillan and Schumacher (2010:166) define research design as a plan for selecting subjects, research sites, and data collection procedures to

answer the research question. The researcher used descriptive research design and contextual research design.

Descriptive research design is also defined by Polit and Hungler (2013:72) as a research studies that have the accurate portrayal of the characteristics of persons, situations or groups as their main objective. Burns and Grove (2013:201) define descriptive research design as a research designed to provide a picture of a situation as it naturally happens. Descriptive research design is used in this study because it is pre-cursor to future research as it can be helpful in identifying variables that can be tested. A descriptive research design is also used to collect accurate data and provide a clear picture of the phenomenon under study.

Streubert and Carpenter (2011:363) define contextual research design as research done in a natural setting and refers to an enquiry done in a setting free from manipulation, on the other hand Burns and Grove (2010:32) define contextual research design as the design that focuses on the specific events in naturalistic settings. Contextual research design is used in this study to consider the respondents ethnic background, physical and cultural values as well as the occurrence of the event in a place where nature takes its course without interruption. Contextual research design is also used to describe and understand events within the concrete, natural context in which they occur.

### **3.4 RESEARCH METHOD**

According to Leedy and Ormrod (2010:12) research methodology is defined as the researcher's general approach in carrying out the research project while on the other hand, Burns and Grove (2010:581) define research methodology as the methodology that includes the design, setting, sample, methodological limitations and the data-collection and analysis techniques in a study. The researcher used the mixed method in the research methodology.

Creswell and Plano (2011:23) define mixed method as collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies while on the other hand, mixed method is also defined by Cameron (2011:98) as the method that includes a qualitative and quantitative dimension in which difficulties arise when the researcher attempts to articulate how the two elements relate to one another. Mixed method is used because its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone. Mixed method is also used to help in answering the research questions that cannot be answered by quantitative or qualitative methods alone.

Bryman (2012:35) defines quantitative research as a research strategy that emphasises quantification in the collection and analysis of data, while on the other hand, Edmonds and

Kennedy (2010:4) define quantitative research as a type of educational research in which the researcher decides what to study, asks specific, narrow questions, collects quantifiable data from participants, analyses these numbers using statistics, and conducts the inquiry in an unbiased objective manner. Quantitative research is used in this study because findings are likely to be generalised to a whole population or a sub-population as it involves the larger sample which is randomly selected. Quantitative method is also used to investigate the answers to the questions starting with how many, how much, and to what extent.

Burns and Grove (2013:19) define a qualitative method as a systematic subjective approach used to describe life experiences and situations to give the meaning of such experience; on the other hand, Holloway and Wheeler (2010:30) define qualitative research as a form of social enquiry that focuses on the way people interpret and make sense of their experience and the world in which they live. Qualitative method is used in this study to explore the behaviour, perspectives, experiences and feelings of people and emphasises the understanding of these elements. Qualitative method is also used because it is essential in the sense that it emphasizes the participation of stakeholders, mutual learning and sharing of experiences.

### **3.5 STUDY AREA**

A study area is geography for which data is analysed in a report and/or map (Du Plessis & Van Niekerk, 2014:12) while on the other hand, Nilsson (2011:54) defines study area as a previously mapped Palaeozoic sedimentary basins in the Baltic Sea Area. The University of Venda is situated in Thohoyandou in the scenic Vhembe district of the Limpopo Province of South Africa and was established in 1982. The university has ever experienced tremendous growth and change. From its early years, staff members were drawn from various backgrounds in South Africa but by 1994 staff members were increasingly recruited from other African countries and overseas. The presence on campus of staff from diverse backgrounds created a unique atmosphere and a fertile environment for new ideas and a capacity for change. University of Venda is the only University in the Vhembe district, which covers an area of 21 000 square km and is home to approximately two million people. This study was conducted at the University of Venda. The University of Venda is surrounded by Musina, Makhado, and Kruger national park, Giyani, Tshipise and Lake Fundudzi. The University of Venda is not far from the border that separates Zimbabwe and South Africa.

### **3.6 POPULATION OF THE STUDY**

A population is defined by De Vos (2014:193) as the term that sets boundaries on the study units while on the other hand, Kumar (2011:13) defines population of study as the aggregation of elements from which the sample is selected. Study population will be drawn from the University of Venda. The University of Venda consists of +/- 1000 staff members and 16000

students who are projected to grow to a planned total headcount of 16 000 by 2019. It is estimated that between 12% to 15% of these student enrolments would be postgraduate students.

### **3.7 SAMPLING**

Kessio and Boit (2012:317) define sampling as a process of selecting samples from a group or population to become the foundation for estimating and predicting the outcome of the population as well as to detect the unknown piece of information. Sampling refers to the selection of a subset of persons or things from a larger population, also known as a sampling frame with the intention of representing the population (Neuman, 2011:246). The sampled group of the study consisted of management, academics, administrative staff and students.

#### **3.7.1 Sampling method**

The study used non-probability sampling method. Non-probability sampling method according to Etikan and Alkassim (2016:4) is defined as a sampling that represents a group of sampling techniques that help researchers to select units from a population that they are interested in studying. Non-probability sampling method is also defined as a sampling technique where the odds of any member being selected for a sample cannot be calculated (Ritchie & Elam, 2013:111). Purposive sampling method was used as a sub-type of non-probability sampling to select the respondents of the study.

(Babbie, 2010:179) defines purposive sampling as the process in which participants are selected based on the researcher judgement about which ones will be most representative of the broader population. while on the other hand, Johnson and Clark (2010: 109) defines purposive sampling as a strategy in which settings, persons or events are selected deliberately to provide important information that cannot be obtained from other choices. Purposive sampling is used in this study to allow the researcher to choose participants arbitrarily for their unique characteristics or experience and attitudes or perceptions. Purposive sampling is also used to select sample members to confirm criterion.

#### **3.7.2 Sampling size**

The sampling size of the study consisted of 100 respondents which are categorised as 01 Vice Chancellor and Principal; 01 Deputy Vice Chancellor operations, 01 Deputy Vice Chancellor Academic; 01 University of Venda Registrar; 06 Directors; 07 Deans; 08 Deputy Deans; 15 Head Of Departments, 18 Lecturers; 18 Administration staff Members, 01 Security manager and 04 security supervisors and 14 selected students.

### **3.8 DATA COLLECTION**

Data collection is the process of gathering and measuring information on variables of interest; it is an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes (Creswell, 2017: 201). Bougie and Sakaran (2016: 156) define data collection as a process of collecting information from all the relevant sources to find answers to the research problem, test the hypothesis and evaluate the outcomes. The study used questionnaire and interview to collect data.

Zohrabi (2013: 254) defines questionnaire as a research instrument consisting of a series of questions (or other types of prompts) for gathering information from respondents. Questionnaire is also defined by Fink (2012: 372) as a structured form, either written or printed, consists of a formalized set of questions designed to collect information on some subject or subjects from one or more respondents. The study used structured questionnaires. Structured questionnaires were used because they enable the researcher to contact large numbers of people quickly, easily and efficiently. The researcher arranged appointments before collecting data from the respondents and 70 questionnaires were distributed to the respondents and 05 participants were interviewed.

Interview is defined by Fink (2012: 374) as the process that involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions while on the other hand, Rubin (2011: 65) defines interview as a systematic way of talking and listening to people and as another way to collect data from individuals through conversations. The study used Open-ended interviews. Open-ended questions were used to interview the participants because they allow the participants to include more information, including feelings, attitudes and understanding of the subject. The researcher made appointments to meet the interviewees and 05 participants were interviewed.

### **3.9 PILOT STUDY**

A pilot study is a small-scale preliminary study conducted to evaluate feasibility, time, cost, adverse events, and improve upon the study design prior to performance of a full-scale research project (Best & Kahn, 2016: 302). Pilot study is also defined by Friedli and Almond (2015: 172) as a mini version of a full-scale study or a trial run done in preparation of the complete study. A pilot was undertaken on 03 respondents and 02 participants. These 03 respondents and 02 participant did not from part of the study. The respondents and participants were not part of the study because their participation was only used to test the instruments of collecting data.

### 3.10 DATA ANALYSIS

Schurink (2011: 397) defines data analysis as the process of bringing order, structure and meaning to the mass of collected data while on the other hand, Kantardzic (2011:15) defines data analysis as the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. The researcher used statistical analysis and thematic analysis to analyse data.

Statistical analysis is defined by Stevens (2012: 145) measure to determine as to whether any differences observed between groups being studied are real or whether they are simply due to chance; on the other hand, Statistical analysis is also defined by Urdan (2011: 264) as a measure of whether the research findings are meaningful. Information collected through questionnaire was analysed by International Business Machinery (IBM): Statistical Product and Service Solutions (SPSS); the latest Version 25.0 and the information was presented in a form of tables, with frequencies and percentage and followed a synthesis information.

Thematic analysis is defined by Turunen and Bondas (2013: 398) as a method for identifying, analysing, and reporting patterns (themes) within data while on the other hand, Schurink (2011: 400) defines thematic analysis as a foundational method for qualitative analysis, as it provides core skills for conducting many other forms of qualitative analysis. Information collected through interview was presented in a narrative form and grouped into the themes using eight Creswell's (2014: 334) steps of data analysis which are presented below:

- **Step 1: Organise and prepare the data for analysis.**

Organising and preparing the data for analysis involves transcribing interviews, optically scanning material, typing up field notes or sorting and arranging the data into different types depending on the sources of information. Organizing and preparing data also includes sorting and arranging the data into different types depending on the sources of the data.

- **Step 2: Read through all the data.**

The first step is to obtain a general sense of the information and to reflect on its overall meaning. What general ideas are participants saying? What is the tone of the ideas? What is the impression of the overall depth, credibility and use of the information? Sometimes qualitative researchers write notes in margins or start recording general thoughts about the data at this stage.

- **Step 3: Begin detailed analysis with a coding process.**

Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information. It involves taking text data or pictures gathered during data



collection, segmenting sentences (or paragraphs) or images into categories, and labelling those categories with a term, often a term based on the actual language of the participant (called an in vivo term).

- **Step 4: Generate a Description and Theme**

Description involves a detailed rendering of information about people, places, or events in a setting. Researchers can generate codes for this description. This analysis is useful in designing detailed descriptions for case studies, ethnographies, and narrative research projects. Then use the coding to generate a small number of themes or categories, perhaps five to seven categories for a research study. These themes are the ones that appear as major findings in qualitative studies and are often used to create headings in the finding's sections of studies. They should display multiple perspectives from individuals and be supported by diverse quotations and specific evidence.

- **Step 5: Interrelate Themes**

The most popular approach is to use a narrative passage to convey the findings of the analysis. This might be a discussion that mentions a chronology of events, the detailed discussion of several themes (complete with subthemes, specific illustrations, multiple perspectives from individuals, and quotations) or a discussion with interconnecting themes. Many qualitative researchers also use visuals, figures, or tables as adjuncts to the discussions. They present a process model (as in grounded theory), advance a drawing of the specific research site (as in ethnography), or convey descriptive information about each participant in a table (as in case studies and ethnographies).

- **Step 6: Searching for Alternative Explanations**

In this step as the study discovers the patterns in the data, the researcher should engage in critically challenging the patterns that seem to be apparent. The researcher should search for other possible explanations for those data and the linkage among them.

- **Step 7: Testing Emergent Understanding**

The researcher begins the process of evaluating the possibility of the researcher's understanding and explore them through the data.

- **Step 8: Interpretation**

This step also includes asking, what were the lessons learned and captures the essence of the idea. These lessons could be the researcher's personal interpretation, couched in the understanding that the inquirer brings to the study from the researchers own culture, history,

and experiences. It could also be a meaning derived from a comparison of the findings with information gathered from the literature or theories. In this way. Authors suggest that the findings confirm past information or diverge from it. It can also suggest new questions that need to be asked- questions raised by the data and analysis that the inquirer had not foreseen earlier in the study.

The study emphasised five opinions based on data analysis. The study organised and prepared data analysis to collect data from the respondents. In the second step, the researcher read through all the data collected from the respondents. In the third step, the study began detailed analysis with a coding process. In the fifth step, the researcher interrelates themes to convey the findings of the analysis. The eighth step is that the data was interpreted to see if the literature contradicts with other researchers' findings.

### **3.11 ETHICAL CONSIDERATIONS**

Daly and Farley (2011: 87) define ethical consideration as an accumulation of values and principles that address questions of what is good or bad in human affairs; on the other hand, Fink (2014: 87) defines ethical consideration as the norms or standards for conduct that distinguishes between right and wrong. The following research ethics were followed when conducting the study:

#### **3.11.1 Permission to conduct the study**

The researcher was given the letter by the University of Venda to conduct a research in the University. The researcher submitted the letter from the University of Venda to the registry of the University to conduct the study. The researcher attached the letter from the University of Venda as the annexure. The researcher attached the letter of permission from the University of Venda to conduct the study as the annexure.

#### **3.11.2 Informed consent**

Flick (2014: 96) defines informed consent as a voluntary agreement to participate in the research. In Informed consent, research participants have got the right to know that they are being researched, the right to be informed about the nature of the research and the right to withdraw their participation at any time if they wish to do so.

#### **3.11.3 Voluntary Participation**

Hart (2013: 187) defines voluntary participation as a human research subject's exercise of free will in deciding whether to participate in a research activity. Participants were informed that participation is entirely voluntary and that participants had the right to withdraw their consent at any time. International law, national law, and the codes of conduct of scientific communities

protect the right of participation. In deciding whether participation is voluntary, special attention must be paid to the likely participants' socioeconomic circumstances in determining which steps must be put in place to protect the exercise of free will

#### **3.11.4 Confidentiality and Anonymity**

Amdur and Bankert (2010: 278) define confidentiality as the treatment of information that an individual has disclosed in a relationship of trust and with the expectation that it will not be revealed to others without permission in ways that are inconsistent with the understanding of the original disclosure. The study will avoid the attribution of comments, in report or presentation, to identify participants, both the direct attribution (if specific comments are linked to a name or a specific role) and indirect attribution (by reference to a collection of characteristics that might identify an individual or a small group) which must be avoided.

Anonymity is defined as data collected from respondents who are completely unknown to anyone associated with the survey (Flick, 2014: 76). The researcher ensured that the names of research participants are kept strictly confidential so that they are not known to anyone except the researcher. Participants were informed that their names in this study would not be known by anyone except the researcher and they should not be afraid when providing the information.

#### **3.11.5 No harm to participants**

Bankert (2010: 312) defines “No Harm” as the requirement that the researchers may not put participants in a situation where they might be at risk of harm because of their participation. The researcher ensured that participants were not in a situation where they might be at risk of harm because of their participation.

### **3.12 Conclusion**

The chapter presented the research methodology, Research Paradigm, research design, study area, population sampling, sample size, non-probability sampling, data collection method, piloting, data analysis, explorative research design and contextual research design and ethical requirements. The chapter provided the reason for using this type of research design. The chapter also provided the research method wherein the researcher would use mixed method for collecting and analysing data. The chapter also provided the reasons for using mixed method of collecting and analysing data. This chapter provided the study area which was based on the University of Venda. Population of the study were staff members and students of the University of Venda. The chapter provided the sampling of targeted members to participate in this study. The researcher used non-probability sampling method and purposive sampling methods. The chapter also provided the reason for using these sampling

methods. The sampling size of this study was also provided in this chapter. This chapter further provided the data collection in which the researcher used both questionnaires and interview questions. The questionnaire consisted of Five-point 5 Likert scale which is as follows: Strongly Agree, Agree, Not Sure, Disagree and Strongly Disagree. The researcher used Open-ended questions to interview the participants. The researcher also provided pilot study in which 3 respondents were given questionnaires and 02 participants were interviewed, but they were not part of the study. The chapter provided data analysis which consisted of statistical analysis and thematic analysis. Ethical consideration which included permission to conduct the study, informed consent, voluntary participation, Confidentiality and Anonymity, and No harm to participants were also provided in this chapter.

The Next chapter will present the data presentation, analysis and interpretation.

## CHAPTER 4

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 INTRODUCTION

This chapter focuses on reporting the opinions and understanding on communication as management function with specific reference to the University of Venda. The information regarding communication as a management function with specific references to the University of Venda was collected using both the qualitative and quantitative methods. Through these two methods, the researcher applied the use of questionnaires and interviews to collect data. Responses to the questionnaire are presented in a graphical tabular form and followed by a brief explanation of the findings. On the other hand, responses to the interview schedules are presented in a narrative form and are followed by a brief interpretation of findings.

#### 4.2 ANALYSIS OF DATA COLLECTED THROUGH QUESTIONNAIRE

This section presents data which was collected through questionnaire and consists of two sub-sections namely; section A and B. In the first sub-section A, the researcher presents the biographical details of the respondents. In the second sub-section B, the researcher presents data which was developed from the questionnaire items distributed to and collected from the respondents by the researcher. The researcher used graphical tabular format, frequencies and percentages to present the data that was collected through questionnaire. Each table will be followed by a brief discussion of the findings.

##### 4.2.1 Section A: Biographical details of the respondents

In this sub-section the researcher presents the biographical details of the respondents who took part in this study by answering the questionnaire items. The information or data in this sub-section is presented in a graphical tabular form and followed by brief explanation of the findings.

**Table 4.1: Gender of the respondents**

	Response	Frequencies	Percentage
1	Male	56	62
2	Female	34	38
	<b>TOTAL</b>	<b>90</b>	<b>100</b>

The table above shows the biographical data in terms of gender of the respondents. From the total number of 90 respondents who took part in this study, 56 (62%) of the respondents were

males; on the other hand, 34 (38%) of the respondents were females. This shows that there has been a relatively better representation of both male and female respondents on the communication as management function with the specific reference to the University of Venda. From the statistics above, conclusion can be drawn that the majority of the respondents for this study 56(62%) were males. All the targeted ninety (90) respondents managed to return the questionnaires and the researcher analysed those questionnaires.

**Table 4.2: Age of the respondents**

	<b>Response</b>	<b>Frequencies</b>	<b>Percentage</b>
1	Less than 21 years	06	7%
2	22 to 30 years	13	14%
3	31 to 40 years	13	14%
4	41 to 50 years	22	25%
5	51 years and older	36	40%
	<b>TOTAL</b>	<b>90</b>	<b>100%</b>

Table 4.2 represents ages of the respondents, and the information collected indicates that from total number of 90 respondents who took part in this study, the majority at 36 (40%) of the respondents were aged 51 years and older. Twenty-two, 22 (25%) of the respondents were aged of 41 to 50 and 13 (22%) respondents were aged of 22 to 30 and 31 to 40 years. Six, 06 (7%) of the respondents were below the aged 21 years. It can be concluded that participation of the youth and middle-aged respondents was lower as compared to the participation of the old aged respondents. 36 (40%) of respondents were 51 years of age. The reason might be that the University of Venda has many old aged employees compared to youth and middle-aged employees.

**Table 4.3: Position of the respondents**

	<b>Response</b>	<b>Frequencies</b>	<b>Percentage</b>
1	Vice-chancellor and principal	0	0
2	Deputy Vice-Chancellor: Operations	0	0
3	Deputy Vice Chancellor: Academic	0	0
4	University of Venda Registrar	0	0
5	Directors	6	7%
6	Dean	7	8%
7	Deputy Deans	8	9%
8	Heads of Departments	15	16%
9	Lecturers	18	20%
10	Administration staff members	18	20%
11	Security manager and Supervisors	4	4%
22	Students	14	16%
	<b>TOTAL</b>	<b>90</b>	<b>100</b>

Table 4.3 indicates the position of the respondents who took part in this study by providing information through questionnaire items. From the 90 respondents who took part in this study, the majority at 18 (40%) of the respondents were lecturers and administration staff. The data collected indicates that within the target number of respondents who took part in this study, 04 (4%) of the respondents were the security manager and supervisors, 07 (8%) of the respondents were the deans, 08 (9%) of the respondents were the deputy deans, 15 (16%) of the respondents were the Heads of Departments, 14 (16%) of the respondents were the students. It can be concluded that the University of Venda employees and students are responsible to promote communication as management function with the specific references to the University of Venda.

**Table 4.4: Qualification of the respondents**

	<b>Response</b>	<b>Frequencies</b>	<b>Percentage</b>
1	Grade 12 and below	12	13%
2	Bachelor's degree/ Diploma	9	10%
3	Honours degree/ B. Tech	15	17%
4	Masters/ M. Tech	21	23%
5	PhD/ D. Tech	33	37%
		<b>90</b>	<b>100%</b>

Table 4.4 indicates the educational qualification of the respondents, wherein the majority at 33 (37%) of the respondents who took part in this study have a PhD/ D. Tech degree. Twenty-one (23%) of the respondents who took part in this study have Masters/ M. Tech degrees. Fifteen (17%) of the respondents who took part in this study have Honours/ B. Tech degrees. Nine (10%) of the respondents have bachelor's degrees/ National diploma. Twelve (13%) of the respondents who took part in this study have grade 12 and below. Therefore, a conclusion can be drawn that University of Venda employees have higher qualifications since the data shows that many employees have PhD (Doctor of Philosophy) / D.Tech (Doctor of Technology) 33 (37%) and Masters/ M.Tech (Mater of Technology degrees) 21 (23%).



**Table 4.5: Years in the University**

	<b>Response</b>	<b>Frequencies</b>	<b>Percentage</b>
1	03 years and less	12	13%
2	04 to 08 years	27	30%
3	09 to 15 years	11	12%
4	16 to 20 years	07	8%
5	21 and above	33	37%
	<b>Total</b>	<b>90</b>	<b>100</b>

Table 4.5 indicates the number of years the employees have served the University, wherein the majority at 33 (37%) of the respondents who took part in this study have 04 to 08 years in the University. Twenty-seven (30%) of the respondents who took part in this study have 04 to 08 years' experience in the University. Twelve (13%) of the respondents have 03 years and less in the University. Eleven (12%) of the respondents who took part in this study have 09 to 15 years in the University. Seven (8%) of the respondents who took part in this study have 16 to 20 years' experience in the University. It can be concluded that the 33 (37%) of the respondents who took part in this study have 21 years' experience and above in the University.

#### **4.2.2 Section B: Communication as a management function**

In this section, information is analysed in a graphical tabular format which was developed from the questionnaire items. The sub-section is divided into five themes which are communication as a management function, Barriers to communication at the University of Venda, positive outcomes of effective communication at the University of Venda, and strategies to enhance communication at the University of Venda.

##### **4.2.2.1 The role of communication as a management function**

This sub-section presents the data regarding the role of communication as a management function at the University of Venda. The data is presented in the form of tables and followed by the short interpretation of findings.

**Table 4.6: Effective communication promotes morale to the University community on the task to be done**

	<b>Response</b>	<b>Frequencies</b>	<b>Percentage</b>
<b>1</b>	Strongly agree	46	51%
<b>2</b>	Agree	31	33%
<b>3</b>	Not sure	03	04%
<b>4</b>	Disagree	03	04%
<b>5</b>	Strongly disagree	07	08%
	<b>Total</b>	<b>90</b>	<b>100</b>

From the targeted respondents who took part in this study, the majority, 46 (51%) respondents strongly agreed that effective communication promotes morale to the University community on the task to be done while on the other hand, 07 (08%) of the respondents strongly disagreed with the statement. Three (04%) of the respondents were not sure whether effective communication promotes morale to the University community on the task to be done or not. thirty-one (33%) of the respondents who took part in this study agreed that effective communication promotes morale to the University community on the task to be done and 03 (04%) of the respondents disagreed with the statement. Therefore, it is made clear that 46 (51%) of the respondents agreed that effective communication promotes morale to the University community on the task to be done.

**Table 4.7: Communication plays a crucial role in altering individuals' attitude in the University**

	<b>Response</b>	<b>Frequencies</b>	<b>Percentage</b>
<b>1</b>	Strongly agree	28	31%
<b>2</b>	Agree	41	45%
<b>3</b>	Not sure	08	09%
<b>4</b>	Disagree	06	07%
<b>5</b>	Strongly disagree	07	08%
	<b>Total</b>	<b>90</b>	<b>100%</b>

Table 4.7 indicates that the majority at 41 (45%) of the respondents who took part in this study agreed that communication plays a crucial role in altering individuals' attitude in the University while, 06 (07%) of the respondents disagree with the statement. Twenty-eight (31%) of the respondents who took part in this study strongly agreed that communication plays a crucial

role in altering individuals' attitude in the University and 07 (08%) of the respondents strongly disagreed with the view. Eight (09%) of the respondents who took part in this study were not sure whether communication plays a crucial role in altering individuals' attitude in the University or not. It can be concluded that 41 (45%) of the respondents who took part on this study agreed that communication plays a crucial role in altering individuals' attitude in the University. It shows that the attitude of employees within the university can be altered through communication.

**Table 4.8: The University uses communication to control its employees**

	Response	Frequencies	Percentage
1	Strongly agree	26	29%
2	Agree	32	35%
3	Not sure	14	16%
4	Disagree	09	10%
5	Strongly disagree	09	10%
	<b>Total</b>	<b>90</b>	<b>100%</b>

With the regard to the above statement that the university uses communication to manage its employees, majority at 32 (35%) of the respondents who took part in this study agreed with the statement while on the other hand, 09 (10%) of the respondents disagreed with the statement. There were 14 (16%) of the respondents who were not sure whether or not the university uses communication to manage its employees. Twenty-six (29%) of the respondents who took part in this study strongly agreed that the university uses communication to manage its employees while 09 (10%) of the respondents disagreed with the view. With regard to the above information, it concluded that a large number, 32 (35%) of respondents who took part in this study agreed that the university uses communication to manage its employees. It can be viewed that communication is used as a method to manage employees within the University.

**Table 4.9: Effective communication contributes to an inspirational organisation**

	<b>Response</b>	<b>Frequencies</b>	<b>Percentage</b>
1	Strongly agree	32	35%
2	Agree	34	37%
3	Not sure	14	16%
4	Disagree	08	09%
5	Strongly disagree	02	03%
	<b>Total</b>	<b>90</b>	<b>100%</b>

Based on the above information, of all the 90 respondents who took part in this study, the majority at 34 (37%) of the respondents agreed that effective communication contributes to an inspirational organisation while 08 (09%) of the respondents disagreed with the statement. Fourteen (16%) of the respondents were not sure whether effective communication contributes to an inspirational organisation or not. There were 32 (35%) of the respondents who strongly agreed that effective communication contributes to an inspirational organisation while 02 (03%) of the respondents strongly disagreed with the view. From the above information, it can be concluded that a large number of 34 (37%) of the respondents who took part in this study agreed that effective communication contributes to an inspirational organisation. This means that employees within the University are inspired through communication.

**Table 4.10: The University considers communication as a management function**

	<b>Response</b>	<b>Frequencies</b>	<b>Percentage</b>
1	Strongly agree	21	23%
2	Agree	33	37%
3	Not sure	25	28%
4	Disagree	08	09%
5	Strongly disagree	03	03%
	<b>Total</b>	<b>90</b>	<b>100%</b>

Table 4.10 indicates that the majority at 33 (37%) of the respondents who took part in this study agreed that the University considers communication as a management function while 08 (09%) of the respondents disagreed with the statement. Twenty-one (23%) of the respondents who took part in this study strongly agreed that the University considers communication as a management function and 03 (03%) of the respondents disagreed with the view. There were 25 (28%) of the respondents who were not sure whether the University considers communication as a management function or not. Based on the above exposition, it can be concluded that the majority of the respondents, 33 (37%) agreed that the University considers communication as a management function although there were some number of respondents who were not sure whether the University considers communication as a management function or not. The University should ensure that the consideration of communication is made clear to every employee.

#### 4.2.2.2 Barriers of communication at the University of Venda

This sub-section presents data regarding the barriers of communication at the University of Venda. Information provided in this sub-section is presented in tabular form followed by the brief interpretation.

**Table 4.11: Language difference promotes communication at the University**

	<b>Response</b>	<b>Frequencies</b>	<b>Percentage</b>
1	Strongly agreed	28	31%
2	Agree	26	29%
3	Not sure	18	20%
4	Disagree	12	13%
5	Strongly disagree	06	07%
	<b>Total</b>	<b>90</b>	<b>100%</b>

Table 4.11 shows that the majority at 28 (31%) of the respondents who took part in this study strongly agreed that language difference promotes communication at the University while on the other hand, 06 (07%) of the respondents strongly disagreed with the statement. Eighteen (20%) of the respondents who took part in this study were not sure whether or not language difference promotes communication at the University. There were 26 (29%) of the respondents who agreed that language difference promotes communication at the University and 12 (13%) of the respondents who disagreed with the statement. Looking at the statistics above, it can be concluded that 26 (29%) of the respondents who took part in this study agreed that

language difference promotes communication at the University. This shows that the difference in languages between the employees promotes communication within the University.

**Table 4.12: Signage is used by the University as a source of communication**

	<b>Response</b>	<b>Frequencies</b>	<b>Percentage</b>
1	Strongly agree	12	13%
2	Agree	39	43%
3	Not sure	23	26%
4	Disagree	14	16%
5	Strongly disagree	02	02%
	<b>Total</b>	<b>90</b>	<b>100%</b>

Based on the above information, of all the 90 respondents who took part in this study, the majority of the respondents at 39 (43%) agreed that signage is used by the University as a source of communication while on the other hand, 14 (16%) of the respondents disagreed with the statement. There were 12 (13%) of the respondents who strongly agreed that signage is used by the University as a source of communication and 02 (02%) of the respondents who strongly disagreed with the view. Twenty-three (26%) of the respondents were not sure whether signage is used by the University as a source of communication or not. From the above information, it can be concluded that 39 (43%) of the respondents who took part in this study agreed that signage is used by the University as a source of communication. This shows that the use of signage within the University is well taken care of.

**Table 4.13: The University has resources to communicate with the University community. (Email, sms, whatsapp, facebook, twitter, notice board)**

	<b>Response</b>	<b>Frequencies</b>	<b>Percentage</b>
1	Strongly agree	40	44%
2	Agree	32	36%
3	Not sure	07	08%
4	Disagree	04	04%
5	Strongly disagree	07	08%
	<b>Total</b>	<b>90</b>	<b>100%</b>

With regard to the above statement that the University has resources to communicate with the University community, the majority at 40 (44%) of the respondents who took part in this study

strongly agreed with the statement, while 07 (08%) of the respondents strongly disagreed with the statement. Seven (08%) of the respondents who took part in this study were not sure whether the University has resources to communicate with the University community or not. There were 32 (36%) of the respondents who agreed that the University has resources to communicate with the University community and 04 (04%) of the respondents who disagreed with the statement. It can be concluded that a large number, 32 (36%) of the respondents who took part in this study agreed that the University has resources to communicate with the University community. This means that the University has resources such as telephone, emails, whatsapp etc. to communicate with its employees and students.

**Table 4.14: The University uses technology to enhance communication**

	<b>Response</b>	<b>Frequencies</b>	<b>Percentage</b>
1	Strongly agree	34	38%
2	Agree	40	44%
3	Not sure	11	12%
4	Disagree	01	02%
5	Strongly disagree	04	04%
	<b>Total</b>	<b>90</b>	<b>100%</b>

Table 4.14 indicates that the majority at 40 (44%) of the respondents who took part in this study agreed that the University uses technology to enhance communication, only 01 (02%) of the respondents disagreed with the statement. Eleven (12%) of the respondents who took part in this study were not sure whether technology is used by the University to enhance communication or not. There were 34 (38%) of the respondents who strongly agreed that technology is used by the University to enhance communication and 04 (04%) of the respondents who strongly disagreed with the view. Therefore, it can be concluded that a large number, 40 (44%) of the respondents who took part in this study agreed that the University uses technology to enhance communication. This shows that technology is not ignored by the University in its quest to enhance communication.

**Table 4.15: The University infrastructures are user friendly to the University community for consultation**

	Response	Frequencies	Percentage
1	Strongly agree	15	17%
2	Agree	47	52%
3	Not sure	12	13%
4	Disagree	13	14%
5	Strongly disagree	03	03%
	<b>Total</b>	<b>90</b>	<b>100%</b>

Table 4.15 indicates that the majority at 47 (52%) of the respondents who took part in this study agreed that the University infrastructures are user friendly to the University community for consultation, while 13 (14%) of the respondents disagreed with the view. Twelve (13%) of the respondents were not sure whether the University infrastructures are user friendly to the University community for consultation or not. There were 15 (17%) of the respondents who strongly agreed that the University infrastructures are user friendly to the University community for consultation and 03 (03%) of the respondents strongly disagreed with the statement. Based on the above information, it can be concluded that a large number, 47 (52%) of the respondents who took part in this study agreed that the University infrastructures are user friendly to the University community for consultation. This shows that University employees can consult at any time regarding anything that the employee is not sure of.

**Table 4.16: The University has live video streaming during the graduation ceremony and other events**

	Response	Frequencies	Percentage
1	Strongly agree	31	34%
2	Agree	43	48%
3	Not sure	09	10%
4	Disagree	04	05%
5	Strongly disagree	03	03%
	<b>Total</b>	<b>90</b>	<b>100%</b>

With regard to the above information, of all the 90 respondents who took part on this study, the majority, 43 (48%) of the respondents agreed that the University has live video streaming during the graduation ceremony and other events while 04 (05%) of the respondents disagreed with the statement. Thirty-one (34%) of the respondents who took part in this study



strongly agreed that the University has live video streaming during the graduation ceremony and other events, while 03 (03%) of the respondents strongly disagreed with the view. Nine (10%) of the respondents who took part in this study were not sure whether the University has live video streaming during the graduation ceremony and other events or not. It can be concluded from the above information that most of the respondents 43 (48%) who took part in this study agreed that the University has live video streaming during the graduation ceremony and other events. This means that every ceremony that is taking place at the University can be accessed through the television and radio.

#### 4.2.2.3 Positive outcomes of effective communication at the University of Venda

This sub-section presents the information on the positive outcomes of effective communication at the University of Venda. The data collected will be presented in tabular form and below will be a brief discussion of the findings or interpretation.

**Table 4.17: There are good employer – employee relationships in the University**

	<b>Response</b>	<b>Frequencies</b>	<b>Percentages</b>
1	Strongly agree	24	27%
2	Agree	36	39%
3	Not sure	15	17%
4	Disagree	08	09%
5	Strongly disagree	07	08%
	<b>Total</b>	<b>90</b>	<b>100%</b>

Table 4.17 shows that the majority of the respondents, 36 (39%) of the respondents who took part in this study agreed that there is good employer – employee relationships at the University while 08 (09%) of the respondents disagreed with the statement. Fifteen (17%) of the respondents who took part in this study were not sure whether there is good employer – employee relationships in the University or not. There were 24 (27%) of the respondents who strongly agreed that there is good employer – employee relationships in the University and 07 (08%) of the respondents who strongly disagreed with the statement. From the above exposition, it can be concluded that the majority, 36 (39%) of respondents who took part in this study agreed that there is good employer – employee relationships in the University. This shows that every employee is respected by one another within the University.

**Table 4.18: Communication in the University develops long lasting employee motivation**

	<b>Response</b>	<b>Frequencies</b>	<b>Percentage</b>
1	Strongly agree	19	21%
2	Agree	38	42%
3	Not sure	19	21%
4	Disagree	12	13%
5	Strongly disagree	02	03%
	<b>Total</b>	<b>90</b>	<b>100%</b>

Based on the above statement that communication in the University develops long lasting employee motivation, the majority, 38 (42%) of the respondents who took part in this study agreed that communication in the University develops long lasting employee motivation while, 12 (13%) of the respondents disagreed with the view. Nineteen (21%) of the respondents who took part in this study were not sure whether communication in the University develops long lasting employee motivation or not. There were 19 (21%) of the respondents who strongly agreed that communication in the University develops long lasting employee motivation and 02 (03%) of the respondents who strongly disagreed with the view. It can be concluded that the majority, 38 (42%) of the respondents who took part in this study agreed that communication in the University develops long lasting employee motivation. This can provide a clarification that employees within the University are motivated through communication.

**Table 4.19: The University uses communication to promote institutional performance**

	<b>Response</b>	<b>Frequencies</b>	<b>Percentage</b>
1	Strongly agree	23	26%
2	Agree	35	38%
3	Not sure	20	22%
4	Disagree	05	06%
5	Strongly disagree	07	08%
	<b>TOTAL</b>	<b>90</b>	<b>100%</b>

Table 4.19 indicates that the majority, 58 (64%) of the respondents who took part in this study agreed that the University uses communication to promote institutional performance, while 13 (14%) disagreed with the statement. There were 20 (22%) of the respondents who took part in this study who were not sure whether the University uses communication to promote institutional performance or not. From the above information, it can be concluded that 35 (38%) of the respondents who took part in this study agreed that the University uses communication

to promote institutional performance. This means that communication is fostered in the university to improve the general well-being of the institution.

**Table 4.20: Effective communication allows employees to work harmoniously**

	<b>Response</b>	<b>Frequencies</b>	<b>Percentage</b>
1	Strongly agree	26	29%
2	Agree	44	49%
3	Not sure	11	12%
4	Disagree	07	08%
5	Strongly disagree	02	02%
	<b>TOTAL</b>	<b>90</b>	<b>100%</b>

Based on the above statement that effective communication allows employees to work harmoniously, the majority, 44 (49%) of the respondents who took part in this study agreed that effective communication allows employees to work harmoniously, while 07 (08%) of the respondents disagreed with the statement. Eleven (12%) of the respondents who took part in this study were not sure whether effective communication allows employees to work harmoniously or not. There were 26 (29%) of the respondents who strongly agreed that effective communication allows employees to work harmoniously and 02 (02%) of the respondents who strongly disagreed with the view. Therefore, it can be concluded that the majority (44/ 49%) of the respondents who took part in this study agreed that effective communication allows employees to work harmoniously. This shows that through effective communication, employees work in peace and with the common intention of improving the general well-being of the University.

**Table 4.21: The University management uses communication to enhance interpersonal relationships in the University**

	<b>Response</b>	<b>Frequently</b>	<b>Percentage</b>
1	Strongly agree	23	26%
2	Agree	43	47%
3	Not sure	12	13%
4	Disagree	07	08%
5	Strongly disagree	05	06%
	<b>TOTAL</b>	<b>45</b>	<b>100%</b>

Table 4.21 shows that the majority, 43 (47%) of the respondents who took part in this study agreed that the University management uses communication to enhance interpersonal relationships in the University while 07 (08%) of the respondents disagreed with the statement. There were 23 (26%) of the respondents who strongly agreed that the University management uses communication to enhance interpersonal relationships in the University and 05 (06%) of the respondents who strongly disagreed with the statement. Twelve (13%) of the respondents who took part in this study were not sure whether the University management uses communication to enhance interpersonal relationships in the University or not. Based on the above information, it can be concluded that a large number, 43 (47%) of the respondents agreed that the University management uses communication to enhance interpersonal relationships in the University. It can be concluded that the University management promotes communication in the engagement of every employee within the University community.

#### 4.2.2.4 Strategies to enhance communication at the University of Venda

This section presents the information collected through questionnaire on the strategies to enhance communication at the University of Venda. Data will be presented in a tabular form and a brief interpretation of findings will follow.

**Table 4.22: The University has policies that promote communication**

	Response	Frequencies	Percentage
1	Strongly agree	17	19%
2	Agree	40	44%
3	Not sure	19	21%
4	Disagree	09	10%
5	Strongly disagree	05	06%
	<b>Total</b>	<b>90</b>	<b>100%</b>

With regard to the above statement that the University has policies that promote communication, the majority, 40 (44%) of the respondents who took part in this study agreed that the University has policies that promote communication while 09 (10%) of the respondents disagreed with the statement. Nineteen (21%) of the respondents who took part in this study were not sure whether the University has policies that promote communication or not. There were 17 (19%) of the respondents who strongly agreed that the University has policies that promote communication and 05 (06%) of the respondents who strongly disagreed with the view. It can be concluded that the majority 40 (44%) of the respondents who took part in this study agreed that the University has policies that promote communication. This shows that the policies that the University implements are improving effective communication within the University.

**Table 4.23: The University community knows where to lodge complaints**

	<b>Response</b>	<b>Frequencies</b>	<b>Percentage</b>
1	Strongly agree	18	20%
2	Agree	26	29%
3	Not sure	23	25%
4	Disagree	18	20%
5	Strongly disagree	05	06%
	<b>Total</b>	<b>90</b>	<b>100%</b>

Table 4.23 indicates that the majority, 26 (29%) of the respondents who took part in this study agreed that the University community knows where to lodge complaints, while 18 (20%) of the respondents disagreed with the statement. Twenty-three (25%) of the respondents who took part in this study were not sure whether the University community knows where to lodge complaints or not. There were 18 (20%) respondents who strongly agreed that the University community knows where to lodge complaints and 05 (06%) of the respondents who strongly disagreed with the statement. It can be concluded that the majority of the respondents, 26 (29%) who took part in this study agreed that the University community knows where to lodge complaints although there were some respondents who were not sure. This means that some of employees are not aware of where to lodge complaints and should be made aware of where to lodge complaints.

**Table 4.24: The University has resources to communicate with outside community (i.e. Grade 12 students)**

	Response	Frequencies	Percentage
1	Strongly agree	24	27%
2	Agree	40	44%
3	Not sure	16	18%
4	Disagree	04	04%
5	Strongly disagree	06	07%
	<b>Total</b>	<b>90</b>	<b>100%</b>

With the regard to the above statement that the University has resources to communicate with the outside community, the majority, 40 (44%) of the respondents who took part in this study agreed that the University has resources to communicate with the outside community while 04 (04%) of the respondents disagreed with the statement. Twenty-four (27%) of the respondents strongly agreed that the University has resources to communicate with outside community while, 06 (07%) of the respondents strongly disagreed with the statement. There were 16 (18%) of the respondents who were not sure whether the University has resources to communicate with the outside community or not. From the above information, it can be concluded that the majority of the respondents 40 (44%) who took part in this study agreed that the University has resources to communicate with the outside community. This shows that there are resources such as cell phone, radio and Emails to communicate with outside community.

**Table 4.25: There are clear communication channels that the University uses to present its business plan**

	Response	Frequencies	Percentage
1	Strongly agree	16	18%
2	Agree	38	41%
3	Not sure	25	28%
4	Disagree	06	07%
5	Strongly disagree	05	06%
	<b>Total</b>	<b>90</b>	<b>100%</b>

Table 4.25 indicates that the majority 38 (41%) of the respondents agreed that there are clear communication channels that the University uses to present its business plan, while 06 (07%) of the respondents disagreed with the statement. Twenty-five (28%) of the respondents who

took part in this study were not sure whether there are clear communication channels that the University uses to present its business plan or not. There were 16 (18%) of the respondents who strongly agreed that there are clear communication channels that the University uses to present its business plan and 05 (06%) of the respondents who strongly disagreed that there are clear communication channels that the University uses to present its business plan. Therefore, it can be concluded that the majority 38 (41%) of the respondents agreed that there are clear communication channels that the University uses to present its business plan. This means that the budget plan of the University is made clear to every employee within the University.

**Table 4.26: There is adequate training of employees to acquire effective communication skills**

	<b>Response</b>	<b>Frequencies</b>	<b>Percentage</b>
1	Strongly agree	16	18%
2	Agree	38	41%
3	Not sure	25	28%
4	Disagree	06	07%
5	Strongly disagree	05	06%
	<b>Total</b>	<b>90</b>	<b>100%</b>

Based on the above statement that there is adequate training of employees to acquire effective communication skills, the majority, 38 (41%) of the respondents who took part in this study agreed that there is adequate training of employees to acquire effective communication skills while 06 (07%) of the respondents disagreed with the statement. Twenty-five (28%) of the respondents who took part in this study were not sure whether there is adequate training of employees to acquire effective communication skills or not. There were 16 (18%) of the respondents who strongly agreed that there is adequate training of employees to acquire effective communication skills and 05 (06%) of the respondents who strongly disagreed with the statement. From the information above, it can be concluded that most of the respondents 38 (41%) agreed that there is adequate training of employees to acquire effective communication skills. This shows that there are workshops where employees are trained on how to communicate with other employees within the University.

**TABLE 4.27: Biographical details of participants**

Participant	Gender	Age	Position	Qualification	Years in the institution
A	Female	21	Student	Bachelor's degree	03
B	Male	51 and above	University Registrar	Doctoral degree	21 and above
C	Male	51 and above	Dean	Doctoral degree	16 to 20
D	Male	41 to 50	Admin staff	Honours degree	7 to 10
E	Female	41 to 50	Security manager	Grade 12	7 to 10
F	Male	51 and above	Lecturer	Doctoral degree	21 and above
G	Male	51 and above	Director	Doctoral degree	21 and above
H	Female	51 and above	Head of Department	Master's degree	21 and above

According to the information provided above, there were more male participants than females. Most respondents were 51 years and above. These show that the University has older staff than the younger staff. There was a director, University Registrar, admin staff, Dean, Security manager, Student and Head of Department who participated in this study. Most participants who participated in this study were in possession of a PhD as their highest qualification. This shows that the University has highly qualified employees. Most participants have been working at the University for about 21 years and above. This indicates that the information in this study was provided by the employees who know the University better.



### 4.3 ANALYSIS OF DATA COLLECTED THROUGH INTERVIEW

This section presents the data that was collected through the interviews which were given by the researcher to the participants. The data will be presented in a narrative form.

#### **Question 1: What is the role of communication at the University of Venda?**

##### **Participant A:**

Regarding the question of what the role of communication at the University of Venda is, the participant answered that the role of communication at the University of Venda is to build and protect the image of the University.

##### **Participant B:**

In responding to the first question, the participant answered that the role of communication at the University of Venda is to inform and educate the University of Venda community.

##### **Participant C:**

In response of the first question, the participant answered that the role of communication at the University of Venda is to disseminate information to the stakeholders and receive information of daily activities of the University.

##### **Participant D:**

Responding to the above question, the participant answered that the role of communication is to promote cohesion between staff, students and other stakeholders. The participant further answered that the role of communication is to provide information to stakeholders and give feedback.

##### **Participant E:**

Regarding the above question, the participant answered that the role of communication is to enable administration at all levels.

##### **Participant F:**

In responding the above question, the participant answered that the role of communication is to communicate with the employees, to communicate with the students, and to engage with external stakeholders.

**Participant G:**

Responding to the above question, the participant answered that communication within the university promotes teamwork and ensures effective implementation of the University strategic objectives.

**Participant H:**

In responding the first question, the participant answered that the role of communication is to inform staff of the institutional goals and to manage staff as well as provide information to decision makers.

Based on the question above, participant B, D, G and H indicated that communication plays a role in engaging with the employees and students within the university. Participant H further pointed out that communication also plays a role in informing the staff members about the institutional goals, their responsibilities and expected performance targets. Furthermore, participant H showed that communication promotes motivation and positive attitude of the staff members. Participant D also indicated that the role of communication is to promote cohesion between the staff and other stakeholders. Participant B further indicated that communication provides education to the University of Venda community. Participant G further showed that communication within the University promotes teamwork and ensures effective implementation of policies. Participant A indicated that the role of communication at the University of Venda is to build and protect the image of the university. Participant C showed that the role of communication at the University of Venda is to disseminate information to the stakeholders and receive information of daily activities of the University. Participant E pointed out that the role of communication at the University of Venda is to enable administration at all levels of the university. Participant F pointed that the roles of communication are to communicate with the employees, to communicate with the students, and to engage with external stakeholders. Regarding the above information, most participants indicated that communication plays a role in communicating with the employees and students within the university.

**Question 1.1: What are the different types of communication the university uses to communicate with the university community?**

**Participant A:**

In responding to the above question, the participant indicated that types of communication the university uses to communicate with the university community are emails, website and social media.

**Participant B:**

Regarding the above question, the participant responded that the different types of communication the university uses to communicate with the university community are email, printed circular, telephone and pamphlets.

**Participant C:**

Responding to the above question, the participant indicated that the different types of communication the university uses to communicate with the university community is the social media, mass meetings, posters and notice board.

**Participant D:**

In responding to the above question, the participant responded that the different types of communication the university uses to communicate with the university community is the social media.

**Participant E:**

The participant responded that the different types of communication the university uses to communicate with the university community are the emails, notice board and public announcement.

**Participant F:**

Responding to the above question, the participant answered that the different types of communication the university uses to communicate with the university community are the emails, letters, telephones and SMS.

**Participant G:**

In responding the above question, the participant answered that the different types of communication the university uses to communicate with the university community are email, telephone, and SMS.

**Participant H:**

In response to the above question, the participant responded that the different types of communication the university uses to communicate with the university community are email and telephone.

With the regard to the above question, participants A, C, D, E, F, G and H indicated that the types of communication the university uses to communicate with the university community is the social media such as Emails, WhatsApp, SMS, Website etc. participant B indicated that

the different types of communication the university uses to communicate with the university community are email, printed circular, telephone and pamphlets. Participants B, F and G further pointed out that telephone is also a type of communication that the university uses to communicate with the university community. Participant C and E showed that the university uses the notice board to communicate with the university community. Participant C further showed that the other type of communication that the university uses to communicate with the university community is the mass meeting of the university stakeholders. Participant E further showed that the other type of communication the university uses to communicate with the university community is the public announcement of feedback to the university stakeholders. Based on the above information, the researcher concludes that most participants pointed out that the types of communication the university uses to communicate with the university community are the social media such as Emails, WhatsApp, SMS, Website.

**Question 1.2: What is the type of communication that is mostly used in the university to communicate with its community?**

**Participant A:**

Regarding the above question, the participant answered that the type of communication that is mostly used in the university to communicate with its community is the email.

**Participant B:**

In responding to the above question, the participant answered that the type of communication that is mostly used in the university to communicate with its community is the email.

**Participant C:**

Responding to the above question, the participant answered that the type of communication that is mostly used in the university to communicate with its community is the social media.

**Participant D:**

Responding the above question, the participant answered that the types of communication that are mostly used in the university to communicate with its community are the email and SMS.

**Participant E:**

Based on the above question, the participant responded that the type of communication that is mostly used in the university to communicate with its community is the notice board and emails.

**Participant F:**

With the regard to the above question, the participant responded that the types of communication that are mostly used in the university to communicate with its community are emails, whatsapp and telephones.

**Participant G:**

In responding the above question, the participant indicated that that the type of communication that is mostly used in the university to communicate with its community is the E-mail.

**Participant H:**

Based on the above question, the participant answered that the type of communication that is mostly used in the university to communicate with its community is the E-mail.

With regard to the above information, the researcher found that participants A, B, D, E, F, G and H pointed out that the type of communication that is mostly used in the university to communicate with its community is the E-mail. Participant E further indicated that notice board is also a type of communication that is mostly used in the university to communicate with its community. Participants D and G pointed out that SMS is also a type of communication that is mostly used in the university to communicate with its community. Participant G further added that meetings are also a type of communication that is mostly used in the university to communicate with its community. Participant F also indicated that WhatsApp and telephones are also the types of communication that are mostly used in the university to communicate with its community. It was also found by the researcher that participant C mentioned that the social media is the type of communication that is mostly used in the university to communicate with its community. Based on the above information, most participants indicated that E-mail is the type of communication that is mostly used in the university to communicate with its community.

**Question 2: What are the barriers of effective communication at the University of Venda?**

**Participant A:**

The participant responded that the barriers of effective communication at the University of Venda are the use of jargon; lack of attention, interest or irrelevance to the receiver; and differences in perspective or point of view.

### **Participant B**

Regarding the above question, the participant answered that the barrier to effective communication at the University of Venda is the lack of access to emails by other staff members.

### **Participant C:**

Responding to the above question, the participant indicated that the barrier to effective communication at the University of Venda is the use of technologies to those who are not familiar with technology.

### **Participant D:**

The participant responded that the barriers to effective communication at the University of Venda are network and language differences.

### **Participant E:**

In responding to the above question, the participant answered that the barriers to effective communication at the University of Venda are the lack of enough network and use of incorrect communication.

### **Participant F:**

In response to the above question, the participant mentioned that the barrier to effective communication at the University of Venda is poor internet.

### **Participant G:**

Based on the above question, the participant responded that the barriers to effective communication at the University of Venda are poor network connection, lack of communication tools, and lack of feedback.

### **Participant H:**

With regard to the above question, the participant responded that the barriers to effective communication at the University of Venda are the lack of planning and culture.

Based on the above information, the researcher found that participants D, E, F and G indicated that the barriers to effective communication at the University of Venda is the lack of internet or network at the university. Participant B mentioned that the barrier to effective communication at the University of Venda is the lack of access to emails by other staff members. Participant C stated that the barrier to effective communication at the University of Venda is the use of technologies to those who are not familiar with technology. Participant H

showed that the barriers to effective communication at the University of Venda are the lack of planning and culture. Participants D and E further pointed out that the use of English is the barrier to effective communication at the University of Venda, because other staff members cannot read and understand English. Participant G also pointed out that lack of communication tools and feedback are the barriers to effective communication at the University of Venda. Participant H also mentioned that lack of planning and culture are the barriers to effective communication at the University of Venda. It was also found by the researcher that the use of jargon, lack of attention and difference in perceptive or point of view are the barriers to effective communication at the University of Venda. The above information shows that most of participants indicated that the barrier to effective communication at the University of Venda is the lack of internet or network connection.

**Question 2.1: What are the causes of barriers to effective communication at the University of Venda?**

**Participant A:**

Regarding the above question, the participant responded that the causes of barriers to effective communication at the University of Venda are unfamiliar terms and lack of knowledge and understanding of communique sent to the community.

**Participant B:**

The participant responded that the causes of barriers to effective communication at the University of Venda is the illiteracy level of service staff and lack of funds to buy computers.

**Participant C:**

The participant responded that the causes of barriers to effective communication at the University of Venda is the lack of training.

**Participant D:**

In responding the above question, the participant answered that the causes of barriers to effective communication at the University of Venda are upgrading and maintenance of network; and use of English as the preferred language.

**Participant E:**

With the regard to the above question, participant answered that the causes of barriers to effective communication at the University of Venda are the failure to implement policies, lack of coordination from one office to another, and use of outdated machines.

**Participant F:**

With regard to the above question, the participant responded that the causes of barriers to effective communication at the University of Venda are interpersonal engagement and cultural background.

**Participant G:**

Based on the above question, the participant responded that the causes of barriers to effective communication at the University of Venda are the poor feedback, language barrier, and lack of connection tools.

**Participant H:**

Responding to the above question, participant indicated that the causes of barriers to effective communication at the University of Venda are the wrong assumption and non-inclusive models used.

With the regard to the above information, the researcher found that participants D and G indicated that the use of English as the medium of instruction is the cause of barriers to effective communication at the University of Venda, because other staff members such as cleaners and security officers cannot read and understand English. Participant F indicated that the causes of barriers to effective communication at the University of Venda are interpersonal engagement and cultural background. Participant D further pointed out that the upgrading and maintenance of network is the cause of barriers to effective communication at the University of Venda. Participant F also mentioned that interpersonal engagement and cultural background is the cause of barriers to effective communication at the University of Venda. Participant G also indicated that poor feedback and lack of connection tools are the causes of barriers to effective communication at the University of Venda. It was also found by the researcher that participant E mentioned that failure to implement policies, lack of coordination from one office to the other, and use of outdated machines and software in the university are the causes of barriers to effective communication.

Participant A indicated that lack of knowledge and understanding of communique sent to the community is the cause of barrier to effective communication at the University of Venda. Participant B indicated that illiteracy level of service staff and lack of funds to buy computers are the barriers to effective communication at the University of Venda. Participant C mentioned that lack of training is the cause of barriers to effective communication at the University of Venda. Participant H indicated that wrong assumptions and non-inclusive models used are the cause of barriers to effective communication at the University of Venda. Based on the above information, most participants indicated that the use of English as the medium of



instruction is the cause of barriers to effective communication at the University of Venda, because other staff members such as cleaners and security officers cannot read and understand English.

**Question 3: What are the positive outcomes of effective communication system at the University of Venda?**

**Participant A:**

In responding the above question, the participant answered that the positive outcome of effective communication system at the University of Venda is the easy way to inform the University community on the state of the university.

**Participant B:**

Based on the above question, the participant answered that the positive outcomes of effective communication system at the University of Venda is to improve confidence and promote a good relationship.

**Participant C:**

In response to the above question, the participant mentioned that the positive outcomes of effective communication system at the University of Venda is the awareness of the university business by all stakeholders.

**Participant D:**

In response to the above question, participant indicated that the positive outcomes of effective communication system at the University of Venda is the unity of purpose among stakeholders and improved performance of staff.

**Participant E:**

In responding to the above question, the participant said that the positive outcomes of effective communication system at the University of Venda are increased output to promote the image of the university.

**Participant F:**

Regarding the above questions, the participant responded that the positive outcome of effective communication system at the University of Venda is interactive engagement.

**Participant G:**

Responding to the above question, the participant answered that the positive outcomes of effective communication system at the University of Venda are the improved morale and keeping stakeholders abreast of the developments taking place within the university.

**Participant H:**

Based on the above question, the participant answered that the positive outcomes of effective communication system at the University of Venda are the promotion excellent performance by staff and building strong relationships.

Based on the above question, participants C, G and H pointed out that awareness of the university business by all stakeholders is the positive outcome of effective communication system at the University of Venda. Participants D and H further showed that improved performance of staff members is the positive outcome of effective communication system at the University of Venda. Participant A indicated that the easy way to inform the university on the updates of information within the university is the positive outcome of effective communication system at the University of Venda. Participant B indicated that confidence and good relationship amongst the staff members are the positive outcomes of effective communication system at the University of Venda. Participant E pointed out that increased outputs and good image of the university are the positive outcomes of effective communication system at the University of Venda. Participant F indicated that interactive engagement is the positive outcome of effective communication system at the University of Venda. With regard to the above information the researcher concludes that most participants indicated that awareness of the university business by all stakeholders is the positive outcome of effective communication system at the University of Venda.

**Question 4: what are the possible strategies to enhance effective communication at the University of Venda?**

**Participant A:**

With the regard to the above question, the participant answered that the use of social media is one of the useful tools that most institutions of higher learning use to communicate with their community.

**Participant B:**

In response to the above question, participant mentioned that the possible strategies to enhance effective communication at the University of Venda is to improve the communication infrastructure such as computers, WIFI and Networks.

**Participant C:**

Based on the above question, participants responded that the possible strategies to enhance effective communication at the University of Venda are training of staff and use of technology.

**Participant D:**

The participant answered that the possible strategy to enhance effective communication at the University of Venda is to implement clear policies that improve communication.

**Participant E:**

In responding to the above question, the participant indicated that the possible strategies to enhance effective communication at the University of Venda are regular services of information technology equipment

**Participant F:**

The participant answered that the possible strategies to enhance effective communication at the University of Venda are teamwork, staff participation, and transparency by the university management.

**Participant G:**

Responding the above question, the participant said that the possible strategies to enhance effective communication at the University of Venda are prompt feedback, availability of the language policy, and regular engagement with internal stakeholders.

**Participant H:**

In response to the above question, participant indicated that the possible strategies to enhance effective communication at the University of Venda are inclusive communication strategy, open communication environment, and two-way communication.

Based on the above information, the researcher found that participants C and E indicated that the training of staff members on how to use technology such as WIFI, social media, computers, networks are the possible strategies to enhance effective communication at the University of Venda. Participant A pointed out that the use of social media is one of the tools that most of institutions of higher learning use to communicate with their communities. Participant B

showed that the possible strategy to enhance effective communication at the University of Venda is to improve the communication infrastructure such as computer, WIFI and Networks. Participant D mentioned that implementation policies that improve communication is the possible strategy to enhance effective communication at the University of Venda. Participant G indicated that the prompt feedback, availability of the language policy, and regular engagement with internal stakeholders are the possible strategies to enhance effective communication at the University of Venda. Participant F indicated that teamwork, staff participation and transparency by the university management are the possible strategies to enhance effective communication at the University of Venda. Participant H showed that inclusive communication strategy, open communication environment, and two-way communication are the possible strategies to enhance effective communication at the University of Venda. With regard to the above information, the researcher concludes that most participants pointed out that training of staff members on how to use technology such as WIFI, social media, computers and networks are the possible strategies to enhance effective communication at the University of Venda.

#### **4.4 Conclusion**

This chapter presented the data which was collected through questionnaire and it consists of two sub-sections. In the first sub-section, the researcher presented the biographical details of the respondents. In the second sub-section, the researcher presented data which was developed from the questionnaire items distributed to and collected from the respondents by the researcher. The researcher used graphical tabular format, frequencies and percentages to present the data that was collected through questionnaire. Each table was followed by a brief discussion of the findings. This chapter also presented data collected through the interviews which were conducted by the researcher with the participants. The data was presented in a narrative form. Eight (08) participants were interviewed using open-ended questions. Four participants could not complete the questionnaire due to time constraints. The researcher felt disappointed because the participants did not formally withdraw from the study.

## CHAPTER 5

### FINDINGS, RECOMMENDATIONS AND CONCLUSION

#### 5.1 INTRODUCTION

The previous chapter presented the analysis and interpretation of the collected data by discussing the sampled population's responses as a way of providing an understanding of the nature of the research findings to communication as management function with specific reference to the University of Venda. In this chapter, synthesised discussion of findings, recommendations for the communication as management function with specific reference to the University of Venda, as well as recommendations for future research on a related subject will be documented.

#### 5.2 OVERVIEW OF THE STUDY

The study is based on communication as a management function with the specific reference to the University of Venda. The study reveals that challenges facing the University of Venda regarding communication as a management function include different languages, cultural differences, differences in perception and viewpoint, and physical barriers to non-verbal communication. The study aimed to investigate communication as a management function with the specific reference to the University of Venda and recommend strategies that can be used by the University of Venda to improve communication as a management function. The study consists of the following research objectives:

- To determine the role of communication as a management function
- To describe the barriers to communication systems at the University
- To determine the positive outcomes of effective communication system at the University
- To recommend the strategies to enhance communication as a management function at the University.

The study also consists of the critical research questions which are as follow:

- What are the roles of communication as a management function?
- What are the barriers to communication at the University of Venda?
- What are the consequences of effective communication system at the University of Venda?

- What are the possible strategies to enhance communication as a management function at the University of Venda?

The study findings revealed that communication as a management function with the specific reference to the University of Venda. The study also recommended the strategies that can be used to improve communication at the University of Venda.

### **5.3 MAJOR FINDINGS OF THE STUDY**

This section describes the major findings of the study that arose from the research objectives of the study which are, to determine the role of communication as a management function, to describe the barriers of communication systems at the University, to determine the positive outcomes of effective communication system at the University, and to recommend the strategies to enhance communication as a management function at the University.

#### **5.3.1 Major findings on the role of communication as a management function**

The first objective sought to describe the role of communication as a management function and the study found that 46 (51%) of the respondents agreed that effective communication promotes morale to the University community on the task to be done. The researcher found that the majority, 41 (45%) of the respondents agreed that communication plays a crucial role in altering individuals' attitude in the University. The study found that the majority, 32 (35%) of the respondents agreed that the university uses communication to manage its employees. The researcher found that the majority, 34 (37%) of the respondents agreed that effective communication contributes to an inspirational organisation. The study findings revealed that the majority, 33 (37%) of the respondents agreed that the University considers communication as a management function.

From the interviews that were carried out to determine the role of communication as a management function, the study revealed that participants indicated that communication plays a role in communicating with the employees and students within the university. The study findings also revealed that communication plays a role in informing staff members about the institutional goals, their responsibilities and expected performance targets. The researcher discovered that communication promotes motivation and positive attitude of the staff members. The study findings attest that communication provides education to the University of Venda community. The researcher found that communication within the university promotes teamwork and ensures effective implementation of policies. Study findings also revealed that the role of communication at the University of Venda is to build and protect the image of the university. The findings of the study show that the role of communication at the University of Venda is to enable administration at all levels of the university.

### **5.3.2 Major findings on the barriers of communication systems at the University**

The second objective was to determine the barriers to communication systems at the University, and from the questionnaire distributed, it was discovered that the majority, 28 (31%) of the respondents agreed that language difference promotes communication at the University. Findings revealed that from the targeted respondents of 90, the majority, 39 (43%) agreed that signage is used by the University as a source of communication. The researcher found that the majority, 40 (44%) of the respondents who took part in the study agreed that the University has resources to communicate with the University community. The findings of the study reveal that the majority, 40 (44%) of the respondents agreed that technology is used by the University to enhance communication. It was discovered from the distributed questionnaires that the majority, 47 (17%) of the respondents agreed that the University infrastructures are user-friendly to the University community for consultation. The researcher found that the majority, 43 (48%) of the respondents agreed that the University has live video streaming during the graduation ceremony and other events.

From the interviews that were conducted to assess the barriers to communication systems at the University, the researcher found that participants indicated that the barrier to effective communication at the University of Venda is the lack of internet or network in the university. Findings of the study reveal that the use of English is the barrier to effective communication at the University of Venda because other staff members cannot read and understand English. The study findings attest that lack of communication tools and feedback is the barrier to effective communication at the University of Venda. The study reveals that lack of planning and culture is the barrier to effective communication at the University of Venda. The researcher also found that the use of jargon, lack of attention and different in perceptive or point of view is the barrier to effective communication at the University of Venda.

### **5.3.3 Major findings on the positive outcomes of effective communication system at the University**

The third objective sought to determine the positive outcomes of effective communication system at the University, and from the questionnaire distributed, the majority, 36 (39%) of the respondents agreed that there is good employer – employee relationships in the University. The findings of the study reveal that the majority, 38 (42%) of the respondents who took part in this study agreed that communication in the University develops long lasting employee motivation. Study findings reveal that the majority, 58 (64%) of the respondents agreed that the University uses communication to promote institutional performance. The researcher found that the majority, 44 (49%) of the respondents agreed that effective communication allows employees to work harmoniously. It was found in this study that the majority, 43 (47%)

of the respondents agreed that the University management uses communication to enhance interpersonal relationships in the University.

From the interviews that were carried out to determine the positive outcomes of effective communication system at the University, the researcher found that participants indicated that awareness of the university business by all stakeholders is the positive outcome of effective communication system at the University of Venda. The study found that improved performance of staff members is the positive outcomes of effective communication system at the University of Venda. The findings of the study attest that the easy way to inform the university on the updates of information within the university is the positive outcomes of effective communication system at the University of Venda. The researcher found that confidence and good relationship amongst staff members are positive outcomes of effective communication system at the University of Venda. It was found in this study that increased outputs and good image of the university are positive outcomes of effective communication system at the University of Venda. The study found that interactive engagement is the positive outcome of effective communication system at the University of Venda.

#### **5.3.4 Major findings on the recommendations of the strategies to enhance communication as a management function at the University.**

The fourth objective sought to describe the possible strategies to enhance communication as a management function at the University of Venda. It was found that the majority, 40 (44%) of the respondents agreed that the University has policies that promote communication. The findings of the study revealed that the majority, 26 (29%) of the respondents who took part in this study agreed that the University community knows where to lodge complaints. The findings of the study reveal that the majority, 40 (44%) of the respondents agreed that the University has resources to communicate with outside community. It was found from the distributed questionnaires that the majority, 38 (41%) of the respondents who took part in this study agreed that there are clear communication channels that the University uses to present its business plan.

From the interviews that were conducted to determine the possible strategies to enhance communication as a management function at the University of Venda, the researcher found that participants indicated that the training of staff members on how to use of technology such as WIFI, social media, computers, networks is the possible strategy to enhance effective communication at the University of Venda. The findings of the study attest that implementation of policies that improve communication is the possible strategy to enhance effective communication at the University of Venda. Findings of the study reveal that the prompt feedback, availability of the language policy, and regular engagement with internal



stakeholders are the possible strategies to enhance effective communication at the University of Venda. The study findings attest that teamwork, staff participation, and transparency by the university management is the possible strategy to enhance effective communication at the University of Venda. The researcher found that inclusive communication strategy, open communication environment, and two-way communication are the possible strategies to enhance effective communication at the University of Venda.

#### **5.4 SYNTHESIS OF THE STUDY**

This section presents the synthesis of the study based on communication as a management function with the specific reference to the University of Venda. From the information analysed from the collected questionnaires, the following is the synthesis of the study:

- Effective communication promotes morale to the University community on the task to be done
- Communication plays a crucial role in altering individuals' attitude in the University
- The university uses communication to manage its employees
- Effective communication contributes to an inspirational organisation
- The University considers communication as a management function
- Language differences promote communication at the University
- Signage is used by the University as a source of communication
- The University has resources to communicate with the University community. (email, sms, whatsapp, facebook, twitter, notice board)
- Technology is used by the University to enhance communication
- The University infrastructures are user-friendly to the University community for consultation
- The University has live video streaming during the graduation ceremony and other events
- There is good employer – employee relationships in the University
- Communication in the University develops long lasting employee motivation
- The University uses communication to promote institutional performance
- Effective communication allows employees to work harmoniously
- The University management uses communication to enhance interpersonal relationships in the University
- The University has policies that promote communication
- The University community knows where to lodge complaints
- The University has resources to communicate with outside community. (i.e Grade 12 students)

- There are clear communication channels that the University uses to present its business plan
- There is adequate training of employees to acquire effective communication skills

From the information collected through interviews, the following is the synthesis of the study:

- Communication plays a role in communicating with the employees and students within the university.
- That the types of communication the university uses to communicate with the university community are social media such as Emails, WhatsApp, SMS, and Website, etc.
- The type of communication that is mostly used in the university to communicate with its community is the Email.
- The barrier to effective communication at the University of Venda is the lack of internet or network in the university.
- The use of English as the medium of instruction is the cause of barriers to effective communication at the University of Venda, because other staff members such as cleaners and security officers cannot read and understand English.
- Awareness of the university business by all stakeholders is the positive outcome of effective communication system at the University of Venda.
- Training of staff members on how to use of technology such as WIFI, social media, computers, networks is the possible strategy to enhance effective communication at the University of Venda.

## **5.5 RECOMMENDATIONS OF THE STUDY**

This section presents recommendations of the study and such recommendations arose from the major findings on the role of communication as a management function, the barriers to communication systems at the University, the positive outcomes of effective communication system at the University, and the strategies to enhance communication as a management function at the University.

### **5.5.1 Recommendations on communication as a management function**

The researcher recommends that effective communication should be fostered to promote morale to the University community on the task to be done. The researcher recommends that communication should play a crucial role in altering individuals' attitude in the University. The study recommends that the university must use communication to manage its employees. The researcher recommends that effective communication should contribute to an inspirational organisation. The study recommends that the University must consider communication as a management function.

From the findings of the question on the role of communication as a management function, the researcher recommends that communication should play a role in communicating with the employees and students within the university. The study recommends that communication should play a role in informing the staff members about the institutional goals, their responsibilities and expected performance targets. The researcher recommends that communication must be well taken care of to promote motivation and positive attitude of the staff members. The study recommends that communication should be considered to provide education to the University of Venda community. The researcher recommends that communication within the university should be fostered to promote teamwork and ensure effective implementation of policies. Study recommends that the role of communication at the University of Venda must contribute to building and protecting the image of the university. The researcher recommends that the role of communication at the University of Venda must contribute to enabling administration at all levels.

### **5.5.2 Recommendations on the barriers to communication systems at the University**

The researcher recommends that language difference must be available to promote communication at the University. The study recommends that signage must be used by the University as a source of communication. The researcher recommends that the University must have resources to communicate with the University community. The study recommends that technology must be used by the University to enhance communication. the study recommends that the University infrastructures should be user-friendly to the University community for consultation. The researcher recommends that the University must have live video streaming during the graduation ceremony and other events.

From the findings of the question on the barriers to communication systems at the University, the researcher recommends that the lack of internet or network in the university must be solved, because it is seen as the major barrier to effective communication at the University of Venda. The study recommends that English must be used to speak with the people who understand it, and in cases where others do not understand the language, interpretation and translation must be provided. The study recommends that communication tools and feedback must be improved to foster effective communication at the University of Venda. The study recommends that planning and culture must be improved for the effective communication at the University of Venda. The researcher recommends that employees must pay attention to the sender and have common perception or point of view to promote effective communication at the University of Venda.

### **5.5.3 Recommendations on the positive outcomes of effective communication system at the University**

The researcher recommends that there should be a good employer – employee relationships in the University. The study recommends that communication in the University must develop a long-lasting employee motivation. The study recommends that the University should use communication to promote institutional performance. The researcher recommends that effective communication should be promoted to allow employees to work harmoniously. The researcher recommends that the University management should use communication to enhance interpersonal relationships in the University.

From the findings of the question on the positive outcomes of effective communication system at the University, the researcher recommends that awareness of the university business by all stakeholders should be taken as the positive outcome of effective communication system at the University of Venda. The study recommends that improved performance of the staff members should be seen as the positive outcome of effective communication system at the University of Venda. The researcher recommends that the University must develop the easy way to inform the employees on the updates of information within the university. The researcher recommends that there should be confidence and good relationship amongst the staff members to improve effective communication system at the University of Venda. The study recommends that outputs and good image of the university should be increased to promote effective communication system at the University of Venda. The study recommends that interactive engagement should be entertained to promote effective communication system at the University of Venda.

### **5.5.4 Recommendations on the strategies to enhance communication as a management function at the University**

The researcher recommends that the University should have policies that promote communication. The study recommends that the University community should be made aware of where to lodge complaints. The study recommends that the University must have resources to communicate with outside community. The researcher recommends that there should be clear communication channels that the University uses to present its business plan.

From the findings of the question on the strategies to enhance communication as a management function at the University, the researcher recommends that there should be training of staff members on how to use of technology such as WIFI, social media, computers, networks to enhance effective communication at the University of Venda. The study recommends that there should be implementation of policies that improve communication to enhance effective communication at the University of Venda. The researcher recommends

that prompt feedback, availability of the language policy, and regular engagement with internal stakeholders should be considered as a possible strategy to enhance effective communication at the University of Venda. The study recommends that there should be a commitment for teamwork, staff participation, and transparency by the university management to enhance effective communication at the University of Venda. The researcher recommends that the university must use inclusive communication strategy, open communication environment, and two-way communication to enhance effective communication.

## **5.6 RECOMMENDATIONS ON THE PRINCIPLES OF PUBLIC MANAGEMENT**

This section provides the recommendations of the study based on the principles of public management.

### **5.6.1 Recommendations on Planning**

Planning is the hallmark of every activity in life and organizations. It involves thinking and looking ahead. The researcher recommends that planning must be considered as strategizing for the future and sequentially following activities in order of their priority for accomplishing result with the limited resources. The school administrator should plan for every activity to achieve educational objectives and goals with the resources available to the institution. The study recommends that planning must not be an action that administrators carry out alone, but a collective activity which involves the administrator, members of staff and the community within which the University is situated. Planning should be considered to reduce a situation where numerous conflicting needs have to be met with the limited resources.

### **5.6.2 Recommendations on Organizing**

The researcher recommends that planned activities must be fully organized to allow for ease achievement of set out objectives and goals. Organizing must be an important aspect of school administrators' function. The study recommends that there must be an element of administration that is concerned with relating all components of the school into coordinated whole to achieve the set goals. School administrators must assign to the academic and non-academic staff specific roles to perform, build up human and material resources, to carry out the planned activities by bringing together various tasks as one unit of the school, in achieving the school's goals and objectives aimed at better teaching and learning. For example, the school heads partake in organizing personnel for the school through proper needs assessment, staff retraining and creating favourable working conditions which help to motivate teachers and enhance their professional growth. The function of school heads should remain as organising and planning.

### **5.6.3 Recommendations on Staffing**

On staffing, the researcher recommends that the school administrators should overtly and or covertly be responsible for quantity and quality of staff and students in the university. School personnel resources management (SPRM) should revolve around the school heads in determining the capacity required for their schools. School capacity must depend on the ability of the head to plan and organize for the personnel required for the department. Staffing here involves teaching and non-teaching staff as well as students. The Ministry of education should be responsible for the management of staff through recruitment exercise and admission of students through entrance examinations for the University. The administrator should be recognised role player in the staffing process of the school. The University must deal with the human resource aspect of the organization that concerns itself with propelling the system for realizing set out objectives and goals.

### **5.6.4 Recommendations on Directing**

The researcher recommends that school heads should direct what to do specifically in accomplishing school set out objectives. Directing should be aimed at offering guidelines to task as body of rules in regulating individual role performance. The study recommends that directing must be considered as a leading process because without directing, organizational activities may not function properly, members roles may conflict with the organisational goal, efforts would not be effectively channelled, and resources could be wasted. Directing should be considered to help in building responsive able team interacting and interrelating together in achieving institutional objectives and goals.

### **5.6.5 Recommendations on Co-ordinating**

Coordination is another important management function through which activities are tied to goal realization. The researcher recommends that the job of institution's administrators should involve coordinating of varied tasks together and keeping those to whom the executive is responsible informed as to what is going on, which includes keeping subordinates informed through records, research and inspection. Coordination should be aimed at balancing and maintaining the team by ensuring a suitable division of work and seeing that the tasks are performed harmoniously. Coordination should be considered to underpin the entire organization activity which the head of departments must ensure the bringing together of various activities in order to timely accomplish goals of the institution. The researcher recommends that good coordination must be syncious with direction to bring about organizational cohesion in achieving group goal.

### **5.6.6 Recommendations on Reporting**

Another important task often ignored by most school administrators is reporting which over time is assumed could be done anyhow, anytime. The researcher recommends that employees should give a report of the daily tasks to the supervisors. The researcher recommends that poor reporting must be dealt with to prevent breeding conflicts among members who are trying to achieve group goal. Reporting ensures appropriate communication. A social system requires interrelationship and interaction among members, and reporting should be considered to bridge the gap often created by administrators, which is regarded as mechanical isolation. The researcher recommends that administrators must be good communicators, relating all information upwards or downwards as it were to promote the general well-being of the institution. Administrators must be bound to inform their subordinates (staff, and students) and super ordinates (Schools Board, Ministry of Education and Education authorities) as well as the community on the true position of the institution.

### **5.6.7 Recommendations on Budgeting**

Budgeting is another crucial step in organization life. The researcher recommends that budgeting must involve planning process of human, material and financial resources while estimating the judicious use of input to achieve results. Budgeting should serve as control mechanism. Budgeting should be aimed at increasing improvement and performance of employees in the institution. The institution should consider budgeting of finance and other resources to ensure efficient and effective management of the resources, including time. Effective budgeting of resources enhances organization's quality, an essential criterion of good leadership and followership. Institution's budget helps the administrators to prudently organize and use school resources to accomplish the goal of education.

## **5.7 RECOMMENDATIONS FOR FUTURE STUDIES**

The main aim of the research study was to investigate communication as the management function at the University of Venda. This research was based only on communication as a management function with specific reference to the University of Venda and no other Universities in South Africa. The researcher recommends that the research like this one should be conducted in all the Universities within South Africa to detect problems and challenges of effective communication as a management function. The findings in the studies that must be conducted will assist the Universities to improve the provision communication as a management function. University staff and students should provide accurate information to

the future researchers to help them find ways to promote effective communication and give recommendations on those who will conduct studies after them. The future researchers must keep and protect the confidentiality of the participants.

## **5.8 LIMITATIONS OF THE STUDY**

The limitation for this study were the problem of not reaching all the University staff and students as planned by the researcher. Therefore, the researcher was forced to interview some of the University staff and students. It took time for the University staff who participated in this study to return the questionnaires and interview schedules to the researcher because they are not always found in the offices. It took time for the researcher to convince students about the importance of the study so that they could provide the relevant information regarding the purpose of the study. It took about two weeks for the researcher to distribute questionnaires to the University staff and students. The other challenge was that some of the participants were not found in their offices as agreed during appointment, but the researcher managed to find them at a later stage of data collection.

## **5.9 CONCLUSION**

This study was about communication as a management function with the specific reference to the University of Venda. In the first chapter the study presented the introduction, historical background, problem statement, aim of the study, specific objectives of the study, critical research question, significance of the study, delimitation of the study, and definition of operational concepts and organisation of the study. The objectives of this study were, to determine the role of communication as a management function, to describe the barriers to communication systems at the University, to determine the positive outcomes of effective communication system at the University, and to recommend the strategies to enhance communication as a management function at the University. This study was conducted to benefit the University of Venda management staff through the improvement of communication as a management function. The benefits include among others, the advancement of strategies that can be used to improve communication as a management function at the University of Venda.

In chapter two, the researcher discussed the literature review on communication as a management function. This chapter discussed the theoretical approach to communication and empirical literature review as well as the types of communication that are used in the institution. Barriers to communication that lead to ineffectiveness within an institution were discussed. The discussion included the strategic objectives of the Institution with specific reference to the strategic planning of the University of Venda. In this chapter, the researcher used secondary research material because information obtained through literature study such



as articles in journals, textbooks, official documents were consulted. Empirical evidence of communication as a management function at the University of Venda were also discussed in this chapter.

In chapter three, the researcher presented research methodology where mixed method (integrating quantitative and qualitative research methods) was applied by the researcher to collect data. This study focused on the University of Venda. The researcher chose to conduct the study at University of Venda looking at the availability of participants who have characteristics that the researcher was looking for. Non-probability sampling method was appropriate in this study, because the researcher selected the participants based on their availability, convenience, or representing some characteristic features the researcher wanted to study. The researcher used two methods of collecting data which are questionnaire and interview. For this study the two methods of data analysis were used, namely descriptive statistics and thematic analysis. The ethical issues which were followed in this study indicated the appropriateness of the study's methodology and highlighted all the morality of humankind.

The researcher indicated that descriptive research method was used. Vice chancellor, deputy vice chancellor, registrar, directors, deans, deputy deans, HOD's, 20 lecturers, 20 Admin staff, 15 selected students, 05 selected security officers were sampled in this study. In this chapter, the researcher presented study area, population of the study, sampling, data collection, pilot study and data analysis. Ethical consideration was also indicated in this chapter to inform the participants about the safety of their contribution in this study.

In chapter 4 of this research, the researcher discussed data presentation, interpretation and analysis of data collected, by discussing the sampled population's responses as a way of providing an understanding of the nature of the research findings on communication as a management function with specific reference to the University of Venda. It has been indicated that analysis of data involves what has been seen, heard and read in order to use the data collected. The chapter focused on reporting the empirical investigation by providing answers to the perceptions and understanding on communication as a management function at the institutions. The data regarding communication as a management function role was collected by using quantitative and qualitative methods which involved the application of questionnaires and interview from the respondents. The response to the questionnaire items is presented in a tabular form, followed by a brief synthesis of the findings and the responses to the interview items which are presented in a narrative form. The chapter was divided into two sections, namely: the analysis of data collected through questionnaire and the analysis of data collected through interview.

The final chapter of the study presents findings, recommendation and conclusion. The major findings of the study that arose from the research objectives of the study which are, to determine the role of communication as a management function, to describe the barriers to communication systems at the University, to determine the positive outcomes of effective communication system at the University, and to recommend the strategies to enhance communication as a management function at the University. The recommendation of the study that arose from the research objectives of the study which are, to determine the role of communication as a management function, to describe the barriers to communication systems at the University, to determine the positive outcomes of effective communication system at the University, and to recommend the strategies to enhance communication as a management function at the University. This study also presented recommendations on the principles of Public Management, recommendations on the future research, limitation of the study and lastly concludes the study on communication as a management function with specific references to the University of Venda.

## LIST OF REFERENCES

- Ahmed and Sheilds, K, J. (2010). *Social Choice and Individual Values*. New Heaven, CT: Cowles Foundation, Yale University.
- Amdur, R, J. and Bankert, E.A. (2010). *Institutional review board. Member handbook*: Jones & Bartlett Publishers.
- Andrisson, A. (2002). The citizen as consumer. Role in policy-making. *Journal of Public Administration*, 37 (1), 55-69.
- Asirvatham, S. (2009). Beyond the distance barrier. *Journal of Property Management*, 65 (5), 42-48.
- Babbie, C. (2010). The developmental role of local government, Bloemfontein Local Authority: A case study in, *Journal of contemporary History*. 25(1), 213-230.
- Bârliba, M. C. (2007). *Paradigmele comunicării*" (Editura Științifică și Enciclopedică, București): New York.
- Berge, Z. (2011). *Obstacles faced at various stages of capability regarding distance education in institutions of higher education*. Tech Trends, 45 (4), 40-45.
- Best, J,W. and Kahn, J,V. (2016). *Research in education*. Pearson Education. India: Washington D.C.
- Bok, D. (2009). *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More-New Edition (Vol. 2)*. Princeton University Press.
- Boxall, P. and Purcell, J. (2008). *Strategy and Human Resource Management*, 2nd edition. Basingstoke and New York: Palgrave Macmillan
- Bredenkamp, D,B. (1995). *Manual on Quantitative Estimation of Groundwater Recharge and Aquifer Storativity: Based on Practical Hydro-Logical Methods*. Water Research Commission. South Africa: Pretoria.
- Bryman, A. (2012). *Social research methods*. New York: Oxford University Press.
- Burgin, M. (2010). *Theory of information: fundamentality, diversity and unification (Vol. 1)*. World Scientific.
- Burns, S, N. & Grove, S. K. (2003). *Understanding Nursing Research. 3<sup>rd</sup> edition*. Philadelphia: Saunders.

Cameron, R. (2011). Mixed Methods Research. The Five Ps Framework. *Electronic Journal of Business Research Methods*, 9(2), 80-96.

Cameron, R. (2011). Mixed Methods Research. The Five Ps Framework. *Electronic Journal of Business Research Methods*, 9(2), 80-96.

Cover, J.W. (2012). Research design. Qualitative, quantitative, and mixed methods approach. New York: Sage publications.

Cresswell, J.W. (2013). *Research Design, Qualitative and Quantitative Approaches*, London: Sage Publishers.

Creswell, J.W. (2014). *Research design: Qualitative, quantitative, and mixed methods. (4th ed)*. SAGE publications.

Crons Brens, J.W. and Verba, V. L. (2011). *Designing and conducting mixed methods research. 2<sup>nd</sup> edition*. Thousand Oaks, CA. New York: Sage Publications.

Curran, J. (2018). *Communication and history. In B. Zelizer (Ed.), Explorations in Communication and History (Shaping Inquiry in Culture, Communication and Media Studies)* New York: Routledge.

Cutlip, S, M. Center, A.H., & Broom, G.M. (2006). *Effective public relations (9th Ed.)*. UpperSaddle River, NJ: Pearson Prentice Hall.

Daly, H,E. and Farley, J. (2011). Ecological economics. Principles and applications: Island press.

De Vos, A,S. (2014). Research at grass roots for the social sciences and human service professions. Pretoria: Van Schaik.

Du Plessis, H, and Van Niekerk, A. (2014). A new GISc framework and competency set for curricula development at South African universities. *South African Journal of Geomatics*, 3(1), 1-12.

Dudley, O,D. and John, S.T. (2006). Restructuring and reform in the electricity industry in South Africa towards competition of state - owned utility. *Journal of Public Administration. Spring Conference proceedings*, 32(1), 52-65.

Dudley-Evans, T. and John, S,T. (1998) '*The stakeholder theory of the corporation: concepts,evidence and implications*'. *Academy of Management Review* 20(1): 65-91.

Durrheim, K. (2013). Research in practice. Applied methods for the social sciences. Cape Town: University of Cape Town.

- Edmonds, W,A, and Kennedy, T,D. (2010). A reference guide to basic research design for education and the social and behavioral sciences. New York: Routledge.
- Entwistle, N,J. (2013). *Styles of learning and teaching: An integrated outline of educational psychology for students, teachers and lecturers*. David Fulton Publishers.
- Ewing, W. (2006). 'The uncertainties of management in the management of uncertainty: employers, labour relations and industrial adjustments in the 1980s'. *Work, Employment and Society* 1 (3): 281-308.
- Fink, A. (2012). *How to conduct surveys. A step-by-step guide*. New York: Sage Publications.
- Flick, R, & Ernst V. (2014). *A Companion to Qualitative Research*. London: Sage.
- Flick, U. (2014). An introduction to qualitative research. New York: Sage publication.
- Friedli, K, and Almond, M. (2015). A study of sertraline in dialysis. A protocol for a pilot randomised controlled trial of drug treatment for depression in patients undergoing haemodialysis. Hertfordshire: University of Hertfordshire.
- Fuchs, C. (2011). Foundations of critical media and information studies. New York, NY: Routledge.
- Gandiya 2009 :21 (2009). Policy of communication: University of Venda.
- Greenberg, J (2011). Behavior in Organisation; Tenth Edition. London: Pearson Education.
- Habermas, J. (1987). *Theory of communicative action: Vol. 2*. Boston, MA: Beacon Press.
- Harman, P (1998). The origins and outcomes of South Africa's Integrated Development Plans (In van Donk, M. Swilling, M. Pieterse, E and Parnell, S. (eds.) Consolidating Developmental Local Government. Lessons from the South African Experience: Cape Town. UCT Press.
- Harris, T,E. & Nelson, M,D. (2008). *Applied organizational communication: Theory and practice in a global environment*. New York: Lawrence Erlbaum.
- Hart, R,A. (2013). Children's participation. The theory and practice of involving young citizens in community development and environmental care. New York: Routledge.
- Helms, M,M. & Nixon, J. (2010). Exploring SWOT analysis—where are we now? A review of academic research from the last decade. *Journal of strategy and management*, 3(3), 215-251.
- Holloway, I, and Wheeler, S. (2010). *Qualitative research in nursing*. 2<sup>nd</sup> edition. Blackwell publishing: Oxford.
- Horkheimer, M. (2002). *Critical theory*. New York, NY: Continuum.

- Hussy, E. (2013). *Hematology: basic principles and practice*. Elsevier Health Sciences. USA: University of Chicago.
- Jablin, F.M & Putnam, L. L. (2011). *The new handbook of organizational communication: Advances theory, research and methods*. California: Sage Publications.
- Johnson, P, and Clark, M. (2010). *Research methods for managers*. London: Sage publications.
- Jonaseen, J, Spector, K.V. Driscoll, B, & Van Merrienloer, W.D. (2008). Viewers' miscomprehension of televised communication. *Journal of Marketing*, 46(4), 12-27.
- Jones, E., Watson, B., Gardner, J., & Gallois, C. (2004). Organizational communication: Challenges for the new century. *Journal of Communication*, 54(4), 722-750.
- Karts, M. (2011). *Data mining. Concepts, models, methods, and algorithms*. New York: John Wiley & Sons.
- Kotler, D. and Cohen, B. (2012). Towards a service-based business model—Key aspects for future competitive advantage. *European management journal*, 28(6), 479-490.
- Kreps, R. (2011). *Research Methodology. A Step-by-Step Guide for Beginners*. 3rd Edition. New Delhi: Sage publication.
- Kruger, S.J. & Welman, J. C. 1999. *Research Methodology for the Business and Administrative Sciences*. Oxford university press.
- Kumar, R. 2015. *Research Methodology, A Step by Step Guide for Beginners, (2<sup>nd</sup> ed)*: London, Sage Publishers.
- Leeds-Hurwitz, W. (2009). *Social Construction of Reality. Encyclopedia of Communication Theory*. Thousand Oaks, CA: Sage Publications.
- Leedy, P. 1994. *Research Methods*. Juta publishers. Cape Town.
- Lincoln, Y.S. and Guba, E.G. (1985). *Naturalistic Inquiry*. Newbury Park, CA: Sage Publications
- Lloylyn, D,W. & Lioafu, K,J. (2016). CPMs vs. CPIMs: Implications for media planning. *Journal of Advertising Research*, 34(4), 34-43.
- McQuail, E.F and Windahl G.U. (2015). *The market research toolbox*. Thousand Oaks, CA: Sage Publications.

Lovlyn Ekeowa, K. (2016). *The Role of Effective Communication in Strategic Management of Organizations*. Department of Management Faculty of Business Administration. University of Nigeria: Enugu Campus.

Madalina A. (2017). *The Managerial communication: The Link between the identity of the organization and the reputation of the organization*".

Magdalena, L and Loana, J. (2009). *Communication Efficiency within Higher Education Institutions: The Case of Romania*. European Research Studies, Volume XII, Issue (2) 2009.

Mahole, E. 2016. Developing Leadership reading material: University of Venda

Maio Mackay, M. (2001), "Evaluation of brand equity measures: further empirical results", *Journal of Product & Brand Management*, Vol. 10(1) 38-51.

Marshall & Rossman (2015). *Management Communication and Employee Performance: The Contribution of Perceived Organizational Support, Human Performance*. Penguin: London.

Mcfarland, R.T. (2015). *Foundations for gathering and interpreting behavioral data: An introduction to statistics*. Pacific Grove, CA: Brooks/Cole.

McLeod, S.A. (2014). *Sampling Methods*. Barreiro and Albandoz Printers: Australia.

McMullen, N & Linda M. (2012). *A discursive analysis of Teresa's protocol: Enhancing oneself, diminishing others'*, in Frederick J. Wertz, et al., *Five Ways of Doing Qualitative Analysis: Phenomenological Psychology, Grounded Theory, Discourse Analysis, Narrative Research, and Intuitive Inquiry*. New York: Guilford.

McQuil, J.H. and Windahl, S. (2010). *Research in Education. A Conceptual Introduction* 5<sup>th</sup> Edition. New York: Longman.

Mehra. J. 2006. *The Important of Communication as a tool in Business Management*. Springer. Volume 32(8).

Melissa, H. (2014). *Effective Communication in Higher Education*. Individual Applied Research Thesis.

Ritchie, J, and Elam, R.G. (2013). *Selecting samples. Qualitative research practice. A guide for social science students and researchers*. London: Sage publication.

Schurink, W, Fouche, C,B. and De Vos A,S. (2011). *Qualitative data analysis and interpretation*. In De Vos, A.S, Strydom, H. and Delport, C.S.L. *Research at Grass Roots. For the social sciences and human service professions*. 4<sup>th</sup> edition. Pretoria: Van Schaik Publishers.

- Senge, R. (2016). *Research methods for business. A skill building approach*. New York: John Wiley and Sons.
- Smidts, A, Pruyn, A.T. & van Riel, C. (2001). The impact of employee communication and perceived external prestige on organizational identification. *The Academy of Management Journal*, 1-29.
- Smit, P,J. & De J Cronje, G,J. (2004). *Management Principles 3rd edition*. Juta publishers. Cape Town.
- Smith, P. (2004). *Planning at the landscape scale*: New York. Routledge.
- Smythe, J. (2016). *The changing role of internal communication in tomorrow's company*, *Managing Service Quality*, 6(2), 41-44.
- Soitu, L. (2016). *Comunicare și educație*” (Editura Spiru Haret, Iași).
- Stanton, N. (2005). *Comunicarea* (Editura Societate Știință și Tehnică, București).
- Stevens, J.P. (2012). *Applied multivariate statistics for the social sciences*. London: Routledge.
- Streubert-Speziale, H,J. and Carpenter, D.R. (2011). *Qualitative research in nursing. Advancing the humanistic imperative*. 3<sup>rd</sup> edition. Philadelphia: Lippincott Williams and Wilkins.
- Swart, M. (1998). *Mixed method research: Instruments, validity, reliability and reporting findings*. Theory and Practice in Language Studies. Iran: University of Tabriz.
- Szlagy, F. (1999). Focusing on the customer in the public sector. *Journal of Public Administration*, 34(2), 104 -123.
- Tubba, T,C. (1991). *Statistics in plain English*. New York: Routledge.
- Turunen, H, and Bondas, T. (2013). Content analysis and thematic analysis. Implications for conducting a qualitative descriptive study. *Journal of Nursing & health sciences*, 15(3), 398-405.
- Vele, N,J. (2012). *Policy of communication*: University of Venda.
- Wang, Y. (2011). *Master's Thesis submitted to the Department of Informatics and Media*. Uppsala University.
- Webber, G,J. (1999). *Opvoedende Leer*. Educational Learning: Durban. Butterworth.
- Wesley, C,D. and Krishnan, P.W. (2003). *The Management of Public Finance. A practical guide*. Cape Town: Oxford University Press.



Wiles, R. Crow, G. Heath, S. and Charles, V. (2008). The management of confidentiality and anonymity in social research. *International Journal of Social Research Methodology*, 11 (5) 417–428.

Yan, T,C. (2011). *Statistics in plain English*. New York: Routledge.

Zareen, H. (2013). *Effective communication brings successful organizational change*. Department of Business Administration: Aligarh Muslim University, Aligarh, India.

**ANNEXURE "A"**



**University of Venda**

**12 August 2019**

Mrs T.R. Muthadzwi  
University of Venda  
Private Bag X5050  
THOHoyANDOU  
0950

**Office of the Director:  
Communications and Marketing**

University Road, Thohoyandou, Limpopo  
Private Bag X5050, Thohoyandou, 0950  
Limpopo, South Africa

+27 15 962 8670 / 8112

+27 15 962 4743

communications.marketing@univen.ac.za

Dear Mrs Muthadzwi

**PERMISSION TO CONDUCT RESEARCH AT THE UNIVERSITY OF VENDA**

You are hereby granted permission to conduct research at the University of Venda.

The Research will be based on your Masters of Public Management titled:  
"Communication as a Management function with specific reference to University of  
Venda."

Please ensure that your data collection is restricted to distribution of questionnaires to  
selected students and staff members as portrayed in your proposal.

The research must adhere to the University of Venda Research Ethics Code adopted by  
the Institute you are registered with.

Thank you



.....  
**DR T.V. DZAGA - APR  
DIRECTOR COMMUNICATIONS AND MARKETING**

## **ANNEXURE “B”**

**6 August 2019**

Dr T.V. Dzaga  
Director: Communications and Marketing  
University of Venda  
Private Bag X5050  
THOHOYANDOU  
0950

Dear Dr Dzaga

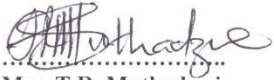
**REQUEST FOR PERMISSION TO COLLECT DATA FOR MASTER OF PUBLIC MANAGEMENT (MPM) STUDIES OF MRS. T.R MUTHADZWI - STUDENT NUMBER: 11533920**

Kindly be informed that I am currently finalizing my mini-dissertation with the OR Tambo Institute of Governance and Policy Studies. My topic approved by the Institute is “Communication as a management function with specific reference to University of Venda”. I have made considerable progress in the study and now I am at the stage where I have to do data collection. I humbly request that I be given permission to interview few members of the staff as well as few students to complete my study. I will also circulate a questionnaire to few staff members and the students as well. A copy of the questionnaire is attached with this request.

This study is solely for academic purpose and it is for a mini-dissertation which is complementing the coursework I have already passed. The study is no way infringing the rights of any participant nor compromise any classified information of the University. The study observe the ethical protocol of the University as subscribed by the Institute I have enrolled with. What is required is just opinions from few selected staff members and students. The participation is on voluntary basis and no personal information is required. Any inquiries in relation to my study can be forwarded to my study supervisor Dr Mahole within the School of Management Sciences who is accessible on Cell: 073 644 6301 or Email: [Ephraim.Mahole@univen.ac.za](mailto:Ephraim.Mahole@univen.ac.za).

I solely rely on your assistance for my endeavor.

Your assistance in this regard will be highly esteemed.



Mrs T.R. Muthadzwi  
STUDENT NO. 11533920

**ANNEXURE "C"**



**University of Venda**

SCHOOL OF MANAGEMENT SCIENCES  
OR TAMBO SCHOOL OF GOVERNANCE AND POLICY STUDIES

To: Ms TR Muthadzi (Student No: 11533920)  
Master of Public Management (MPM) Candidate


07 August 2019

**RE: MINI-DISSERTATION IN PUBLIC MANAGEMENT (MPM) DATA COLLECTION**

It is my pleasure to inform that your mini-dissertation titled "**Communication as a management function with specific reference to University of Venda**" is at the stage wherein you have to do data collection. Kindly ensure that you acquire necessary permission to collect such data in terms of the ethical considerations that have been provided for in your proposal.

Any queries that are related to your mini-dissertation research project can be forward to Dr Mahole at telephone 073 644 6301 or Email: [Ephraim.Mahole@univen.ac.za](mailto:Ephraim.Mahole@univen.ac.za) as the supervisor.

The Institute would like to wish you all the best towards finalization of your studies



2019/08/07

Prof Nghamula Nkuna

OR Tambo Institute of Governance and Policy Studies

## ANNEXURE “D”

### LETTER TO PARTICIPANT

*Enquiries* : Muthadzwi T.R. P.O. Box 9  
*Cell* : 072 168 7368 TSHAULU  
*Email* : [trmut@univen.ac.za](mailto:trmut@univen.ac.za) 0987

**04 June 2019**

#### Dear participant

I, Muthadzwi Tshililo Rachel, am registered student at the University of Venda doing Master of Public Management (MPM). I am required to conduct a research project in order to complete my study. The title of my research is “**Communication as a management function with specific reference to University of Venda**”.

I would be most grateful if you would help me with this part of my research project by taking part in this study by providing the information needed by the researcher. Be advised that your participation in this study shall be on voluntary bases and you can withdraw from this study at any point if you wish so. The researcher assures you that the information provided will be treated as confidential and will be used for educational purposes only.

In anticipation, please accept my sincere appreciation for your willingness to take part in this research as a volunteer participant.

Yours sincerely

.....  
**MUTHADZWI TSHILILO RACHEL**  
**STUDENT NUMBER.11533920**

**ANNEXURE “E”**

**INFORMED CONSENT LETTER**

I, .....,  
hereby agree to participate in the research study, titled “**Communication as a Management Function with specific reference to University of Venda**”. By signing this consent form, you indicate that you understand the information provided to you by the researcher regarding the study, your question about the research has been answered to your satisfaction, and you voluntarily agree to participate in this study.

- Participation in this study will involve being interviewed by the researcher and research assistants and notes will be written down during the interviews.
- Participation in this study is voluntary and no participant will be paid for their participation.
- The researcher will not write participants by their names in any reports using information obtained from a research instrument, and that any confidential information provided by the participant in this study will remain secure. Subsequent use of records and data will be subjected to standard data use policies which protect the anonymity of individuals.
- I understand that the information I give may not be used for any other purpose except to help the researcher to meet scholastic expectations. For more information, respondents can contact Dr. E. Mahole, my promoter at 015 962 8145.

.....  
**SIGNATURE**

.....  
**DATE**

**ANNEXURE “F”**

**INSTRUMENT  
QUESTIONNAIRE**

**COMMUNICATION AS A MANAGEMENT FUNCTION WITH THE SPECIFIC  
REFERENCE TO THE UNIVERSITY OF VENDA**

This study is based on communication as a management function with specific reference to the University of Venda. I humbly request you to be part of the study by providing your perspective on communication as a management function. Note that there is no right and wrong answer. Please put a cross (X) where you fill it is appropriate.

**SECTION A: BIOGRAPHICAL DETAILS OF RESPONDENTS**

**1. Gender of respondent**

Male	
Female	

**2. Age of respondent**

Less than 21 years	
22 to 30 years	
31 to 40 years	
41 to 50 years	
51 years and above	



### 3. Position of respondent

Vice-chancellor and principal	
Deputy Vice-Chancellor: Operations	
Deputy Vice Chancellor: Academic	
University of Venda Registrar	
Director	
Dean	
Deputy Dean	
Head of Department	
Lecturer	
Administration staff member	
Security manager and Supervisor	
Student	

### 4. Qualification of the respondents

National senior certificate (Grade 12) and below	
Bachelor's degree/ National diploma	
Honors degree/ B-Tech degree	
Master's degree/ M-Tech degree	
Doctoral degree/ D-Tech degree	

### 5. Years in the University

3 years and less	
04 to 08 years	
9 to 15 years	
16 to 20 years	
21 and above	

## SECTION B: COMMUNICATION AS A MANAGEMENT FUNCTION

Item No.1	The role of communication as a management function	Strong Agree	agree	Not sure	Disagree	Strongly Disagree
6.	Effective communication promotes morale to the University community on the task to be done.	1	2	3	4	5
7.	Communication plays a crucial role in altering individuals' attitude in the University.	1	2	3	4	5
8.	The university uses communication to manage its employees.	1	2	3	4	5
9.	Effective Communication contributes to an inspirational organisation	1	2	3	4	5
1.0	The University considers communication as a management function.	1	2	3	4	5

Item No.2	Barriers of communication at the University of Venda	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
11.	Language difference promotes communication at the University.	1	2	3	4	5
12.	Signage is used by the University as a source of communication.	1	2	3	4	5
13.	The University has resources to communicate with the University community. (Email, SMS, WhatsApp, Facebook, twitter, notice board)	1	2	3	4	5
14.	Technology is used by the University to enhance communication.	1	2	3	4	5
15.	The University infrastructures are user friendly to the University community for consultation.	1	2	3	4	5
16.	The University has live video streaming during the graduation ceremony and other events.	1	2	3	4	5

Item No.3	Positive outcomes of effective communication at the University of Venda	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
17.	There is good employer – employee relationships in the University.	1	2	3	4	5
18.	Communication in the University develops long lasting employee motivation.	1	2	3	4	5
19.	The University uses communication to promote institutional performance.	1	2	3	4	5
20.	Effective communication allows employees to work harmoniously.	1	2	3	4	5
21.	The University management uses communication to enhance interpersonal relationships in the University.	1	2	3	4	5

Item No.4	Strategies to enhance communication at the University of Venda	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
22.	The University has policies that promote communication.	1	2	3	4	5
23.	The University Community knows where to launch complaints.	1	2	3	4	5
24.	The University has resources to communicate with outside community. (i.e Grade 12 students)	1	2	3	4	5
25	There are clear communication channels that the University uses to present its business plan.	1	2	3	4	5
26.	There is adequate training of employees to acquire effective communication skills.	1	2	3	4	5

**“THANK YOU FOR YOUR PARTICIPATION”**

**ANNEXURE “G”**
**INSTRUMENT**
**INTERVIEW SCHEDULE**
**COMMUNICATION AS A MANAGEMENT FUNCTION WITH THE SPECIFIC  
 REFERENCE TO THE UNIVERSITY OF VENDA**

**INSTRUCTIONS:** This is the study on communication as a management function with specific reference to the University of Venda. I humbly request you to be part of the study by providing your perspective on communication as a management function. Note that there is no right and wrong answer. Please put a cross (X) where you fill it is appropriate.

**SECTION A: BIOGRAPHICAL DETAILS OF PARTICIPANT**
**1. Gender of respondent**

Male	
Female	

**2. Age of respondent**

Less than 21 years	
22 to 30 years	
31 to 40 years	
41 to 50 years	
51 years and above	

### 3. Position of respondent

Vice-chancellor and principal	
Deputy Vice-Chancellor: Operations	
Deputy Vice-Chancellor: Academic	
University of Venda Registrar	
Director	
Dean	
Deputy Dean	
Head of Department	
Lecturer	
Administration staff member	
Security manager and Supervisor	
Student	

### 4. Qualification of the respondents

National senior certificate (Grade 12) and below	
Bachelor's degree/ National diploma	
Honors degree/ B-Tech degree	
Master's degree/ M-Tech degree	
Doctoral degree/ D-Tech degree	

### 5. Years in the University

03 years and less	
04 to 06 years	
07 to 10 years	
11 to 15 years	
16 to 20 years	
21 years and above	

## SECTION B: COMMUNICATION AS A MANAGEMENT FUNCTION

**INSTRUCTIONS:** Please answer the following questions:

6. What are the roles of communication at the University of Venda?

.....  
.....  
.....  
.....  
.....  
.....

6.1 What are the different types of communication the university uses to communicate with the university community?

.....  
.....  
.....  
.....  
.....  
.....

6.2 What is the type of communication that is mostly used in the university to communicate with its community?

.....  
.....  
.....  
.....  
.....  
.....

7. What are the barriers of effective communication at the University of Venda?

.....  
.....  
.....  
.....



.....  
.....

7.1 What are the causes of barriers to effective communication at the university of Venda?

.....  
.....  
.....  
.....  
.....  
.....

8. What are the positive outcomes of effective communication system at the University of Venda?

.....  
.....  
.....  
.....  
.....  
.....

9. What are the possible strategies to enhance effective communication at the University of Venda?

.....  
.....  
.....  
.....  
.....  
.....

**“THANK YOU FOR YOUR PARTICIPATION”**

**ANNEXURE "H"**

**SCHOOL OF HUMAN AND SOCIAL SCIENCES**

13 December 2019

TO WHO IT MAY CONCERN

Sir/Madam

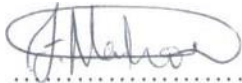
This serves to confirm that I have proof-read Mrs. T.R. Muthadzwi's research project titled, 'COMMUNICATION AS A MANAGEMENT FUNCTION WITH SPECIFIC REFERENCE TO UNIVERSITY OF VENDA'.

The proof-reading entailed editing some parts of the document; for example, to avoid wordiness, redundancy, sub-dividing sentences, and so on, to make the document more understandable.

However, I have not tampered with the content of the document, except where this constituted repetition or made the document confusing.

The research project is presently ready for examination.

Sincerely



Mr. F. Mahori

Lecturer

Department of English