

## **AN EXPLORATION OF COMMUNICATION CHANNELS, MODES, AND BEHAVIOUR IN THE UNIVERSITY ENVIRONMENT**

**CHRISTIAN TUOTAMUNO DIRI (Ph.D)**  
**Department of English and Communication Studies,**  
**Federal University Otuoke,**  
**P.M.B. 126, Yenagoa, Bayelsa State, Nigeria**  
**[chris\\_diri@yahoo.com](mailto:chris_diri@yahoo.com),**  
**+2348035511278**

### **Abstract**

*This paper explored the communication channels, modes, and behaviour in the university environment bearing in mind that universities have a plethora of channels of communication meant to facilitate effective communication and its flow within management, employees and students and external publics. These channels are instituted to curb conflicts and reduce incidences of communication breakdown and miscommunication. The paper therefore advocates that through appropriate channels of communication managers of universities should talk with employees, have them disclose their feelings about their job and superiors, and with that work related stress could be reduced and to a large extent allow management to discover untapped sources of worker motivation and thereby engender harmonious relationship and productivity.*

**Keywords:** Communication channels, Modes, Behaviour and Environment

### **Introduction**

More than any other time in history, there has emerged a realization of the need to approach the challenges, problems, conflicts, and misinformation in formal organisations from a broader and more understanding perspective. This realization is more relevant considering the fact that modern society is fast becoming an organisational society where people are brought together to pursue activities they could otherwise not readily accomplish by themselves (Giddens, Dunbier and Appelbaum, 2005). A principal means for accomplishing such co-operative actions is in the organisation which has been defined as a group with an identifiable membership that engages in concerted collective actions to achieve a common purpose (Aldrich and Marsden, 1988).

Essentially, an organisation grows out of the need for human cooperation, a cooperation usually initiated and sustained by communication structures (Alabi, 1997). Organisations are more than just structures, rules, policies, goals, job descriptions and standard operating procedures, but in the word of symbolic interaction theorists “their formal, structural characteristics are created, maintained and changed through everyday actions of their members” (Mohr, 1971). This therefore connotes that channels of communication oil the wheels of organisational progress, fastens the pace of development, and ensures understanding and flexible accomplishment of organisational goals.

Communication, which is the vehicle for the realization of this goal, has been defined as the exchange of information and the transmission of meaning (Katz and Kahn, 1978). Communication is fundamental and pivotal to the survival of organisations; hence it is regarded as the very essence of a social system or an organisation". For example, Barnard (1938), states "In an exhaustive theory of organisation, communication would occupy a central place, because the structure, extensiveness, and scope of organisations are almost entirely determined by communication techniques". More than three decades ago, Kanter (1977) conducted some studies on managers and their work. She found out that most managers spent an overwhelming proportion of their time in communications. Such communication ranges from face to face interactions with subordinates, superiors, peers and customers and or guests as the case may be.

The university environment is no different in this regard. Several communication activities and programmes take place within the university, between the university and its several publics. The public relations department of the university is always positioned to drive such organizational communication activities. This paper therefore explores the various channels of communication in the university environment and how such channels could be harnessed to harvest the necessary optimal university communication value chain(s).

### **A Review of Communication and Organisational Communication**

Communication lends itself to various definitions. The various definitions however depend largely on the purposes and the perspectives from which the definers view the concept of communication.

According to Raymond (1965), communication is a process involving sorting and selecting symbols in such a way as to help a listener recreate in his own mind the meaning contained in the mind of the communicator. Lewis (1975) sees communication as the sharing of messages, ideas, attitude, resulting in a degree of understanding between the sender and the receiver. Rogers and Rogers (1975) view communication as the process by which an idea is transferred from the source to the receiver with the intention of changing receiver's behaviour. Such behaviour includes change in knowledge, attitude and overt behaviour.

Generally, in communication, both the sender and receiver are involved in an interplay that has to do with swapping of roles in sending and receiving messages. In sending messages, symbols that are not only meaningful but also acceptable to both the source and the receiver are employed. Symbol is a form of language understandable to, the source (sender) and receiver. Messages are meaningful symbols about people, object and events generated during interaction. Communication scholars generally believe that the study of communication is the study of human behaviour. This is because virtually all human activities involve giving meaning to objects. As social and organisation being, we communicate to understand one another, therefore, communication is a significant social experience that occurs in all relationships.

It should be noted therefore that contexts of communication include: dyadic communication, small group communication, public communication, organisational communication, mass communication and intercultural communication. The focus of this paper is on organisational communication.

Organisational communication can be described as human communication that occurs within the context of organisations. Organisations may include business organisation, churches, schools, military institution, academic institutions, etc. In this

paper, the focus is on communicating on the job.

### **Development of Formal A Organization and Communication Structures**

Organisations deal with a group of people coming together in an interactive environment to achieve a common goal. Organizations could be formal or informal. Formal organisations, according to Presthus (1958) are "a system of structural interpersonal relations in which individuals are differentiated in terms of authority, status and role with the result that personal interaction is prescribed". From this definition, it can be inferred that formal organisation designs duties, specifies relationships between individuals, authority structure and function. Formal organisation imports energy from its environment, transforms the energy into products and services and export the products and services back to the society. In our context, it is referred to as human resource products.

Formal organization on the other hand develops as a result of the interaction in a formal organisation or work environment. It grows out of the need to meet some needs, which are not met by the formal organisation. The presence of the otherwise known as shadow organisation is not however an indication of the inadequacy of the formal organisation.

Generally, an organisation is a processor of information consisting of interdependent relationships creating and exchanging information. According to Bernad (1938) "In any exhaustive theory of organisation, communication occupies a central place because the structure, extensiveness and scope of organisation are almost entirely determined by communication techniques"

The activities of any organisation and series of relationships within it are kept in dynamic forms by communication. Essentially, organisation grows out of the need for human cooperation, thus there exists a reciprocal impact between the organisation and its members (Alabi 1997). A striking factor among the phenomena of organisations is the communication structure, which entails all relationships, formal and informal which determines the performance or behavioural characteristics of the system. Since communication remains the nucleus of human social interaction, the business of organising human and material resources and systematically using them to achieve organisational objectives (Management) cannot be possible without communication tool.

This is because communication helps to hold the organisation together, thus if the management is the art of getting things done through people in an organisation, the nature of relationship becomes important. As observed by Dimock (1945), the influence an executive has on other executive members or employees is partly a question of his or her competence, and partly dependent on the existence of a complete and sensitized communication system.

The structure of communication system within an organisation depends largely on the structure of the organisation itself and on the leadership style adopted by the management. Generally speaking, the formal communication system in organisations has its root in the theories of organization, namely: Classical, neo-classical and modern organisation theories.

### **An Overview of Communication and Conflict in Organizations**

To view communication as an asset in formal organisations is to assume that it is a desirable element within an organisational set up that should be promoted for the growth of organisations.

It is necessary to consider exhaustively the concept of conflict in a formal organisation and communication and change management in an organisation before discussing

communication channels in the university environment. Conflict is a universal human experience. Its origin and nature are best explained within the framework of human nature and its environment. There are two extreme views of conflict in organisations. One view holds that conflict is an inevitable development in organisation while the other view sees conflict as a disruptive force within an organisation and a primary source of individual stress.

The first school of thought agreed that conflict offers the following advantages:

- (1) It helps the organisation members to know who is who in an organisation.
- (2) It tasks the management and its skills.
- (3) It provides opportunity for change.
- (4) It is therapeutic in nature, that is to say that conflict has healing effects for the organisation in the sense that during conflict periods, long standing grievances and problems surface and are solved or resolved. This school of thought also believes that the goal of any good organisation should be to control conflict rather than eliminating it.

The second school of thought believes that conflict is an unhealthy development that should be nipped in the bud because of its implications for productivity in an organisation. This school believes that the disruptive force called conflict is inimical to the growth and productivity in any organization. This is in consonance with the view of classical organization theorists. To the classical theorists, conflict is a pathogenic feature of an organisation, a sickness to be treated with the rational principles of organisation and the dose of formal authority. For the neo-classical theorists, although conflict is a pathological problem, it can be eliminated through: Mutual, understanding, improved communication and shared awareness that conflict is necessary. On the contrary, modern theorists believe that conflict is not necessarily a manifestation of abnormal organisational behaviour and that it could occur as a normal condition. This gave rise to various assumptions about conflict (i.e. the pessimists' view, faint-bit -of- hope and optimists' view).

Communication studies of organisational conflict had been primarily focused on the dyadic level for long. There is need to more beyond individual and dyadic level to encompass organisational dimension. (Calvin and Chiery, 1992). According to them, complete understanding of organisational conflict can be achieved by exploring different stages of "disputing process" as they unfold in the organisation.

The disputing process in Nader and Todd (1978) and Morrill (1989) has been conceptualised as entailing three stages: grievance expression, conflict and disputing. Blake and Montan (1964) argued that conflict management styles could be measured along two managerial attitudes: concern for production and concern for people. The scheme resulted in five conflict-handing modes: Forcing (pushing one's position) Withdrawing (Curtailing the discussion of conflict with the adversary smoothing (approaching an adversary in a conciliatory manner) Compromising (partially accepting an adversary's position) and; problem solving (finding mutually agreeable solution that does not compromise either adversary's position).

Putnan and Wilson (1982) recognised that conflict management occurs as an exchange of communication strategies between principals. These communication scholars argued that the five conflict management styles collapse into three primary, factors of (1) non-confrontation (avoiding discussion of conflicts) (2) control (forcing one's position on an adversary through persistent argument) and (3) solution orientation (discussion of alternative conflict resolution). These three form what is known as Organisational Communication Conflict Instrument (OCCI).

### **An Examination of University Culture**

The university is a complex organization (Sanda, 1992), whose characteristics include division of labour, power and communication responsibilities (Etzioni, 1964). It also has a unique culture. Elements that contribute to a university's unique culture are its institutional mission and purpose, its size, complexity, age, location, the way in which authority is conceived and structured, the organisation of work (especially teaching and inquiry), the curricular structure and academic standards, student and faculty characteristics and the physical environment (Clark, 1983; Kuh and Whitt, 1988). Through their missions, organisation, expectations and rewards, university cultures reflect the responsibilities, workload and priorities of academics.

Kuh and Whitt (1988) pointed out that cultures or interpretative frameworks in which faculty (academics) live and work affect them in all they do as they organise and establish goals for their work, interact with students, balance their diverse responsibilities, participate in institutional affairs, and their careers. Faculty members work in and experience several cultures simultaneously (Austin, 1992). Four dominant cultures affect faculty members. These include disciplinary cultures; institutional culture; cultures of national systems; and the culture of the academic profession (Clark, 1987a & b; Austin, 1992). Communication, with its relevant channels, plays a dominant role within and across these cultures.

While the various cultural beliefs and values loosely unite faculty across the profession, their meanings and the ways in which they play out in faculty members' work and behaviours differ depending on the discipline, institution, and national system (Austin, 1992). The understanding of the nature of faculty cultures requires recognition that the values and commitments of these cultures sometimes conflict. Consequently, the nature of a faculty member's professional life is forged out of the accommodations, trade-offs, and choices made in response to sometimes conflicting cultural imperatives. Clark (1986) and Rice (1986) reported that loss of faculty morale, trust, and community could develop through the clash of cultures. Institutions seeking to minimise the tensions that faculty members may experience from the conflicting cultural values, must make institutional priorities clear, open avenues through which members from different disciplinary cultures can understand each other, clarify evaluation and reward systems, and go about their work-role (Austin, 1992). This makes effective communication between the faculty and the university administration crucial.

### **Communication in the University**

Communication is the "lifeblood of an organisation"; it permeates all activities in an organisation, represents an important work-role, and integrates the various sub-units (Rogers and Agawala-Rogers, 1976). The importance of communication in the university has been variously stressed (Alele-Williams, 1989). Communication seems to be the most crucial factor in smoothing relationships between all component units within the university community (Akinkugbe, 1983).

Sanda (1992) observed that formal and informal lines of communication between the differentiated groups in the university, and between the university, and the micro-and macro-environment of the Nigerian society, often serve to enhance the complexity of the Nigerian University. These lines of communication also define the institution's goals, absorb its outputs, and either alleviate or complicate the university's problems.

Various channels of communication exist between administration and academics within Nigerian universities (Ikoku, 1990; Ukpabi, 1992; NUC, 1996). These channels include, among others, the written, oral (face to face) and electronic channels. In spite of these channels, various conflictual situations attributable to ineffective communication have continued to plague Nigerian universities (Ikoku 1990). Saint (1992) reported that many of the problems that had led to the closure of many African universities in recent years could have been avoided by more effective communication among the contending parties. These problems (conflictual relationships) abound among the various groups of actors in the Nigerian universities (Okafor, 1992; Obineme, 1995; Afolabi, Olaosebikan and Adebisi, 1995). In spite of existing channels of communication within the universities, these problem situations have continued to constitute various forms of crises within universities.

While a lot of attention has been focused on communication between university students and administration, much less attention appears to be directed to that between academics and administration. For instance, various studies have examined, and made suggestions on, ways of enhancing communication between students and administration in Nigerian universities (Anyakoha, Uzuegbunam and Ezeike, 1995; Okoewo 1988; Saint 1992).

### **An Adapted Communication Procedure for Academic and Non-Academic Staff of Universities**

Six basic elements for effective change management were suggested by Thomas A Wickes cited in Adekunle (1989) and they include: Association, Involvement, Relationship, Commitment, Action and Feedback. These elements are basically change communication approaches and are relevant to our purpose and applicable to academic and non-academic staff of our universities.

The first element, which is "**association**", refers to the interaction of the members of a changing organisation. It entails constant contact between the manager and the workers who work in the same unit. This may take the form of regular meetings. The second element - '**involvement**' is a process through which those people being affected by the change are brought to understand the change. This involves dialogue or discussion where everyone bares his or her mind about the proposed change. The manager is thus expected to make comprehensive explanation on the proposed change, highlight the immediate and remote benefits to the organization and its members. The manager needs to outline the proposed change and ask for the opinion and input of the workers on how the change can be implemented. Expression of views by the workers should not only be encouraged but also considered so as to commit them to change implementation.

Moreover, involving the workers in the process of proposed change will make the right '**relationship**' which will make change implementation easier to grow. However, for relationship to grow rapidly among the members of the group, communication has to be two ways, and there should not be found any psychological threat to the personality of person or persons involved.

The fourth element is '**commitment**'. Here, the workers are made to agree, public or private, to actively participate in the mechanics of change. This open commitment to change on the side of the workers should be followed with '**action**' (the fifth element). Action refers to the implementation of change itself. Action is all-involving. Everyone must be saddled with extra responsibilities. The previous commitment of the members will serve as a motivator in coping with extra responsibilities brought about by the change.

A direct and honest '**feedback**' mechanism should be put in place. The feedback can

be in form of supply of information or data by those who are directly involved in change implementation to the management. This allows the management to introduce corrective actions upon such information.

The sixth elements in the hierarchical ordering of change management process which involves active interpersonal relations. All these constitute what can be regarded as Change Communication Process (CCP).

From the foregoing, it is clear that both an organization and its members are involved in a symbiotic relationship. On the one hand, organizations have a body of qualitative goals for which it is set up and this can only be achieved through the workers. On the other hand, workers are vested with diverse needs or expectancies to which they look up to the organization. As observed by Agusiogbo (1991) Communication plays a vital role in governing this relationship. Whenever there is breakdown in communication the consequence is the manifestation of conflict (Alabi 1997). Paradoxically communication still serves as the only potent instrument for conflict resolution in organisations. Hence, the knowledge of communication and how to employ it in maintaining a harmonious relationship in an organizational setting, and where there is breakdown in communication (conflict) to use it to management conflict is an indispensable skill that any manager that worth its salt should possess and utilize.

Furthermore, as conflict leads to changes in organizations, change is also capable of bringing about conflict. Although change is inevitable in every dynamic and growing organisation, it is the labyrinth where every good manager needs to make a careful choice. Change is necessary for the survival of organizations but if organizations will survive to reap full benefit of change, it must be skilfully introduced.

It is therefore hoped that Oduduwa University management would evolve all the manifestations and dynamics of the above principles for all round organisational growth and development and to a larger extent achieve laid down organizational goals.

### **Veritable Hierarchical Channels of Communication available to Students in Universities**

Universities have a plethora of channels of communication meant to facilitate effective communication and its flow between students and management. These channels are instituted to curb conflicts and reduce incidences of communication breakdown and miscommunication.

1. Students are expected to direct all academic complaints, queries, inquiries, etc to their staff Advisers in their various departments.
2. Where that fails or could not be resolved at that level, student are expected to direct their queries, inquiries, etc to their heads of departments.
3. Where the Heads of departments could not address the issue or concern he can channel the complaint or issue to the Dean of the College.
4. Where the Dean of the College could not address the issue or concern he can channel the complaint or issue to the Deputy Vice Chancellor of the University.
5. The Vice Chancellor could use his discretion to resolve the matter or issue. If that fails he may need to convene a meeting of the head(s) of department, Deans of Colleges or forward the matter to the university council for resolution

Note; if the issues or concerns could be resolved by any of the designated authorities, there would not be need to push the matter beyond the immediate hierarchical

authority i.e. the head of department, the Dean of the college, the Deputy Vice Chancellor or the Vice Chancellor.

6. Students are expected to direct all complaints regarding social issues: welfare and other such related complaints to the Student Union Government executive.
7. Where the above fails or could not be handled at that level, the management of the university could now wade into the matter.

Note; No student is expected to bypass the established communication channels. Any attempt to do so would be treated as a violation of the laid down rules. It is therefore expected of students and staff to adhere to the above order. Every student is expected to follow the above order. No student is expected to the laws into his/her hand. That way the university environment would have a smooth and hitch-free communication flow.

8. Communication from students to lecturers should always be through their class captains. Such communication experiences are submission of assignments, lecture periods should be communicated to the lecturer through the class representatives and any other activity, issue or complaints.
9. Students are expected to be seated 10 minutes before the commencement of any university examination. Any student that comes in 30 minutes after commencement of an exam would be allowed in but would not be given an extra time. Students are required to channel all questions, queries and inquiries to the examiner and or invigilators in charge of the examination.

### **Information Dissemination Channels Available to University Managements**

University managements employ the following channels and media for the dissemination of information that of concern to both staff and students:

1. **University Notice Boards:** The University notice boards are veritable avenues where students and staff (academic and non-academic) get information about developments as they relate to the university. Students and staff are expected to get information from these boards as regular as possible.
2. **University News Letter:** This is almost a variant of the University notice board since students and staffers are expected to reach out for them for information on the University generally. It usually contains present and future events in the University such as matriculation ceremonies, students' orientation programmes, marriages, child dedication and other related events.
3. **Memos:** This is an established mode of communication to university staff in hierarchical order detailing what actions or responses to make regarding university academic and administrative duties. It could come in this order: from the Vice Chancellor to all Deans of Colleges; From Dean of a College to all departmental heads; from head of department to all staff of the department, etc.

Generally, further important areas for communication are **internal** and **external communication activities**. Specifically areas that affect both internal and external



communication are: profiling and marketing, mass media contacts, emergency Communication, and study and research communication

Internal communication shall be a means of achieving established objectives, creating knowledge about activities and getting employees and students to feel participation and responsibility for their own role and its significance for the university.

External communication shall be a means of creating understanding for a university and its activities, as well as for increasing interest about studying at the university. Additionally, it shall provide an overview of current trends especially in the areas of admissions, employment, establishment of more colleges and departments, new programmes, etc.

The mass media, no doubt, is an important communication channel. The publicity the university receives is decisive in how employees and the activities performed are perceived in the external environment.

### **Channels Related to Teaching, Advising and Supervising Students**

1. Head of Department (HOD) (informs academic on work-role)
2. Dean of Faculty (informs academic on work-role)
3. Course description/Departmental Handbook (indicates course content)
4. Departmental Time-Table (shows schedule for lectures)
5. Organized circulars/letters
6. Examination Time-Table
7. Result/Grade sheets
8. Departmental Format/guidelines for project presentation/reports
9. Students' course registration sheets/forms
10. Departmental/Faculty Board Meetings
11. Departmental/Faculty Committees
12. Faculty Administrative officers (AO)
13. Department/Faculty Orientation & induction course for new staff
14. Departmental/Faculty Secretary
15. Departmental/Faculty Messenger
16. Staff letter box in the department/mail box
17. Departmental/Faculty notice board
18. Departmental float file for academic staff
19. Departmental annual situation report
20. Telephone
21. Faculty/College Handbook

### **Channels Related to Research and Publication**

1. Deputy Vice-Chancellor Academics
2. Faculty/Dean's/HOD's Circulars
3. Faculty Research Grants and Publications Committees
4. Senate Research Grant Committee
5. University Publications Committee/Press
6. Notice Boards/bulletins
7. Information and Public Relations Department (PRO)

### **Channels Related to Promotion/Appraisal of Academics**

1. Call circular for appraisals (from Personnel Services)

2. Academics Staff Appraisal Forms
3. Departmental/Faculty circulars/letter (on Appraisal issues)
4. Personal contact with HOD/Dean of Faculty
5. Personal contact with Personnel Officer
6. University guidelines for Appointments and Promotions of Academic Staff (Yellow Book)
7. University Appointments and Promotions/Appraisal Committees
8. Vice-chancellor (VC)

**Channels Related to Salaries and Allowances of Academics**

1. Salaries scale sheet
2. Appointment letter/conditions of service
3. Staff Salary Ledger
4. Academics staff personal emolument (PE) Office
5. Organised circulars/letter
6. Pay slip
7. Personal contact with the Bursar/Bursary staff

**General Channels Related to both Work-role and Welfare**

1. University Bulletin (Weekly)
2. University Calendar (Yearly)
3. Academic Regulations for Staff and students
4. Staff Handbook (Rules and Regulations)
5. University Administrative Procedures (Guide to New Staff)
6. Staff Letter box at the Central Potter's Lodge/Administration Building
7. University Central Bulletin Board
8. Institution's Time-table of Events
9. Faculty Representative in the Senate
10. Opinion boxers established by administration at strategic point in the campus

**Possible New channels of Communication between Academics and the Administration in Nigerian Universities**

1. Constant/regular meetings between academics and administration/Dialogue
2. Provision of Intercoms\telephones for academics and administration
3. Lecturer-Student Information guide
4. Instrument for assessing academics' performance in the class
5. Regular University bulletin
6. Information Centre for academics
7. Academic Staff Welfare programme
8. Opinion boxes for academic staff
9. Comprehensive manual on academic work-role, which should be subject to regular review
10. Special complaints committee on academic staff welfare.

**Strategies for Enhancing the Utilisation of Channels of Communication between Academics and the Administration in Nigerian Universities**

**(i) Administration-Related Strategies**

1. Respect academics/co-operate with academics

2. Utilise established channels whenever necessary/promptly
  3. Constant dialogue with academics/rapport
  4. Updating obsolete handbooks/channels
  5. Be sensitive to the needs of academics
  6. Review existing channels for effectiveness
  7. Make existing channels available accessible to all staff
  8. Create new channels
  9. Involve academics in decision making about channels
  10. Organise staff orientation/give each new staff (academic and administration) orientation on communication channels.
  11. Establish opinion boxers
  12. Reduce/avoid bureaucracy
  13. Provide every staff and student with a comprehensive university handbook
- (ii) Academics-Related Strategies**
1. Be prepared to utilise all existing channels, e.g. read all circulars
  2. Respond promptly to needed information
  3. Share information with colleagues/co-operate with colleagues
  4. Respect administration/co-operate with them
  5. Adhere to established channels
  6. Express/exhibit high sense of responsibility always
  7. Learn rudiments of administration
  8. Adopt consultation rather than confrontation with administration/dialogue
  9. Enquire for information when necessary/demand rights as and when due.

### **Summary and Conclusion**

Research has always shown that organizational performance significantly improves when communication flows are uninterrupted and employees are empowered, provided incentives, and given the necessary resources to perform at an optimal level (Ahmed et al. 2010). In organizations such as the university there are more than just up and down movements (between the top executives and the work force) of these streams within a company; there are also lateral and diagonal streams. To improve internal communication along the various streams one has to understand the essence of their existence. When you understand the essence of their existence it will then be possible to communicate better up, down, diagonally and laterally. Other prerequisites are that the management team are sufficiently cued in well before their subordinates are informed (prerequisite from the downward communication vector), supportive, non-punitive reactions to negative circumstances, and positive attitudes from the managers and supervisors towards their employees and each other (prerequisite from the upward communication vector), and sensitivity as to how each unit impacts.

Finally, in the university, open communication between the top managers and employees as an integrating mechanism is imperative. Managers should talk with the employees, have them disclose their feelings about their job and superiors, and with that relieve work related stress and allow management to discover untapped sources of worker motivation. This will, according to Eisenberg and Witten (1987) increase the frequency of contact between management and employees, and that will improve both morale and productivity.

## REFERENCES

- Adekunle, S. (1989). "Effective Way of Managing Change in an Organization" *The Manager* Vol. 9 pp 29-31.
- Afolabi, F.; Olaosebikan, D. and Adebisi, M. (1995). The Clouds over Nigerian Universities. *Nigerian Vanguard*, Wednesday, March 22, p. 26.
- Ahmed, Z., Shields, F., White, R. & Wilbert, J. (2010). Managerial communication: The link between frontline leadership and organizational performance. *Journal of organizational culture, communications and conflict*, 14 (1), 107-120.
- Agusiogbo. C.I. (1991) ."Leadership Style and Communication Strategies as Factors in Employee Motivation at University press PLC" Unpublished M.A. Project. University of Ibadan.
- Ajayi A. (1987). Organisation theory". Its ramifications, overview and critical appraisal" *African Journal of Educational Management*. Vol 1 No 1. Pp 102-111.
- Akinkugbe, O.O. (1983). "Random Thoughts on the Emerging Nigerian University". In Chizea, C.A. (ed.) (1983) *20 Years of University Education in Nigeria*, National Universities Commission (NUC), Lagos, p. 57 - 61.
- Alabi O.F. (1997). Communication as a Factor in Group Cohesiveness during Industrial Conflict: A Case Study of the 1996 ASUU Strike. An unpublished M.A. Project University of Ibadan.
- Aldrich, H. E. and Marsden, P. V. (1988). "Environments and Organisations" in Neil J. Smelser, ed. *Handbook of Sociology*. Newbury Park, C. A.: sage pp 148.
- Alele-williams, G. (1988). The Politics of Administering a Nigerian University, In NUC (1988) *25 Years of Centralised University Education in Nigeria*, (NUC), Lagos, p. 35 - 36.
- Alele-Williams, G. (1993). "Women in Higher Education Management: The Nigerian Context". in UNESCO (1993), *Women in Higher Education Management*. Paris, UNESCO.
- Anyakoha, E.U.; Uzuegbunam, A. and Ezeike, K.S. (1995). "*Channels of Communication Between Students and Administration in Nigeria Universities: Obstacles, Enhancement Strategies and Implications for University Governance*". Research Report, Social Science Council of Nigeria/FORD FOUNDATION National Research Programme on University Governance in Nigeria.
- Austin, A.E. (1992) *Academic Tribes and Territories: Intellectual Enquiry and the Cultures of Disciplines*. Buckingham, SRHE/Open University Press.
- Barnard, C. I. (1938). *The Function of the Executive*. (Cambridge, M. A.: Harvard
- Becher, T. (1984). The Cultural View. In Clark, P.R. (ed.) (1984) *Perspectives on Higher Education: Eight Disciplinary and Comparative Views*, Berkeley California. University of California Press.
- Blair, R. and Jordan, J. (1995). Staff Dilemma in African Universities, *West Africa*. May 29 - June 4.
- Blake, R. and Moton J.S. (1964). *The Managerial Grid*. Houston: Gulf
- Calvin M. and Chieryl K.T. (1992). "Organisational conflict management as disputing Process: the Problem of Social Escalation" *Human Communication Research*. Vol.
- Clark, B.R. (1983). *The Higher Education System: Academic Organization in Cross-National Perspective*, Berkeley, California, University of California Press.

- Clark, B.R. (1987). *The Academic Life: Some World, Different Worlds*. The Carnegie Foundation for the Advancement of Teaching. Princeton, New Jersey.
- Clark, B.R. (1987b) (Ed.). *The Academic Profession: National, Disciplinary, and Institutional Settings*. Berkeley, California, University of California Press.
- Clark, S.M. (1986). The Academic Profession and Career: Perspective and Problems. *Teach Social*. 14 (1).
- Commission on the Review of Higher Education in Nigeria (1992). *Higher Education in the Nineties and Beyond*. Federal Republic of Nigeria.
- Dill, D.d. (1992). Organization and administration of Higher Education. In Aikin, M.C. (ed.) *Encyclopaedia of Educational Research*. Macmillan Publishing Co., New York, p. 933 - 940.
- Dimock M.A. (1945). *The Executive in Action* New York: Harper and Row publisher. Edition). W. Norton and Company, Inc. 500 Fifth Avenue, New York. Pp 140 162.
- Eisenberg, E.M. & Witten, M. G. (1987). Reconsidering Openness in Organizational Communication. *The Academy of Management Review*, 12 (3), 418-426. Galpin
- Etzioni, A. (1964). *Modern Organization*, New Jersey. Prentice-Hall Inc.
- Hain T. and Stewart L. Tubbs (1973) "Organisational Development: The Role of Communication in Diagnosis, Change and evaluation". Paper Presented at the Annual Convention of International Communication Association. New Orleans.
- koku, C. (1990) (Ed.). *Structures and Challenges in University Management: The University Of Nigeria Model*. Nsukka: University of Nigeria Press, p. 1 - 7.
- Kanter, R. M. (1977). *Men and Women of the Corporation* (New York : Basic Books).
- Katz, D and Kahn R. L (1978). *The Sociology Psychology of Organisations*, Rev (Ed.) (New York: John Wesley and sons) pg 177. 18, No3.
- Kuh, G.D. and Whitt, E.J. (1988). *The Invisible Tapestry: Culture in American Colleges and Universities*. Ashe-Eric High Education Report, No. 1, Association for the Study of Higher Education. Washington DC, p. 12 - 13.
- Mohr, L. B (1971). "Organisational Technology Organisational Structure"  
*Administrative Science Quarterly*, 16. No 4 (Dec) pg 44 – 51.
- Morril C. (1989). "The Management of managers, Honour and organisational change"  
*American Journal of Sociology*. 97 pp. 585-622.
- Nader L. and Todd H.F. (1978). *The Disputing Process: Law in Ten Societies*. New York: Columbia University Press.
- National Universities Commission (NUC) (1995). *Nigerian University System: A Parastatal's Past, Present and Future*. Nigeria, NUC, p. 3 - 4.
- National Universities Commission (NUC) (1996). *Draft Manual on University Management*. Nigeria. NUC.
- Obineme, J. (1995). Leadership Crisis in Our Universities. *The Light*, Nigeria, November 3, p. 5.
- Okafor, N. (1992) The Academic in Administration. In Eze, F.C. & Ejiofor, P.N. (1992) (Eds.). *Towards Efficiency in University Administration*. Nigeria. Summer Education Pub. Ltd.
- Okoewo, S. (1988). *Student Unionism on Nigerian University Campus: A Course or Blessing*. In NUC (1988) op cit. p. 89 - 97.
- Presthus, V. Robert (1958) " Toward a theory of organisational behaviour". *Administrative Science quarterly*, pp 50.

- Putnam. L.L. and Wilson. C.E. (1982). "Communicative strategies in organisational-conflict" Reliability and validity of measurement scales" in M. Burgoon (Ed), Communication Yearbook. Beverly Hills. C.A: Sage pp 629-652.
- Raymond S. Ross (1965) *Speech Communication: Fundamental Practice*. Prentices-Hall Inc. Englewood
- Rice, R.E. (1986). *The Academics Profession in Transition: Toward a New Social Fiction*. *Teach. Sociol.* 14(1) 12 - 23.
- Rogers E.M. and Rogers R.A. (1975) "Organisational Communication" In Gerard. J. Heinemann and William J. McEiven (eds.) *Communication and Behaviour*. Reading. Mass., Addison Wesley. Pp 218-236.
- Rogers, E.M. and Agawale-Rogers, R. (1976). *Communications in Organization*. New York: The Free Press, p. 7 - 14.
- Saint, W.S. (1992) *Universities in Africa: Strategies for Stabilisation and Rentalisation*. Washington, The World Bank.
- Sanda, W.S. (1992). *Managing Nigerian Universities*. Ibadan, Spectrum Books Ltd.
- Snow, C.P. (1964). *The Two Cultures: And a Second Look*. Cambridge University Press, Cambridge.
- Stewart L. Tubbs Sylva Mose (1980) *Human Communication (3<sup>rd</sup> Edition)* Random House Inc.
- Ukpabi, S.C. (1992) *Human resource management in Nigerian University System with Special Reference to the Promotion of Institutional Goals*. In Eze, F.C. & Ejiofor P.N. (1992) (eds.) *Towards Efficiency in University Administration*. Nigeria. Summer Education Pub. Ltd.
- UNICEF (1994) *Gender Equity and Women's Empowerment*. NY: UNICEF. University Press).