

**PRACTICES AND CHALLENGES OF COMMUNICATION IN  
SOME SELECTED GOVERNMENT MIDDLE LEVEL TVET  
INSTITUTES IN ADDIS ABABA**

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE  
STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT

**BY**

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

<b>AACA</b>	Addis Ababa City Administration
<b>AAU</b>	Addis Ababa University
<b>MoE</b>	Ministry of Education
<b>TE</b>	Technical Education
<b>TVET</b>	Technical and Vocational Education and Training
<b>VE</b>	Vocational Education

## **ABSTRACT**

The main purpose of this study was to analyze the practices and challenges of communication in middle level TVET institutions in Addis Ababa. The study pointed at noticing the best channel and type of communication for healthy working condition in the institutes. In line with this, descriptive survey design was employed. The study was conducted in five of the six middle level institutions of Addis Ababa. In this effect, accessibility sampling was employed. The respondents of the study were one hundred and twenty eight trainers and twenty four institute heads and totally one hundred and fifty two respondents. Information was generated from the subjects through a survey questionnaire. Different statistical tools like mean values, percentage, frequency distribution, rank order correlation and standard deviation were used to analyze the data. The findings of the study revealed that the number of females was less than that of males in all respondents. Trainers were mostly using oral and informal types of communication while institute heads mostly using written channel through formal type of communication in their institutes. In addition to this, perceptual difference, information overload, time pressure and lack of communication skill were among the main challenges stated by both respondents. The outcomes of the study indicated that there was a disordered and disorganized practice of communication. As a result, the work environment of the institution was not encouraging and this is disturbing the technology transfer, industry extension and training process. In order to alleviate the challenges, trainers should be provided with full and timely information and institute heads need to be encouraged to apply face to face communication, understand the communication challenges of trainers and to give independence of access to all staff members.

# **CHAPTER ONE**

## **Introduction**

### **1.1. Background of the study**

Organizations like Technical and Vocational Education and Training/TVET/ institutions cannot exist without communication. If there is no communication, employees cannot know what their co-workers are doing, managers cannot receive information inputs and supervisors cannot give instructions. Coordination of work is impossible and the organization will collapse for lack of it (Davis and Newstrom, 1985:425). The importance of communication is immeasurable. It has the role of connecting generations using various media .Moreover; the role of communication has been increasing in every aspect of today's human life. Human beings establish organizations in order to satisfy their needs. In these organizations, the role of communication is significant. It is a vital instrument for translating plans and decisions in to action and achieving the predetermined goal. Seeing this vitality, many writers in the field of management used figurative words to describe communication. Among these, Silver (1981:384), stated that communication is the uneasy system which ties together all elements of the organization.

However, there are interfering factors such as misunderstanding and gap of messages. These factors have the potential to disturb the smooth flow of communication process, affecting goal achievement. Supporting this, Chandan (1987:259); said that many operations have failed because of poor communication, misunderstanding of messages and unclear instructions. Institutions can smoothly function only if they have effective communication systems. Without such system, institute heads cannot give instructions and get feedback as possible; trainers will not understand their duties well nor can they accomplish them effectively. There cannot be good relationship

between the trainers and the administration staff members if the communication system is crippled.

According to Sigband, (1982:4), communication is the link that harmonizes each person and group in an institution because, it is the life blood of every organization. When the communication through the various channels of the organization is smooth and effective; the organization will be usually in respectable health. When the channels are broken down and the flow is inadequate and the organization suffers in many ways.

As Knezevich (1969:67) stated that communication is a means to accomplish the objectives of an institution. It is central in all managerial activities and it gives nations, institutions and governments as well as individuals a force which well-planned and executed wrought changes in the lives of people and society.

Institution workers have to know the needs and interests of their organization. The leaders also need to know the interests and wishes of their followers. This can be done with the help of an efficient and effective communication system. In line with this, lack of system can promote an atmosphere of confidentiality and mistrust which hinders the smooth functioning of the institution. Since a climate of open communication improves the chances for high productivity and job satisfaction ( Weeks and Jameson in Sigband,1982:589 ), stated that communication is vital that managers; in line with heads of institutions, be aware of the importance of communication and take the necessary measures to keep it smooth and effective.

Technical and Vocational Education and Training in Ethiopia is one of the most important devices for individual and social development. It is also an essential agent for social transformation and get out of the vicious cycle of poverty. In this case the Ethiopian government introduced new education and training policy (MoE, 2004:1-5) that emphasize among others in

producing competent citizens comply with Agricultural Development Lead Industrialization based strategy of the country so far.

However, in Addis Ababa TVET institutions administrative staff members and trainers are usually heard complaining that there are some misunderstandings between the institute heads and themselves. They do not get all the necessary information needed to accomplish their tasks on time; nor do they have the chance of sending the necessary feedback, comments and new ideas to be based on social instruction, Zaudneh ( 1987:236 ) stated that lack of smooth and effective communication network is observed in many of our institutions now a days.

Due to this and other challenges, the quality of training, industry extension and technology transfer seem to be deteriorating from time to time. Hence, the researcher was highly interested in analyzing the practices and challenges of communication in TVET institutions of Addis Ababa City Administration.

## **1.2. Statement of the problem**

Communication plays the major role in an organization. Effective communication has an important role for good management of TVET institutions that enables success in attaining the goals and objectives. However, many times, it is said that our institutions are not in a position of achieving their objectives. Many causes can be mentioned for this missing of objectives. One of these can be challenges of communication between administrators and trainers. Therefore, many practitioners have conducted research in the field of communication problems in senior secondary schools. Among these researchers Hirpa (1983), Gizaw (1985), Girmay (1992) and Melesew (2001) are the researchers who in one or the other way, dealt with such studies and point to communication problems in senior secondary schools in Addis Ababa and Ethiopia and in primary schools of Sekota (North Wollo). But to the knowledge of the researcher, no study was conducted on

practices and challenges of communication in government TVET institutions of Addis Ababa.

In general, there are many communication challenges in our institutions. While serving as an Industry extension and Technology transfer Coordinator, the student researcher has the chance observing the nature of institutional communication focus on the practices and challenges. Hence, the researcher believes that the problem is wide and has contributed as much as possible to the deterioration of Addis Ababa's city Administration TVET institutions training quality and needs a research based solution.

Hence, this study would contribute to closing the existing research gap. To this end, the following basic questions were set:

1. What are the main means of communication used in the institution?
2. What are the communication roles of trainers and institute heads in the institution?
3. What are the major barriers of communication between institute heads and trainers ?
4. How can the barriers of communication in the institution be alleviated?

### **1.3. Objectives of the study**

The study would have the following major objective:

1. To analyze the practices and challenges of communication in TVET institutes of Addis Ababa City Administration.

The specific objectives of the study were:

1. To identify the means (channels and types) of communication among administrators, their staff members and trainers in training institutions.
2. To investigate the roles of trainers and institute heads in the communication processes in middle level TVET institute.

3. To identify the challenges/barriers of communication between trainers and institute heads that affect the attitudes of them towards alleviate communication practices.
4. To give possible recommendations for alleviating problems related to the utilization of effective communication in administrative staff members and trainers.

#### **1.4. Significance of the study**

This study focuses on the practices and challenges of communication in government TVET institutions in Addis Ababa City Administration so as to make persons who have to work in harmony, proper utilization of communication systems for any TVET institution is very important. Miscommunication of trainers, administrators and their staff members make the achievement of training goal difficult.

Therefore; the student researcher believes that identifying these problems and trying to suggest some ways of solving the challenges are the step forward to improve the quality of training in Addis Ababa. Hence, this study may contribute the following benefits:

1. It may help the managers to take timely measures to alleviate the current challenges of communication patterns in the institutions.
2. It may raise awareness of trainers and TVET institute heads about the importance of an open system of communication.
3. It may help the educational training authorities to assign the responsible and qualified institute heads in training institutions.
4. It may help other researchers as a stepping stone for further in-depth research in the areas of communication in TVET sector.

### **1.5. Delimitation of the study**

There are six middle level government TVET institutions in Addis Ababa. These institutions are well organized, having nine and above departments. In order to make the study manageable, the student researcher, delimited the study to five institutions at Lideta sub-city (Higher 4), Addis Ketema sub-city (Higher 7), Yeka sub-city (Higher 12), NefasSilik sub-city (Higher 20) and Arada sub-city (Birehane Ethiopia). The focus was on the formal intra staff exchange of messages. The institute community interactions and communications made with the trainees were not the concern of the research. Therefore, the emphasis was on the exchange of messages between the trainers, administrators and their staff members.

### **1.6. Limitation of the study**

Lack of interest of trainers and institute heads to fill the questionnaire, lack of experience in research work, lack of information in the study area and lack of finance and time were the serious problems. But the student researcher with the efforts that have been made, the study comes up with some relevant results.

### **1.7. Organization of the study**

The study has been organized into five sections. Following the introductory part which covers the background, statement of the problem, objectives, significance, delimitation and limitation of the study. Chapter two covers review of related literature and explore some of the basic concepts and issues of communication. Chapter three deals with the research design and methodology employed in the study. Presentation of results, analysis and discussion part is treated in chapter four. Finally, chapter five concludes the study with a brief overview of the findings, conclusions and presents relevant recommendations.

## **1.8. Definitions of terms**

The following definitions and concepts are used in the context of the study.

**Communication:** is the flow of thoughts and emotions between or among persons with the objective of bringing about mutual understanding and good human relations (Prasad and Banerjee, 1985:72).

**Technical and Vocational Education and Training (TVET):** is any education, training and learning activity leading to acquisition of knowledge, understanding and skills which are relevant for employment (MoE, 2006:50).

**Training institution:** is location or organizational set-up in which TVET is supplied (MoE, 2006: 50).

**Training:** is any technical and vocational education and training provided through formal or non-formal program leading to a certificate or a college diploma and also it including competence earned through work experience (MoE, No.391 / 2004:55).

**Vocational Education and Training:** refers for this study purpose business area of training such as Accounting, Administration Office and secretary, Human Resource Administration, Marketing Purchasing and Insurance and other soft skill fields.

**Technical Education and Training:** refers for this study purpose hard skill areas of training such as Construction, Metal Manufacturing, Leather Technology, Textile Technology, Automotive, Electricity/Electronics, Wood Manufacturing, and other hard skill fields.

## **CHAPTER TWO**

### **Review of the related Literature**

This chapter of the study discusses the main areas related to institutional communication. These covers the concept of communication, channels of communication, types of communication, barriers of communication and methods of alleviating the barriers of communication in the institutes.

#### **2.1. The concept and meaning of communication**

Communication has been explained and defined by many novelists in several ways. These novelists have their own viewpoints to define this term. Therefore; communication is demarcated and understood from the management aspect of training institutions.

According to Challahan, Patrick and Knudson (1986:127), the term communication is suggesting and looking at some consequences of its process. They gave a broader meaning to communication by saying that communication occurs whenever two or more parties interrelate. Freeman and Gilbert (1998:525) that communication as the process by which people seek to share meaning through the transmission of symbolic messages. According to them, the term communication is derived from the Latin word 'commenis' or communicare, which means common (to share common to many). Then, it is the process of people sharing thoughts, ideas and feelings with each other in commonly understandable ways.

Therefore; communication is not a onetime event but a continuing two way process. In line with this process, both institute heads and trainers play a major role in sending and receiving meaning full messages to create and attain common understanding.

## **2.2. Importance of Communication**

Communication is the heart of institutions. It is the practice or process that acquaintances individuals, groups and organizations. It enables inputs to the organization from the environment and outputs from the organization to the environment. It populates a central place in organizations due to the structure, comprehensiveness, and scope of organization is almost exclusively determined by communication techniques. Tasks cannot be accomplished, objectives cannot be met and discussion cannot be implemented without adequate communication (Linenburg and Ornstein, 1991:185). Emphasizing the significance and role of communication, Silver (1987:381) also stated that without structured communication, organization would be little more than collection of people, resources and money unable to achieve goals.

In addition to this, communication is an imperative device for effective manager of any organization. It is managerial skill of an essential foundation for effective leadership since it encompasses the management functions of planning, organizing and controlling; no manager can do well without being a good communicator. Managers can be judged by their ability of communicating effectively (Whetten and Cameron, 1995:246). Hence, managers of any organizations spent 70 to 80 percent of their time in communicating. In the institutional environment, communication is an important means of coordinating the activities of institute heads, supervisors and trainers (Lunenbug and Ornstein, 1991:185).

According to Barnard in Webb and Norton (1999:48), communication is one of the indispensable functions of every decision-making that link common purpose. For an individual manager, the skill of communication is important in that he or she amends organizations and individual behavior by providing a corridor in which information flow throughout the organization and to the decision making process. Similarly, Wright and Noe(1996:486), several

evidences of research works imply that communication ability of managers is significantly related to his/her performance for the reason that they spend more of each workday in such activities as meetings, conversations and phone calls.

Besides to this, poor or lack of effective communication bothers the healthy functioning of both the institution and the individual manager most of the time, poor communication is identified as the cause of many problems in organizations because it provides the information used by managers in making decisions that upset the organization.

In general, communication among individuals and groups is vigorous to all due to its purposes. Many writers put it in various ways with little difference. But the one given by Hitt, Middlemist and Mathis (1989:411) is a comprehensive one. According to them, the purpose of communication in any organization can be sorted in to three categories like to express an idea, to prompt action from the listener and to support actions initiated by other apparatuses.

Therefore, for effective and efficient communication, these purposes should be understood and practiced by the main players of the training process and technology transfer of institutions. By its nature Technical and Vocational Education and Training (TVET) institutional environment needs a healthy communication system more than any other organizations.

### **2.3. Process of Communication**

Communication is not a one-time event and one- way process. But it is a continuous, dynamic and a two- way process. Regarding this, Myers in Hoy and Miskel (1996:345) said that communication can be viewed as a transactional process where people construct meaning and develop expectations about what is happening around them through the exchange of symbols. Many authors in the field used various kinds of prototypes of

communication to show the practice. In this study, the favored model is the one indicated by Lunenburg and Ornstein (1991:186), who are supposed researchers in writing books on educational administration.

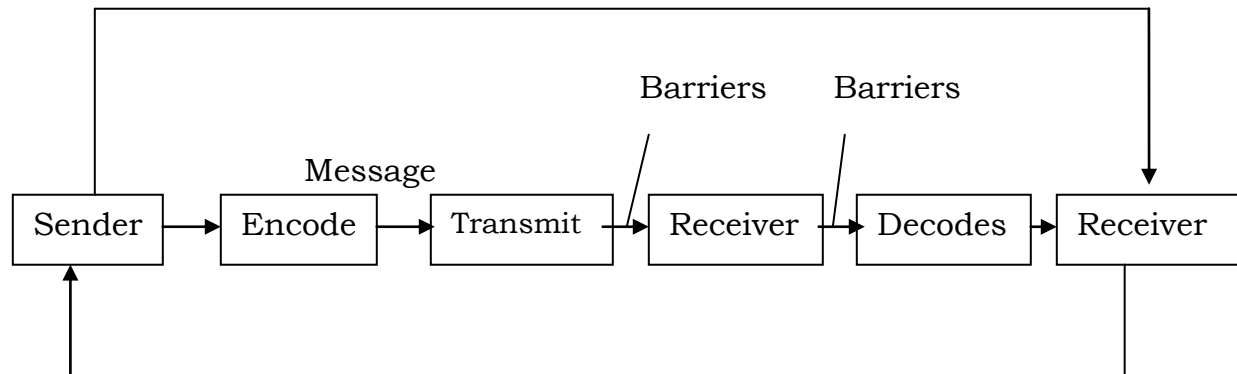


Figure 1: The communication process

**Sending** : is mounting an idea, message or information to transmit to some individual or group is the first step of the practice.

**Encoding** : is the second step which represents that the sender wishes to transmit. It translates mental thought into a code using words, numbers and gestures, non-verbal cues such as facial expressions or pictures (Kreitner and Kinicko, 1982: 438).

**Transmitting** : is a step at which the encoded message is sent by one of several methods including memos, telephone, bulletin boards and face to face communications (Lunenburg and Ornstein, 1991:186).

**Receiving** : is a subsequent step which necessitates the receiver to be a good listener if the message is oral. If the message is written, the receiver must be engaged to its indicated and roundabout meaning. Receiving the message means one or more of the receivers senses register the message (Wright and Noe, 1996:409).

**Decoding** : is the practice by which signs are rehabilitated back into ideas, thoughts, or actions in the minds of the receiver. It is essential to precision of the initial message is to be preserved. In other words, receiving is

deducing what the message means; it is the receiver's description of encoding which comprises of translating verbal, oral or visual aspects of a message in to a form that can be understood (Silver, 1981:386).

**Acting:** is the ultimate step in the communication process at which the receiver acts according to their understanding, not of the communicators. The receiver can disregard the communication, store it for possible action later, or do something else with it (Kreitner and Kinicko, 1992: 439).

**Noise:** embodies anything that hinders with the transmission and understanding of a message. It affects all relations of the communication process. Noise includes factors such as speech deficiency, poor listening, obscured hand writing and inaccurate statistics in a report (Kreitner and Kinicki, 1992:440).

**Feedback:** is the process by which the receiver returns a message to the sender. It verifies the message by telling the source whether the message has been received and understood (Moorhead and Griffin, 1995:358).

## **2.4. Types of Communication**

Communication can be viewed as two types. One group can be conducted using words verbally, face-to-face or in written form, the other group is expressed in different manners of body movements, gestures and the like. These two major groups are named as verbal and non- verbal communication.

### **2.4.1. Verbal Communication**

In verbal communication words and letters are used to epitomize ideas, emotions and objects. These words and letters are used as representatives by convention either locally or at a higher level. In most cases language difference comes because of attaching different types of symbols to the same object or idea. The verbal way of communication has two major

divisions, the oral and written communication. The common elements, in both of sides being the use of articulated words.

#### **2.4.1.1. Oral Communication**

Oral communication is a type of communication where the message is transmitted in face-to-face conversation or through the use of some technological media like the telephone, radio, etc. without the use of any writing. Face to face conversation is the most important way of communication not only provides multiple channels including body language but also gives an opportunity for immediate feedback (Davis and Newstroom, 1985:435). More meaning can be transmitted orally than in writing because when the person speaks, he or she can stress some words and the voice itself can have various meanings. Campbell, Corbally and Nystrand (1983:147) have articulated the advantage of oral communication by stating that the use of the spoken word in a face to face setting is perhaps the most effective communication process available. It permits the exchange to take place rapidly; it allows the use of body language and expressions where by the receiver can of gauge meanings from non-verbal cues.

The efficiency of the spoken word is increased greatly by the accompanying gestures, facial expressions, tones and other non-verbal communication acts. The recipient of an oral order is able to check if the meaning is not clear.

Oral communication is a very inefficient way of transmitting message to a large number of people and is also time consuming. It is not also appropriate to communicate large quantities of technical data that need memory retention (Armstrong and Dawson, 1985:87). Oral communication like that of the telephone, though has the advantage of speed and quick feedback, is not proper for confidential messages because it can be crossed by a wrong dial or can be taped or recorded by a third party. Absence of record that can serve as a document is also among the disadvantages of oral communication.

#### **2.4.1.2. Written Communication**

Silver (1981:395) stated that the printed word is a major communication medium used in organs. Managers and subordinates mostly rely up on letters, memos, reports and correspondence to convey messages according to Chandan, (1987:266) are that it serves as evidence of events and proceedings, provides a permanency of record for future reference, reduces the possibility of misunderstanding, misinterpretation and appears formal and authoritative action.

However, it has its own disadvantages such as consuming for length of reports, absence of feedback opportunity to be sure that the receiver has understood the message, written materials may leak out before time causing disruption in its effectiveness and leads to excessive formality in personal relations.

Understanding the advantages and disadvantages of written communication channel, institute heads should answer questions like when, why and who should use written communications. Also they should be skillful in effective use of this medium for the success of Technical and Vocational education and Training institutions.

Senders or mostly managers of organizations need to determine which media use for both obtaining and disseminating information. Since managerial decisions are based on the information gathered, managers should select the best media, which enables them to get reliable information. Therefore, media selection is the key component of communication effectiveness (Hoy and Miskel, 1996:348).

In TVET institutions, written communication is used when institute heads design and give job descriptions to department heads, trainers, classroom monitors and to other workers; when they send reports to Sub-City and Addis Ababa TVET Agency and they receive feed backs to their reports and

directives and when they issue daily bulletins to the institution community members (Anderson and van Dyke, 1963:534).

Thus, one of the main advantages of written communication is that the receiver can absorb the message at his or her own rate. Although, it is advantageous and widely used, it has also flexibility being the major ones.

#### **2.4.2. Non-Verbal Communication**

By definition, non-verbal communication is wordless. Most often it is perceived visually and transmitted by appearances, timings and distances, postures, movements, gestures and facial expression (Wolf, Keyser and Auner, 1979:141).

According to Kreitner and Kinicko (1992:447), non-verbal communication is defined as any message, sent or received independent of the written or spoken word. It may include body language as well as other signals such as what people wear and what objects they use or surround them with (Hoy and Miskel, 1996:350). Certo and Appelbaum (1986:313) also stated that non-verbal communication is encoding without words and may influence the impact of a message more than the verbal one. Here especially the face and the hands are major sources of body language of which eye contact, eye movements, touching and smiles are good examples.

Research made to study the importance of non-verbal communication revealed that mostly messages depended more on non-verbal than verbal communication, which comprises only seven percent of a message. Paralanguages accounted thirty- eight percent and facial expression valued fifty-five percent. Thus, non-verbal communication comprises considerable proportion of the total message (Callahan Fleenor and Knudson, 1986:137).

Institute administrators usually spend much of their time communicating with their employees; and during such times they need to use non- verbal ways together with the verbal systems. This will help them to

transmit their messages easily. Actions speak louder than words (Preston, 1972:2) and using non- verbal communication makes the transmission more effective. Therefore, trainers and administrative staff members also need to use this type of communication if they want to minimize or avoid misunderstandings in the training institutions.

### **2.4.3. The Combination Process**

Before conducting any message communicators must determine the type of audience they want to reach and how to reach it excellently. They must be sure of the facts they know about the audience's abilities and reactions. Hence, the first question is how to transmit the message. No doubt the transmission will be more effective if more than one way is applied (Redfield, 1963:78).

According to Campbell, Carbally and Nystrand (1983:147) stated that obviously in institutes, administrators communicate through processes that involve several techniques simultaneously presentations to a board or a committee often involve the recorded spoken work, visual techniques ranging from slide projections to video tapes, charts and graphs displayed on easels, and perhaps even a musical back ground to stir the emotions.

Institute administrators give written directives to trainers and administrative staff members and at the same time give oral explanations as to how to implement the directives. Trainers also may send written reports to the department heads which are aided or supported by oral images and diagrams.

## **2.5. Organizational Communication**

According to pace and Faules (1994:21), organizational communication is a meaning, generation process of interaction that constitutes the organization. The definition has an implicit implication of senders and receivers by saying the display and interpretation respectively. Organizational communication

defined as the sending of messages through both formal and informal network of a deliberately designed group that result in the construction of meaning and influence both individuals and groups (Hoy and Miskel, 1996:356).

Organizational communication can be equated with the circulatory system in the human body (Fisher, 1981:4). The human body cannot be alive without the proper functioning of the circulatory system nor an institute can be functional without communication. When the communication system stops functioning the institutes give up to existing as an institute. Therefore, the existence of effective communication system in institutions is decisive for their survival.

Accordingly, examining organizational communication patterns is a good way to identify factors contributing to effective and ineffective management. For instance research reveals that effective managers, in contrast to ineffective ones, tends to be more communication oriented and willing to speak up, more receptive to employees, more willing to ask than to tell and open to explaining the way of things (Kreitner and Kinicki, 1992:452).

As Alexander, Helms and Wilkins (1989:419) indicate, many researchers have found that a high level of satisfaction tends to be positively associated with relevant organizational performance outcomes. These studies also have revealed that the openness of communication channels between superiors and subordinates is positively related to a high level of subordinate performance and satisfaction.

According to Miner, Singleton and Luchsinger (1985:241), organizational communication has many useful functions. Some of these are providing information for decision, achieving cooperation and action towards goals, instructing and changing and providing feedback to a source. Moreover, organizational communication can be divided into formal and informal communication (Aggrawal, 1994:206).

### **2.5.1. Formal Communication**

Hoy and Miskel (1996:356) stated that formal communication is a method of communication recognized by the organization and is related to organization goals as regulations and innovations. It is a means for the flow of information along the organization's lines of authority or task responsibility (wright and Noe, 1996:495). In fact, it is the official line of communication. As Lumenburg and Ornstein (1991:188) Stated, the formal communication flow in TVET institutions is carried in the following directions.

#### **2.5.1.1. Down Ward Communication**

Rue and Byars (1986:478), stated that down ward communication is transmitting information from higher to lower levels of the organization through the chain of command. Prasad and Bannerjee (1985:75) also define that it is the job of the head of the organization to ensure that the right messages reach the right person at the right time and this is usually done through downward communication managers have to give orders to their subordinates, subordinates should also get all the necessary explanations and details of the job instructions. Feedbacks to subordinates performances need to come from superiors so that the employees can accomplish their tasks more effectively.

According to Callahan, Fleenor and Knudson (1996:129), down ward communication involves a message traveling to one or more receivers at a lower level in the hierarchy. Through it, authorities at the top, managers of organizations transmit to subordinates messages like job instructions organizational goals and performance feedbacks along with a variety of other information. It can be motivating when it includes praises and information about what is happening in the organization.

In different organizations downward communication consists of items like bulletins, directives, organizational magazine, policy manuals, job descriptions and feed backs to subordinates performances (Dailey, 1988:312). Dennison and Shenton (1987:149) also identified the following basic types of downward communication which can be recognized in the training institution circumstances. These are specific task directives, information to elaborate task or job rational, information about organization procedures and practices, feedback to a trainer or administrative staff members about performance and information that can create a sense of mission, motivation and commitment.

In spite of the fact that in many organizations, down word communication is both insufficient and imprecise (Donnelly, Gibson and Ivancevich, 1992:429). The common weaknesses of downward communication, according to Ayalew (2003:4) included that giving incomplete information; telling about something too late, using a wrong method of channel and giving wrong information.

Institute heads, who fear their subordinates or lack interest in, use only downward communication. Trainers are not given the chance of forwarding ideas regarding the directives passed from above but simply accept them as they are. One can have a better understanding of this if he or she examines the answer given by Gordon (1987:228) to the question why do managers not involve their subordinates in two-way communication. In some conditions, managers do not trust their subordinates to contribute effectively. In other circumstances, lack of self-confidence by the manager makes him or her appear uninterested about subordinate opinions.

In downward flow, as the message crosses or travels through many people, it goes on losing its previous content. Information sent downward often becomes condensed or distorted as it passes through various levels (Vecchio, 1988:422). Any message descending from the superior has to be clear and precise. Therefore, administrators should not send vague messages to their subordinates because they can be easily distorted and create conflict.

So as to improve these problems of downward communication Lewis in Lunenburg and Ornstein (1991:190) have suggested training institutions administrators to keep communication training programs for all administrative personnel and administrators should get out of their offices and talk to trainers. This technique is the so called management by wandering around, which allows officials to become aware of the needs of their trainers and administrative staff members conduct regular discussions which help administrators to identify, analyze and solve problems together with them.

In general, Nwankwo (1982:54) said that the purpose of downward communication is to give information to employee of who, what, how, why, when and where or by asking WH questions of the place in which they function, it needs much attention from both administrators and trainers.

#### **2.5.1.2. Upward Communication**

Rue and Byars (1986:479) stated that upward communication is the movement of messages from the lower levels of the organization towards the top. When information, questions or any kinds of messages are sent from the subordinates to the superiors or from the workers to the bosses, the communication is said to be upward. This is a many to one communication system. According to Kinard (1988:352), upward communication is the flow of ideas, complaints, opinions and other sorts of information from the workers to the managers. Suggestion systems, grievance procedures,

informal and formal meetings, attitudinal surveys and exit interviews can generate upward communication. Hence, upward communication is important in supplying management with the information that needs to make intelligent decisions, encouraging workers to discuss job related problems and enabling managers to know the feeling of their subordinates about the work environment.

Successful upward communication is the bases for downward communication due to superiors have to know their workers before sending messages to them (Drucker in Griffith, 1979:327). The communication from the subordinate to the superior is a real necessity to the successful leader because of it helps him to know his subordinates, to get symptoms to tensions and insecurities and to know get symptoms of tensions and insecurities and to know the way in which he or she is seen by his or her subordinates (Rudrabasavaraj, 1980:149). Therefore, it helps him or her to arrive at good decisions and to accomplish his or her task efficiently and effectively.

Upward communication deals with the form of progress report or information about success and failures of the individuals or work groups reporting to the receiver of the message (Wright and Noe, 1996:495).

Messages are transmitted through written reports, face to face contacts, in conferences of all sorts, and at social gathering and as Stoner and Freeman (1989:538), stated that its main purpose is to supply information to the upper levels about what is happening at the lower levels.

However, upward communication has its own limitations. According to Lunenburg and Ornstein (1991:192), for many reasons, upward communication is difficult to achieve. It is usually doomed to filtering and distortions because of subordinates do not want their superiors to learn anything that may be potentially damaging to their careers.

Upward communication is a necessity for training institution heads need to motivate their subordinates to suggest constructive ideas in meetings and through other mechanisms, they have to give them freedom to use their creativity to initiate change and must give quick response to questions, suggestions and the like coming from trainers and administrative staff members. It is very essential that they give freedom to the trainers and supportive workers to express their ideas and opinions without any kind of fear. All over, reports should include all the realities put it as practice in the institution situation.

According to Hairein (Wilson, 1966:394), one needs to check whether or not he or she has communicated effectively either by observing the result of the influence or through any other feedback. Concerning this, he stated that unless one has some way of finding out what was heard, either by observing subsequent behavior or by some kind of restatement, communication must remain pretty much a matter of shooting in the dark, with very uncertain results.

In upward communication, information is essential to check the messages coming from subordinates. If it is incorrect, it can mislead the superior. The reliability and validity of the information has to be evaluated before using properly in the ground.

Workers in the institution try to communicate upwards if the message does not create anything against them. Regarding this, Tosi, Rizzo and Carroll (1986:395) report that workers who have stronger motivation for promotion do not communicate their job problems to their superiors. They do not also send information or messages that do not interest their managers.

According to Butler (1986:365), there are individuals that usually pass information to others or those who control messages before they reach authorities, gate keepers and assistant managers. These personnel filter out

some of the messages which they think should not reach their bosses. Filtering may be helpful in selecting information which is accurate and up to date from the garbage but in most cases it is harmful because of it deprives the administrators of valuable information needed for the successful direction of the organization and it keeps the workers' grievances unheard and thus unrectified.

Besides to that, according to Ayalew (2003:5), managers of organizations especially educational institutions should be aware of certain failures that may occur in upward communications. Among these the most common are that employees try to impress their superior by exaggerating their achievement. The other is that few employees want their bosses to learn anything negative about them so they usually screen out of their communication anything that is not positive. This is equally important failure is that some employees try to make they look better by pointing out how others in the individual work department have not contributed well.

Freedom of upward flow of messages can take place if trainers and administrative staff members are highly encouraged by institute heads not only in words but also in deeds. For this, different opinion systems must be existed to gather information and suggestions from every staff members. Staff members must have freedom even to criticize the institution administrators when they make mistakes and any unwanted situations.

To improve such problems of upward communications research results suggest that some practices like employee meetings, open door policy, employee letters and participation in social groups. All these methods provide excellent opportunities for unplanned upward communication. Information at these activities is shared informally between subordinates and superiors (Lunenburg and Ornstein, 1991:192).

### **2.5.1.3. Horizontal Communication**

Katz and Kahn (1987:445) said that people in the same boat share the same problems and workers at the same positional level or peer groups usually meet and discuss common problems. In addition to providing task coordination, this type of communication furnishes emotional and social support to the individual aspects.

Horizontal transmission of messages refers to communication with persons of equal status working in other departments. In other words, it takes place between employees at the same hierarchical level (Hampton, 1981:406). This means that interdepartmental committee meetings and distribution of written reports among members of the same hierarchical level of lateral or horizontal communication system.

According to Kinard (1981:353), horizontal communication is frequently overlooked in the design of most organizations, its role is important in integration and coordination among units. It furnishes emotional and social support among peers. In effect, it serves as a socialization process for the organization. Moreover, horizontal channel can be used for coordinating tasks, sharing information, solving problems and developing report among workers.

In Technical and Vocational Education and Training Institutions where authoritarian managers are found, trainers and administrative staff members will not trust one another. The more a system becomes authoritarian, the more the workers will be suspicious of each other and so the more restricted horizontal communication will be there. In this system the unity of workers will be very low (Katz and Kahn, 1978:445).

As Wright and Noe (1996:496), stated that horizontal communication is very essential in organizations that seek to meet the competitive challenge by rapidly developing and modifying services to meet customer needs, such

and such organizations must actively encourage horizontal communications within and between functional groups because of the fastest, most efficient and innovative approach to product development requires communication that is spontaneous and simultaneous approach of procedures.

In organizations, including training institutions, horizontal communication is common to observe departments coordinating their efforts for the purpose of ensuring that all units of the institution are working towards the same general goals. Unlike downward and upward communications, lateral communication is less subject to distortion because of a common sense of reference and a reduced sense of threat (Hanson, 1996:226).

Therefore, training institutions encouraging horizontal communications are among those who are satisfying not only the interests of their trainers but also the trainees and the community who are the final beneficiaries of the training process and the outcome of each unit of competency.

#### **2.5.1.4. Diagonal Communication**

According to Mitchell (1982:239), diagonal communication is the contacts with people of the higher or lower position in other divisions of work. It enables to exchange information with people at different levels who have no direct relationships. Both managers and others use diagonal communication from time to time.

In organizations, all formal communication directions are very important. Which means that downward communication is the flow of information from superior to subordinate in the organizational chain of command; upward communication is sending messages from subordinates to superiors; horizontal communication is exchange of messages between people at similar hierarchical level while diagonal communication is the contact with persons of higher or lower status in other departments (Fisher, 1981:44). Thus, institution heads or administrators should encourage these types of

communication among different units and systems in the given organizations.

### **2.5.2. Informal Communication**

According to Dailey (1988:319), when the formal or sanctioned channels do not satisfy their communication and information needs, employees use informal channels. However, the formal communication is not excellent in the organization the presence of informal communication network is put it as practice in all activities Rue and Byars, (1986:482). In line with this network, messages usually travel outside the organizations chain of command; may be from secretary to personnel or from clerk to managers and they mostly create unwanted circumstances.

Wright and Noe (1998:498) stated that informal communication is communication outside the organization's formally authorized channel. Most of the time informal communication is stated by the term grapevine, which means that to describe the informal network.

As Davis and Newstrom (1985:319) report said that the grapevine can have many advantages like it gives managers much feedback about employees and their jobs, helps to translate management's formal orders in to employee language, can carry information that the formal system does not wish to carry, it is flexible and can spread information faster than most management communication systems and it can penetrate even the tightest security screen of the organization. But due to these and other advantages of it, managers handled wisely and carefully. The grapevine information can carry, gossip, rumors and half-truth, it can be dangerous if it is not handled wisely. The institution heads have to match it out so that it does not become the wildest. A grapevine grows the wildest when employees get incomplete and ambiguous people and so changes itself from half true to a completely false one (Morgan, 1964:137). Therefore, informal organizations do not

transmit information very accurately, feel too rich many individuals and after perceived negatively by employees.

According to Hoy and Miskel (1997:361), the role of informal organizations is important. It serves a number of purposes in the formal institutional organization. First, they reflect the quality of activities in the institution as a result; informal sources provide vital feedback to administrators and other institute leaders. Second, informal channels may satisfy social needs not met by formal channels. Third, grapevines fill an information void by carrying a great deal of information. Fourth, informal network provide meaning for activities within the institution with the accuracy of 75 to 90 percent. Hence, knowing these purposes of the informal communications, institution heads and trainers can be the role models for the other staff members in the institution.

However, managers most of the time do not have such a favoring attitude towards grapevines. They try to stifle it rather than recognizing its presence. This leads such managers to lose the important benefits of getting feedback concerning ideas and learning about situations of which they are not aware (Silver, 1981:392).

In general, Ayalew (2003:6); stated that the information carried by grapevines were either work related or person related. Employees want to know what is going on around their organization. When they are not kept informed through formal channels, they seek information from the grapevine. Similarly, they are curious about the people with whom they work. Grapevines carry the type of personal information not generally communicated through formal channel.

## **2.6. Communication Networks**

According to Sigband (1982:330), communication network is the flow of messages exchanged between two or more group members. The direction of

flow is usually indicated by an arrow and simple lines that communication is possible in both directions.

Katz and Kahn (1978:438), stated that the smaller the number of communication links in a group, the greater the efficiency of the group in task performance. Therefore, in communication systems, the efficiency can be measured in terms of the number of communication links in a given network. In line with this, there are centralized and decentralized types of networks.

### **2.6.1. Centralized Networks**

As Vecchio (1988:421), stated that the centralized network of all members are not interconnected. There are some members who act as connectors. Centralized networks have three shapes such as wheel, chain and 'Y' nets.

According to Stoner and Freeman (1989:537), the wheel net has a key person in the center to whom all the colleagues can communicate. In this case the person who is at the center is the most satisfied because he/she gets all the information in the system. Whereas the others who are at the periphery, they cannot communicate directly one another are dissatisfied. Gordon (1987:284), indicated that the 'Y' shaped network is the same as the wheel except that the central member can communicate with the person through another person or member. He/she cannot communicate with the last person directly. Hence, the last member, who cannot get the central person directly, will be the most dissatisfied.

According to Girmay (1992:47); the chain is to be categorized under the centralized network because here again one cannot have a direct connection with the other members of the group. A person is connected only with one person and he or she has to communicate through other people.

### **2.6.2. Decentralized Networks**

Vecchio (1988:42); said that in the decentralized network, there are two types of nets-the circle and the all channel. In this category, every member has equal chance to communicate. The circle type of network is characterized by de-centrality because there is nobody acting as a center of communication. Everyone is connected in two directions; he or she receives and pass information from one to the other and vice versa. Subjects can pass their messages to either or both of the two. Everybody has the same level of satisfaction. There is nobody at the center or at the periphery, all are equal.

As Katz and Kahn (1978:437), in the all-channel network, every member is directly connected with everyone. This means that everybody can communicate with everyone else. It has two levels of hierarchy. These two levels of hierarchies are more sufficient than the three level hierarchies and the highest performance is achieved from the least centralized.

According to Vecchio (1988:421), members of decentralized networks report is more satisfied than the centralized network structure. In the decentralized network each member has an equal opportunity to participate in the communication process, where as in the centralized network, members are characterized by varying abilities to obtain and pass on communication.

Therefore, in organizations, networks must be decentralized. In line with this, when messages pass from one person to another, they get distorted especially as they flow through different levels of hierarchy. It is very difficult to imagine that a message will carry and transmit exactly the same meaning to all people when travelling through various levels. It is essential to decentralized, for the result in minimizing misinterpretation of messages and dissatisfaction of trainers and other staff members. But the

decentralized networks are more effective when creative and adaptive thinking is required (Hanson, 1996: 229).

## **2.7. Managing Communication**

The importance of communication in the administration of organizations is unquestionable. It is a key element that facilitates organizational development. Even though, it has such an important thing, there are a lot of problems that can minimize its effectiveness.

### **2.7.1. Communication Barriers**

According to Koontz and O'Donnell (1972:544) communication seems a process of sending and receiving messages is a complex task. It is full of obstacles and interfering factors that complicate the process. Most of the components in the communication process have the potential to create distortion and therefore impinge upon the goal of communication perfectly. As research result shows, the communicated information, subordinates and managers retain only 50 and 60 percent respectively. If the medium of communication is oral, 30 percent of the information is lost in each of the communication process. Since messages are transformed as they pass through the system, the estimate recipient of the message receives something different from what was originally sent. Therefore, communication in organizations is not perfect because of many barriers along the process.

When a message is transmitted many factors hinder its free flow to its destination. The message may not reach the destination as intended by the sender. Any factor that impedes the exchange of information between a sender and a receiver is a barrier to communication (Stoner and Freeman, 1989: 528). Barriers are elements that interfere with the receiver's understanding of the intended meaning of the sender's message. Because of

these barriers, some part of the message is lost on the way creating some sort of misunderstanding between the sender and the receiver.

Haiman (1982:472); stated that the variety of all possible barriers grouped the important ones into four large parts as barriers due to organizational structure, status and position, language and inclination to resist changes. On the other hand, Harris (1963:263) categorized barriers in to three as related to words, communicators and communicates. Therefore, this study limits the discussion to several primary barriers that frequently observed and inhibit effective communication in the conditions of training institutions.

Authorities use different nomenclature and means of classification for these barriers. As Gordon (1987:227) Also stated, that lack of feedback, noise, the use of language and listening deficiencies while Quibble, Johnson and Mott (1981:86), list them as semantics, jargon, differences in hierarchical rank, failure to listen to what is being said, hearing only what we expect or want to hear and stereotyping.

On the other hand, Tosi, Rizzo and Carroll (1986:401), had categorized them into different perspectives such as semantic barrier, poor listening, perceptual difference, barriers due to status and positions, lack of communication skill, emotional state, barriers due to organizational structure, premature evaluation, lack of credibility, communication over load, time limitation and filtering.

**Semantic barrier:** occurs due to difference in individual interpretation of words and meaning. There are two kinds of semantic problems that affect effective communication. These are using words and phrases that so abstract or general, which invite varying interpretation and using technical languages or jargons that are specific to a unique group of people (Szilagy and Wallance, 1983:346).

According to Lunenburg and Ornstein (1991:205), since one cannot transmit information in the form of words, which are the common symbols conveying ideas, facts and feelings, it is possible for the institutional administrator and his or her subordinates to speak the same language but still not transmit understanding. This means that is not in the words but in the minds of people who receive them.

**Poor listening:** arises from poor habit of listening, which does not attend the speaker attentively. Moreover, there is a misconception about listening, listening seems easy and requires less energy; but it's quite demanding and requires a substantial expenditure of effort (Ayalew, 2003:13).

**Perceptual difference:** is an individual's accumulation of experience of the environment. This varied frame of reference leads each of them to perceive differently, which has a profound effect on the communication process. We can never exactly recreate in another person's mind our own original perception. Therefore, interpretations and meanings are more negotiated than absolute (White and Bednar, 1991:312).

According to Lunenburg and Ornstein (1991:201), our institution personnel, administrators and trainers might not be raised in similar cultures has different experiences and backgrounds may react quite differently to the same message.

**Barriers due to status and position:** refers to the regard and attitude displayed and held toward a position and its occupant by the members of the organization. This becomes a problem when the receiver is in difficulty of separating what she or he has about the person who sends the message, such a mental block does not make for common understanding (Haiman, 1982:47).

**Lack of communication skill:** the effectiveness of effort to communicate is limited first by the communication skill. Depending on the channel of communication, the communicating parties must speak and write or listen and read the encoded or decoded message. Inadequacies in any of these are a fundamental barrier to communication (Noe and Wright, 1996:500)

**Emotional state:** is a person's ability to encode or decode a message can become impaired when the person is feeling strong emotions. When you are angry it is hard for you to consider the other person's point of view and to choose words carefully. The angrier you are, the harder the task becomes. Emotion is one barrier that can hinder the effectiveness communication. The receiver's feeling at the time of receipt of a message will influence how he or she interprets it. The same message can have different meanings at various emotional tones (Wright and Noe, 1996:501).

The receiver attitude towards to message and the source also affects communication effectiveness (Robbins, 1989: 272). If the climate is conducive and if there is harmony among the people in the organization, messages can flow freely. The more supportive the climate, the more willing people are to communicate (Dailey, 1988:304). If employees are not motivated to communicate messages are not interesting to their receivers, and if there is no good inter-employees relationship, there cannot be effective exchange of messages in those TVET institutions.

**Barriers due to organizational structure:** The structure of an organization has a significant influence on the ability of the members to communicate effectively and easily. It creates a distortion to effective communication due to several layers of management, long lines of communication, special distance of subordinates from top management, lack of instructions for passing information to subordinates and heavy pressure of work at certain levels (Ahuja, 1993:846).

**Premature Evaluation:** this is judging the attitude of the sender while she or she is transmitting the message from the receivers point of view only. The problem is that having finished listening before the speaker finishes talking; the listener ceases to receive information (Hampton, 1981:412).

**Lack of credibility:** occurs when the sender acts unethically lack of knowledge on the communicating issue and sends conflicting messages. Therefore, the receiver has little respect for the source and she or he may disregard the message (Moorhead and Griffin, 1995:369).

**Communication overload:** this problem describes a condition in which any unit in the organization becomes swamped with too much information. Managers can feel overloaded when they arrive back at the office after a few days leave and face an in basket full of telephone messages, correspondence, reports, and a request to attend meeting (Callahan, Fleenor and knudson, 1986:140).

**Time limitation:** when a receiver is not allowed enough time to understand incoming messages, or when these are too many messages, she or he may misunderstand or ignore some of them. Speaking too fast or writing important memos without adequate preparation also can adversely affect the quality of communication (Moorhead and Griffin, 1995:370).

**Filtering :** is the passing of partial information by the sender. In other words, it is shifting information or placing it in a more positive light as it passes through levels in the communication chain. Filtering occurs as information is passing from one level to another in the organization. Most of the downward and upward information are victims of filtering (Silver, 1981:398). According to Hanson (1996:225), three inter personal factors may be involved for filtering are the trust subordinates have in their superiors, the subordinates' perception of he or she control, the boss has over the future, and the mobility aspiration of the subordinates.

## **2.8. Overcoming Barriers to Communication**

Identifying the prevailing communication challenges in an organization is not an end by itself but it is the first step towards creating a smooth organizational communication system. Once the barriers are identified, it will not be difficult to suggest how they can be remedied.

According to Fisher (1981:53), communication barriers are characterized by multiplicity and interdependency. Barriers tend to occur in clusters and one can be related to the other. This concept leads us to the fact that taking research based methods to resolve these barriers would be essential so that the roots of the major barriers can be identified and remedied easily.

There are a number of barriers to effective communication. To overcome or avoid the challenges, there can be many and different ways. Scholars of management suggest on any and variety of methods depending on the nature and characteristics of the problem they dealt with. Of course, there is no one best way that can be used by all organizations to solve problems of communication (Bavelas and Barrett in Huneryager and Heckman, 1967:573). Each system needs to be studied so that appropriate corrective measures can be suggested for its and things change through time, the suggested measures may not work for long and hence the study has to be conducted regularly to combat the newly emerging problems. No doubt, the very nature of an organization makes communication problems unavoidable (Fisher, 1981:9). But, although it is not possible to avoid them to totally, their effect can be minimized and the effectiveness of the communication system can be increased.

Koontz and O'Donnell (1972:543-548), suggested that different methods according to the problem areas they emphasized. Therefore, we have different methods for solving that much problem of communication. This may be recommendable but the study focuses on solutions supposed to

alleviate the aforementioned barriers that are expected to spread widely in our Technical, vocational and educational training institutions. Similarly, Hoy and Miskel (1996:367); wrote that improving communication requires a planned program of organizational development. They suggest some considerations like assess the organizational design of the communication system against criteria suggested earlier, by the researcher, establish information storage and retrieval systems select personnel with good communication skills, develop a training program to improved communication skills and developing mechanisms to facilitate the process like close proximity of personnel, convenient sites for formal and informal interactions, mechanical, such as telephone and computers, and committee system to accomplish tasks and make decisions.

In the point of the above facts, the major correctives of communication challenges which have been suggested by many authors to improve the communication systems of organizations Griffith (1979:324) has enumerated ten points that should be known by both the source and the receiver to exchange messages effectively. These are take notes, give details in order, query and paraphrase, distinguish between inference and observation, slow down your oral transition, simplify the message use dual media, highlight the important points, reduced the number of links in the chain and preview and review.

According to Gordon (1987:228), improving communication accuracy comes mainly from creating a supportive communication climate, using non-verbal language productively and using active listening techniques. He further states that the leader, in trying to create a supportive communication climate which are open and frank, respects and trust others, jointly collaborates in solving problems and gives and asks for information.

As Kolb, Rubin and Osland (1991:166); stated that active listening is the process of receiving and interpreting sound stimuli; it is the attachment of meaning to aural symbols. It demands total concentration. The average person speaks at a rate of about 150 words per minute where as our brain is capable of thinking at a rate of 400-500 words per minute. Active learners use this gap to concentrate fully on the sender's message. Active listening involves a different level of attachment to the speaker.

The use of active listening methods is also one of the most important methods of overcoming the barriers. Listening is usually interrupted by various external and internal factors. Unnecessary noise and other things that take the attention of the listener minimize his or her listening effectiveness. So, active listeners can try to control these impediments and listen carefully to grasp the sender's message because real communication occurs when people listen with understanding and when they see an idea or attitude from the other person's point of view (Rogers in Griffith, 1979:308).

According to Drucker (1979:8), another important method of overcoming communication barriers is known the recipient's range of perception. There is no possibility of communications unless we first know what the recipient, the true communicator, can see and why. The message should not only be to the level of the receiver's understanding ability but also needs to be designed to attract him or her. This usually demands for creative method of presentation.

In Technical and Vocational Education and Training (TVET) institutions, managers can be successful in overcoming communication barriers if they try their best to create a climate where trainers and administrative staff members feel free to communicate any idea with anybody in the training institution so long as the message is appropriate and timely.

According to Wolf (1979:9), the measure that should be taken to control communication barriers is to send the message through recognized organizational channels. He seems to have given due regard to ensure that your message is properly transited; send it through recognized organizational channels unless special authorization or extra ordinary circumstances compel you to do otherwise. This helps the message to reach its destination on time and prevents it from being lost on the way.

To minimize communication problems, Certo and Appelbaum (1986:308) give emphasis to the use of simple language and the transmission of simple messages. Complex and vague messages are less likely to be understood and accepted. Training institution heads and staff members have to try to make their messages clear and simple as much as possible. It is not only the content of the message which has to be simple and clear but also the language of the transmission.

The communication process of Technical and Vocational Education and Training Institutions is full of breakdowns due to many faults along the lines. Missing the objective of training is an indication for the existence of communication problems, which the existence of inefficient and ineffective management. Some of the causes for the problem are simple and known where as many of the deep-rooted problems are not known specifically. To get rid of the effect of such problems and to experience healthy work environment, the problem should be identified by people who are the institute heads and trainers. Therefore, it is possible to suggest solutions, which are appropriate to their own circumstances.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Research Design**

The main purpose of this study was to examine the practices and challenges of communication implementation. Therefore, descriptive survey design was employed. It is used to describe the characteristics of a population by directly examining samples of the population and to make detailed description and analysis of the challenges that can influence communication in TVET Training Institutions.

#### **3.2. Sources of Data**

For the study both primary and secondary data were used. Primary data were obtained from respondents (trainers and institute heads) and observation. Secondary data were obtained from literature on areas of communication and relevant documents. The primary sources of data for this study were classified in to three. The first were administrators (institute heads, vice heads and department heads). As administrators of the institution, one of the primary tasks of administrators is communication. The second group, which is equally important as administrators, was trainers. They participate in sending and receiving messages. The third were observation groups. For this reason, data gathering from both of them would have high value for the study.

#### **3.3. Sampling Techniques**

A sample is a smaller representative of the larger population. Therefore; selecting appropriate representative is the most crucial step in the research process. Keep in mind this, in this study, five middle level TVET institutions were taken by using simple random sampling (lottery) method from five sub-cities selected in Addis Ababa City Administration. Because, this type of

sampling gives all units of the target population equal chance to be selected. The primary sources of data for this study were the two groups of institution employees namely trainers and institute heads of the sample institutions. In view of the fact that, they were many in number, 60 institute heads and 160 trainers were also selected from each sample institution by using stratified proportional sampling method.

### 3.3.1. Distribution of sample Institutions.

Sample institutions	Total population under the study		Sample population		Collected from		Missed	
	Institute heads	Trainers	Institute heads	Trainers	Institute heads	Trainers	Institute heads	Trainers
Higher 4	16	70	8	40	7	33	1	7
Higher 7	13	60	7	40	6	33	1	7
Higher 12	10	46	5	30	4	24	1	6
Higher 20	12	48	5	20	3	16	2	4
Birehane Ethiopia	9	46	5	30	4	22	1	8
Total	60	270	30	160	24	128	6	32

### 3.4. Data Gathering Tools

Questionnaires were prepared and used as a data collecting tool both open and close ended items were included for it enables to ask more information to the study. There was one type of questionnaire for two groups of respondents (the institute heads and trainers) based on the basic questions and the review of the related literature. Therefore, the student researcher is expected that the respondents are certified with different qualifications in all selected institutions, the researcher no more need of translating the questionnaires in to Amharic because they understand it easily.

Observation as one of the research devices could serve for a variety of purposes. There is no substitute for direct observation as a way of finding out the fact about the practices and challenges of communication.

To secure reliable and adequate information, selections of appropriate data collection instruments are important. Therefore, the student researcher used questionnaire, observation checklist and document analysis.

### **3.5. Procedures of Data collection**

After having adequate readings on available literature on communication practices and challenges, the researcher established the basic questions of the study on the design, adaptation and the questionnaire were developed accordingly. Next to this, the researcher visited the selected institutions and explained the general purpose of the research and handover the questionnaire to the institute heads and trainers.

### **3.6. Data Analysis**

After having done the collection of data through questionnaires and observations, based on the response expected to be obtaining from the respondents of trainers and institute heads, tabulation were carried out. The items were categorized into different tables on the basis of the nature of issues raised in questionnaires and each of them was then analyzed and interpreted in the highest percentage obtain.

In analyzing the data, both quantitative and qualitative methods have been employed as a major technique. The data gathered through questionnaires were analyzed using the quantitative method, while the data collected through observation have been presented and analyzed qualitatively.

Finally, a conclusion was drawn from the major findings based on that possible solution and recommendations to the identified challenges have been forwarded.

## **CHAPTER FOUR**

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

This chapter deals with the presentation, analysis and interpretation of the data gathered through questionnaires distributed to trainers and institute heads of the sample institutes. The chapter consists of two parts. Sex, age, qualification, specialization and service are dealt with in the first part, and analysis of the major variables of consideration is dealt in the second part. In line with this, the data collected from institute heads (including vice institute heads and department heads) and trainers concerning challenges of communication in the middle level institutes of Addis Ababa were realized taking into account the respondents and theories deliberated in the review literature.

#### **4.1. Background Characteristics of Respondents**

The objective of this study tries to deal with the explanation of the background and variables of the target population. The background information of respondents was collected using devices designed for the purpose of the study. These are sex, age, educational level, field of study and service year. The breakdown for each of these components is treated in the following tables.

A total of 190 questionnaires were prepared and distributed to trainers (160) and institute head (30) respondents. This covers 49.5% of the staff members of the middle level institutes of Addis Ababa. Out of the distributed questionnaires, 152 (80%) that is 128 trainers and 24 institute heads were filled out and returned. But, 32 trainers and 6 institute heads, totally 38 (20%) respondents did not turn back the questionnaires. Therefore, the student researcher was convinced that the returned questionnaires were sufficient enough for the purpose of the study.

Table 4.1.Characteristics of Respondents

No	Variables and Characteristics		Respondents			
			Institute Heads		Trainers	
			No	%	No	%
1	Sex	Male	15	62.5	85	66.4
		Female	9	37.5	43	33.6
		Total	24	100	128	100
2	Age	20-30	6	25	60	46.9
		31-40	8	33.3	38	29.7
		41-50	6	25	21	16.4
		Above 50	4	16.7	9	7.0
		Total	24	100	128	100
3	Qualification	Certificate	-	-	14	10.9
		B.A/B.Sc. Degree	21	87.5	106	82.8
		M.A/M.Sc. Degree	3	12.5	8	6.3
		Total	24	100	128	100
4	Specialization	Technical Education	17	70.8	116	90.6
		Vocational Education	7	29.2	12	9.4
		Total	24	100	128	100
5	Service Year	1-5	1	4.2	42	32.8
		6-10	3	12.5	21	16.4
		11-15	4	16.6	24	18.8
		16-20	7	29.2	23	18.0
		Above 21	9	37.5	18	14.0
		Total	24	100	128	100

According to Table 4.1, there were 15 (62.5%) males and 9 (37.5%) females among institute head respondents while 85 (66.4%) males and 43 (33.6%) females were trainer respondents. Therefore, low proportion of females' population to males in both respondents is still a result of cultural influence observed in TVET institutions of Addis Ababa.

With regards to respondent age, the majority that is 18 (75%) and 98 (76.6%) of institute head and trainer respondents were grouped above thirty years and between twenty and forty years respectively. This shows that most trainer respondents were found in their early and middle age group.

Scholars agree that age differences of employees in an organization develop differences in motives and make ups. This is correlated to differences in personality circumstances which have its impact on communication skill of the individual (Pareek, 1982). Therefore, it is possible to assume that such differences can have positive or negative effect on the communication system of the institute.

As regards to respondent qualification, only 3 (12.5%) of institute heads were second degree holders and the rest were first degree holders. On the other hand, only 8 (6.3%) of trainer respondents were second degree holders and 14 (10.9%) were certificate trainers while the rest were first degree holders.

Concerning the respondents' specialization, 17 (70.8%) institute head specialized in hard skill and 7 (29.2%) of them were specialized in soft skill, but no one specialized in educational or vocational management, while 116 (90.6%) of trainer respondents were specialized in hard skill and 12 (9.4%) of them were specialized in soft skill. Even if the current position of institute heads is merit based, the belief of Addis Ababa TVET Agency assigns any first degree holder in the institute can be an institute head. However, according to Wondimu, (2005: 52), it is better if institute heads should be trained as professional educational or vocational leaders.

Service year was another variable which respondents were asked to give their responses. As a result, it was found out that 20 (83.3%) of institute heads have served for above ten years. On the other hand, 87 (68%) of trainer respondents have a service of fifteen and less than fifteen years. Therefore, institute heads have better experience than trainers and they are expected to have a better knowledge of institutional communication.

Finally, as respondents indicated that 22 (91.7%) of institute head respondents were untrained. On the other hand, 2 (8.3%) of institute head respondents were took short term communication training. This shows that those who have not enough knowledge in training institution and management were entitled leaders to manage institutions. Therefore, it becomes the major area of challenge for institute heads in particular and the whole trainers in general, to handle challenges related with communication.

#### **4.2. Medium of communication used by the institution**

In this part of the study, variables related to challenges of institute head and trainer communication are addressed. It tries to analyze and discuss the data collected from the institutions to seek appropriate answers for the basic questions raised at the beginning of the research.

Table 4.2.The main means of communication used in the institution

No	Items	Respondents				
		Institute Heads		Trainers		
		No	%	No	%	
1	Oral medium is the predominant channel of communication used in your institution.	Strongly disagree	2	8.3	3	2.3
		Disagree	16	66.7	2	1.6
		Undecided	4	16.7	5	3.9
		Agree	1	4.2	98	76.6
		Strongly Agree	1	4.2	20	15.6
		Total	24	100	128	100
		Mean value	2.1		2.3	
2	Written media is the predominant channel of communication used in your institution.	Strongly disagree	2	8.2	8	6.3
		Disagree	17	70.2	82	64.1
		Undecided	5	20.8	32	25
		Agree	–	–	5	3.9
		Strongly Agree	–	–	1	0.8
		Total	24	100	128	100
		Mean value	2.3		4.0	
3	Both written and oral media is the predominant channel of communication used in your institution.	Strongly disagree	–	–	–	–
		Disagree	–	–	54	42.1
		Undecided	1	4.2	60	46.9
		Agree	4	16.7	7	5.5
		Strongly Agree	19	79.2	7	5.5
		Total	24	100	128	100
		Mean value	4.7		2.7	

The purpose of table 4.2 was to categorize the means mostly used in the institutions. In line with this, 18(75%) of institute head respondents expressed their disagreement in written medium. To the contrary, 118(92.2%) of trainer respondents expressed their agreement. Therefore, it is difficult to determine that written communication was the main channel used in the institution.

Similarly, 23(95.9%) of institute head respondents shows that a combination of written and oral media was mainly used in the institutions. But trainer respondents were not in agreement to this position of institute heads. The mean values of institute heads (4.7) and trainers (2.7) shown that there was great disagreement on the same issue. Thus, it is difficult to determine the main means of communication in the institution. However, the following table resolves this circumstance.

Table 4.3. Ranking of means/channels of communication

NO	Items	Mean Rating	
		Institute Heads N=24	Trainers N=128
1	Face-to-face talks	1.1	1.1
2	Letters	1.6	2.3
3	Meetings	3.2	3.0
4	Telephone	3.3	3.6
	Grand Mean	2.3	2.6
	Standard Deviation	1.1	1.3

**Note:** Rank order correlation Coefficient between Institute Head and Trainer Respondents=0.95

As shown in Table 4.3 both respondents rated in the same order. This means that trainer respondents rated what institute head respondents rated 1-4 in the same manner. As a result, both respondents ranked face to face, letters and meetings 1-3 in order of importance. In this case, to conclude that there was a statistically significant good relationship between institute heads and trainers regarding the stated variables in this Table. Therefore, face to face (oral speech) communication was the main channel used in the institution. As shown before, this medium was highly exploited by trainers. Face to face talks are rich in providing information for both parties who play the role of sending and receiving.

Table 4.4.The Desired means of communication in the Institution

No	Items	Respondents				
		Institute Heads		Trainers		
		No	%	No	%	
1	Written channel is the best to communicate in the institution	Strongly disagree	2	8.3	15	11.7
		Disagree	3	12.5	55	43.0
		Undecided	1	4.2	19	14.8
		Agree	18	75.0	27	21.1
		Strongly Agree	–	–	12	9.4
		Total	24	100	128	100
		Mean value	3.5		2.7	
2	Oral/speech channel is the best to communicate in the institution	Strongly disagree	2	8.3	5	3.9
		Disagree	13	54.2	44	34.4
		Undecided	1	4.2	40	31.2
		Agree	7	29.1	27	21.1
		Strongly Agree	1	4.2	12	9.4
		Total	24	100	128	100
		Mean value	2.6		2.8	
3	A combination of Written and oral/speech channel is preferable to communicate in the institution	Strongly disagree	–	–	1	0.8
		Disagree	2	8.3	8	6.3
		Undecided	1	4.2	10	7.8
		Agree	5	20.8	55	43.0
		Strongly Agree	16	66.7	54	42.1
		Total	24	100	128	100
		Mean value	4.5		4.2	

Institutions use different types of means to communicate messages necessary to accomplish their goals. Of these channels, written, oral or a combination of the two can be used depending on the purpose of the message to be communicated.

In line with this, Table 4.4 shows the responses given to the question presented to determine the best means of communication for institutions. As represented in the Table, 18 (75%) of institute heads agreed that written channel is the best to communicate information in the institution while 70 (54.7%) trainers expressed their disagreement. Furthermore, the mean values of both respondents institute heads (3.5) and trainers (2.7) indicate their different attitude towards written channel of communication. In the institute heads point of view, written channel of communication as an instrument to communicate messages which have to be strictly observed, like instructions. From the trainers crosswise, such hard contented written messages are mostly did not get a warm well come.

Secondly, both respondents were requested to express their opinion if oral channel is the best to communicate in the institution. The low mean values 2.6 (institute heads) and 2.8 (trainers) implies that both respondents do not favor the exercise of oral channel of communication in the institution.

Finally, respondents were asked to indicate their opinion whether a combinations of written and oral channel is the best to communicate in the institution. Consequently, 21 (87.5%) institute heads and 109 (85.1%) trainers reflected the combination of written and oral means of communication is the best to communicate messages in the institution. Besides the mean values of institute heads (4.5) and trainers (4.2) shows the existence of significant agreement between them. This means respondents have good understanding of the richness of the channels to convey more information when the two channels are combined. In fact more of human communication is characterized by the use of more than one channel at a time. The practice shows that mostly written instructions are supported by oral clarifications.

### 4.3. Types of Communication practiced by the institution

Table 4.5. The most used type of communication in the institution

No	Items	Respondents				
		Institute Heads		Trainers		
		No	%	No	%	
1	Formal type of communication is mostly used in the institution	Strongly disagree	4	16.7	2	1.6
		Disagree	12	50.0	7	5.5
		Undecided	5	20.8	14	10.9
		Agree	2	8.3	28	21.9
		Strongly Agree	1	4.2	77	60.1
		Total	24	100	128	100
		Mean value	2.3		4.3	
2	Informal type of communication is mostly used in the institution	Strongly disagree	–	–	2	1.6
		Disagree	9	37.5	10	7.8
		Undecided	10	41.7	6	4.7
		Agree	4	16.7	75	58.6
		Strongly Agree	1	4.2	45	27.3
		Total	24	100	128	100
		Mean value	2.9		2.5	
3	A combination of formal and informal types of communication is mostly used in the institution	Strongly disagree	–	–	54	42.1
		Disagree	–	–	50	39.1
		Undecided	2	8.3	7	5.5
		Agree	12	50.0	10	7.8
		Strongly Agree	10	41.7	7	5.5
		Total	24	100	128	100
		Mean value	4.4		2.4	

In categorizing types of institutional communication formal, informal and a combination of the two types are the major ones. As one of legally established organizations, institutions can use either types of communication, which enables them to achieve the purpose fruitfully. In line with this understanding, in item one of Table 4.5 respondents was exposed to show their opinions if formal types of communication is mostly practiced in the institution.

According to the data, 16 (66.7%) institute heads expressed their disagreement to the question. But in Table 4.3, 18 (75%) institute heads indicated that written channel of communication that is mostly transmitted in a formal type of communication, as the best to other channels of communication for the institution. Nevertheless, 105 (82%) of trainers indicated that formal types of communication were mostly used in the institution. The mean values of institute heads (2.3) and trainers (4.3) also show the existence of significant difference between them concerning the question.

In the second item, respondents were asked if informal type of communication is mostly used in the institution. Both respondents indicated that the institution was not mostly use the informal type of communication.

Finally, both respondents were requested to express their views if the institution used the combination of formal and informal types of communication. Consequently, of the 24 institute heads 22 (91.7%) answered positively to the question. To the contrary, 104 (81.2%) of trainers indicated that the institution was not using the combination of formal and informal type of communication. Thus, according to trainers' response formal type of communication was mostly used in the institution whereas according to institute heads the combined form of formal and informal communication was used in the institution.

In general, from the responses of the items of Table 4.5 it is possible to conclude that there was no clearly identified and organized type of communication practiced in the institutions.

Table 4.6. The Desired Type of communication for Good working situation in the institution

N o	Items	Respondents				
		Institute Heads		Trainers		
		No	%	No	%	
1	The formal type of communication is preferable for healthy working conditions	Strongly disagree	2	8.3	18	14.1
		Disagree	15	62.5	76	59.4
		Undecided	1	4.2	9	7.0
		Agree	5	20.8	21	16.4
		Strongly Agree	1	4.2	4	3.1
		Total	24	100	128	100
		Mean value	2.5		2.4	
2	The informal type of communication is preferable for healthy working conditions	Strongly disagree	2	8.3	15	11.7
		Disagree	14	58.4	74	57.8
		Undecided	5	20.8	20	15.6
		Agree	1	4.2	16	12.6
		Strongly Agree	2	8.3	3	2.3
		Total	24	100	128	100
		Mean value	2.5		2.4	
3	Both formal and informal communications are preferable for healthy working condition	Strongly disagree	–	–	1	0.8
		Disagree	2	8.3	3	2.3
		Undecided	–	–	4	3.1
		Agree	10	41.7	68	53.2
		Strongly Agree	12	50.0	52	40.6
		Total	24	100	128	100
		Mean value	4.3		4.3	

According to Table 4.6, sample respondents were requested about their opinion whether formal or informal type/ the combination of the two are preferable for healthy working situation in the institution. As a result, 17 (70.8%) of institute head respondents opposed the exercise of only formal type of communication for institutions. In the same way, 94 (73.5%) of trainer respondents have the same stand to that of institute heads on the same issue. Moreover, the mean values of 2.5 and 2.4 for institute head and trainer respondents respectively show that there is significant positive relationship in their answers.

On the other hand, both parties of respondents were asked if informal type of communication is preferable for healthy working condition in the institution. Majority of the institute head respondents 16 (66.7%) disagreed. Similarly, the majority of trainer respondents 89 (69.5%) disagreed to rate positively for the same item. In addition to this, 5 (20.8%) of institute head and 20 (15.6%) of trainer respondents wanted to give no comment. This may be due to the misunderstanding /absence of enough knowledge about the positive sides of the informal type of communication.

In conclusion, both respondents were asked to express their attitude whether the combined application of the formal and informal type of communication is preferable for the good working condition of the institution.

Accordingly, 22 (91.7%) of institute head and 120 (93.7%) of trainer respondents agreed that the combined application of the formal and informal type of communication depending on the situations important for healthy working condition. The mean values for both groups of respondents were calculated 95 percent confidence interval. The test revealed that the mean value of both respondents is 4.3. This shows that there is no statistical significant difference between the opinions of the two parties.

Table 4.7.The Practiced Formal Communication

No	Items	Mean Rating	
		Institute N=30	Heads Trainers N=160
1	Downward Communication	1.3	1.4
2	Upward Communication	3.3	1.9
3	Horizontal Communication	2.6	2.5
4	Diagonal Communication	3.3	2.9
	Grand mean	2.6	2.3
	Standard Deviation	0.9	1.1

**Note:** Coefficient between Institute Heads and Trainers Respondents Rank order correlation=0.80

Based on the Spearman rank order correlation co-efficient, there were strong relationships between the two parties of respondents regarding the frequently practiced formal types of communication. Institute heads ranked downward, horizontal, upward and diagonal communication 1-4 in order of importance. With little ranking differences, trainer respondents also ranked downward communication as the first. This shows that institute heads were initiators of communication. The place of trainers in the communication system was assumed to be passive which makes the communication process incomplete, inefficient and often missing the purpose.

#### 4.4. Communication Barriers

Table 4.8. Communication barriers in the Institutions

N o	Items	Respondents				
		Institute Heads		Trainers		
		No	%	No	%	
1	Each stage of the communication process has its own contribution in creating communication challenges in the institution.	Strongly disagree	–	–	3	2.3
		Disagree	1	4.2	4	3.1
		Undecided	2	8.3	5	3.9
		Agree	13	54.2	68	53.1
		Strongly Agree	8	33.3	48	37.6
		Total	24	100	128	100
		Mean value	4.1		4.3	
2	There are communication barriers in the institution which create challenges between institute heads and trainers.	Strongly disagree	–	–	2	1.6
		Disagree	3	12.5	10	7.8
		Undecided	1	4.2	8	6.3
		Agree	11	45.8	63	49.2
		Strongly Agree	9	37.5	45	35.1
		Total	24	100	128	100
		Mean value	4.1		4.2	

Item one of Table 4.8 respondents were asked to give their responses regarding the contribution of each stage of the communication process in creating communication challenges. Hence, 21 (87.5%) of institute heads and 116 (90.6%) trainer respondents agreed that each mandatory communication process played its own role for the existence of the challenges like misunderstanding between institute heads and trainers which affects the training process negatively. This was also confirmed by the mean values 4.1 and 4.2 of institute head and trainer respondents respectively. Therefore, it is possible to conclude that both institute heads and trainers themselves believed that they were part and parcel of the communication challenges.

In the item two of the same table, presents opinion questions on communication challenges. The data revealed that 20 (83.3%) institute head and 108 (84.3%) trainer respondents agree that various kinds of communication challenges are the main causes for the absence of understanding between institute head and trainer respondents. Moreover, the mean values 4.1 and 4.3 between institute head and trainer respondents respectively indicated that there was a statistical agreement or to put it differently, there was no significant disagreement regarding the existence of challenges of communication. Thus, the existence of such challenges contributed for the unhealthy functioning of the training process.

Table 4.9. Mean Rating of Shown Communication Challenges

No	Items	Mean Rating	
		Institute Heads N=24	Trainers N=128
1	Lag of message	5.0	4.8
2	Information overload.	3.9	4.4
3	Lack of. Integrity	5.1	5.0
4	Lack of communication skill.	5.3	4.0
5	Poor understanding.	6.2	5.9
6	Time limitation /pressure	3.3	3.2
7	Value judgment/premature evaluation	4.8	4.3
8	Perceptual difference.	2.7	4.8
	Grand mean	4.5	4.6
	Standard Deviation	1.2	0.8

**Note:** Rank order correlation Coefficient between Institute Heads and Trainers Respondents= 0.40

According to the results of the data, there was a weak positive relationship of the listed challenges of communication between institute head and trainer respondents. This indicates that the communication challenges of institute heads, different from that of trainers. Consequently, the challenges of institute heads like perceptual differences, time limitation and information overload were some of these challenges may have relations with the current civil service reform working in the Addis Ababa City Administration TVET Agency. Among these, information overload and time limitation were the main. Perceptual difference may be caused as a result of the controversial assignment of institute heads. Many trainers and institute heads themselves were complaining about the system of selecting and assigning institute heads. As a result, this may be one of the main challenges of communication.

On the other hand, trainers ranked communication challenges from their perspectives. The first three major communication barriers in the institutions as reported by trainer respondents in order were time limitation, lack of communication skill and premature evaluation.

Table 4.10. Results on both respondents on understanding the Role of Communication

No	Institutions	Institute Heads				Trainers			
		Mean	Rank	S.D	Rank	Mean	Rank	S.D	Rank
1	Higher 4	48.5	1	2.1	2	44.2	4	2.9	1
2	Higher 7	47.3	2	3.6	1	45.9	1	3.8	2
3	Higher 12	43.7	5	2.6	4	44.5	3	5.0	5
4	Higher 20	45.5	4	3.7	3	45.0	2	4.9	3
5	Birehane Ethiopia	47.0	3	1.9	5	43.5	5	4.9	4
	Grand Mean	46.4	-	1.8	-	44.6	-	0.9	-
	Covariance	-		3.9%	-	-		2.0 %	-

**Note:** The highest possible score would be 50 and the lowest would be 5.

The questions on the roles of communication were extracted from the review of the related literature. Here respondents were requested to indicate their opinion using the Liker scale of Strongly disagree (1), Disagree (2), Undecided or I don't know (3), Agree (4) and Strongly agree (5). According to the data on Table 4.10, institute heads recorded a grand mean of 46.4 with covariance of 3.9% among institutions. To trainer respondents, the data revealed that they scored 44.6 grand mean with covariance of 2.0% among institutions. These statistical figures indicate that both respondents have reasonably good knowledge about the roles of communication. But important thing is how institute heads and trainers use this knowledge successfully and professionally during communication in their institution.

Table 4.11. Methods of Alleviating communication Barriers

N O	Items	Respondents				
		Institute Heads		Trainers		
		No	%	No	%	
1	During communication, institute heads use simple and acceptable words	Strongly disagree	–	–	–	–
		Disagree	0	0	2	1.6
		Undecided	1	4.2	10	7.8
		Agree	13	54.1	72	56.3
		Strongly Agree	10	41.7	44	34.3
		Total	24	100	128	100
		Mean value	4.4		4.2	
2	When communication challenges arise, the institution looks for its source and use planned methods to handle it.	Strongly disagree	2	8.3	15	11.7
		Disagree	7	29.2	34	26.6
		Undecided	6	25.0	32	25.0
		Agree	6	25.0	36	28.1
		Strongly Agree	3	12.5	11	8.6
		Total	24	100	128	100
		Mean value	3.0		2.9	
3	The institute heads use variety of methods to alleviate communication challenges.	Strongly disagree	0	0	32	25.0
		Disagree	0	0	79	61.8
		Undecided	1	4.2	4	3.1
		Agree	15	62.5	8	6.2
		Strongly Agree	8	33.3	5	3.9
		Total	24	100	128	100
		Mean value	4.3		2.0	

According to Table 4.11, the data focuses on issues related to alleviating methods of communication challenges. The first item of this table asked both respondents whether institute heads use simple and acceptable words and sentences in their daily communication. This question was presented because of every word and sentence can be interpreted the listener positively or negatively, depending on various factors of the communicators. Such behavior of institute heads has its own contribution in communicators. Such behaviors of institute heads have its own contribution in solving communication challenges. The mean values of institute head (4.4) and trainer (4.2) respondents showed that there was no significant difference between them.

Item two of the same Table is also very much related to the above discussed questions. It deals with whether the institution uses planned methods of avoiding communication challenges after identifying its source. As can be seen from the Table, 9 (37.5%) of institute head respondents did not agreed with the application of planned methods of alleviating communication challenges. Likewise, 49 (38.3%) of trainer respondents answered similar to institute heads. On the contrary, 9 (37.5%) of institute head and 47 (36.7%) of trainer respondents were agreed that there were some efforts to use planned methods to alleviate communication challenges. Interestingly, 25 percent of both institute head and trainer respondents become reluctant to give their opinion. Additionally, the mean values of institute heads (3.0) and trainers (2.9) indicated that there was no significant difference between them. Generally, it is possible to conclude that there were no established methods of solving communication challenges in the institutions. To put it differently, communication challenges were corrected in a traditional manner. This may be because of the absence of scientific training in communication management.

The first item demanded both respondents to give their opinion in the implementation of variety of methods to alleviate communication challenges.

Accordingly, 23 (95.8%) of institute head respondents with the mean values of 4.3 expressed their agreement to the question while 111 (86.8%) of trainer respondents with the mean values of 2.0 disagreed institute heads and trainers opinion of the methods to solve communication challenges. This may indicate that trainers were not participating in solving communication challenges though they were part of the challenge. If this is true, the attitude of institute heads may be developed because of some trainers, who always interpret the message of institution leaders negatively. To conclude that institutions in general and institute heads in particular did little attempt in solving challenges of communication. Moreover, the methods used to alleviate communication challenges were not systematic but traditional which were not relevant to this modern period of management. Based on this, one can generalize that institutions manage communication in an ill manner and in a disorganized way blindly without the accepted institute heads of management in general.

Table 4.12. Mean Rating of the registered Methods of Alleviating Communication Challenges

NO	Items	Mean Rating	
		Institute Heads N <sub>24</sub>	Trainers N <sub>128</sub>
1	Give direct and clear messages.	3.2	3.2
2	Being active listener.	5.8	5.2
3	The administrators send messages on time.	4.5	4.8
4	Arranging conducive working condition.	3.3	3.6
5	Providing training in communication skill.	2.9	2.7
6	Give opportunity for feedback.	4.4	5.1
7	Asking for clarification	5.5	4.9
8	Using alternative methods of communication.	7.0	6.5
	Grand mean	4.6	4.5
	Standard Deviation	1.4	1.2

**Note:** Rank order correlation Coefficient between Institute Heads and Trainers Respondents\_0.95

As shown in Table 4.12, there was high agreement on methods of alleviating communication challenges. Some of the methods mentioned by both respondents in order of importance were to arrange good working conditions, sending direct and clear messages, choosing the best methods of communication and using alternative methods of communication. According to Hanson,(1996:156) communication is management. If this statement is true, correcting communication challenges using various scientific methods is healing the whole management.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

The major concern of this chapter deals with the focus of the findings of the study, to put the generalized trend of the study briefly, the conclusion reached at and the recommendations forwarded based on the findings.

#### **5.1. Summary**

The main objective of the study was to observe the status of the practices and challenges of communication in government TVET institutions of Addis Ababa City Administration. In line with this, basic questions were elevated which addressed the areas such as the means/channels, types/ and roles of communication and its management in the institutions.

The study was conducted in all of the five middle level institutions using descriptive survey design. The subjects of the study were twenty-four institute heads and one hundred and twenty eight trainers. Therefore, information was obtained from these respondents through questionnaire and the observation of the researcher.

The data collected were using various statistical tools such as frequency distribution, mean values, percentage, rank order correlation coefficient and standard deviation.

##### **5.1.1. The major findings**

1. There was a comparative variation between females and males of the sample population. Among institute heads, 9 (37.5%) females were found. Among trainer respondents, 43 (33.6%) females were found.
2. Concerning the respondents age distribution, the majority of institute head respondents were found to be above thirty years

age. On the other hand, almost half of trainer respondents were found to be between twenty and forty years of age.

3. The majority of institute head respondents (87.5%) and trainer respondents (82.2%) were first degree graduates. Among institute head, 3 (12.5%) of respondents were second degree holders. But no one specialized in vocational management. Among trainer, 8(6.3%) of respondents were second degree holders. However, hard skill or Technical education graduates (70.8%) took the Lion share among Institute head respondents.
4. Majority of institute heads served for more than ten years while that of trainer respondents were fifteen and less than fifteen years.
5. Few of institute head respondents have only short-term training related with communication.
6. Face-to-face and written communications were found to be the two most important channels practiced in the institutions. Hence, institute heads replicated that institutions were using both written and oral channel of communication. But trainers faced this point of view by showing that most of the time institutions use written channel of communication.
7. According to institute head respondents (95.9%), the channels of communication mostly used in the institution was both written and oral communication. Nevertheless, trainer respondents argued that only written medium was used as the dominant channel of institute heads.
8. Out of the formal types of communication, downward communication was found to be the main one used by trainers and institute heads. But diagonal and horizontal communications were found to be the least significant in the institutions. However, both trainers and institute heads showed that informal types of communication were the least experienced in the institutions.

Thus, both trainer and institute head respondents believed that depending of the situation, using both formal and informal types of communication is favorable for the institution.

9. The institute head and trainer respondents accepted the existence of barriers that created misunderstanding between them and each stage of the communication process had the potential to create communication challenges. Moreover, of the given communication challenges, institute heads ranked perceptual difference, time pressure and information overload. According to trainers, challenges of communication in order of importance were time limitation, lack of communication skills and premature evaluation.
10. Even though the existence of communication challenges were understood in the institution, there was no application of scientific methods to improve these challenges.
11. Institute heads were found to use acceptable and simple words and sentences during communication in the institution.
12. Of the given alternative methods of avoiding communication barriers, institute heads ranked arranging conducive working situation, choosing the best method of communication, giving direct and clear messages and using alternative methods of communication in order of importance. In the same way, trainers mentioned the same means of avoiding challenges and ranked them in the same order.
13. The data indicated that both trainer and institute head respondents have good understanding of the roles of communication with few disparities among institutions. In general, the grand mean revealed or shown that institute heads have better knowledge of the role of communication.

## **5.2. Conclusions**

From the above stated findings of the research, the following conclusions can be drawn that of the review of related literature.

1. Stating of time burden or pressure and information overload as the most and common challenges of communication by both institute heads and trainers implied that there can be distortion of messages as a result of tension and worry, which means that information might be underestimated or added during the communication process. Therefore, the entire management will be disorganized to carry out daily responsibilities in a healthy manner.
2. The practice of institute heads mostly using the formal type of communication in their work shows their exacting performance of power chain and that they are limited to task related issues of communication. Such strictness between higher and lower level personnel hinders the free flow of information. In line with this, giving less emphasis to the informal communication in the institutions has an implication of the attitude of trainers and institute heads that was not favorable to the informal communication. Therefore, this hinders both from getting necessary information about the institution. If higher authorities were unable to get information through formal and informal types of communications, defective decisions would be made which can cause great destructions to the institution.
3. First ranking of perceptual difference among the top challenges of communication in the institution implies that there were misinterpretation, misunderstanding and lack of confidence among institute personnel. In addition to this, shortage of trained institute heads in the institution increases the occurrence of

communication challenges. This means that it has an adverse effect on the training process of the institution.

4. By and large, there was no planned and organized system of communication, which enables institutes to achieve their goals. Trainers and institute heads were not participating actively in the communication system. Though both formal and informal types of communication is mandatory, institutions were found to use formal type and mostly written channel of communication yet trainers did not support this. This implies that there was no smooth relationship among trainers and institute heads. In the case of this, there cannot be free flow information in the institution.

### **5.3. Recommendations**

Based on the main findings and conclusions of the research study, the following clarifications are recommended to diminish the effect of the challenges of communication leading in the institutions.

1. Institution based training should be provided for both staff members on identified the major challenges of communication in the institution. The currently assigned Addis Ababa TVET Agency and sub-cities supervision teams can play an active role by identifying challenges, selecting specific targeted topics, invited trainer guests and organizing the general circumstance of training workshops and seminars.
2. According to the findings of the study, institute heads did not know the challenges of their staff members well and there is very little chance for upward communication. This can be improved if institute heads arrange formal devices like submissive programs, institution bulletin, etc. for listening to the grasps and challenges of trainers.

3. Institute heads should inspire horizontal and upward communication among departments and trainers. Through horizontal communication, they can facilitate the free flow of information and develop supporting relationship in the institution. Similarly, upward communication enables trainers to express whatever their view that can have some sort of feedback for the institute head. Besides, both institute head and trainers need to exploit the informal type of communication as equal to the formal type.
4. So as to realize effective communication throughout the institution, it is necessary to understand hindrances that happen. Therefore, institute heads have to use the right means of communication, create good social collaboration and provide information on time.
5. Institute heads need to try to find suggestions, comments and opinion of trainers in order to make communication efficient and effective. The operation of communication as a two way process should be encouraged to give chance for the participation of trainers for suggestions, comments and decision making. If communication only passes downwards from superior to subordinates, it will not usually produce the expected result. Therefore, institute heads have to encourage a two way process to achieve the anticipated effect and information must be free to flow through every direction clearly and exactly.
6. In most of institutions, the concept of delegation was not fully exercised. Few institute personnel were overloaded with many assignments, besides to training in and out of classes while others were working below they should do. As a result time pressure and information overload overcome among the first group and communication barriers will continue to be the challenges of institutions. To alleviate such challenges, institute heads should

identity those who are working under their capacity and delegate reasonable tasks.

7. Most of the time, communication challenges indicate the existence of unhealthy working condition. For this intention, institute heads will be advised to make it their major occupational to arrange good working atmosphere, such as giving full information about the job, sending timely messages, etc. among all institute personnel. This by itself creates psychological stability to trainers.
8. Professional training is a valid and a determinant factor for the qualitative growth of the TVET system. However, it was noted that the institute heads were assigned to carry out their duties without any professional training, it is imperative that institute heads have professional preparation and abilities cope up with emerging complex conditions if their full effectiveness is to be realized. Institute heads with special skill and professional talents remains the most important resources in the institutions.

Therefore, the TVET authorities should assign the institute heads who had the reasonable preparation and exposure to the concepts and theories of vocational management.

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## Appendix A

### 1. Results of Institute Heads and Trainers on Understanding of the Roles of Communication

1	Institute Heads						Trainers					
	H-4	H-7	H-12	H-20	B-E	Total	H-4	H-7	H-12	H-20	B-E	Total
5	6	3	2	5	4	20	31	22	14	14	19	100
4	0	1	0	1	1	3	2	10	7	2	5	26
3	0	0	0	0	1	1	0	0	0	0	0	0
2	0	0	0	0	0	0	0	1	0	0	0	1
1	0	0	0	0	0	0	0	0	1	0	0	1
Total	6	4	2	6	6	24	33	33	22	16	24	128

2	Institute Heads						Trainers					
	H-4	H-7	H-12	H-20	B-E	Total	H-4	H-7	H-12	H-20	B-E	Total
5	6	4	2	4	4	20	23	21	17	15	17	93
4	0	0	0	2	1	3	7	12	5	1	7	32
3	0	0	0	0	1	1	0	0	0	0	0	1
2	0	0	0	0	0	0	1	0	0	0	0	1
1	0	0	0	0	0	0	1	0	0	0	0	1
Total	6	4	2	6	6	24	32	33	22	16	24	128

3	Institute Heads						Trainers					
	H-4	H-7	H-12	H-20	B-E	Total	H-4	H-7	H-12	H-20	B-E	Total
5	6	3	2	5	3	19	21	15	21	11	17	76
4	0	0	0	0	1	1	7	10	6	2	5	30
3	0	0	0	1	0	1	0	0	2	1	0	3
2	0	1	0	0	1	2	1	5	2	1	1	10
1	0	0	0	0	1	1	4	3	0	1	1	9
Total	6	4	2	6	6	24	33	33	32	16	24	128

4	Institute Heads						Trainers					
	H-4	H-7	H-12	H-20	B-E	Total	H-4	H-7	H-12	H-20	B-E	Total
5	6	4	2	6	4	22	30	26	17	14	20	107
4	0	0	0	0	2	2	3	5	5	2	4	19
3	0	0	0	0	0	0	0	1	0	0	0	1
2	0	0	0	0	0	0	0	1	0	0	0	1
1	0	0	0	0	0	0	0	0	0	0	0	0
Total	6	4	2	6	6	24	33	33	22	16	24	128

	Institute Heads						Trainers					
<b>5</b>	<b>H-4</b>	<b>H-7</b>	<b>H-12</b>	<b>H-20</b>	<b>B-E</b>	<b>Total</b>	<b>H-4</b>	<b>H-7</b>	<b>H-12</b>	<b>H-20</b>	<b>B-E</b>	<b>Total</b>
5	6	4	2	6	3	21	26	26	13	11	20	96
4	0	0	0	0	3	3	7	7	8	4	4	30
3	0	0	0	0	0	0	0	0	1	1	0	2
2	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0
Total	6	4	2	6	6	6	33	33	22	16	0	128

	Institute Heads						Trainers					
<b>6</b>	<b>H-4</b>	<b>H-7</b>	<b>H-12</b>	<b>H-20</b>	<b>B-E</b>	<b>Total</b>	<b>H-4</b>	<b>H-7</b>	<b>H-12</b>	<b>H-20</b>	<b>B-E</b>	<b>Total</b>
5	4	1	2	0	2	9	17	9	6	6	9	47
4	2	3	0	6	1	12	12	18	8	9	9	56
3	0	0	0	0	1	1	2	0	7	1	4	14
2	0	0	0	0	0	0	2	5	1	0	1	9
1	0	0	0	0	2	2	0	1	0	0	1	2
Total	6	4	2	6	6	24	33	33	22	16	24	128

	Institute Heads						Trainers					
<b>7</b>	<b>H-4</b>	<b>H-7</b>	<b>H-12</b>	<b>H-20</b>	<b>B-E</b>	<b>Total</b>	<b>H-4</b>	<b>H-7</b>	<b>H-12</b>	<b>H-20</b>	<b>B-E</b>	<b>Total</b>
5	6	3	2	6	5	22	25	17	12	11	12	77
4	0	1	0	0	1	2	8	14	9	5	12	48
3	0	0	0	0	0	0	0	0	1	0	0	1
2	0	0	0	0	0	0	0	2	0	0	0	2
1	0	0	0	0	0	0	0	0	0	0	0	0
Total	6	4	2	6	6	24	33	33	22	16	24	128

	Institute Heads						Trainers					
<b>8</b>	<b>H-4</b>	<b>H-7</b>	<b>H-12</b>	<b>H-20</b>	<b>B-E</b>	<b>Total</b>	<b>H-4</b>	<b>H-7</b>	<b>H-12</b>	<b>H-20</b>	<b>B-E</b>	<b>Total</b>
5	6	3	2	6	5	22	29	30	17	13	22	111
4	0	1	0	0	1	2	4	3	5	2	2	16
3	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	1	0	1
1	0	0	0	0	0	0	0	0	0	0	0	0
Total	6	4	2	6	6	24	33	33	22	16	24	128

	Institute Heads						Trainers					
<b>9</b>	<b>H-4</b>	<b>H-7</b>	<b>H-12</b>	<b>H-20</b>	<b>B-E</b>	<b>Total</b>	<b>H-4</b>	<b>H-7</b>	<b>H-12</b>	<b>H-20</b>	<b>B-E</b>	<b>Total</b>
5	3	2	0	2	2	9	17	12	2	9	7	47
4	1	1	2	1	3	8	9	12	14	3	12	50
3	0	1	0	0	1	2	3	6	3	3	5	20
2	2	0	0	3	0	5	4	3	2	1	0	10
1	0	0	0	0	0	0	0	0	1	0	0	1
Total	6	4	2	6	6	24	33	33	22	16	24	128

10	Institute Heads					Trainers						
	H-4	H-7	H-12	H-20	B-E	Total	H-4	H-7	H-12	H-20	B-E	Total
5	5	1	0	2	2	10	20	19	6	11	15	71
4	1	1	2	3	4	11	10	12	14	5	8	49
3	0	2	0	0	0	2	2	1	2	0	1	6
2	0	0	0	1	0	1	0	1	0	0	0	1
1	0	0	0	0	0	0	1	0	0	0	0	1
Total	6	4	2	6	6	24	33	33	22	16	24	128

### 1. Institutions Name

H-4=Higher 4

H-7=Higher 7

H-12= Higher 12

H-20= Higher 20

B-E = Birehane Ethiopia

### 2. Likert Scale

5=Strongly

4=Agree

3=Undecided

2=Disagree

1=Strongly Disagree

## Appendix B

### Institution Heads

#### 1. Ranking of Preferred Channel of Communication

No	Items	No of Respondents under each rank				Mean Rank Point	Rank
		1	2	3	4		
1	Face-to-face talks.	22	1	1	0	1.1	1
2	Letters.	1	16	6	1	1.6	2
3	Meetings.	0	3	13	8	3.2	3
4	Telephone.	1	4	4	15	3.3	4

#### 2.1. Ranking of mostly used Formal Types of Communication

No	Items	No of Respondents under each rank				Mean Rank Point	Rank
		1	2	3	4		
1	Downward Communication	19	3	1	1	1.3	1
2	Upward Communication	0	6	11	7	3.0	3
3	Horizontal Communication	4	6	10	2	2.6	2
4	Diagonal Communication	0	4	8	12	3.3	4

## Appendix C

Trainers

### 3. Ranking of Desired Channel of Communication

No	Items	No of Respondents under each rank				Mean Rank Point	Rank
		1	2	3	4		
1	Face-to-face talks.	116	9	3	0	1.1	1
2	Letters.	11	79	28	10	2.3	2
3	Meetings.	0	23	86	19	3.0	3
4	Telephone.	1	17	11	99	3.6	4

#### 3.1. Ranking of mostly used Formal Types of Communication

No	Items	No of Respondents under each rank				Mean Rank Point	Rank
		1	2	3	4		
1	Downward Communication	99	13	9	7	1.4	1
2	Upward Communication	11	28	36	53	1.9	2
3	Horizontal Communication	15	53	42	18	2.5	3
4	Diagonal Communication	9	37	37	45	2.9	4

## Appendix D

### 4. Institute Heads Ranking of Communication Barriers

No	Items	No of Respondents under each Rank								Mean Rank Point	Rank
		1	2	3	4	5	6	7	8		
1	Lag of message	1	1	4	2	2	10	4	0	5.0	5
2	Information overload.	1	3	13	1	0	1	2	3	3.9	3
3	Lack of. Integrity	0	2	1	1	12	4	4	0	5.1	6
4	Lack of communication skill.	2	2	1	2	4	1	11	1	5.3	7
5	Poor listening.	1	3	0	3	1	1	2	13	6.2	8
6	Time limitation /pressure	14	0	0	0	1	5	1	3	3.3	2
7	Value judgment	0	3	2	14	1	2	1	3	4.8	4
8	Perceptual difference.	5	10	4	1	3	0	0	1	2.7	1

## Appendix E

### 5. Trainers Ranking of Communication Barriers

No	Items	No of Respondents under each Rank								Mean Rank Point	Rank
		1	2	3	4	5	6	7	8		
1	Lag of message	10	14	10	7	48	10	9	19	4.8	5.5
2	Information overload.	21	42	6	14	19	18	17	8	4.4	4
3	Lack of Integrity	5	10	12	16	9	52	13	9	5.0	7
4	Lack of communication skill.	10	14	48	12	11	8	16	8	4.0	2
5	Poor listening.	2	7	16	8	18	15	16	46	5.9	8
6	Time limitation /pressure	56	15	9	6	12	8	8	13	3.2	1
7	Value judgment	9	13	10	54	10	8	10	13	4.3	3
8	Perceptual difference.	15	13	17	11	11	9	39	12	4.8	5.5

## Appendix F

### 6. Institute Heads Ranking of Methods of Alleviating Communication Barriers

No	Items	No of Respondents under each Rank								Mean Rank Point	Rank
		1	2	3	4	5	6	7	8		
1	Give direct and clear messages.	6	3	4	6	2	3	0	0	3.2	2
2	Being active listener.	3	2	3	3	7	2	2	1	4.4	4
3	The administrators send messages on time.	3	7	7	0	2	4	1	0	3.3	3
4	Arranging conducive working condition. .	10	4	2	2	2	1	2	1	2.9	1
5	Providing training in communication skill.	2	6	0	3	1	2	2	8	5.0	6
6	Give opportunity for feedback.	0	3	4	6	2	3	0	0	5.8	7
7	Asking for clarification	0	0	0	2	1	1	11	9	7.0	8
8	Using alternative methods of communication.	0	1	2	2	3	8	5	3	4.5	5

## Appendix G

### 7. Trainers Ranking of Methods of Alleviating Communication Barriers

No	Items	No of Respondents under each Rank								Mean Rank Point	Rank
		1	2	3	4	5	6	7	8		
1	Give direct and clear messages.	28	33	24	14	8	11	4	6	3.2	2
2	Being active listener.	7	15	11	10	24	18	23	20	5.1	6
3	The administrators send messages on time.	19	20	33	13	15	17	9	2	3.6	3
4	Arranging conducive working condition.	49	22	21	13	7	8	8	0	2.7	1
5	Providing training in communication skill.	13	19	10	13	9	20	19	25	4.9	5
6	Give opportunity for feedback.	8	6	7	29	20	20	15	23	5.2	7
7	Asking for clarification	0	3	5	10	16	15	36	43	6.5	8
8	Using alternative methods of communication.	4	10	17	26	29	19	14	9	4.8	4

## Appendix H

### Summary of Observation Checklist

No	Items	H-4		H-7		H-12		H-20		B-E		Remark
		Y e s	N o	Y e s	N o	Y e s	N o	Y e s	No	Y e s	N o	
1.Means	1.1. Channels of communication		x		X		x		x		X	Except meeting
	1.2. Types of communication		x		X		x		x		x	Except downward
2.Roles	2.1. Awareness of communication		x		X		x		x		x	
	2.2. Communication creates common understanding for common purpose.		x		X		x		x		X	
3.Challenges	3.1.Lack of communication skill	X		x		x		x		x		
	3.2.Lack of integrity	X		x		X		x		x		
4.Overecomings	4.1.The administrators send messages on time		x		X		x		x		X	
	4.2.Providing training in communication skill		x		X		x		x		X	

**Source-**Observation

**ADDIS ABABA UNIVERSITY  
COLLAGE OF EDUCATION  
DEPARTEMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT  
SCHOOL OF GRADUATE STUDIES**

***The Questionnaire to be completed by Institute Heads, Vice Heads, Department Heads Administrative Staffs and Trainers of the Institution.***

**Dear respondent,** the purpose of this questionnaire is to collect data for the study of Practices and Challenges of Communication in Government TVET Institutions of Addis Ababa. Hence, your respective institution is selected as one of the sample areas. Your response to the questions will not create any harm, but it is purely used for academic purpose. Therefore, you are kindly requested to response the questions genuinely.

**Instructions: Tick your response ‘√’ mark.**

**Please don't write your name!**

**Please answer all questions.**

The term “**Institute Head**” Throughout the questionnaire refers to department heads, vice or deputy heads, administrative staffs and the main head.

**Thanks**

**PART 1: Personal Profile:**

1. Sub-City \_\_\_\_\_
2. Name of Your Institution \_\_\_\_\_
3. Your Sex: Male  Female
4. Age: 20-30 years  31-40 years  41-50 years   
Above 50 years
5. Educational Qualification: Certificate  Diploma   
B.A/B.Sc. Degree  M.A/M.Sc. Degree   
Phd Degree
6. Field of Study \_\_\_\_\_
7. Years of service: 1-5 years  6-10 years   
11-15 years  16-20 years   
Above 21 years
8. Your Current Position: Institute Head  Vice Institute Head   
Department Head   
Trainer
9. If you are an institute head (including vice or deputy heads), have  
you take training related with leadership? **Yes**  **No**
10. If your response to question 9 is 'yes', does the training have topics  
on communication? **Yes**  **No**
11. If your response to question 10 is 'yes', does the training cover  
the communication behavior between institute heads and  
trainers? **Yes**  **No**

**PART 2. In the following Five Rating Scales, you are kindly requested to choose the best answer and indicate your choice or actual opinion by making “√” in the columns:**

- |                      |             |
|----------------------|-------------|
| 1. Strongly Disagree | 2. Disagree |
| 3. Undecided         | 4. Agree    |
| 5. Strongly Agree    |             |

2.1. The main means of communication used in the institution.

No	Items	1	2	3	4	5
1	Institute heads of your institution mainly use oral channel of communication.					
2	Trainers of your institution mainly use oral channel of communication.					
3	Institute heads of your institution mainly use written channel of communication.					
4	Trainers of your institution mainly use written channel of communication.					
5	Institute heads of your institution mainly use both written and oral communication.					
6	Trainers of your institution mainly use both written and oral communication.					

2.2. Actual Type of Communication in the institution:

No	Items	1	2	3	4	5
1	Institute heads of your institution mostly use formal types of communication.					
2	Trainers of your institution mostly use formal types of communication.					
3	In general, the formal types of communication are preferable to others or conducive work environment in the institution.					
4	Institute heads of your institution mostly use informal types of communication.					
5	Trainers of your institution mostly use informal types of communication.					
6	In general, the informal types of communication are preferable to others or conducive work environment in the institution.					
7	In general, the informal types of communication are preferable to others or conducive work environment in the institution.					
8	Trainers of your institution mostly use both formal and informal types of communication.					
9	In general, both formal and informal types of communication are favorable or good to others for conducive work environment in the institution.					

2.3. Roles of communication in the institution:

No	Items	1	2	3	4	5
1	The cause of challenges has direct relation with the communication behavior in your institution.					
2	Communication is useful in changing the trainer's behavior to the desirable dimension.					
3	The knowledge of communication is equally important as planning, organizing, and controlling for the institute heads.					
4	Without communication, the institution is only the agglomeration of human beings, materials and other resources.					
5	In your institution, communication is the process of transmitting message to create common understanding for common purpose.					
6	In the institution, communication plays a decisive and major role.					
7	Communication is very essential for day to day activities of the institute heads.					
8	Communication takes most of the institute head's daily working hour.					
9	One of the purposes of communication is to transmit ones attitudes, ideas and opinions to the concerned body of the institution.					
10	The prevalence of weak communication thrashes the efforts of trainers in particular and the institution in general.					

2.4. Communication challenges in the institution:

No	Items	1	2	3	4	5
1	The institute heads do not have the rough understanding of the trainer's background.					
2	In your institution, the more channels are used the less effective be the communication.					
3	The existence of openness and trust between institute heads and trainers is not a precondition for effective communication.					
4	Each stage of the communication process has its own contribution in creating communication challenges in the institution.					
5	The institute heads are not aware of the problems of the staff.					
6	The institute heads do not listen carefully when staff members talk to them.					
7	When a staff member comes to the institute head's office to discuss some problems, he/she does not more listening than talking.					
8	You will be impatient when you listen.					
9	There are communication barriers in the institution which create challenges between institute heads and trainers.					

2.5. Alleviating communication challenges in the institution:

No	Items	1	2	3	4	5
1	During communication, institute heads use simple and acceptable words.					
2	Institute heads are accessible to all staff members to discuss institution matters.					
3	Staff members can discuss their performance evaluation with the institute heads.					
4	When communication challenges arise, the institution looks for its source and use planned methods to handle it.					
5	The institute heads appreciate the work of the staff.					
6	There is high spirit of cooperation in the institution.					
7	The procedures used in the meetings are democratic.					
8	In the meetings, time is well managed.					
9	The meetings usually achieve their objectives.					

**PART3. In the following questions you are requested to rank the items in each group according to their respective directions.**

3.1. Rank the following means/channels of communication from 1-5 according to their order of importance in your institution by making “√ ” in the columns:

No	Items	1	2	3	4	5
1	Institute heads of your institution mainly use face-to-face talks.					
2	Institute heads of your institution mainly use letters.					
3	Institute heads of your institution mainly use meetings.					
4	Institute heads of your institution mainly use telephone.					



3.4. Rank the following alleviating of communication barriers from 1-8  
 In their order of importance in resolving communication challenges  
 In your institution by making “√ ” in the columns:

<b>No</b>	<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1	Give direct and clear messages.								
2	Being active listener.								
3	The administrators send messages on time.								
4	Arranging conducive working condition. .								
5	Providing training in communication skill.								
6	Give opportunity for feedback.								
7	Asking for clarification								
8	Using alternative methods of communication.								

THANK YOU!

**ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION  
DEPARTEMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT  
POST GRADUATE PROGRAM**

**Observation Checklist**

This checklist is intended to measure the extent utilization of the means, roles, challenges and overcoming of communication for making suitable training process in the selected institutes.

**Name of the institution** \_\_\_\_\_

**Name of the department** \_\_\_\_\_

**Date of observation** \_\_\_\_\_

**Time of observation** \_\_\_\_\_

No	Subject for observation	Categories		
		Yes	No	Remark
1.Means	1.1.Channels of communication			
	1.2. Types of communication			
2.Roles	2.1.Awareness of communication			
	2.2.Communication creates common understanding for common purpose.			
3.Challenges	3.1.Lack of communication skill			
	3.2. Lack of integrity			
4.Overcomings	4.1.The administrators send messages on time			
	4.2.Providing training in communication skill			

## **Declaration**

This thesis is my original work and all the sources of information used in the study have been fully acknowledged.

Name Andualem Assefa Negatu

Signature \_\_\_\_\_

Date \_\_\_\_\_

This thesis has been submitted for examination with my approval as university advisor.

Name Kenenissa Dabi

Signature \_\_\_\_\_

Date \_\_\_\_\_