



ASSESSING THE EFFECTIVENESS OF HUMAN RESOURCE POLICY
COMMUNICATION IN TERTIARY INSTITUTIONS IN GHANA: THE
CASE OF AFRICA UNIVERSITY COLLEGE OF COMMUNICATION

BY

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DECLARATION

Student's Declaration

I hereby declare that this dissertation is a result of my own original research and that, no part of it has been presented for another degree in this university or any other higher education institute. I further declare that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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CERTIFICATION BY SUPERVISOR

This Dissertation/Thesis has been prepared and presented under my supervision according to the guidelines for supervision and formatting of Dissertation/Thesis laid down by the University of Media, Arts and Communication, UniMAC.

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ABSTRACT

The study examined how effective or otherwise are human resource policies communicated in tertiary institutions in Ghana using Africa University College of Communication as a case. Specifically, the study examined the awareness and satisfaction levels of HR policies among employees, effects of effective communication on employee performance, and the barriers to effective communication of HR policies. Relevant theories such as: Human-Relations Theory and Systems Theory were reviewed. A survey was done using questionnaires to gather information from respondents. Random sampling technique was used to gather the sample size of 72 respondents. Data was analyzed using descriptive statistics. Chi-square (χ^2) and Regression analysis were used to test the stated hypotheses. The findings established that there is a high awareness level of human resource policies among employees in Africa University College of Communication. It also indicates that though, effective communication of human resource policies has significant and positive effect on employee performance, there are barriers including cultural, attitudinal, structural, emotional/ psychological, internal, and one-way communicational that hinder effective communication of human resource policies in the university. There is therefore the need for management to ensure that the roles and responsibilities of every staff member as enshrined in the human resource policies are clearly spelt out so that employees know exactly what is expected of them. This would therefore help to clear the hidden structural barriers as identified. There is the need also for management to institute annual leadership training programmes for all levels of personnel to understand and appreciate the dynamics governing effective communication of human resource policies and its ramification on employee performance.

DEDICATION

To my nuclear and extended family

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LIST OF ABBREVIATIONS

AUCC	Africa University College of Communication
HR	Human Resource
NABPTEX	National Board for Technicians Examinations
UNESCO	United Nations Educational, Scientific and Cultural Organization
VOA	Voice of America

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The benefits that tertiary and any other institutions tend to derive for effectively communicating human resource (HR) policies to employees cannot be under estimated. Communication is a strong pillar that ensures sustainability of every organization (Natarajan & Raman, 2019). It also serves as a vital tool through which objectives, strategies, processes and missions of any individual organization are expressed to the workforce with the aim of ensuring efficiency and effectiveness (Chukwuka, 2015). Communication can therefore be defined as “an exchange of facts, ideas, opinions, or emotions to create mutual understanding” (Campbell, Campbell-Phillips & Phillips, 2020). It is the sum of all things one person does in order to create understanding in the minds of others.

HR policies on the other hand are defined as, “continuing guidelines on the approach the organization intends to adopt in managing its people. They define the philosophies and values of the organization on how people should be treated, and from these are derived principles upon which managers are expected to act when dealing with human resource matters” (Armstrong, 2012). HR policies provide guidance to the human resource department on employee from recruitment, selection, promotion, training and cessation of employment (Musheke & Phiri, 2021). In each of these activities there are guidelines given by government, by which every organization has to develop, communicate and practice to protect employers’ interest and employees’ rights (Musheke & Phiri, 2021).

The lack of communicating HR policies effectively could expose organizations to legal, health and financial risks if employees unintentionally violate laws or regulations due to a lack of awareness (Neal et al., 2023). The Chartered Institute for Personnel Development (2019) emphasized that HR policies can “provide consistency and transparency for employees and managers, helping to enhance the psychological contract and create a positive organizational culture”. However, when these policies are not communicated correctly, the effect can be highly damaging. In 2021 for example, 1.8 million working people in the UK experienced a work-related illness, of which 914,000 workers experienced stress, depression or anxiety partly due to lack of awareness (Health and Safety Executive Report, 2023).

Literature has established that varied aspects of effective communication like showing openness and accuracy, commitment, providing regular performance feedback, and offering adequate information and education about HR policies is positively related to employees’ feelings of happiness in the workplace and job performance (Fabi, Lacoursière & Raymond, 2015; Gabriel, Cheshin, Moran & van Kleef, 2016; Kundu & Gahlawat, 2015). It is further established that HR policies effectively communicated affect job satisfaction as well as job security of employees (Haider, Aamir, Hamid & Hashim, 2015). Invariably, employees work harder when he or she is aware that the HR policies put in place by management are in favor of his/her job security (Tong, Tak & Wong, 2015).

In view of the above assertions, it is important to establish that though communicating HR policies effectively can be described as meaningful and successful at creating good relations and productivity, there are barriers that hinder this effectiveness, which some are semantic,

psychological, organizational and personal (Antony, 2013; Ezezue, 2008). These barriers to effective communication of HR policies in organizations among other variables such as: the level of awareness employees have on HR policies; the level of satisfaction among employees with respect to communication of HR policies; the effects of the existing communication strategies on employee performance; and the challenges to effective communication of HR policies have led the researcher to examine communicating HR policies in tertiary institutions in Ghana.

As of 2022, Ghana can boast of 265 tertiary institutions made up of 171 public and 94 private tertiary institutions in the area of universities, colleges, technical training institutes, and vocational schools (Mohammed, Adom, Feehi & Nkansah, 2022). These institutions are positioned to support the development of the broader national needs, such as social, health, economic, and infrastructure needs (Cisneros, 2020). Ghana has seen many developments in higher education since its establishment but like with any other system, Ghanaian tertiary institutions are evolving to meet the needs of Ghanaian graduates and therefore the Ghanaian workforce (Atuahene & Owusu-Ansah, 2013). What is learnt in the tertiary institutions and practice in the work organizations therefore need to be ascertained, hence this study.

1.2 Statement of the Problem

Tertiary institutions impart knowledge to students by means of preparing them for managerial positions in organizations (University of Ghana, 2018). They do so by offering students with diverse range of academic subjects, including development communication studies and human resource management (Arhin, Wang'eri & Kigen, 2017). These courses play major roles in organizational performance. However, studies have shown that organizations are struggling to

communicate HR policies to employees effectively. This hinders adequate understanding of HR policies and issues which ultimately derails employee and organizational performance (Chukwuka, 2015; Musheke & Phiri, 2021; Campbell et al., 2020).

Studies have also shown that even the tertiary institutions that equip people with the requisite knowledge in communication and human resource management are also struggling with how to communicate HR policies effectively to their employees. Communicating HR policies has become a challenge to tertiary education institutions (Herich, 2008; Musheke & Phiri, 2021). The veracity of these assertions has not been fully examined scientifically in tertiary institutions, although quite a number of them have been done in other organizations (Kube, 2014; Kuria, 2008; Campbell et al., 2020). These claims therefore leave a gap in knowledge, which must be filled through a scientific enquiry, hence this study, which seeks to examine communicating human resource (HR) policies in tertiary institutions in Ghana, using Africa University College of Communication (AUCC) as a case.

1.3 General Objective of the Study

The main objective of the study was to examine how effective or otherwise HR policies are communicated in tertiary institutions in Ghana using Africa University College of Communication (AUCC) as a case.

1.3.1 Specific Research Objectives

Specifically, the study seeks to:

1. Ascertain the level of awareness employees of AUCC have on HR policies of their institution.
2. Determine the level of satisfaction among employees with respect to the communication of HR policies in the institution.
3. Examine how effective communication of HR policies affects employee performance.
4. Explore the barriers to effective communication of HR policies in AUCC.

1.4 Research Questions

The central and supporting research questions of this study are based on both theoretical and empirical literature review regarding this study. The supporting research questions of this study are:

1. What is the level of employee awareness of HR policies in AUCC?
2. What is the level of satisfaction among employees with respect to the communication of HR policies in the institution?
3. How does effective communication of HR policies affect employee performance in AUCC?
4. What are the barriers to effective communication of HR policies in AUCC?

1.5 Research Hypotheses

The statements of hypotheses to be tested in this research work are stated as follows:

H0₁: There is high level of HR policies awareness among employees of AUCC.

H0₂: There is high level of employee satisfaction with communicating HR policies in AUCC

H0₃: Effective communication of HR policies has significant and positive effect on employee performance.

H0₄: There are significant barriers to effective communication of HR policies in AUCC.

1.6 Scope of the Study

The scope of this study covers how human resource policies are communicated in the entire tertiary institutions in Ghana with the focus on the Africa University College of Communication in Accra. Both the administrative and teaching staff of the selected institution is the main subject of this research since they are the recipients and users of policies implemented by the institution. The research will also focus on the HR department since it is the sole department that implements the HR policies as formulated by the institution.

1.7 Significance of the Study

The expectation of the researcher is that, the managers of the HR department of tertiary institutions in Ghana should have a clear understanding of how to communicate HR policies to employees and how communication strategies of HR policies affect employees' performance. It is also expected that after finding out the challenges to effective communications of HR policies in the institution, managers will know how to effectively communicate HR policies in order to ensure employee satisfaction in the institution. The findings of this study will contribute to the existing literature. It will also provide the necessary guidelines to communicating HR policies effectively in tertiary institutions in Ghana. The findings will further provide relevant

information for AUCC, other tertiary institutions and relevant organizations on how to communicate HR policies effectively. In addition, the study can be used as a benchmark for future research on the same or related topics.

1.8 Chapter Outlines of the Study

Chapter One will cover the Introduction, statement of the problem, purpose of the study, objectives of the study, research questions, scope and limitations of the study, significance of the study, and organization of the study. Chapter Two will cover the literature review. Chapter three will cover theoretical framework and methodology of the study. Chapter Four will contain data analysis, presentation of findings and discussion. Chapter Five will take care of the summary, Conclusion and Recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter two of this study presents the literature review. Essentially, literature review is to identify areas of the topic that have not yet been thoroughly researched in order to fill such research gaps. This contributes to the expansion of knowledge on the subject under consideration. The chapter presents the findings of the review in relation to the research questions based on the relevant theoretical framework and empirical evidences underpinning the study. The theories and empirical proofs to be established will help in linking up the researcher's analysis to the existing literature on communicating HR policies in tertiary institutions in Ghana. For conveniences, the chapter is organized under five main headings such as: introduction; theoretical framework; empirical literature review; conceptual framework that indicates the relationship between the variables of the study; and chapter summary.

2.2 Theoretical Framework

The theoretical framework presents the relevant theories that explain the perspectives of the study.

2.2.1 Relevant Theories of the Study

The concept of effective communication of HR policies and its impact on employee satisfaction and performance has been based on several theories of which the Systems Theory, Classical and Human Relations Theory are perhaps the most frequently used. These theories describe organizational behaviour, its communication and more specifically the organizations effectiveness on communication. Essentially in this context, the theory gives the approaches

from which the researcher can use the effectual communication to measure internal performance within an organization. In view of this, much consideration will be given to the Human Relations Approach and Systems Approach since it gives a holistic view of an organization. The system theory sees the organization as a system with interrelated parts, which are connected to each other.

2.2.1.1 Human Relations Theory

Around the 1930s, Human-Relations Theory originated and introduced as a substitute perspective to the classical theory (Kreps, 1990). The theory originally was put to test by Mayo, Roethlisberger and Dickson's, which became known as the Hawthorne Studies (Roethlisberger & Dickson, 1939). The Hawthorne Studies brought to bear on four major phases namely: the illumination studies, the relay assembly test room studies, the interview programme, and the bank wiring room studies. The Human behaviour school of thought shifted from the prominence on output and work design to the interactions of individuals. Emphasis of the Human-Relations Theory dwells more on the needs of individuals in the organization, the employee's participation in decision-making and the opportunity to send and receive messages. Human Relations asserted that it is vital to determine the individual needs of organizational members and it is achieved within effective organization-worker communication.

According to Skinner, Essen & Mersham (2001), effective management communication can be best accessed through the use of communication audit. Essentially communication is fundamental in the work of human resources. The importance of the Human Relations theory is that it highlights the role of workers and social factors in the effectiveness of internal

communication and the issues such as leadership. In sum, the human relation approach deals with the interaction between management and employees, their motivation and influence on organizational events. This throws more light on what management and employees ought to do to ensure effective internal communication. This approach will help the study to examine the level of employee awareness, satisfaction and performance of effective communication of HR policies using the existing communication strategies for dissemination of HR policies in tertiary institutions in Ghana.

2.2.1.2 Systems Theory

The general system theory was originally proposed by Ludwig von Bertalanffy, a biologist in 1968 in his work, *General Systems Theory: Foundations, Development, Applications*, was sort to explain the relationship between parts and the whole of living organisms (Weckowicz, 2000). This sort provides a general analytical framework (perspective) for viewing an organization. Since then the theory has been used in academic fields such as psychology, history and physiology. Studies conducted by theorists in management studies expose a digression from the classical and human relations model. According to Booth (1986) the systems theory has more valid and applicable stance in internal communication. This is because the systems approach recognizes the role that communication plays in facilitating efficient functioning between the various components of the organizations.

In organizational communication research, some main components of the systems theory have been identified that informs how effective communication leads to employee productivity namely; wholeness, hierarchical and feedback. In systems theory, the whole determines the

character and functions of parts (Weckowicz, 2002). Wholeness refers to the interdependence of the various elements that constitute the system. This means that individual parts of a system contribute to the existence of the organization.

Conferring to Miller (2009), the concept of an organizational structure indicates that the relations within an organism are systematized by order of hierarchy rules. In this regard, components of the main systems are designed into subsystems; making up the whole system, which itself operates within a larger environment. According to Miller (2009), feedback enables decision makers in the organization to strategize to be on top of issues thereby building network relationships. Conferring to Salem (1999), the systems theory operates from primary principles of inter-relatedness and interdependence, it can be said that the same basic principles form the basis from which communication audit occurs. AUCC has a hierarchical structure with the various sections functioning as a whole structure and all the staff working towards a common goal. The systems theory is therefore appropriate for this study. In view of this, the researcher would study to examine the level of employee awareness, satisfaction and performance of effective communication of HR policies using the existing communication strategies for dissemination of HR policies in AUCC. The University comprises different sections and in order to achieve organizational goals, these sections or departments need to work together in order to achieve these goals. This means that, there should be effective communication of HR policies between the management and staff of AUCC to achieve these goals.

2.2.2 Review of Concepts and Key Issues

The key concepts defined in this study are communication, effective communication, human resource policies, and employee awareness of HR policies. Others include employee satisfaction, and employee performance. Many contemporary authors have defined these concepts in diverse ways to give the true reflections and meanings of what the concepts intend to portray.

2.2.2.1 Communication

The concept of communication has been defined differently by writers based on their philosophical inclinations and mode of analysis. This presupposes that communication as a concept is abstract and, like every concept or word have multiple meanings (Chukwuka, 2015). From the view point of a layman, communication is basically the transfer of a message from one person to another. In this regards, Ntara (2023) defined communication as an “actionable transfer of information from one person, group, or place to another by writing, speaking, or using a medium that provides a means of understanding”. It is emphasized that every communication consists of a minimum of one sender, a receiver, and a message (Ntara, 2023). The transmission of a message from sender to recipient risks being affected by many things because communication impacts how people interact. These include the location, medium used to communicate, the cultural situation, and the emotions involved. However, communication helps people to interact and share various aspects of life (Darwis et al., 2021).

According to Louis A. Allen as cited by Vaught (2020), “communication is the sum total of all the things that a person does when he/she wants to create an understanding in the mind of another. It involves a systematic and continuous process of telling, listening and understanding”

(Vaught, 2020). For Fred G. Meyer, “communication is the act of making one’s ideas and opinions known to others” (Sharma, 2017). In the views of Theo Haimnan, as established in the write-up of Afewerk (2024) “communication is the process of passing information and understanding from one person to another...It is the process of imparting ideas and making oneself understood by others” (Afewerk, 2024; Sharma, 2017). In an administrative context, the term communication has been defined by William G. Scott as, “a process which involves the transmission and accurate replication of ideas ensured by feedback for the purpose of eliciting actions which will accomplish organizational goals” (Afewerk, 2024).

According to the perspectives of HR professionals, communication is a two-way process that involves top-down dissemination of HR plans and bottom-up questions from employees. To them, when communication flows freely, employees enjoy a clear understanding of their benefits while HR managers take in feedback on how effectively HR programmes are working (Postelnvak, 2024; Vdovin, 2022; Vaught, 2020). For Vdovin (2022), HR communication is a process that involves information being sent from HR to employees and from employees up to HR. Free-flowing communication will give employees a clear understanding of priorities while HR will be able to gather feedback. It is further established that communicating HR policies with employees is an integral part of all human resources management functions (Messmer, 2008). In the opinion of Postelnvak (2024), HR communication is the process of exchanging information between human resources teams and company employees, new recruits, job seekers, and other stakeholders. HR communication can cover a wide range of topics from job openings, employee training, and workplace policies (Postelnvak, 2024).

2.2.2.2 Effective Communication

There is an effective communication when a satisfactory effect is resulted from intentional or unintentional information sharing (Richards, 2019). This information when encoded by a manager is interpreted between various entities and emulated on it in a desired manner (Richards, 2019). Nevertheless, if the effect of the message that arises is not blocked during the communication process, then, it is believed that effective communication serves the purpose for which it was intended (Rampton, 2017). Whenever the desired effect is not succeeded, factors such as communication barriers are explored with the aim to discover how the communication has been ineffective (Ogea, 2023). Conferring to some studies, communication is effective when the following considerations are arrived at; understanding, compatibility, display of positive behaviors, smoothness of communication, positive outcomes, positive non-verbal communication and adapting of messages communicated (Ainobushoborozi, 2013; Ogea, 2023; Robbins et al., 2010).

Effective communication ensures that issues such as promotion, demotion, and other means of severance employed by managements on employees will be conveyed in a fair, open and transparent tone and nature (Chukwuka, 2015). Another relevance of effective communication is the increase of motivation among employees in an organization (Rampton, 2017). Motivation here is seen as a situation where an individual feels that work is sometimes good, fulfilling, satisfying, and capable of development in all ways and these feelings can only be achieved through effective communication (Konya, 2022). Good interpersonal communication among workers creates a sense of belonging among workers. When there is communication with a

personal touch between senior and junior workers, between managers and subordinates, some barriers are broken up and this makes junior workers more interested in their jobs (Onah, 2003).

2.2.2.3 Human Resource Policies

Basically, policy is a deliberate system of guidelines to guide decisions and achieve rational outcomes (Office Publications, 2024). On the other hand, a policy is a statement of intent and is implemented as a procedure or protocol (Voican, 2008). For Kamath (2020), policy is a structured statement of rules and regulations, which must be adopted by a governance body within an organization. Policies can assist in both “subjective” and “objective decision-making”. Policies used in subjective decision-making usually assist senior management with decisions that must be based on the relative merits of a number of factors, and as a result, are often hard to test objectively, e.g. work-life balance policy (Gade, 2023). Moreover, governments and other institutions have policies in the form of laws, regulations, procedures, administrative actions, incentives and voluntary practices. Frequently, resource allocations mirror policy decisions.

In the context of human resource management, HR policy can be defined as a set of rules designed to organize the management of a company’s human resources (Aurore, 2024; Anderson, 2014). HR policy covers all areas related to human resources such as: work organization; recruitment; compensation; training; leave; dismissal; and so on (Aurore, 2024; Pravin, 2010). HR policies on the other hand are continuing guidelines on the approach the organization intends to adopt in managing its people. It is the formal rules and guidelines that businesses put in place to hire, train, assess, and reward the members of their workforce (Anderson, 2014). They define the philosophies and values of the organization on how people

should be treated, and from these are derived the principles upon which managers are expected to act when dealing with HR matters (Armstrong, 2002). HR or employment policies help to ensure that when dealing with matters concerning people, an approach in line with corporate values is adopted throughout the organization (Armstrong, 2002).

Having policies written is important so that it is clear to all what the policies are and that they are applied consistently and fairly across the organization (Anderson, 2014). There are many written policies that applied to the organization, as it follows discipline policy, written procedures, and written instruction (Sharma, 2009). The written procedures and instruction are given in a special importance moments. In this regards, good standing organizations ensure that they don't violate any of their policies. Once policies are in place, the organization must focus on planning for acquiring and placing employees on the job and making necessary adjustment (Putti, 2015; Hubbartt, 1993).

2.2.2.4 Employee Awareness

Employee Awareness refers to the level of knowledge and understanding that employees have regarding emergency procedures, their roles, and responsibilities in the workplace (Kato & Charoenrat, 2018). According to Kamath (2020), every employee should be aware of the company's policies and procedures. If they are clear about objectives, principles, ethics they will be able to better connect themselves with the organization. It is extremely important to ensure that employees are aware of the specifics of company policies. For example, awareness of benefits packages can be an important attraction and retention tool for many organizations. In the meantime, if employees do not remember and abide by policies on sexual harassment training,

non-disclosures and non-participation agreements, legal issues may arise along the way. It informs employees not only of the expected behavior of the workers at the workplace, but also of the benefits available to them. Equipped with this knowledge, employees can make better decisions and potentially save the business legal problems along the way, while also ensuring that they don't leave the company because they're in business (Kamath, 2020).

2.2.2.5 Employee Satisfaction

Employee satisfaction also known as job satisfaction can be defined as the level of satisfaction an employee experiences in his/her job (Alig, 2023; BasuMallick, 2021). Employee satisfaction acts as the main motivation for the employee to work productively. It is not temporary feeling which following by short term goals, but it's the great relationship between employer and employees. When the job satisfaction is one of the positive sides of the employee's role, the individual will be able to provide their contributions toward the success of the job (Alig, 2023). In addition, employee satisfaction leads to the frame of thinking where the employee will be confident and comfortable to find more opportunities to show his talents and skill which lead more challenging tasks and responsibilities, thus its end up with the increasing pay and other relevant recognitions (Setyowati, 2020).

Employee satisfaction on the other hand can be referred to how happy and fulfilled employees are with their jobs, encompassing their overall experience and contentment with their roles and the organization (Fabi, Lacoursière & Raymond, 2015). It is a key metric for gauging the overall health of an organization, often measured through regular surveys. While employee satisfaction is crucial for retention, it differs from employee engagement, which is more directly linked to performance and passion for work (Fabi et al., 2015). High satisfaction ideally combines both

tangible factors like compensation and intangible elements like recognition and leadership. Balancing these can prevent a workforce from becoming complacent or highly engaged but seeking better opportunities elsewhere (Fabi et al., 2015).

Employee satisfaction is described by Haider et al. (2015) as the feeling of being contented by the demands that a worker needs regarding physiological, self-esteem and appreciation. Often it is associated with HR policies coupled with motivation and jobs design since these elements determine the level of job satisfaction that an employee at any given job place get.

2.2.2.6 Employee Performance

Performance comes from the word job performance or actual performance which means work performance or actual achievement achieved by someone. Definition of performance (work performance) is the work quality and quantity achieved by an employee in carrying out his function in accordance with the responsibilities given to him/her (Astuti & Dharmadiaksa, 2014). Performance, according to Al Mehrzi and Singh (2016) is the result or level of success of a person as a whole during a certain period in carrying out tasks compared to various possibilities, such as work standards, targets or predetermined criteria that have been mutually agreed upon. Furthermore, Yang et al. (2016) state that performance is basically what employees do or do not do. Performance management is the entire activity carried out to improve the performance of a company or organization, including the performance of each individual and work group in the company. According to Shmailan (2016), employee performance is an action taken by employees in carrying out the work of the company. Performance in carrying out its functions is not independent, but always relates to employee job satisfaction and the level of reward given, and influenced by individual skills, abilities, and traits.

Further indications established that the contribution of employees on the job is the most important factor for development and excellence in the organization (Korkaew & Suthinee, 2012). Rich et al, (2010) identified two types of employee performance for organizational effectiveness: task performance and contextual performance. Task performance refers to behaviors that are directly involved in activities that provide indirect support for the organization's core technical processes (Borman and Motowidlo, 1997). These behaviors directly relate to the formal organization reward system. On the other hand, contextual performance is defined as individual efforts that are not directly related to their main task functions (Werner, 2000). However, these behaviors are important because they shape the organizational, social, and psychological contexts serving as the critical catalyst for task activities and processes.

The performance of employees on different jobs in close coordination is needed for success of the organization (Macey & Schneider, 2008). Employees are performing different jobs in an organization depending upon the nature of the organization. They mainly perform tasks like production, storage, manufacturing, transportation, marketing, purchasing, distribution, promotion of business, finance and accounting, human resource, research and public relations (Borman & Motowidlo, 1997). All these activities are interrelated to achieve the targets. These are to be performed by the employees properly so they can give their best output at the job. This will have great impact on the total production and progress of the organization. Various factors like skills, training, motivation, dedication, welfare, management policies, fringe benefits, salary and packages, promotion, communication etc. are responsible to encourage the people to work sincerely and give their best output (Korkaew & Suthinee, 2012). The importance of employees'

performance must be understood by the management and sincere efforts must be put in that direction.

According to Korkaew and Suthinee (2012), advantages of higher performance in an organization include: (a) The productivity of individual on job increases; (b) Employee gets job satisfaction at the job; (c) Involvement of employees in their jobs increases; (d) A sense of commitment and loyalty among employees develop; (e) Employees get higher salaries and incentives on production basis; (f) Quality and quantity of the total production increase; (g) Good will of the organization goes high etc.

For performance to improve requires the effective management of continuous development addressing the core competencies of the organisation and the capabilities of individuals and teams (Monappa, 2008). Besides, management can set performance dimensions when hiring an employee, during his/ her performance review, during strategic planning or at the start of a new project (Bruce & Pepitone, 1999). It is crucial that employees know what is expected of them, their role as part of the group and the organization, what is considered unacceptable performance and what they have to do to reach the management's standard of performance and these can be achieved through effective communication of HR policies (Fuertes et al., 2020; Rothwell, 1999). Contemporary trends in human resource management show that within the dimension of skills and abilities, there are several criteria which may be applied depending on the nature of work assignments (Jiang et al., 2020; Mathis & Jackson, 1994).

2.2.2.7 Policy Communication

Policy communication is the process of sharing information about policies in a way that is effective and persuasive (Quy & Ha, 2018). It involves combining data and evidence with

stories, values, and emotion to create a narrative that is clear and actionable. The language used should be concise, understandable, and stimulating. Notwithstanding this definition, effective policy communication is important because it helps the public understand and implement policies. It is also an important variable in policy making (Fawzi, 2018).

Canary, May, Rinehart & Barlow (2018) established that a public policy will run effectively if the public takes part in the policy-making process. Public opinions need to be heard from the time the policy starts to be developed. Public participation constitutes a part of communicating the policy. Canary et al. (2018) further added that poor communication makes policies ineffective. However, policy communication to the public needs time and has to be conducted efficiently. Good and efficient policy communication will make the public understand and able to implement the policy.

In the view of Fawzi (2018) communication is one of the important variables in policy making. Other variables include public consultation, public contribution in the development of the policy content and public understanding on the benefits of the policy. These indicators are compiled in a questionnaire and addressed to respondents who are the members of the community who will be affected by the policy (Quy & Ha, 2018). Nevertheless, continuation of policy communication process should be backed up by sufficient resources, such as human resources, funding, and equipment. These resources are needed to communicate and implement policies down to the grass root level (Weible, 2014).

Policy communication process is to further ensure that policy research focuses on public issues that are currently of concern to the public. Research should be designed to help identify public issues correctly in the process of policy formulation, implementation, analysis, and evaluation. Pragmatic research methods and designs can provide objective results in the form of field data

and information about public issues (Canary, May, Rinehart & Barlow, 2018). Support of data and information related to policies can improve and upgrade the quality of public policies, as well as that of policy analysts. Public policy research prevents decision makers and policy analysts from working without accurate and objective evidence (Canary et al., 2018).

2.3 Empirical Review

2.3.1 Employee Awareness Level of HR Policies

The study of Tong, Tak and Wong (2015) established that awareness of HR policies ensures job security since they show reality concerning the work of employee, hence affect job performance which in turn is owing to job satisfaction. An employee works harder when he or she is aware that the policies put in place by HR are in favor of his job security. Besides, democratic decision and formulated policies by HR tend to make employees aware of what is required of them than coming up with policies and regulations that tend to be autocratic and ambiguous that employees are not fully aware of (Tong et al., 2015). Based on this review it can therefore be hypothesized that:

H01: There is high level of HR policies awareness among employees of AUCC.

2.3.2 Employee's Level of Satisfaction with Communication of HR Policies

The findings of Kundu and Gahlawat (2015) revealed that job satisfaction is indeed dependent on HR policies and they could be the core factors urging employees to work hard and attain the set and desired organizational goals. Job satisfaction arises when workers are fully aware of the policies created by HR coincide with both organization and individual employee goals. They help workers to be aware of their working environment since the work setting affect satisfaction

of employee when it is proper and meet the global standards that will motivate them to increase their productivity, be happy with their jobs, hence satisfaction .

In sum, it is true that employees will put forth unrestricted efforts if proper policies are communicated to them by HR and given support by motivation through compensation system associated with suitable performance management system that workers are fully aware of and appreciate (Wafula, 2020). Currently, organizations are encountering volatile working environment characterized by possession and optimization of HR. HR being valuable and scarce are considered to be strategic arsenal an organization has which cannot be emulated by its rivals, thus the success of an organization and employee job satisfaction on proper policies (Kundu & Gahlawat, 2015; Wafula, 2020; Tong et al., 2015).

The study of Umer, Khalil and Shirwani (2016) investigates the influence of HR policies and practices on the motivation of employees in private schools in Karachi using the statistical tool of “partial least square structural equation model” (PLS-SEM). The findings established that employee satisfaction, compensation, fair job appraisal, employee recognition and employee empowerment have a positive and significant relationship with the employee motivation, concluding that these factors of HR policies motivate employees. The result of the study by Singh (2014) reveals that, impact of human resource policies on employee job satisfaction reflects that human resource policies is in reality a foundation of human resource practices and an imperative management practice to develop competitive advantage.

Syallow (2019) sought to examine the role of organizational communication on employee job satisfaction in the telecommunication industry in Kenya. The research was informed by the enactment theory of organizational communication and the framing in organizations theory. The research used a descriptive research design. Purposive sampling was used to collect qualitative

data from 18 top-level management employees. The study concluded employees in the telecommunication industry in Kenya are aware of what organizational communication entails. The study recommended that management should strive to ensure that the nature of the information they pass to employees produces a cohesive corporate identity by increasing employees' knowledge about the overall organization's philosophy and its strategies which brings job satisfaction and commitment. The study also recommended that managers and supervisors at the telecommunication industry in Kenya should encourage vertical, horizontal and diagonal communication to improve task-related processes, periodic reports concerning departments and individual performance cutting across the organization. This will help in equipping them with the knowledge that will be used extensively. With these reviews in place, it can therefore be hypothesized that:

H0₂: There is high level of employee satisfaction with communicating HR policies in AUCC

2.3.3 Effects of Effective Communication of HR Policies on Employee Performance

Effective communication of HR policies can encourage employees to improve their work environment and productivity through positive contributions (Syallow, 2019). Antony (2013) conducted a study which examined the impact of effective communication on labour productivity in civil engineering projects at Kampala Central division. A measure of the existing relationship between effective communication and labour productivity, and other explanatory variables included work duration spent in a company, educational qualifications, timely information on changes at work, cooperation at work and adequate training provided to employees. It was discovered that asking for clarity in communication and timely information about changes affecting work are meaningful to labour productivity. Also, to achieve the targeted productivity

level, managers should confirm clarity or understanding of instructions, provide enough training to employees, make sure cooperation at work exists by providing incentives and finally, develop a good communication plan for timely information delivery on changes affecting work.

A recent Gallup study according to Quilty (2024) found that 75% of business leaders believed their team struggled with effective communication. Above that, almost 50% of employees and 53% of managers suffer from communications overload as companies try to keep them informed through continuous emails, alerts, and meetings (Quilty, 2024). On the other hand, the study further established that organizations that improve communications may increase their productivity by 23%, which could contribute to \$1.3 trillion potential revenue annually.

The study of Armstrong (2006) noted that a good two-way communication is required so that management can keep employees informed of the policies and plans affecting them, and employees can react promptly with their views about management's proposals and actions. The findings further established that effective management is very much about communicating management's intentions to employees and making sure that they understand how they will be affected. In the findings of Lourenco (2009), regularly communicating HR policies that spell out accepted codes of conduct and define breaches such as harassment and bullying build a better defence for the employer makes it less likely for an employee to say in their defence that what they were doing was wrong. Given the above stated findings as reviewed, it is therefore hypothesized that:

H03: Effective communication of HR policies has significant and positive effect on employee performance.

2.3.4 Barriers to Effective Communication of HR Policies

The findings in one of the studies conducted by Vdovin (2022) established that when HR communication is lacking, employees may not fully understand their responsibilities and job priorities. It further established that when employees don't have the information they need to align the work they do with the company's overall business goals, the organization may fail to reach its objectives. The findings again noted that a comprehensive HR communications strategy is necessary to let people know about the HR strategy. It outlines the information that the communications department, in coordination with HR, will disseminate to an organization during a defined period of time. Without effective communication in human resources, staff, supervisors, and department heads may be confused about, or may not know about, certain HR policies and functions.

Ijje and Iyoriobhe, (2020) did a review on effective communication in human resources management using descriptive research method to analyze related literature and then discovered that managing human resources could be problematic if effective communication and channels of information are not observed and respected. It recommends among others the adoption of result communication principle as a panacea that can help the organization improve their HR communication.

The findings of several studies on communication of HR policies have noted that among the most common challenges in communicating HR policies and procedures is the use of complex and inconsistent language that employees cannot easily understand and follow (Khan, 2023; McMenemy, 2024; Singh, 2014; Montezana, 2023; Malik, 2022). According to them HR policies and procedures often involve legal, technical, or jargon terms that may confuse or intimidate employees. To avoid this, they suggested that one need to use plain language that is

concise, accurate, and friendly. They emphasized that unnecessary words, acronyms, or abbreviations that may create ambiguity or confusion should be completely avoided.

One of the most common barriers to communicating HR policies and procedures according to the findings of Miskin and Dongarkar (2022) is the use of complex and inconsistent language that employees cannot easily understand and follow. The findings emphasized that HR policies and procedures often involve legal, technical, or jargon terms that may confuse or intimidate employees. The use of plain language that is concise, accurate, and friendly was recommended. It is suggested that stakeholders should avoid unnecessary words, acronyms, or abbreviations that may create ambiguity or confusion. It is further suggested that examples, scenarios, or visuals to illustrate points to make them more concrete and relatable should be used (Miskin & Dongarkar, 2022).

HRbrain.ai (2024) did a study on the topic “effective communication in HR: Overcoming barriers”. It found that a large multinational technology company was struggling with communication barriers between its corporate HR department and regional HR teams across Europe, Asia, and the Americas. The Key barriers found included: Delayed or unclear dissemination of new HR policies and procedures; lack of channels for regional teams to provide feedback or ask questions; and corporate directives perceived as out-of-touch with local realities.

Multiple studies revealed that when employees feel well-informed by HR, they tend to be more engaged, productive, and satisfied at work (HRbrain.ai, 2024; Singh, 2014; Khan, 2023; McMenemy, 2024). One of the studies cited an example of a survey conducted across 300 large organizations found that only 17% of employees rated their HR department's communication as "very good" (HRbrain.ai, 2024). Similarly, another study of Fortune 500 firms showed that

companies focused on transparent, consistent HR communication had 31% higher employee retention rates and 24% higher profitability margins on average. The data confirms that in both HR and management communication, the quality truly impacts the bottom line (HRbrain.ai, 2024). On the bases of these reviews, it is hypothesized that:

H04: There are significant barriers to effective communication of HR policies in AUCC.

2.4 Conceptual Framework

According to Figure 2.1, the study's conceptual framework was created by the researcher using considerable knowledge gleaned from theories and models of communication and human resource management (e.g von Bertalanffy, 1968; Weckowicz, 2000; Booth, 1986; Miller, 2009; Salem, 1999; Kreps, 1990; Roethlisberger & Dickson, 1939). The conceptual framework, according to Brunswick (2009), is a diagrammatic representation of variables and how they interact to achieve the goals of the study. This framework's underlying premise is to identify the connections between HR policies, communication of HR policies, and effective communication variables and the effects these variables have on awareness, satisfaction and performance of employees in AUCC. This study's conceptual framework is made up of independent and dependent variables as illustrated in Figure 2.1. For the purpose of clarity, the terminologies such as variable, independent variables, and dependent variables as associated with this conceptual framework are explained in details as follows:

2.4.1 Variable

A variable is an important element of research. It is a characteristic, number, or quantity of any category that can be measured or counted and whose value may change with time or other

parameters (Sreekumar, 2024). Variables are defined in different ways in different fields. In the field of research and statistics, variables are of different types such as: Independent; dependent; quantitative (discrete or continuous); qualitative (nominal/categorical, ordinal); intervening; moderating; extraneous; confounding; control; and composite (Kaliyadan & Kulkarni, 2019). However, in this study the focus will be on independent and dependent variables.

2.4.2 Independent Variables

An independent variable in research is a variable that stands alone and is not changed by the other variables one tries to measure (McLeod, 2023). For instance, someone's age or gender can be an independent variable. Other factors (such as what they eat, how much they go to school, how much television they watch) are not going to change a person's age or gender. In fact, when one is looking for a kind of relationship between variables one is trying to see if the independent variable causes a kind of change in the other variables, or dependent variables (McLeod, 2023; Sreekumar, 2024). In this study the independent variables as established by the given conceptual framework includes: HR policies; communication of HR policies; and effective communication of HR policies.

2.4.3 Dependent Variables

Just like an independent variable, a dependent variable is exactly what it sounds like. It is a variable that depends on other factors (Kaliyadan & Kulkarni, 2019). For instance, a test score could be a dependent variable because it could change depending on several factors such as how much one studied, how much sleep one got the night before one took the test, or even how hungry one was when one took the test. Usually when one is looking for a relationship between

two things one is trying to find out what makes the dependent variable change the way it does (Sreekumar, 2024; Kaliyadan & Kulkarni, 2019). The dependent variables for this study as established in the given conceptual frame include: employee awareness; employee satisfaction; employee performance; and barriers to effective communication of HR policies.

INDEPENDENT VARIABLES

DEPENDENT VARIABLES

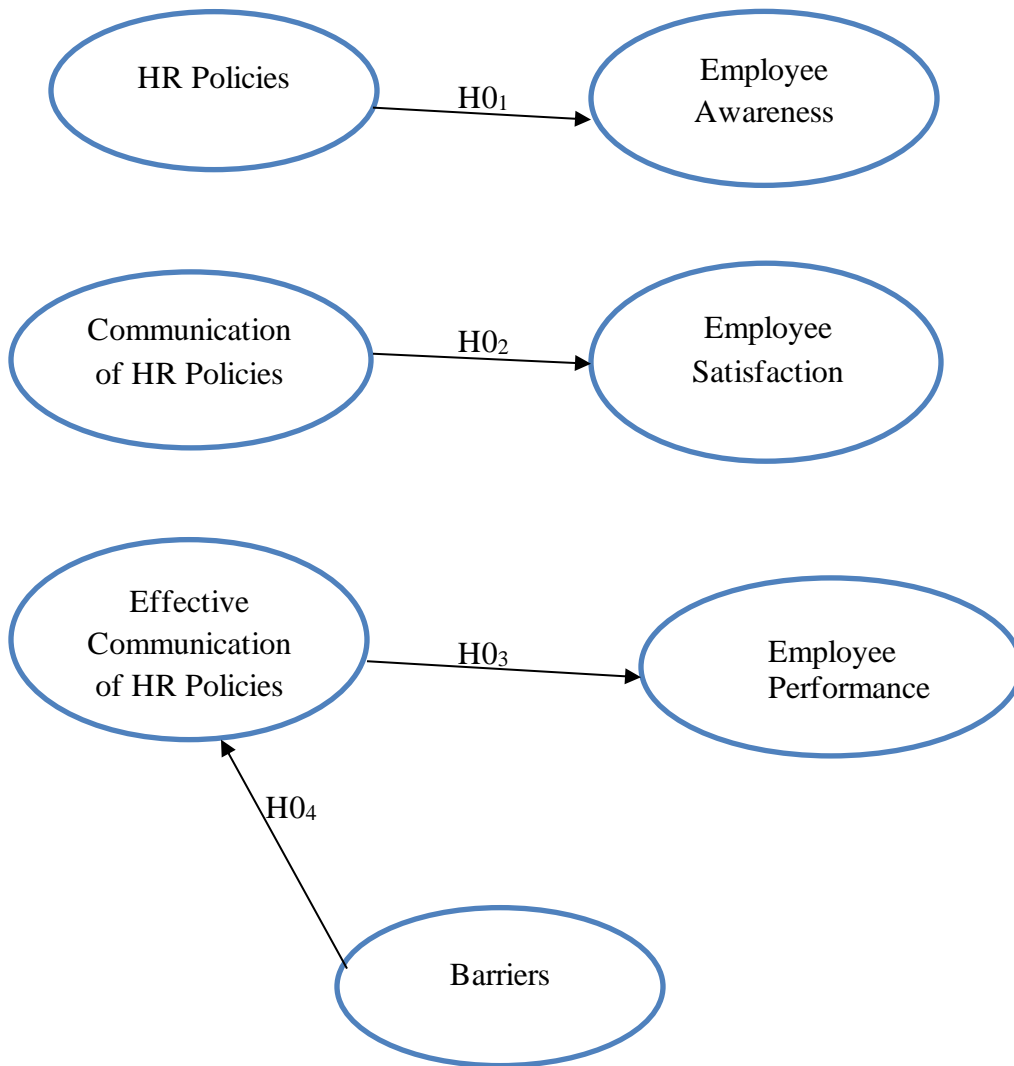


Figure 2.1: Shows the Conceptual Framework for the Study

Source: Researcher’s own Design (2024).

The statements of hypotheses to be tested in this research work are stated as follows:

H0₁: There is high level of HR policies awareness among employees of AUCC.

H0₂: There is high level of employee satisfaction with communicating HR policies in AUCC

H0₃: Effective communication of HR policies has significant and positive effect on employee performance.

H0₄: There are significant barriers to effective communication of HR policies in AUCC.

2.5 Chapter Summary

The pertinent literature on the study's subject and stated objectives has been summarized in this portion of the study. The information that has been gathered so far has all come from academic books, articles, journals and various educational data bases and websites. The next section of the study presents the research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The details of the research methodology of this study is presented in this chapter to establish the research approach, research design, study setting, study conclusion, and population. Others include sample and sampling technique, data collection instruments, validity and reliability, and data collection procedures. It further includes data handling and analysis, ethical considerations/issues, and finally concludes with a chapter summary.

3.2 Research Approach

Research approaches are plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. Basically, there are two main approaches to research, which are quantitative and qualitative (Church & Rogers, 2015). A third research approach/strategy is the mixed method, i.e., the use of both quantitative and qualitative research strategies/approaches in one study, it is commonly known as the mixed method.

The quantitative approach involves the generation of data in quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid fashion. The qualitative approach on the other hand is concerned with the subjective assessment of attitudes, opinions and behaviour (Saglam & Milanova, 2013). Research in such a situation is a function of researcher's insights and impressions. Such an approach to research generates results either in non-quantitative form or in the form which is not subjected to rigorous quantitative and analysis (Blaikie, 2010).

Given the nature of this research, quantitative approach was used. This method was deemed appropriate because it collects data that was reliable from different sources, using numbers, figures, chart, tables and other diagrams (Thamhain, 2014). Another reason was that, quantitative method is a well-organised approach to gather information most importantly in a large number of individuals. It also helps researchers to achieve meaningful research findings (Thamhain, 2014; Easterby-Smith et al., 2012:97). Another advantage was that quantitative data is useful for generalisation of research results (Saglam & Milanova, 2013; Church & Rogers, 2015). Again, this approach was chosen because it was more practical and suitable to investigate the phenomena under consideration instead of just perceiving and clarifying the phenomena as Mitchell and Jolley (2007) stated. The mixed method approach was not considered for this research since this study was purely statistical and numeracy in nature by focus.

3.3 Research Design

The bases of any quality project work are usually influenced by the nature of the research design. Research design is basically the strategy of shaping the research to include the entire process of the study from the problem conceptualization to writing the research questions, data collection, analysis, interpretation and report writing (Creswell, 2007; Thamhain, 2014). It also provides the outline for the data collection and analysis and later indicates the appropriate research methods (Thamhain, 2014). The common, useful purposes and main aims of research are description, exploration and rational explanation based on data (Creswell, 2007).

In this study, a descriptive research design was chosen, because it thoroughly described the characteristics of the population under study. This design suits best because Easterby-Smith, Thorpe and Jackson (2012) were of the view that a descriptive research is designed to provide a

picture of a situation as it naturally happens. It may be used to justify current practice and make judgment and also to develop theories. It also describes a phenomenon that provides a clear answer of who, what, when, where, why, and way (W⁶) of the research problem where data is collected through a questionnaire survey, interviews or observation(s) (Easterby-Smith et al., 2012).

3.4 Study Setting

The selected setting for this study was the African University College of Communications (AUCC), a private tertiary institution located on Discovery House, No.2 Jones Nelson Link, off Kojo Thompson Road at Adabraka in Accra, Ghana. The college is for the study and teaching of journalism, information technology convergence, communication studies, business, African Studies, providing opportunities for advanced learning, and practical and professional training for the rapid growth and development of Africa (AUCC, 2013). The university admitted the first batch of Diploma students for its Communication Studies programme in 2002, and was formally accredited as a tertiary institution by the National Accreditation Board (NAB) of Ghana in 2004. The college was formerly known as the Africa Institute of Journalism & Communications (AIJC) established in 2002 by Kojo Yankah, former editor of the Daily Graphic, Ghana's widest circulation newspaper. He also served as the Director of the Ghana Institute of Journalism for nine years, seven years as Minister of State, and eight years as Member of Parliament.

In 2007, the institute received another approval from the NAB to offer Bachelor of Arts degree courses and became known as the African University College of Communications (AUCC) becoming the first university in Africa to offer journalism and communication studies as its flagship. In 2010, AUCC was again granted accreditation by NAB to offer Bachelor of Science

degree courses in Business Administration. The School is affiliated with the University of Ghana for the award of its degrees and with the National Board for Technicians Examinations (NABPTEX) for the award of its diplomas (Centre for African Studies, 2024).

The university has established several research centres and institutions to offer opportunities for continuous learning to its students as well as interested members of the general public. These include: Kwabena Nketia Centre for African Studies; Ama Ata Aidoo Centre for Creative Writing; the Centre for Innovation and Creativity; and the Business Centre (AUCC, 2013). On the other hand, the Sam Quaiocoe Library is the main library of the African University College of Communications located on the ground floor of the AUCC campus main building. The library's collections include about five thousand books, CD's, tapes and impressive holdings of rare books, prints and archives (AUCC, 2013). The library is also preparing to offer access to extensive electronic resources (AUCC, 2013). The Library is the nerve centre for academic work in the university. All academic related functions such as teaching, research and learning find their support-base in the library, where all types of documents are organised for easy access to members of the university community (AUCC, 2013).

The AUCC has been rated as a centre of excellence in media and communication studies by United Nations Educational, Scientific and Cultural Organization (UNESCO). In March 2012, a joint radio programme by Level 300 students of the AUCC and their counterparts in Simmons College in Boston, USA, won the “Most Innovative Programming in College Radio” award in New York, USA.

The African University College of Communications currently has the following affiliations with these universities: University of Ghana, Legon Ghana; University of Education, Winneba Ghana; Ghana Institute of Management and Public Administration, Ghana; Clark Atlanta University,

USA; Morehouse College, USA; the University of Maryland Eastern Shore, USA; Ohio University, USA; Howard University, USA; and College of Bahamas, North America. In addition, the AUCC is affiliated to institutions such as the UNESCO, World Bank, Mo Ibrahim Foundation, the Africa2Green International and the Voice of America (VOA). The Business School of AUCC collaborated with a consultancy firm named Knowledge Innovations to equip professionals with knowledge in FinTech by the use of online training.

3.5 Study Population

A study population on the other hand, is the subset of the target population known as the accessible population (Shaughnessy, Zechmeister & Zechmeister, 2006). It is from the study population that researchers mainly gather their samples for their studies (Nwana, 2008). The study population for that matter, the AUCC was made up of administrative and academic divisions, which were strategically defined to include management, senior and junior staffs and lecturers. Currently, the college operates with 55 administrative staff, and 60 academic staff totaling 115 staff (AUCC, 2024).

The selected population for this study was appropriate most especially because administrative sections which included HR units of organizations are usually formulators and implementers of organizational policies mandated to ensure the efficient performance of both employees and the organization. As part of their mandate, they were to communicate HR and other organizational policies to the work force in order to make them realized the goals of the organization. The study population was also appropriate because it was made up of tutors and lecturers who impact knowledge in the area of business administration and communication studies to students. They were also well informed about the issues of communication of HR policies in the college.

Therefore, to choose AUCC as the study population to facilitate the needed data to address the research topic “communicating HR policies in tertiary institutions in Ghana”, was therefore considered appropriate.

3.6 Sample and Sampling Technique

In this study, random sampling method was used to select the required sample size of the study. Random sampling method was used because it is a probability sampling technique, which gives each element of the population an equal chance of being included in the sample (Thamhain, 2014). This method was closer to a true representation of the population. This sampling technique enables sampling errors to be easily estimated (Shaughnessy et al., 2006).

3.6.1 Sample Size Determination

The stated formula was used to determine the sample size of this research study (Scott, 2013).

$$\text{Sample Size} = (Z\text{-score})^2 \times \text{Std. Dev.} \times (1\text{-Std. Dev.}) / (\text{margin of error})^2$$

Where

$$Z\text{-score} = 90\% \text{ gives a confidence level of } (1.645)$$

$$\text{Std. Dev.} = 0.5$$

$$\text{Margin of error (confidence interval)} = \pm 9\%$$

$$\text{Sample size} = [(1.645)^2 \times 0.5(1-0.5)] / (.09)^2$$

$$= (2.706025 \times 0.25) / 0.0081$$

$$= 0.67650625 / 0.0081$$

$$= 83.5 \approx 84$$

Therefore 84 respondents were needed as the sample size for the study. Therefore determining the sample size of each staff grouping of the population the study employed proportional allocation where each sample size was given as follows:

$$n_i = \frac{P_i}{P} \times \frac{n}{1}; i = 1, 2, 3, \dots, \dots, \dots, \dots, \dots, \dots, \dots, \dots, \dots, 9$$

P_i = the population of staff under every staff category.

P = Total population under study.

n = Total sample size of the study.

n_i = Total sample size of each staff category.

$$n_1 = \frac{50}{115} \times \frac{84}{1}$$

$$n_1 = 37$$

This calculation was therefore repeated for the remaining two staff categories to obtain the total sample size of 84 as illustrated in Table 3.1. Therefore the sample size for the study was made up of 37 non-teaching staff, 34 teaching staff and 13 other staff of the AUCC. According to Sudman (2009) if descriptive statistics were used, e.g., mean, frequencies, then nearly any sample size could suffice. He further added that an adjustment in the sample size may be needed to accommodate a comparative analysis of subgroups. Another consideration as stated by Sudman (2009), suggests that a minimum of 100 elements was needed for each major group or subgroup in the sample and for each minor subgroup, a sample of 20 to 50 elements was necessary. This consideration was also not farfetched from what Kwabia (2006) stated in his book “Elements of Social Statistics” that in a small scale research in which a sample size of 30 to 40 respondents is required is considered sufficient.

Table 3.1: Sample Size Determination

Staff Categories	Staff Population	Sample Size of Population	Total Sample Size
Non-Teaching Staff	50	36.5	37
Teaching Staff	47	34.3	34
Other Staff	18	13.1	13
Total	115	83.9	84

Source: Field Data, 2024

3.7 Sampling Procedure

In every scientific research study, a suitable sample size must be met to ensure a degree of accuracy and significant associations or connections (Omair, 2014). Therefore, to choose the required sample size of 84 employees randomly from the AUCC's entire workforce of 115 employees, numbers were assigned to the various names on the sample frames obtained from the HR department. The same numbers were written on pieces of paper, put into a basket and thoroughly mixed up to obtain the required number of staff allotted for each category of staff for each section. This process was carried out to select the required sample size of 84 respondents. These selected respondents were the only legitimate respondents that answered the questionnaires. However, this sample size was chosen because the study was a small scale research in which a sample size of 25 to 40 respondents was considered sufficient (Kwabia, 2006).

3.8 Data Collection Instruments and Procedures

Structured questionnaire was the appropriate data collection instrument employed in this study to solicit information from the respondents because it offers sufficient flexibility to approach

different respondents differently while still covering the same areas of data collection (Bryman & Bell, 2014). The data collection instruments on HR policies awareness; employee job satisfaction; employee performance; and barriers to effective communication were adopted and modified to conform to the objectives of the current study. The questionnaires as adopted and modified were divided into five parts with the first part containing demographic information (classification), while the remaining four parts contained close-ended questions set on the objectives of the study and were operationalized through item-based of five-point Likert-type of response scale, where the ratings on HR policies awareness, employee job satisfaction, employee performance, and barriers to effective communication variables ranged from 5=strongly agree; 4=agree; 3=neutral; 2=disagree; and 1=strongly disagree.

The modified instruments was therefore used to solicit information from the total sample size of the 84 teaching and non-teaching staffs by sharing to them the questionnaires through the help of the HR administration based on the sample frame of the organization. Respondents were given two to three weeks to respond to the questionnaires. Respondents were reminded after every week through emails, as well as the telephone. High response rate of gathering questionnaire was expected since the three weeks maximum period given to the respondents to complete the questionnaires was considered sufficient.

3.9 Validity and Reliability

Generally, research validity issues are concerned with the gathering of sound evidence to show that the interpretation of the results aligns with its intended use (Creswell, 2007). Within the research community, different research validity issues such as internal and external validities were discussed (Church & Rogers, 2015). Although, the validities and reliabilities of the adopted

instruments have been tested severally by researchers, there was the need for retesting of the validities and reliabilities because of the modifications made to the given instruments.

In view of the above indications the instruments validities and reliabilities were therefore established using the Cronbach's alpha (α) before the final administration of the questionnaires. Cronbach (α) is an index of reliability associated with the variation accounted for by the actual score of the underlying construct. The construct was the theoretical variable that was being measured (Bryman & Bell, 2018). The values of Cronbach (α) can be reliably accepted when the research values ranged from 0.70 to 0.90. This is an indication that a greater value represents a strong relationship between the test items while a lesser value represents a weaker relationship (Mohamad et al., 2015).

3.10 Data Handling and Analysis

The questionnaires answered by the respondents were coded and interpreted using the Statistical Package for Social Sciences (SPSS) and Microsoft Excel. The data was analyzed using the descriptive (i.e. Mean, Standard Deviation, etc.) and inferential (Chi-square, and Regression) statistics. Frequency distribution tables and graphs were also adopted. In this study, the researcher chose the SPSS and Microsoft Excel software for its data processing and analysis because of the fact that they were probably the most effective and widely used computer software for analyzing quantitative data by social scientists (Bryman & Bell, 2003).

3.11 Ethical Considerations/Issues

Protecting the confidentiality and anonymity of research respondents is a matter of ethics in science. Informed consent and confidentiality protection for research participants is very

complex (Essays, 2013). The administrators of the university were consulted regarding ethics in this research, and permission was obtained before the study was conducted by a letter from my supervisor.

The consent of the respondents was obtained during the delivery of the questionnaires by fully explaining the nature of the study and its objectives. The respondents were assured that their answers will be kept confidential and used for only the study's purposes, without any other use. By not requesting that responders write their names down, confidentiality was further protected. Additionally, the respondents were made aware of their right to self-exit from the study. They were not coerced or put in danger. Throughout the duration of the data collection, a welcoming atmosphere was maintained.

3.12 Chapter Summary

In summary, the chapter demonstrated a logical framework that discusses the research approach, research design, study setting, study conclusion, and population. Others included sample and sampling technique, data collection instruments and procedures, and validity and reliability. Data handling and analysis, ethical considerations/issues, and chapter summary were also discussed in this chapter.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND DISCUSSION

4.1 Introduction

Data analysis and discussions of findings were dealt with in this fourth chapter of the study. This covers the tabulation and statistical analysis of survey responses, as well as the assessment of the reliability of survey question items. Demographic data analysis, reliability test analysis, and descriptive analysis based on the study's objectives were among the extensive analyses of the field work. Chi-square (χ^2), Pearson Correlation, Regression analytical methods, and discussion of findings were among items captured under this chapter.

4.2 Demographic Data Analysis

The demographic interpretation of the study as demonstrated in this study includes gender, age, and level of education. Others include staff length of service, staff status, and staff marital status. The total estimated sampled size of the study was eighty-four (84) respondents made up of teaching staff, non-teaching staff and other staff categories. The actual total number of staff that responded to the questionnaire was seventy two (72) respondents' representing 85.7% response rate.

4.2.1 Respondents Gender Analysis

The distribution of respondents' gender as revealed by the data established that out of the 72 respondents 54.2% were male with the female counterpart recording 45.8%. As revealed in Figure 4.1, the data suggests that majority of respondents were male. The higher percentage of male dominance in this study could be due to the fact that the nature of Ghanaian traditional

working environment encourages men rather than women to operate in higher educational institution sector. Generally, for the purpose of this study, responses from both sexes were given equal consideration as there is no distinct correlation between gender and perception of the subject of the study.

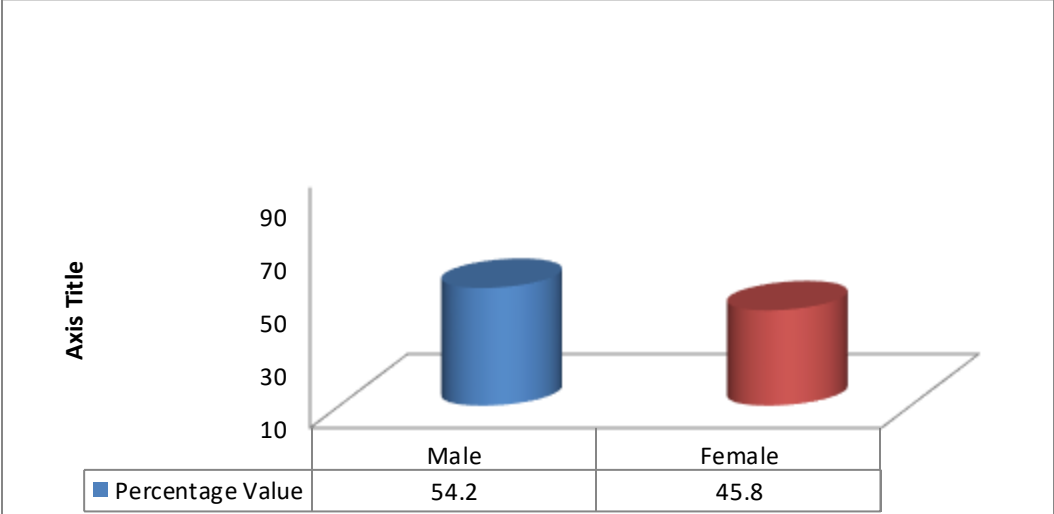


Figure 4.1: Respondents’ Gender

Source: Field Data (2024)

4.2.2 Respondents’ Age Group

Majority of 31.9% of respondents were within the age group of 34 – 43 years, 26.4% were between the age group of 24 – 33 years, while 16.7% were those in the age group below 24 years. Those belonging to the age group of 44 – 53 years were 13.9%, while those in the age group of 54 years and above were in the minority of 11.1% as illustrated in Table 4.1. This is an indication that AUCC has experienced individual personnel to count on.

Table 4.1: Respondents' Age Group

Age Group	Frequency	Percent (%)
Below 24 years	12	16.7
24 – 33 years	19	26.4
34 – 43 years	23	31.9
44 – 53 years	10	13.9
54 years and above	8	11.1
Total	72	100.0

Source: Field Data (2024)

4.2.3 Respondents Level of Education

The majority of 33.3% of the respondents were first degree holders, 29.2% had second degree, while 13.9% were holders of PhD qualification. Other qualification holders were made up 11.1% of the respondents, while those with secondary education certificate were 6.9% with the remaining 5.6% respondents were holders of HND qualifications as established in Table 4.2. According to the data, the majority of the respondents were holders of higher educational qualifications. The higher proportion of respondents with higher educational status could be attributable to the fact that the institution's general operations require personnel with very high educational credentials to function efficiently.

Table 4.2: Respondents’ Level of Education

Level of Education	Frequency	Percent (%)
Secondary education	5	6.9
HND	4	5.6
First Degree	24	33.3
Second Degree	21	29.2
PhD	10	13.9
Others	8	11.1
Total	72	100.0

Source: Field Data (2024)

4.2.4 Respondents’ Length of Service

Data gathered on the respondents’ length of service with their organization revealed that 36.1% worked with the university from 5 – 10 years, while 27.8% operated with the institution for over 16 years. Furthermore, 19.4% served AUCC for over 16 years, while 16.7% worked for less than 5 years as illustrated in Figure 4.2. Judging from the data presented it could be deduced that majority of employees have worked for more than 10 years which is an indication of high employee loyalty and a sign of employee job satisfaction. It is also an indication of gathering sufficient work experienced that will impact positively on the given objectives of the study.

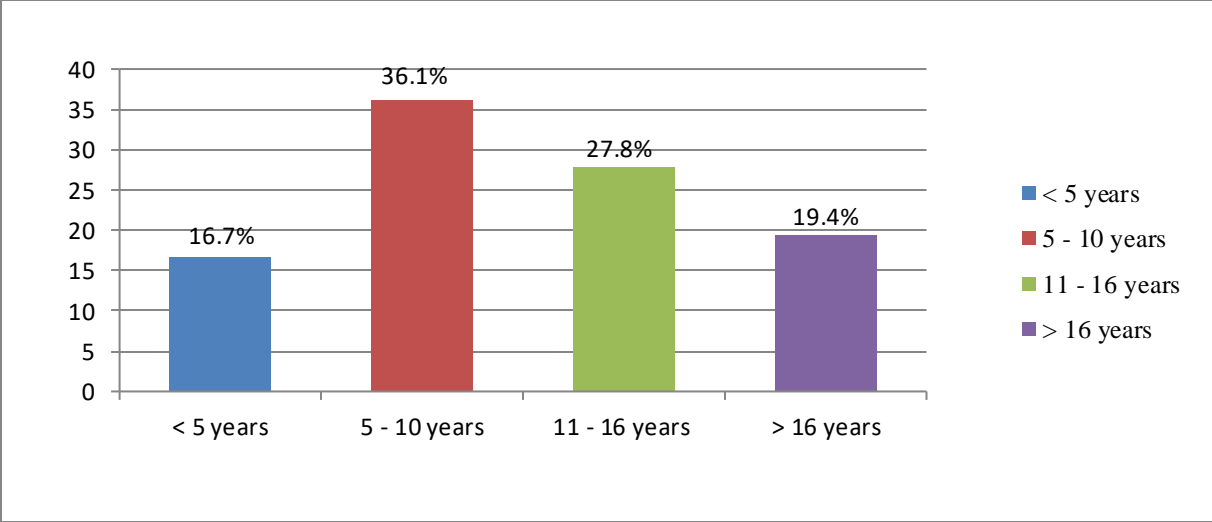


Figure 4.2: Respondents' Length of Service with AUCC

Source: Field Data (2024)

4.2.5 Respondents' Staff Status

The data gathered on respondents staff status revealed that 30 respondents representing 41.7% were non-teaching staff, while 24 respondents representing 33.3% belongs to other staff categories. The study further suggests that 18 respondents signifying 25% belongs to the teaching staff category as indicated in Figure 4.3. The caliber of staff from which data was gathered is made up of a cross section of the given staff of AUCC. This implies that their sources of information regarding the objectives of the study are probably of high quality and authentic, which can be used for analyses and interpretations.

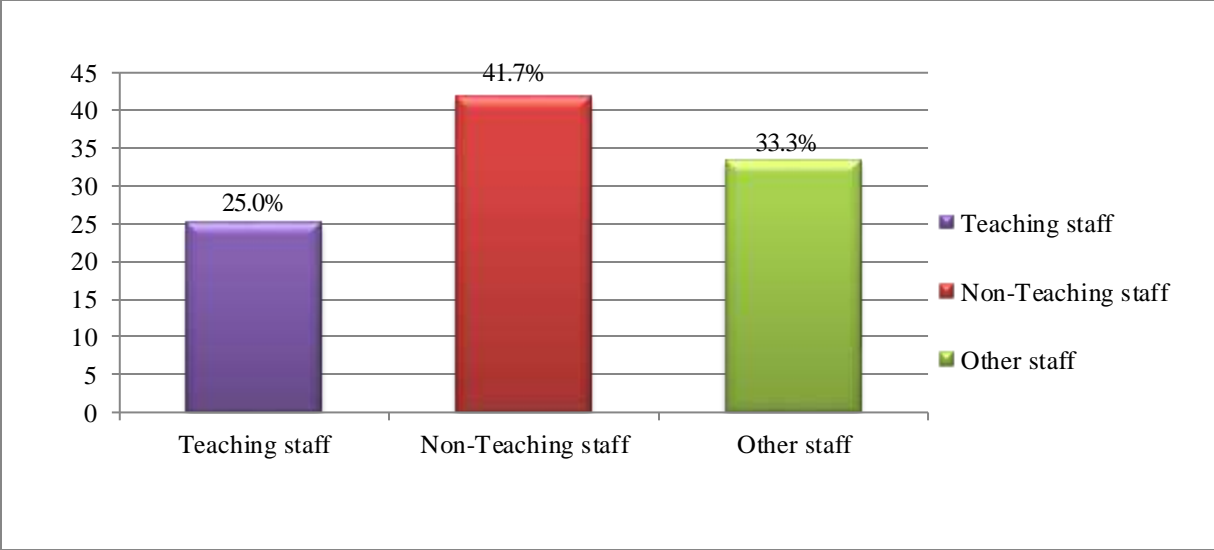


Figure 4.3: Respondents' Staff Status

Source: Field Data (2024)

4.2.6 Respondents' Marital Status

The given data on the respondents' marital status suggests that majority of 54.2% of them were singled; 34.7% were married, 6.9% were divorced, while the least number of 4.2% were widowed as indicated in Table 4.3.

Table 4.3: Respondents' Marital Status

Level of Education	Frequency	Percent (%)
Single	39	54.2
Married	25	34.7
Widowed	3	4.2
Divorced	5	6.9
Total	72	100.0

Source: Field Data (2024)

4.3 Reliability Test Analysis

Table 4.4 contains the results of the validity and reliability test performed on the variables to ensure that the items measuring each variable are in the same group and are successfully measuring what they were intended to measure. The consistency of the respondents' answers to the items was measured by performing the validity and reliability test using the Cronbach's Alpha (α). The result of 0.7 and above implied an acceptable level of internal validity and reliability coefficient (Nunnally, 1978).

It can be deduced as stated in Table 4.4 that the Cronbach's alpha (α) for three (3) out of the four (4) constructs were above the threshold of 0.7 while one (1) was within the threshold depicting an acceptable level of internal validity and reliability. This is an indication that question items defined under these constructs were well related and aggregated to give a common view about the associated constructs.

Table 4.4: Output of Reliability Data

Variables	N	Cronbach's Alpha (α)	Number of Items
Awareness Level of HR Policies (AL)	72	0.916	7
Satisfaction level with Communication of HR Policies (SL)	72	0.872	10
Perceived Effects of Effective Communication of HR Policies on Performance (PE)	72	0.696	7
Barriers to Effective Communication of HR Policies (BEC)	72	0.864	6

Source: Field Data (2024)

4.4 Descriptive Analysis of Variables

The mean, as a measure of central tendency, was heavily relied upon in this study's analysis in order to offer a well-reasoned, fact-based assessment of the data collected in the field. The

method was applied to each construct's data set to isolate the central value that best characterizes the whole. The mean was chosen because it is superior to the median when dealing with ordinal data. For ordinal data, the mean or mode should be used as the central tendency measure (Dawson & Trapp, 2004), as stated in numerous methodology and statistical texts. For the reason that ordinal data typically contain verbatim utterances, the mathematical procedures needed to calculate the median and standard deviation are incorrect. Kuzon Jr., et al. (1996) contend that even when assigned numbers to symbolize fair and good, the resulting score is not “fair and a half”. “Frequencies or percentages of response” (Dawson & Trapp, 2004) are two further descriptive statistics that can be employed with ordinal data.

In this investigation, we calculated the mean across all constructs and over all observations. Following the advice of Bryman and Bell (2003), we only offered a single score for each construct per observation. To provide a consolidated picture of replies by responder, a mean score matrix defined per observation per construct was created. For additional computation and analyses, including frequency distribution, Chi - Square (X^2), and linear regression, the whole mean score matrix displaying responses for all 72 observations was loaded into the SPSS software.

It is imperative to establish that both dependent and independent variables were measured using the five-point Likert scales in this study. The mean (X) and std. deviation (SD) of all the variables are summarized in Table 4.5 of this study. The results as established proposes that the mean score of all the variables ranges from $X = 3.40$ to $X = 4.44$, while the standard deviation score for the given variables ranges from $SD = 0.747$ to $SD = 0.887$.

The mean results are indications that most respondents share slightly similar opinions on all the variables presented. In the case of awareness level, the mean (X) score of X = 4.44 suggests that there is a high level of employee awareness on HR policies in AUCC. The mean (X) score of (X = 4.19) is also an indication that there is a high level of satisfaction among employees with respect to communicating HR policies in AUCC. On the other hand, the mean (X) score of X = 3.40 suggests that employees' in AUCC neither agreed nor disagreed to the fact that effective communication of HR policies affects employee performance. Further analysis as established by the mean (X) score of X = 4.38 is an indication that there are barriers to effective communication of HR policies in AUCC as illustrated in Table 4.5.

Regardless of the established analysis of the given variables in Table 4.5, all the std. deviations values were less than 1.00 (SD < 1.00), showing that the variations in respondents' opinions were very small. Comparing the mean values of the four constructs as established in Table 4.5, we can conclude that all the discussed variables are all linked to communicating HR policies in AUCC.

Table 4.5: Descriptive Analysis of Variables

Variables	Mean (X)	Std. Deviation $\sigma = \sqrt{[\sum(x-\text{mean})^2 / (N-1)]}$	N
Awareness Level of HR Policies (AL)	4.44	0.747	72
Satisfaction level with Communication of HR Policies (SL)	4.19	0.786	72
Perceived Effects of Effective Communication of HR Policies on Performance (PE)	3.40	0.887	72
Barriers to Effective Communication of HR Policies (BEC)	4.38	0.768	72

Source: Field Data (2024)

4.5 Employee Awareness Level of HR Policies

To address the first specific objective of the study, a research question and statement of hypothesis were established to that effect. The research question seeks to determine the employee awareness level of HR policies in AUCC, while the statement of hypothesis seeks to affirm that there is high level of HR policies awareness among employees of AUCC. The result of this research question as already addressed under section 4.4 paragraph 4 revealed that there is a high level of employee awareness on HR policies in AUCC with a high mean (X) score of X = 4.44.

Now, to determine the given statement of hypothesis, respondent's gender as dependent variable (i.e. Male & Female), and respondent's opinion as independent variable have carefully been utilized (*See appendix C*). The Null and Alternative hypotheses are respectively given by:

H₀: There is high level of HR policies awareness among employees of AUCC.

H₁: There is low level of HR policies awareness among employees of AUCC.

Using Chi - Square (X^2) as Test Statistics

Using significance level of 5% (i. e. $\alpha = .05$)

Determine the critical values that will cause us to reject the Null

Hypothesis (H₀) at 5% level of significance, ($df = (C - 1)(R - 1)$), Where C =

Column and R = Row OR $df = \chi^2_{\alpha, (n-1)} = \chi^2_{5\%, 4}$

This implies $df = (5 - 1)(2 - 1) = 4$

$$\text{Chi - Square } (X^2) = \sum \frac{(O-E)^2}{E}$$

The computed value of the Test Statistic is $(X^2) = \sum \frac{(O-E)^2}{E} = 1.115$

(*See Appendix C* for computation of the statistic).

The critical values are determined as $df = \chi^2_{\alpha, (n-1)} = \chi^2_{5\%, 4} = 9.488$

Decision criteria:

Reject H_0 if the computed Chi-Square (X^2) is greater than critical Chi-Square (X^2). Accept H_0 if the computed Chi-Square (X^2) is less than critical Chi-Square (X^2). Decision: Since the computed value of the test statistic ($X^2 = 1.115$) is less than the critical value ($X^2 = 9.488$), we therefore accept the null hypothesis and conclude that there is high level of HR policies awareness among employees of AUCC.

Comparing the results of the research question as earlier established with the Chi-Square (X^2) result as discussed above and illustrated in Table 4.6, we can conclude that the awareness of HR policies among employees of AUCC is high.

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Table 4.6: Computed Chi-Square (X^2) Values

O	E	(O – E)	(O – E) ²	$\frac{(O – E)^2}{E}$
5	5.9	-0.9	0.81	0.137
21	20.0	1.0	1.00	0.050
6	7.0	-1.0	1.00	0.143
5	4.3	0.7	0.49	0.114
2	1.6	0.4	0.16	0.010
6	5.0	1.0	1.00	0.200
16	16.9	-0.9	0.81	0.048
7	6.0	1.0	1.00	0.167
3	3.7	-0.7	0.49	0.132
1	1.4	-0.4	0.16	0.114

Source: Field Data (2024)

$$(X^2) = \sum \frac{(O-E)^2}{E} = 1.115$$

4.6 Employee Satisfaction Level with Communication of HR Policies

The analyses of the research questions and statement of hypothesis that seeks to address the second specific objective were respectively addressed under this section of the study. The research question sought to find out the level of employee satisfaction with the communication of HR policies in AUCC. The findings of this research question as already established under section 4.4 paragraph 4 revealed that there is a high level of satisfaction among employees with respect to communicating HR policies in AUCC with a high mean (X) score of (X = 4.19). The analysis of the follow-up question that sought to determine the extent of the level of employee satisfaction has been indicated in Figure 4.4. The data in this regard revealed that majority of 43.1% were satisfied with communicating HR policies in AUCC to a great extent, while 23.6% were satisfied to a very great extent. On the other hand, 19.4% were satisfied to a moderate extent and 8.3% to a low extent, with only 5.6% indicating not at all as illustrated in Figure 4.4.

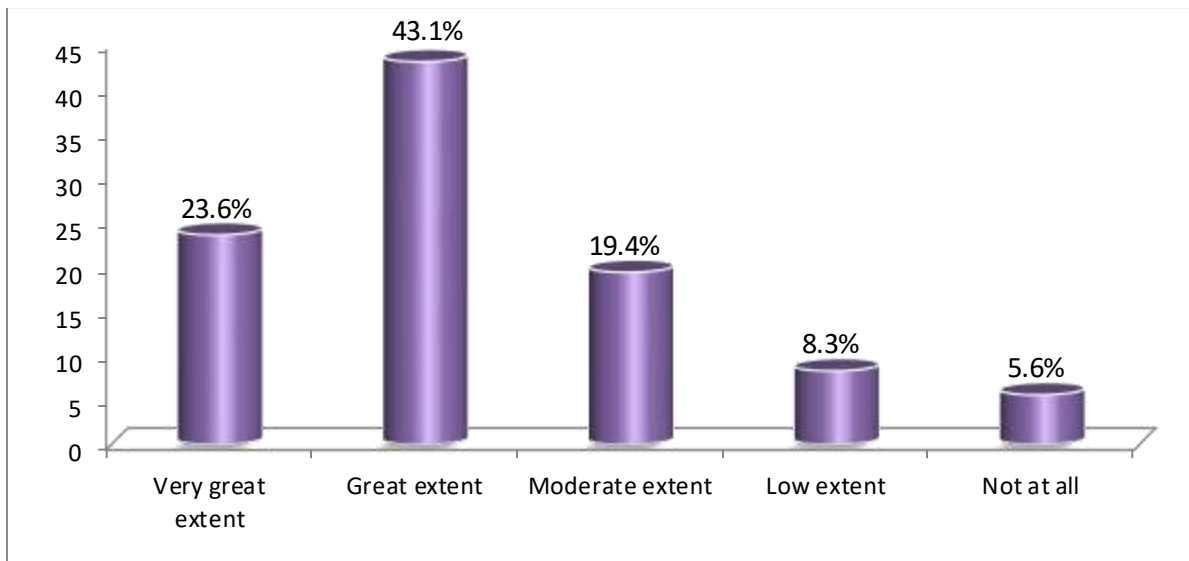


Figure 4.4: Extent of Employee Satisfaction Level with Communication of HR Policies

Source: Field Data (2024)

Now, to determine the given statement of hypothesis, respondent's gender as dependent variable (i.e. Male & Female), and respondent's opinion as independent variable have carefully been utilized (See appendix D). The Null and Alternative hypotheses are respectively given by:

H₀: There is high level of employee satisfaction with communicating HR policies in AUCC.

H₁: There is low level of employee satisfaction with communicating HR policies in AUCC.

Using Chi - Square (X^2) as Test Statistics

Using significance level of 5% (i. e. $\alpha = .05$)

Determine the critical values that will cause us to reject the Null

Hypothesis (H₀) at 5% level of significance, ($df = (C - 1)(R - 1)$), Where C =

Column and R = Row OR $df = \chi^2_{\alpha, (n-1)} = \chi^2_{5\%, 4}$

This implies $df = (5 - 1)(2 - 1) = 4$

$$\text{Chi - Square } (X^2) = \sum \frac{(O-E)^2}{E}$$

The computed value of the Test Statistic is $(X^2) = \sum \frac{(O-E)^2}{E} = 0.890$

(See Appendix C for computation of the statistic).

The critical values are determined as $df = \chi^2_{\alpha, (n-1)} = \chi^2_{5\%, 4} = 9.488$

Decision criteria:

Reject H₀ if the computed Chi-Square (X^2) is greater than critical Chi-Square (X^2). Accept H₀ if the computed Chi-Square (X^2) is less than critical Chi-Square (X^2). Decision: Since the computed value of the test statistic ($X^2 = 0.890$) is less than the critical value ($X^2 = 9.488$), we therefore accept the null hypothesis and conclude that there is high level of employee satisfaction with communicating HR policies in AUCC.

Comparing the results of the research question and statement of hypothesis as discussed and illustrated in Table 4.7 and Figure 4.4 respectively, it can therefore be concluded that employees' are highly satisfied with the communication of HR policies in AUCC to a great extent.

Table 4.7: Computed Chi-Square (X^2) Values

O	E	(O - E)	(O - E) ²	$\frac{(O - E)^2}{E}$
9	8.1	0.9	0.81	0.100
13	14.6	-1.6	2.56	0.173
12	11.9	0.1	0.01	0.008
3	2.7	0.3	0.09	0.033
2	1.6	0.4	0.16	0.100
6	6.9	-0.9	0.81	0.117
14	12.4	1.6	2.56	0.206
10	10.1	-0.1	0.01	0.000
2	2.3	-0.3	0.09	0.039
1	1.4	-0.4	0.16	0.114

Source: Field Data (2024)

$$(X^2) = \sum \frac{(O-E)^2}{E} = 0.890$$

4.7 Effects of Effective Communication of HR Policies on Performance

To address the effects of effective communication of HR policies on performance, regression analysis has been used to analyse the stated hypothesis, which indicates that: “H₀: effective communication of HR policies has significant and positive effect on employee performance”. The detailed outcomes of the analyses are presented under section 4.7.1; 4.7.2; and 4.7.3 respectively.

4.7.1 Regression Analysis for Model Summary

The model summary in Table 4.7 revealed that R square (R^2) = 0.472 which implies that 47.2% of variation in the dependent variable (i.e. employee performance) was explained by the independent variable (i.e. effective communication of HR policies). This is an indication that effective communication of HR policies is a predictor of employee performance in the AUCC. Nonetheless, there are still other variables that influence employee performance that are not captured in this particular model that account for the remaining 52.8% in variation of the employee performance. Some of these variables could be well-designed salary structure, good retirement plans, further studies, enabling environment, and loyalty incentives.

Table 4.7: Regression Analysis for Model Summary

Model Summary			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.584a	.472	.468	.4485870

Predictors: (Constant), effective communication of HR policies

4.7.2 Regression Analysis for ANOVA^b

The ANOVA model in Table 4.8 evaluates the overall significance of the model. The overall model is significant because the significant value is 0.000 which is less than 0.05 at 95% confidence interval. We therefore fail to reject the model generated for determining employee performance using effective communication of HR policies. This therefore suggests that effective communication of HR policies is critical in influencing or impacting employee performance at AUCC. Therefore, the model construct is validated.

Table 4.8: Regression Analysis for ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	71.451	56	3.572		0.05
Residual (Error)	253.916	16	10.157		
Total	325.367	72			

Predictors: (Constant), effective communication of HR policies

4.7.3 Regression Analysis for Coefficients^a

The regression model adopted for this study as indicated in Table 4.9 to determine the relationship of the variables $Y = \beta_0 + \beta_1 X_1 + e$ with Y being the dependent variable (i.e. employee performance) being the intercept and β being the regression coefficients X_1 , which is the effective communication of HR policies.

The significance level at 5% of the independent variable was above 0.05 thus signifying that the variable is statistically significant. The finding shows a positive effect on employee performance by effective communication of HR policies. The regression values were $\beta_0 = 0.264$, $\beta_1 = 0.122$ respectively. This then meant the regression model was expressed as: $Y = 0.264 + X_1 0.122 + e$ Where employee performance = $0.264 + 0.122$. Taking all factors constant at zero (0) in the regression model equation the employee performance would be 0.264.

With $Y = 0.264 + 0.122X_1$ implies that a unit increase in the effective communication of HR policies would increase the employee performance by 0.122. At 95% level of confidence, effective communication of HR policies had a 0.642 level of significance. This means that effective communication of HR policies was the most significant variable that impact employee performance in AUCC as compared to other variables.

Compering the outcomes of all the components of the regression analyses, the model summary established that effective communication of HR policies is a determinant of employee

performance in AUCC, but there are other variables that also determine employee performance than effective communication of HR policies. On the other hand, the ANOVA result has proven that effective communication of HR policies is critical in impacting employee performance in AUCC. The outcome of the coefficients analysis has proven that effective communication of HR policies is a significant variable that impact employee performance in AUCC. Having compered all the three given regression analyses, we can therefore conclude that effective communication of HR policies has significant and positive effect on employee performance.

Table 4.9: Regression Analysis for Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	β	Std. Error	Beta (β)		
(Constant)	.264	.097		2.732	.007
Effective communication of HR policies	.122	.263	.121	.465	.642

Dependent Variable: Employee Performance

4.8 Barriers to Effective Communication of HR Policies

The research question that seeks to address the fourth specific objective is to find out the barriers to effective communication of HR policies in AUCC, while the statement of hypothesis seeks to establish the fact that there are significant barriers to effective communication of HR policies in AUCC. To determine the veracity of this specific objective the following analyses are presented on the given research questions and statement of hypothesis under section 4.8.1, 4.8.2, and 4.8.3 respectively.

4.8.1 What are the Barriers to Effective Communication of HR Policies in AUCC?

The data as illustrated in Table 4.11 established the barriers to effective communication of HR policies in AUCC. These barriers were ranked based on the mean (\bar{x}) value score of the responses gathered from the respondents' viewpoints. The results revealed that attitudinal challenges hinder effective communication of HR policies in AUCC with the total mean score of ($X = 4.97$). This view is ranked as the first among the six stated barriers, while the second ranked barrier with the mean score of ($X = 4.64$) is the issue of one-way communication challenge as experienced the university. Internal challenges was ranked as the third barrier with the mean score of ($X = 4.58$). The fourth ranked barrier is the emotional/psychological challenges with the mean score of ($X = 4.56$). The fifth and sixth ranked barriers were the structural and cultural challenges with the mean scores of ($X = 4.49$ and $X = 3.05$) respectively.

Table 4.11: Barriers to Effective Communication of HR Policies

Variables	Mean (X)	Std. Deviation	Ranking
Cultural challenges hinder effective communication of HR policies in my organization.	3.05	0.852	6 th
Attitudinal challenges hinder the communication of HR policies in my organization	4.97	0.970	1 st
Structural challenges hinder the communication of HR policies in my organization	4.49	0.819	5 th
Emotional/psychological challenges hinder the communication of HR policies in my organization	4.55	0.583	4 th
Internal challenges hinder the communication of HR policies in my organization.	4.58	0.660	3 rd
One-way communication challenge hinders the communication of HR policies in my organization.	4.64	0.725	2 nd

Source: Field Data (2024)

4.8.2 Extent the Barriers Hinder Effective Communication of HR Policies in AUCC

The question on the extent the given barriers hinder effective communication of HR policies in AUCC suggests the following results: Apart from the cultural challenges hindering effective communication of HR policies to a low extent (44.4%), attitudinal challenges hindered it to a very great extent of 51.4%, while the remaining four stated barriers (i.e. structural, one-way communicational, emotional/psychological, and internal challenges) hindered effective communication of HR policies in AUCC to a great extent of 48.6%; 47.2%; 45.8%; and 43.1% respectively as illustrated in Table 4.12.

Table 4.12: Extent the Barriers Hinder Effective Communication of HR Policies in AUCC

Respondents Opinion	Cultural	Attitudinal	Structural	Emotional/ Psychological	Internal	One-way Communicational
Very great extent	5.6	51.4	25.0	23.6	16.7	29.2
Great extent	12.5	31.9	48.6	45.8	43.1	47.2
Moderate extent	15.3	8.3	18.1	18.1	30.1	12.5
Low extent	44.4	5.6	4.2	6.9	6.9	5.6
Not at all	22.2	2.8	4.2	5.6	2.8	5.6
Total	100.0	100.0	100.0	100.0	100.0	100.0

Source: Field Data (2024)

4.8.3 There are Significant Barriers to Effective Communication of HR Policies in AUCC

Now, to determine the given statement of hypothesis, respondent's gender as dependent variables (i.e. Male & Female), and respondent's opinion as independent variables have carefully been utilized (*See appendix E*). The Null and Alternative hypotheses are respectively given by:

H₀: There are significant barriers to effective communication of HR policies in AUCC.

H₁: There are no significant barriers to effective communication of HR policies in AUCC.

Using Chi - Square (X^2) as Test Statistics

Using significance level of 5% (i. e. $\alpha = .05$)

Determine the critical values that will cause us to reject the Null

Hypothesis (H₀) at 5% level of significance, ($df = (C - 1)(R - 1)$), Where C =

Column and R = Row OR $df = \chi^2_{\alpha, (n-1)} = \chi^2_{5\%, 4}$

This implies $df = (5 - 1)(2 - 1) = 4$

$$\text{Chi - Square } (X^2) = \sum \frac{(O-E)^2}{E}$$

The computed value of the Test Statistic is $(X^2) = \sum \frac{(O-E)^2}{E} = 1.043$

(See Appendix C for computation of the statistic).

The critical values are determined as $df = \chi^2_{\alpha, (n-1)} = \chi^2_{5\%, 4} = 9.488$

Decision criteria:

Reject H₀ if the computed Chi-Square (X^2) is greater than critical Chi-Square (X^2). Accept H₀ if the computed Chi-Square (X^2) is less than critical Chi-Square (X^2). Decision: Since the computed value of the test statistic ($X^2 = 1.043$) is less than the critical value ($X^2 = 9.488$), we therefore accept the null hypothesis and conclude that there are significant barriers to effective communication of HR policies in AUCC.

Comparing the results of the research question as earlier established with the Chi-Square (X^2) result as discussed in Table 4.13, we can conclude that there are significant barriers to effective communication of HR policies in AUCC, which include: Attitudinal challenges; one-way communication challenges; internal; emotional/psychological; structural; and cultural challenges.

Table 4.13: Computed Chi-Square (X^2) Values

O	E	(O – E)	(O – E) ²	$\frac{(O – E)^2}{E}$
12	11.4	0.6	0.36	0.032
14	13.5	0.5	0.25	0.019
8	9.8	-1.8	3.24	0.331
3	2.7	0.3	0.09	0.033
2	1.6	0.4	0.16	0.100
9	9.6	-0.6	0.36	0.038
11	11.5	-0.5	0.25	0.022
10	8.3	1.7	2.89	0.348
2	2.3	-0.3	0.09	0.039
1	1.4	-0.4	0.16	0.114

Source: Field Data (2024)

$$(X^2) = \sum \frac{(O-E)^2}{E} = 1.043$$

4.9 Discussion of Findings

The current findings on the employee awareness level of HR policies in this study suggest that there is a high level of employee awareness on HR policies in AUCC. This high level awareness of HR policies among employees in AUCC is consistent with the views of Kamath (2020) on the subject of employee awareness. According to Kamath (2020), every employee should be aware of the company's policies and procedures. This view is in line with the current findings, which suggest that employees of AUCC are very well informed about the organization's HR policies as established by the current finding.

It is imperative to indicate that this high employee awareness level of HR policies has indeed contributed to the high level of satisfaction derived from communicating HR policies among employees in AUCC. This is affirmed by the findings of Tong et al. (2015), which noted that awareness of HR policies ensures job satisfaction and employee performance respectively. It is also evident in the findings of Kundu and Gahlawat (2015) that job satisfaction is dependent on

how HR policies are communicated to employees. This finding is indeed consistent with the current findings, which established that employees' of AUCC are highly satisfied with the way HR policies are communicated to them by management. The findings of Umer et al. (2016) and Singh (2014) established that communication of HR policies greatly impact on employee job satisfaction. These findings are indeed consistent with the current findings, which established that there is a high level of satisfaction among employees with respect to communicating HR policies in AUCC.

The results of the regression analysis, clearly established that effective communication of HR policies has significant and positive effect on employee performance in AUCC. These findings are in line with the findings of Syallow (2019), which revealed that effective communication of HR policies can encourage employees to improve their work environment and productivity through positive contributions. Further evidence indicates that management's ability to effectively communicate HR policies to their team members has a greater impact on performance. According to Quilty (2024) organizations that improve communication of HR policies may increase their productivity by 23%, which could contribute to huge potential revenue annually. This result is consistent with the current findings as indicated in the study's data narratives.

Judging from the mean (\bar{X}) score value of ($\bar{X} = 4.38$) on barriers to effective communication of HR policies construct, the results suggest that AUCC as an institution do experience barriers to effective communication of HR policies. These barriers were made up of cultural, attitudinal, structural, emotional/psychological, internal, and one-way communicational challenges. These results are not consistent with the findings established by Khan, 2023; McMenemy, 2024; Singh, 2014; Montezana, 2023; Malik, 2022; Miskin & Dongarkar, 2022. Their research findings on

the other hand suggests the use of complex and inconsistent language that employees cannot easily understand and follow as most common barriers to communicating HR policies. Their findings emphasized that HR policies and procedures often involve legal, technical, or jargon terms that may confuse or intimidate employees.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is the final chapter of the study that presents the concluding part of the entire study. The chapter is organized under five (5) main sections. Section 5.1 presents the introduction of the chapter while section 5.2 presents the summary of the study with the highlight of the main findings. Section 5.3 discusses the conclusion of the study based on the current findings, while section 5.4 and 5.5 presents implications of the study, and recommendations.

5.2 Summary

This study was conducted to examine communicating HR policies in tertiary institutions in Ghana, using AUCC as a case. Specifically, the study sought to: ascertain the level of awareness employees of AUCC have on HR policies; determine the level of satisfaction among employees with respect to communicating HR policies in AUCC; examine how effective communication of HR policies affects employee performance; and explore the barriers to effective communication of HR policies in AUCC. To achieve these objectives, adopted and modified structured questionnaire on HR policies awareness; employee job satisfaction; employee performance; and barriers to effective communication were used to collect the require data. A descriptive analysis technique, Chi-Square (X^2) analysis technique, and linear regression analysis technique were used to analyze the data collected. Frequency distribution tables and graphs were drawn for the relevant responses from 72 respondents. The Cronbach Alpha coefficient reliability test was conducted to test the reliabilities of the instruments used. The analysis as established in chapter

four clearly demonstrated the achievement of the purpose for which the study was conducted.

The study made the following findings:

- i. The outcome of the overall average mean (X) score for all the four given constructs suggests that there is a high level of employee awareness on HR policies in AUCC. It also suggests that there is a high level of satisfaction among employees with respect to communicating HR policies in AUCC. On the other hand, the mean (X) score value of (X= 3.40) on the third construct suggests that effective communication of HR policies can either or not impact employee performance in AUCC. Further analysis as established by the mean (X) score value of (X= 4.38) on the fourth construct suggests that there are barriers to effective communication of HR policies in AUCC.
- ii. The findings on the employee awareness level of HR policies based on the research question and the Chi-Square (X^2) analysis established that there is a high awareness level of HR policies among employees in AUCC.
- iii. The results on the employee satisfaction level based on both research question and statement of hypothesis in line with the Chi-Square (X^2) analysis suggested that employees' of AUCC are highly satisfied with the way HR policies are communicated to them by management.
- iv. The model summary of the regression analyses established that effective communication of HR policies is a determinant of employee performance in AUCC, but there are other variables that also determine employee performance than effective communication of HR policies.

- v. The ANOVA result of the regression analysis has proven that effective communication of HR policies is critical in impacting employee performance in AUCC.
- vi. The outcome of the coefficients analysis on the other hand, has proven that effective communication of HR policies is a significant variable that impact employee performance in AUCC.
- vii. The outcomes of the three components of the regression analyses clearly suggested that effective communication of HR policies has significant and positive effect on employee performance in AUCC.
- viii. The findings on the fourth specific objective revealed that there are barriers to effective communication of HR policies in AUCC, and these barriers are made up of cultural, attitudinal, structural, emotional/psychological, internal, and one-way communicational challenges. The findings further established that these barriers significantly hindered effective communication of HR policies to a great extent apart from cultural and attitudinal challenges that hindered it to a low extent and very great extent in AUCC.

5.3 Conclusion

The study has clearly demonstrated high awareness level of HR policies among employees in AUCC and in effect reflecting high employee satisfaction level of communicating HR policies in the university. Aside the high experiences of awareness and satisfaction levels of communicating HR policies among employees of AUCC, it can be concluded that effective communication of HR policies is a determinant of employee performance in AUCC, but there are other variables that also determine employee performance than effective communication of HR policies. It has also been established that effective communication of HR policies is critical in impacting

employee performance in AUCC. Further indications have proven that effective communication of HR policies is a significant variable that impact employee performance in AUCC. In all, effective communication of HR policies has significant and positive effect on employee performance as well. Notwithstanding these positive outcomes, there are also significant barriers that hinder effective communication of HR policies made up of cultural, attitudinal, structural, emotional/ psychological, internal, and one-way communicational challenges in AUCC,

5.4 Recommendations of the Study

The following recommendations are given based on the findings of this study:

- Even though the findings have established that there is a high awareness level of HR policies among employees of the institute, there is the need for management to further ensure that employees are constantly reminded about the HR policies governing the day to day activities of the institution whereby creating further awareness of the existence of HR policies through seminars and workshops. If this is effectively done it will go a long way to protect employees from violating the lay down rules of the organization.
- The findings have identified barriers that hinder effective communication of HR policies such as cultural, attitudinal, structural, emotional/psychological, internal, and one-way communicational challenges in AUCC. There is the need for management to consider taking serious steps in providing the exact remedies to the identified barriers. To address the structural challenges for example, management must ensure that the roles and responsibilities of every staff member as enshrined in the HR policies are clearly spelt out so that employees know exactly what is expected of them. This would therefore help to clear the hidden structural barriers as identified.

- As part of management strategy to address the identified barriers hindering effective communication of HR policies in AUCC, there is the need for management to institute annual leadership training programmes for all levels of personnel to understand and appreciate the dynamics governing effective communication of HR policies and its ramification on employee performance.
- There is again the need for management to promote an atmosphere that will make every category of staff feel worthwhile and important. This will go a long way of addressing the emotional/psychological challenges that hinder effective communication of HR policies in AUCC.
- There is also the need for management to regularly communicate HR policies through departmental heads in order to eliminate the internal challenges that hinder effective communication of HR policies in AUCC.

5.5 Suggestions for Future Research

Although the current research aimed at providing solutions to the issues of communicating HR policies, its findings have provided avenues for further studies in the future. It is therefore recommended that studies to be undertaken in future should take into consideration:

- Communication strategies and organizational performance
- Factors affecting HR communication management.
- Two-way communication and organizational resilience

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APPENDIX A
QUESTIONNAIRE

Introduction

Dear Sir/Madam,

My name is Regina Teye. I am a student of the University of Media, Arts and Communication UniMAC-IJ carrying out a research on “Assessing the Effectiveness of Human Resource Policy Communication in Tertiary Institutions in Ghana: The Case of Africa University College of Communication”. I would be grateful if you could provide answers to the following questions. All information provided by respondents will be treated confidentially.

Thank you.

Please **tick** or **fill** the blank spaces where appropriate.

Section A: Bio – Data

1. Gender
 - (i) Male []
 - (ii) Female []

2. In which age group do you fall?
 - (i) Below 24 years []
 - (ii) 24 – 33 years []
 - (iii) 34 – 43 years []
 - (iv) 44 – 53 years []
 - (v) 54 years and above []

3. What is the level of your education?
 - (i) Secondary education []
 - (ii) HND []
 - (iii) First degree []
 - (iv) Second degree []
 - (v) PhD []
 - (vi) Others (please specify):

4. How long have you been working with the AUCC?
 - (i) < 5 years []
 - (ii) 5 - 10 years []
 - (iii) 11 - 16 years []
 - (iv) > 16 years []

5. What is your staff category?

- (i) Teaching Staff []
- (ii) Non-Teaching staff []
- (iii) Other staff []

6. What is your marital status?
- (i) Single []
 - (ii) Married []
 - (iii) Widowed []
 - (iv) Divorced []

Section B: Awareness Level of HR Policies

Please read each statement carefully and choose the right response that corresponds with your opinion using the under listed rating/grading scale: [Where Strongly Agree (SA) = 5; Agree (A) = 4; Neutral (N) = 3; Disagree (D) = 2; and Strongly Disagree (SD) = 1].

7. What is the level of employee awareness of HR policies in AUCCC?

No	Item	Scale				
		SA (5)	A (4)	N (3)	D (2)	SD (1)
i.	My organization has HR policy on sexual harassment.					
ii.	My organization has HR policy on working conditions.					
iii.	My organization has HR policy on training and development					
iv.	My organization has HR policy on promotion					
v.	My organization has HR policy on recruitment and selection					
vi.	My organization has HR policy leave.					
vii.	My organization has HR policy on staff welfare					

Section C: Employee’s Level of Satisfaction with Communication of HR Policies

Please read each statement carefully and choose the right response that corresponds with your opinion using the under listed rating/grading scale: [Where Strongly Agree (SA) = 5; Agree (A) = 4; Neutral (N) = 3; Disagree (D) = 2; and Strongly Disagree (SD) = 1].

8. What is the level of satisfaction among employees with respect to the communication of HR policies in AUCC?

No.	Item	Scale				
		SA (5)	A (4)	N (3)	D (2)	SD (1)
i.	I am satisfied with the level of urgency at which HR policies are communicated in AUCC.					
ii.	My organization has communicated to me all HR policies.					
iii.	I am satisfied with how my organization communicates HR policies in simple and easy terms to me.					
iv.	I am satisfied with how my organization uses oral communication a lot to inform me on HR policies					
v.	I am satisfied with how my organization uses written communication a lot to inform me on HR policies					
vi.	I am satisfied with the methods of communicating HR policies in my organization.					
vii.	I am satisfied with the current level of communication of HR policies in my organization.					
viii.	I am satisfied with my job in AUCC because of the fact that HR policies communicated to me are detailed and accurate.					
ix.	I am satisfied with how consistent HR policies are communicated to me in AUCC.					
x.	HR policies are timely communicated to me by AUCC.					

9. To what extent are you satisfied with the communication of HR policies in AUCC?

- (a) Very great extent []
- (b) Great extent []
- (c) Moderate extent []
- (d) Low extent []
- (e) Not at all []

Section D: Perceived Effects of Effective Communication of HR Policies on Employee Performance

Please read each statement carefully and choose the right response that corresponds with your opinion using the under listed rating/grading scale: [Where Strongly Agree (SA) = 5; Agree (A) = 4; Neutral (N) = 3; Disagree (D) = 2; and Strongly Disagree (SD) = 1].

10. HR policies are effectively communicated to employees in UACC.
- (a) Strongly Agree []
 - (b) Agree []
 - (c) Neutral []
 - (d) Disagree []
 - (e) Strongly Disagree []

11. How does Effective Communication of HR Policies impact Employee Performance?

No	Item	Scale				
		SA (5)	A (4)	N (3)	D (2)	SD (1)
i.	I have benefited from my organization’s HR policies because it has been effectively communicated to me.					
ii.	I am able to relate well with my colleagues because HR policies has been effectively communicated to me.					
iii.	I am greatly motivated to work hard in UACC because HR policies are effectively communicated to me.					
iv.	I am able to meet my annual targets in UACC because HR policies are effectively communicated to me.					
v.	My job promotions in UACC are not at all hindered because HR policies are effectively communicated to me.					
vi.	I am more interested in my job in UACC because of how effective HR policies are communicated to me.					
vii.	Very well organized HR policies effectively communicated in UACC ensures high employee performance.					

Section E: Barriers to Effective Communication of HR Policies

Please read each statement carefully and choose the right response that corresponds with your opinion using the under listed rating/grading scale: [Where Strongly Agree (SA) = 5; Agree (A) = 4; Neutral (N) = 3; Disagree (D) = 2; and Strongly Disagree (SD) = 1].

12. What are the barriers to effective communication of HR policies in AUCC?

No	Item	Scale				
		SA (5)	A (4)	N (3)	D (2)	SD (1)
i.	Cultural challenges hinder effective communication of HR policies in my organization.					
ii.	Attitudinal challenges hinder the communication of HR policies in my organization					
iii.	Structural challenges hinder the communication of HR policies in my organization					
iv.	Emotional/psychological challenges hinder the communication of HR policies in my organization					
v.	Internal challenges hinder the communication of HR policies in my organization.					
vi.	One –way communication challenge hinder the communication of HR policies in my organization.					

Section F: Extent the Barriers Hinder Effective Communication of HR Policies in AUCC

Kindly use the under listed rating/grading scale to express your opinion: [Where Very Great Extent (VGE) = 5; Great Extent (GE) = 4; Moderate Extent (ME) = 3; Low Extent (LE) = 2; and Not At All (NAA) = 1].

13. What extent does cultural challenges hinder effective communication of HR policies in AUCC?

- (a) Very great extent []
- (b) Great extent []
- (c) Moderate extent []
- (d) Low extent []
- (e) Not at all []

14. What extent does attitudinal challenges hinder effective communication of HR policies in AUCC?

- (a) Very great extent []
- (b) Great extent []
- (c) Moderate extent []
- (d) Low extent []
- (e) Not at all []

15. What extent does structural challenges hinder effective communication of HR policies in AUCC?

- (a) Very great extent []
 - (b) Great extent []
 - (c) Moderate extent []
 - (d) Low extent []
 - (e) Not at all []
16. What extent does emotional/psychological challenges hinder effective communication of HR policies in AUCC?
- (a) Very great extent []
 - (b) Great extent []
 - (c) Moderate extent []
 - (d) Low extent []
 - (e) Not at all []
17. What extent does internal challenges hinder effective communication of HR policies in AUCC?
- (a) Very great extent []
 - (b) Great extent []
 - (c) Moderate extent []
 - (d) Low extent []
 - (e) Not at all []
18. What extent does One –way communication challenges hinder effective communication of HR policies in AUCC?
- (a) Very great extent []
 - (b) Great extent []
 - (c) Moderate extent []
 - (d) Low extent []
 - (e) Not at all []

Section G: Information on Relationship between Variables

19. There is high level of HR policies awareness among employees of AUCC.
- (a) Strongly Agree []
 - (b) Agree []
 - (c) Neutral []
 - (d) Disagree []
 - (e) Strongly Disagree []
20. There is a significant relationship between communication of HR policies and employee satisfaction.
- (a) Strongly Agree []
 - (b) Agree []
 - (c) Neutral []
 - (d) Disagree []
 - (e) Strongly Disagree []

21. Effective communication of HR policies has significant and positive effect on employee performance.
- (a) Strongly Agree []
 - (b) Agree []
 - (c) Neutral []
 - (d) Disagree []
 - (e) Strongly Disagree []
22. There are significant barriers to effective communication of HR policies in AUCC.
- (a) Strongly Agree []
 - (b) Agree []
 - (c) Neutral []
 - (d) Disagree []
 - (e) Strongly Disagree []

MANY THANKS

**APPENDIX B
DATA ANALYSIS**

SECTION A: Demography Data

1. Gender:

	Frequency	Valid Percent
Valid Male	39	54.2
Valid Female	33	45.8
Total	72	100.0

2. Age:

	Frequency	Valid Percent
Valid Below 24 years	12	16.7
Valid 24 – 33 years	19	26.4
Valid 34 – 43 years	23	31.9
Valid 44 – 53 years	10	13.9
Valid 54 and above	8	11.1
Total	72	100.0

3. What is the level of your education?

	Frequency	Valid Percent
Valid Secondary education	5	6.9
Valid HND	4	5.6
Valid First Degree	24	33.3
Valid Second Degree	21	29.2
Valid PhD	10	13.9
Valid Others (please specify)	8	11.1
Total	72	100.0

4. How long have you been working with the AUCC?

	Frequency	Valid Percent
Valid < 5 years	12	16.7
Valid 5 - 10 years	26	36.1
Valid 11 - 16 years	20	27.8
Valid > 16 years	14	19.4
Total	72	100.0

5. What is your staff category?

	Frequency	Valid Percent
Valid Teaching staff	18	25.0
Valid Non-Teaching staff	30	41.7
Valid Other staff	24	33.3
Total	72	100.0

6. What is your marital status?

	Frequency	Valid Percent
Single	39	54.2
Married	25	34.7
Valid Widowed	3	4.2
Divorced	5	6.9
Total	72	100.0

Section B: Awareness Level of HR Policies

7. What is the level of employee awareness of HR policies in AUCCC?

Reliability statistics: Employees' awareness Levels of HR policies

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.916	.934	7

Item Statistics: Employees' awareness Levels of HR policies

Variables	Mean	Std. Deviation	N
My organization has HR policy on sexual harassment.	3.39	0.871	72
My organization has HR policy on working conditions.	4.89	0.552	72
My organization has HR policy on training and development	4.66	0.774	72
My organization has HR policy on promotion	4.58	0.611	72
My organization has HR policy on recruitment and selection	4.35	0.809	72
My organization has HR policy on leave.	4.75	0.753	72
My organization has HR policy on staff welfare	4.47	0.861	72
Valid N (listwise)	4.44	0.747	72

Section C: Employee's Level of Satisfaction with Communication of HR Policies

8. What is the level of satisfaction among employees with respect to the communication of HR policies in AUCC?

Reliability statistics: Employee's Level of Satisfaction with Communication of HR Policies

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.872	.884	10

Item Statistics: Employee's Level of Satisfaction with Communication of HR Policies

Variables	Mean	Std. Deviation	N
I am satisfied with the level of urgency at which HR policies are communicated in AUCC.	4.67	0.512	72
My organization has communicated to me all HR policies.	4.10	0.806	72
I am satisfied with how my organization communicates HR policies in simple and easy terms to me.	4.35	0.723	72
I am satisfied with how my organization uses oral communication a lot to inform me on HR policies	4.56	0.847	72
I am satisfied with how my organization uses written communication a lot to inform me on HR policies	3.02	0.994	72
I am satisfied with the methods of communicating HR policies in my organization.	3.66	0.961	72
I am satisfied with the current level of communication of HR policies in my organization.	4.58	0.611	72
I am satisfied with my job in AUCC because of the fact that HR policies communicated to me are detailed and accurate.	4.04	0.753	72
I am satisfied with how consistent HR policies are communicated to me in AUCC.	4.55	0.836	72
HR policies are timely communicated to me by AUCC.	4.39	0.820	72
Valid N (listwise)	4.19	0.786	72

9. To what extent are you satisfied with the communication of HR policies in AUCC?

	Frequency	Valid Percent
Very great extent	17	23.6
Great extent	31	43.1
Moderate extent	14	19.4
Low extent	6	8.3
Not at all	4	5.6
Total	72	100.0

Section D: Perceived Effects of Effective Communication of HR Policies on Employee Performance

10. HR policies are effectively communicated to employees in UACC.

	Frequency	Valid Percent
Strongly Agree	9	12.5
Agree	11	15.3
Neutral	22	30.6
Disagree	16	22.2
Strongly Disagree	14	19.4
Total	72	100.0

11. How does Effective Communication of HR Policies impact Employee Performance?

Reliability statistics: Perceived Effects of Effective Communication of HR Policies on Performance

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.696	.710	7

Item Statistics: Perceived Effects of Effective Communication of HR Policies on Performance

Variables	Mean	Std. Deviation	N
I have benefited from my organization's HR policies because it has been effectively communicated to me.	2.24	1.036	72
I am able to relate well with my colleagues because HR policies has been effectively communicated to me.	3.78	0.825	72
I am greatly motivated to work hard in UACC because HR policies are effectively communicated to me.	2.44	0.989	72
I am able to meet my annual targets in UACC because HR policies are effectively communicated to me.	4.69	0.679	72
My job promotions in UACC are not at all hindered because HR policies are effectively communicated to me.	2.34	1.117	72
I am more interested in my job in UACC because of how effective HR policies are communicated to me.	4.26	0.729	72
Very well organized HR policies effectively communicated in UACC ensures high employee performance.	4.07	0,831	72
Valid N (listwise)	3.40	0.887	72

Section E: Barriers to Effective Communication of HR Policies

12. What are the barriers to effective communication of HR policies in AUCC?

Reliability statistics: Barriers to Effective Communication of HR Policies

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.864	.980	6

Item Statistics: Barriers to Effective Communication of HR Policies

Variables	Mean	Std. Deviation	N
Cultural challenges hinder effective communication of HR policies in my organization.	3.05	0.852	72
Attitudinal challenges hinder the communication of HR policies in my organization	4.97	0.970	72
Structural challenges hinder the communication of HR policies in my organization	4.49	0.819	72
Emotional/psychological challenges hinder the communication of HR policies in my organization	4.55	0.583	72
Internal challenges hinder the communication of HR policies in my organization.	4.58	0.660	72
One –way communication challenge hinder the communication of HR policies in my organization.	4.64	0.725	72
Valid N (listwise)	4.38	0.768	72

Section F: Extent the Barriers Hinder Effective Communication of HR Policies in AUCC

13. What extent does cultural challenges hinder effective communication of HR policies in AUCC?

	Frequency	Valid Percent
Very great extent	4	5.6
Great extent	9	12.5
Moderate extent	11	15.3
Low extent	32	44.4
Not at all	16	22.2
Total	72	100.0

14. What extent does attitudinal challenges hinder effective communication of HR policies in AUCC?

	Frequency	Valid Percent
Very great extent	37	51.4
Great extent	23	31.9
Moderate extent	6	8.3
Low extent	4	5.6
Not at all	2	2.8
Total	72	100.0

15. What extent does structural challenges hinder effective communication of HR policies in AUCC?

	Frequency	Valid Percent
Very great extent	18	25.0
Great extent	35	48.6
Moderate extent	13	18.1
Low extent	3	4.2

Not at all	3	4.2
Total	72	100.0

16. What extent does emotional/psychological challenges hinder effective communication of HR policies in AUCC?

	Frequency	Valid Percent
Valid Very great extent	17	23.6
Great extent	33	45.8
Moderate extent	13	18.1
Low extent	5	6.9
Not at all	4	5.6
Total	72	100.0

17. What extent does internal challenges hinder effective communication of HR policies in AUCC?

	Frequency	Valid Percent
Valid Very great extent	12	16.7
Great extent	31	43.1
Moderate extent	22	30.1
Low extent	5	6.9
Not at all	2	2.8
Total	72	100.0

18. What extent does One –way communication challenges hinder effective communication of HR policies in AUCC?

	Frequency	Valid Percent
Valid Very great extent	21	29.2
Great extent	34	47.2
Moderate extent	9	12.5
Low extent	4	5.6
Not at all	4	5.6
Total	72	100.0

Section F: Information on Relationship between Variables

19. There is high level of HR policies awareness among employees of AUCC.

Respondents Opinion	Frequencies		Total	Percentages (%)		Total
	Male	Female		Male	Female	
Strongly agree	5	6	11	6.9	8.3	15.3
Agree	21	16	37	29.2	22.2	51.4
Neutral	6	7	13	8.3	9.7	18.0
Disagree	5	3	8	6.9	4.2	11.1
Strongly disagree	2	1	3	2.8	1.4	4.2
Total	39	33	72	54.1	45.8	100.0

20. There is high level of employee satisfaction with communicating HR policies in AUCC.

Respondents Opinion	Frequencies		Total	Percentages (%)		Total
	Male	Female		Male	Female	
Strongly agree	9	6	15	12.5	8.3	20.8
Agree	13	14	27	18.1	19.4	37.5
Neutral	12	10	22	16.7	13.9	30.6
Disagree	3	2	5	4.2	2.8	7.0
Strongly disagree	2	1	3	2.8	1.4	4.2
Total	39	33	72	54.3	45.8	100.0

21. Effective communication of HR policies has significant and positive effect on employee performance.

Respondents Opinion	Frequencies		Total	Percentages (%)		Total
	Male	Female		Male	Female	
Strongly agree	10	8	18	13.9	11.1	25.0
Agree	15	12	27	20.8	16.7	37.5
Neutral	11	9	20	15.3	12.5	27.8
Disagree	2	3	5	2.8	4.2	6.9
Strongly disagree	1	1	2	1.4	1.4	2.8
Total	39	33	72	54.2	45.9	100.0

22. There are significant barriers to effective communication of HR policies in AUCC.

Respondents Opinion	Frequencies		Total	Percentages (%)		Total
	Male	Female		Male	Female	
Strongly agree	12	9	21	16.7	12.5	29.2
Agree	14	11	25	19.4	15.3	34.7
Neutral	8	10	18	11.1	13.9	25.0
Disagree	3	2	5	4.2	2.8	6.9
Strongly disagree	2	1	3	2.8	1.4	4.2
Total	39	33	72	54.2	45.9	100.0

APPENDIX C

There is high level of HR policies awareness among employees of AUCC.

Respondents Opinion	Male	Female	Total
Strongly agree	5	6	11
Agree	21	16	37
Neutral	6	7	13
Disagree	5	3	8
Strongly disagree	2	1	3
Total	39	33	72

Expected Frequencies

O	E	(O - E)	(O - E)²	$\frac{(O - E)^2}{E}$
5	5.9	-0.9	0.81	0.137
21	20.0	1.0	1.00	0.050
6	7.0	-1.0	1.00	0.143
5	4.3	0.7	0.49	0.114
2	1.6	0.4	0.16	0.010
6	5.0	1.0	1.00	0.200
16	16.9	-0.9	0.81	0.048
7	6.0	1.0	1.00	0.167
3	3.7	-0.7	0.49	0.132
1	1.4	-0.4	0.16	0.114

$$(X^2) = \sum \frac{(O-E)^2}{E} = 1.115$$

APPENDIX D

There is high level of employee satisfaction with communicating HR policies in AUCC.

Respondents Opinion	Male	Female	Total
Strongly agree	9	6	15
Agree	13	14	27
Neutral	12	10	22
Disagree	3	2	5
Strongly disagree	2	1	3
Total	39	33	72

Expected Frequencies

O	E	(O - E)	(O - E)²	$\frac{(O - E)^2}{E}$
9	8.1	0.9	0.81	0.100
13	14.6	-1.6	2.56	0.173
12	11.9	0.1	0.01	0.008
3	2.7	0.3	0.09	0.033
2	1.6	0.4	0.16	0.100
6	6.9	-0.9	0.81	0.117
14	12.4	1.6	2.56	0.206
10	10.1	-0.1	0.01	0.000
2	2.3	-0.3	0.09	0.039
1	1.4	-0.4	0.16	0.114

$$(X^2) = \sum \frac{(O-E)^2}{E} = 0.890$$

APPENDIX E

There are significant barriers to effective communication of HR policies in AUCC.

Respondents Opinion	Male	Female	Total
Strongly agree	12	9	21
Agree	14	11	25
Neutral	8	10	18
Disagree	3	2	5
Strongly disagree	2	1	3
Total	39	33	72

Expected Frequencies

O	E	(O - E)	(O - E)²	$\frac{(O - E)^2}{E}$
12	11.4	0.6	0.36	0.032
14	13.5	0.5	0.25	0.019
8	9.8	-1.8	3.24	0.331
3	2.7	0.3	0.09	0.033
2	1.6	0.4	0.16	0.100
9	9.6	-0.6	0.36	0.038
11	11.5	-0.5	0.25	0.022
10	8.3	1.7	2.89	0.348
2	2.3	-0.3	0.09	0.039
1	1.4	-0.4	0.16	0.114

$$(X^2) = \sum \frac{(O-E)^2}{E} = 1.043$$