SUPERVISORY COMMUNICATION AND ITS EFFECT ON EMPLOYEE SATISFACTION AT THE CENTRAL UNIVERSITY OF TECHNOLOGY, WELKOM CAMPUS

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DECLARATION

I, MOYAHABO WALTER MOLEFE, Identity Number ▆▆▆▆▆▆▆▆ and Student number 209082380, hereby declare that this research project submitted to the Central University of Technology, Free State, for the degree **MAGISTER TECHNOLOGIAE LANGUAGE PRACTICE**, is my own work and complies with the Code of Academic Integrity. In addition, this project has not been submitted before at any institution by me or any other person in fulfilment or partial fulfilment of the requirements for the attainment of any qualification.

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11 June 2013
DATE

ACKNOWLEDGEMENTS

DEDICATION

This dissertation is dedicated to my wife Lizzy, my rock, whose loyalty, love and support have kept me focused during this challenging journey.

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LIST OF ACRONYMNS/ ABBREVIATIONS

CAc   : Cronbach Alpha Co-efficient
CUT, FS   : Central University of Technology, Free State
CUT, W   : Central University of Technology, Welkom
CUT, B   : Central University of Technology, Bloemfontein
CSQ   : Communication Satisfaction Questionnaire
HR   : Human Resources
LMX   : High Leadership Exchanges
MGT   : Management
SEBD   : School of Entrepreneurship and Business Development
SET   : Science Engineering Technology
SPSS   : Statistical Package for Social Sciences
VC   : Vice-Chancellor
UFS   : University of the Free State

ABSTRACT

Many large organisations tend to focus on their external communication in order to project a positive image to potential clients. However the role of internal communication with employees has often been overlooked, although it remains one of the most important areas of organisational communication. Employees' views about their own organisation impact on how external clients view that particular organisation. In order for employees to become advocates of their own organisation, supervisors of different operational units should develop and manage their internal communication activities in a way that motivates and stimulates employees' enthusiasm for meeting the organisational goals. Once employees are satisfied with the state of supervisory communication in their respective units, they should be able to identify with their organisation and endeavour to attain its organisation's goals.

The researcher investigated supervisory communication and its effect on employee satisfaction at the Central University of Technology, Free State, Welkom Campus (CUT, W).

The study was conducted through a combination of quantitative and qualitative research methods. A questionnaire was distributed among the forty employees, whereas interviews were conducted with the five remaining employees at the CUT, W. The researcher used purposive sampling to select the respondents and participants of the study. The reliability of the questionnaire was determined by calculating the Cronbach Alpha coefficient (CAc) of the constructs. All the Communication Satisfaction Questionnaire constructs indicated CAc of .0974 which is consistent with a high level of internal stability.

The study (quantitative research method) indicated that the majority of the respondents showed overall satisfaction on all CSQ constructs, except Personal

Feedback. However, the study has revealed that the Schools of Government Management and Human Resources as well as the School of Accounting have revealed communication deficiencies on constructs such as Supervisory Communication, Divisional Information, Communication Climate, Co-Worker Communication and Personal Feedback.

The qualitative findings have revealed communication deficiencies in four categorical themes, namely, lack of:

- Communication and commitment to institutional values and policies by Supervisors.
- Consultation and openness to ideas.
- Performance standards and career-pathing.
- Co-worker communication.
- Downward flow of information.

The researcher recommends that the Schools[1] of Government Management, Human Resources and Accounting put more effort into improving their Schools' communication climate and giving personal feedback to their subordinates. The CUT, W should develop a Performance Management Plan to appraise their staff. The researcher further recommends that meetings should be held regularly to provide the necessary platform for the employees to raise concerns related to their specific jobs. The researcher also believes that Supervisors should consult with employees in their specific units before making any important decisions.

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[1] Since the study was undertaken, the old 'Schools' at the Central University of Technology, Free State (Bloemfontein and Welkom Campuses) have been replaced by 'Departments'; that is, the School of Communication Sciences has become the Department of Communication Sciences; the School of Government and Human Resources has become the Department of Government and Human Resources, and so forth.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1   INTRODUCTION

This chapter outlines the introduction and the background to the study.   The problem statement and research questions as well as hypotheses are explained in this chapter.   The research methods that have been implemented in the study are highlighted as well as the research instrument, namely the Communication Satisfaction Questionnaire (CSQ), as adapted by Clampitt and Downs (2004).   The chapter also defines the methodological concepts and procedure, such as the population, sampling, reliability and validity, ethical issues, data gathering as well as data analysis.   The theoretical foundation of the study, the limitations of the study and a brief description of preliminary research studies on similar topics are discussed.   The chapter is concluded with a discussion of the expected outcomes of the study.

1.2   BACKGROUND TO THE STUDY

In this study internal communication refers to all communication activities within the organisation.   These communication activities are aimed at advancing the goals of the organisation and are therefore fundamental to organisational success.   The role of supervisors is to manage different units of the organisation in a way that ensures attainment of the designated operational goals.   It is important that supervisors communicate with their employees in a manner that motivates and stimulates enthusiasm for meeting organisational goals.   To achieve these goals, supervisors should realign their internal communication activities to the organisation‟s values, to ensure that the employees' behaviour is consistent with such shared values.

Employees who feel alienated are not able to identify with the organisation and neither derive any pleasure nor satisfaction from their work.

Kinnick and Parton indicate that numerous studies have compared leaders with non-leaders to determine distinguishing characteristics of leaders. Kinnick and Parton also confirm that analyses of these studies indicate that many of the distinguishing characteristics of leaders involve social and interpersonal skills, which include social nearness, friendliness, group task supportiveness, cohesion, teamwork, emotional balance, control, nurturing behaviour and verbal fluency. They further contend that leadership, at its core, is a communication process because it seeks to strengthen human relationships by increasing trust and understanding (Kinnick and Parton, 2005: 43)

Asif and Sargeant define communication as a process by which individuals share meaning, which offers the means of creating and implementing behavioural changes both within and outside the organisation (2000: 299).

Fournier again believes that when employees' communication needs are satisfied, they develop better working relationships and their work environment improves (2008:10).

The preamble of the Central University of Technology (CUT) Leadership Charter (2011), states that excellent and inspirational leadership is the cornerstone of any successful organisation. This value-based Leadership Charter sets out areas within which managers should lead by example and demonstrate appropriate behaviour to the rest of the CUT community. Every manager is expected to live by institutional and progressive societal values and exhibit the expected behaviour as set out in the Leadership Charter when discharging his/her duties.

The Leadership Charter (2011) states the following:

- I shall provide vision and direction:

  - Practising inspirational leadership.
  - Upholding, promoting, communicating and living by institutional values as reflected by institutional values … such as customer service, integrity, innovation and excellence.
  - Creating an atmosphere of openness, transparency and mutual trust.
  - Promoting diversity of people thought and practice.
  - Being proactive, creative, innovative and dynamic.
  - Demonstrating integrity and being a living example of the desired institutional ethos.

- I shall manage the unit or division for which I am responsible by:

  - Producing relevant plans and clear objectives and strategies to achieve our mission, all of which shall be monitored and reviewed periodically.
  - Translating these plans and clear objectives and strategies into achievable and measurable targets and success or key indications.
  - Exhibiting exemplary and progressive traits, attitudes, styles and approaches, as well as values.
  - Treating all employees respectfully, fairly and equitable as valued individuals.
  - Providing all the resources necessary to achieve institutional objectives and strategies, but within the limits of affordability.

- I shall develop my unit or division by:

  - Fostering a continuous improvement approach to our systems and processes.
  - And other relevant instruments used to produce our products or serve our people.
  - Promoting and ensuring service excellence, as well as the quality and standards of our service and products.

- I shall manage the performance of my subordinates by:

  - Delegating responsibility and authority as necessary and clearly communicating my expectations of that delegation.
  - Agreeing on clear, achievable and measurable objectives for each employee, with these objectives to be monitored and reviewed periodically.
  - Providing regular feedback on performance objectives.
  - Recognising, celebrating and rewarding achievement.

- I shall develop people and subordinates by:

- Continuously supporting them through regular feedback, advice and encouragement.
- Providing relevant education and training opportunities.
- Fostering teamwork and cross-pollination of skills, whilst ensuring that individuals exert themselves and play their part.
- Allowing them the space to develop themselves, their peers and their subordinates.

- I shall engage with our internal and external communities by:

    - Ensuring that expectations and potential benefits are clearly expressed and defined in advance.
    - Being open to listening attentively and actively, and learning from the community rather than preaching to it.
    - Ensuring the most ethical and professional behaviour in my dealings.
    - Creating and maintaining long-term relationships where necessary, and continually providing feedback and advice.

- I shall communicate regularly and effectively by:

    - Establishing various communication instruments to and from myself.
    - Seeking ideas and opinions and responding or acting on them.
    - Demonstrating interest and valuing others.
    - Listening attentively and actively rather than always expressing personal positions and opinions and expecting others to listen.
    - Consulting with all relevant stakeholders, internally and externally as appropriately as possible.
    - Practicing inspirational leadership.
    - Upholding, promoting, communicating and living by institutional values as reflected above, in addition to democratic and societal progressive values.
    - Create an atmosphere of openness, transparency and mutual trust.
    - Create an institutional ethos in which freedom of expression, freedom of thought, reason and debate are fundamental pillars of engagement.
    - Promoting diversity of people, thought and practice.
    - Being proactive, creative, innovative and dynamic.
    - Demonstrating integrity and being a living example of the desired institutional ethos (www. cut.ac.za, 2011).

It is within the above-mentioned context that the researcher shall investigate supervisory communication, as a "management function" at the Central University of Technology, Free State, Welkom Campus (CUT,W) and its effect on employee satisfaction. Supervisors, as managers of organisational units, have to provide

distinguishable qualities that embrace the Leadership Charter of the CUT. Such qualities should be aimed at motivating and satisfying employees' needs of pleasure and inclusion, with the result that employees shall identify with the institution and work towards the attainment of its goals.

1.3   SIGNIFICANCE OF THE STUDY

When employees' needs are satisfied they develop better working relationships and their work environment improves. The study shall enable the researcher to identify communication gaps that exist between the supervisors and their subordinates at the CUT, W campus, and the subsequent effect on subordinates' job satisfaction. The results of the study could also provide a framework for the CUT, W to improve internal communication processes, the working environment and performance.

1.4   PROBLEM STATEMENT

The role of supervisors in the operational activities of the organisation is key to the attainment of the overall strategic goals of the organisation. The manner in which supervisors communicate with their subordinates has the potential to motivate employees towards the achievement of the values and goals of the organisation. When communication within the organisation is effective, employees feel a sense of inclusion and, as a result, are able to identify with the organisation and claim organisational ownership or citizenship.

Delport asserts that in order to operate effectively and successfully within an organisational setting, employees do not only need technical knowledge on how the communication process is unfolding and established within the organisation, but also need to enhance their communication skills in order to contribute effectively to internal communication efforts of the organisation (2008:6).

Meintjies and Steyn believe that excellent communication makes people feel that they are relevant in their organisation and consequently, they take pride in their work (2006: 153).

Fournier (2008:7) postulates that a greater sense of satisfaction can result from the interpersonal communication and one's sense of inclusion (2006: 7). Furthermore, poor communication by supervisors can lead to high levels of uncertainty of employees (ibid.). The researcher complies that the value of accurate communication assessment and the degree of communication satisfaction lies in the need to create an understanding of the current organisational communication effectiveness, and to determine strengths that enhance supervisor/subordinate working relationships.

1.5   RESEARCH AIM AND OBJECTIVES

The aim of the study is to investigate the state of supervisory communication and its effect on employee satisfaction at the CUT, W campus.

The objectives of the study are:

- to present an in-depth literature review as theoretical background in order to lend credence to the study;
  to conduct an internal communication investigation (audit) in order to determine the state of supervisory communication at the CUT, W;
- to determine the extent to which supervisory communication at the CUT, W affects the achievement of core institutional values and goals of the CUT as an institution;
- to determine the communication satisfaction of employees about the effectiveness of their supervisor's internal organisational communication.
- to provide recommendations and directives for further study.

1.6   RESEARCH QUESTIONS

The following research questions shall be asked:

- What is the state of supervisory communication on organisational effectiveness at the CUT, Welkom Campus?
- How does supervisory communication affect the achievement of values and goals of CUT, W?
- How does supervisory communication affect employee satisfaction?

1.7   RESEARCH HYPOTHESES

The following research hypotheses are proposed:

H1a: There is a relationship between supervisory communication and organisational effectiveness;

H1b: Supervisory communication has an effect on the achievement of values and goals of the CUT, W.

H1c: There is a relationship between supervisors' involvement of employees in all internal communication activities and employee satisfaction.

NULL HYPOTHESES

H0a: There is no significant relationship between supervisory communication and organisational effectiveness.

H0b: Supervisory communication has no effect on the achievement of the values and goals of the CUT, W.

H0c: There is no significant relationship between supervisory communication and employee satisfaction.

1.8   RESEARCH METHODS

The researcher shall use mixed methods, that is, triangulation, whereby quantitative and qualitative data are collected simultaneously with the view of converging findings.

1.8.1   Quantitative Research Method

Oosthuizen postulates that quantitative techniques grow out of a strong academic tradition that places considerable trust in numbers that represent opinions and concepts in terms of quantitative methods (2006:11). This study shall implement the CSQ as a quantitative data gathering method that consists of mainly closed-ended questions. The questionnaire shall be distributed among the respondents in which they will rate their levels of satisfaction with communication in their respective units on a 5-point Likert Scale.

According to Struwig and Stead, quantitative research examines constructs (variables) which are based on the hypotheses derived from a theoretical scheme. They list the following characteristics of quantitative research:

- Causality: quantitative research often tries to establish causal relationships (cause and effect relationship). A causal relationship between constructs explains why things are the way they are, specifying the cause thereof.
- Replication: the replication of the study provides a way of determining the extent to which findings are applicable when the study's research process is clearly and accurately described.
- In quantitative research the individual is the focus of the empirical inquiry. Survey instruments are administered to individuals and individuals' responses are required. The individuals' responses are then aggregated to form overall of the sample (2001:4).

The researcher shall use the above-mentioned characteristics of quantitative research as a basis to examine variables such as the relationship between

supervisory communication and organisational effectiveness as well as the relationship between supervisory communication and employee satisfaction.

1.8.2 Qualitative Research Method

Struwig and Stead define qualitative data as any information that the researcher gathers that are not expressed in numbers (2001:13).They point out to the following characteristics of qualitative research:

- Qualitative researchers are very interested in understanding the issues being researched from the perspective of the research participants.
- Contextualism: human behaviour does not occur in a vacuum. It is necessary to provide a comprehensive description and analysis of the environment or social context of the research participants. Contextualism emphasises the various macro and micro contexts of the individual and how these contexts dynamically interact with one another.
- Process: process research examines interrelated events along a temporal or developmental continuum.
- Flexibility and the use of theories: qualitative researchers prefer to begin research in a relatively open and unstructured manner and may be hesitant to rely excessively on theory to provide framework of what to research (Struwig and Stead, 2001:13; bullets my own).

In this study, the researcher shall interview individual employees of the CUT, W campus by means of a semi-structured interview, particularly those employees that do not have post-matric qualifications, in order to enhance understanding.

As already pointed out, the study has been motivated by the general tendency of organisations, not the CUT, W exclusively, to overlook the importance of internal communication to attain the organisational goals. The inability of unit managers and supervisors to mobilise communication resources within their respective units may lead to poor communication between them and their subordinates. Sometimes this may lead to poor performance by employees. The Systems Theory, as proposed by Neher, views the organisation as the overall patterns of the interrelationships and interlocking behaviours covering all members and units

(1997:11). The Systems Theory stresses two aspects of any organisation; the interrelatedness of its parts or subsystems and the interaction with its environment (ibid.). It is within this context that the researcher shall investigate how different subsystems, but mainly supervisory communication systems, may affect employee satisfaction and the effectiveness of the whole organisation as a system.

1.8.3 Research Instrumentation

1.8.3.1 Communication Satisfaction Questionnaire

As already mentioned, this research shall be implementing the adapted version of the CSQ of Downs and Hazen (1977), which was also adapted by Clampitt and Downs (2004). The CSQ was developed by Downs and Hazen (1977) in an attempt to discover the relationship between communication and job satisfaction. The Downs-Hazen CSQ measures employees' perception of communication within their organisation. According to Clampitt and Downs (2004:140), the CSQ has eight constructs as reflected and summarised by the researcher below:

1.8.3.1.1 Communication Climate

Communication climate reflects communication on both organisational and personal levels. On the one hand it includes items relating to the extent to which communication in the organisation motivates workers to meet organisational goals. On the other hand, it includes estimates of the degree to which people's attitudes towards communicating are healthy within the organisation.

1.8.3.1.2 Supervisory Communication

Supervisory communication includes both upward and downward aspects of communicating with superiors. For example, it measures subordinates'

perceptions of how open managers are to the ideas, as well as how adequately managers keep subordinates informed.

1.8.3.1.3 Organisational Integration

Organisational integration involves the degree to which individuals receive information about work environment, such as departmental plans and personnel news. Such information makes employees feel part of the organisation.

1.8.3.1.4 Media Quality

Media quality deals with the extent to which meetings are well-organised and when written directives, as well as several other important communication channels are clear. It also covers the degree to which the amount of communication in the organisaiton is regarded as adequate.

1.8.4.1.5 Co-worker Communication

Co-worker communication concerns the extent to which horizontal and informal communication is accurate and free-flowing. This factor includes satisfaction with the activities of the grapevine.

1.8.3.1.6 Relationship with Subordinates

Relationship with subordinates focuses on upward and downward communication, and also anticipates the need by the supervisor to initiate helpful upward communication. This portion is filled out by those with supervisory responsibilities.

1.8.3.1.7 Corporate Information

Corporate information deals with the broadest kind of information about the organisation as a whole. It includes items on notification about changes, information about the financial standing, overall policies and goals of the organisation.

1.8.3.1.8 Personal Feedback

The researcher concurs that personal feedback is one of the strongest dimensions because employees generally have a need to know how they are judged and how their performance is appraised (Clampitt and Downs, 2004: 140).

1.9 POPULATION

Babbie and Mouton define a population as the aggregate of elements from which the sample is actually selected (2001:174). The population in this study consists of the employees of the CUT, W across different age groups and gender, who have held their current positions for three months and above. The study shall focus on both the academics (Lecturers, Programme Heads, who perform supervisory responsibilities within their academic units) and non-academic personnel (Secretaries, Administrative Officers, Finance Officers, Switchboard Operator, Librarians, Transport Officers, Human Resources Officers and Maintenance Employees) and other supervisory personnel within the non-academic units.

1.10 SAMPLING

1.10.1 Type of sampling

Wimmer and Dominick distinguish between probability sampling and non-probability sampling; probability samples are selected according to mathematical

guidelines, where each unit's chance of selection is known; a non-probability sample does not follow the guidelines of mathematical probability (2003:85). Du Plooy indicates that drawing a non-probability sample means that:

- every unit in the population does not have an equal and therefore probable chance of being selected as part of the sample, implying that the sample will not have the same parameters as the population;
- in most cases, the researcher predicts or controls the choice of units of analysis;
- a sampling frame cannot be compiled;
- the sample is not representative of the target population and therefore has no external validity (Du Plooy, 2002:113; bullets my own).

Du Plooy emphasises that a non-probability sample should be drawn when the target population is small, but that random sampling usually includes a large proportion of the population (2002:114). In view of the above, the researcher has chosen to implement non-probability sampling in his research, more specifically purposive sampling. The CUT, W consists of 65 employees (CUT, Welkom Human Resources, 2010), a small population by comparison with the ideal standards of a probability sampling.

Babbie and Mouton define purposive sampling as the selection of a sample by the researcher on the basis of his knowledge of the population, its elements and the nature of the research's aims (2001:166). Wimmer and Dominick (2003:88) again describe purposive sampling as including subjects or elements selected for specific characteristics or qualities and eliminating those that fail to meet the criteria. It is within this context that the researcher has chosen to implement purposive sampling in his dissertation. The researcher has selected employees with post-matric qualifications, particularly in positions of administration as well as other employees doing maintenance work with neither matric nor post-matric qualifications. The researcher's selection and differentiation of the two categories of population are based on the assumption that those with matric and post-matric

qualifications are literate and therefore able to understand the research questionnaire.

The participants selected for a semi-structured interview, that is, employees without matric and post-matric qualifications, should aid the researcher to gain insight into their perceptions of the state of supervisory communication within their respective units.

1.11 SAMPLING SIZE

The CUT, W campus consists of 65 employees on temporary, contractual or permanent bases. The total number of employees who have post-matric qualifications, which includes both academics and non-academics, is 60. The researcher has selected sixty employees with post-matric qualifications and five employees with neither matric nor post-matric qualifications.

This constitutes 92% of the potential respondents of the self-administered questionnaire. The total number of employees without post-matric qualifications is 5, which constitutes 8% of potential participants of the semi-structured interview.

1.12 RELIABLITY AND VALIDITY

1.12.1 Reliability

The CSQ of Downs and Hazen (1977) shall be adapted to suit the purpose of the current study. The CSQ has been used widely as an established, comprehensive measure of communication satisfaction among researchers and as such will ensure the reliability of the results. Reliability concerns the extent to which a measure represents the "true" value of a variable, that is, how accurately the operational definition translates data into information (Oosthuizen, 2006:16). It also concerns the repeatability and consistency of the methods, conditions and

results, that is if the method of data collection is reliable, it means that anybody else who uses the same method, or the same person using the same method at another time, will come up with the same results (ibid.). In this study, the Cronbach Alpha test will be performed to ensure the reliability of the measuring instrument.

1.12.2 Validity

Validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration (Babbie & Mouton, 2001:122). The researcher shall adapt the CSQ to investigate the current research problem. He shall refine some of the founding conceptual and technical terms of the CSQ so that respondents understand meanings of questions in the same manner as anticipated by the researcher. The researcher shall ensure that questions on the self-administered questionnaire are clear and intended to measure communication satisfaction. To achieve this, the researcher shall pre-test the study with a few selected respondents to determine if the exercise elicits relevant and valid results. The researcher shall endeavour to ensure that the items are set out to measure exactly what they are intended to measure.

1.13   ETHICAL CONSIDERATIONS

The researcher will apply to the CUT, B Unit of Institutional Planning to obtain the approval to conduct the study among the employees of the institution. A covering letter shall be attached to the questionnaire explaining the purpose of the study to potential respondents, in order to solicit informed consent. The letter shall address, among other things, the assurance of confidentiality and anonymity. Respondents shall be informed that the study is an academic exercise, which shall not compromise any individuals. The letter will encourage respondents to express their honest opinions and assure them that all information received from them will be treated with due respect.

1.14 GATHERING OF DATA

Data shall be gathered from employees by means of two self-administered questionnaires. Supervisors and subordinate employees shall answer different questionnaires. This will aid the researcher to gain insight into how supervisors assess their own performance on communication in their respective units. Subordinate employees' perceptions of how their unit's supervisory performance on communication fares will provide insight regarding the state of internal communication in the respective units.

Data shall also be gathered by means of interviews. The researcher shall use a tape-recorder to record the interviews that shall be conducted with individual participants. Employees without post-matric qualifications shall be interviewed for thirty to forty-five minutes each.

The researcher shall transcribe and create categorised themes of the data gathered by means interviews.

1.15 ANALYSIS OF DATA

Data analysis means converting data into meaningful and interpretable information. Quantitative data gathered by means of the self-administered questionnaire shall be analysed through statistical procedure, called descriptive statistics. Descriptive statistics involves the organising and summarising of collected data by means of Tables and Figures, as well as the measures of central tendency and variability.

Data shall be coded and then typed on a computer programme, that is, Microsoft Excel. Once the data has been typed and stored in a computer file, an appropriate computer programme, for example, Statistical Package for Social Sciences (SPSS), shall be selected by the CUT's Research Institute for Analysis.

Qualitative data shall be analysed by means of content analysis. Babbie and Mouton state that content analysis examines words or phrases within a wide range of texts, including interviews and speeches as well as informal conversations (2001:491). Similarly Leedy and Ormrod define content analysis as a detailed and systematic examination of the contents of a particular body of material for the purpose of identifying patterns, themes or biases (2010:144).

By taking the aforementioned into consideration, the researcher shall analyse transcripts of recorded interviews to identify patterns, themes and categories of meanings related to theory and the focus of the current research. All recordings and assessment thereof shall be done with the explicit permission of all the subjects involved. The researcher shall analyse phrases, words and sentences, after which he shall assign them to appropriate themes and categories.

1.16 THE THEORETICAL FOUNDATIONS OF THE STUDY

1.16.1 The Systems Theory

The researcher's investigation is based on the Systems Theory. The Systems Theory views the organisation as the overall patterns in interrelationships and interlocking behaviour, which covers all members and units (Neher, 1997:111). Neher further expounds that the Systems Theory concentrates on the dynamic process of patterned activities of a fairly constant set of people (ibid.). The biological metaphor of an organism behind the Systems Theory suggests that the system comprises of several constituent systems, referred to as subsystems, which suggest interrelatedness or systems effects (ibid.).

From the aforementioned, the researcher deduces that supervisory communication, as a constituent part of the system, has the potential to affect the

functioning of the whole campus CUT, W as a system. Neher contends that the structure of an organisation is a social one, rather than a physical structure of building and geography (1997:113). The simplest structure includes two persons in a continuing relationship, such as two co-workers or a superior and a subordinate (ibid.).

In line with the Systems Theory, Delport defines organisations as social collectives in which people ritualise patterns of interaction in an attempt to coordinate their activities and efforts in the ongoing accomplishment of personal as well as group goals (2008:68). Delport also postulates that an organisation should be viewed as a system because it is the sum total of its various parts, which determine output and growth of the process (ibid.).

1.17   LIMITATIONS OF THE STUDY

The researcher is mindful of the fact that the CUT, W is undergoing a restructuring process. As a result, respondents and participants may be reluctant to respond to some of the questions they deem too sensitive.

The study shall focus on employees' perceptions of supervisory communication. However, these perceptions may not be an accurate reflection because of respondents' current attitudes towards restructuring.

The CUT, W is part of the larger Central University of Technology, Free State (CUT) community in Bloemfontein, a multi-campus institution. Therefore developments at the CUT, a separate geographical area in Bloemfontein, will influence the manner in which internal communication activities are conducted at the CUT, W.

1.18   PRELIMINARY RESEARCH STUDIES

Botazzo states that the satisfaction of employees has gradually become a category, equal to the satisfaction of customers and shareholders (2005:78). Similarly, satisfaction is an important element of the strategic mission of the organisation (ibid.). Bottazo further elaborates that the treatment of employees as property and not an expense, is the starting point of a new paradigm of internal communication, which exceeds former one-way communication with employees (ibid.). Communication evolves from simple communication to one-way communication and then gradually moves to two-way communication; from training and education to motivation, and eventually to participation of employees in management, which implies shared responsibilities (ibid.).

Walter, Anderson and Martin postulate that when employees are satisfied with communication channels of their superiors, they are more likely to stay on the job, exhibit loyalty and commitment and identify with the organisation (2005:58). Walter et al. also contend that the supervisor's quality of communication with subordinates is critical for an effective superior-subordinate relationship (ibid.).

Delport notes that higher education institutions are complex academic institutions of a bureaucratic nature (2008:10). She has determined that, communication at the CUT, FS more especially communication from management, is regarded as a major problem and a barrier in terms of articulating what is going on at the university (Delport, 2008: 11).

In her overview of the internal communication shortfalls at the CUT, Delport points out that the further the recipient is located form the communicator and the more hierarchical lines there are, the more difficult communication becomes (2008:234). Her conclusion is that the CUT neither has an effective upward communication system in place, nor an effective horizontal communication system; in addition information is neither shared among staff members on the same level, nor

coordinated among different units, departments and sectors on campus (2008:234).

Lauer asserts that people work together productively when their essential needs are met; a productive showdown may be a symptom of communication problems, which has a supervisory communication solution (1994:35).

Scheffer and Crystal postulate that two-way communication is vital in establishing a clear mission and purpose among employees; in securing this, the organisation needs to meet the desired organisational objectives (2008:35).

Reddy informs us that communication and participative management, which results from good leadership, increase employees' trust and foster loyalty to the institution (2007:487). Loyalty is an employee commitment issue that occurs through employee empowerment and subsequent job satisfaction as a result of participative decision-making (Reddy, 2007:487).

Horizontal communication concerns messages circulating within informal networks. Horizontal communication among employees motivates employees' interpersonal relations. During such interactions greater cross-cultural diffusion occurs. Employees learn to treat one another with respect and sensitivity regarding cultural dynamics within the organisation. Such interactions have an added effect on enculturation of employees regarding operational values of their organisational units. Delport asserts that horizontal organisations seem to be successful regarding internal communication (2008:134). Delport also believes that horizontal processes such as cross-functional teamwork and empowered decision-making at lower organisational levels, are based more on a participative style than on vertical hierarchies (ibid.).

Holtzhausen acknowledges that communication, involvement and satisfaction in decentralised organisations are higher, whereas coordination and control are more difficult (2002:327).

The trends mentioned above imply that the CUT needs to focus more on effective communication across the organisation and cannot rely solely on vertical communication channels to share information.

Against the aforementioned background, the study shall probe the extent to which supervisors of different organisational units at the CUT, W stimulate informal, horizontal networks that respond to employees' social and relational needs, which in turn can lead to increased employee satisfaction.

1.19   EXPECTED OUTCOMES

Delport states that respondents at multi-campus universities agree that multiple campuses hamper communication (2008:250). She maintains that the geographical location of different campuses makes it difficult to communicate to staff at once, for example, when the Vice-Chancellor (VC) personally needs to address staff on an urgent matter, it has to take place on different occasions (ibid). Against this background, the researcher expects to find communication barriers, at the CUT, W campus in particular. The researcher's view is that supervisors often find it time-consuming to select issues of relevance from communication messages that they receive from the CUT, and will simply pass on the messages that have no relevance or significance to their particular organisational settings. This may be one of the causes of dissatisfaction and disinterest among the CUT, W employees.

According to Downs and Hazen (1977), the CSQ measures, amongst others, subordinates' perception of how open managers are to employees' ideas as well as how adequately managers keep subordinates informed.   The researcher

predicts that if the unit managers are not open to the ideas of their subordinates and keep information away from subordinates, the communication space within their units becomes dysfunctional, thus rendering the CUT value drive to no avail.

1.20   SUMMARY OF CHAPTER ONE

This chapter has outlined the introduction and background of the research. It has covered the research questions, hypotheses and the significance of the study. The research methods and the research instrumentation were outlined.   Population, sampling techniques, reliability and validity of the study were provided. Ethical issues, gathering and analysis of data were described. The theoretical foundation of the study namely, the Systems Theory, were described. The researcher has pointed out the anticipated limitations of the study as well. The chapter has been concluded with brief summaries of preliminary studies on topics similar to the current research investigation.

1.21 DEMARCATION OF STUDY

The researcher has restricted his investigation to the CUT, W campus. The study was conducted among the employees of the CUT, W, for example, the Academic Personnel, the Administrative Personnel as well as the Maintenance Employees. The CUT, Free State is a large, multi-campus institution situated in Bloemfontein and daily operations of the institution are decentralised to Faculties, Schools or Departments and other campuses situated in other geographical areas, that is, Welkom and Kimberley respectively. Supervisors are responsible for managing and communicating with employees daily. The researcher found it logical and cost-effective to use a sample from the CUT, W campus only.

1.22 CLARIFICATION OF CONCEPTS

Communication is defined as a systematic process in which people interact with and through symbols to create and interpret meanings (Wood, 2009: 3).

Organisational communication is defined within the university context as communication between the people (staff members of different post levels campuses) who comprise the organisation (Delport, 2008:4).

Internal communication is defined as transactions between individuals and groups in organisations at various levels and different areas of specialisation. The role of internal communication is building and nourishing employee relations, establishing trust, providing timely and reliable information and thereby contributing to general motivation, particularly in times of change and stress (Sincic and Vokic, 2007: 7).

External communication is communication in which the organisation becomes the source for messages directed to audiences outside the organisation (Neher, 1997:304).

Communication satisfaction means employees' feelings about the techniques, methods and the media used by their organisation to disseminate information (Nuus, 2006:21).

Horizontal communication is that which flows between individuals or groups and departments at the same level in the hierarchy (Neher, 1997:160).

CHAPTER TWO

LITERATURE REVIEW

2.1 THEORETICAL BACKGROUND

This chapter provides insight into the body of literature that has been consulted on Supervisory Communication and Employee Satisfaction. As a frame of reference, the researcher has consulted similar research on the subject and other related areas of organisational communication. The Systems Theory, which provides the basis of the study, is also described in this chapter.

2.2 ORGANISATIONAL COMMUNICATION

Greenbaum, Clampitt and Willhganz postulate that communication is important in the operation of all organisations, and knowledge of communication is vital to achieve organisational effectiveness (1988:245). Delport defines organisational communication as "the process by which information is exchanged and understood by two or more people, usually with the intent of motivating or influencing behaviour" (2008:4). She elucidates organisational communication from a functionalist perspective as "the display and interpretation of messages among communication units that are part of a particular organisation" (ibid.). She continues to explain that, within the university context, organisational communication is viewed as communication between the people (staff members of different post levels and from different campuses) who comprise the organisation (ibid.). Although Delport mentions "different campuses", the researcher's investigation is limited to the CUT, W campus.

Neher refers to organisations as follows:

- ongoing, observable pattern of interactions among people;

- usually these interactions are planned, sequential and systematic;
- these interactions are stable over time and are obvious to members and to outsiders;
- the patterns of interactions, the formal and informal structures of organisation, set channels and networks for upward, downward and horizontal communication;
- internal network patterns of interactions among various groups are also channels for organisational communication (Neher, 1997:154; bullets my own).

People are members of organisations. There are stated goals for the organisation, which are the desired outcomes of the aforementioned patterns of interactions. Such goals cannot be reached by individuals working on their own.

The CUT goals are as follows (CUT, FS, Calendar, 2013):

- to deliver high quality appropriate science, engineering and technology (SET) academic programmes supported by applied research;
- to engage with the community for mutually beneficial development;
- to promote access with success by attracting potentially successful students and to support them in becoming employable graduates;
- to attract and retain expert staff by their development and well-being;
- to forge strategic partnerships (bullets my own).

In working towards the achievement of the above-mentioned goals, members of the CUT, W should engage in patterns of interactions that ideally identify and reflect on the desired outcomes of the university as an organisation. Supervisors, as sources of communication messages in their respective units of authority, should interact with employees in a manner that is distinguishable from other kinds of behaviour. Supervisors should provide leadership and guidance that seek to harness resources within their units to ensure the achievement of desired goals. Neher sums up that communication is the process of two or more people engaging in mutual awareness and sharing of facts, feelings, or intentions through the use of verbal and non-verbal signs observable in some medium (1997:18).

Four of Neher's propositions regarding organisational communication, include the following:

- communicating is the fundamental process of organising;
- understanding organisational communication provides insights for understanding the working of organisations in our lives;
- communicating skills are the basis for effective leadership in organisations;
- communicating is key to sound decision-making within organisations (1997:20;bullets my own).

The aforementioned propositions shed some light on our understanding of organisational communication as a multi-faceted concept.

Neher (1997:20) categorises the following four propositions and the following ideas.

2.2.1 Communication is a fundamental process of organising

" … the first proposition argues that the act of organising, essentially is communicating" (Neher, 1997:20). The ability of managers to organise the work of their unit hinges on their ability to communicate to their subordinates. As Neher elucidates "… all activities that we associate with the operations of organisations are communicative activities" (ibid.). The researcher contends that supervisors should:

- communicate the unit's plans to subordinates;
- set the unit's objectives in line with the organisation's strategic objectives;
- communicate roles and responsibilities to subordinates;
- communicate implementation of programmes to subordinates;
- monitor and communicate progress as well as performance of the unit;
- communicate achievements of the unit;
- periodically review and refine programmes of the unit to achieve the desired goals.

Communicating the aforementioned activities is effectively an act of organising. It enhances teamwork and the desire by members of the unit to achieve the desired

goals.   "… the typical work of an organisation requires the coordination of sequential and interactive behaviour of several people. Such coordination can be achieved by people communicating with one another" (Neher, 1997:20).

In other words, the researcher's investigation of internal communication at the CUT, W falls within the aforementioned category. In other words, an organisation focusing on supervisory communication and its potential effect on employee satisfaction is well within Neher's assertion that organisational functioning is a consequence of human actions, and human actions are a prelude to organising.

2.2.2 Understanding organisational communication provides insight for understanding the working of an organisation in our lives

Neher suggests that the second proposition maintains that the study of organisational communication can allow us to become more effective in dealing with organisations (1997:20). Neher further states that:

> … we cannot escape the pervasive effects that organisations have on our lives. We are surrounded by them and we are often largely dependent on many organisations. By thinking about organising and organisations, we can envision the way in which organising works and what makes organisations what they are (ibid.).

2.2.3 Communication skills are the basis for effective leadership in organisation

The above proposition highlights the importance that leadership skills have in the effective functioning of organisations. Neher defines a leader:

> as an individual, usually designated to carry out some specific role within an organisation that requires directing and controlling the behaviour of others". … Leadership refers to behaviour that move people towards desired goals or ends. Leadership

encourages activities that induce desired behaviours in other people. Such activities occur only as they are acted out in communication (Neher, 1997:21).

Neher postulates that "… the skills that make up leadership are essentially the skills of communicating" (1997:12). Within this context, the researcher believes that the supervisory role provides a layer of leadership in organisations. He further contends that the extent to which supervisors pay attention to employees or offer guidance for solving job related problems, among others, defines the effectiveness of their communicative abilities that can be measured through a communication investigation in their respective units.

2.2.4 Communication is the key to sound decision-making within organisations

Decision-making highlights abilities to work with other people in developing and understanding of some problems that need to be solved or a problem that requires a decision. Decision-making involves the ability to formulate the issues of the problem and the possible outcomes of the decision. In other words, making and implementing good decisions requires communication skills (Neher, 1997:22).

2.3 INTERNAL COMMUNICATION

Delport describes internal communication as "a process of communication within the organisation itself, together with other business divisions within the organisation …" (2008:5). Delport further states that internal communication is the pattern of messages shared among organisation members; it is human interaction that occurs within organisations (ibid.). Neher again points out that internal communication has the following purposes form a managerial point of view:

- orientation to company policies, product and work processes;
- job training;
- job instructions and directives;
- explanation of benefits and compensation;
- description of safety procedures;

- presentation of organisational structure and reorganisation (1997:267; bullets my own).

Internal communication is thus often directed towards socialising organisation members, bringing them to feel and behave as insiders rather than outsiders. Much of communication is thus concerned with inducing people to identify with and commit to the organisation, its goals and its values (Delport, 2008:5).

Barrett upholds that effective internal communication provides organisational direction and employee motivation (2008:304). Organisational direction therefore comes from leaders having created and effectively communicated a clear and meaningful vision. The development and communication of a vision is one of the most important, visible communication tasks of senior management. Employees are motivated when, through words and actions, leaders carefully translate the vision and strategic goals into terms that are meaningful to all employees (Barrett, 1987:304).

Jablin, Putnam, Roberts and Porter suggest that openness in superior-subordinate communication is often conceptualised in terms of two interrelated dimensions: openness in message-sending and openness in message-receiving (1987:344). Jablin et al. state that "in an open communication relationship between superior and subordinate, both parties perceive the other interactant as a willing and receptive listener and refrain from responses that might be perceived as providing negative relational or disconfirming feedback" (ibid.). In turn, subordinates' perceptions of openness are positively related to their job satisfaction and in particular to their satisfaction with supervision (ibid.).

Similarly Clampitt and Downs perceive supervisory communication as measuring subordinates' perceptions of how open the managers are to ideas, as well as how adequately managers keep subordinates informed (2004:14).

Dortok asserts that employees are in need of a feeling of trust in their companies;

they want to acquire company related information directly in order to contribute to the future of the organisation and to be proud of the company they work for (Dortok, 2006:326). Intangible factors, such as satisfaction that can help employees become advocates of their companies and affect other stakeholders can be managed by internal communication (ibid.). Therefore employees who are aligned with the company's values can help their organisation attain a sustainable, competitive advantage by external stakeholders' experience of these values. As employees inadvertently communicate corporate values through their behaviour, organisations need to help employees internalise the organisation's core values in their attitudes and behaviour, through communication training and allocation of rewards (Dortok, 2006:326).

The researcher believes that if internal organisational communication strategists heed the aforementioned suggestions, employee satisfaction and morale will be raised.

Fournier elucidates effective communication as follows: task and role clarification between supervisor/subordinates interactions contribute to employees' sense of satisfaction (2008:7). He contends that much satisfaction can result from effective interpersonal communication and a sense of inclusion (ibid.). Conversely, poor communication can lead to high levels of uncertainty, stress and self-doubt (ibid.). Therefore, the value of accurate communicative assessment and the degree of communication satisfaction, lie in the need to create an understanding of current organisational communication effectiveness; to determine organisation communication strengths and weaknesses; and to develop communication strategies that enhance supervisory/subordinates working relationships. The result of communication is a common understanding between the sender and the receiver (ibid.).

Walter, Anderson and Martin state that subordinates communicate with supervisors: to reduce uncertainty about their environment and roles; to own their

organisation to meet their needs; and to assert their specific place in the organisation (2005:58). Quality supervisory communication with subordinates is also a critical element for an effective superior-subordinate relationship. Walter, Anderson and Marlin also consider that subordinates' high quality communication with superiors is critical in meeting employees' personal, relational and organisational goals (2005:58).

The researcher wishes to investigate the quality of communication between the supervisors of various organisational units and their respective subordinates. The researcher believes that the flow and quality of such communication are essential for both employees and supervisors to assert themselves within the organisation. He further contends that in the process of communication, employees will ensure that their needs take precedence and are catered for in the organisation. Downs and Hazen's (1977) dimension of personal feedback points out some of the needs that account for the quality of communication between supervisors and subordinates, namely: employees' feeling that their efforts are recognised; that their supervisors understand their problems; and that the criteria by which they are judged are clear.

2.4   COMMUNICATION SATISFACTION

Fournier defines satisfaction as an affective response to expectation-type standards (2008:42). Fournier further states that the investigation of communication satisfaction as an outcome can assist people in understanding the expectations and emotional responses to communication that are both sent and received (ibid.). Communication satisfaction is affected by numerous variables such as communication style, communication traits, perceived quality of communication and understanding, communication motive, openness, communication norms, frequency, formality, biological sex and interpersonal perceptions of safety as well as uncertainty (ibid.).

Meintjies and Steyn (2006:159) define "communication satisfaction as "the extent to which the employees of the institution are satisfied with the amount, type and quality of communication received".

Similarly Nuus defines communication satisfaction as an employee's positive feelings about the techniques, methods and the media used by their organisation to disseminate information (1991:21). Nuus further elucidates communication satisfaction as employees' satisfaction with multiple dimensions of communication within his or her organisation (1991:23). Downs and Hazen (1977) developed the CSQ, an instrument that yields a global measure of communication satisfaction, in addition to factor scores with ten items each. Each item is described in alphabetical order below.

Communication Climate: items corresponding with this factor measure general attitude toward communication at the organisational and individual levels, probing the extent to which communication stimulates employees, fosters identification, and assists the working process. Questions also assess the perceived communication competences of employees. Employees' attitude concerning communication may be added to this factor.

Horizontal Communication: this dimension concerns messages circulating within informal networks. It examines the amount and accuracy of these messages, as well as the flow of communication.

Interdivisional Communication: this dimension measures the degree to which employees perceive teamwork across divisions. It also measures the extent to which employees feel that communication helps coordinate work across divisions.

Media Quality: this dimension involves the extent to which various information channels such as memoranda, meetings, bulletin boards, e-mails and performance

evaluations are helpful, clear and useful. This factor also assesses general attitudes concerning communication.

Organisation Integration: this dimension concerns information individuals receive about their immediate work environment, including departments and division plans, job descriptions, personnel news, new policies and procedures. This factor also measure employee satisfaction with opportunities for input in their work groups or units.

Organisational Perspective: this dimension involves broad information about organisational changes, financial well-being, overall goals, policies and performance.

Personal Feedback: this dimension measures the degree to which employees feel their efforts are recognised, their superiors understand their problems and the criteria by which they are judged are clear.

Relationship with Subordinates: items corresponding to this dimension are completed only by those in supervisory or managerial positions. This section addresses the perceived receptivity of employees to downward communication, as well as their willingness and ability to send information up the chain of command. Superiors are also asked about their experiences with communication overload.

Relationship with Superiors: this dimension measures subordinate perceptions of upward/downward communication and relationships with immediate supervisors. The item addresses how open and attentive supervisors seem with regard to listening and paying attention to subordinates' messages, as well as the amount and quality of supervision and feedback. It also measures perception about the degree of trust supervisors demonstrate to subordinates.

Relationship with Top Management: this dimension concerns the extent to which employees feel they are informed by top management. This factor also addresses the extent to which managers utilise information from non-managerial employees.

According to Gray and Laidlaw, evaluation of employee communication satisfaction has been an important component of organisational communication audits to assess communication effectiveness. They describe communication satisfaction as a socio-emotional outcome resulting from communication interactions. They also believe that employees seek communication interactions with co-workers and superiors to satisfy interpersonal needs of pleasure as well as inclusion. They point out that when employee needs are met through satisfactory communication, employees are more likely to build relationships. Furthermore, they find that there is a high positive correlation between communication satisfaction and overall job satisfaction (Gray and Laidlaw, 2004:426). Thus, employee communication satisfaction is important because it highlights a core issue for employees who play a central role in determining organisational effectiveness. On the other hand, outcomes of poor organisational communication (where employee communication satisfaction is assumed to be low) include reduced employee commitment, greater absenteeism, increased industrial unrest, higher employee turnover and reduced productivity (ibid.).

Gray and Laidlaw also point out that poor communication at an individual level, can result in increased uncertainty about situations, the self, others, relationships, increased occupational stress and burnout (2004:426). Therefore, communication audits and assessments of communication satisfaction, in particular, are designed to gather information on strengths and weaknesses of organisational communication; these findings provide a foundation to develop communication strategies that would create working relationships, improve transmission of information and, ultimately, improve organisational effectiveness (ibid.).

The importance of communication satisfaction is articulated the most effectively by Bottazo, who states that the satisfaction of employees gradually becomes a category, which is equal to satisfaction of customers and shareholders; similarly, satisfaction is an important element of the strategic mission of the organisation (2005:78). Bottazo further elaborates that the treatment of employees as the assets of the organisation is the starting point of a new paradigm of internal communication, which exceeds former one-way communication with employees (ibid.). Communication evolves from simple communication to one-way communication and then gradually moves to two-way communication: from training and education to motivation; and eventually to participation of employees in management, who thus share responsibilities (ibid.).

Walter, Anderson and Martin postulate that when employees are satisfied with the communication channels used by their superiors, they are more likely to stay on the job, exhibit loyalty and commitment, and identify with the organisation (2005:58). They also contend that superior quality communication with subordinates is critical for an effective superior-subordinates relationship (ibid.).

The researcher wishes to determine whether the CUT, Ws internal communication as construed by employees is interactive (two-way communication), motivates employees to stay on in their jobs, as well as commit and identify with the organisation. Verwey and Du Plooy-Cilliers state that strategic thinking at organisation level provides the context in which strategic thinking at the individual level can occur (2003:5). They believe that organisations need to create the structure, processes and systems that:

- foster ongoing dialogue among organisation members;
- take advantage of the ingenuity and creativity of every individual employee (2003:5; bullets my own).

2.5   COMMUNICATION AUDIT

The researcher shall conduct a communication investigation (audit) to determine the quality of internal communication of the CUT, W by focusing on supervisory communication and its effect on employee satisfaction.   Neher defines a communication audit as an objective report on the internal communication of an organisation with the purpose of allowing management to improve the way in which the organisation deals with the information necessary for its operation in terms of increasing productivity (1997:328).   The purpose of an audit is to improve the functioning of the organisation in terms of increased productivity and efficiency:

- an audit of the organisation's communication is thus analogous to a financial audit, which is intended to audit all the details of the financial transactions of an organisation over a given period of time, usually a year;
- the communication audit is used for either or both purposes: to give a readout on the state of communication at a given time, such as how members perceive the communication climate, or to reveal bottlenecks or weaknesses in the networks of an organisation handling of information (Neher, 1997:328; bullets my own).

Thus the focus of a communication "audit" is evaluating the processes or systems of communication, not evaluating individuals. The research, in this context, shall focus on the weaknesses and strengths of communication systems and processes at the CUT, W, in order to identify communication barriers and develop strategies that will help improve these systems.

Opyt, Steward and Soy Spring believe that a communication audit can be used to help organisations understand their communication environment better, to provide the organisation with increased awareness of current communication behaviour and to help remove or prevent communication barriers (2001:3).   The aforementioned can be particularly useful in comparing communication patterns in terms of restructuring.   In addition, a communication audit may address communication between management and employees, interpersonal communication, public relations activity and overall communication effectiveness.

Zwijze-Koning and De Jong assert that a communication audit typically evaluates an organisation's communication system and provides the organisation with valuable information about its communicative strengths and weaknesses (2007:261). Similarly, Ellis, Barker, Potter and Pridgeon argue that a communication audit is intended to provide a means of assessing the state of communication in an organisation against a set of desirable criteria (1993:142). At a functional level, effective communication is recognised as a motivator of the workforce. If people receive adequate information to do their jobs, are informed about their role in the organisation's overall mission and where the organisation stands in the outside environment, their contribution to the mission is likely to be more effective. Ellis *et al*. maintain that it is the manager's responsibility to ensure that such information is communicated to employees (1993:142).

Chalmers, Liedtka and Bednar indicate that communication auditing, long practised in the business sector, is a valuable tool for other academic departments to utilise in determining the status of their internal communication, evaluating its systems and inadequacies and identifying areas for improvement (2006:187). A communication audit is a fact-finding analysis, interpretation and reporting process that study the communication philosophy, structure, flow and practice of the organisation (ibid.). The purpose of the audit includes the collection of data concerning the efficiency, credibility and economy of the organisation's programmes and practices, and the development of recommendations for action-tailored intervention regarding the organisation's specific situation (ibid.).

2.6 THE SYSTEMS THEORY

The researcher's investigation is based on the Systems Theory. Neher postulates that the approach that is now called the Systems Theory began with a biologist, Ludwig von Bertalanffy, whose intent was to develop a general systems theory

(1997:105). According to Neher, Bertalanffy preferred the term *general theory* because he hoped that the general principles concerning the nature of all kinds of systems could be discovered and then be applied to the analysis of any system (Neher, 1997:105).

The Systems Theory views the organisation:

- as the overall patterns of interrelationships and interlocking behaviours covering all members and units;
- The Systems Theory stresses two aspects of any organisation: the interrelatedness of its parts or subsystems and the interaction with its environment;
- the systems view acknowledges conflict of purposes, and function in communication and it tries to identify patterns such as operational and informal communication networks existing in organisations;
- the theory concentrates on the dynamic process of patterned activities rather than on the static object or supposed unchanging attributes of individuals;
- organisations are defined by the patterned activities of a fairly constant set of people (Neher, 1997:111; bullets my own).

2.6.1 Basic assumptions of the Systems Theory

Puth lists the following basic assumptions of the Systems Theory:

- the general Systems Theory, with its emphasis on structure, interdependence and relationships is concerned only with the parts of the organisation as they relate to the whole;
- communication is considered as an essential process which permits interdependence among other parts of the organisation;
- according to the concept of boundaries, an organisation is differentiated from and dependent on the environment in which it exists;
- in open systems organisations, energy comes into the organisation from the environment, is transformed within the organisation, and is returned to the environment;
- managers spend more time communicating with employees and with one another than with people from outside the organisation;
- at the lower levels of an organisation, employees in a given department spend more time and energy communicating with one another than with employees from other departments in the organisation;

- managing is a complex process which can be done effectively in a number of different ways, and there are various effective leadership styles;
- the effectiveness of a leadership style depends on, amongst other things, the situation and the people concerned;
- social communication is crucial in an organisation, because structures are essentially held together by a system of attitudes, perceptions, beliefs, expectations and motivation and by meanings shared by the people who are part of that system (Puth,1994:21).

The fundamental systematic-interactive paradigm of organisational analysis features the continual stages of input, throughput (processing) and output, which demonstrate the concept openness/closeness. A closed system does not interact with its environment. It does not take on information and therefore is likely to atrophy, and then vanish. An open system receives information, which it uses to interact dynamically with its environment. Openness increases the likelihood to survive and prosper (Neher, 1997:106).

The researcher regards the CUT, W as a system made up of interrelated subsystems of which supervisory communication is a constituent part. As a constituent part, inadequate supervisory communication has the potential to affect the functioning of the whole campus as a system. Neher contends that the structure of the organisation is a social one, rather than a physical structure of a building and geography (1997:113). The simplest structure includes two persons in a continuing relationship, such as two co-workers, or superior and subordinates (ibid.). Delport also draws on the Systems Theory and defines organisations as "social collectives in which people develop ritualised patterns of interaction in an attempt to coordinate their activities and efforts in the ongoing accomplishment of personal as well as group goals" (Delport, 2008:68). Delport further maintains that an organisation should be viewed as a system because it is the sum total of its various parts, the parts determining output and growth of the process (ibid.).

In addition to this biological foundation, the other major trend in the Systems Theory derives from the Information Theory (Neher, 1997:106). The Information Theory emphasises the importance of information and feedback. Organisations

depend on the exchange of information. Information is processed differently from material input or energy: it depends on symbols, and it is not consumable in the same way as raw materials, food and energy. "When I share food with you, I give some of it away, and no longer have it. When I share information with you I still keep the same amount that I started with," (Neher, 1997:107). The main concepts form the Information Theory that influence the Systems Theory are information, the related notion of entropy, feedback and homeostasis (ibid.).

The *Oxford Advanced Learners' Dictionary of Current English* (2010:490) defines entropy as "a way of measuring the lack of order that exists in a system". Feedback means "advice, criticism or information about how good or useful something or somebody's work is" (*Oxford Advanced Learners' Dictionary of Current English,* 2010:540). It also defines homeostasis as "the process by which the body reacts to changes in order to keep conditions inside the body, for example, temperature the same (*Oxford Advanced Learner's Dictionary*, 2010:716).

The researcher believes that if there is no adequate information flow within the organisation (which are supervisors' partial responsibility), the organisation will gradually disintegrate. Employees need to be provided with information regularly, and will then act on that information and provide the necessary feedback. When such information channels and communication activities exist within the organisation, employees' levels of satisfaction are raised and the organisation tends to stabilise.

The flow of information as stated above indicates the extent to which the organisation responds to environmental pressures, thus reducing entropy. Neher indicates that information is related to the physical concept of entropy, borrowed from physics and the second law of thermodynamics (1997:107). This law holds that elements on any closed system tend toward disorder or randomness. For example, "… hot water poured into a tub gradually exchanges its heat with the

surrounding air, the tub itself, and other parts of the water. It becomes less organised, less differentiated from its environment, as its energy and heat, become randomised throughout its environment" (Neher, 1997:107). Neher demonstrates the exchange of information energy between the system and its environment by means of the diagram below.

Figure 2.1: Exchange of Information Energy

Closed
system

Information energy

ENVIRONMENT

Open
system

Information energy
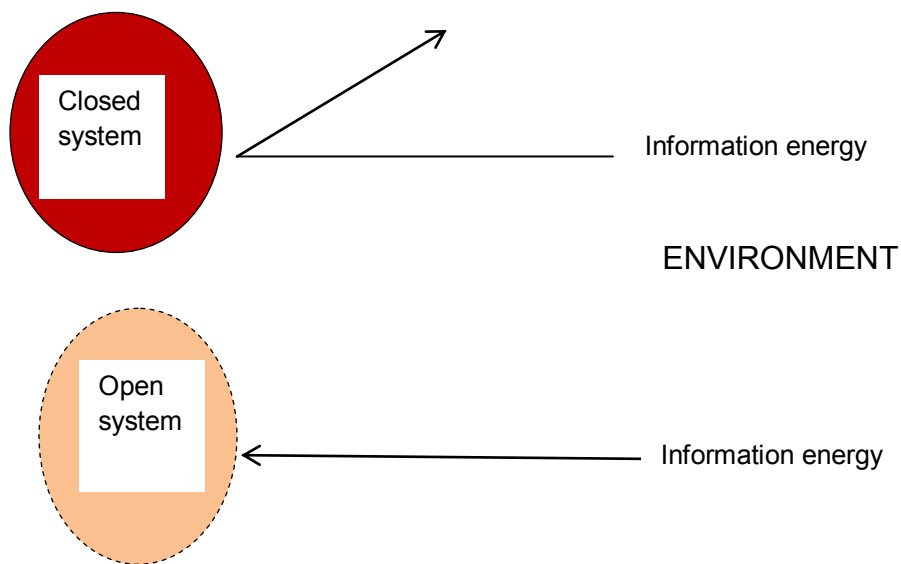
Source: Neher (1997:108)

Information as described above reduces uncertainty. Therefore, by reducing uncertainty about the state of affairs or the system, information can reduce entropy. An open system thus imports information from the environment and monitors feedback from the system and the environment. This interchange of information, as well as energy and materials from the environment, allows the system to maintain its desired homeostasis.

The researcher concludes in his final analysis of the Systems Theory that it means that if there is no exchange of information within the university as a system, that is, if the university is closed to information input from its environment, communication becomes disorganised, randomised and often leads to organisational decay.

The researcher believes that in order to achieve effective communication within the organisation, supervisors should constantly interact with subordinates. In this way supervisors would be able to draw and reflect on ideas as well as on the feedback they receive from employees. Such information flow should reduce uncertainty among employees and can translate into the attainment of organisational goals.

Delport suggests that if one regards a particular higher education institution as an open system, the subsystems would comprise of the different departments or faculties of that particular education institution, such as the Human Resources Department, the Marketing Department, the Student Services Division and so forth (2008:69).

2.6.2 Communication implications of the Systems Theory

Communication is generally viewed as fulfilling a central function in human systems. The context or environment assumes special importance in the Systems Theory, thus more attention should be given to communication between the organisation and its environment. Delport notes that according to the Systems Theory, an organisation should always strive towards openness by continuously receiving input from its environment and arranging its activities to meet environmental needs (2008:72).

Neher contends that the major purpose of organisational communication in view of the Systems Approach is developing systems that are most effective in information processing (1997:156). Neher further maintains that the systems theorists are therefore concerned with the level of environmental uncertainty, which may be

characterised by turbulence that suggests an image of chaotic, swirling bits of information that must be sorted out and interpreted by the organisation (ibid.). Turbulent information is associated with increased information load, which is the perceived number of decisions that one must make in processing incoming information (ibid.). Organisations in turbulent environments therefore need to pay special attention to subsystems for dealing with the communication load. Important concepts in this kind of Systems analysis are therefore communication load (especially overload), channels, and the capacity of channels for handling and disseminating environmental information (Neher,1997:156).

From the above information, the researcher concludes that the CUT, FS with its complex bureaucratic structure, as Delport points out (2008:69), will have to pay special attention to different specialised departments to deal with information load. Information load refers to the quantity and rate of incoming information to be processed through a simple channel (Neher,1997:158). One's location in an organisation structure can determine how many incoming messages one receives. Managers and supervisors receive a large number of messages. Supervisors should be able to determine which messages can be passed up or down in the hierarchical chain. Given the fact that different specialised divisions are managed by supervisors, the researcher shall focus on how supervisors process incoming messages and the extent to which they feed new information into the system as received from the environment.

Barrett indicates that each business unit or division may need to create a summary of important messages for its employees or convert the overall message from the corporate centre, that is, the CUT,FS in this instance into digestible and actionable messages that the employees can understand and act on (2008:311). Supervisors may even have their own vision statement specific to their goals in support of the company's vision. This kind of specific message tailoring usually requires the help of individuals closest to the employee groups. The researcher believes that supervisors are well positioned to implement message tailoring.

Neher asserts that the aforementioned approach by Barrett gives priority to organisational roles for people who monitor the environment and bring external information into the organisation (Neher, 1997:112).

Delport points out that communication enables coordination and cooperation within and among organisational components (2008:72). She also states that communication also enables responses to the environment. Delport (2008:72) believes that an organisation as a system must allow a certain degree of openness in its environments, in order to adapt to change and evaluate current communication efforts (ibid.). She explains that by allowing the environment to take part in decision-making processes and strategic planning, the organisation can undertake activities that will address environmental needs. She points out that in the case of higher education institutions, the environment is composed of the institution's suppliers, donors, alumni, media, community and general public. To her the product (or more specifically service) that is rendered by the higher education institution is that of teaching and learning. She contends that the university changes its academic learning programmes to address the needs of society and real world issues, it is demonstrating its openness towards the communities it serves as well as environmental change. She concludes by stating that the university is seeking information from its environment to use as an input in order to improve its output (Delport, 2008:72).

2.7   SUMMARY OF CHAPTER TWO

The chapter has covered a wide range of literature on the broader theoretical aspects of organisational communication as well as its related components of internal and supervisory communications. It has referred to the CSQ of Downs and Hazen (1977), which the researcher shall be implementing as his major research

instrument. It has covered the theoretical foundation of the study, in this instance, the Systems Theory.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   INTRODUCTION

This chapter describes the methodological procedure and research instrumentation implemented in the study. It also introduces the population (market segment), the type of the sampling, sampling size and sampling techniques. It demonstrates how reliability and validity are ensured and how ethical issues will be addressed. The chapter concludes with a description of how data will be collected and analysed.

3.2   QUANTITATIVE AND QUALITATIVE RESEARCH METHODOLOGY

As already mentioned, the researcher shall use mixed methods, that is *triangulation,* by which quantitative and qualitative data will be collected simultaneously with the view of converging findings.

3.2.1 Quantitative Research Methodology

Oosthuizen postulates that quantitative techniques stem from a strong academic tradition that places considerable trust in numbers that represent opinions or concepts (2006:11). Struwig and Stead indicate the following characteristics of the quantitative method of research:

- Quantitative research examines constructs (variables) which are based on the hypotheses derived from a theoretical scheme.
- Causality: quantitative research often tries to establish cause and effect between constructs. A causal relationship between constructs explains why things are the way they are by specifying the cause thereof.
- Replication: the replication of the study provides a way of determining the extent to which findings are applicable to other contexts. A study is replicable when the study's research process is clearly and accurately described.

- In quantitative research the individual is the focus of the empirical inquiry. Survey instruments are administered to individuals and individual's responses are required (Struwig and Stead, 2001:4; bullets my own).

The researcher shall use the above characteristics of quantitative research as a basis to examine constructs such as:

- the relationship between internal communication and organisational effectiveness.
- the relationship between supervisory communication and employee satisfaction.

By implementing a quantitative approach, the researcher shall test the hypothesis: *Supervisory communication (independent variable) affects employee satisfaction (dependent variable)*. The researcher anticipates that the findings will demonstrate that certain constructs of the CSQ are responsible for the low-level communication satisfaction among employees.

A self-administered questionnaire based on the CSQ of Downs and Hazen (1977) consisting of closed-ended questions, shall be distributed to sixty individual employees of the CUT, W. The researcher shall analyse and interpret their responses, whereafter he shall draw appropriate conclusions.

Employees will rate their level of satisfaction of communication in their various organisational units on a 5-point Likert Scale of the adapted version of the CSQ.

Downs and Hazen originally developed the CSQ to acquire a holistic impression of the way employees evaluate an organisation's communication system. The instrument focuses on employees' attitudes and judgements of several communication practices as they influence the behaviour of employees in an organisation.

The current form of the CSQ consists of five variables for each of the following eight dimensions, namely:

- **Communication Climate**: deals with the general satisfaction with the effectiveness of the communication atmosphere.

- **Supervisory Communication**: measures upward and downward communication with respondents' supervisors.

- **Organisational Integration**: involves the degree to which employees receive information about their immediate work environment.

- **Media Quality**: focuses on the extent to which meetings are clear.

- **Co-Worker Communication**: relates to satisfaction with horizontal communication in the organisation.

- **Corporate Communication**: deals with information about corporation and financial standing.

- **Personal Feedback**: is concerned with what workers need to know about how they are judged and how their performance is appraised.

- **Subordinate Communication**: consists of items answered by supervisors only, including the extent to which subordinates initiate upward communication.

3.2.2 Qualitative Research Methodology

Struwig and Stead define qualitative data as "any information that the researcher gathers that is not expressed in numbers" (2003:13). The following are some of the characteristics of qualitative research (bullets my own):

- qualitative researchers are very interested in understanding issues researched from the perspective of the research participants.
- contextualism : Human behaviour does not occur in a vacuum. It is necessary to provide a comprehensive description and analysis of the environment of the social context of the research participants. Contextualism emphasises the various macro and micro contexts of the individual and how these dynamically interact with one another.
- process : process research examines interrelated events along a

> temporal or developmental continuum.
> - flexibility and the use of theories : qualitative researchers prefer to begin research in a relatively open and unstructured manner and may be hesitant to rely excessively on theory to provide a framework of what to research (Struwig and Stead, 2003:13).

The researcher shall interview five individual employees of the CUT, W who do not have matric or any post-matric qualifications by using a semi-structured interview schedule. Opdenakker defines a qualitative research interview as an interview that purposefully gathers descriptions of the real world of the interviewee (2006:1). This method of interviewing has been selected because of the above-mentioned employees' lack of formal education.

Opdenakker asserts that the semi-structured interview is an open framework that allows for focused, conversational, two-way communication (2006:1). Not all questions are designed and phrased ahead of time (ibid.). The majority of questions are created during the interview, allowing both the interviewer and the person being interviewed the flexibility to probe details or discuss issues (ibid.).

According to the Food Agricultural Organisation, the major benefits or advantages of a semi-structured interview are the following (bullets my own):

> - … less intrusive to those being interviewed as the semi-structured interview encourages two-way communication. Those being interviewed can ask questions of the interviewer;
> - provides the opportunity for learning of the information obtained from semi-structured interviews;
> - when individuals are interviewed they may, more easily discuss sensitive issues;
> - using both individual and group interviews can optimize strengths of both (FAO:1990:2).

By adhering to the above guidelines, the researcher shall attempt to ensure that the interview resembles a conversational process in order to generate the participants' enthusiasm and steady flow of communication. The researcher aims to keep the interview within the framework of the proposed research schedule. The researcher shall establish the number of years that each individual has been in the employ of

CUT, W and how subsequent developments such as the merger with the CUT, FS and the unfolding restructuring have influenced the perceptions of employees regarding the state of supervisory communication within their organisational units.

Delport has found that "management is to blame for the failure of attempts to improve internal communication at the CUT" (2008:233). Although these failed attempts are often attributed to top-level management of the institution, the researcher believes that such failure could equally be ascribed to middle-level management. The researcher argues that Operational Managers' inability to mobilise communication resources and to provide a suitable infrastructure within their units, leads to poor communication between them and their subordinates. Subsequently employee performance suffers.

Bartlett reports that "relationships exist between subordinate job satisfaction and an increase in profit. Additional relationships have been noted between heightened subordinate satisfaction and reductions in turnover, absenteeism and other negative corporate behaviours" (2009). While it has not been proven that satisfied employees produce more, they do impact positively on communication.

It is within the above context that the researcher seeks to expose the effect that each subsystem, for example, the supervisory function, has had on the whole organisation as a system. The study shall implement the Systems Theory. According to Neher the Systems Theory views the organisation as "the overall patterns of the interrelationships and interlocking behaviours covering all members and units", (1997:111). As previously mentioned, The Systems Theory stresses two aspects of any organisation: the interrelatedness of its parts or subsystems and its interaction with the environment (Neher, 1997:113).

3.3   POPULATION

Babbie and Mouton define a population as the aggregate of elements from which the sample is selected (2001:174). The population in this study consists of the employees of the CUT, W across different age groups, gender, language, appointment status and who have held their current positions from three months to ten years and longer. The study shall focus on academics (Lecturers and Programme Heads), who execute supervisory responsibilities within academic units); and non-academic personnel (Administrative and Support) as well as personnel in other non-academic units, such as Services and Maintenance.

3.4   SAMPLING

3.4.1 Type of Sampling

The researcher shall use non-probability sampling. Wimmer and Dominick distinguish between probability and non-probability sampling by pointing out that "probability sampling is selected according to mathematical guidelines whereby each unit's chance for selection is known" (2003:85). Du Plooy postulates that drawing a non-probability sample means that (bullets my own):

- every unit in the population does not have an equal therefore probable chance of being selected as part of the sample, implying that the sample will not have the same parameters as the population;
- in most cases, the researcher predicts or controls the choice of units of analysis;
- a sampling frame cannot be compiled if the sample is not representative of the target population and therefore has no external validity (2002:113).

Du Plooy elaborates that among other examples to be considered when drawing a non-probability sample, is the non-random sample, which includes a large proportion of a small target population and is advisable (ibid.).

The researcher shall adhere to the aforementioned approach in this study. As already stated, the CUT, W consists of 65 employees (CUT, W Human Resources, 2011), a small population by comparison with ideal standards of probable sampling.

The researcher shall utilise purposive or judgmental sampling, which Babbie and Mouton describe as "the selection of a sample by the researcher on the basis of his knowledge of the population, its elements and the nature of the research aims" (2001:166). In short, the sampling of the population shall be based on the researcher's judgement and the purpose of the study. Wimmer and Dominick describe purposive sampling as "including subjects or elements selected for specific characteristics or qualities and eliminate those that fail to meet these criteria" (2003:88). However, the results of the study cannot be generalised to the entire population because of the sample size.

The researcher has distinguished between employees with post-matric qualifications and those that do not have matric or post-matric qualifications.

3.4.2 Sampling size

According to the Human Resource Section, CUT, W (2011), the campus consists of 65 employees, in either temporary, contract or permanent positions. The total number of employees who have post-matric qualifications is 60. This includes both the academics and non-academics. The above constitutes 92% of the potential respondents of the self-administered questionnaire. The total number of employees without post-matric qualifications at present is 5, which constitutes 8% of the potential participants in the semi-structured interviews.

3.5   RELIABILITY AND VALIDITY

Reliability is concerned with:

the extent to which a measure represent the true value of a variable, that is, accurate   the operational definition translates data into information. It also incorporates repetition and consistency of methods, conditions and results; that is, if the method of data collection is reliable, it means that anybody else who uses the same method, or the same person using it at another time, will generate the same results (Oosthuizen, 2006:16).

As already mentioned, the researcher shall be implementing the CSQ of Downs and Hazen (1977), although it will be adapted to suit the purpose of the current study. From the literature consulted by the researcher, it is clear that the CSQ has been used widely as an established, comprehensive measure of communication in organisations.

Greenbaum, Clampitt and Willihganz postulate that the following distinctive attributes of the CSQ present special advantages:

- provides a relatively short and understandable instrument, which can be completed in a maximum of 15 minutes;
- scoring can be done manually or through the use of existing SPSS (Statistical Package for Social Sciences) software packages;
- norms are available, but only one geographic area;
- the instrument has been used in a wide variety of organisations and has developed important findings about communications in organisations (1988:254; bullets my own).

Although the researcher has reduced the CSQ constructs to five instead of the original eight, a pilot study shall be used to determine their reliability. Therefore, the researcher shall do a pilot study on two separate occasions, spanning a two-week' interval, do a pilot study with at least ten respondents of the representative sample from different parameters of the chosen population to ensure test-retest reliability. According to Leedy and Ormrod, the test-retest reliability is the "extent to which a single instrument yields the same results for the same people on two different occasions" (2010:92). The purpose of the pilot study is to:

- determine if the research instrument is adequately designed;
- to correct areas of misunderstanding and confusion;
- to determine ambiguous questions and if there was a violation
  of research rules (Leedy and Ormrod, 2010:92; bullets my own).

The adapted version of the CSQ as implemented by the researcher in the study presents the following constructs with a varying number of variables:

- **Supervisory Communication:**
  - My supervisor communicates institutional values in his job-related dealings.
  - My supervisor upholds institutional values in his job-related dealings.
  - My supervisor is exemplary with regard to desired institutional values.
  - My supervisor is open to ideas from subordinates.
  - My Supervisor allows me the space to express my thoughts on matters related to our unit.
  - My supervisor relays information to subordinates in a simplified manner that they are able to act upon.

- **Divisional Information:**
  - My supervisor clearly articulates the objectives of our unit.
  - My supervisor sets clear performance standards for our unit.
  - My supervisor provides me with enough information to perform my job.
  - My supervisor articulates clearly what is expected of me in my job.
  - My supervisor relays information to subordinates in a way that is simplified to act upon.

- **Communication Climate**
  - My supervisor is accessible to communicate with me on matters related to my job.
  - My supervisor demonstrates interest in his/her subordinates.
  - My supervisor listens to my personal opinions.
  - My supervisor listens to my personal opinions on job-related matters.
  - My supervisor motivates me to perform in my job.

- My supervisor welcomes diverse viewpoints from subordinates.
- My supervisor values my suggestions on matters related to our unit's performance.
- My supervisor trusts me to do my job efficiently.
- My supervisor treats subordinates equally.
- My supervisor recognises my contributions on matters related to performance of our unit.
- My supervisor seeks my opinion on matters affecting our unit.
- My supervisor consults with me as appropriately as possible on matters relating to our unit.

- **Co-Worker Communication**
  - I normally hear what is going on in our unit from co-workers.
  - I get information from colleagues of other departments/ units in an informal manner.
  - Information is shared amongst staff members on the same level in our unit.

- **Personal Feedback**
  - My supervisor provides regular feedback on performance objectives.
  - My supervisor provides feedback on how subordinates' job-related problems are handled.
  - I receive feedback on my performance on time.
  - I receive information about how my job performance compares with others on time.
  - My supervisor continuously supports me and gives me regular feedback on my performance.

Validity refers to the "extent to which an empirical measure adequately reflects the real meaning of the concept under consideration" (Babbie and Mouton, 2006:122). The researcher shall clarify some of the original conceptual and technical terms of

the CSQ so that respondents will understand the questions in the same way as intended by the researcher. Leedy and Ormrod postulate that "the validity of a measurement instrument is the extent to which the instrument measures what it is actually intended to measure," (2010:92). The researcher shall consult with the CUT, FS statistician to verify whether the measuring instrument actually measures what it is intended to measure.

3.6   ETHICAL CONSIDERATIONS

The researcher shall assure respondents that their responses will be treated with confidentiality, their anonymity shall be maintained and that they should feel free to express their honest opinions. The researcher shall distribute a motivation letter supplying the purpose of the study together with the questionnaire by means of which the researcher shall motivate the purpose of the study, in order to obtain the respondents' informed consent.

3.7   GATHERING OF DATA

Data shall be gathered by means of a self-administered questionnaire. Employee supervisors shall respond to one part of the questionnaire, whereas employee subordinates shall respond to the other part. The responses by supervisors about their own performance or perceptions of internal communication are significant for the successful interpretation of results. Similarly, subordinates' perceptions of how their units' supervisory communication fares also provide insight regarding the state of internal communication in the different units. Respondents shall rate their own communication satisfaction on a 5-point Likert Scale of the CSQ instrument. Data collected will then be coded and assigned to appropriate constructs and variables.

The researcher agrees with Delport that " first-line managers will have to make time to communicate issues of importance personally," (2008:10). Delport maintains that "where communication is viable, supervisors could coordinate information in their

respective units" (2008:253). As Holtzhausen states, they are in close "proximity" (2002:327) to that environment and could respond much faster to environmental challenges.

The researcher also concurs with Barrett, who postulates that "employees are motivated when, through words and actions, the leaders carefully translate their vision and strategic goals into terms that are meaningful to employees"(1987:304).

Data shall also be gathered by means of semi-structured interviews. The researcher shall use a tape-recorder to record the interview process with individual participants.

Opdenakker believes that using a tape recorder has the advantage that the interview report is more accurate than writing notes (2006:3). However, Opdenakker also warns that tape recording poses the danger of interviewers not taking down any notes during the interview (ibid.). The researcher agrees with Opdenakker that taking notes during the interview is important to the interviewer, even if the interview is tape-recorded: (bullets my own).

- to check if all questions have been answered;
- in case of malfunctioning of the tape recorder;
- in case of malfunctioning of the interviewer (Opdenakker, 2006:3; bullets my own).

Another disadvantage of tape recording the interview is the time a transcription of the tape recording consumes. Opdenakker suggests that one hour of tape takes five to six hours to transcribe (ibid.).

3.8   ANALYSIS OF DATA

Data analysis means translating data into meaningful and interpretable information.

Quantitative data analysis means "any type of analysis that deals with numerical data" (Cohen, Manion and Morrison, 2007:501). Delport indicates that "quantitative research entails a description of analysis of a phenomenon measured in numbers and analysed by statistical techniques, thereby ensuring that the research design will be maximised objectively" (2008:158).

Cohen et al. explain that qualitative data analysis "involves accounting for and explaining data, in short making sense of data in terms of participants' definition of the situation, noting patterns, themes, categories and regularities" (2007:461).

3.8.1 Quantitative Data Analysis

Quantitative data (the self-administered questionnaire) shall be analysed through statistical techniques, called descriptive statistics, by the Research Institute of the CUT, FS.

Descriptive statistics provide statistical summaries of data. The purpose of these statistics is to provide an overall, coherent and straightforward picture of large amounts of information. According to De Swart, it involves the organising of data and description or summarising of collected numerical data by means of tables, figures, and the calculation of descriptive criteria in order to measure an average value and variability around this average (2009:14).

 Collected data shall be edited. Editing data is "a process of checking the completeness, consistency and accuracy of the responses obtained" (Letz, 2009:199). Subsequently, data shall be coded, that is, a process where numerical scores are assigned to edited data.

After encoding, the individual responses and data will be typed on a computer programme, for example, Microsoft Excel. Once data has been typed on an

appropriate computer programme, for example, SPSS, a statistician from the CUT's Research Institute shall analyse the data.

Typical statistics such as frequency and percentage distributions on demographic variables (that, is gender, language, population group, age, appointment status, unit of employment, education level and position) will be presented in tables to show the population characteristics.

3.8.2 Recoding

Sarantakos defines recoding as a procedure that is used when the researcher wishes to change the codes of the responses of multiple-choice questions (2007:30). It is used when the researcher wants to reduce the numbers of the responses, for example, from five to three.

In this study, the researcher recoded the 5-point Likert Scale to a 2-point Likert Scale. The initial codes of "never" (1), "rarely" (2), "sometimes" (3) were grouped together and recoded to "rarely" (1), whilst the initial coding of "often" (4) and "always" (5) were recoded to often (2). The new code of "rarely" ("never", "rarely" and "sometimes") can be interpreted as an expression of dissatisfaction by the respondents, whereas "often" ("often" and "always") can be interpreted as an expression of satisfaction with regard to the state of supervisory communication in respective Schools and Sections.

The researcher believes that although respondents might have expressed some level of dissatisfaction with supervisory communication in their respective Schools, it does not necessarily mean that supervisory communication is wholly non-existent, hence the recoding of never, rarely and sometimes to "rarely". Conversely, the code "always" does not imply that supervisory communication is perfect at all times, and "often" also denotes some level of communication adequacy.

Other statistics are:

3.8.2.1 Mode: means a category of a variable that occurs with the greatest frequency or the value that appears most frequently in the array (Leedy and Ormrod, 2010: 266). Field (2009:21) defines mode as the score that occurs most frequently in the dataset. To calculate the mode, simply place the data in ascending order, and count how many times each score occurs, and the score that occurs the most is the mode (ibid.).

In this study, data shall be analysed to determine the most frequently rated value by respondents on the Likert Scale (mode) of each item on the CSQ. The rating of such a value shall be interpreted as an expression of the respondents' level of either satisfaction or dissatisfaction with the state of supervisory communication regarding a particular item on the CSQ.

3.8.2.2 Percentage (50%) Threshold: For the purpose of data analysis, a 50% threshold will be adopted as benchmark for communication efficiency within the Schools. If the respondents' rating of an item is above 50% on a scale of 100%, it will be regarded as an area of supervisory communication efficiency. Conversely, any item that is rated below 50% on a scale of 100% will be regarded as problematic regarding supervisory communication efficiency.

3.8.2.3 Chi-square (χ^2) Test: Babbie and Mouton state that the Chi-Square is a frequently used test of significance in social science (2001:48). It is used to test the null hypothesis, which is the assumption that there is no relationship between two variables in the total population. As such, the statistical significance of a relationship in a set of sample data is expressed in terms of probabilities. It is significant that the 0.05 level (p= 0.05) simply means that the probability of a relationship as strong as the one observed one being attributed to sampling error alone, is no more than 5 in 100.

In this study, Chi-Square tests shall be performed on the three identified null hypotheses of the study. The three null hypotheses are:

H0a: There is no significant relationship between supervisory communication and organisational effectiveness.

H0b: Supervisory communication has no effect on the achievement of the values and goals of the CUT, W.

H0c: There is no significant relationship between supervisory communication and employee satisfaction.

If the statistical levels of significance of the three identified null hypotheses are less than 5% or 0.05, then the null hypotheses shall be rejected and the significant relationships between the two variables shall be confirmed.

3.8.3 Qualitative Data Analysis

Data shall be analysed by means of content analysis. Babbie and Mouton assert that "content analysis examines words or phrases within a wide range of texts, including interviews and speeches as well as informal conversations," (2009:491). Leedy and Ormrod again define content analysis as a "detailed and systematic examination of the contents of a particular body of material for the purpose of identifying patterns, themes or biases" (2010:144). They further elaborate that content analysis is typically performed on forms of human communication, including books, newspapers, films, television, art, music, videotapes of human interaction, transcripts of conversations, internet blogs and bulletin board entries (ibid.).

In this study, the researcher shall analyse data that consists of transcripts of audio interviews to identify patterns and themes, as well as categories of meaning related to theory and the focus of the research. Phrases, words and sentences shall be analysed and assigned appropriate themes and categories. New emerging themes and categories shall also be formulated to address the research problem. In some

cases, phrases, words and sentences shall be quoted verbatim, as recorded during the interviews.

As verified from the aforementioned, it is clear that the researcher shall use inductive reasoning for data analysis. Leedy and Ormrod assert that "qualitative observers make many specific observations and they draw inferences about larger and more general phenomena" (2010:96). This shall be the methodology employed by the researcher.

3.9   SUMMARY OF THE CHAPTER

This chapter has outlined the research methods that will be implemented in the study, which include the combination of a quantitative and qualitative research approach. The chapter had indicated the size of the population samples and the environment from which the respondents as well as participants will be drawn. The researcher has described how reliability, validity as well as ethical considerations of the study shall be realised. The chapter has concluded with a description of how data will be collected and analysed.

CHAPTER FOUR

DATA PRESENTATION AND FINDINGS

This chapter outlines the statistical presentation of data. Data is presented in the form of Tables and Figures .The researcher provides summaries of data in response to the three research questions. The researcher also includes the summaries of the qualitative data obtained through interviews with each of the five participants.

4.1 DEMOGRAPHIC DATA

The table below outlines a summary of the demographic data of the respondents of the questionnaire. Although the staff component of the CUT, W added up to 65 at the time of the research study, the response rate of the study was 40 respondents, which constitutes 62% of the population.

Table 4.1: Frequency of Gender

	1 (male)		2 (female)		Total	
	Count	%	Count	%	Count	%
Gender	21	52.5	19	47.5	40	100

The above table illustrates the gender distributions of the respondents of the study. Accordingly, the study consists of 21 (52.5%) male respondents and 19 (47.5%) female respondents, which implies that the study is neither skewed in favour of males nor females. The researcher believes that such balancing goes a long way in ensuring gender diversity of the university population.

Table 4.2: Language Proficiency (Writing)

	1 (never)		2 (rarely)		3 (sometimes)		4 (often)		999		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
AFRWRIT	14	36.8	10	26.3	11	28.9	3	7.9			38	100
ENGWRIT	25	65.8	13	34.2							38	100
NDEBWRIT			1	3.7	2	7.4	24	88.9			27	100
XHWRIT	2	6.7	1	3.3	13	43.3	13	43.3	1.0	3.3	30	100
ZULWRIT	2	7.1	1	3.6	10	35.7	15	53.6			28	100
SEPWRIT	1	3.4	3	10.3	9	31.0	15	51.7	1.0	3.4	29	100
STHOWRIT	19	59.4	5	15.6	2	6.3	6	18.8			32	100
SETSWRIT	5	17.2	6	20.7	10	34.5	8	27.6			29	100
SWTWRIT					1	3.8	25	96.2			26	100
TSHVWRIT							26	100.0			26	100
XITSWRIT							26	100.0			26	100
OTHRWRIT	2	14.3	1	7.1	2	14.3	9	64.3			14	100

Table 4.2 demonstrates frequency distributions (values/ percentages) of language proficiency (writing) of the respondents per South Africa's eleven languages. For purposes of space, the researcher used acronyms to represent each language, for example, AFRWRIT (Afrikaans writing), ENGWRIT (English writing), NDEBWRIT (Ndebele writing), XHWRIT (Xhosa writing), ZULWRIT (Zulu writing), SEPWRIT (Sepedi writing), STHOWRIT (Sesotho writing), SETSWRIT (Setswana Writing), SWTWRIT (Seswati writing), TSHWRIT (Tshivenda writing), XITSWRIT (Xitsonga writing). It also reveals that the majority 25 (65.8%) of the respondents are proficient in writing English, which implies that Supervisors use English as a medium of correspondence with subordinates.

Table 4.3: Language Proficiency (Speaking)

	1 (never)		2 (really)		3 (sometimes)		4 (often)		5 (always)		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
AFRSPK	14	35.9	6	15.4	15	38.5	4	10.3			39	100
ENGSPK	28	73.7	10	26.3							38	100
AFRWRIT	14	36.8	10	26.3	11	28.9	3	7.9			38	100
NDEBSPK			1	3.8	3	11.5	22	84.6			26	100
XHSPK	2	7.1	2	7.1	18	64.3	6	21.4			28	100
ZULSPK	2	7.4	1	3.7	16	59.3	8	29.6			27	100
SEPSPK	1	3.7	7	25.9	11	40.7	8	29.6			27	100
STHSPK	20	66.7	4	13.3	3	10.0	3	10.0			30	100
SETSSPK	7	25.0	8	28.6	8	28.6	5	17.9			28	100
SSWSPK					2	8.0	23	92.0			25	100
TSHSPK					1	3.8	25	96.2			26	100
XITSSPK					1	3.8	24	92.3	1	3.8	26	100
OTHRSPK	2	13.3	1	6.7	2	13.3	10	66.7			15	100

Similar to the preceding table, table 4.3 shows frequency distribution of language speaking proficiency by the respondents per eleven South African languages as explained in the preceding table (2). However, the table reveals that the majority 28 (73.7%) of the respondents are proficient in speaking the English language, which implies that Supervisors use English as a medium of spoken communication with their subordinates.

Table 4.4: Frequency of Population Group

Population Group	1 (Africans)		2 (Indians)		3 (Whites)		Total	
Frequency	Count	%	Count	%	Count	%	Count	%
	28	70	2	5	10	25	40	100

Table 4.4 illustrates the frequency distribution (values/ percentages) of the respondents according to their population group. The table indicates that 28 (70%) of the respondents are Africans, whilst 2 (5%) and 10 (25%) are Indians and

Whites, respectively. Although there is representation of all the population groups of the university community, the majority 28 (70%) are African respondents, which is consistent with the staff composition of the population groups at the CUT, W.

Table 4.5: Frequency of Age

AGE	2 (21-29)		3 (30-39)		4 (40-49)		5 (50-59)		6 (60+)		Total	
Frequency	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
	4	10	8	20	12	30	13	32.5	3	7.5	40	100

Table 4.5 demonstrates the frequency distributions (values/ percentages) of the respondents according to age. The age distribution as illustrated above provides a wider representation and distribution of generations and their perspective on supervisory communication at the CUT, W.

Table 4.6: Frequency of Appointment Status

Appointment Status	1 (permanent)		2 (fixed-term contract full-time)		3 (temporary full time)		4 (temporary part-time)		Total	
Frequency	Count	%	Count	%	Count	%	Count	%	Count	%
	24	60	8	20	4	20	4	20	40	100

Table 4.6 illustrates the frequency distribution (values/ percentages) of respondents according to appointment status at the CUT, W. The table reveals that the majority of respondents, 23 (57.5%), are permanent appointees. Respondents' permanent status implies that their responses to the questionnaire will be their honest opinions once fear of putting their jobs in jeopardy is not a factor.

Table 4.7: Distribution of Staff in Different Departments at the CUT, W

Department/ Section	Count	%
1 Communication Sciences	6	15
2 SEBD	6	15
3 Education	8	20
4 Government Management and Human Resources	3	7.5
5 Information Technology	3	7.5
6 Accounting	3	7.5
7 Examination	2	5
8 Administration	5	12.5
9 Library	3	7.5
10 Sports Management	1	2.5
Total	40	100

Table 4.7 illustrates the frequency distribution (values/ percentages) of the respondents per School at the CUT, W. The researcher believes that drawing respondents from different Sections or Schools reflects a wider representation of the staff composition.

Table 4.8: Education Level

Qualification	Frequency	Valid Percentage	Cumulative Percentage
Grade 12	3	7.5	7.5
Diploma/ Certificate	4	10.0	17.5
Bachelor's Degree	6	15.0	32.5
Honours Degree/ Post-Graduate Diploma	13	32.5	65.0
Masters/ M-Tech	8	20.0	85.0
Doctorate	6	15.0	100.0
	40	100.0	

Table 4.8 reveals that the majority 27 (67%) of the respondents are in possession of the post-graduate qualifications such as Honours, Post-Graduate Diplomas, Master's and Doctorates respectively, which implies that their academic achievements should ensure that they give informed responses in the research questionnaire.

Table 4.9: Employment Capacity

Employment Capacity	Frequency	Valid Percentage	Cumulative Percentage
Academic (Teaching/Research)	29	72.5	72.5
Administrative (Management)	1	2.5	75.0
Administrative (Support)	9	22.5	97.5
Service Workers	1	2.5	100.0
	40	100.0	

Table 4.9 reveals that the majority 29 (72.5%) of the respondents are drawn from the academic section of the employment categories. The assumption is that respondents might have been exposed to similar academic research exercises before, which predisposes the researcher to believe that their responses will be highly reliable.

4.10: RELIABILITY STATISTICS

The tables below show the reliability test of each item per cluster of the CSQ instrument. Owing to the fact that the CSQ was adapted to conform to the current study, the researcher performed the Cronbach Alpha test in order to determine the reliability of the instrument. The researcher implemented the SPSS to calculate the Cronbach Alpha to determine the level of internal consistency of the constructs.

Table 4.10.1 Cronbach Alpha Test

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	No of items
0.974	0.972	32

The Cronbach's Alpha of all the 32 items is .0974, which indicates a high level of internal consistency of our Scale for the specific sample selected at the CUT, W.

Table 4.10.2: Supervisory Communication

Item -Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q2.1.1	107	863	0.604	0.974
Q2.1.2	106.72	873.043	0.525	0.974
Q2.1.3	106.8	860.917	0.661	0.974
Q2.1.4	106.96	836.457	0.889	0.972
Q2.1.5	106.8	835.417	0.851	0.973
Q2.1.6	106.64	842.907	0.855	0.973

The Cronbach Alpha of these items is between .0972 and .0974, which indicates a high level of internal consistency for the scale and therefore is reliable.

Table 4.10.3: Divisional Information

Item -Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q2.2.2	107.32	853.393	0.751	0.973
Q2.2.3	106.84	846.223	0.826	0.973
Q2.2.4	106.92	848.327	0.84	0.973
Q2.2.5	107.08	851.993	0.787	0.973
Q2.2.6	106.68	848.977	0.859	0.973

The Cronbach Alpha is .09358, which indicates a high internal consistency. Thus the construct is reliable to a larger degree.

Table 4.10.4: Communication Climate

Item -Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
2.3.1	106.28	847.627	0.879	0.973
2.3.2	106.72	834.96	0.927	0.972
2.3.3	106.72	842.627	0.919	0.972
2.3.4	106.6	843.833	0.928	0.972
2.3.5	107.08	832.827	0.812	0.973
2.3.6	106.88	831.11	0.9	0.972
2.3.7	106.8	835.917	0.905	0.972
2.3.8	106.28	843.627	0.86	0.973
2.3.9	106.72	837.043	0.878	0.972
2.3.10	106.76	836.857	0.855	0.973
2.3.11	106.96	855.54	0.71	0.973
2.3.12	107.04	846.79	0.792	0.973

The Cronbach Alpha of the above items is .09792, which indicates a high level of internal consistency. Thus, the construct is reliable.

Table 4.10.5: Co-Worker Communication

Item -Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item -Total Correlation	Cronbach's Alpha if Item Deleted
2.4.1	107.24	914.357	-0.119	0.977
2.4.2	107.48	926.177	-0.326	0.977
2.4.3	107	859.167	0.622	0.974

The Cronbach Alpha of the above items is .0977, which indicates a high level of internal consistency and is reliable.

Table 4.10.6: Personal Feedback

Item Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
2.5.1	107.6	852.583	0.727	0.973
2.5.2	107.6	842.667	0.735	0.973
2.5.3	108.04	866.123	0.56	0.974
2.5.4	108.4	875.667	0.441	0.975
2.5.5	108.04	857.29	0.666	0.974

The Cronbach Alpha is .09258, which indicates a high level of internal consistency. Therefore the construct is reliable.

4.3 SUPERVISORY COMMUNICATION

Table 4.11: Frequency of Supervisory Communication

	1 (never)		2 (rarely)		3 (sometimes)		4 (0ften)		5 (always)		Mode	Total	
Statement	Count	%	Count	%	Count	%	Count	%	Count	%		Count	%
2.1.1	3	7.5	3	7.5	10	25	10	25	14	35	5	40	100
2.1.2	1	2.5	4	10	6	15	13	32.5	16	40	5	40	100
2.1.3			8	20	2	5	11	27.5	19	47.5	5	40	100
2.1.4	3	7.5	2	5	7	17.5	9	22.5	19	47.5	5	40	100
2.1.5	3	7.5	2	5	3	7.5	14	35	18	45	5	40	100
2.1.6	2	5	2	5	5	12.5	10	25	21	52.5	5	40	100
Summary	2.0	5.0	3.5	8.8	5.5	13.8	11.2	27.9	18	44.6	5	40	100

Item 2.1.1 (Table 4.11) demonstrates whether supervisors communicate institutional values in their job-related interaction. The table reveals that the majority of respondents, 10 [25%] *often*, 14 [35%] *always,* believe that their supervisors communicate institutional values in their job-related interaction. The above scores constitute 24 (60%) *often*, which is well over the 50% threshold. The table also

shows that most of the respondents chose 5 (mode) on the 5-point measuring Likert Scale.

Figure 4.1: Communication of Institutional Values
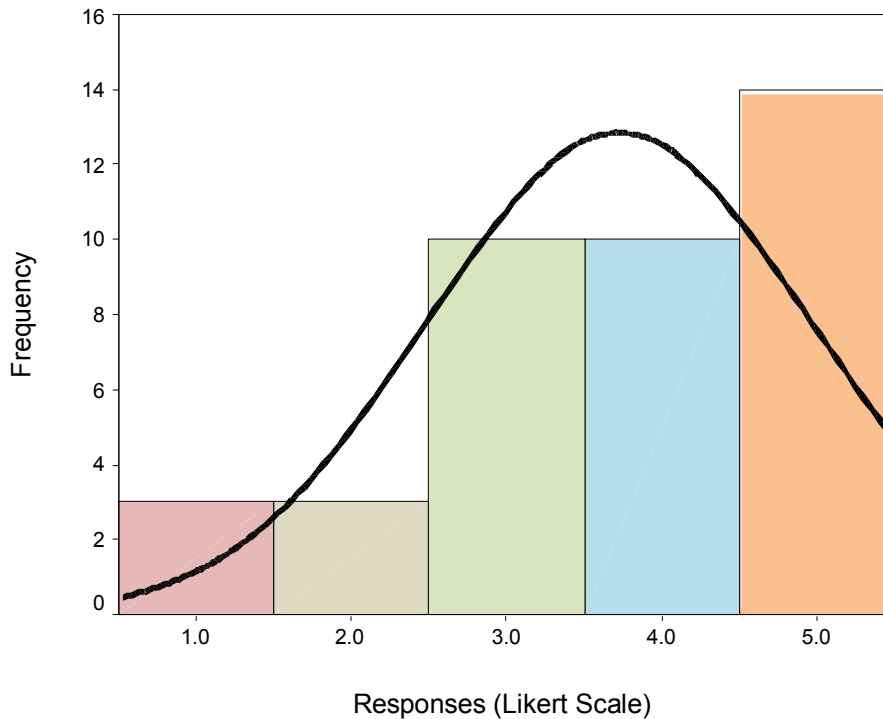
Figure 4.1 indicates a negatively skewed distribution, that is, the curve is skewed to the right. This implies that the majority of respondents chose 3, 4 and 5 of the measuring Likert Scale. Based on the aforementioned, as well as the 50% threshold, the researcher concludes that most of the respondents (60%) are *satisfied* with supervisory communication, regarding communication of institutional values to subordinates. However 16 (40%) of the respondents indicated that supervisors *rarely* (never, rarely, sometimes) communicate institutional values in their job-related dealings. The above score falls below the 50% threshold and is therefore insignificant. Thus it can be concluded that supervisors' communication of institutional values in their job-related interaction happens *often* at the CUT, W.

4.3.1 Upholding of Institutional Values

Item 2.1.2 (Table 4.11) investigated whether supervisors upheld institutional values. The table indicates that the majority of the respondents, (13 [32,5%]= *often* and 16 [40%]=*always* believe that their supervisors uphold institutional values in their supervisory communication. This constitutes a combined score of 29 (72,5%) of the respondents who feel that institutional values are being upheld by Supervisors in their communication with subordinates. Most of the respondents selected 5 on the 5-point Likert Scale.

Figure 4.2: Upholding of Institutional Values
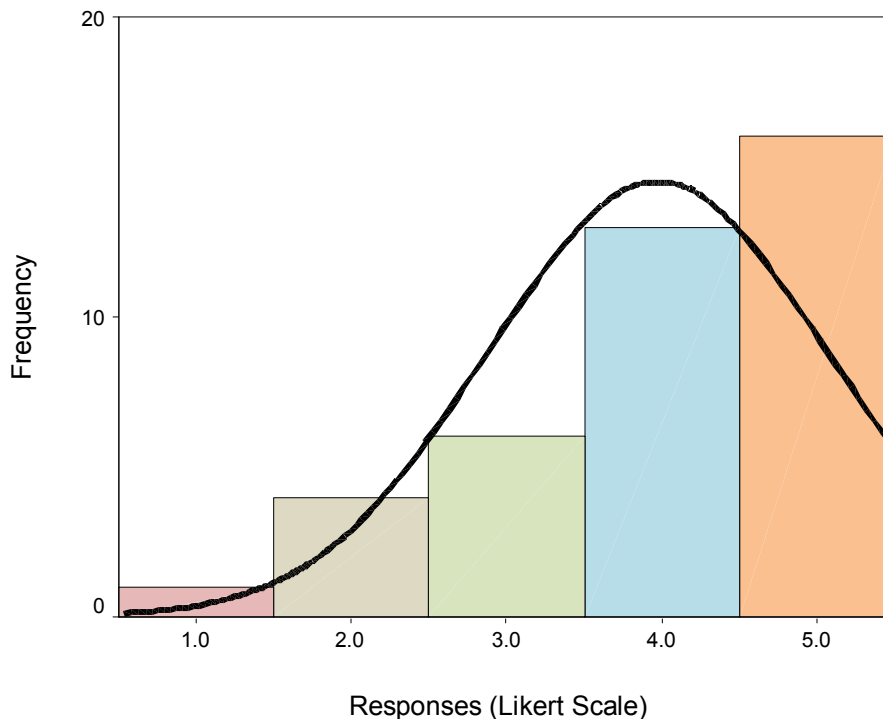
Figure 4.2 is negatively skewed to the right, which implies that the majority of the respondents chose 4 (often) and 5 (always) on the measuring Likert Scale. Based on the aforementioned and the 50% threshold, the researcher concludes that the majority of the respondents are *satisfied* (72.5%) that their supervisors uphold institutional values in their supervisory communication. However 11 (27.5%) respondents suggested that their supervisors *rarely* (never, rarely and sometimes)

upheld institutional values in their communication with subordinates. The above-mentioned value is small (below the 50% threshold) and therefore insignificant. The researcher concludes that supervisory communication with respect to upholding of institutional values takes place at the CUT,W on a regular basis.

4.3.2 Demonstration of integrity and living examples of the desired values

Item 2.1.3 (Table 4.11) investigated whether supervisors demonstrated integrity and was living examples of the desired institutional values. The majority (30 [75%]) of the respondents (11 [27.5%]= often and 19 [47.5%]= always) indicated that their Supervisors demonstrated integrity and were living examples of the desired institutional values.

Figure 4.3: Demonstrating Integrity and Living Examples of the desired Institutional Values
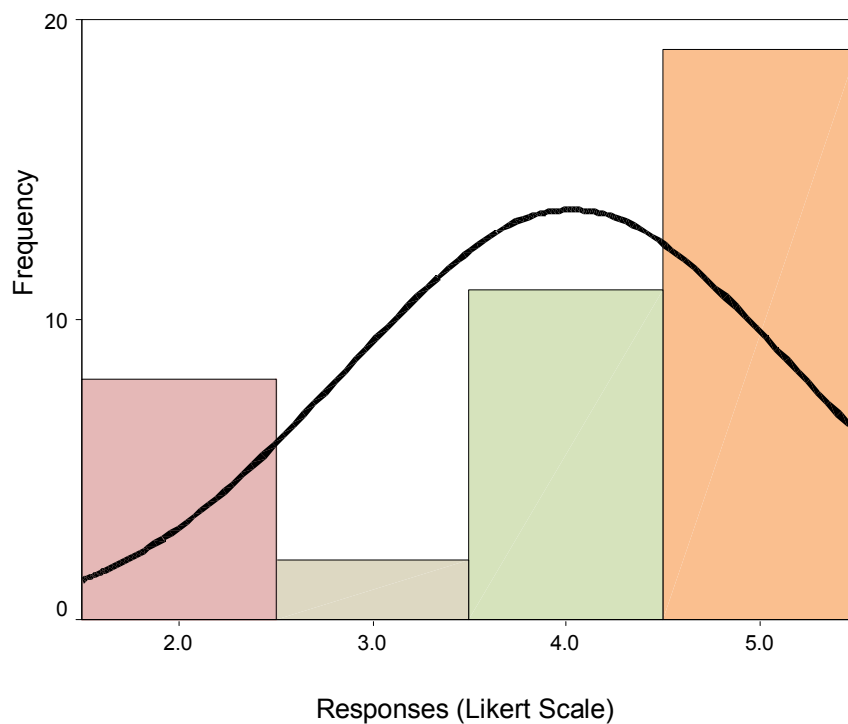
The Figure 4.3 also shows a curve that is negatively skewed to the right, which implies that the majority of the respondents selected 4 (often) and 5 (always) on the

Likert Scale of this variable. It can therefore be concluded that supervisory communication with respect to demonstrating integrity and living examples of desired institutional values takes place at the CUT,W.

4.3.3 Openness to Ideas

Item 2.14 (table 4.11) investigated whether supervisors are open to ideas from subordinates. The study revealed that the majority (28[70%]) of the respondents chose (9 [22,5%]= often and 19 [47,5%]= always) respectively, which indicates that their supervisors are open to ideas from subordinates. The combined score *often* and *always* is 28 (70%), far above the 50% threshold. The above leaves only 12 (30%) of the respondents, which suggests that supervisors are *rarely* (never, rarely, sometimes) open to ideas from subordinates, the number of which falls far below the 50% threshold.

FIGURE 4.4 FOLLOWS ON PAGE 76.

Figure 4.4: Openness to Ideas

Responses (Likert Scale)
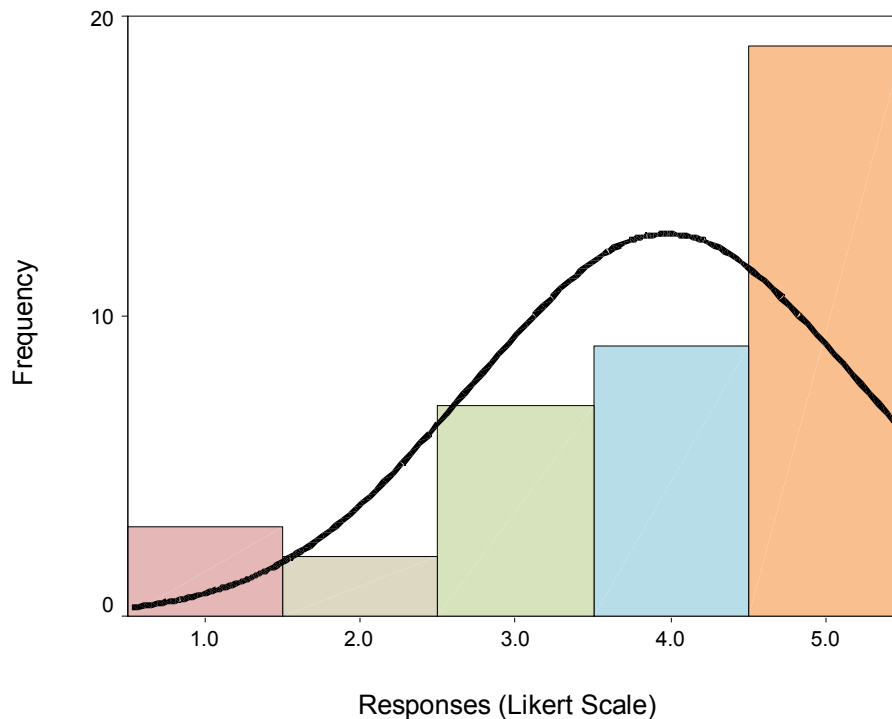
Figure 4.4 above shows a negatively skewed distribution, because the curve is also skewed to the right side of the Figure, which implies that the majority of the respondents selected 4 (often) and 5 (always) on the measuring Likert Scale. Thus, the researcher concludes that supervisors at the CUT,W campus are open to ideas from their subordinates

4.3.4   Allowing subordinates the space to express their thoughts

Item 2.1.5 (table 4.11) investigated whether supervisors allowed subordinates the space to express their thoughts on matters related to their units. The majority (32 [80%]) of the respondents, (14 [35%] = *often a*nd 18 [45%] = *always*) indicated that their supervisors allowed them the space to express their thoughts on matters related to their units. This seems to suggest that the majority of the respondents are *satisfied* that their supervisors allow them the space to express their thoughts on matters related to their units. However 8 (20%) of the respondents indicated that

their supervisors *rarely* (never, rarely, sometimes) to allow them the space to express their thoughts on matters related to their units. Although 20% is negligible in relation to 80%, supervisors should be encouraged to allow subordinates to express their views openly.

Figure 4.5: Allowing Subordinates to express their thoughts
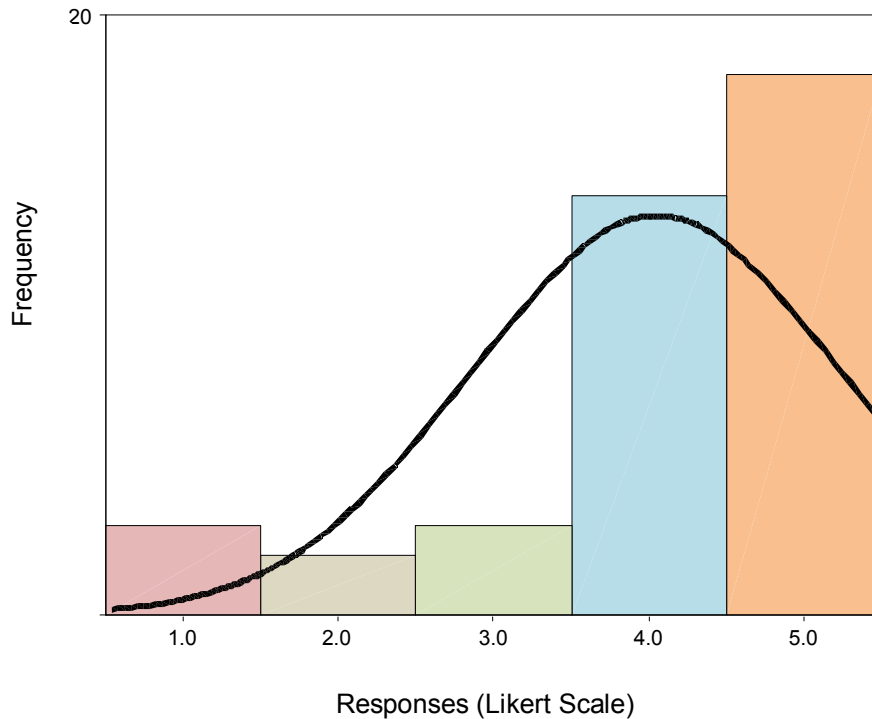
Figure 4.5 shows that curve is negatively skewed to the right, which suggests that the majority of the respondents selected 4 (often) and 5 (always) on the measuring Likert Scale. Based on the above findings, the researcher concludes that supervisory communication with respect to allowing subordinates the space to express their thoughts takes place at the CUT, W.

4.3.5 Relaying information in a Simplified Form to act upon

Item 2.1.6 investigated whether supervisors relayed information to subordinates in a simplified form to act upon. The majority (31[77.5%]) of the respondents, (10 [25%]= *often* and 21 [52,5%]= *always*) respectively, indicated that their supervisors relay simplified information that they are able to act upon. This suggests that the majority of the respondents are *satisfied* that their supervisors relay information to them in a simplified way that they can act upon. Furthermore the majority of the respondents chose 5 (mode) on the measuring Likert Scale

Figures 4.6: Relaying Information in a Simplified Way
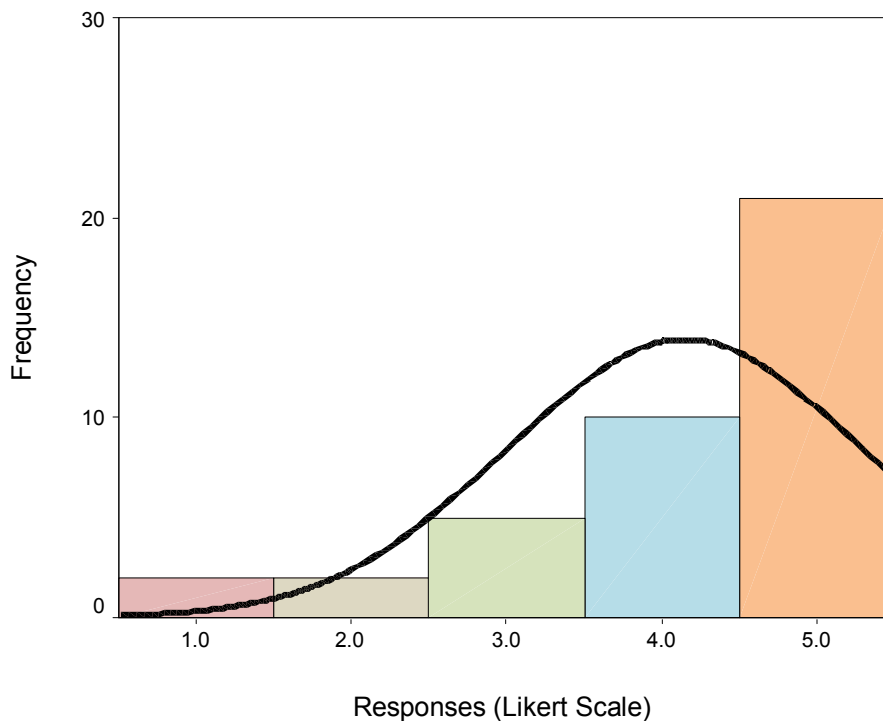
The above figure also shows a negatively skewed distribution, which implies that the majority of the respondents selected 4 (often) and 5 (always) on the Likert Scale. Based on the aforementioned findings the researcher concludes that supervisory communication with regard to relaying information to subordinates in a simplified form to act upon takes place at the CUT, W.

Conclusion:

Table 4.11(cf.p.71) demonstrates overall satisfaction by subordinates on all items of Supervisory Communication. It is therefore justified to conclude on the positive note that supervisory communication takes place at the CUT, W and that most of the respondents are *satisfied* with the way in which it is taking place.

4.4 DIVISIONAL INFORMATION ITEMS

Table 4.12: Divisional Information

	1 (never)		2 (rarely)		3(sometimes)		4 (often)		5 (always)		Mode	Total	
Statement	Count	%	Count	%	Count	%	Count	%	Count	%		N	%
2.2.1	2	5	5	12.5	9	22.5	6	15	18	45	5	40	100
2.2.2	4	10	6	15	8	20	9	22.5	13	32.5	5	40	100
2.2.3	3	7.5	3	7.5	11	27.5	11	27.5	12	30	5	40	100
2.2.4	2	5	4	10	8	20	14	35	12	30	4	40	100
2.2.5	4	10	4	10	6	15	14	35	12	30	4	40	100
2.2.6	2	5	1	2.5	7	17.5	14	35	16	40	5	40	100
Summary	3	7.1	4	9.6	8	20.4	11	28.3	14	34.6	5	40	100.0

The above table demonstrates the frequency distributions (values/ percentages) of all items of divisional information of the CSQ.

4.4.1 Clear articulation of the unit's objectives

Item 2.2.1 (table 4.12) investigated whether supervisors clearly articulated the objectives of the units to subordinates in their supervisory communication. The majority of the respondents, (6 [15%]= *often* and 18 [45%] *always*, indicated that their supervisors clearly articulated the objectives of their units. The above score constitutes (24[60%]) of the respondents indicating *often*, which is well above the 50% threshold. The study also indicates that the majority of respondents chose 5

(mode) on the measuring Likert Scale. However 16 (40%) indicate that their supervisors *rarely* (never, rarely and sometimes) the objectives of their units. The above figure falls below the 50% threshold and is insignificant. The researcher concludes that the majority of the respondents are *satisfied* that supervisors clearly articulate the objectives of their units.

Figure 4.7: Clear Articulation of the Unit's Objectives

Figure 4.7 indicates a negatively skewed distribution as the curve of the figure is skewed to the right. This could imply that the majority of the respondents selected 3 (sometimes), 4 (often) and 5 (always) on the measuring Likert Scale. It can therefore be concluded that supervisory communication with respect to clear articulation of the unit's objectives takes place at the CUT, W campus.

4.4.2 Setting clear performance standards for the unit

Item 2.2.2 (table 4.12) investigated whether supervisors set clear performance standards for their units. The study reveals that 9 (22.5%) chose *often* and 13

(32.5%) = *always* respectively, indicating that their supervisors set clear performance standards for their units. The combined score of the above is (22[55%]) *often* and well above the 50% threshold, which implies that the majority of the respondents are *satisfied* that their supervisors set clear performance standards for their units. About of 8 (45%) of the respondents (below the 50% threshold) indicated that their supervisors *rarely* (never, rarely and sometimes) set performance standards for their unit. Although the table indicates that the majority of the respondents selected 5 (mode) on the measuring Likert Scale, supervisors should be encouraged to set clear performance standards, at all times.

Figure 4.8: Setting Clear Performance Standards

Responses (Likert Scale)

Figure 4.8 also shows a negatively skewed distribution, that is, the curve of the figure is skewed to the right. This implies that the majority of the respondents have chose 3 (sometimes), 4 (often) and 5 (always) on the measuring Likert Scale. Based on the aforementioned, it can be concluded that supervisory communication with regard to setting clear performance standards takes place at the CUT, W.

4.4.3 Provision of Resources to perform the job

Item 2.2.3 (table 4.12) investigated whether supervisors provides subordinates with resources to perform their jobs. The study indicates that 11 of the respondents (27.5%) chose *often* and 12 (30%) *always,* suggesting that their supervisors provided resources to perform their jobs. The above constitutes a combined score of (23[57.5%] *often,* which is well above the 50% threshold and implies that the majority of respondents are *satisfied* that their supervisors provides them with the resources to perform their jobs. Furthermore Figure 4.9 (2.2.3) indicates that the majority of respondents chose 5 (mode) on the measuring Likert Scale. About 17 (42.5%) of the respondents indicated that their supervisors *rarely* (never, rarely and sometimes) provide them with resources to perform their jobs, the number of which is below the 50% threshold and therefore insignificant. The researcher concludes that supervisors at the CUT, W provide subordinates with resources to perform their jobs, with a negligible score for those supervisors who do not. However, the results indicate that, although in the minority according the above results, all employees should be afforded the opportunity to perform their jobs with adequate provision of resources.

Figure 4.9: Provision of Resources to perform the job
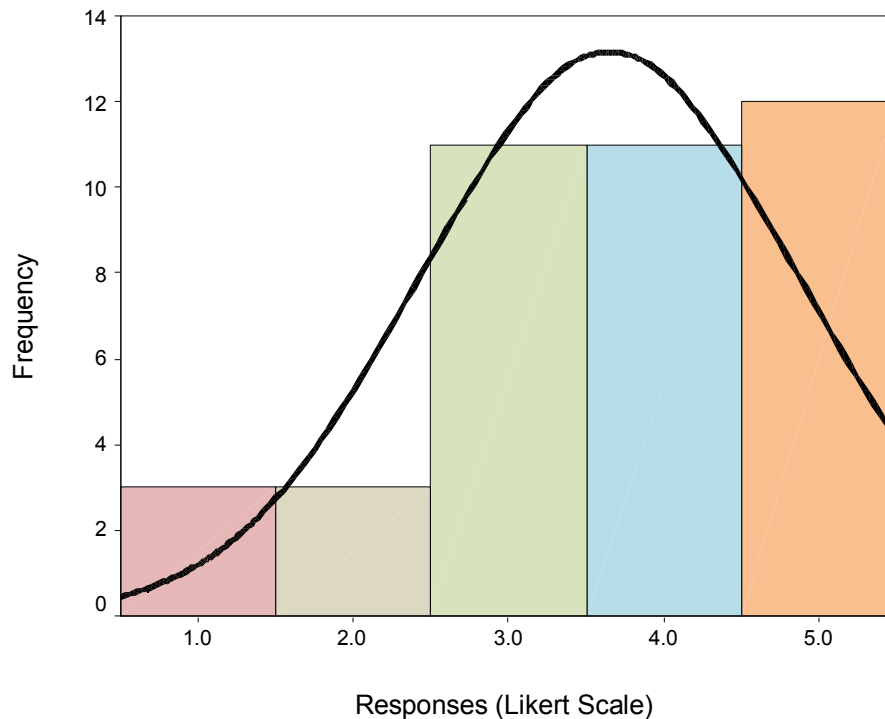
Figure 4.9 indicates that the distribution is negatively skewed to the right, which implies that the majority of the respondents selected 3 (sometimes), 4 (often) and 5 (always) on the measuring Likert Scale. Based on the aforementioned the researcher concludes that supervisory communication with respect to provision of resources to subordinates to perform their jobs does take place at the CUT.

4.4.4 Provision of information

Item 2.2.4 (table 4.12) investigated whether supervisors provide subordinates with enough information to perform their jobs. The majority of respondents, 14 (35%) chose *often* and 12 (30%) *always*, indicating that their supervisors provide them with enough information to perform their jobs. This constitutes (26[65%]) *often* (often/ always) of the respondents, which implies that the majority of the respondents are *satisfied* that their supervisors provide enough information for subordinates to perform their job. However 14 (35%) of respondents indicated that

their supervisors rarely (never, rarely and sometimes) provide them with enough information to perform their jobs, the score of which is below the 50% threshold.

Conversely, the table also indicates that the majority of respondents chose 5 (mode) on the measuring Likert Scale.

Figure 4.10: Provision of Information
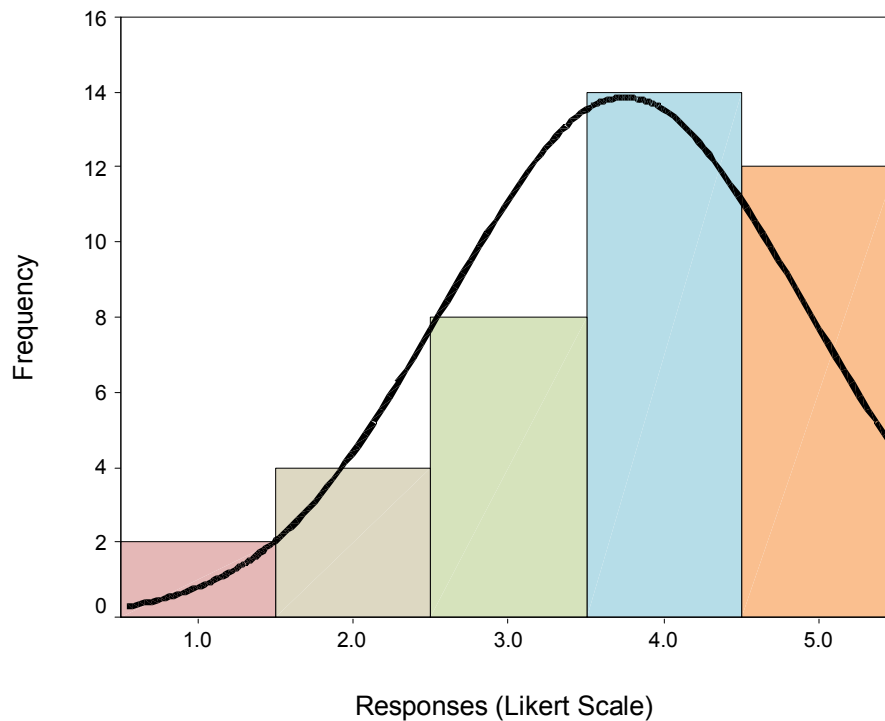
The above figure demonstrates a negatively skewed distribution, which shows a curve that is skewed to the right. This implies that the majority of the respondents selected 3 (sometimes), 4 (often) and 5(always) on the measuring Likert Scale. Thus it can be concluded that supervisory communication with regard to provision of enough information to subordinates to perform their jobs takes place at the CUT, W. However, supervisors should be encouraged to provide enough information on a continuous basis so that all employees are able to perform their jobs satisfactorily.

4.4.5 Clear articulation of what is expected of subordinates regarding their jobs

Item 2.2.5 (table 4.12) investigated whether supervisors clearly articulate what is expected of subordinates regarding their jobs. About 14 (35%) chose *often* and 12 (30%) *always,* which indicates that supervisors clearly articulate what was expected of them regarding their jobs. The combined score of *often* and *always* is 26 (65%), which indicates that supervisors *often* (often/ always) clearly articulate what is expected of respondents regarding their jobs. The above score is well above the 50% threshold, which implies that the majority of the respondents are *satisfied* that their supervisors clearly articulate what is expected of them in their jobs. Furthermore the table indicates that the majority of respondents selected 4 (mode) on the measuring Likert Scale, which suggests some level of satisfaction by respondents. However, only 14 (35%) of the respondents indicated that their supervisors *rarely* (never, rarely and sometimes) clearly articulate what is expected of subordinates regarding their jobs, the score of which falls below the 50% threshold. This implies that the majority of respondents are *satisfied* that their supervisors clearly articulate what is expected of subordinates regarding their jobs. Although the 35% score is negligible, it is important that supervisors should clearly articulate what is expected of subordinates regarding their jobs at all times.

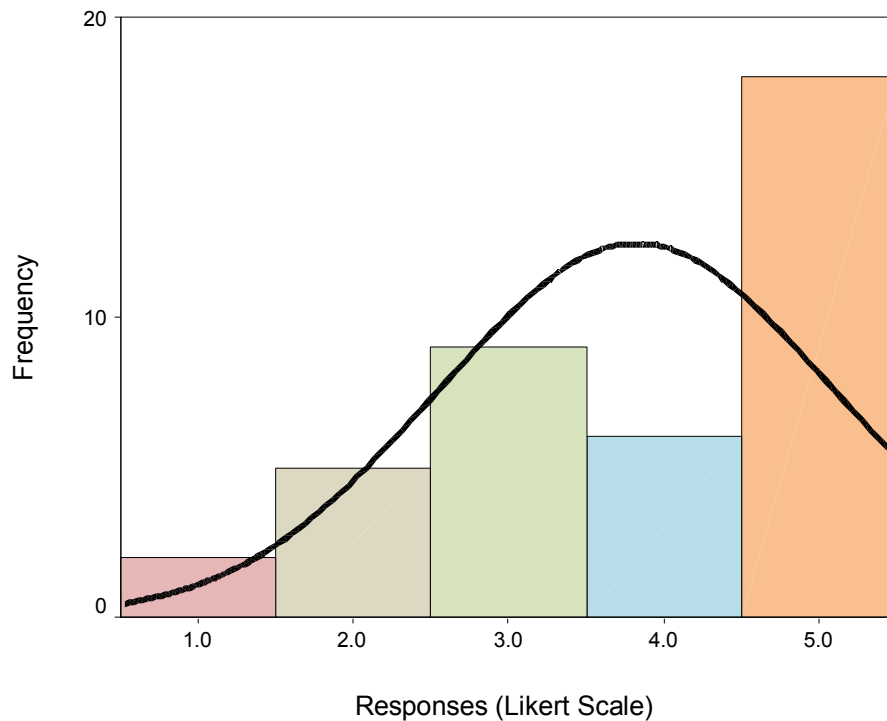**Figure 4.11: Clear Articulation of what is expected in Subordinates' Jobs**
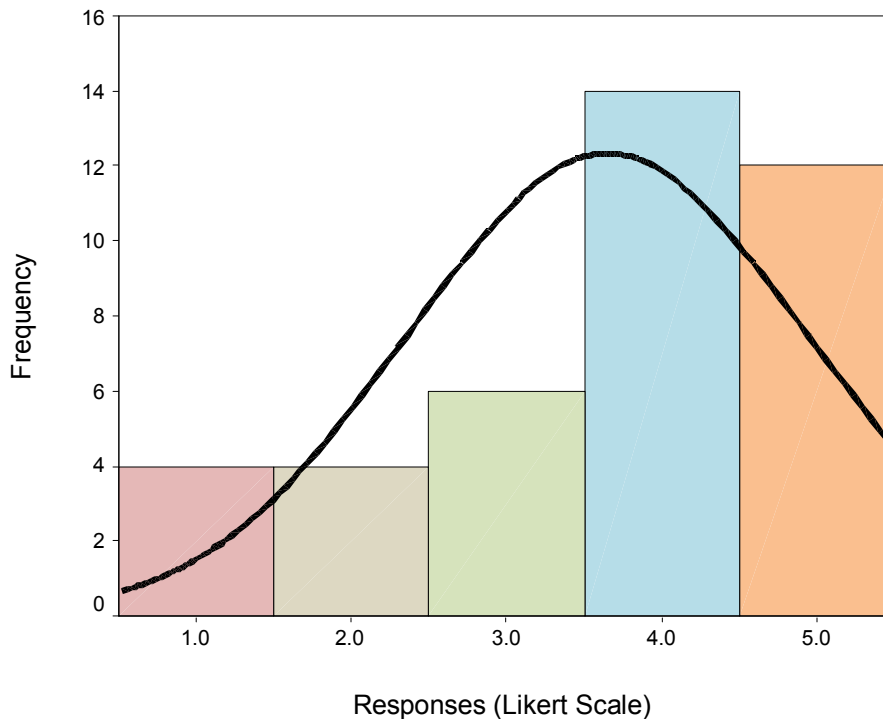
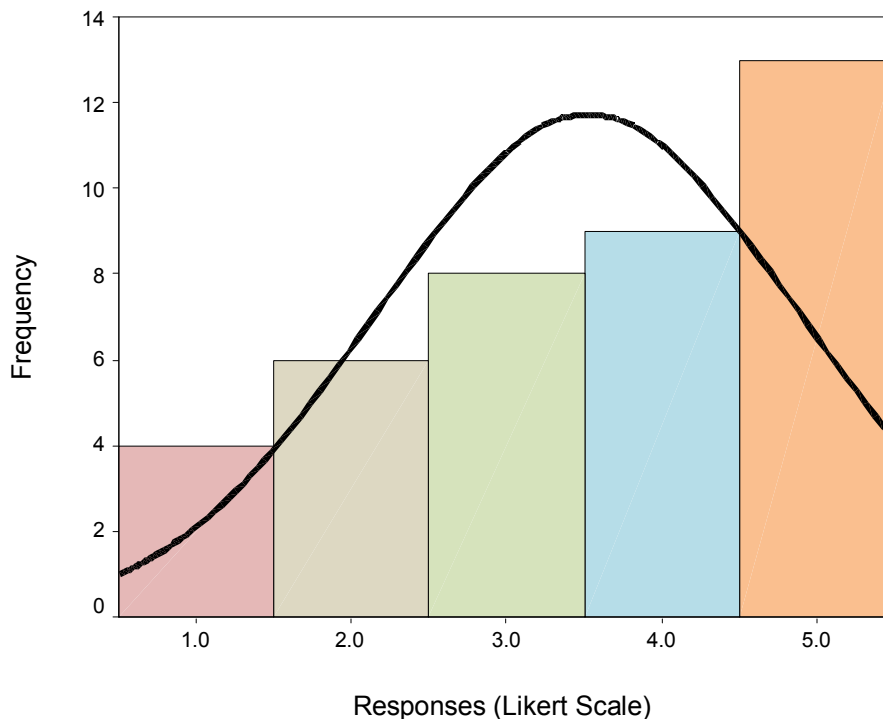Figure 4.11 indicates a negatively skewed distribution as the curve of the figure is skewed to the right. This implies that the majority of respondents chose 4 and 5 on the measuring Likert Scale. Thus the researcher concludes that supervisory communication with regard to supervisors' clear articulation of what is expected of subordinates regarding their jobs takes place at the CUT, W.

4.4.6 Relaying of information in a simplified way

Item 2.2.6 (Table 4.12) investigated whether supervisors relayed information to subordinates in a simplified way that they are able to act upon. The study reveals that the majority of the respondents, 14 (35%) chose *often* and 16 (40%) *always,* which suggests that their supervisors *often* (often / always) 30 (70%) relay information in a simplified way that they are able to act upon. Furthermore the majority of the respondents chose 5 (mode) on the measuring Likert Scale. Only 10 (25%) of the respondents indicated that their supervisors *rarely* (never, rarely and sometimes) relay information in a simplified way that they are able to act upon, the

score of which is below the 50% threshold. Based on the aforementioned the researcher concludes that the majority of the respondents are *satisfied* that their supervisors relay information in a simplified manner that they are able to act upon.

Figure 4.12: Relaying of Simplified Information

The above figure also shows a negatively skewed distribution, which implies that the majority of the respondents selected 3 (sometimes), 4 (often) and 5 (always) on the Likert Scale. It can therefore be concluded that supervisory communication with regard to relaying information to subordinates in a simplified manner takes place at the CUT, W.

Conclusion: This section of the study reveals that the majority of respondents show overall satisfaction regarding Divisional Information (Table 4.12). The researcher thus concludes that supervisory communication with regard to divisional information at the CUT , W takes place satisfactorily.

4.5 FREQUENCY OF COMMUNICATION CLIMATE

Table 4.13: Frequency of Communication Climate

Question	1 (never) Count	%	2 (rarely) Count	%	3 (sometimes) Count	%	4 (often) Count	%	5 (always) Count	%	Mode	Total N	%
2.3.1	1	2.5	1	2.5	6	15	10	25	22	55	5	40	100
2.3.2	2	5	3	7.5	6	15	11	27.5	18	45	5	40	100
2.3.3	1	2.5	4	10	7	17.5	10	25	18	45	5	40	100
2.3.4	1	2.5	3	7.5	7	17.5	10	25	19	47.5	5	40	100
2.3.5	4	10	6	15	10	25	4	10	16	40	5	40	100
2.3.6	4	10	3	7.5	7	17.5	10	25	16	40	5	40	100
2.3.7	3	7.5	2	5	8	20	11	27.5	16	40	5	40	100
2.3.8	2	5	1	2.5	6	15	9	22.5	22	55	5	40	100
2.3.9	3	7.5	2	5	8	20	9	22.5	18	45	5	40	100
2.3.10	3	7.5	2	5	8	20	12	30	15	37.5	5	40	100
2.3.11	3	7.5	3	7.5	14	35	10	25	10	25	5	40	100
2.3.12	3	7.5	4	10	11	27.5	12	30	10	25	5	40	100
Summary		6.3	3	7.1	8	20.4	10	24.6	17	41.7	5	40	100

The above table shows the frequency distribution (values/ percentages) of all the items regarding communication climate. Each item of the cluster is analysed below.

4.5.1 Accessibility to communicate on matters related to subordinates' jobs

Item 2.3.1 (Table 4.13) illustrates whether supervisors are accessible to communicate with subordinates on matters related to their jobs. The study reveals that the majority of the respondents, namely 10 (25%) chose *often* and 22 (55%) *always* respectively, which indicates that supervisors are *often* (often/ always) (32[80%]) accessible to communicate with subordinates on matters related to their jobs. Only 8 (17.5%) of the respondents indicated that supervisors are *rarely* (never, rarely and sometimes) accessible to communicate with subordinates on matters related to their jobs, the score of which is far below the 50% threshold. The

study also demonstrates that the majority of respondents chose 5 (mode) on the measuring Likert Scale. Based on the aforementioned, the researcher concludes that the majority, that is, 32 of respondents (80%) are *satisfied* that supervisors are accessible to communicate with them on matters related to their jobs. The score of 80% is indicative of good communication practice regarding accessibility.

Figure 4.13: Accessibility to communicate on matters related to Subordinates
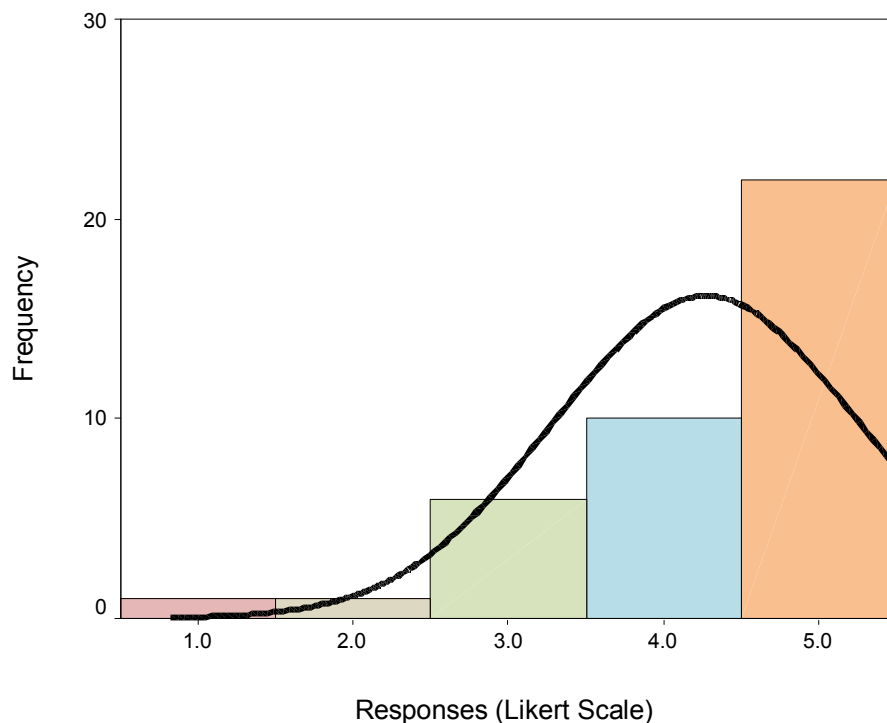
Figure 4.13 reveals a negatively skewed distribution, which indicates that the majority of the respondents chose 4 (often) and 5 (always) on the measuring Likert Scale. The researcher concludes that communication with regard to supervisors' accessibility to communicate with subordinates on matters related to their jobs takes place at the CUT, W.

4.5.2 Demonstration of interest in subordinates

Item 2.3.2 (Table 4.13; cf.p.88) also illustrates whether supervisors demonstrate interest in their subordinates. The majority of respondents, that is, 11 (27.5%)

answered *often* and 18 (45%) *always* respectively, which reveals that 29 supervisors (72,5%) chose *often* (often/ always). The aforementioned indicates that supervisors demonstrate interest in their subordinates. The above score is well above the 50% threshold. About 11 (27.5%) of respondents indicated that their supervisors *rarely* (never, rarely and sometimes) demonstrate interest in their subordinates. The table further reveals that the majority of the respondents chose 5 (mode) on the measuring Likert Scale. Therefore the researcher concludes that the majority (29) of the respondents (72,5%) are *satisfied* that their supervisors demonstrate interest in them as subordinates.

**Figure 4.14: Demonstration of Interest in Subordinates**

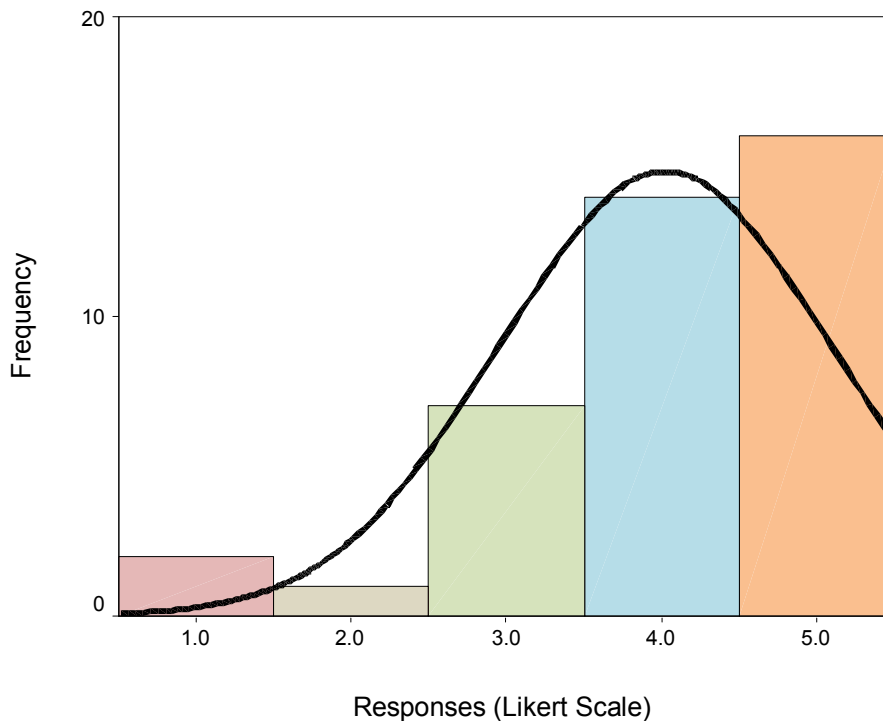Figure 4.14 indicates a negatively skewed distribution, that is, the curve of the figure is skewed to the right, which illustrates that the majority of respondents chose 3 (sometimes), 4 (often) and 5 (always) on the measuring Likert Scale. The researcher concludes that an overall positive communication climate, with regard to supervisors demonstrating interest in their subordinates, takes place at the CUT, W.

4.5.3 Listening to subordinates' personal opinions

Item 2.3.3 (Table 4.13; cf.p.88) also reveals whether supervisors listen to their subordinates' personal opinions. The study indicates that the majority of respondents, 10 (25%) chose *often* and 18 (45%) *always* respectively, which suggests that supervisors *often* (often/always) 28 (70%) listen to their subordinates' personal opinions. About 12 (30%) of the respondents indicated that their supervisors *rarely* (never, rarely and sometimes) listen to their personal opinions, the score of which is below the 50% threshold. The table also indicates that the majority of respondents chose 5 (mode) on the measuring Likert Scale. The researcher concludes that the majority (28) of the respondents are satisfied (70%) that their supervisors listen to their personal opinions, which is indicative of an overall positive communication climate.

Figure 4.15: Listening to Subordinates' Personal Opinions

Figure 4.15 demonstrates a negatively skewed distribution as the curve of the figure is skewed to the right, which implies that the majority of respondents have

chosen 4 and 5 on the measuring Likert Scale. Therefore it can be concluded that supervisors on the whole listen to subordinates' personal opinions at the CUT, W.

4.5.4 Listening to personal opinions on job-related matters

Item 2.3.4 (Table 4.13; cf.p.88) reveals whether supervisors listen to subordinates' personal opinions on matters related to their jobs. The study indicates that the majority of respondents, 10 (25%) chose *often* and 19 (47.5%) *always* respectively, which suggests that supervisors *often* (often/ always) 29 (72.4%) listen to subordinates' personal opinions on job-related matters. The study further indicates that only 11 (27.5%) of the respondents think that their supervisors *rarely* (never, rarely and sometimes) listen to subordinates' personal opinions on job-related matters. The above-mentioned score (rarely) is below the 50% threshold. Thus, the researcher concludes that most of the respondents are satisfied that their supervisors listen to their personal opinions on job-related matters.

Figure 4.16: Listening to Subordinates' Personal Opinions on Job-Related Matters
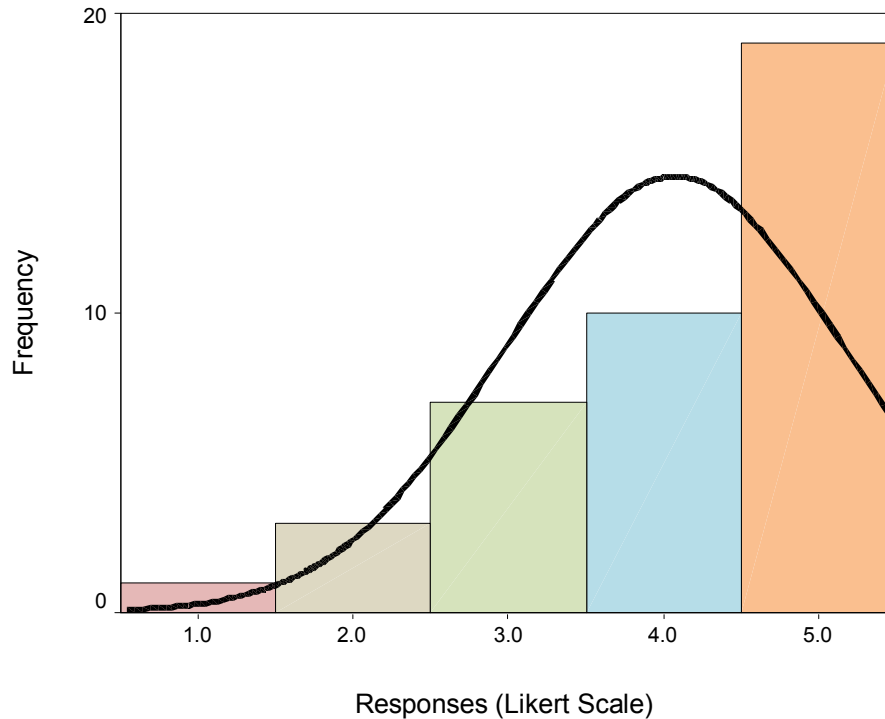
Figure 4.16 indicates that the distribution of scores is negatively skewed. In other words the curve of the figure is skewed to the right, which illustrates that the majority of respondents chose 3 (sometimes), 4 (often) and 5 (always) on the measuring Likert Scale. Therefore, the researcher concludes that the willingness of supervisors to listen to subordinates' personal opinions on job-related matters creates a positive communication climate on the CUT, W campus.

4.5.5 Motivation to perform

Item 2.3.5 (Table 4.13; cf.p.88) elucidates whether supervisors motivate their subordinates to perform in their jobs. The study reveals that 4 (10%) of the respondents chose *often* and 16 (40%) *always*, which suggests that supervisors *often* 20 (50%) motivate them to perform in their jobs. Another 20 (50%) of the respondents indicated that supervisors *rarely* (never, rarely and sometimes)

motivate them to perform in their jobs. The table indicates that the majority of respondents chose 5 (mode) on the measuring Likert Scale, which demonstrates that the majority of the respondents are *satisfied* that supervisors motivate them to perform in their jobs.

Figure 4.17: Motivation to Perform
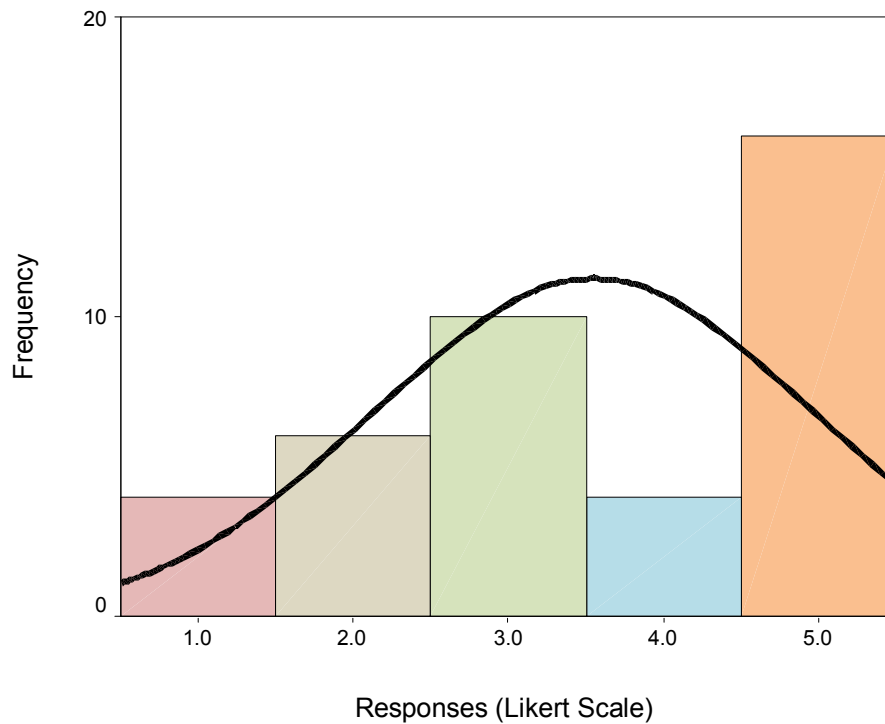
Although Figure 4.17 reveals a slightly negatively skewed distribution, which indicates that the majority of respondents have chosen 5 (mode) on the measuring Likert Scale, the researcher is mindful of the fact that there is an equal number (50%) of the respondents on either side of the continuum. In other words 20 (50%) of the respondents indicated that supervisors motivate them to perform, whilst another 20 (50%) indicated that supervisors do not motivate them to perform. Based on the above, the researcher concludes that there is uncertainty among the respondents regarding supervisors at the CUT, W motivating them to perform or not. This is a cause for concern and needs to be addressed so that all employees are motivated to perform by supervisors.

4.5.6 Supervisors' welcoming diverse viewpoints

Item 2.3.6 (Table 4.13; cf.p.88) reflects on whether supervisors welcome diverse viewpoints from their subordinates. The study reveals that the majority of respondents, namely 10 (25%) chose *often* and 16 (40%) *always* respectively, which suggests that supervisors *often* (often/ always) 26 (70%) welcome diverse viewpoints from subordinates. However, 14 (35%) of the respondents indicated that their supervisors *rarely* (never, rarely and sometimes) welcome diverse viewpoints from subordinates, the score of which is below the 50% threshold. The study also reveals that the majority of respondents chose 5 (mode) on the measuring Likert Scale. The researcher thus concludes that the majority of respondents are *satisfied* (70%) that their supervisors welcome their diverse viewpoints.

Figure 4.18: Supervisor Welcoming Diverse Viewpoints
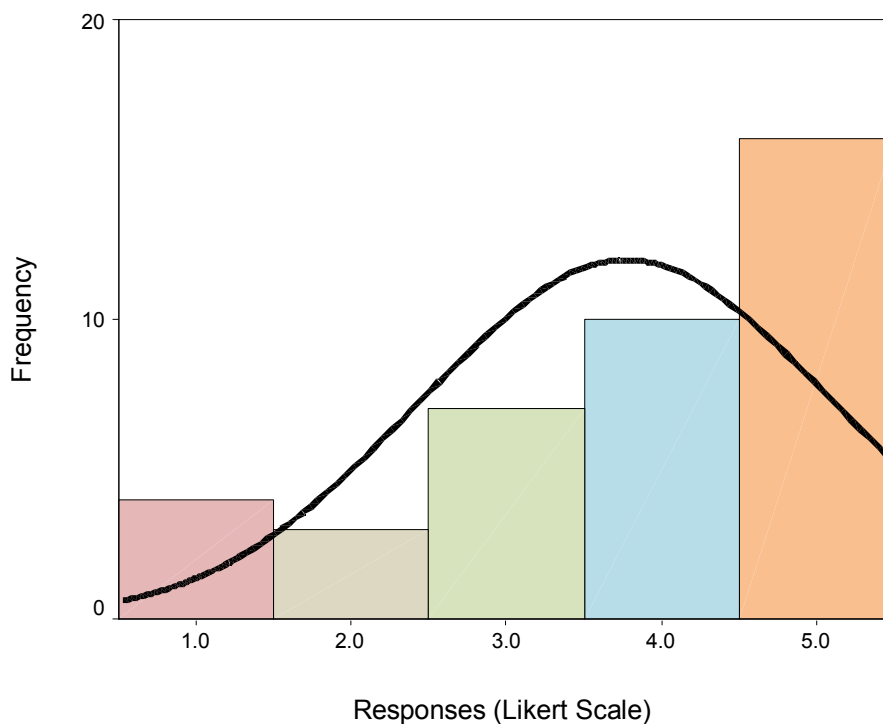
Figure 4.18 illustrates a negatively skewed distribution as the curve is skewed to the right, which indicates that the majority of respondents have selected 4 (often)

and 5 (always) on the measuring Likert Scale. Therefore the researcher concludes that supervisors' willingness to welcome diverse viewpoints from subordinates creates an overall positive communication climate at the CUT, W.

4.5.7 Valuing subordinates' suggestions

Item 2.3.7 (Table 4.13; cf.p.88) reveals whether supervisors' value subordinates' suggestions on matters related to their unit's performance. The study indicates that the majority of respondents, 11 (25%) chose *often* and 16 (40%) *always* respectively, which demonstrates that supervisors *often* (often/ always) value subordinates' suggestions on matters related to their unit's performance. The above (often) constitutes 26 (67.5%) of the respondents, which is above the 50% threshold. Thirteen (32.5%) of the respondents indicated that their supervisors *rarely* (never, rarely and sometimes) value subordinates' suggestions on matters related to the unit's performance. The table also shows that the majority of respondents selected 5 (mode) on the measuring Likert Scale. The researcher concludes that the majority of the respondents are *satisfied* (67.5%) that supervisors value their suggestions on matters related to their unit's performance.

Figure 4.19: Valuing Subordinates' Suggestions

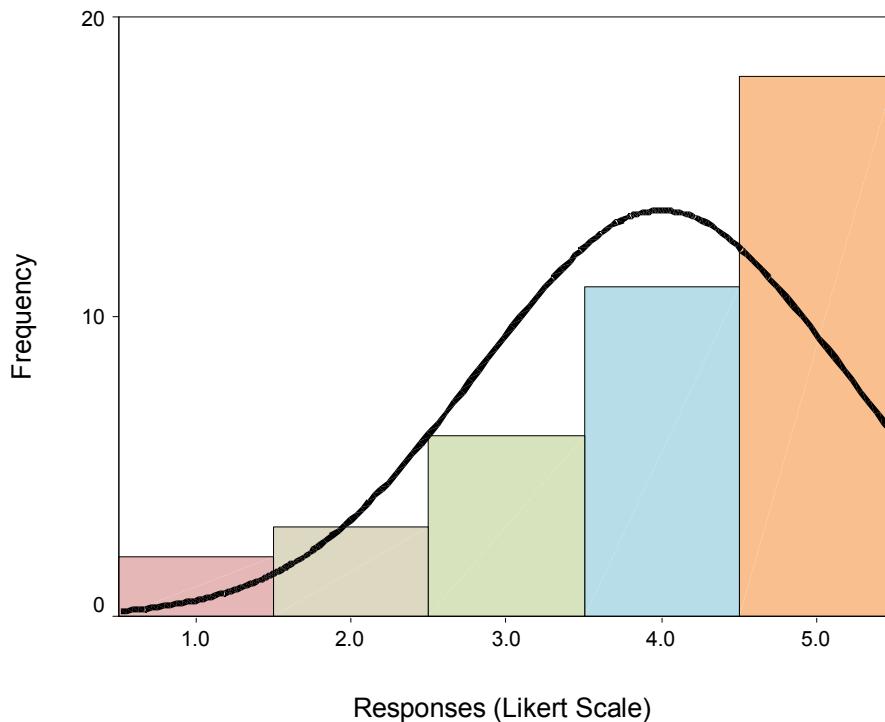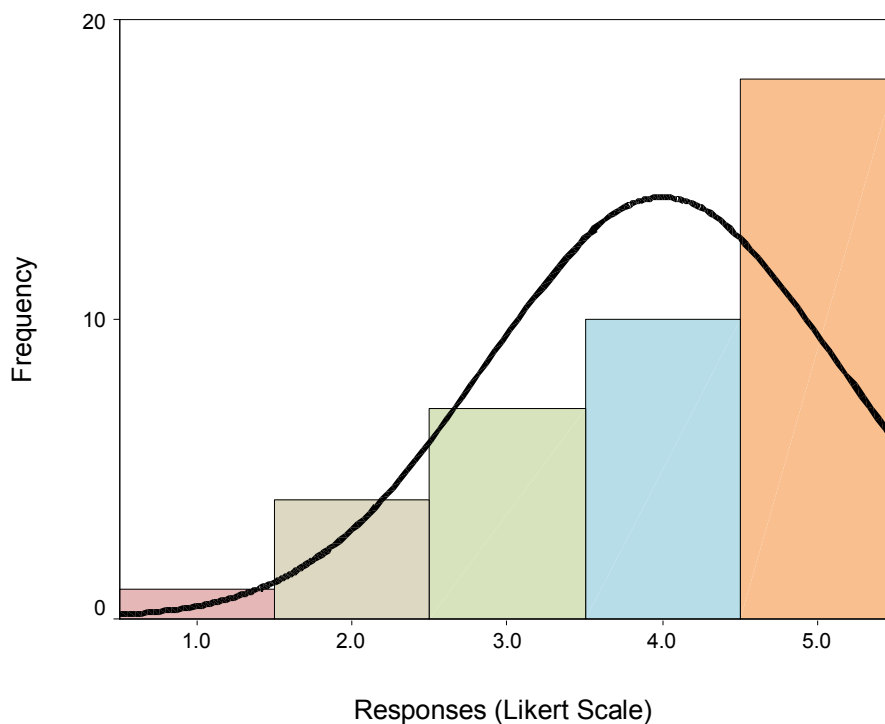Figure 4.19 shows a negatively skewed distribution as the curve of the figure is skewed to the right, which reveals that the majority of the respondents selected 3 (sometimes), 4 (often) and 5 (always) on the measuring Likert Scale. Thus the researcher concludes that supervisors' valuing of subordinates' suggestions on matters related to the unit's performance on the whole creates a positive communication climate at the CUT, W

4.5.8 Trusting subordinates to do their jobs efficiently

Item 2.3.8 (Table 4.13) illustrates whether supervisors trust their subordinates to do their jobs efficiently. The table demonstrates that the majority of respondents, 9 (22.5%) chose *often* and 22 (55%) *always* respectively, which indicates that supervisors *often* 31 (77.5%) trust subordinates to do their jobs efficiently. However 9 (22.5%) respondents indicated that their supervisors *rarely* (never, rarely and sometimes) trust them to do their jobs efficiently, the score of which is below the

50% threshold. The results indicate that the majority of respondents are *satisfied* (77.5%) that their supervisors trust them to do their jobs efficiently.

Figure 4.20: Trusting Subordinates to do their Jobs Efficiently
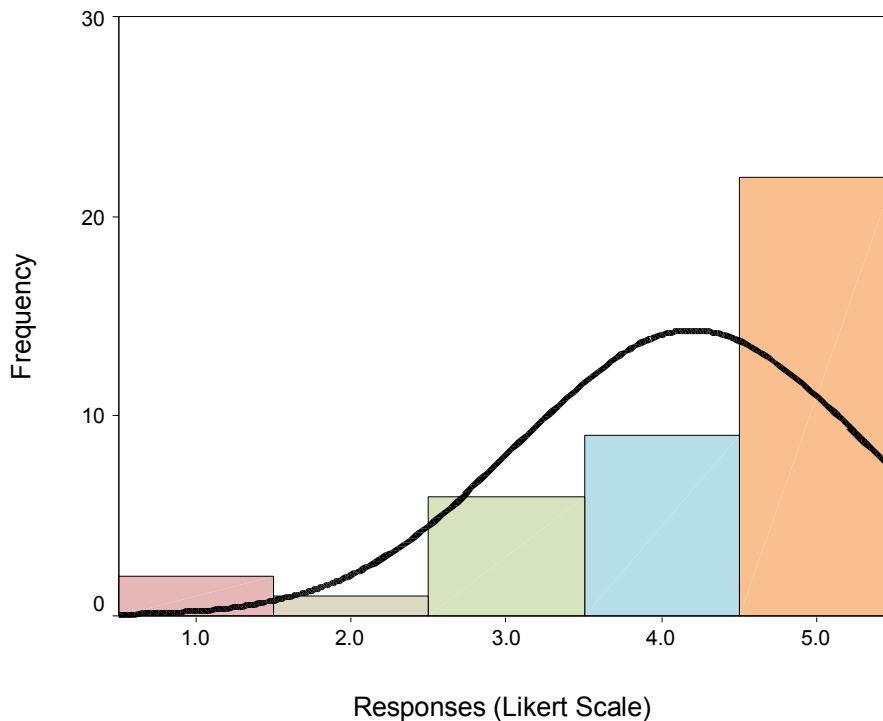
 Figure 4.20 shows a negatively skewed distribution with the curve is skewed to the right. This indicates that the majority of respondents selected 3 (sometimes), 4 (often) and 5 (always) on the measuring Likert Scale. The researcher concludes that because the majority of supervisors trust their subordinates to do their jobs efficiently, it creates a positive communication climate at the CUT, W.

4.5.9 Equal treatment of subordinates

Item 2.3.9 (Table 4.13; cf.p.88) indicates whether supervisors treat their subordinates as equals. The study demonstrates that the majority of respondents, namely 9 (22.5%) chose *often* and 18 (45%) *always,* which suggests that supervisors treat subordinates as equals. This constitutes 27 (67.5%) of the respondents, which shows that their supervisors *often* (often/ always) treat their

subordinates equally, which is above the 50% threshold. The number of respondents who stated that their supervisors *rarely* (never, rarely and sometimes) treat subordinates equally accounts for 13 (32.4%) and is below the 50% threshold. The score indicates that the majority of respondents selected 5 (mode) on the measuring Likert Scale, which implies that the majority of respondents are satisfied (67.5%) that their supervisors treat them as equals.

Figure 4.21: Equal Treatment of Subordinates

Responses (Likert Scale)
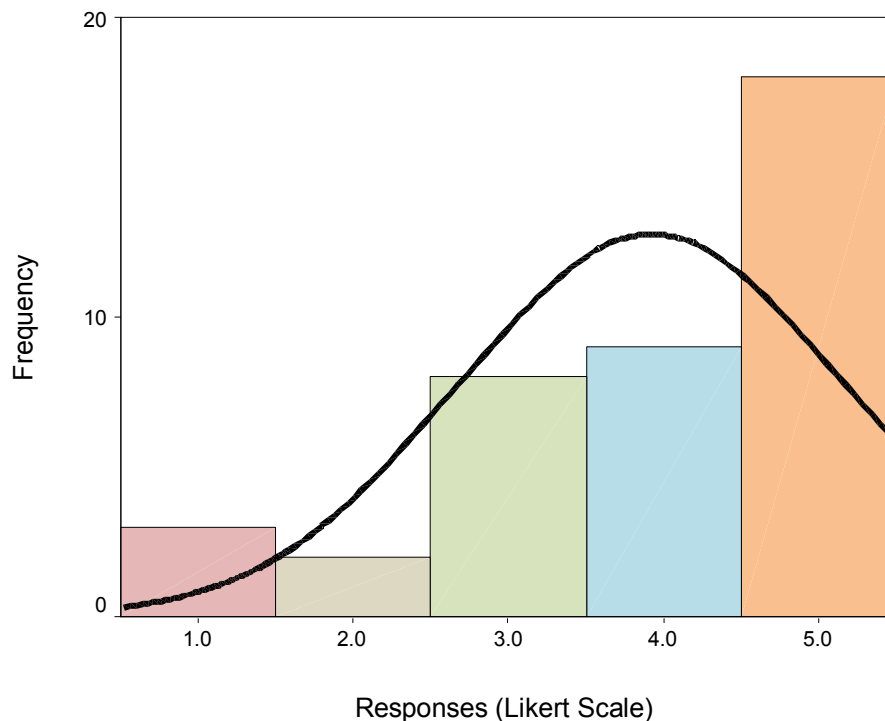
Figure 4.21 demonstrates a negatively skewed distribution as the curve is skewed to the right, which shows that the majority of respondents selected 3 (sometimes), 4 (often) and 5 (always) on the measuring Likert Scale. It can therefore be concluded that supervisors at the CUT, W create an overall positive communication climate, by treating subordinates as equals.

4.5.10   Recognition of subordinates' contributions

Item 2.3.10 (Table 4.13; cf.p.88) demonstrates whether subordinates' recognise subordinates contributions on matters related to performance in their units. The study reveals that the majority of respondents, 12 (30%) chose *often* and 15 (37.5%) *always* respectively, which indicates that supervisors *often* (often and always) 27 (67.5%) recognise subordinates' contributions on matters related to the performances in their units. However 13 (32.5%) of the respondents indicated that their supervisors rarely (never, rarely and sometimes) recognise subordinates' contributions on matters related to their performance in their units. The aforementioned score (rarely) is below the 50% threshold. The study reveals that the majority of respondents selected 5 (mode) on the measuring Likert Scale. Based on the aforementioned, the researcher concludes that the majority of respondents are (67.5%) are *satisfied* that their supervisors recognise subordinates' contribution on matters related to their performance in their units. Although there is a negligible difference in score, the researcher recommends that all contributions of subordinates should be recognised.

Figure 4.22: Recognition of Subordinates' Contributions
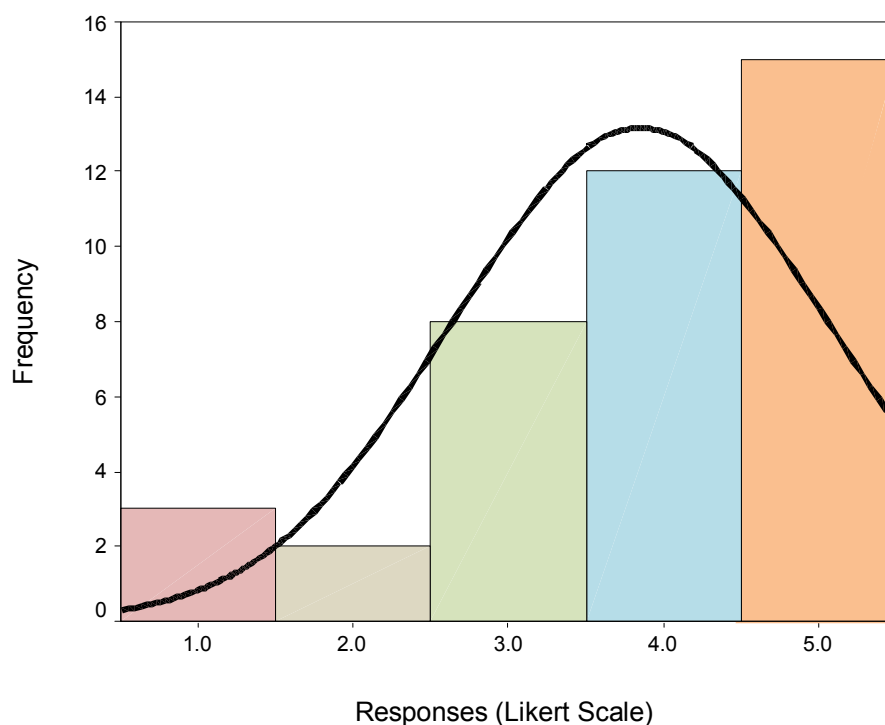
Figure 4.22 indicates a negatively skewed distribution; the curve of the figure is skewed to the right, which demonstrates that the majority of respondents selected 3 (sometimes), 4 (often) and 5 (always) on the measuring Likert Scale. These scores suggest that supervisors' willingness to recognise subordinates' contribution on matters related to their performance in their units creates a positive communication climate at the CUT, W. However, the researcher believes that a negative communication climate could be avoided if all supervisors recognise employees' contribution regarding performance in their units.

4.5.11   Seeking subordinates' opinions

Item 2.3.11 (Table 4.13; cf.p.88) also indicated whether subordinates seek subordinates' opinions on matters affecting their unit. The study reveals that 10 (25%) chose often and 10 (25%) always respectively, which suggests that supervisors *often* (often/ always) 20 (50%) seek subordinates' opinions on matters affecting their units. Another 20 (50%) respondents indicated that their supervisors

rarely (never, rarely and sometimes) seek subordinates' opinions on matters affecting their units. Therefore the majority of the respondents selected 5 (mode) on the measuring Likert Scale. The researcher concludes that 50% of respondents are *satisfied* that their supervisors seek subordinates' opinions on matters affecting their units and that 50% of respondents are *dissatisfied*. This suggests a communication discrepancy that needs to be addressed in order to enhance a positive communication climate in all units

Figure 4.23: Seeking Subordinates' Opinions

Responses (Likert Scale)
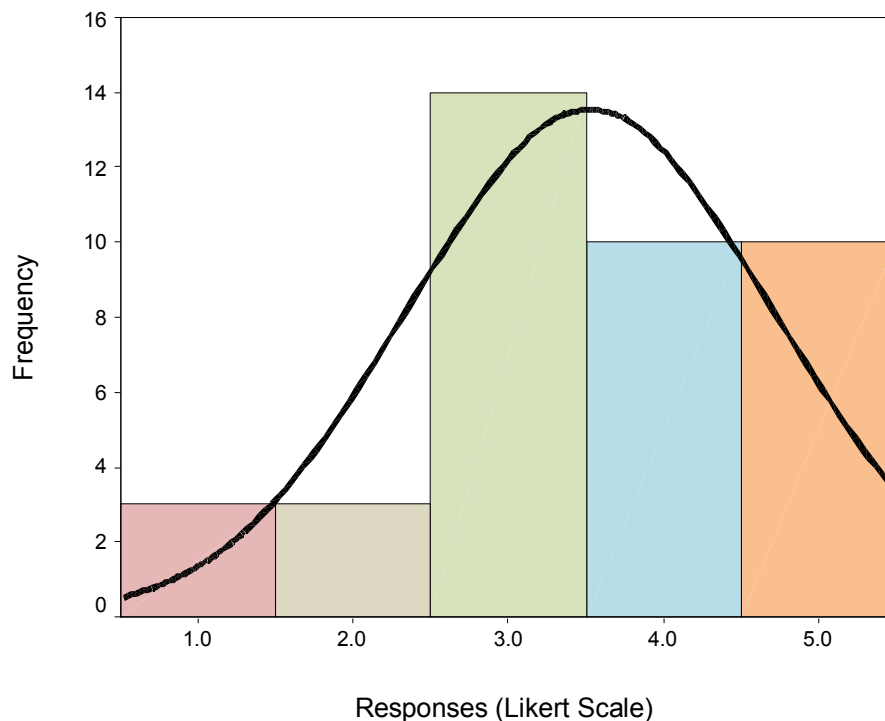
Figure 4.23 reveals a symmetric (bell-shaped) distribution as the curve of the figure is equally skewed to either side (left and right) of the figure. This suggests that half of the respondents selected *rarely* (never, rarely and sometimes) and the same proportion selected *often* (often and always) on the measuring Likert Scale. These scores indicate that there is a measure of uncertainty among respondents, with respect to supervisors' willingness to seek subordinates' opinions on matters affecting the units at the CUT, W. The researcher concludes that the communication climate at the CUT, W is negatively and positively affected by the

supervisors' willingness to seek subordinates' opinion on matters affecting the units. The researcher therefore recommends that the negative part of supervisory communication as indicated above should be eradicated in order to enhance a positive communication climate in all units at the CUT, W.

4.5.12 Consultation with subordinates

Item 2.3.12 (Table 4.13; cf.p.88) indicates whether supervisors consult with subordinates as appropriately as possible on matters relating to their units. The study reveals that the majority of respondents, 12 (30%) chose *often* and 10 (25%) *always*, which suggests that supervisors often (often/ always) 22 (55%) consult with subordinates as appropriately as possible on matters relating to their units. Eighteen (45%) of the respondents indicated that supervisors rarely (never, rarely and sometimes) consult them as appropriately as possible on matters relating to their units, the score of which is below the 50% threshold. Furthermore the study reveals that the majority of respondents selected 5 (mode) on the measuring Likert Scale. The researcher thus concludes that the majority of respondents are *satisfied* (55%) that supervisors consult with subordinates as appropriately as possible on matters relating to their units, whereas 45% of respondents are not *satisfied.*

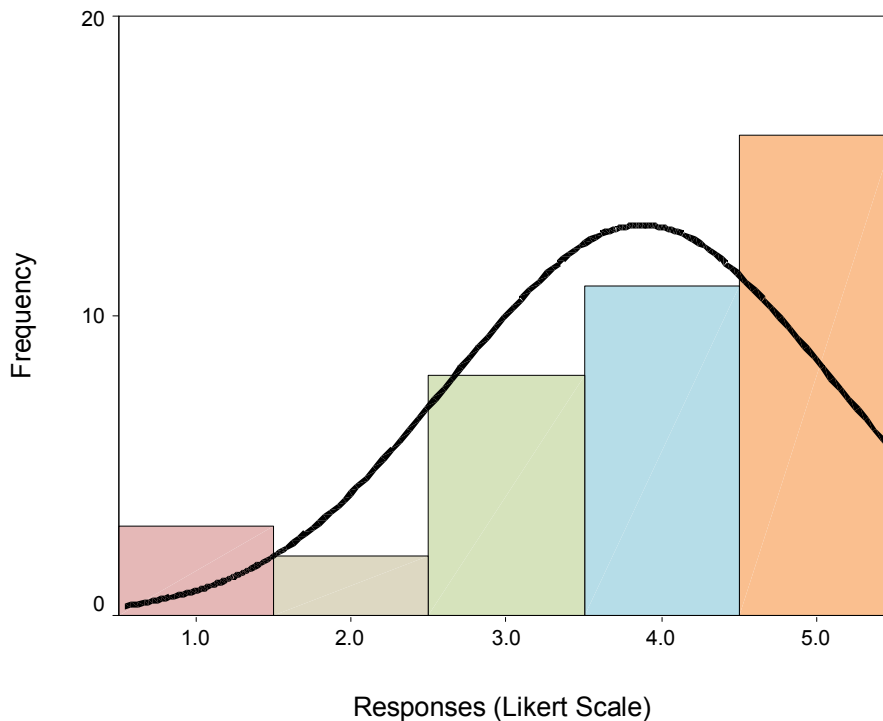**Figure 4.24: Consultation with Subordinates**
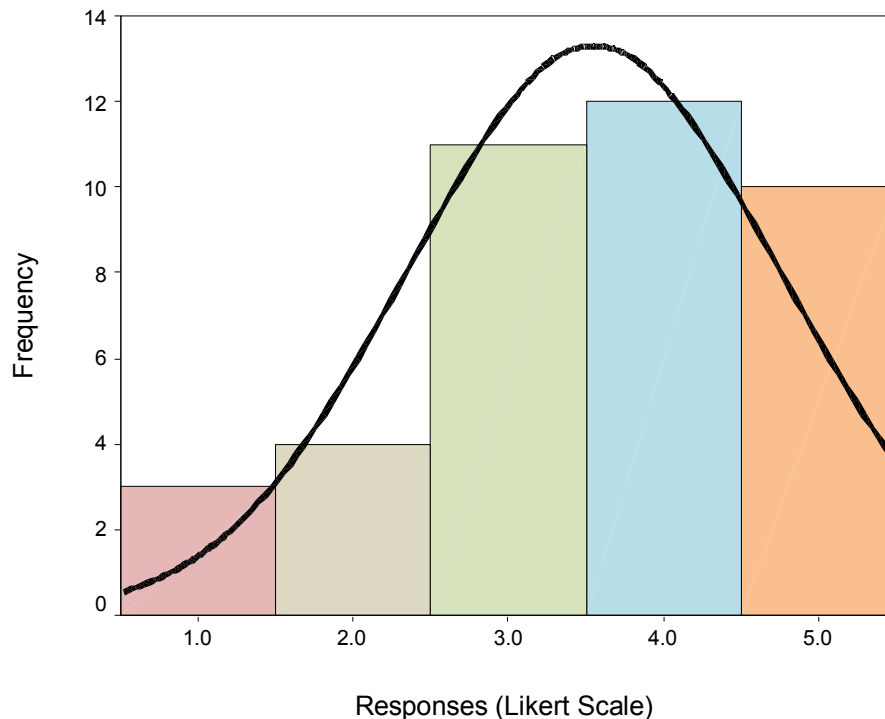
Figure 4.24 shows a negatively skewed distribution as the curve of the figure is skewed to the right, which illustrates that the majority of the respondents selected 3 (sometimes), 4 (often) and 5 (always) on the measuring Likert Scale. The researcher concludes that although the majority of supervisors at the CUT, W consult with subordinates as appropriately as possible on matters relating to their units, thus creating a positive communication climate, there are supervisors who need to consult with subordinates on a more regular basis.

Conclusion:

The fact that the majority of respondents showed satisfaction with almost all items of communication climate (Table 4.13), except 2.3.5 (50%) and 2.3.11 (50%) is sufficient to justify the researcher's overall conclusion that the communication climate at the CUT, W to a large degree is positive and productive.

4.6   FREQUENCY OF CO-WORKER COMMUNICATION

Table 4.14: Frequency of Co-Worker Communication

	1 (never)		2 (rarely)		3 (sometimes)		4 (often)		5 (always)		Mode	Total	
Statement	Count	%	Count	%	Count	%	Count	%	Count	%		N	%
2.4.1	2	5	4	10	16	40	12	30	6	15	3	40	100
2.4.2	2	5	10	25	13	32.5	10	25	5	12.5	3	40	100
2.4.3	4	10	4	10	11	27.5	10	25	11	27.5	3	40	100
summary	3	6.7	6	15.0	13	33.3	11	26.7	7	18.3	3	40	100

The above table shows frequency distributions (values/ percentages) of all items regarding co-worker communication. Each item of co-worker communication is analysed below.

4.6.1   Subordinates receiving information from co-workers on matters in the units

Item 2.4.1 (Table 4.14; cf.p.105) reveals whether subordinates hear about what is going on in their units from their co-workers instead of their supervisors. The study indicates that 12 (30%) of respondents chose *often* and 6 (15%) *always*, which indicates that subordinates usually hear of what is going on in their units from their co-workers. This constitutes 18 (45%) of respondents rating *often* (often/ always) on the measuring Likert Scale, which is below the 50% threshold. About 22 (55%) of the respondents indicated that they *rarely* (never, rarely and sometimes) hear what is going on in their units from their co-workers. The study further reveals that the majority of the respondents selected 3 (mode) on the measuring Likert Scale, which suggests that the majority of respondents are dissatisfied (55%) with the extent to which supervisors communicate with subordinates about what is going on in their units.

Figure 4.25: Subordinates receiving Information on what is going on in their Units from Co-Workers
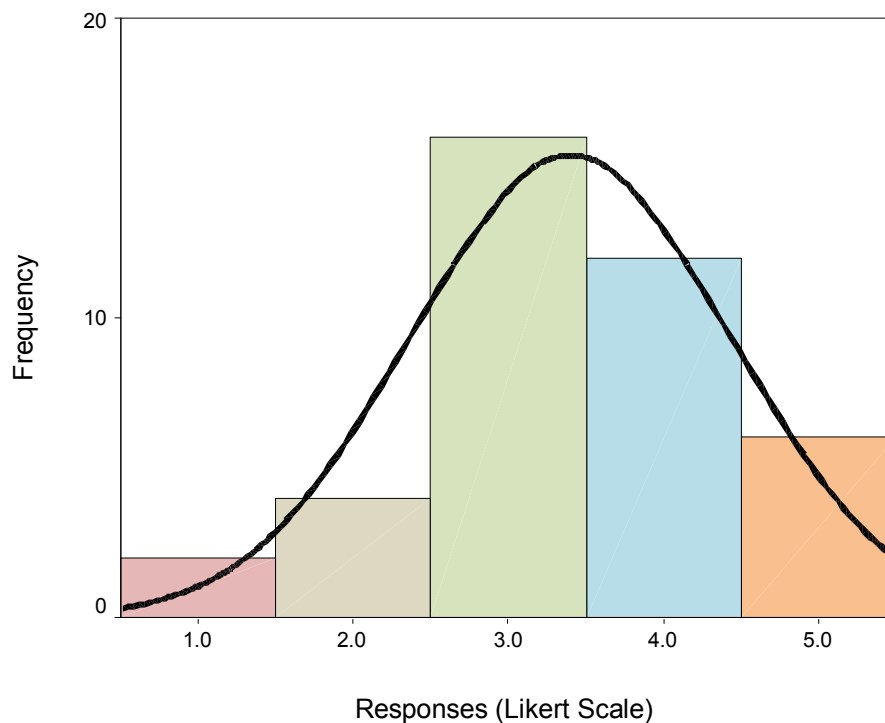
Figure 4.25 reveals a symmetric (bell-shaped/ normal) distribution as the curve is equally skewed to either side of the figure, which suggests that the majority of respondents selected *rarely* (never, rarely and sometimes) and almost the same proportion selected *often* (often and always) on the measuring Likert Scale. Therefore it can be concluded that there is some level of uncertainty about supervisors' communication of information to subordinates about what is going on in their units, which is indicative of noise in the communication process that needs to be addressed.

4.6.2 Getting information from colleagues of other units informally

Item 2.4.2 (Table 4.14; cf.p.105) also demonstrates whether subordinates get information from colleagues of other units informally. The study reveals that only 10 (25%) of the respondents chose *often* and 5 (12.5%) *always* respectively, which suggests that subordinates received information from colleagues of other units

informally. However, 25 (62.5%) of the respondents indicated that they *rarely* (never, rarely and sometimes) get information from colleagues of other units informally. The above score is above the 50% threshold. Furthermore, the majority of the respondents selected 3 (mode) on the measuring Likert Scale. The researcher therefore concludes that the majority of the respondents are satisfied (62.5%) that their supervisors communicate information to subordinates in informally.

Figure 4.26: Getting Information Informally

Responses (Likert Scale)
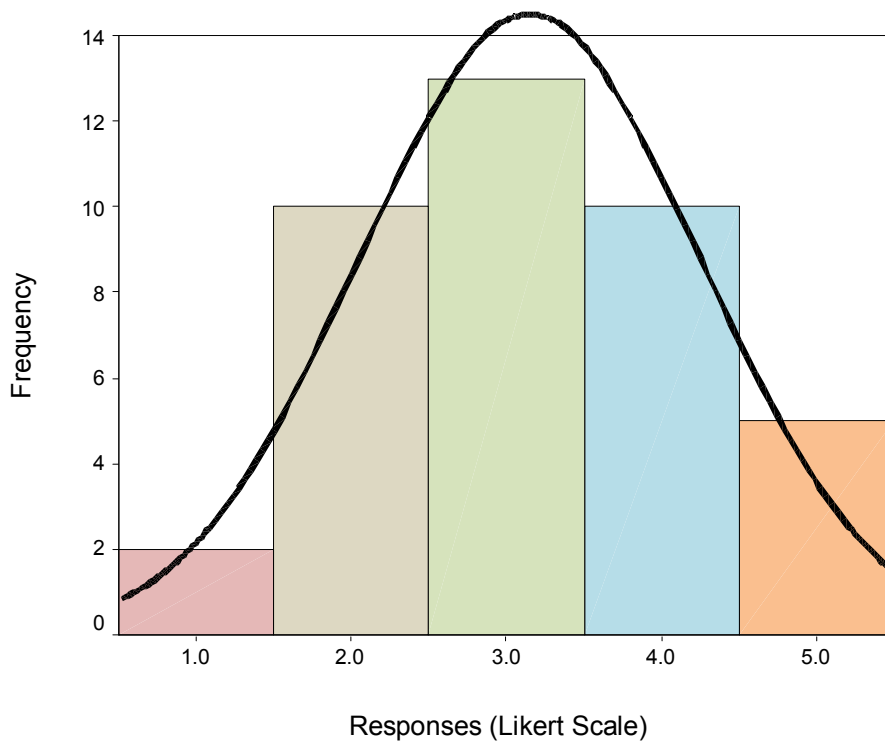
Figure 4.26 reveals a symmetric (bell-shaped/ normal) distribution as the curve is equally skewed to either side (left and right) of the figure. This indicates that the majority of respondents selected *rarely* (never, rarely and sometimes) and almost the same proportion of the respondents selected *often* (often and always) on the measuring Likert Scale. The researcher concludes that supervisors at the CUT, W communicate information to subordinates in formal ways. However subordinates almost equally get information from colleagues of other units in less formal ways

almost equally. This discrepancy needs to be addressed to avoid incorrect information reaching subordinates informally.

4.6.3 Information-sharing among staff members

Item 2.4.3 (Table 4.14; cf.p.105) reveals whether information is shared amongst staff members on the same level in their units. The study indicates that the majority of respondents, 10 (25%) chose *often* and 11 (27.5%) always respectively, which suggests that information is *often* shared among the staff members on the same in their units. The above score, *often* (52.5%) is above the 50% threshold. However, 19 (47.5%) of the respondents indicated that information is rarely (never, rarely and sometimes) shared amongst staff members on the same level in their units. These scores reveal that the majority of respondents selected 3 (mode) on the measuring Likert Scale. The researcher concludes that the majority of the respondents are *satisfied* that information is shared among staff members on the same level.

Figure 4.27: Information-Sharing among Staff Members
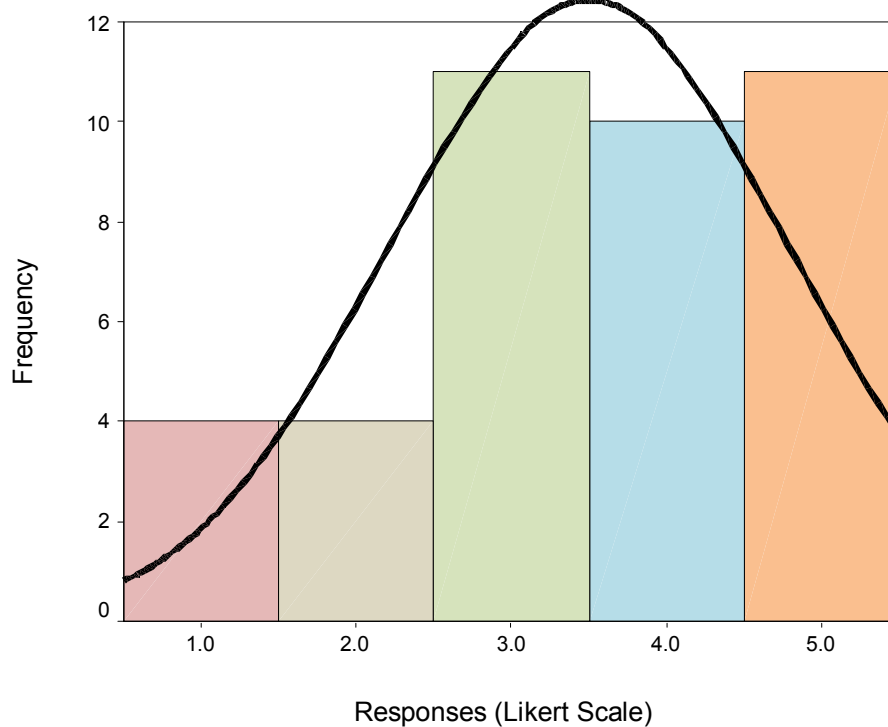
The above figure shows a negatively skewed distribution, as the curve is skewed to the right side of the figure, which illustrates that the majority of respondents selected 3 (sometimes), 4 (often) and 5 (always) on the measuring Likert Scale. Based on the aforementioned, the researcher concludes that information-sharing among staff members on the same level takes place at the CUT, W, although a 47,5 percentage of respondents are not satisfied with the state of information-sharing among staff members. The latter indicates that a problem does exist regarding information-sharing, which needs to be addressed in order to maintain a positive communication climate at the CUT, W.

Conclusion:

Overall, respondents are satisfied that supervisors communicate information to subordinates in their respective units. The researcher concludes that co-worker communication is not a substitute for supervisory communication. However, it is evident from the study that information-sharing amongst staff member on the same level takes place, which is indicative of organisational efficiency within the respective units.

4.7 FREQUENCY OF PERSONAL FEEDBACK

Table 4.15: Frequency of Personal Feedback

	1 (Never)		2 (Rarely)		3 (Sometimes)		4 (Often)		5 (Always)		Mode	Total	
Items	Count	%	Count	%	Count	%	Count	%	Count	%		N	%
2.5.1	5	12.5	6	15	9	22.5	11	27.5	9	22.5	4	40	100
2.5.2	4	10	10	25	9	22.5	7	17.5	10	25	2 and 5	40	100
2.5.3	7	17.5	10	25	8	20	9	22.5	6	15	2	40	100
2.5.4	12	30	14	35	5	12.5	3	7.5	6	15	1 and 2	40	100
2.5.5	10	25	9	22.5	6	15	9	22.5	6	15	1	40	100
Summary	8	19	10	24.5	7	18.5	8	19.5	7	18.5	2 and 5	40	100

The above table shows frequency distribution (values/ percentages) of personal feedback across the respective units or Schools.

4.7.1 Feedback on performance objectives

Item 2.5.1 (Table 4.15; cf.p.110) elucidates whether supervisors provided regular feedbacks to subordinates on performance objectives. The study reveals that 11 (27.5%) of the respondents chose *often* and 9 (22.5%) *always*, respectively, which indicates that supervisors *often* 20 (50%) provide regular feedback on performance

objectives. Another 20 (50%) of the respondents indicated that supervisors *rarely* (never, rarely and sometimes) provided feedback on performance objectives. The study indicates that the majority of respondents selected 4 (mode) on the measuring Likert Scale. This illustrates that half of the respondents (20 or 50%) are *satisfied* that supervisors provide regular feedback on performance objectives.

Figure 4.28: Feedback on Performance Objectives
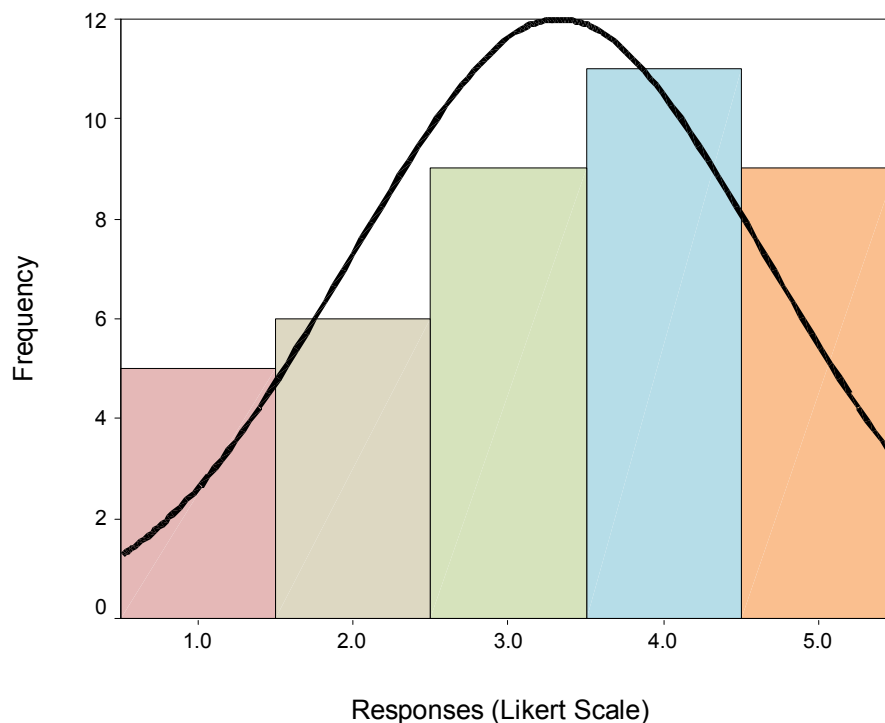
Figure 4.28 shows a negatively skewed distribution as the curve is bent towards the right side of the figure, which reveals that the majority of respondents selected 3 (sometimes), 4 (often) and 5 (always). Based on the aforementioned, the researcher concludes that 50% of supervisors at the CUT, W provide regular feedback to subordinates on performance objectives. However the results also suggest that half of the employees at CUT, W do not receive regular feedback on performance objectives from supervisors. This state of affairs needs to be addressed in order that employees may be fully involved in the communication of performance objectives.

4.7.2 Feedback on subordinate's job-related problems

Item 2.5.2 (Table 4.15; cf.p.110) elucidates whether supervisors provide feedback on how subordinates' job-related problems are handled. Seven (17.5%) of the respondents chose *often* and 10 (25%) *always* respectively, which indicates that supervisors *often* (37.5%) provide regular feedback on how subordinates' job-related problems are handled. This constitutes a total of 17 (42.5%) respondents, which is below the 50% threshold. Conversely, 23 (62.5%) of respondents indicated that supervisors *rarely* (never, rarely and sometimes) provided regular feedback on how subordinates' job-related problems are handled. The study further indicates that the majority of respondents selected 2 (modes) on a measuring Likert Scale. Based on the aforementioned, the researcher concludes that the majority of (23) respondents (62.5%) are *dissatisfied* that supervisors do not provide regular feedback on performance objectives. The aforementioned is a serious concern that needs to be addressed.

Figure 4.29: Feedback on Subordinates' Job-Related Problems
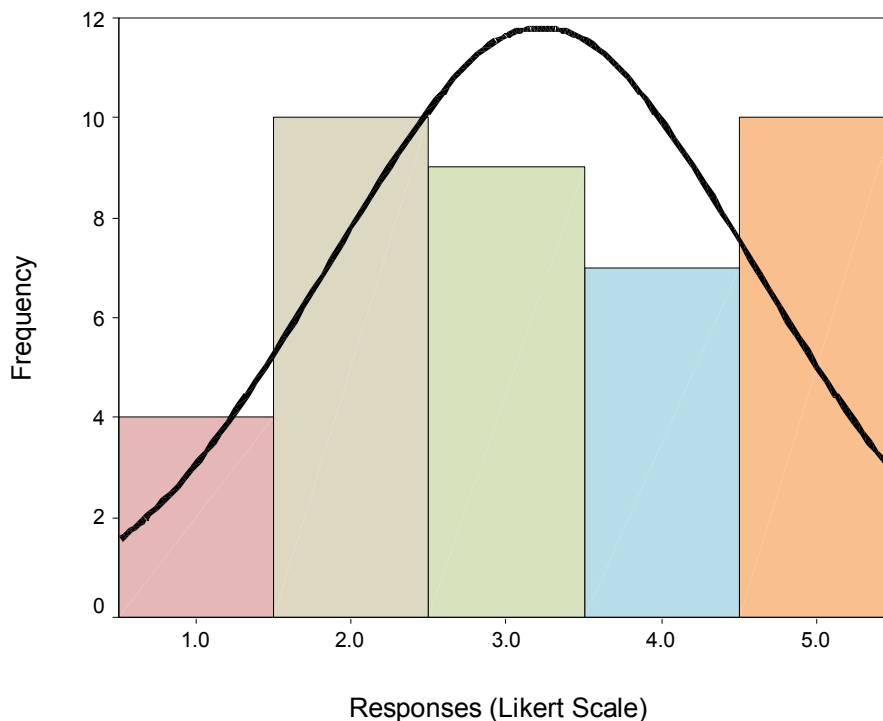
Figure 4.29 shows a positively skewed distribution as the curve of the figure is bent towards the left side, which illustrates that the majority of respondents selected 2 (rarely) and 3 (sometimes) on a measuring Likert Scale. Therefore, the researcher concludes that supervisors at the CUT, W do not provide regular feedback on how subordinates' job-related problems are handled. This gap in the communication process between supervisors and subordinates is a matter of concern that needs to be rectified.

4.7.3   Feedback on job performance

Item 2.5.3 (Table 4.15; cf.p.110) reveals whether subordinates receive feedback on time regarding their job performance. The study indicates that 9 (22.5%) of the respondents chose *often* and 6 (15%) *always* respectively, which suggests that supervisors *often* 15 (37.5%) give feedback to subordinates on time regarding their job performance. Conversely, 25 (62.5%) of the respondents indicated that they *rarely* (never, rarely and sometimes) receive feedback on time regarding their job performance. The above score (62.5%) is above the 50% threshold. Furthermore, the study indicates that the majority of the respondents selected 2 (mode) on the measuring Likert Scale. This implies that the majority of the respondents 25 (62.5%) are *dissatisfied* that their supervisors do not give feedback on time regarding subordinates' job performance.

**Figure 4.30: Feedback on Job Performance**

Responses (Likert Scale)
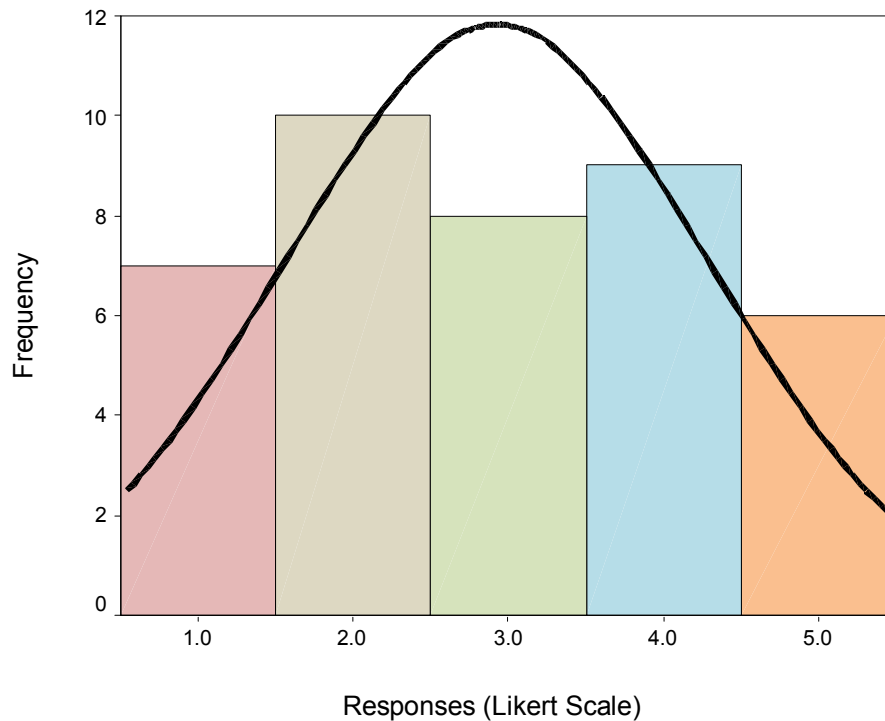
Figure 4.30 shows a symmetric (bell-shaped / normal) distribution as the curve is bent equally on either side (left and right) of the figure. This suggests that the majority of respondents selected *rarely* (never, rarely and sometimes) and almost the same proportion selected often (often and always) on the measuring Likert Scale. The researcher thus concludes that supervisors at the CUT, W do not give feedback on time regarding subordinates' job performance. This is indicative of a serious communication gap concerning feedback by supervisors to employees on job performance, which needs to be addressed in order to create a positive communication environment.

4.7.4 How subordinates' job performance compares with that of others

Item 2.5.4 (Table 4.15; cf.p.110) illustrates whether subordinates receive information on time on how their job performance compares with those of others. Three (7.5%) chose *often* and 6 (15%) *always* respectively. These scores indicates that subordinates often 9 (22.5%) receive information on time and how their job

performance compares with those of others. Conversely, 31 (77.5%) of the respondents indicated that they *rarely* (never, rarely and sometimes) receive information on time on how their job performance compare with those of others. The above score (77.5%) is well above the 50% threshold. The study also indicates that the majority of respondents selected 1 and 2 (modes) on the measuring Likert Scale. Based on the aforementioned, the researcher concludes that the majority 31(77,5%) of the respondents are *dissatisfied* that they do not receive information on time on how their job performance compares with that of others

Figure 4.31: How Subordinates' Performance compares with that of others
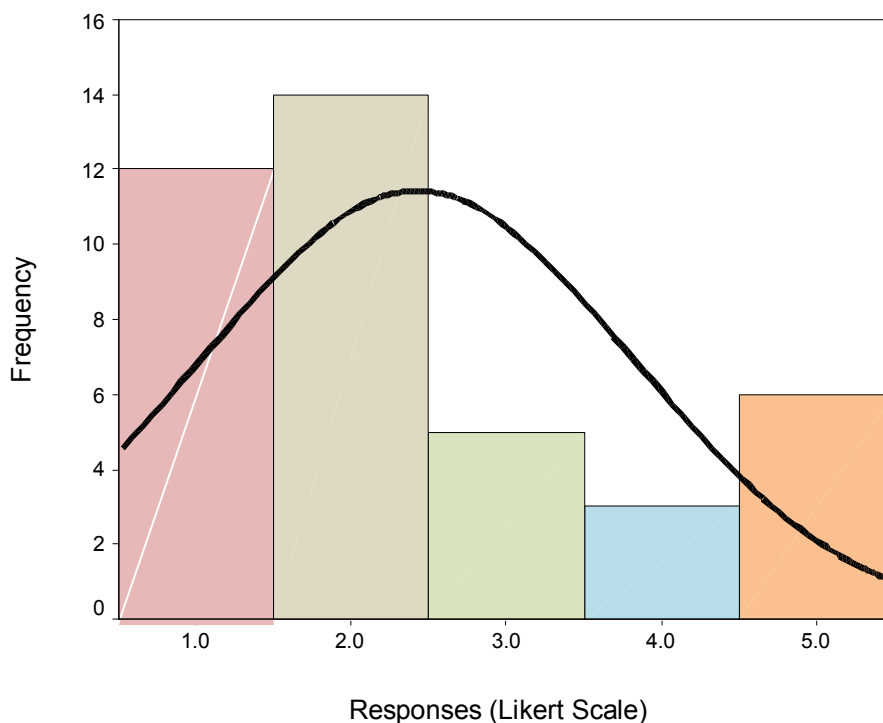
Figure 4.31 reveals a positively skewed distribution, as the curve of the figure is bent to the left side. This indicates that the majority of respondents selected 1 (never) and 2 (rarely) on the measuring Likert Scale. From the above the researcher concludes that information on how subordinates' job performance compares with that of others at the CUT, W, does not take place. This issue needs to be addressed to encourage a healthy, competitive communication environment among employees.

4.7.5 Continuous support and regular feedback on subordinate's job performance

Item 2.5.5 (Table 4.15; cf.p.110) reveals whether supervisors continuously support and give regular feedback to subordinates on their performance. The study reveals that 9 (22.5%) chose *often* and 6 (15%) *always* respectively, which indicates that supervisors often 15 (37.5%) continuously support subordinates and give them regular feedback on their performance. The aforementioned scores are below the 50% threshold. However, 25 (62.5%) of the respondents indicated that their supervisors rarely (never, rarely and sometimes) support nor give them regular feedback on their performances. Furthermore, the study demonstrates that the majority of the respondents selected 1 (never) on the measuring Likert Scale, which illustrates that the majority of the respondents are *dissatisfied* (62.5%) that supervisor neither continuously supports nor gives subordinates regular feedback on their performance.

**Figure 4.32: Continuous Support and Regular Feedback on Subordinates'
Job Performance**

Responses (Likert Scale)
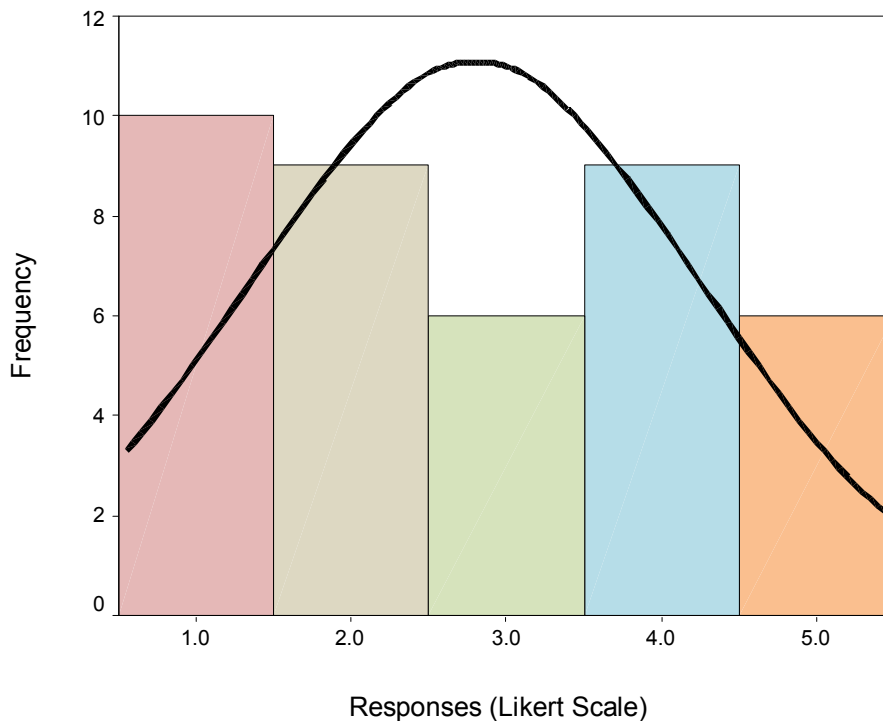
Figure 4.32 shows a positively skewed distribution, as the curve is bent towards the left side of the figure. This suggests that the majority of the respondents selected 1 (never) and 2 (rarely) on the measuring Likert Scale. The researcher concludes that the supervisors at the CUT, W do not provide continuous support and regular feedback to subordinates on their job performance. This constitutes a serious communication gap between supervisors and subordinates, which needs to rectified in order to fulfil an important requisite of the communication process.

Conclusion: This section of the study indicates that respondents are dissatisfied with all areas of personal feedback, except in item 2.5.1 where 50% of the respondents are satisfied with the feedback of supervisors regarding performance objectives. The researcher concludes that supervisors do not provide adequate personal feedback to subordinates on a significant range of areas, such as job-related problems, job performance, performance comparisons, continuous support and job performance.

4.8   SUPERVISORY COMMUNICATION

Figure 4.33: Supervisory Communication per School /Department
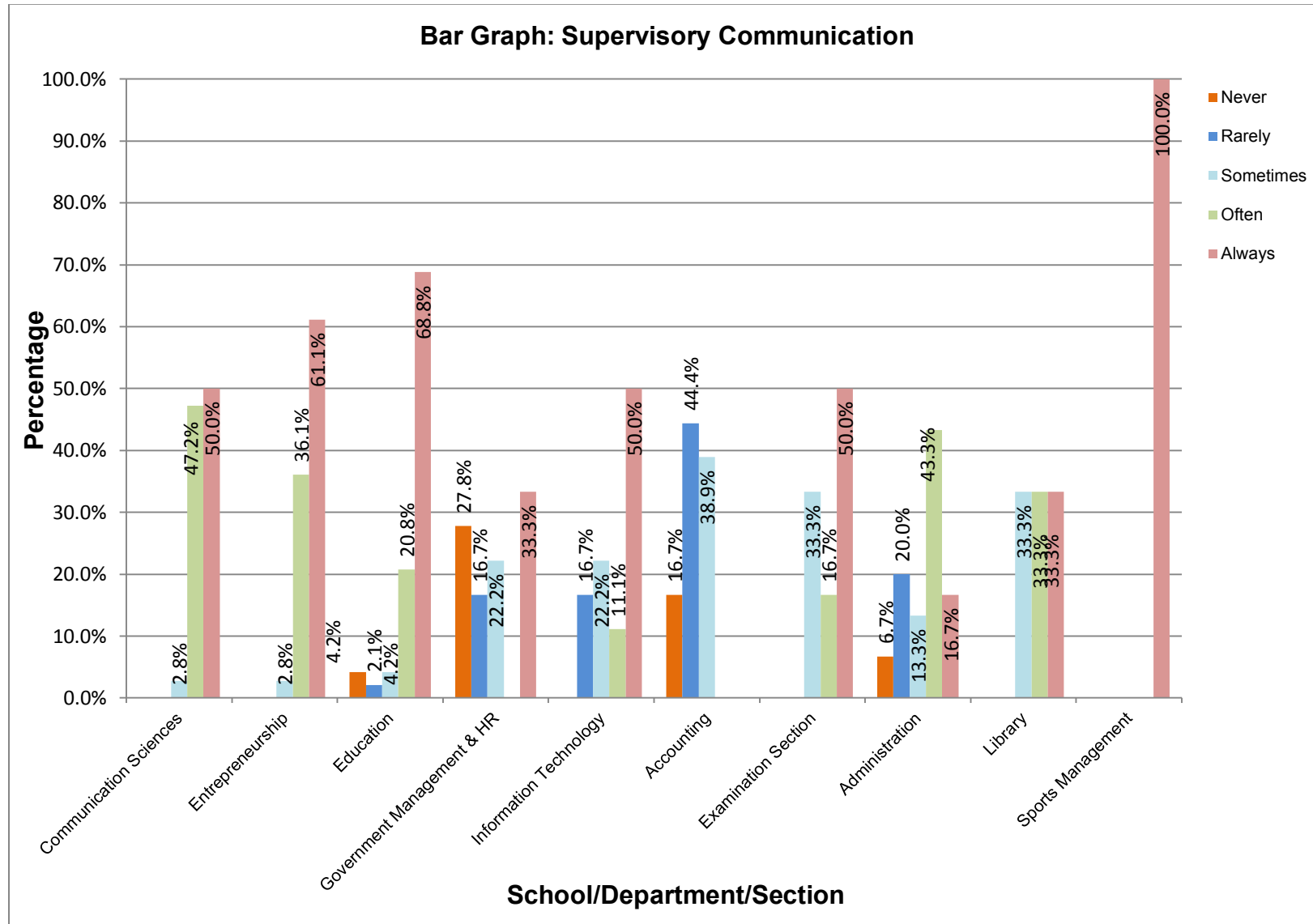
Figure 4.33 indicates the state of supervisory communication as perceived by the respondents in each School / Sections or Department.

4.8.1 School of Communication Sciences

Figure 4.33 reveals that 97% of the respondents indicated that supervisory communication *often* (often/ always) takes place within the School, whilst only 3% of the respondents feel that supervisory communication *rarely* (never, rarely and sometimes) takes place. Based on a 50% threshold, the researcher concludes that the majority (97,2%) of the respondents are *satisfied* with the state of supervisory communication in the School of Communication Sciences.

4.8.2 School of Entrepreneurship

Figure 4.33 reveals that 97.2% of the respondents feel that supervisory communication takes place *often* (often/ always) within the School, whilst 2.8% of the respondents feel that supervisory communication *rarely* (never, rarely and sometimes) takes place within the School of Entrepreneurship. The researcher therefore concludes that the majority (97,2%) of the respondents are *satisfied t*hat supervisory communication takes place within the School of Entrepreneurship.

4.8.3 School of Education

Figure 4.33 reveals that 88% of the respondents indicate that supervisory communication takes place *often* (often/ always) within the School of Education, whilst only 12% of the respondents feel that supervisory communication *rarely* (never, rarely and sometimes) takes place within the School. The researcher therefore concludes that the majority (88%) of the respondents are *satisfied* that supervisory communication takes place within the School of Education.

4.8.4 School of Government Management and Human Resources

Figure 4.33 reveals that only 33.3% of the respondents feel that supervisory communication takes place within *often* (often/ always) the School, whilst 66.7% of the respondents feel that supervisory communication *rarely* (never, rarely and sometimes) takes place within the School of Government Management and Human Resources. The researcher therefore concludes that the majority (66.7%) of the respondents are *dissatisfied* with the state of supervisory communication within the School. This is an issue that needs to be dealt with in order to maintain a healthy communication climate among supervisors and employees.

4.8.5 School of Information Technology

Figure 4.33 reveals that 61.1% of the respondents feel that supervisory communication takes place *often* (often/ always) within the School of Information Technology, whilst 38.9% of the respondents feel that supervisory communication *rarely* (never, rarely and sometimes) takes place within the School. The researcher therefore concludes that the majority (61.1%) of the respondents are *satisfied* that supervisory communication takes place within the School.

4.8.6 School of Accounting

Figure 4.33 reveals that all respondents (100%) feel that supervisory communication *rarely* takes place within the School of Accounting. Thus, the researcher concludes that the majority (100%) of the respondents are *dissatisfied* with the state of supervisory communication within the School. This is a serious communication problem that needs to be addressed and rectified without delay.

4.8.7 Examination Section

Figure 4.33 reveals that 66.7% of the respondents feel that supervisory communication takes place *often* (often/ always) within the Examination Section, whilst 33.3% of the respondents feel that supervisory communication *rarely* (never, rarely and sometimes) takes place within this section. The researcher therefore concludes that the majority (66.7%) of the respondents are *satisfied* that supervisory communication takes place within the Examination Section.

4.8.8 Administration Department

Figure 4.33 reveals that 60% of the respondents feel that supervisory communication takes place within the Administration Department, whilst 40% of the respondents feel that supervisory communication *rarely* (never, rarely and sometimes) takes place within the department. The researcher therefore, concludes that the majority (60%) of the respondents are *satisfied* (60%) that supervisory communication takes place within the Administration Department.

4.8.9 Library Section

Figure 4.33 reveals that 67% of the respondents suggest that supervisory communication takes place *often* (often/ always) within the Library, whilst 33% of the respondents indicate that supervisory communication *rarely* (never, rarely and sometimes) takes place within the Library. The researcher therefore concludes that the majority (67%) of the respondents are *satisfied* that supervisory communication takes place within the Library Section.

4.8.19 Sports Management Department

While the sole respondent in this department indicates that supervisory communication happens *more* in his department, the researcher believes that it is

not statistically justifiable to draw a conclusion on the state of supervisory communication within the department based on a single respondent.

FIGURE 4.34 FOLLOWS ON PAGE 124

4.9 DIVISIONAL INFORMATION PER SCHOOL / DEPARTMENT

Figure 4.34: Divisional Information per School/ Department at the CUT, W
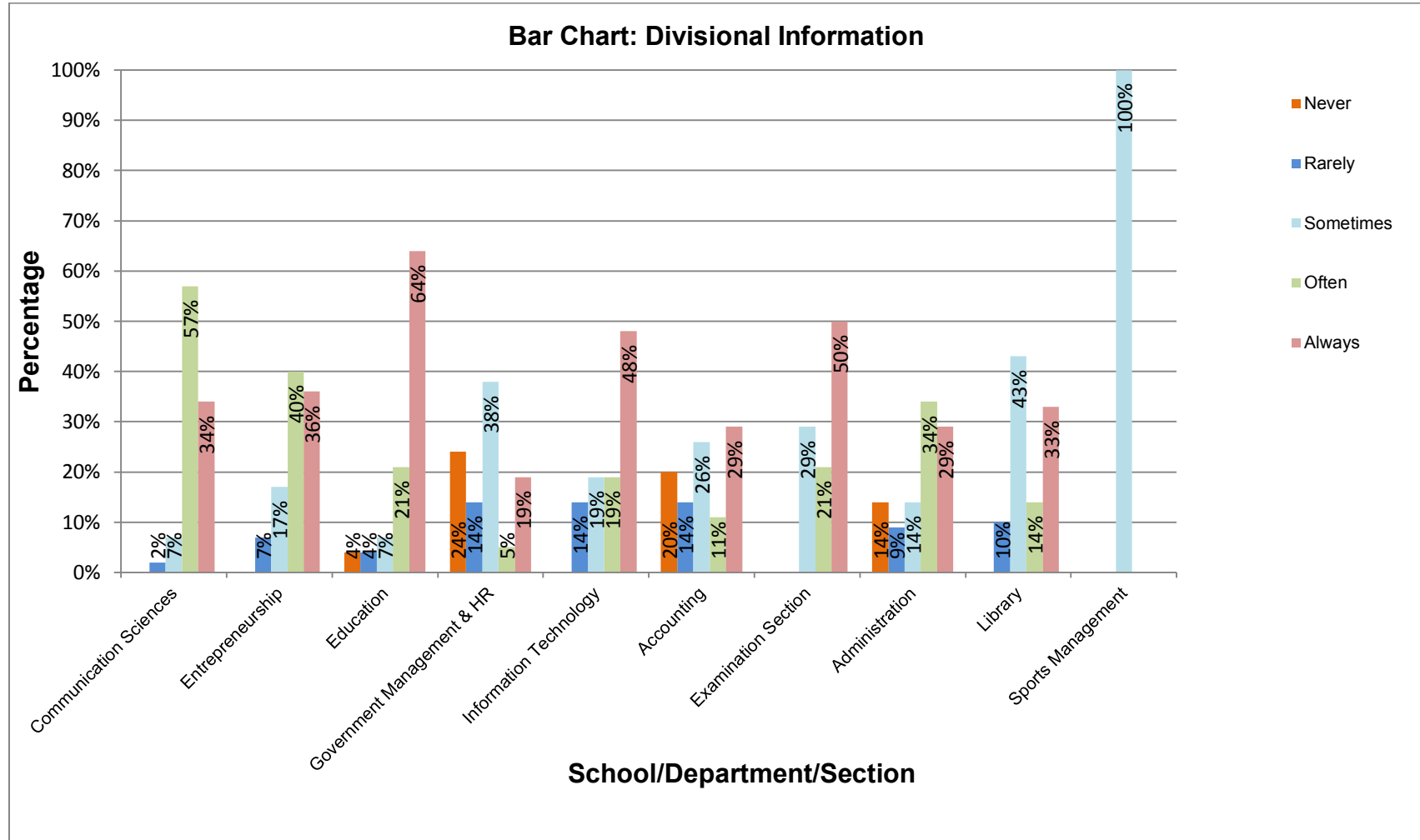
4.9.1 School of Communication Sciences

Figure 4.34 reveals that the majority of the respondents (91%) agree that supervisory communication with regard to divisional information takes place *often* (often/ always) within the School of Communication Sciences. Only 9% (never, rarely and sometimes) suggested that supervisory communication with regard to divisional information *rarely* (never, rarely and sometimes) takes place within the School of Communication Sciences. The researcher thus concludes that the majority (91%) of the respondents in the School of Communication Sciences are positive about divisional communication, which is indicative of satisfactory supervisory communication within the School of Communication Sciences.

4.9.2 School of Entrepreneurship

Figure 4.34 reveals that 76% of the respondents feel that supervisory communication with regard to divisional information takes place *often* (often/ always) within the School of Entrepreneurship. Only 24% indicated that supervisory communication with regard to divisional information *rarely* (never, rarely and sometimes) takes place within the School. The researcher concludes that the majority (76%) of the respondents in the School of Entrepreneurship are *satisfied with* the way in which divisional information is conveyed to subordinates.

4.9.3 School of Education

Figure 4.34 reveals that the majority (64%) of the respondents feel that their supervisors *often* (often / always) communicate divisional information to subordinates. Only 15% of the respondents indicated that their supervisor *rarely* (never, rarely and sometimes) communicates divisional information to subordinates. The researcher therefore concludes that the majority (64%) of the respondents in the School of Education are *satisfied* with the dissemination of divisional information by Supervisors.

4.9.4   School of Government Management and Human Resources

Figure 4.34 reveals that 24% of the respondents feel that their supervisor *often* (often/ always) communicates information about their division, whilst 76% feel their supervisor *rarely (*never, rarely and sometimes*)* communicates information about their division. The researcher concludes that the majority (76%) of the respondents in the School of Government Management and Human Resources are *dissatisfied* with the manner in which divisional information is conveyed by Supervisors. The above constitutes a serious lack of open communication channels. The School of Government and Human Resources needs to be address and rectify this problem without delay.

4.9.5   School of Information Technology

Figure 4.34 reveals that 66% of the respondents feel that their supervisor communicates divisional information *often* (often/ always), whilst only (5) 34% believe that their supervisor *rarely* (never/ rarely and sometimes) communicates divisional information to subordinates. The researcher concludes that the majority (66%) of the respondents are *satisfied* with the distribution of divisional information by their Supervisor in the School of Information Technology.

4.9.6 School of Accounting

Figure 4.34 shows that 40% of the respondents feel that their supervisor communicates divisional information *often* (often/ always), whilst 60% of the respondents indicated that their supervisor *rarely* (never, rarely and sometimes) communicates divisional information to subordinates. The researcher concludes that the majority (60%) of the respondents in the School of Accounting are *dissatisfied* with the manner in which divisional information is conveyed by their Supervisors. This state of affairs needs to be rectified.

4.9.7 Examination Section

Figure 4.34 reveals that 71% of the respondents feel that their supervisor communicates divisional information *often* (often/ always), whilst only 29% of the respondents believe that their supervisor *rarely* (never, rarely and sometimes) communicates divisional information to subordinates. Based on a 50% threshold, the researcher concludes that supervisory communication with respect to divisional information does take place *satisfactorily* in the Examination Section.

4.9.8 Administration Department

Figure 4.34 reveals that 63% of the respondents feel that their supervisor *often* (often/ always) communicates divisional information to subordinates, whilst only 37% believe that their supervisor *rarely* (never, rarely and sometimes) communicates divisional information to subordinates. The researcher concludes that the majority (63%) of the respondents in the Administration Department are *satisfied* of with the distribution of divisional information by Supervisors.

4.9.9 Library Section

Figure 4.34 indicates that only 40% of the respondents feel that their supervisor *often* (often/ always) communicates divisional information to subordinates, whilst 60% feel that their supervisor *rarely* (never, rarely and sometimes) communicates divisional information to subordinates. The researcher concludes that supervisory communication with regard to divisional information in the Library Section *rarely* (never, rarely and sometimes) takes place. The above constitutes a communication problem that needs to be rectified.

4.9.10   Sports Management Department

A single respondent in this department feels divisional information happens more *often* in his Section. Owing to the fact that there was only one respondent in this department, the researcher cannot draw any valid conclusions that are statistically justifiable.

FIGURE 4.35 FOLLOWS ON PAGE 129

4.10   COMMUNICATION CLIMATE PER SCHOOL/ DEPARTMENT

Figure 4.35: Communication Climate per School/ Department at the CUT, W

Bar Chart: Communication Climate

Legend: Never, Rarely, Sometimes, Often, Always

X-axis: School/Department/Section
Y-axis: Percentage

Communication Sciences: Sometimes 18%, Often 36%, Always 46%
Entrepreneurship: Rarely 1%, Sometimes 13%, Often 33%, Always 53%
Education: Never 2%, Rarely 1%, Sometimes 9%, Often 23%, Always 65%
Government Management & HR: Never 39%, Rarely 17%, Sometimes 11%, Often 3%, Always 31%
Information Technology: Rarely 3%, Sometimes 36%, Often 25%, Always 36%
Accounting: Never 39%, Rarely 22%, Sometimes 31%, Often 8%
Examination Section: Rarely 13%, Sometimes 13%, Often 13%, Always 63%
Administration: Rarely 17%, Sometimes 33%, Often 32%, Always 18%
Library: Rarely 3%, Sometimes 44%, Often 19%, Always 33%
Sports Management: Often 100%

4.10.1 School of Communication Sciences

Figure 4.35 reveals that 82% of the respondents feel that their supervisor *often* (often/ always) creates a positive communication climate within the School, whilst 18% of the respondents indicated that their supervisor *rarely* (never/ rarely and sometimes) creates a positive communication climate within the School. The researcher concludes that the supervisor stimulates a positive communication climate within the school.

4.10.2 School of Entrepreneurship

Figure 4.35 reveals that 86% of the respondents feel that their supervisor *often* (often /always) creates a positive communication climate within the School, whilst 14% feel that their supervisor *rarely* (never, rarely and sometimes) creates a positive communication climate within the school. The researcher concludes that the supervisor stimulates a positive communication climate within the School of Entrepreneurship.

4.10.3 School of Education

Figure 4.35 reveals that 88% of the respondents feel that their supervisor *often* (often/ always) creates a positive communication climate within the School, whilst only 12% indicated that their supervisor *rarely* (never, rarely and sometimes) stimulates a positive communication climate within the School. The researcher concludes that a positive communication climate exists in the School of Education, because of satisfactory supervisory communication.

4.10.4 School of Government Management and Human Resources

Figure 4.35 reveals that 34% of the respondents feel that their supervisor *often* (often/ always) creates a positive communication climate within the School, whilst

67% of the respondents feel that their supervisor *rarely* (never, rarely and sometimes) creates a positive communication climate within the School. The researcher concludes that supervisory communication regarding communication climate within the School of Government and Human Resources is

neither positive nor productive. This area of supervisory communication is cause for concern and needs to be addressed and rectified.

4.10.5 School of Information Technology

Figure 4.35 reveals that 61% of the respondents feel that supervisory communication with respect to communication climate is *often* (often/ always) positive within the School, whilst only 39% of the respondents feel that supervisory communication with regard to communication climate is *rarely* (never, rarely and sometimes) positive. The researcher concludes that supervisory communication regarding communication climate is positive in the School of Information Technology, although there is room for improvement.

4.10.6 School of Accounting

Figure 4.35 reveals that 8% of the respondents feel that their supervisors *often* (often/ always) create a positive communication climate within the School, whilst 92% of the respondents feel that their supervisor *rarely* (never, rarely and sometimes) creates a positive communication climate within the School. The researcher concludes that there is not a positive communication climate within the School of Accounting. The School of Accounting needs to address and rectify this communication problem without delay.

4.10.7 Examination Section

Figure 4.35 reveals that 76% of the respondents feel that their supervisor *often* (often/ always) stimulates a positive communication climate within this section,

whilst only 26% of the respondents feel that their supervisor *rarely* (never, rarely and sometimes) creates a positive communication climate within the Examination Section. The researcher concludes that there is a positive communication climate overall within this section.

4.10.8 Administration Department

Figure 4.35 further reveals that 50% of the respondents feel that their supervisor *often* (often/ always) creates a positive communication climate within the Administration Department, whilst 50% of the respondents feel that their supervisor *rarely* (never, rarely and sometimes) creates a positive communication climate in his or her supervisory communication. The researcher concludes that respondents express an equal level of certainty /uncertainty about the communication climate within their department. This discrepancy needs to be addressed and resolved in order to maintain an overall positive communication climate within the department.

4.10.9 Library Section

Figure 4.35 reveals that 52% of the respondents feel that their supervisor *often* (often/ always) creates a positive communication climate in his or her supervisory communication, whilst 48% of the respondents feel that their supervisor *rarely* (never, rarely and sometimes) creates a positive communication climate within their school. The researcher concludes that the supervisor succeeds in partially stimulating a positive communication climate within the Library Section. However the discrepancy that is indicated suggests that the Library needs to work on improving on its existing positive communication climate.

4.10.10 Sports Management Department

The sole respondent in this department feels that on an average of 100% there is *often* (often/ always) a positive communication climate attributed to supervisory communication. Owing to the fact that there was only one respondent in this department, the researcher feels that it is not statistically justifiable to draw any valid conclusions with regard to communication climate.

FIGURE 4.36 FOLLOWS ON PAGE 134

4.11 CO-WORKER COMMUNICATION

Figure 4.36: Co-Worker Communication

Bar Chart: Co-Worker Communication
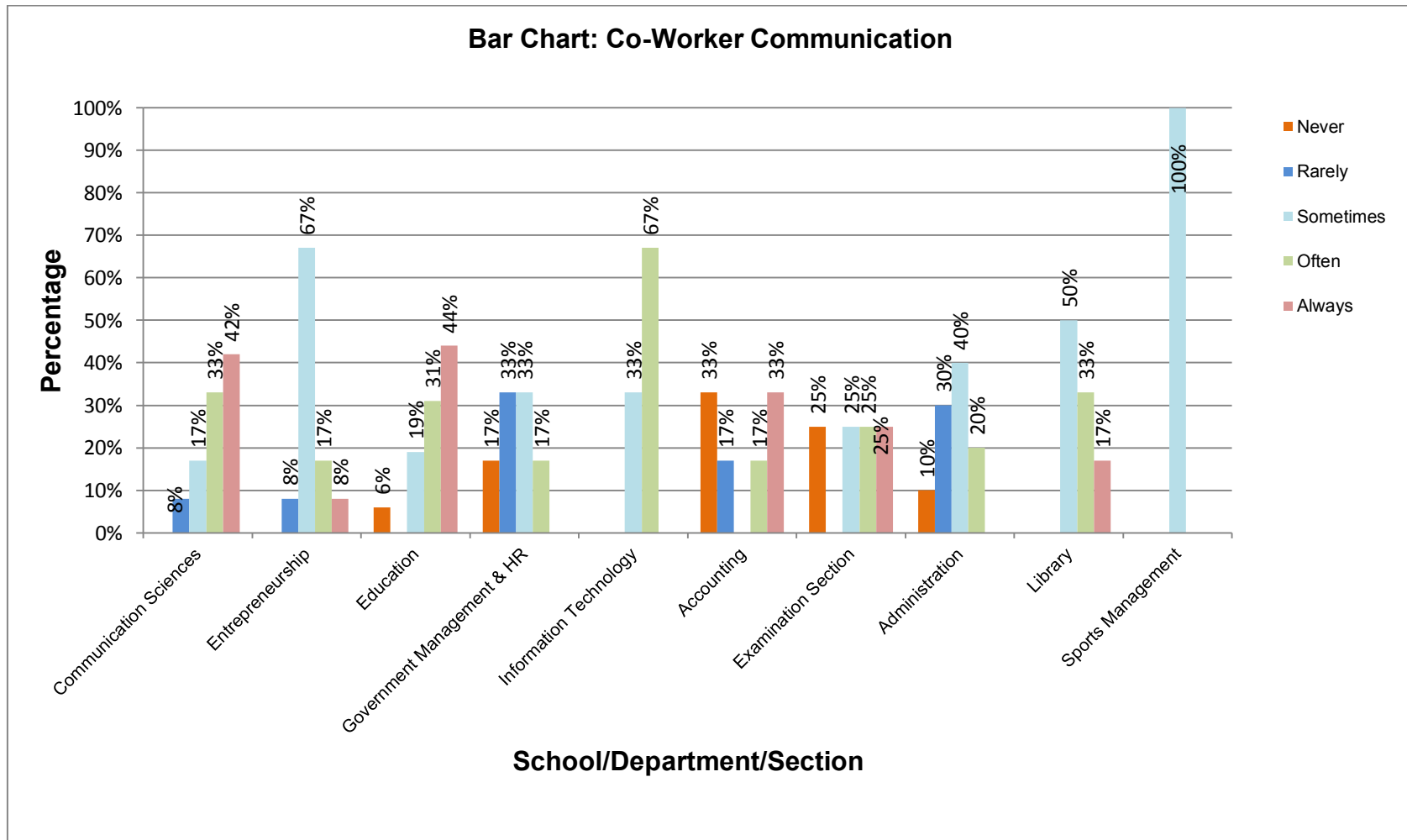
4.11.1 School of Communication Sciences

Figure 4.36 reveals that 75% of the respondents feel that co-worker communication is *often* (often /always) active within the School of Communication Sciences, whilst 25% of the respondents feel that co-worker communication is *rarely* (never, rarely and sometimes) active within the School of Communication Sciences. Based on a 50% threshold, the researcher concludes that co-worker communication is both active and satisfactory within the School of Communication Sciences.

4.11.2 School of Entrepreneurship

Figure 4.36 reveals that only 25% of the respondents feel that co-worker communication is *often* (often/ always) active within the School. Fourteen respondents (75%) feel that co-worker communication is *rarely* (never, rarely and sometimes) active within the School of Entrepreneurship. Based on a 50% threshold, the researcher concludes that co-worker communication is not active in the School of Entrepreneurship and needs intervention to improve the situation.

4.11.3 School of Education

Figure 4.36 reveals that 75% of the respondents feel that co-worker communication is *often* (often/ always) active within the School. Twenty-five percent of the respondents feel that co-worker communication is *rarely* (never, rarely and sometimes) active within the School of Education. Based on a 50% threshold, the researcher concludes that co-worker communication is both active and satisfactory within the School of Education.

4.11.4 School of Government Management and Human Resources

 Figure 4.36 reveals only 17% of the respondents feel that co-worker communication is *often* (often/ always) active within the school, whilst 83% of the

respondents feel that co-worker communication is *rarely* (never, rarely and sometimes) active within the School. The researcher concludes that co-worker communication within the School of Government Management and Human Resources is not active, which further implies that information-sharing among members of staff on the same level rarely takes place satisfactorily. This is a serious communication issue that needs to be resolved without delay.

4.11.5 School of Information Technology

Figure 4.36 reveals that 67% of the respondents feel that co-worker communication is *often* (often/ always) active in the School of Information Technology, whilst only 33% of the respondents feel that co-worker communication is *rarely* (never, rarely and sometimes) active within the School. The researcher concludes that co-worker communication is active and, on average, colleagues on the same level within the School tend to share information.

4.11.6 School of Accounting

Figure 4.36 reveals that 67% of the respondents feel that co-worker communication is *often* (often/ always) active within the School of Accounting, whilst 33% of the respondents feel that co-worker communication is *rarely* (never, rarely and sometimes) active within the School. Based on a 50% threshold, the researcher concludes that co-worker communication, on average, is active, which further implies that information-sharing among colleagues on the same level takes place.

4.11.7 Examination Section

Figure 4.36 reveals that 33% of the respondents feel that co-worker communication is *often* (often/ always) active within the Examination Section, whilst another 66% of the respondents feel that co-worker communication is *rarely* (never, rarely and sometimes) active within the Examination Section. The researcher concludes that

co-worker communication *rarely* takes place within the Examination Section, which suggests a serious communication issue that needs to be resolved.

4.11.8 Administration Department

Figure 4.36 reveals that only 20% of the respondents feel that co-worker communication is *often* (often/ always) active within the Administration Department, whilst 80% of the respondents feel that co-worker communication is *rarely* (never, rarely and sometimes) active within the department. Based on a 50% threshold, the researcher concludes that co-worker communication within the Administration department is not active enough, which further implies that information-sharing among colleagues on the same level does not take place on a regular basis. This is problematic and needs to be resolved.

4.11.9 Library Section

Figure 4.36 reveals that 56% of the respondents feel that co-worker communication is *often* (often/ always) active within the Library, whilst another 44% of the respondents feel that co-worker communication within the department is *rarely* (never, rarely and sometimes) active. The researcher concludes that the 50% threshold on either side of the continuum of the measuring Likert Scale is an expression of uncertainty about the state of co-worker communication that needs to be resolved.

4.11.10 Sports Management Department

The sole respondent in this department feels that co-worker communication is *rarely* (never, rarely and sometimes) active. The researcher does not find it statistically justifiable to draw conclusions if there is only one respondent.

4.12 PERSONAL FEEDBACK

Figure 4.37: Personal feedback per School/Department

Bar Chart: Personal Feedback
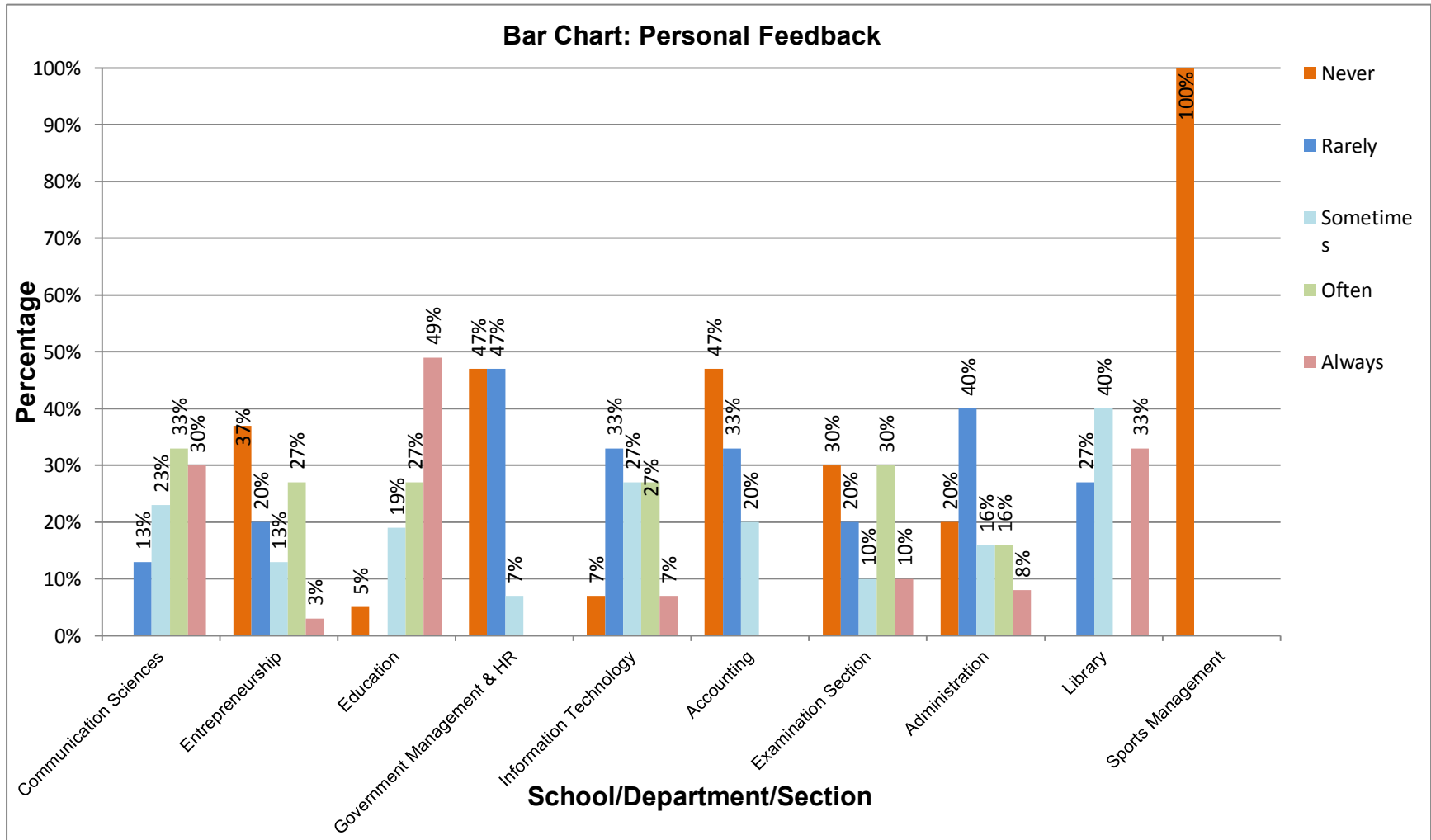
12.1 School of Communication Sciences

Figure 4.37 reveals that 63% of the respondents feel that their supervisor *often* (often/ always) provides personal feedback to subordinates, whilst only 36% of the respondents feel that their supervisor *rarely* (never, rarely and sometimes) provides personal feedback to subordinates. Based on a 50% threshold, the researcher concludes that the supervisor overall provides personal feedback to subordinates within the School of Communication Sciences.

4.12.2 School of Entrepreneurship

Figure 4.37 reveals that only 30% of the respondents feel that the supervisor *often* (often/ always) provides personal feedback to subordinates. The remaining 70% of the respondents feel that the supervisor *rarely* (never, rarely and sometimes) provides personal feedback to subordinates. Based on a 50% threshold, the researcher concludes that the supervisor does not provide personal feedback to subordinates within the School of Entrepreneurship. This is a communication problem that needs to be addressed and resolved.

4.12.3 School of Education

Figure 4.37 reveals that 76% of the respondents feel that the supervisor *often* (often/ always) provides personal feedback to subordinates, whilst 24% of the respondents feel that the supervisor *rarely* (never, rarely and sometimes) provides personal feedback to subordinates. The researcher concludes that the supervisor provides personal feedback to subordinates within the School of Education, which further implies that the majority of respondents are *satisfied* (76%) with supervisory communication regarding personal feedback.

4.12.4 School of Government Management and Human Resources

Figure 4.37 reveals that 100% of the respondents feel that the supervisor *rarely* (never, rarely and sometimes) provides personal feedback to the subordinates. The researcher concludes that the supervisor does not provide personal feedback to subordinates within the School of Government Management and Human Resources, which implies that respondents are *dissatisfied* with the state of supervisory communication regarding personal feedback. This constitutes a serious downward communication problem within the school. Since there is a total lack of supervisory feedback to subordinates, the problem needs to be addressed and resolved without delay.

4.12.5 School of Information Technology

Figure 4.37 reveals that only 34% of the respondents feel that the supervisor *often* (often/ always) provides personal feedback to subordinates, whilst 76% of the respondents feel that the supervisor *rarely* (never, rarely and sometimes) provides personal feedback to subordinates. The majority of the respondents are *dissatisfied* with supervisory communication regarding personal feedback. Thus, the researcher concludes that the state of supervisory communication with respect to personal feedback is not adequate within the School of Information Technology. This state of affairs is problematic and needs to be resolved as soon as possible.

4.12.6 School of Accounting

Figure 4.37 reveals that 100% of the respondents feel that the supervisor *rarely* (never, rarely and sometimes) provides personal feedback to subordinates. One hundred percent of the respondents are *dissatisfied* with supervisory communication regarding personal feedback within the School of Accounting. Within this context, the researcher concludes that the state of supervisory communication with respect to personal feedback within the School of Accounting

is inadequate. This constitutes a serious communication problem and immediate intervention is required to address and solve this lack of supervisory feedback to subordinates.

4.12.7 Examination Section

Figure 4.37 reveals that only 40% of the respondents feel that the supervisor *often* (often/ always) provides personal feedback to subordinates, whilst 60% of the respondents state that the supervisor *rarely* (never, rarely and sometimes) provides personal feedback to subordinates. Based on a 50% threshold, the researcher concludes that the majority of the respondents are *dissatisfied* with the state of supervisory communication regarding personal feedback within the Examination Section. As such, the matter of personal feedback in the Examination Section needs to addressed and resolved as soon as possible.

4.12.8 Administration Department

Figure 4.37 reveals that only 24% of the respondents feel that the supervisor *often* (often/ always) provides personal feedback to subordinates, whilst 74% of the respondents feel that the supervisor *rarely* (never, rarely and sometimes) provides personal feedback to subordinates. The researcher concludes that the majority of the respondents in the Administration Department are *dissatisfied* with the state of supervisory communication regarding the provision of personal feedback to subordinates within the Administration Department. This is a matter of concern that needs to be addressed and resolved as soon as possible.

4.12.9 Library Section

Figure 4.37 reveals that 33% of the respondents feel that the supervisor *often* (often/ always) provides personal feedback to subordinates, whilst 67% of the respondents feel that the supervisor *rarely* (never, rarely and sometimes) provides

personal feedback to subordinates. Based on a 50% threshold, the researcher concludes that the majority of the respondents are *dissatisfied* with the state of supervisory communication regarding the provision of personal feedback to subordinates within the Library Section. In order to ensure good communication practice, this problem needs to be resolved as soon as possible.

4.12.10 Sports Management

However, because there is only one respondent in this department, the researcher regards it as unjustified to draw any conclusions, based on statistics. The sole respondent feels that the supervisor *rarely* (never, rarely and sometimes) provides him with any personal feedback.

4.13   PROBLEMS IN SCHOOLS

The study has revealed that the School of Government Management and Human Resources as well as the School of Accounting specifically, are prone to communicational problems across the CSQ constructs. These constructs have been identified as problematic.

4.13.1 Divisional Information

The study reveals that the School of Government Management and HR experiences communication problems with regard to divisional information. About 76% of the respondents feel that their supervisor *rarely* (never, rarely and sometimes*)* communicates divisional information to subordinates.

Similarly the School of Accounting experiences communicational problems concerning divisional information. About 60% of the respondents feel that the Supervisor *rarely* (never, rarely and sometimes) communicates divisional information to subordinates.

Based on the aforementioned, the researcher concludes that there is a serious level of dysfunctional communication that exists in the two schools. The researcher believes that the flow of divisional information from the Supervisor to subordinates provides the necessary basis that they need to perform their jobs effectively. The above suggests that communication is compromised because supervisors do not convey important information such as the objectives, performance standards and provision of resources to subordinates.

4.13.2 Communication Climate

The School of Government Management and Human Resources, as well as the School of Accounting are encountering communicational problems concerning the Communication Climate. Eighty-three percent and 92% of the respondents feel that there is not a positive communication climate in the two Schools.

The researcher believes that if the communication climate is in any way hostile at the CUT, W, it stifles subordinates' creative drive and generates despondency, because subordinates' opinions are neither welcomed nor solicited. Within this context, subordinates experience burn-out and low morale. These problems indicate a serious lack of good communication practices. Problems need to be addressed and resolved in the interest of the CUT, W as a whole.

4.13.3 Co-worker Communication

The findings indicate that 83% of the respondents in the School of Government Management and HR feel that co-worker communication is *rarely* (never, rarely and sometimes) active within the School. This implies that information-sharing among the staff on the same level *rarely* takes place. The researcher asserts that co-worker communication is an outcome of the supervisor's communication initiatives, which set the communicational activities within the division in motion. Conversely,

subordinates rely on informal information from colleagues in other schools , which may not be accurate. The researcher recommends that the School of Government Management and HR pay more attention to co-worker communication through in-house group activities among the members of the School.

4.13.4 Personal Feedback

The results indicate that the respondents in the Schools of Accounting as well as Government Management and HR feel that their supervisors *rarely* (never, rarely and sometimes) provide personal feedbacks to subordinates. The aforementioned implies that supervisors neither provide feedback to subordinates on performance objectives nor job performance. The researcher concludes that the above-mentioned Schools find themselves immobilised, owing to the large range of communication problems across the CSQ constructs. The researcher recommends that performance management systems be put in place in the two Schools to manage and improve staff performance.

4.14 SUMMARY OF THE QUANTITATIVE STUDY

Forty respondents participated in the quantitative study. This part of the study has revealed that the majority of the respondents feel overall satisfaction on all CSQ constructs except personal feedback. Conversely, the study has revealed that the School of Government Management and Human Resources, and the School of Accounting have communication deficiencies on a range of constructs such as Supervisory Communication, Divisional Information, Communication Climate, Co-worker communication and Personal Feedback. These deficiencies are serious and need to be addressed and resolved as soon as possible, for the benefit of the CUT, W as s whole.

4.15 QUALITATIVE DATA

4.15.1 Introduction

All five employees without post-matric qualifications were individually interviewed. The qualitative interviews were conducted in the researcher's office and each interview lasted between thirty to forty minutes, which added up to an overall duration of two-and-a-half hours. The researcher used a semi-structured interview schedule to conduct the interviews and they were audio-recorded. The interview schedule probed employees' perceptions of their Supervisor's performance within the following categorical themes:

- Communication and commitment to institutional values or policies
- Consultation and openness to ideas
- Performance standards or criteria
- Co-worker communication and downward flow of information

Below are the researcher's findings and captured data during qualitative interviews

Table 4.8: Demographic Data

Participant	Gender	Age	Language	Unit of employment	Appointment status	Length of employment in years
1	Female	58	Sesotho (*speak & write*)	Technical Services	Permanent	23
2	Male	49	Sesotho (*speak & write*)	Technical Services	Permanent	17
3	Male	47	Sesotho (*speak*), Zulu & Xhosa (*speak only*)	Technical Services	Permanent	19
4	Male	54	Sesotho (*speak & write*)	Technical Services	Permanent	18
5	Male	60	Setswana & Sesotho (*speak only*)		Permanent	22

4.15.1.2 Interviews

Participant 1

The participant related that information about the CUT, W's values and policies was not communicated to employees by the Supervisor. She maintained that she was unable to determine whether the Supervisor lived by these institutional values because they were unknown to her. Her perception is that the Supervisor does not seem to be setting an example of the desired values because "he worked as he pleases".

The participant further asserted that the Supervisor was not open to ideas and liked to impose his ideas on subordinates. She resented working as a tea-lady and post-lady since the beginning of this year. She stated that the current arrangements of having to do double-jobs left her confused because the Supervisor never sat down with her to explain the latest arrangements, except when he continuously assigned her to perform particular tasks. This left her confused in terms of her contractual obligations and other specifications of her job.

The participant maintained that no performance standards were set for the unit and she had never been promoted or appraised before. Although the Supervisor provided resources and tools to do the work, he had not demonstrated willingness to talk about job-related issues with subordinates, nor had he shown interest in his subordinates. Employees were neither treated equally nor motivated to do their jobs. The participant indicated that she did not know whether the Supervisor trusted her because she had never been consulted before on any decision taken by the Supervisor.

The participant neither received feedback on her job performance nor feedback on how colleagues' job-related problems were handled. She said that no support was given to her by the Supervisor. She was dissatisfied that she had to hear about

matters related to her unit through rumours, and that no information-sharing among colleagues existed.

Participant 2

The participant said that the Supervisor did not communicate any values and policies of the institution to them. He stated that the Supervisor did not seem to be upholding the institution's values because "he does as he pleases".

However, he agreed that the Supervisor was open to ideas and he explained their specific job descriptions to them. He conveyed that the objectives of the unit were not clearly explained. The participant asserted that the Supervisor provided them with resources and tools to do their job. He is a trained carpenter, but was dissatisfied that carpentry jobs were constantly outsourced to private contractors. He further maintained that the Supervisor talked to them about job-related matters, but found it difficult to ascertain the Supervisor's interest in his subordinates owing to the Supervisor's fluctuating mood. The participant believed that the Supervisor trusted subordinates to do their jobs and constantly motivated them. He acknowledged that the Supervisor treated subordinates equally, but stated that he did not consult them regarding any decision-making processes.

The participant was dissatisfied that no feedback on performance was given to subordinates by the Supervisor, or how job-related problems experienced by any of their colleagues were handled. One could only get such information from the specific employee involved. As far as performance management was concerned, the participant indicated that the Supervisor expected them to write down what they did daily, in order for them to receive performance increments.

Participant 3

The participant indicated that the Supervisor never communicated institutional values and policies to them, but seemed to be upholding them occasionally, but selectively.

He felt that the Supervisor was not open to ideas from subordinates, although he often explained job specifications to employees. According to him, the Supervisor sometimes explained the objectives of the unit, but never talked about performance standards. The supervisor provided resources and training, but the participant indicated that he had become disillusioned with training, because it did not serve any appraisal purposes. Although he acknowledged that the Supervisor demonstrated interest in his subordinates, he felt that the Supervisor was only accessible to those who were in his "good books". However, the participant did admit that the Supervisor treated them equally, motivated and trusted them to do their jobs. Nonetheless, the Supervisor never consulted them before taking any decisions.

The participant stated that information-sharing among co-workers about work was active, whilst information about developments in their unit was acquired through rumour.

Nonetheless no feedback was communicated on anything about performance, work and targets. Feedback on how co-worker's job-related problems were handled was never communicated, "everything just disappear ".

Participant 4

The participant indicated that the Supervisor communicated institutional values and policies to them, but he did not demonstrate any signs of upholding the policies in his job-related activities.

He felt that the Supervisor had difficulty in opening up to subordinates' ideas and opinions. The Supervisor neither explained the objectives of the unit to them, nor how to execute their jobs except when his Seniors from the CUT, FS visited. He called for meetings to inform them to do their work. Although the Supervisor provided resources and arranged training workshops, no performance standards were set or communicated to employees. The participant indicated that the Supervisor was accessible and listened to subordinates. The Supervisor demonstrated interest in his subordinates, but he did not check how they did their jobs and only needed verbal assurance that the job had been done. He maintained that the Supervisor gave them support, especially when they were accused of poor performance. However, the Supervisor did not consult with them before making any decision regarding the unit.

No feedback about performance was communicated to subordinates, as he put it, "We just work". Feedback on how colleagues' job-related problems were handled was never communicated, except when another colleague experienced a problem. The Supervisor then only indicated how he had had to solve a similar problem for one of their colleagues in the past.

Participant 5

The participant indicated that institutional values and policies were never communicated to them. He thought that the Supervisor did not follow the policies of the University.

He argued that the Supervisor was not open to ideas and imposed his decisions on subordinates. "The Supervisor sometimes imposes job specifications on me without having to listen to what I say". He argued that the Supervisor communicated information pertaining to the unit's objectives selectively. As far as the provision of resources was concerned, the participant acknowledged that they were provided

for, and sometimes information about job specifics was given. He further stated that the Supervisor sometimes showed interest in his subordinates and sometimes motivated them to do their jobs. The Supervisor trusted them, but did not treat them equally. The participant felt that the Supervisor did not like him personally, because he was the longest-serving employee in the unit with the most expertise in a large number of areas. He believed that the Supervisor deliberately subjected him to maltreatment so that he would become demoralised and resign.

No performance standards were set and the participant had never been promoted or appraised in his twenty years of service at the CUT, W. Although the participant was the oldest and the longest-serving employee, and had undergone numerous training sessions, the Supervisor assigned foreman duties to everybody else except him. Sometimes he had to serve under a foreman of private contractors. There was neither feedback on how colleagues' job-related problems were handled nor information about colleagues who had been absent or ill for a long time.

According to the participant, co-workers shared information on job-related matters so that they were able to perform better. However, he was dissatisfied that information about the developments of the unit was obtained through rumour.

The participant also indicated that complaints had been lodged for many years about the unfair manner in which workers were treated by the Supervisor, but to no avail. He found no reason to lodge complaints anymore because nobody listened. His disillusionment was revealed by his admission that he had no idea anymore on how things could be improved in their unit because, by his own admission, he was "frustrated".

4.16 SUMMARY OF THE QUALITATIVE STUDY

The researcher interviewed five participants for the qualitative study. Of the five participants, one was female and all belong to the Maintenances and Services Department. The employees' duration of employment at the CUT, W ranges from between 17 to 23 years of service.

All participants except one indicated that their supervisor neither communicates institutional values nor demonstrates any upholding of values of the CUT, W. Four out of five participants indicated that the supervisor is not open to ideas. The study also indicates that the supervisor neither provides feedback nor sets any performance standards for subordinates.

The above summary reveals serious communication deficiencies in the Maintenance and Services Department. These problems need to be addressed and resolved in order to ensure a happy, motivated and enlightened workforce.

4.17 COMPARATIVE ANALYSES OF THE FREQUENCY DISTRIBUTIONS OF SUBORDINATES AND SUPERVISORS

The tables below provide a summary of the differences in frequency for each construct as rated by both the subordinates and supervisors.

Table 4.17: Supervisory Communication

Summary	1 never		2 rarely		3 sometimes		4 often		5 always		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Subordinates	2	5	3.5	8.8	5.5	13.8	11.2	27.9	18	44.6	40	100
Supervisors	0	0	0	0	0	0	2	31.7	21	68.3	5	100.0

Table 4.17 reveals that 29 (72.5%) of subordinates believe that supervisor communication *often* (often/ always) happens in their respective units/ Schools whilst 11 (27.6%) of the subordinates believe that supervisory communication *rarely* (never, rarely and sometimes) happens in their respective Units / Schools.

Conversely, the study reveals that 5 (100%) of the supervisors feel that supervisory communication happens *often* (often/ always) in their respective Units / Schools. Both the subordinates and supervisors' rating of supervisory communication within their respective schools is far above the 50% threshold, which is 72.5% and 100% respectively. The researcher concludes that both subordinates and supervisors are of the opinion that supervisory communication at the CUT, W takes place more often than not.

Table 4.18: Divisional Information

Summary	1 never		2 rarely		3 sometimes		4 often		5 always		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Subordinates	3	7.1	4	9.6	8	20.4	11	28.3	14	34.6	40	100
Supervisors	0	0	2	40	5	97	1	26.10	16	51.10	5	100.0

According to Table 4.18, 22 (62.9%) of the subordinates feel that communication of divisional information *often* (often/ always) takes place in their respective units, whilst only 15 (37.10%) of the subordinates state that communication of divisional information *rarely* (never, rarely and sometimes) takes place within their respective Schools.

Conversely, 16 (77.2%) of the supervisors indicated that divisional information *often* (often/ always) happens within their respective units. The subordinates and supervisors' rating of communication of divisional information, 62.5% and 77.2% respectively, suggests that supervisory communication with regard to divisional information happens often at the CUT, W.

Table 4.19: Communication Climate

Summary	1 never		2 rarely		3 sometimes		4 often		5 always		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	N	%
Subordinates	3	6.3	3	7.1	8	20.4	10	24.6	17	41.7	40	100
Supervisors	0	0	0	0	0	2	2	14.40	4	69	5	100

Table 4.19 reveals that 27 (66.3%) of the subordinates feel that the communication climate is *often* (often/ always) positive within their respective units, whilst only 14

(33.7%) of the subordinates state that the communication climate is *rarely* (never, rarely and sometimes) positive within their respective Schools.

Conversely, 83.4% of the supervisors feel that the communication climate is *often* (often/ always) positive within their respective Schools. The subordinates and supervisors' rating of the communication climate within their respective Schools is far above the 50% threshold, which is 66.3% and 83.4% respectively, indicating that the communication climate at the CUT, W campus overall, is often positive.

Table 4.20: Co-worker Communication

	1 never		2 rarely		3 sometimes		4 often		5 always		Total	
Summary	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Subordinates	3	6.7	6	15	13	33.3	11	26.7	7	18.3	40	100

Table 4.20 reveals that 18 (45%) of the subordinates feel that co-worker communication is *often* (often/ always) active within their respective Schools, whilst 25 (55%) of the subordinates stated that co-worker communication is *rarely* (never, rarely and sometimes) active within their respective Schools.

Based on the above, the researcher concludes that co-worker communication is *rarely* active at the CUT, W campus, which is indicative of a communication problem that needs to be investigated and resolved.

Please note that the above is not applicable to the supervisor employees.

Table 4.21: Personal Feedback

Summary	1 never		2 rarely		3 sometimes		4 often		5 always		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	N	%
Subordinates	8	19	10	24.5	7	18.5	8	19.5	7	18.5	40	100
Supervisors	0	0	0.6	12	1	20	2	41	1.4	26.0	5	100.0

Table 4.21 reveals that 15 (38%) of the subordinates feel that personal feedback *often* (often/ always) takes place within their respective Schools, whilst about 25 (62%) of the subordinates stated that personal feedback *rarely* (never, rarely and sometimes) takes place within their respective Schools.

Conversely, 3.4 (67%) of the supervisors feel that personal feedback *often* (often/ always) takes place within their respective units, whilst 1.6 (32%) of the supervisors stated that personal feedback *rarely* (never, rarely and sometimes) takes place within their respective units.

The researcher wishes to emphasise that subordinates' rating of personal feedback accounts for 62% of the responses *never*, *rarely* and *sometimes*, which suggests that personal feedback *rarely* takes place at the CUT, W. However, Supervisors' rating of personal feedback accounts for 67% of the responses *often* and *always,* which suggests that personal feedback does take place at the CUT, W.

4.18 SUMMARY OF CHAPTER FOUR

This chapter has presented the findings for both the quantitative and qualitative parts of the study. It has provided the demographic information of the respondents and the test results of the Cronbach Alpha Coefficient on the adapted CSQ instrument. Summaries of the research findings were given in the form of tables and figures. Problematic areas of Supervisory communication have also been identified. The chapter has concluded with a comparative analysis of the

subordinates' and supervisors' rating of supervisory communication within their respective Schools / Departments /Units.

CHAPTER FIVE

OVERALL DISCUSSION OF FINDINGS

5.1   INTRODUCTION

This chapter presents a discussion of findings of the hypotheses testing results as well as a discussion of the Qualitative study. The researcher identified three hypotheses and tested them. Chi-Square tests were performed on each hypothesis to determine the relationship between Supervisory Communication (independent variable), and Divisional Information, Personal Feedback as well as Communication Climate (dependent variables) for a global measure of employee satisfaction. The p-values of the Chi-square tests for the relationship between Supervisory Communication and all dependent variables (divisional information, personal feedback and communication climate) were found to be less than the level of significance of 0.05, the latter finding imply that there is a significant relationship between Supervisory Communication and the above-mentioned dependent variables.

5.2   HYPOTHESES TESTING

5.2.1 What is the state of supervisory communication at the CUT, W campus?

In order to answer this research question, the following null hypothesis H0a was tested: *There is no significant relationship between supervisory communication and organisational effectiveness.*

Chi-square tests were performed on items of *supervisory communication* as independent variables and items of *divisional information* as dependent variables. These tests revealed significance level of 0.05 or 5%. In this context, the perceived

efficiency of communication of divisional information to subordinates implies organisational effectiveness.

Table 5.2.2.1: Chi-square Test to investigate the Relationship between Divisional Information and Supervisory Communication (H1a).

	Test –Statistic	Value	df	p-value
Divisional Information and Supervisory Communication	**Pearson Chi-Square**	17.72894	1	0.0000255

The p-value of the Chi-Square test for the relationship between divisional information and supervisory communication is 0.0000255, which is less than the level of significance of 0.05. It can therefore be concluded that there is a significant relationship between Supervisory Communication and organisational effectiveness. In other words the efficiency of divisional information, which in this study is interpreted as organisational effectiveness, depends on supervisory communication.

Conclusion: Based on the above evidence, the null hypothesis H0a (*there is no significant relationship between supervisory communication and organisational effectiveness*) is rejected, and the alternate *H1a* (*there is a positive relationship between supervisory communication and organisational effectiveness)* is confirmed.

5.2.2 How does supervisory communication affect the achievement of values and goals of the CUT, W?

In order to answer the above research question, the null hypothesis (H2b): *The manner in which supervisors conduct their internal communication activities does*

not seek to achieve the values and goals of the CUT, W was tested. Chi-Square tests were performed on items of Supervisory Communication as independent variables and items of personal feedback as dependent variables, owing to an anticipated relationship between these variables. Similarly, these tests were performed at a 5% or 0.05 level of significance.

Table 5.2.2.2: Chi-square Test results to investigate the Relationship between Personal Feedback and Supervisory Communication (H1b)

	Test –Statistic	Value	df	P-Value
Personal Feedback and Supervisory Communication	**Pearson Chi-Square**	8	1	0.004678

The p-values of the Chi-Square test statistics to determine the relationship between personal feedback and supervisory communication is 0.004678, which is less than the alpha level of significance of 0.05. It can therefore be concluded that supervisory communication has an effect on achievement of the values and goals of the CUT, W as an organisation. In other words, the efficiency of subordinates who receive personal feedback depends on supervisory communication.

Conclusion: Based on the above evidence, the null hypothesis (H0b) is rejected and the alternative H1b (Supervisory Communication has an effect on the achievement of the values and goals of the CUT, W) is confirmed.

5.2.3 How does supervisory communication affect employee satisfaction?

In order to answer the above research question, the null hypothesis (H0c) *there is no relationship between supervisory communication and employee satisfaction,* had to be tested.

Chi-Square tests on items of Supervisory Communication as the independent variables and items of Communication Climate as dependent variables, were performed at 5% or 0.05 level of significance, as illustrated in the table below.

Table 5.2.2.3 Chi-Square Test to investigate the Relationship between Communication Climate and Supervisory Communication (H1c)

	Test -Statistic	Value	df	p-value
Communication Climate and Supervisory Communication	**Pearson Chi-Square**	13.7132	1	0.000213

The p-values of the Chi-Square test statistics for the relationship between communication climate and supervisory communication is 0.000213, which is less than the alpha level of significance of 0.05. These results suggest that there is a significant relationship between supervisory communication and employee satisfaction. In other words employee satisfaction is dependent on the efficiency with which supervisors conduct their internal communication.

Conclusion: Based on the above evidence, the null hypothesis (H0c) is rejected and the alternate H1c "there is a relationship between supervisory communication and employee satisfaction is confirmed.

5.3   DISCUSSION OF QUALITATIVE DATA

5.3.1 Lack of communication and commitment to institution's values and policies in one department

The findings reveal that four out of five employees suggest that the Supervisor neither communicates nor demonstrates any commitment to the institution's values and policies. This constitutes 80% of the participants in the interviews. Of the four that argue lack of commitment to values by the Supervisor, three use the words "He does as he pleases" to describe the Supervisor's non-committal attitudes towards values and policies of the CUT, W. The CUT Leadership Charter places the responsibility on Managers to provide vision and direction, in order to promote communication and adherence to institutional values, for example, customer service, integrity, diversity, innovation and excellence. The researcher's interpretation of the aforementioned perceptions by employees is that the Supervisor does not discharge his duties with due diligence and integrity. The value of excellence within his unit is also below standard.

The researcher argues that employees who have not internalised the values and goals of their organisation, or who reveal a total lack of such knowledge, cannot claim organisational ownership and citizenship. The ripple effect of lack of ownership of the organisation constitutes lack of loyalty, increased uncertainty and poor performance by employees. Cameron and McCollum concur that an organisational culture consists of the ways a group of individuals define their organisation, their beliefs about the organisation, and the action of individuals within the context of the organisation (1993:220). Culture is the product of the meanings that members ascribe to the ongoing communication within an organisation (ibid.).

Neher identifies the elements that make up organisational culture as the business environment, shared values, heroes, rites and rituals; and the cultural network:

Operationally, culture is defined as shared philosophies, ideologies, values, beliefs, assumptions and norms. These are seldom written or discussed, but they are learned by living in the organisation and becoming part illustrate of it. The values are the bedrock or basis of how things are typically done in a given organisation. The heroes embody and illustrate these values in positive ways for members of the organisation. The rites and rituals provide symbolic ways of enacting and reminding members of these values. The cultural network represents the way in which the values are transmitted and maintained throughout the entire organisation (Neher, 1997:131)

Based on the aforementioned, the researcher believes that Supervisors as Managers of their own Schools or Departments should embody the values of the organisation in their strategic and operational activities of the units. Subordinates look up to their Managers to set examples on how the members of the organisation should conduct themselves. The researcher strives to establish whether subordinate perceive their supervisors as projecting and entrenching a positive organisational culture at the CUT, W through the CSQ instrument.

La Grange and Geldenhys define organisational culture as a "social force that controls patterns or organisational behaviour by shaping members' cognitions and perceptions affecting energy for mobilisation, and identifying who belongs and who does not" (2008:39).

The researcher agrees that a positive organisational culture is a force that pulls members of any organisation together towards a common cause including the CUT, W. The merger of the CUT, FS and the CUT, W, and the subsequent restructuring process, without doubt have impacted on the existing organisational culture. Inevitably, a newly-found organisational orientation will require Supervisory leadership to instil a new way of thinking of all employees.

The fact that the Supervisor's attitude and actions are described by employees as "he does as he pleases", signals no sense of shared meanings on what the organisation and the unit stand for. Thus organisational culture and leadership that

could instil a positive outlook by subordinates on both the unit and the organisation by subordinates are lacking at the CUT, W.

5.3.2   Lack of consultation and openness to ideas

All five participants are dissatisfied that the Supervisor does not consult with them before making any decision that affects their unit. Of the five participants, four assert that the Supervisor is not open to ideas and imposes his will on subordinates. These findings indicate that the Supervisor deploys an authoritarian military type of leadership style.

Neher asserts that authoritarian leadership is highly directive and emphasises top-down communication: "The leader usually determines the flow of information and the interaction within the group. Such a leader must supervise the followers' actions nearly all the time in order to ensure compliance and productive behaviour. Without such continuous surveillance, the leader assumes the followers will not stay on task" (1997:220).

The CUT Leadership Charter cautions that Managers should communicate regularly and effectively. They should seek ideas and opinions as well as responding or acting on them. In addition, they should listen attentively and actively, rather than always expressing personal stances and opinions while expecting others to listen (characteristic of an authoritarian leadership style).

Based on the above, the researcher concludes that lack of consultation and openness to ideas by the Supervisor in the Technical Services Department does not resonate with the ideals purported in the CUT Leadership Charter.

Although the respondents acknowledge that their Supervisor provides them with the resources and tools to do their job, the researcher argues that such gestures might be a reflection of a results-oriented approach to leadership. The researcher

posits that this approach resembles "supervisory relationships" (Neher, 1997:220), that are marked by formal exchanges and depend on positional authority to enforce the desired behaviour of subordinates.

On the other hand, a relationship that is characterised as "high LMX" (Neher, 1997:220) (high leadership exchanges), is described as being based on trust, mutual respect and agreement as well as convergence concerning goals. Such relationships also imply a transformational form of leadership, where subordinates are motivated by factors beyond simple self-interest (ibid.).

The researcher argues that the aforementioned scenario is not consistent with the Leadership Charter of the CUT, which seeks to "create an atmosphere of openness, transparency and mutual trust". Thus Supervisors should make concerted efforts to establish a communication climate within an atmosphere of openness and mutual trust.

5.3.3 Lack of performance standards / criteria and feedback

All five participants agree that their Technical Services Department does not have performance standards or criteria. The participants argue that they are "just working" without being evaluated and given feedback on how they perform. The researcher believes that these revelations account for certain employees remaining in one position for twenty years and more. These revelations also account for the low motivation by employees and their lack of loyalty. Feedback to employees on job performance is essential because it reassures the subordinates that they add value to the organisation and are worthy of reward. When employees are rewarded for performance they become enthusiastic about task-accomplishment and attainment of the overall goals of the organisation.

Jablin, Putnam, Roberts and Porter define performance as virtually any behaviour a person exhibits directed towards the accomplishment of a task or goal (1987:637).

Jablin *et al.* view "motivation as a multiplicative function of (1) the choice to expend or initiate effort on a certain task; (2) the choice to expend to a certain amount or degree of effort; (3) the choice to persist expending a certain amount of effort" (ibid.) (bracketed numbers my own).

In direct contrast to the views on motivation and performance, the researcher cautions that employees in this department at the CUT, W feel lethargic and demotivated, because their efforts are neither recognised nor rewarded.

La Grange and Geldenhys define feedback as "information people give to a role incumbent about the incumbent's performance outcomes, behaviour patterns, competence, ideas and actions" (2008:41). They further state that feedback is of informational value, as it promotes both learning and motivational values that encourage people to make put in more efforts into their work (ibid.).

The fact that employees do not receive feedback on their performance, as identified in this study, means that employees are not able to assess their own levels of competency. This further implies that employees do not have the communication space that is conducive for new ideas, which could help their departments and the organisation to reach new heights.

The researcher posits that owing to an absence of performance standards, respondents do not receive any performance appraisal from the Supervisor regarding their job performance. The employees in the Technical Services Department, lack motivation and make no effort to initiate or implement new ideas, which limit chances of organisational growth, since the organisation has failed to adapt to a changing environment.

The current organisational environment of the CUT, W is compounded by the revelation that individual employees do not have clear job specifications, except if they are do everything deemed necessary by the Supervisor.

5.3.4 Co-Worker communication and lack of downward flow of information

The researcher has found that communication based on rumour is active among co-workers. Although the researcher does not ignore intermittent task-specific co-worker communication as alluded to by two employees, he finds rumour as a channel of communication about the developments in department unacceptable because of its speculative nature. For example, one participant argues that information about any colleague who might have been absent from work for a long time, either through sickness or any other reason, is not communicated to them. The Supervisor keeps the information to himself and employees then depend on rumour for information about their colleague's plight or whereabouts. The researcher contends that the current situation in the department is symptomatic of dysfunctional communication which erodes any normative framework that guides employees about more acceptable channels of communication than rumour-mongering.

The aforementioned implies that interpersonal trust between employees and their Supervisor in the Technical Service Department is not present, because there is lack of guidelines on how employees should relate to one another.

The Supervisor does not communicate to workers about how job-related problems of any of their colleagues should be handled. The ripple effect of this lack of feedback is that employees find no reason to seek counsel on any job-related problems, because they do not trust the effectiveness of the systems. Employees only hear about how a colleague's problems have been handled, from the victim himself / herself. This type of self-disclosure cannot be a substitute for the downward flow of communication. Although various studies have revealed that self-disclosure has found new importance in organisational structures, it should not be an endorsement for poor downward flow of information within organisations. Nevertheless, the researcher does acknowledge interpersonal trust and collaboration as essential among employees for organisational success.

Six (2007:291) cautions that the theory of interpersonal trust-building:

> Suggests that for interpersonal trust to be built in long-term work relations, both individuals need to have their actions guided by a stable normative frame within the unit. The stability of the normative frame becomes a joint goal and likely to be jointly produced within the relationship itself, through positive relational signals, as well as within the organisation as a whole with the help flanking arrangements that are part of the organisational context (2007:291).

The researcher argues that in the current organisational setting at the CUT, W, where participants are dissatisfied with the overall lack of downward communication, suggests that no entrenched normative frame exists within the Department of Technical Services. The organisational context is not stable and does not have any guidelines on how co-worker communication could be enhanced.

It is significant that participants/ respondents use the word "never" twelve times to describe the extent of inactivity of the Supervisor to address employees' communicational needs. This constitutes an average of 2,4% usage of the word by each participant. The word "never" is used by the participants to articulate lack of communication regarding institutional policies and performances standards. This implies that the respondents express a common concern, which is an indication of their level of dissatisfaction with supervisory communication within their department.

The researcher concludes that poor performance by the Supervisor regarding Supervisory Communication, particularly the flow of information on a divisional scale, needs to be rectified. The researcher also interprets that the phrase "He does as he pleases" as a dereliction of duty. The CUT Leadership Charter defines clear functions and responsibilities which Managers should adhere to.

Various participants articulate negative words to describe the state of internal communication in their department. A word such as "imposes" is used to describe

the Supervisor's way of passing down information to subordinates. Some of the words, for example, *mistreat, demoralised, disillusioned, confused, frustrated, discretion,* and *victimisation* used by employees to describe the disjuncture between them and their Supervisor are described by the *Oxford Advanced Learners Dictionary of Current English* (2010) as follows:

- **mistreat** - treating a person in an unkind or unfair way (p.948).
- **demoralised** means make somebody lose confidence or hope (p.389).
- **disillusioned** - disappointed because the idea you believed to be good and true seem without value (p.419).
- **confused** - unable to think clearly or understand what is happening or what somebody is saying (p.305).
- **frustrated** - feeling annoyed and impatient because you cannot do or achieve what you want (p.605).
- **discretion** - the freedom or power to decide what should be done in a particular situation (p.416).
- **victimisation** means making somebody suffer unfairly because you do not like them, their opinions or something that they have done (p.1657) (bullets, bold and hyphens my own).

It is within the above context that the researcher concludes that the communication climate in the Maintenance and Services Department at the CUT, W is negative. The words as defined above demonstrate the extent of mistrust, apathy and dissatisfaction within the unit.

 All participants indicated that the Supervisor provides them with the resources to perform in their job. However, the researcher contends that optimum productivity occurs in an environment that stimulates enthusiasm to the extent that employees expend maximum effort to accomplish tasks. The findings reveal a general lack of satisfaction among employees. The state of the communication climate reveals that employees' morale is low.

The researcher has found that co-worker communication among employees does take place. Employees share information on how to complete tasks. There is apparent self-disclosure, which signals trust among employees. Fournier posits that trust addresses the level to which employees are willing or able to allow themselves to become vulnerable to the actions of another person or organisation over which

they have no control (2008:10). Fournier further asserts that behaviours associated with trust include integrity, loyalty, availability, consistency, competence, openness, discretion and fairness (ibid.). Although the current dissertation has not revealed evidence of a significant relationship between supervisory communication and co-worker communication, the researcher believes that it is incumbent upon the supervisor to provide leadership that creates an atmosphere of trust among employees in their respective units. However, the lack of supervisory leadership in creating a positive communication climate compromises employee loyalty to the unit and the organisation.

The researcher concludes that these types of informal interactions are the reactions to a lack of downward flow of information. The interactions amounts to rumour (as one participant puts it), for example, information about a colleague who has been absent or sick. It is the norm that a colleague's job-related problems are communicated via the grapevine (rumour) between co-workers or relayed by the victim him/herself. Consequently the researcher concludes that the current state of co-worker communication does not account for organisational effectiveness, because it is neither motivated by a sound normative frame nor an organisational culture within the serving unit.

CHAPTER SIX

SPECIFIC FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1   INTRODUCTION

In this chapter conclusions and recommendations will be discussed. The researcher will reflect upon the aim and objectives of the study.

The study was aimed at evaluating the state of supervisory communication and its effect on employee satisfaction at the CUT, W. The following objectives were identified, namely:

- To determine the state of supervisory communication at the CUT, W.
- To determine the extent to which supervisory communication at the CUT, W reflects on the core values and goals of the CUT as an institution.
- To determine the communication satisfaction of employees and supervisors.

The study included fifty employees of the CUT, W campus. A questionnaire was distributed to 40 employees, whilst 5 employees were interviewed. The researcher also included a literature review in the research. The aforementioned research methods were used concurrently and the research is called triangulation. Du Plooy defines *triangulation* as a research "methodology by means of which two or more theories, types of sampling, investigators, sources of data and data collection methods are used" (2001:299).

6.2 SUMMARY OF FINDINGS (hypotheses and results)

The Cronbach alpha coefficient was used to evaluate the internal consistency of the items measuring the constructs in the questionnaire. A Cronbach alpha coefficient of 0.70 can be considered acceptable in a basic exploratory study. A Cronbach alpha coefficient of more than 0.80 generally indicates high reliability. Considering the results of the Cronbach analysis, as displayed in table 4.2.1, it is evident that the adapted CSQ instrument in this study is internally consistent.

6.2.1 Hypotheses and Results

Chi-Square tests were performed to test the identified null/ hypotheses. Cross-tabulations of supervisory communication (independent variable) and dependent variables (satisfaction) were undertaken to determine the significant relationships at a significant level of 0.05.

Table 5.2.2.1 (cf. p.161) displays the results of the test of the null hypothesis, H0a (There is no significant relationship between supervisory communication and organisational effectiveness). The p-values of the tests are less than the alpha level of significance of 0.05 ($p<0.05$), which indicates that there is a significant relationship between supervisory communication and organisational effectiveness.

Chi-Square tests were performed to test the null hypothesis, H0b (there is no significant relationship between internal organisational communication and the achievement of the institution's values and goals). Table 5.22.2 (cf.p.162) displays the results of the chi-square tests of the null hypothesis (H0b), which indicates p-values of less than the alpha level of significance of 0.05 ($p<0.05$). In this context, the null hypothesis is not supported and the alternate (H1b) is supported.

Chi-Square tests were also performed to test the null hypothesis H0c (There is no significant relationship between supervisory communication and employee

satisfaction). Table 5.22.3 (cf.p.163) displays the results of the null hypothesis H0c, which indicates p-values of less that the alpha level of significance 0.05 (p<0.05). In this context, the null hypothesis (H0c) is not supported whereas the alternate H1c is supported (*There is a significant relationship between supervisory communication and employee satisfaction*).

6.3 LIMITATIONS OF RESEARCH

The study commenced in 2010 and has taken a relatively longer time to complete. During this period the staff composition of the CUT, W has changed drastically. The subsequent restructuring process of the institution has resulted in a new organisational structure and supervisory personnel, who have since implemented different ways of internal organisational communication than previously identified.

The study did not particularly investigate the systems and the technology that supervisors use to communicate with subordinates. With the campus showing organisational growth in terms of personnel and their physical space, the reliance of supervisors on technological tools to communicate with subordinate has proven indispensable.

6.4   RECOMMENDATIONS

The researcher recommends that the School of Accounting puts more effort into improving on its supervisory communication. Furthermore, the School of Government Management, HR and Accounting should strive to improve their communication climate and giving personal feedback within their organisational divisions.

Similarly, the CUT, W campus should develop a localised plan to manage and enhance performance within the entire organisational setting. The fact the Welkom

campus fared poorly on personal feedback could be an indication of the lack of a performance management framework or the lack of implementation thereof.

The researcher further recommends that meetings should be held regularly to provide the jobs.

The researcher also recommends that the CUT, W should start implementing the appraisal system, because employees have remained in the same positions for many years, particularly in the Technical Section.

The researcher believes that Supervisors should consult with employees in their specific units before any important decisions are made. Furthermore Supervisors should create reliable channels and forms of communication for employees, so that employees do not feel denigrated and undermined in their relationship with supervisors.

The researcher recommends that advanced studies should be conducted in the future, to investigate forms of communication and their effects on employee satisfaction.

Despite the fact that the study has revealed relative consistency between the supervisors' self-rating of communication performance and that of subordinates' rating of supervisors, the researcher contends that supervisor respondents might have been subjective and biased in the assessment of their own performance.

Because Supervisors had to rate their own performance regarding communication, subjectivity and bias cannot be ruled out. A longitudinal study, using observation, interviews and surveys may be necessary in future studies to mitigate possible bias. Furthermore, the researcher recommends that future studies should be drawn from a larger population in order to increase the response rate substantially and to

ensure that responses adhere to the stringent standards of validity as well as reliability.

Based on the Systems Theory the researcher believes that poor performances in personal feedback and communication climate in the School of Accounting, Government Management and HR, Maintenance and Service Work, have all had an impact on the poor performance (19%) by the CUT, W, particularly regarding Personal feedback.

Pincuss, Rayfield and Cozzens' "Top Management Communication Outcomes" model (see Figure 5.1 below) could well provide solutions to communicational challenges of feedback to subordinates by Supervisors, at the CUT, W. In this model, Pincuss et al. suggest that employees prefer to receive information about the organisation (further plans, policies) from top-level management; and information about their jobs, for example, performance feedback, from their immediate supervisors. Their model further suggests that these varying and complex communication relationships, if healthy, will generate somewhat different, yet positive outcomes (ibid.). They exemplify that top-management employee relationship is portrayed as mainly affecting organisations-wide factors such as morale and productivity. They indicate that by contrast, immediate supervisor-employee relationship is presented as most directly influencing job-related outcomes such as job satisfaction and turnover. The dotted lines in their model depict the transactional nature of the effects of each communication relationship, which highlights the need for thoughtful communication management (Pincuss, Rayfield and Cozzens, 1998:8).

Figure 5.1: Top Management Communication Model

Communication   *Outcomes*
Relationship
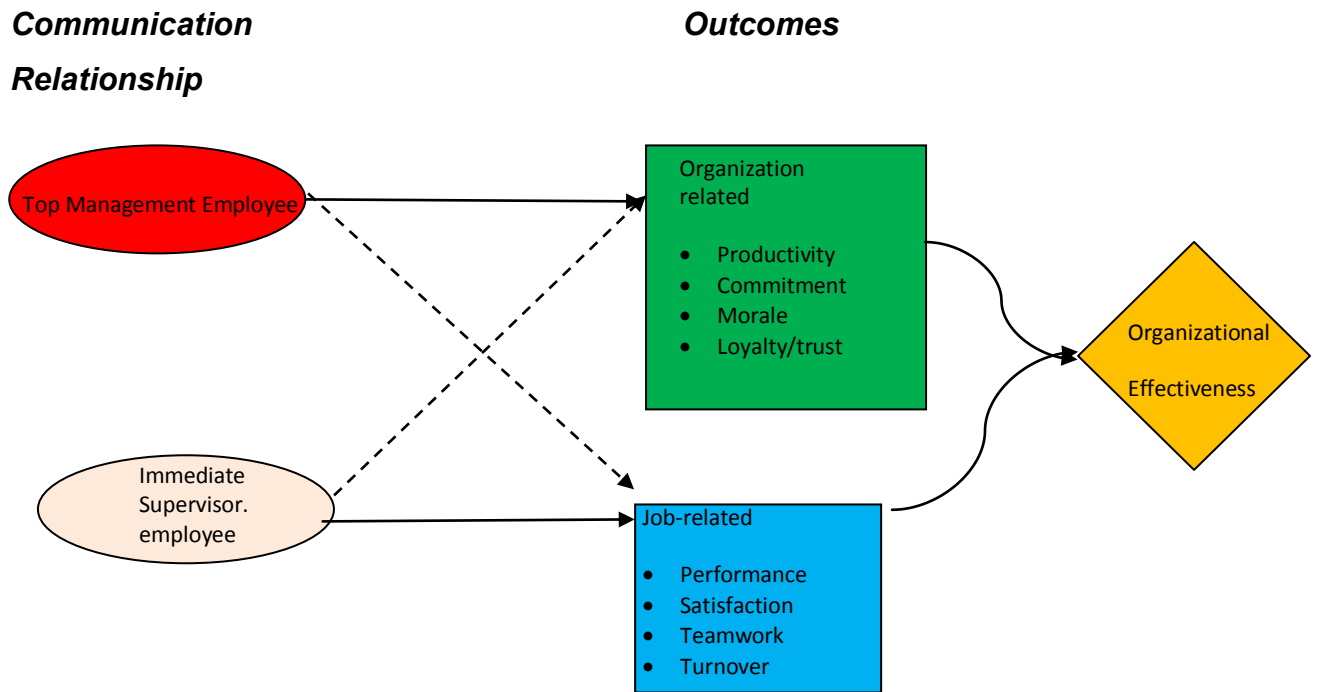
(Source: Pincuss, Rayfield and Cozzens, 1991:9)

6.5 OUTLINE OF CHAPTER SIX

This chapter has outlined specific findings, conclusions and recommendations of the study. The research hypotheses of the study have also been discussed and tested. Subsequent to the discussion of findings, the researcher has drawn conclusions and made final recommendations.

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SUMMARY OF THE DISSERTATION

This study investigated the state of supervisory communication and its effect on employee satisfaction at the CUT, W.

The study was motivated by, among other things, the tendency of large organisations to overlook the importance of internal communication and its impact on the image of the organisation. While many organisations focus on external communication in order to portray a positive image to external clients, the researcher believes that internal clients of the organisation are equally important in projecting and advocating the values and goals of the organisation to external clients. An organisation whose employees are not happy or satisfied suffers damage to its reputation.

The study focused on three main objectives, namely:

- To conduct an internal communication audit in order to determine the state of supervisory communication at the CUT, W.
- To determine the extent to which supervisory communication at the CUT, W reflects on the institutional core values and goals of the CUT, FS as an institution.
- To assess employees' levels of satisfaction about the efficiency of supervisory communication within their respective Schools and Departments.

The researcher posed three research questions, namely:
- What is the state of supervisory communication at the CUT, W?
- How does supervisory communication reflect on the institutional core values and goals of the CUT, W as an institution?
- How does supervisory communication affect employee satisfaction?

Subsequent to the above research questions, three research hypotheses/ null hypotheses were tested during the study, namely;

- There is no relationship between supervisory communication and organisation effectiveness.
- The manner in which Supervisors conduct their internal communication seeks to achieve the institutional core values and goals of the CUT, W as an institution.
- There is a relationship between supervisor's involvement of employees in all internal communication activities and employees' needs of inclusion and pleasure.

The researcher used both quantitative and qualitative research methods.

Chapter Two of the study presented a Literature Review and the theoretical foundation of the study. The study was founded on the Systems Theory. The Systems Theory views the organisation as the overall patterns of interrelationships and interlocking behaviour covering all members and units. One of the assumptions of the Systems Theory is that communication is an essential process that permits interdependence on other parts of the organisation. It is on the basis of the Systems Theory that the researcher regards the CUT, W as a system made up of interrelated subsystems, which constitutes a whole.

Chapter Three of the study outlined the methodological procedure and the adapted research instrumentation (CSQ) implemented in the study. A self-administered questionnaire was distributed to forty respondents (quantitative), whilst five participants were interviewed by means of a semi-structured interview schedule. Chapter Three outlined how the collected data was analysed. Quantitative data was analysed by means of the SPSS and

descriptive statistics were used to summarise. Inferential statistics (the Chi-Square test) was also used to test the set hypotheses.

A 5-point Likert Scale was used to measure the respondents' levels of satisfaction. The Likert Scale ranged from 1 (never); 2 (rarely); 3 (sometimes); 4 (often) and 5 (always). However, in the subsequent analysis of data, the Likert Scale was recoded to a 2-point Likert Scale, whereby 1 (never), 2 (rarely) and 3 (sometimes) were recoded as 1(rarely). The new code of rarely (1) was interpreted as an expression of dissatisfaction, whilst (2) often (often and always) was interpreted as an expression of satisfaction.

Furthermore, data was analysed by means of a mode (a category of a variable that occurs with the greatest frequency). The researcher also adopted a 50% threshold on a scale of 100% as a benchmark for communication efficiency within the Schools and Departments.

In terms of qualitative analysis, transcripts of the recorded interviews were analysed by means of content analysis. Themes, patterns and categories of meanings related to the Theory as well as the objectives of the study were identified.

Chapter Four of the study presented findings and data summaries of biographical information of the respondents were outlined. Tables and Figures of frequency distributions of responses across the CSQ constructs were presented. Communication performance per School was presented as well as the Schools that were problematic in terms of supervisory communication.

The summaries of interviews of participants of the qualitative study were also presented in Chapter Four. The chapter was concluded with comparative analyses of the frequency distributions of subordinates' and supervisors' ratings of communication within their respective Schools.

Chapter Five presented tables and summaries of the hypotheses tested as well as possible answers to the research questions. Conclusions for the quantitative analysis of data as well as the analysis of qualitative data were presented in Chapter Five. The chapter was concluded with recommendations.

ADDENDUM I

M.W Molefe
Junior Lecturer
Central University of Technology
School of Communication Sciences
Welkom Campus
WELKOM
03 June 2010

Dr C.A. van der Merwe
Director: Institutional Planning

Dear Madam

Kindly receive my application to conduct research for my M-Tech studies in Language Practice at the CUT, Welkom Campus. I am currently a Junior Lecturer in the School of Communication Sciences at the Welkom Campus.

My research topic is "Supervisory Communication and its Effect on Employee Satisfaction at the CUT, Welkom Campus".

I would appreciate it if the matter could receive your immediate attention.

Thank you for your attention.

Yours sincerely

M.W. Molefe

ADDENDUM II

COMMUNICATION SATISFACTION QUESTIONNAIRE

QUESTIONNAIRE FOR SUBORDINATES

INSTRUCTIONS TO PARTICIPANTS/ RESPONDENTS

- Please note that there is no right **or wrong responses** to the items or questions in this questionnaire.
- Complete the questionnaire *as* **honestly as possible**.
- Also note that through your responses, you will be making a valuable contribution to this study.
- Please answer **ALL** questions

You are completing this questionnaire anonymously.

PLEASE TICK YOUR ANSWERS WITH A CROSS (X) IN THE APPROPRIATE SPACES:

 DEMOGRAPHIC   INFORMATION

1   GENDER

Male	Female

2   What is your level of proficiency?

LANGUAGE	WRITING				SPEAKING			
	Fluent	Good	Basic	None	Fluent	Good	Basic	None
Afrikaans								
English								
Isindebele								
IsiXhosa								
IsiZulu								
Sepedi								
Sesotho								
Setswana								
SiSwati								
Tshivenda								
Xitsonga								
Other languages								

1.3   What is your population group?

African	
Asian	
Coloured	
White	

1.4   What is your age?

Under 20	21 – 29	30 – 39	40 – 49	50 – 59	60+

1.5   What is your current appointment status?

Permanent	
Fixed-term contract full-time	
Temporary full-time	
Temporary part-time	

1.6   In which school/ unit/ department are you employed?

School of Communication Sciences	
School of Entrepreneurship	
School of Education	
School of Government Management and HR	
School of Information Technology	
School of Accounting	
Examination Section	
Administration	
Library Section	
Sports Management	

1.7   Please choose the one that indicates your educational level

No formal education	
Primary School	
Grade 12	
Diploma/Certificate	
Bachelor of Arts Degree	
Honours Degree/ Post-Graduate Diploma	
Master of Arts / Master of Technology.	
Doctorate	

1.8.   In what capacity are you employed?

Academic (teaching/ research)	
Administrative (management)	
Administrative (support)	
Service worker	

Listed below are statements associated with a person's job. Please rate how satisfied you are with the state of supervisory communication in your unit by making a cross "x" in the appropriate box:

1   =   Never   2   =   Rarely

3   =   Sometimes   4   =   Often

5   =   Always

SUPERVISORY COMMUNICATION

	STATEMENT	never	rarely	sometimes	often	always
2.1.1	My supervisor communicates institutional values in his job-related dealing.	1	2	3	4	5
2.1.2	My supervisor upholds institutional values in his job-related activities.	1	2	3	4	5
2.1.3	My supervisor is exemplary with regard to desired institutional values.	1	2	3	4	5
2.1.4	My supervisor is open to ideas from subordinates.	1	2	3	4	5
2.1.5	My supervisor allows me the space to express my thoughts on matters related to our unit.	1	2	3	4	5
2.1.6	My supervisor relays information to subordinates in a simplified manner that they are able to act upon.	1	2	3	4	5

DIVISIONAL INFORMATION

	STATEMENT	never	rarely	sometimes	often	always
2.2.1	My supervisor clearly articulates the objectives of our unit.	1	2	3	4	5
2.2.2	My supervisor sets clear performance standards for our unit.	1	2	3	4	5
2.2.3	My supervisor provides me with the resources to perform my duties.	1	2	3	4	5
2.2.4	My supervisor provides me with enough information to perform my job.	1	2	3	4	5
2.2.5	My supervisor articulates clearly what is expected of me in my job.	1	2	3	4	5
2.2.6	My supervisor relays information to subordinates in a way that is simplified to act upon.	1	2	3	4	5

COMMUNICATION CLIMATE

	STATEMENT	never	rarely	sometimes	often	always
2.3.1	My supervisor is accessible to communicate with me on matters related to my job.	1	2	3	4	5
2.3.2	My supervisor demonstrates interest in his / her subordinates.	1	2	3	4	5
2.3.3	My supervisor listens to my personal opinions.	1	2	3	4	5
2.3.4	My supervisor listens to my personal opinions on job-related matters.	1	2	3	4	5
2.3.5	My supervisor motivates me to perform in my job.	1	2	3	4	5
2.3.6	My supervisor welcomes diverse viewpoints from subordinates.	1	2	3	4	5
2.3.7	My supervisor values my suggestions on matters related to our unit's performance.	1	2	3	4	5
2.3.8	My supervisor trusts me to do my job efficiently.	1	2	3	4	5
2.3.9	My supervisor treats subordinates equally.	1	2	3	4	5
2.3.10	My supervisor recognises my contributions on matters related to performance of our unit.	1	2	3	4	5
2.3.11	My supervisor seeks my opinion on matters affecting our unit.	1	2	3	4	5
2.3.12	My supervisor consults with me as appropriately as possible on matters relating to our unit.	1	2	3	4	5

CO-WORKER COMMUNICATION

	STATEMENT	never	rarely	sometimes	often	always
2.4.1	I normally hear what is going on in our unit from my co-workers.	1	2	3	4	5
2.4.2	I get information from colleagues of other departments/units in an informal manner.	1	2	3	4	5
2.4.3	Information is shared amongst staff members on the same level in our unit.	1	2	3	4	5

PERSONAL FEEDBACK

	STATEMENT	never	rarely	sometimes	often	always
2.5.1	My supervisor provides regular feedback on performance objectives/ results	1	2	3	4	5
2.5.2	My supervisor provides feedback on how subordinates' job-related problems are handled.	1	2	3	4	5
2.5.3	I receive feedback on my job performance on time.	1	2	3	4	5
2.5.4	I receive information about how my job performance compares with others on time.	1	2	3	4	5
2.5.5	My supervisor continuously supports me and gives me regular feedback on my performance.	1	2	3	4	5

2.6 If the communication associated with your job could be changed in any way to make you productive, please say how. Please print neatly.

_____

_____

_____

_____

COMMUNICATION SATISFACTION QUESTIONNAIRE

QUESTIONNAIRE FOR SUPERVISORS

<u>INSTRUCTIONS TO PARTICIPANTS/RESPONDENTS</u>

- Please note that there is no right **or wrong responses** to the items or questions in this questionnaire.
- Complete the questionnaire *as* **honestly** as possible.
- Also note that through your responses you will be making a valuable contribution to the study.
- Please answer **ALL** questions

You are completing this questionnaire anonymously

PLEASE TICK YOUR ANSWERS WITH A CROSS (X) IN THE APPROPRIATE SPACES:

1   DEMOGRAPHIC INFORMATION

1.1   GENDER | Male | Female |

1.2   What is your level of proficiency?

LANGUAGE	WRITING				SPEAKING			
	Fluent	Good	Basic	None	Fluent	Good	Basic	None
Afrikaans								
English								
Isindebele								
IsiXhosa								
IsiZulu								
Sepedi								
Sesotho								
Setswana								
SiSwati								
Tshivenda								
Xitsonga								
Other languages								

1.3   What is your population group?

African	
Asian	
Coloured	
White	

1.4   What is your age?

Under 20	21 – 29	30 – 39	40 – 49	50 – 59	60+

1.5   What is your current appointment status?

Permanent	
Fixed-term contract full- time	
Temporary full -time	
Temporary part -time	

1.6   In which unit/department are you employed?

School of Communication Sciences	
School of Entrepreneurship	
School of Education	
School of Government Management and Human Resources	
School of Information Technology	
School of Accounting	
Examination Section	
Administration	
Library Section	
Sports Management	

1.7   Please choose the ONE that indicates your educational level

No formal education	
Primary School	
Grade 12	
Diploma/ Certificate	
Bachelor's Degree	
Honours Degree/ Post-Graduate Diploma	
Master's/ M.Tech.	
Doctorate	

1.8   In what capacity are you employed?

Academic (teaching/ research)	
Administrative (management)	
Administrative (support)	
Service worker	

Listed below are statements associated with a person's job. Please rate how satisfied you are with the state of supervisory communication in your unit by making a cross (x) in the appropriate box.

1   =   Never   2   =   Rarely

3   =   Sometimes   4   =   Often

5   =   Always

SUPERVISORY COMMUNICATION

	STATEMENT	never	rarely	sometimes	often	always
2.1.1	I communicate institutional values in my job-related dealing.	1	2	3	4	5
2.1.2	I uphold the institutional values in my job-related activities.	1		3	4	5
2.1.3	I am exemplary with regard to desired institutional values.	1	2	3	4	5
2.1.4	I am open to ideas from my subordinates.	1	2	3	4	5
2.1.5	I allow my subordinates the space to express their thoughts on matters related to my unit.	1	2	3	4	5
2.1.6	I relay information to my subordinates in a simplified manner which they are able to act upon.		2	3	4	5

DIVISIONAL INFORMATION

	STATEMENT	never	rarely	sometimes	often	always
2.1.1	I clearly articulate the objectives of my unit to subordinates.	1	2	3	4	5
2.2.2	I set clear performance standards for my unit.	1	2	3	4	5
2.2.3	I provide my subordinates with the resources to perform their duties.	1	2	3	4	5
2.2.4	I provide my subordinates with enough information to perform their duties.	1	2	3	4	5
2.2.5	I articulate clearly what is expected of my subordinates in their jobs.	1	2	3	4	5
2.2.6	I relay information to subordinates in a simplified manner that they are able to act upon.	1	2	3	4	5

COMMUNICATION CLIMATE

	STATEMENT	never	rarely	sometimes	often	always
2.3.1	I am accessible to my subordinates to communicate with me on matters related to my job.	1	2	3	4	5
2.3.2	I demonstrate interest in my subordinates.	1	2	3	4	5
2.3.3	I listen to my subordinates' personal opinions.		2	3	4	5
2.3.4	I listen to personal opinions offered by my subordinates on job-related matters.	1	2	3	4	5
2.3.5	I often motivate my subordinates to perform in their jobs	1	2	3	4	5
2.3.6	I welcome diverse viewpoints from my subordinates to improve my unit's performance.	1	2	3	4	5
2.3.7	I utilise my subordinates' suggestions on matters related to the unit's performance.	1	2	3	4	5
2.3.8	I trust my subordinates to do their jobs efficiently.	1	2	3	4	5
2.3.9	I treat my subordinates equally.	1	2	3	4	5
2.3.10	I recognise my subordinate's contributions on matters related to the performance of the unit	1	2	3	4	5
2.3.11	I seek opinions of my subordinates on matters affecting my unit.	1	2	3	4	5
2.3.12	I consult with my subordinates as appropriately as possible on matters relating to my unit.	1	2	3	4	5

CO-WORKER COMMUNICATION

	STATEMENT	never	rarely	sometimes	often	always
2.4.1	I normally hear what is going on in our unit from my co-workers.	1	2	3	4	5
2.4.2	I get information from colleagues of other departments/units in an informal manner.	1	2	3	4	5
2.4.3	Information is shared amongst staff members on the same level in our unit.	1	2	3	4	5

PERSONAL FEEDBACK

	STATEMENT	never	rarely	sometimes	often	always
2.5.1	I provide regular feedback to my subordinates on performance objectives.	1	2	3	4	5
2.5.2	I provide feedback to my subordinates on how their job-related problems are handled.	1	2	3	4	5
2.5.3	I send feedback relating to subordinates' job performance on time.	1	2	3	4	5
2.5.4	I send information to my subordinates on how their jobs compare with others on time.	1	2	3	4	5
2.5.5	I continuously support my subordinates and give regular feedback on their job performance.	12	2	3	4	5

2.6.   If the communication associated with your job could be changed in any way to make you productive, please indicate how?

_____

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ADDENDUM IV

INTERVIEW SCHEDULE FOR QUALITATIVE STUDY

Purpose of the interview:

The purpose of the semi-structured interview schedule was to collect data from the employees without matric. Each interview lasted for thirty-five minutes.

1. What language do you speak?
2. Are you able to write it?
3. How old are?
4. What is the status of your employment at the CUT,W?
5. What is your job description?
6. Has your work conditions changed in any way?
7. Does your Supervisor give you information about institutional values?
8. Do you think that your Supervisor upholds institutional values and policies?
9. Is your Supervisor open to ideas from staff or subordinates?
10. Does your Supervisor provide you with information about your job?
11. Does your Supervisor provide you with resources to do your job?
12. Does your Supervisor arrange training opportunities for you?
13. Does your Supervisor talk to you about job-related issues.
14. Does your Supervisor demonstrate interest in his subordinates?
15. Does your Supervisor treat everyone equally?
16. Does your Supervisor motivate you to do your job?
17. Does your Supervisor trust you to do your job?
18. Does your Supervisor consult you on issues related to your job?
19. How do you know about what is happening in your unit?
20. Do you share information with colleagues about what is happening in your unit?
21. Does your Supervisor discuss your performance standards with you?
22. Does your Supervisor give you feedback on your job performance?
23. Does your Supervisor give you feedback on how your problems or colleague's problems were handled?
24. Does your Supervisor support you to do your job?