The Relationship Among Communication, Leadership Behaviour and Performance

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Abstract
The present study explored the relationship among communication, leadership behaviours and performance. It was hypothesised that leader's communication would predict the leader's exhibition of leadership behaviours and performance. Participants (104 students) were asked to provide communication, leadership behaviour and performance ratings of lecturers within classroom instructional setting. Results indicated that communication was a better predictor of performance and choice of leadership behaviours. The current study provides support in demonstrating the validity and practicability of using communication dimensions as a predictive variable of leadership success. The findings were discussed.

Introduction

Communication competence is vital for every individual. According to Cruz (1995) an individual's ability to communicate effectively will help support successful programs in any building. Arnold, Perry, Watson, Minatra and Schwartz (2006) assert that communication includes more than speaking and that it is written and oral as well as communicating with behaviour and not just words. Communication is said to be the degree to which information is transmitted among the members of an organization (Price, 1997). Communication is one of the most commonly treated topics in the organisational literature and has been enamoured as a panacea for whatever ails an organization (Price, 1997). Although communication is a management competence perceived to be paramount for leader effectiveness, it has not been considered as a major dimension (Gerstein & Reisman, 1983).

Price (1997) outlined that there are four dimensions of communication in the literature. These are formal and informal communication; vertical communication and horizontal communication; personal and impersonal communication; and instrumental and expressive communication (Price, 1997). Are these communication dimensions employed in leadership-success research?

Penley and Hawkins (1985) in an earlier research did extend the organisational communication research specifying five dimensions and measurement of communication in relation to leadership. Other researches studied communication not as a major dimension but as part of task-oriented metacategory, (Shay, Tracey, & Peterson, 2001; Yukl, Gordon & Taber, 2002). Yulk et al. (2002) did not consider clarifying behaviour of leaders as part of a communication dimension but rather as part of the task-oriented metacategory; true to the assertion of Gerstein and Reisman (1983).

Problem Statement and Research Questions

Penley and Hawkins (1985) in extending the organisational communication research, specified five dimensions and measurement of communication, thus (1) Task communication; (2) Performance communication; (3) Career communication; (4) Communication responsiveness; and (5) Personal communication and investigated the relationship between communication and leadership. The present study examined the role of Penley and Hawkins (1985) communication in the leadership behaviours and performance (effectiveness) relationship. The research questions posed in the present study include:

1) what is the relationship between communication and leadership behaviours of faculty members?
2) what is the relationship between communication and effectiveness of faculty members?

Aims and Objectives

The aim of the present study was to determine the reliability of students' ratings assigned to leadership behaviours or competencies of their faculty members (lecturers) and to examine the relationship among communication, leadership behaviours and performance (effectiveness) of leaders.

Relevance of the Study

Findings of the present study are expected to improve the understanding and usage of communication dimensions measures, and how it relates to the leadership - success model among people in leadership positions. Having knowledge of the appropriateness of communication dimensions and leadership behaviours for leadership success (effectiveness), the findings of the present study will be useful not only to people in academia, but will be useful to practitioners who may use it to guide their training and development processes, and other stake holders like governmental institutions.

Literature Review

Theoretical Framework:

A General Model of Instructional Communication

McCroskey, Valencic and Richmond (2004) advanced the general model of instructional communication which suggests a direct causal pattern: 1) orientations of teachers are associated with teachers' verbal and nonverbal behaviours; 2) teachers' verbal and nonverbal behaviours are observable by students; 3) the observation and interpretation of these behaviours are related to students' perceptions of the source credibility and task attractiveness of the teacher; and 4) students' perceptions of teacher communication behaviours, source credibility, and task attractiveness are associated with students' evaluation of the teacher, affective learning, and perceptions of their own cognitive learning' (McCroskey et al., 2004, p119). The present study examined Penley and Hawkins (1985) organisational communication dimensions within the context of McCroskey et al.'s (2004) general model of instructional communication.

Yukl's Hierarchical Taxonomy

Yukl et al. (2002) developed the hierarchical taxonomy with task metacategory, relations metacategory, and change metacategory standing out when the researchers used the confirmatory factor analysis to analyse data obtained on a behaviour description questionnaire. The findings showed more support for this taxonomy than for alternative models (Yukl et al., 2002) and the present study applied Yukl's hierarchical taxonomy in examining leadership behaviours among leaders within the framework of the assertion of Cruz (1995). The moderation effect of communication on the leadership behaviours - performance relationship was examined.

Review of Related Studies

Communication and Effectiveness

Communication within and between organisations has been found to influence directly the effectiveness of those organisations (Day 1994). Arnold et al. (2006) noted that effective leaders such as principals are good communicators. Team-working had been shown by Kayworth and Leidner (2002) to be positively impacted by regular, timely and relevant communication. Peters and

Fletcher (2004) argued that communication activities influence directly the core activity of a firm which is focused on creating customer value. Hoegl and Gemuenden (2001) also showed that understanding how communication, coordination, and cohesion affect team-working quality in new product development teams, forms a key element of the success of any innovative project outcomes.

Within the context of classroom instruction and outcomes, McCroskey et al. (2004) using participants that included 93 teachers and two groups of students (group A (N = 1123) and group B (N =1138)) found that a set of instructional outcome variables (learning loss, affective learning, teacher evaluation) were found to be associated with both student perceptions of teachers' communication behaviours and student evaluations of teachers' source credibility and task attractiveness. Dulewicz (1994) studied 100 managers in the UK and found that communication played a vital role in managers' performance; and it has become more critical as managers' roles move from controlling to facilitating (Storey, 2001). Recardo (2000); Shin (1998) and Yukl (1998) found that clearly communicating task-oriented behaviours etc, is essential for effective leadership. A two-way communication throughout a school community is essential for effective performance and a study conducted by Marzano, Waters, and McNulty (2005) found that strong lines of two-way communication were established by effective principals. Research by McEwan (2003) found that successful principals are always communicating. What do these principals communicate?

Effective leaders clearly communicate their plans, policies and role expectations with the purpose of guiding and coordinating work activity and making sure people know what to do and how to do it: an exhibition of clarification- a task oriented behaviour (Yukl et al., 2002), which according to Hadden (2003) do affect the degree to which the leader will be followed willingly and respected thereby increasing motivation to boost productivity and satisfaction in the organisation. Researchers have found communicating gratitude for followers ideas and input to be an essential relation-oriented managerial behaviour of effective leaders (Recardo, 2000; Shin, 1998; Yukl, 1998).

Martin (2007) examined survey data on the types of challenges organisations and their leaders face in modern times and found technical challenges being the most often cited. The second most cited challenge was adaptive challenges which include communication of a strategy for creating new processes/systems/skills with critical challenges being the third most cited challenge defined to include communication of a recent and drastic change in overall strategy/direction of the organisation. How essential is the role of communication in implementing change? Is communication significantly related to change-oriented behaviour?

Effective Leadership (Managerial) Behaviours

Yukl (1998) indicated that leadership can be defined in terms of behavioural, trait, role relationships, influence, interaction patterns, and occupation of an administrative position. This is categorised into task-oriented; relation-oriented; and change-oriented behaviours (Yukl et al., 2002).

Task-oriented Behaviours and Effectiveness (Success)

Planning, scheduling and coordinating work for subordinates, providing training and instruction, setting a strategic direction for employees to work toward, setting performance goals for subordinates, assigning tasks to subordinates, etc, and communicating all of the above clearly, are task-oriented behaviours for effective leadership (Recardo, 2000; Shin, 1998; Yukl, 1998). According to Yukl et al. (2002) some specific task behaviours, which include short-term planning, clarifying responsibilities and performance objectives, and monitoring operations and performance have been found to be relevant to effective managerial performance. Brearley (2000) has shown that effective leaders show strong decisive action. Shin (1998) studied the leadership traits of both

successful and unsuccessful Korean firms' CEO, and recognised that personal hands-on involvement contributes to effective leadership. Planning was found to be positively related to success in Zambia and in Zimbabwe, whereas in South Africa only critical point planning was significantly related to success (Frese, Krauss & Friedrich, 2000).

Hadden (2003) found leaders who stimulate followers' creative problem-solving ability to be effective leaders. In relations to problem-solving Yukl et al. (2002) noted that the gathering of information about the operations of the manager's organisational unit is relevant for managerial effectiveness. In the expatriate survey study, monitoring operations, short-term planning; problem solving, clarifying responsibilities and performance objectives are positively correlated, with short-term planning and problem solving being the strongest predictors of managerial effectiveness, whereas clarifying responsibility and performance objectives, and monitoring operations were not significant predictors (Shay et al, 2001).

Madlock (2008) found a strong relationship between supervisor task-oriented leadership style and employee communication satisfaction. A strong relationship was found between supervisor task leadership style and supervisor communication competence (Madlock, 2008).

The present study examined task-oriented leadership behaviours at the aggregate level and how it relates to communication behaviours.

Relation-oriented Behaviours and Effectiveness (Success)

Recardo (2000); Shin (1998); and Yukl (1998) pointed out that leaders in addition to being task-oriented must be relationship-oriented to get group members to work toward common objectives. Relationship-oriented behaviours of effective leadership have been found to include: empowering employees and permitting them to make decisions on how they will accomplish their jobs (Recardo, 2000; Yukl, 1998); being selfless, helpful, sociable, trusting and showing ones confidence in followers and communicating gratitude for followers ideas and input (Recardo, 2000; Shin, 1998; Yukl, 1998); ensuring that the group's welfare is a priority, and recognising superior performance and deservedly rewarding it (Shin, 1998). Asking leaders to focus more energy on creating an environment where others can help them succeed is an important trend and Martin (2007) found participative management, building and mending relationships, and change management rose to the top as skills deem as most important in the future, replacing skills such as resourcefulness, decisiveness and doing whatever it takes.

The effectiveness of a team working towards a goal has been shown by Kayworth and Leidner (2002) to be positively impacted by the leader's regular, timely and relevant communication showing how supportive the leader is. Subordinate rating of managerial effectiveness was found by Shay et al. (2001) to correlate positively with supporting behaviour with high and significant predictive power. Supporting, however, is more likely to be effective when combined with other relevant leadership behaviours (Yukl et al., 2002).

Shay et al. (2001) found recognition not to be a strong predictor of managerial effectiveness though it positively correlated with subordinate ratings of managerial effectiveness. Yukl et al. (2002) found subordinates to feel recognised when praised and shown appreciation when they make important contributions to the organisation through effective performance and significant achievements. Buy-in from people whom a leader's decision will affect is essential for effective management and according to Yukl (1998) can be obtained through consultations, that is, involving followers in making important

decisions and such a behaviour is seen as one form of participative leadership. Shay et al. (2001) found subordinates' ratings of expatriates' managerial effectiveness and consulting to be positively correlated with each other.

In a survey study, Miller and Toulouse (1986) found that the amount of delegation by 97 small businesses top executives was related to their profitability and sales growth whereas Shay et al. (2001) found consulting and delegating not to be a strong predictor of subordinates' ratings of expatriates' managerial effectiveness. Neshamba (2001) found that personnel development among 85% of the successful Kenya businesses surveyed resulted in significant contributions to the operations of the firms. The success of school improvement efforts according to DuFour and Berkey (1995) will depend on the professionals within institutions such as schools. Principals who are leaders in schools for instance can create conditions which ensure that professional growth is part of the institutions culture (DuFour & Berkey, 1995).

Madlock (2008) found a strong relationship between supervisor relational leadership style and employee communication satisfaction. A strong relationship was found between supervisor relational leadership style and supervisor communication competence (Madlock, 2008). The present study examined relation-oriented leadership behaviours at the aggregate level and how it relates to communication behaviours.

Change-oriented Behaviours and Effectiveness (Success)

School improvements efforts may involve change-oriented behaviours. According to Fullan (1993) as cited by DuFour and Berkey (1995), an organisation can be said to be transformed only when enough of the people within the organisation change. Change-oriented behaviours have been found to be relevant for understanding effective leadership in different situations (Yukl et al., 2002); and include external monitoring, envisioning change, encouraging innovative thinking, and taking personal risks to implement change. Monitoring of the organisation's external environment to identify threats and opportunities for the organisation is an important executive activity (Yukl et al., 2002) and Shay et al. (2001) found it to correlate significantly with managerial effectiveness; however the predictive power was insignificant.

Vision, defined as the cognitive structure or image of a desired future state (Baum, 1995) has been shown to be more effective in influencing follower commitment to a proposed strategy or change, if it is relevant for follower values and ideals, communicated with enthusiasm and confidence, and perceived as feasible (Yukl et al., 2002). Research has shown that a leader (e.g. lecturer) can encourage innovative thinking by others (e.g. students) and use it in combination with his/her innovative thoughts for effective leadership (Barling, Weber, & Kelloway, 1996; Lowe et al., 1996; Yukl et al., 2002). Change is inevitable in all situations and leaders take risks when making changes along their career path. Rauch and Frese (2000) in their quantitative meta-analysis found that high risk-taking is negatively associated with business success, although the relationship is small.

As noted earlier, Martin (2007) respondents' second most cited challenges was adaptive challenges which include the recognition of a systemic challenge with no clear solution, communication of a strategy for creating new processes/systems/skills as opposed to a redistribution of them, challenges that focus on the implementation of novel solutions whereas the definition of critical challenge, the third most cited, include communication of a recent and drastic change in overall

strategy/direction of the organisation, and the recognition that an "event" would require significant and immediate systemic change. Change management which had been ranked as the seventh most important in 2002 was ranked as the third most important in 2007 by Martin (2007) respondents. What will be the role of communication in change management? The present study also investigated the strength of the relationship between communication vis-à-vis the change - oriented leadership behaviour of lecturers.

Based on the above reviews the present study hypothesised that:

H1: There will be a significant relationship between communication and effectiveness (performance) of lecturers.
H2: There will be a significant relationship between communication and task-oriented leadership behaviours of lecturers.
H3: There will be a significant relationship between communication and relation-oriented leadership behaviour of lecturers.
H4: There will be a significant relationship between communication and change-oriented leadership behaviour of lecturers.

Operational Definition

Communication is the summed total of Penley and Hawkins (1985) task communication scores; performance communication scores; career communication scores; communication responsiveness scores; and personal communication scores.

The five dimensions of communication distinguished by Penley and Hawkins (1985) are:
(1) Task communication includes items that measure the extent to which supervisors let subordinates know what needs to be done, describes changes in the workplace, and indicates policy.
(2) Performance communication contains items that assess the degree to which supervisors transmit information about the quality of the subordinates' work;
(3) Career communication has items that measure the extent to which the supervisors review training opportunities with subordinates and provide them with career advice;
(4) Communication responsiveness deals with the degree to which supervisors listen to subordinates and respond to issues raised by them; and
(5) Personal communication examines the extent to which family and nonwork-related interests are discussed in the supervisor-subordinate relationship.

Leadership practices or behaviours: leadership activities that are tasks-oriented, relations-oriented and change-oriented (Yukl et al., 2002).

Performance is the rating of overall effectiveness of lecturers by students.

Methodology

Sample

The sample comprised of 150 communication studies student respondents of a tertiary institution in Ghana selected from three degree classes i.e. levels 100, 200 and 300, two diploma 1 classes and a diploma 2 class randomly selected. Out of the communication studies students sampled, 110 (73.33%) responded to the questionnaires. A total of 6 questionnaires were discarded because the respondents did not complete an appropriate number of responses. A total of 104 respondents formed the final sample for the present study, that is, 69.33% of administered questionnaires were included in the analysis. The sample size of 104 useful returned questionnaires for the present study

was appropriate to obtain a reliable equation by regression analyses (Tabanick & Fidell 1996, p132: cited in Pallant, 2001), since five variables were examined.

Table 1: Demographic Variables of Sampled Respondents

Description		Mean	Standard Deviation
Age		23.36	4.98
		Number	Percentage (%)
Gender	Male	31	29.8
	Female	73	70.2
Marital Status	Unmarried	98	94.2
	Married	6	5.8
Employment Status	Unemployed	83	79.8
	Student-workers	21	20.2

Measures

The present study was done by analysing the data at the aggregated (meta-category) levels. The aggregated construct level analyses were reported in the present report based on the intra-class correlation (ICC) index which provided an indication of the extent to which the perceptions of respondents are shared among themselves (e.g. change-oriented leadership in Gil, Rico, Alcover & Barrasa (2005) study). According to Gil et al. (2005) an ICC of over 0.20 is normally considered to signify that a variable may justify aggregation. The ICC indexes were significantly above the threshold: communication (.41); task-oriented leadership (0.46); relation-oriented leadership (0.53); and change-oriented leadership (0.50) in the present study. The results of the analysed piloted questionnaires on the aggregated variables were all above the ICC index of 0.20.

Communication

The reliability of the 19 communication measurement items aggregated into five dimensions in Penley and Hawkins (1985) previous study were Task communication (α = .87); Performance communication (α= .88); Career communication (α= .92); Communication responsiveness (α = .95); and Personal communication (α = .74). In the present study, Penley and Hawkins (1985) communication measurement was used to collect data about the five dimensions of communication with associated Cronbach alpha reliability as: Task communication (α = .57); Performance communication (α= .78); Career communication (α= .90); Communication responsiveness (α = .87); Personal communication (α = .63), which were aggregated (ICC=.41; $\underline{\alpha}$ = .77). Communication is measured by the sum total of task communication scores; performance communication scores; career communication scores; communication responsiveness scores; and personal communication scores.

Managerial Practice Survey

The 60-item fifteen-scale version of the Managerial Practice Survey (Yukl, 2002) made up of four items per scale were employed by the present study, out of which fourteen sub-scales were used to assess 14 dimensions of lecturers' leadership behaviours which were aggregated into three metacategories (task-oriented: $\underline{\alpha}$ = .78, relation-oriented:$\underline{\alpha}$ = .85 and change-oriented: $\underline{\alpha}$ = .84 behaviours). Yukl et al. (2002) found that the Cronbach alpha statistic values for all scales exceeded the recommended lower bound for an acceptable estimate of internal consistency ($\underline{\alpha}$ > .70). Most of the values were greater than .80 with the lowest alpha value being .77.

In the present study, the lowest Cronbach alpha statistic for the sub-scales was .64 (monitoring the environment), with the rest having alpha values ranging from .72 to .89.

Task-oriented leadership is the summed total of Yukl et al.'s (2002) clarifying responsibilities behaviour scores; short-term planning behaviour scores; monitoring operations behaviour scores and decisive problem solving behaviour scores. Relation-oriented leadership is the summed total of Yukl et al.'s (2002) supporting behaviour scores; recognising; developing behaviour scores; consulting behaviour scores and empowering behaviour scores. Change-oriented leadership is the summed total of Yukl et al.'s (2002) monitoring the environment behaviour scores; encourage innovative thinking behaviour scores; envisioning change behaviour scores; taking personal risk behaviour scores and explaining need for change behaviour scores.

Performance
Performance was assessed by respondents who rated the target leader (lecturer) on a single item on the Managerial Practice Survey (Yukl, 2002) i.e. lecturer's overall effectiveness over a 9 point Likert scale. The mean lecturers' overall effectiveness score in the present study was 7.41 with a standard deviation statistic of 1.88. The maximum and minimum overall effectiveness scores were 9 and 1 respectively with a skewness statistics of -1.62.

Design and Procedure
The research design of the present study employed the one-shot correlational approach. With the assistance of class representatives of the randomly selected classes, students from these selected classes were invited to participate by completing an individual and anonymous questionnaire to evaluate lecturer's communication, leadership behaviour and performance. The unit of analysis for the present study was the student's evaluation of a lecturer's performance, communication and managerial behaviours. The responses were aggregated and used for analysis at the construct levels of each variable examined.

Results

Communication, Performance and Leadership Behaviours Relationship Test
The SPSS was employed for the analysis. The descriptive statistics and correlation coefficients for all of the aggregated variables are presented in Table 2 below. Firstly, the control variables: gender, age, marital status and occupation were found not to be significantly correlated with any of the variables.

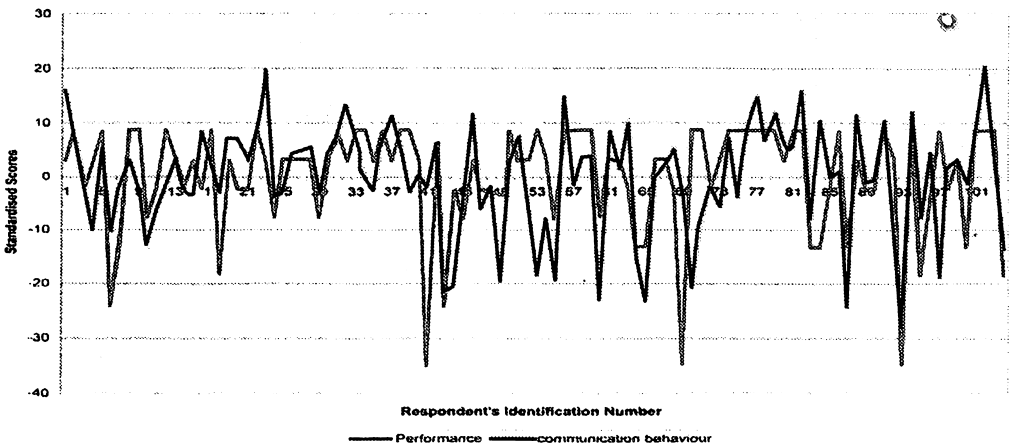
Table 2: Means, Standard Deviation and Correlation of Variable examined in the study

No.	Variables	Mean	S.D	N	1	2	3	4	5	6	7	8	9
1	Lecturer's overall effectiveness	7.41	1.88	104									
2	Gender			104	-.08								
3	Age	23.36	4.98	100	.09	-.43**							
4	Marital Status			104	.06	-.11	.66**						
5	Occupation			104	.16	-.25*	.70**	.49**					
6	Communication behaviour	24.47	5.43	104	.51**	-.17	.07	-.01	.14				
7	Task-oriented behaviour	11.67	4.25	101	.40**	-.09	-.09	.03	-.01	.47**			
8	Relation-oriented behaviour	14.69	5.02	101	.43**	-.18	.02	.02	.04	.52**	.79**		
9	Change-oriented behaviour	11.49	5.69	101	.34**	-.11	-.04	-.02	-.07	.45**	.77**	.81**	

** Correlation is significant at the 0.01 level (2-tailed) * Correlation is significant at the 0.05 level (2-tailed)

From Table 2, the present study found significant correlation between student's evaluation of lecturer's communication and performance, that is, r(104) = .51, p< .01. The observed relationship between student's evaluation of lecturer's communication and performance is shown in Fig. 1.

Fig. 1: Communication Behaviour and Performance Scores Distribution



The trend of performance scores and that of communication scores were similar for the distribution as shown in Fig. 1 above. To ensure that the above relationship was not influenced by other variables while examining hypothesis 1, the multiple regression analysis was performed to regress performance on communication, while controlling the influence of Gender, Age, Marital Status and Occupation and used to examine the first hypothesis. The result showed that communication was a significant predictor of performance, refer to Table 3.

Table 3: Result of multiple regression of lecturer performance on communication and control variables

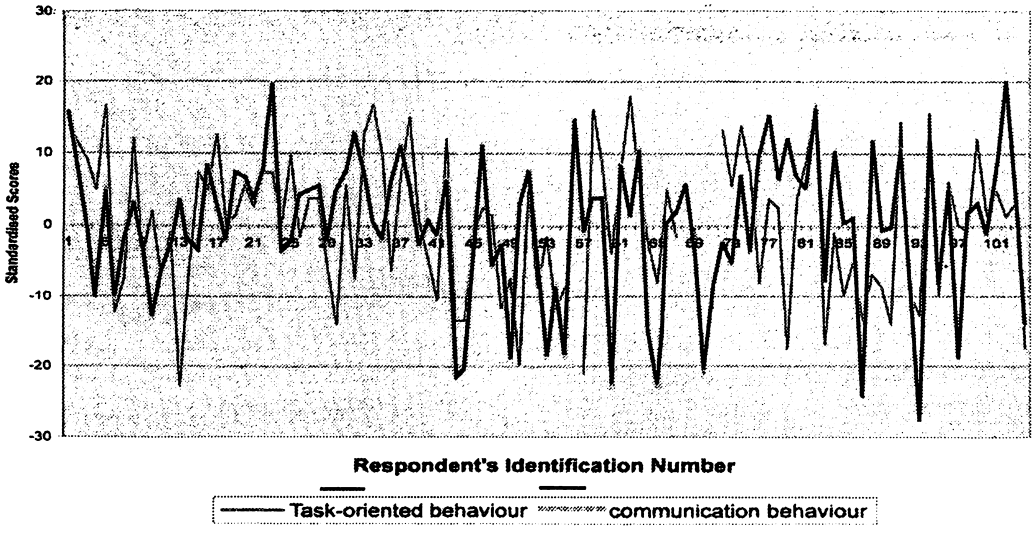
Description	Performance
R-square (R^2)	0.03
Changed R-square ($^3R^2$)	0.24**
Control Variables	β
Gender	0.03
Age	-0.03
Marital Status	0.03
Occupation	0.10
Predictor Variable	β
Communication	0.50**

R2: The proportionate reduction in error in estimating the dependent variable when the independent variables are known.
β The beta weights are the regression coefficients for standardised data and is the average amount the dependent variable increases when the independent variable increases one standard deviation when other independent variables are held constant.

In other words, communication was significantly related to performance, however, the strength of the relationship was moderate, that is, Beta (β) = .50, p<.01. This result supported hypothesis H1 which states that 'There will be a significant relationship between communication dimensions and effectiveness (performance) of lecturers'.

The relationship between communication and task-oriented behaviour was examined and from Table 2 above the relationship was significant, that is, r(101) = .40, p< .01. The observed relationship between student's evaluation of lecturer's communication and task-oriented behaviour is shown in Fig. 2 below.

Fig. 2: Communication Behaviour and Task-oriented Behaviour Scores Distribution



As shown in Fig. 2 above the observed pattern of communication scores and task-oriented scores were similar for the distribution. The multiple regression analysis was performed, where task-oriented behaviour was regressed on communication, while controlling the influence of gender, age, marital status and occupation to ensure that the observed relationship was not influenced by the controlled variables. The regression test was used to examine the second hypothesis as shown in Table 4 below.

Table 4: Result of multiple regression of Task-oriented leadership behaviour on communication and control variables

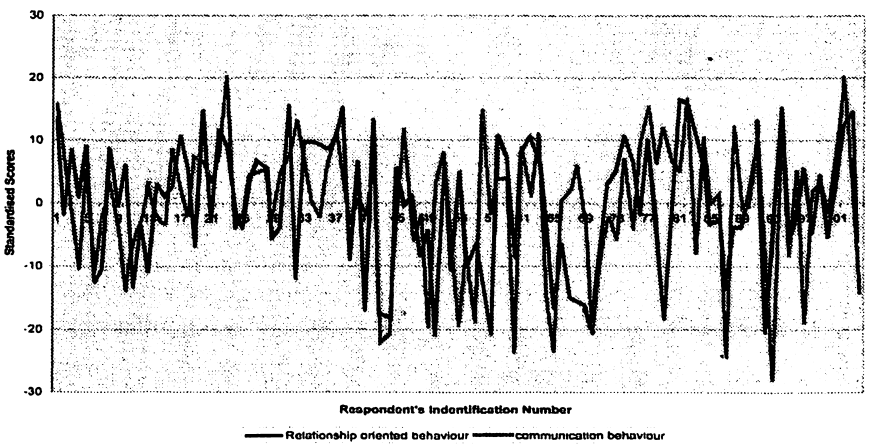
Description	Task-oriented behaviour
R-square (R^2)	0.05
Changed R-square (^{3} R^2)	0.22**
Control Variables	β
Gender	-0.10
Age	-0.29
Marital Status	0.22
Occupation	-0.02
Predictor Variable	β
Communication	0.48**

*p<.05, **p<.01

R2: The proportionate reduction in error in estimating the dependent variable when the independent variables are known.
β The beta weights are the regression coefficients for standardised data and is the average amount the dependent variable increases when the independent variable increases one standard deviation when other independent variables are held constant.

The result showed that communication was a significant predictor of task-oriented behaviour, refer to Table 4. In other words, communication was significantly related to task-oriented behaviour, however, the strength of the relationship was moderate, that is, Beta (β) = .48, p<.01. This result did support hypothesis H2 which states that 'There will be a significant relationship between communication and task-oriented leadership of lecturers'. The study examined the relationship between communication and relation-oriented behaviour and as depicted in Table 2 the relationship was significant, that is, r(101) = .40, p< .01. The observed relationship between student's evaluation of lecturer's communication and relation-oriented behaviour is shown in Fig. 3.

Fig. 3: Communication Behaviour and Relation-oriented Behaviour Scores Distribution



R2: The proportionate reduction in error in estimating the dependent variable when the independent variables are known.
β : The beta weights are the regression coefficients for standardised data and is the average amount the dependent variable increases when the independent variable increases one standard deviation when other independent variables are held constant.

The observed pattern of communication scores and relation-oriented scores were similar for the distribution, refer to Fig. 3 above. The multiple regression analysis was performed to control the influence of gender, age, marital status and occupation on the observed relationship. Relation-oriented behaviour was regressed on communication to examine the third hypothesis. See Table 5 below for results.

Table 5: Result of multiple regression of relation-oriented leadership behaviour on communication and control variables

Description	**Relation-oriented behaviour**
R-square (R2)	0.04
Changed R-square (^{3}R2)	0.25**
Control Variables	β
Gender	-0.11
Age	-0.10
Marital Status	0.10
Occupation	-0.06
Predictor Variable	β
Communication	0.52**

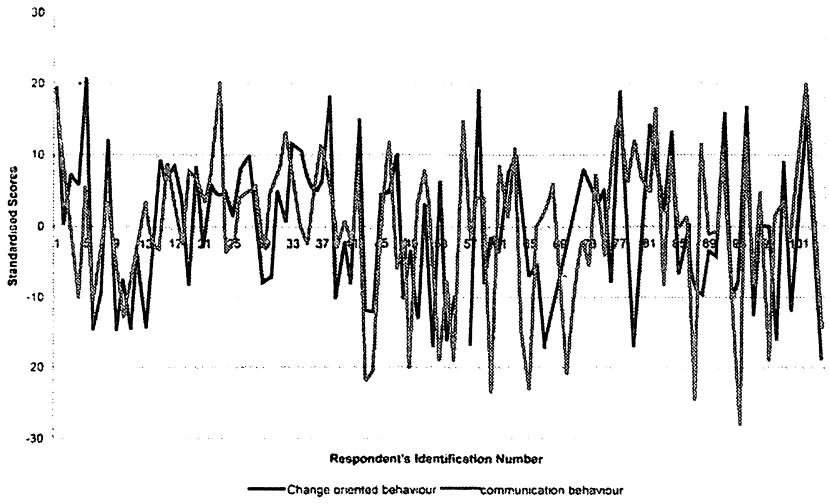
*p<.05, **p<.01

R2: The proportionate reduction in error in estimating the dependent variable when the independent variables are known.
β: The beta weights are the regression coefficients for standardised data and is the average amount the dependent variable increases when the independent variable increases one standard deviation when other independent variables are held constant.

The result showed that communication was a significant predictor of relation-oriented behaviour, refer to Table 5 above. In other words, communication was significantly related to relation-oriented behaviour, however, the strength of the relationship was moderate, that is, Beta (β) = .52, p<.01. Hypothesis H3 which states that 'There will be a significant relationship between communication and relation-oriented leadership behaviour of lecturers' was supported by this result.

The relationship between communication and change-oriented behaviour was examined in the present study. A significant relationship between the two variables was observed, that is, r(101) = .34, p< .01, see Table 2 .

Fig. 4: Communication Behaviour and Change-oriented Behaviour Scores Distribution



Shown in Fig. 4 above is the observed relationship between student's evaluation of lecturer's communication and change-oriented behaviour. As shown in Fig. 4 above the observed communication scores and change-oriented scores trend were similar for the distribution. The multiple regression analysis was performed, where change-oriented behaviour was regressed on communication, while controlling the influence of gender, age, marital status and occupation. This was done to ensure that the observed relationship was not influenced by the controlled variables. The regression test was used to examine the fourth hypothesis and the result indicated that communication was a significant predictor of change-oriented behaviour, refer to Table 6 below. In other words, communication was significantly related to change-oriented behaviour, however, the strength of the relationship was moderate, that is, Beta (β) = .47, p<.01. This result did support hypothesis H4 which states that 'There will be a significant relationship between communication and change-oriented leadership behaviour of lecturers'.

Table 6: Result of multiple regression of Change-oriented leadership behaviour on communication and control variables

Description	Change-oriented behaviour
R-square (R2)	0.03
Changed R-square (^{3}R2)	0.21**
Control Variables	β
Gender	-0.05
Age	-0.01
Marital Status	0.09
Occupation	-0.21
Predictor Variable	β
Communication	0.47**
*p<.05, **p<.01	

R2: The proportionate reduction in error in estimating the dependent variable when the independent variables are known.
β. The beta weights are the regression coefficients for standardised data and is the average amount the dependent variable increases when the independent variable increases one standard deviation when other independent variables are held constant.

Summary of Findings

The result of the analysis showed that communication was not only significantly related to performance but was a significant predictor of performance. The predictive strength was however moderate. The result did support the first hypothesis H1 which states that 'There will be a significant relationship between communication dimensions and effectiveness (performance) of lecturers'.

The second hypothesis H2 which states that 'There will be a significant relationship between communication and task-oriented leadership of lecturers' was supported by the result of the present study. The result showed that communication was significantly related to task-oriented behaviour a significant, that is, significantly predicted task-oriented behaviour. It is worth noting that the strength of the relationship was moderate.

The examination of the third hypothesis using the study's results showed that communication was a significant predictor of relation-oriented leadership behaviour. This is to say that communication was significantly related to relation-oriented leadership behaviour, though; the strength of the relationship was moderate. In effect, hypothesis H3 which states that 'There will be a significant relationship between communication and relation-oriented leadership behaviour of lecturers' was supported by the present study's result.

The present study's result also showed that communication was a significant predictor of change-oriented behaviour, an indication that communication was significantly related to change-oriented behaviour. The result also showed that the strength of the observed significant relationship was moderate, a result which supported hypothesis H4 which states that 'There will be a significant relationship between communication and change-oriented leadership behaviour of lecturers'.

Discussion

The present study examined the relationship among aggregated communication dimensions, aggregated managerial behaviours and performance (effectiveness) of faculty members and finding whether communication do have any moderating effect on the leadership behaviour and performance relationship. Four hypotheses were generated and tested to find answers to the research questions posed in earlier chapters. The findings were discussed in relation with prior studies.

Communication's predictive power and significant relationship with performance (H1 supported) observed among faculty members in the present study is in line with Marzano et al. (2005) findings that effective principals establish strong lines of two-way communication and McEwan (2003) assertion that successful principals were communicating one hundred percent of the time. The present findings also reinforced Peters and Fletcher's (2004) argument that communication activities influence directly the core activity of a firm and Dulewicz (1994) communication-performance relationship. Kayworth and Leidner (2002) submission that communication positively impacted team-working as well as McCroskey et al. (2004) communication behaviour's association with instructional outcome were supported by the findings of the present study. The present findings of communications' direct influence on performance was much expected since the core activity in the university lecture halls were instructional communication oriented.

The present study's findings (support of H2) of the existence of a significant relationship between communication and task-oriented leadership of faculty members reinforced the assertions of Recardo (2000); Shin (1998) and Yukl (1998) that communicating task-oriented behaviours clearly (i.e. clarifying behaviour (Yukl et al., 2002)) is essential for effective leadership. The finding is also in line of Madlock (2008) findings of task leadership style significant relationship with communication style and communication competence. The prediction of H3 that communication will show a significant association with relation-oriented leadership of faculty members was supported by the present study and reinforces the assertion of Recardo (2000); Shin (1998) and Yukl (1998) that communicating gratitude for followers' ideas and input is an essential relation-oriented managerial behaviour of effective leaders.

In line with Madlock's (2008) findings that relational leadership style has a significant relationship with communication style and communication competence is the present study's finding that communication significantly relates to and predicts relation-oriented behaviour. The present findings that communication is significantly related to change-oriented leadership of faculty members and that the predictive power is moderately high (H4 supported) goes to show that leaders who are creating new processes/systems/skills and are implementing recent and drastic change in overall strategy/direction of the organisation (Martin, 2007) cannot do without effective communication. The present study showed the significant role of communication in leadership behaviours, since it did predict all three leadership behaviours i.e. task-, relation- and change-oriented behaviours.

A leader with inefficient communication skills may achieve little when implementing change. In a continuing complex work settings where team-work influences organisational performance, communication is very essential if a healthy work relation among peers, between supervisors and subordinates should be attained. A leader need not only manage subordinates to achieve a task goal, using task-oriented leadership behaviours alone but need to also manage the synergy of the team by using relation-oriented leadership behaviour for effective performance. The effectiveness of these processes depends to a large extent on the communication effectiveness of the leader as shown by the findings of the present study.

Communication's predictive ability of task-oriented leadership behaviour, relation-oriented leadership behaviour and performance relationship coupled with the similarities between beta values observed for communication-performance (effective) relationship and those observed for the three communication-leadership behaviour meta-categories relationships in the present study laid a strong platform for the suggestion of further studies to establish whether communication should be considered as a major dimension or meta-category in line with Gerstein and Reisman (1983) advocacy. If communication as found by the present study did predict the task- relation- and change-oriented leadership behaviour and also did significantly predicted performance then communication exchanges may be perceived by subordinates as influencing performance as a separate dimension, since other researchers like Shay et al. (2001), Yukl et al. (2002) found leadership behaviours to be related to performance (effectiveness).

The present study did not set out to perform a factor analysis, which turned out to be a limitation to the present study. Future studies should employ factor analysis to test communication dimension as a major leadership meta-category vis-à-vis Yukl (2002) identified meta-categories. Care should be taken in interpreting the findings of the present study as a foregone conclusion of communication dimension as a separate leadership dimension. The mediating effect of communication in terms of style/behavior, competence, satisfaction, etc on leadership behaviour and performance should also be examined.

In conclusion the present study's findings of a positive relationship between communication and performance as well as the three leadership behaviours showed that communication is a significant organisational behaviour and is more important to managers and leaders. Effective performance can be achieved with good communication combined with good leadership behaviours in line with the assertion of Yukl et al. (2002) that communication need to be blended with other leadership behaviours for effectiveness.

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