

Investigation into Educational Managers' Level of Communication Skills and their Role in the Management of Educational Enterprise

Khalid Fareed¹, Muhammad Arshad Dahar² & Riffat Tahira³

Abstract

Communication is the process of conveying or transmitting information. It is a channel used to convey messages to affect the reactions of the employees, to make the information fruitful, get feedback and accomplish the objectives. Communication skill is the ability, potential, or caliber to transmit and share information in an effective manner. Communication skills may be among the contributory factors to equip the educational managers with such capabilities that they may evolve an effective quality management system, by establishing good communication channels, for sustained success of educational enterprise. The nature of the study is descriptive; therefore, survey method was used. The population comprised of the managers of educational enterprise in Pakistan. Managers from 4 educational organizations at Islamabad were chosen as the sample of the study. The simple random sample technique was used and 40 managers were randomly selected from each enterprise comprising of total sample of 160 managers. Questionnaire, comprising 25 close ended questions, was the instrument for data collection. The collected data were analyzed through mean, percentage, standard deviation and chi-square. Conclusion were drawn out that educational managers possess communication skills to a great extent and that communication skills play a vital role in the management system for sustained success of educational enterprise. Recommendations have also been put forward which may help the educational managers to further improve their communication skills and manage the educational enterprise effectively.

Keywords: Educational managers, communication skills, management, educational enterprise.

Introduction

Communication is the process of conveying or transmitting information and it is an integral part of the duties that a manager performs. All the activities

¹ MPhil Scholar, Department of Education, PMAS Arid Agriculture University Rawalpindi

² Assistant Professor, Department of Education, PMAS Arid Agriculture University Rawalpindi

³ PhD Scholar, Department of Education, Northern University, Noshehra

of management such as, staffing, leading, planning, organizing, and controlling, demand competitive communication skills. Rue W. L. and L. L. Byars (2000) write in their book “Management Skills and Application” that a useful and efficient communication between individuals or employees and managers is very essential for smooth running of all the affairs of the organization, in managing human resources and achieving the objectives. Thus communication may be considered an important factor to establish an effective interaction within an organization and between the employees to convey messages effectively.

Communication skill is the ability, potential, or caliber to transmit and share information in an effective manner. Communication skills contribute towards effective management of an enterprise. Education level, cultural background, social status and training influence a person’s way of communication. The capability of conversing, presenting and speaking confidently are all skills. In order to improve the effectiveness of communication in an organizational set up, it is essential to enhance the skills of the employees. Efficient communication between executives and subordinates is very essential to achieve the objectives of organization. In any organization, communication may be looked at with two basic perspectives i.e., Interpersonal Communication and Organizational Communication.

Interpersonal communication is a process that is carried out between individuals and is used for conveying verbal and nonverbal messages. The aim of interpersonal communication is to convey information to one another so that they may understand the message of one another. A situation or event creates information which needs to be communicated to other persons. However, some factors intrude into communicative process to spoil it. Hence, the manager must be equipped with necessary communication skills to save this process from failure. Yildiz (2012) found in his research study “Effective Communication Skills to Manage the Library: Relations between Managers

and Librarians” that interpersonal communication between librarians and other employees of the libraries is very beneficial to provide better services to the people. Interpersonal communication skills help to understand one another, discuss library matters, analyze and solve the problems with mutual efforts.

Organizational communication takes place within the structure of the organization. The forms of communication systems in an organization may be downward, upward, and lateral (horizontal). There are also many informal ways of communication in organizations which are called grapevine. Terry and Franklin (1982) argue in their book “Principles of Management” that communication is an essential tool which facilitates the managers to interact with the employees of the organization in respect of different organizational activities. Without communicating, ideas, thoughts, duties, assignments cannot be conveyed to the persons. Hence, the manager feels the need to communicate with other people. The managerial achievements and accomplishments depend upon transmission of ideas, thought, orders, assignments in an effective manner. Communication helps the manager to obtain data, to identify the problems and then make decisions and take actions to put things right. It facilitates the management process and smooth operation of the organization. Interpersonal communication and organizational communication are interdependent and complementary to each other but both occupy essential place in their respective area.

It is of more importance that the managers must possess the skills to communicate so that the messages may be conveyed effectively. They must be able to use the written, oral, reading, listening and nonverbal communication channels skillfully. Great care is required in the selection of media. The person who has to communicate, the spectators and the conditions are the factors that have to be kept in mind. Some managers who feel shy or difficult to face the spectators prefer to use written channel whereas some audience are not good at reading so they prefer direct interaction with the superiors. Therefore, different

circumstances require different medium to be used to convey the message effectively. Objectives of the study were;

- i. To find out the level of communication skills of educational managers.
- ii. To investigate the role of communication skills in the management of educational enterprise.

Review of Literature

Communication is the process of conveying, transmitting and exchanging information, ideas and feelings. It is the channel used to convey messages to affect the reactions of the employees, to make the information fruitful, get feedback and accomplish the objectives. It functions to establish interaction between employees and departments in order to carry out the organizational activities collectively. It aims to bring about a change and affect the reactions of the individuals for the interests of the organization. It makes it easy for managers to carry out the functions smoothly and remain in touch with external environment of the organization. It is part and parcel of the management system of any enterprise. It is an integral part of the duties that a manager performs (Terry and Franklin, 1982).

Communication skill is the ability, potential, or caliber to transmit and share information in an effective manner. Communication skills contribute towards successful management of an enterprise. They facilitate to carry out all the managerial activities such as, staffing, leading, planning, organizing, directing and controlling effectively. They are one of the contributory factors to equip the educational managers with such capabilities that they may evolve an effective quality management system, by establishing good communication channels, for sustained success of educational enterprise. Rue and Byars (2000) write in their book “Management Skills and Application” that a useful and efficient communication between individuals or employees and managers is very essential for smooth running of all the affairs of the organization, in managing human resources and achieving the objectives.

Good communication skills make it easy for the managers to determine the accurate purpose of communication in terms of receiver response. They generate a room for respondents to argue their outlook and stance, discuss to resolve ambiguities about their jobs, and share their feelings to settle the conflicts with other individuals and groups. They help to persuade the workers and obtain their cooperation, assign tasks, issue orders, provide vital data to solve problems, praise performance and criticize mistakes in an effective and constructive manner. They help to circulate standard operating procedures, clarify task responsibilities, identify authority positions to manage and control organizational affairs to avoid conflicts within the organization (Scott & Mitchell, 1976).

Efficient communication skills enable the managers to interact with people in an effective manner. Many studies highlight the importance of good communication to convey the objectives at a useful level (Spitzberg & Cupach, 1984; Payne, 2005). A study conducted in 500 organizations highlighted that the managers who possessed good communication skills emerged as good leaders (Porterfield & Forde, 2001; Payne, 2005).

Effective communication skills enable the educational managers to communicate effectively with other organizations for private funding to educational institutions, sharing opportunities for practical training and applied knowledge and exploring the prospects of employability for graduates (Moreland, 2004). It has been advocated in various research studies that different inquiries made to the teachers, managers and graduates show that effective communication is an important area which requires improvement, growth and expansion among graduates and workers (Maes, Weldy & Icenogle, 1997; Morreale, Osborn & Pearson, 2000; Payne, 2005).

Interpersonal communication is a process that is carried out between individuals and is used for conveying verbal and nonverbal messages. It aspires to convey information to one another so that they may understand the

message of one another. Yildiz (2012) found in his research study “Effective Communication Skills to Manage the Library: Relations between Managers and Librarians” that interpersonal communication between librarians and other employees of the libraries is very beneficial to provide better services to the people. Interpersonal communication skills help to understand one another, discuss library matters, analyze and solve the problems with mutual efforts.

Organizational communication facilitates to interact within the structure of the organization. Good communication skills enhance the overall organizational performance of the managers. They help the managers to be aware of the happenings within the organization. They increase their competence to disseminate information aptly and comprehend others’ views sensibly (Penley, Alexander, Jernigan, & Henwood, 1991).

Good communication skills exhibit how to communicate or interact more suitably and usefully in a proper perspective without anxiety. They enable the managers to speak, see, hear and nonverbally convey the message effectively and boldly (Parks, 1994; Payne, 2005). They diminish the anxiety and hesitation in communicating with others. It is agreed that the workers who harbour higher communication anxiety are less satisfied with their job, more sluggish and poor in achievements as compared to those who have low communication anxiety (Penley et al., 1991; Payne, 2005).

Effective communication skills add to the leadership qualities of school leaders. They enable them to communicate institutional policies to school manpower effectively. Pitner and Ogawa (1981) carried out a research on communication skills of school leaders and concluded that school leaders’ job essentially requires the abilities to communicate with people effectively. In another study Mazzarella and Grundy (1989) interviewed school principals and concluded that principals possessing good communication skills and aptitude emerged as effective school leaders.

Communication plays an essential role in developing and maintaining a conducive climate and culture in the school. Good communication skills enable the school leaders to communicate their vision to school community effectively which in turn helps to establish a healthy, safe and congenial teaching-learning environment which ultimately enhances students' achievement (McEwan, 2003). Their effective communication with students encourages them to participate in school activities, decision making, programmes' development and maintaining healthy environment in the institute. Good communication skills facilitate the principals to effectively convey the school strategies and programmes to parents to elicit their ideas and suggestions to improve the school environment. Excellent communication skills also contribute to establish good and healthy relationship between the higher administrative, governing bodies and the principals to fortify and reinforce the school culture (LaPlant, 1979).

Emotional intelligence may encompass cognition, behaviour, emotions, feelings etc. Emotional intelligence has been considered an important characteristic of managers which helps them to tackle organizational issues and manage manpower in a better way (Goleman, 1996). A research carried on 968 organizations in United States showed that the managers who managed the manpower confidently and exploited their management skills and strategies more intelligently, effectively and competently reaped more benefit as compared to the managers, of other organizations, who showed less confidence, intelligence and competency in managing the manpower of their organizations (Huselid, 1995; Pfeffer & Veiga, 1999).

Four basic communication skills i.e. reading, writing, speaking, listening, run in the veins of organization just as blood runs in the veins of human being and hence serve as a strong tool for managers to interact, convey messages, disseminate information, get feedback and perform all the organizational functions effectively. Abbas (2011) observes in his paper "Role

of Effective Communication for Enhancing Leadership and Entrepreneurial Skills” that good communication adds to the organizational and leadership skills. Expertise in four basic communication skills increases the capability of the managers to interact with employees in an effective way. Shukla, (2005) concludes in “Communication Ability and Leadership Language in India” that outstanding expression skills enable a person to emerge as a good manager and leader. People listen to him attentively and perform their duties under his leadership willingly.

Reading skill enables to read the message carefully, attentively and accurately. It helps to understand the meaning and contents of the message in the real context. Writing skill aids to disseminate information through writing such as keeping records, making references etc. It helps to prepare the material attentively and circulate it to a large number of people and departments at one stretch. This type of communication facilitates to maintain consistency in procedures and policy matters. Speaking skill enables the executives to get feedback instantly through face-to-face conversation. It facilitates to discuss different matters at the spot and clarify the points. It saves time and provides a direct interaction to discuss the issues as compared to planned and informal gatherings. It is observed that the managers who can communicate verbally in a skillful manner, without being nervous, become more popular among workers (Jablin & Sias, 2001; Payne, 2005).

Listening is an important module which helps to develop and enhance creative abilities and establish relationships with other individuals (Lundsteen, 1979; Wilt, 1950; Wolvin & Coakley, 1996). Listening skill facilitates in behavioural communication. It helps to keep pace with thought and speech speed, taking notes, paraphrasing the speech and putting questions. It aids to be mentally present, pay attention to the speaker, establish eye contact, understand facial expression, understand and appraise the message, judge and avoid wrong reasoning (Brownell, 2010; Wolvin & Coakley, 1996). It allows perceiving

impressions of people's attributes relationships, events, ethnicity and other features of their personality (Griffin, 2009).

Nonverbal communication is an important skill which helps the managers to convey messages, express thoughts and ideas through signals and gestures. It is an aid to verbal communication and emotions can be effectively communicated through nonverbal communication. Physical actions, gestures, body movement and facial expressions play a vital role in nonverbal communication between two people (Stewart, 2009). Having eye contact during communication enhances understanding. In North America, it is believed sincere to look someone in the eye and it is acceptable to some extent, but in "other cultures it is considered an invasion of privacy" (Hackman & Johnson, 2009).

Research Methodology

The nature of the study is descriptive, so descriptive research design was used. Survey method was exploited to explore, through questionnaire, the level of educational managers' communication skills and the role of communication skills in the management of educational enterprise. The population of the study to which the result of the study would be generalized consists of managers of educational enterprise in whole Pakistan. Due to limitations in data collection from all over the Pakistan, the study was delimited to educational organizations of Islamabad. Managers of four educational organizations of Islamabad were chosen as the sample of the study. The simple random sample technique was used and 40 managers were randomly selected from each department. Total sample comprises 160 managers.

Research Tool

Questionnaire was used as an instrument to collect data. A self-developed and well structured questionnaire was prepared under the guidance of the experts. It consisted of 25 close ended questions. Pilot testing was

carried out in order to ascertain whether the questions were relevant and easy to understand by the target respondents. For this purpose 30 employees were taken from an organization. The researcher himself visited the concerned department and disseminated the questionnaire to the employees and sought their opinion and recommendation. On the basis of feedback and the experience from the pilot testing, the questionnaire was refined, finalized and administered to the selected sample.

In order to collect data, the researcher himself visited the four educational departments, chosen as sample, and administered the questionnaire personally to the sample managers of the concerned departments. The filled in questionnaire was collected personally from the respondents. After receiving the filled in questionnaires, the data were tabulated, analyzed and interpreted. Data analysis was carried out through suitable statistical tools and procedures such as percentage, mean, standard deviation and chi-square. MS Excel and SPSS were used to apply the statistical procedures and formulae to analyze the data.

Results and Findings

i. Educational managers' level of communication skills

This analysis represents the level of communication skills possessed by educational managers to communicate and manage day to day matters of an educational enterprise. Table 1 (statement/question 1-15) represents this analysis.

Result of statement 1 highlights that majority of respondents agreed that they establish an affectionate attachment with their colleagues through emotional contact. Mean and standard deviation also show that trend is towards higher side from the midpoint. Result of statement 2 represents that maximum respondents agreed that they create mutual understanding with co-workers by means of nonverbal communication. Mean and standard deviation also show that trend is towards higher side from the midpoint. Result of

statement 3 shows that a large number of respondents agreed that they listen to employees' problems patiently and sympathetically to normalize their stress. Mean and standard deviation also show that trend is towards higher side from the midpoint. Result of statement 4 illustrates that majority of respondents agreed that they attract the attention of people at work place by expressive/fluent talking. Mean and standard deviation also show that trend is towards higher side from the midpoint. Result of statement 5 demonstrates that maximum respondents agreed that they influence and persuade others with valid arguments. Mean and standard deviation also show that trend is towards higher side from the midpoint. Result of statement 6 highlights that a great number of respondents agreed that they convince others with logical explanations. Mean and standard deviation also show that trend is towards higher side from the midpoint. Result of statement 7 represents that majority of respondents agreed that they convey their messages in clear and easy-to-understand manner. Mean and standard deviation also show that trend is towards higher side from the midpoint. Result of statement 8 shows that maximum respondents agreed that they exploit playfulness and humour to tackle awkward, difficult and embarrassing issues. Mean and standard deviation also show that trend is towards higher side from the midpoint. Result of statement 9 illustrates that a large number of respondents agreed that they respond to differences and disagreements with colleagues in a friendly way. Mean and standard deviation also show that trend is towards higher side from the midpoint. Result of statement 10 demonstrates that majority of respondents agreed that they adapt the voice tone, pitch and tempo to influence the reactions of the employees. Mean and standard deviation also show that trend is towards higher side from the midpoint. Result of statement 11 highlights that maximum respondents agreed that they express their viewpoint by using right words at right time and place during meetings. Mean and standard deviation also show that trend is towards higher side from the midpoint. Result of

statement 12 represents that a great number of respondents agreed that they adopt a suitable communication media (written, oral, non-verbal) to convey the message appropriately. Mean and standard deviation also show that trend is towards higher side from the midpoint. Result of statement 13 shows that majority of respondents agreed that they exploit emotionally intelligent language to obtain cooperation from others. Mean and standard deviation also show that trend is towards higher side from the midpoint. Result of statement 14 illustrates that maximum respondents agreed that they discuss organizational matters with colleagues before making any decision. Mean and standard deviation also show that trend is towards higher side from the midpoint. Result of statement 15 demonstrates that majority of respondents agreed that they employ tactful messaging to get intended feedback. Mean and standard deviation also show that trend is towards higher side from the midpoint.

Table 1: (Statement/Question 1-15)

S#	Statement/Question	N	Responses				Mean/SD	
			SA/%	A/%	N/%	D/%	SD/%	
1	I establish an affectionate attachment with my colleagues through emotional contact.	160	28/17.5	90/56.2	35/21.9	7/4.4	0/0	3.86/0.742
2	I create mutual understanding with co-workers by means of nonverbal communication.	160	45/28.1	78/48.8	28/17.5	9/5.6	0/0	3.99/0.825
3	I listen to employees' problems patiently and sympathetically to normalize their stress.	160	71/44.4	73/45.6	16/10.0	0/0	0/0	4.34/0.652
4	I attract the attention of people at work place by my expressive/fluent talking.	160	27/16.9	81/50.6	37/23.1	9/5.6	6/3.8	3.71/0.937
5	I influence and persuade others with valid arguments.	160	34/21.2	102/63.8	21/13.1	3/1.9	0/0	4.04/0.645
6	I convince others with logical explanations.	160	34/21.2	87/54.4	39/24.4	0/0	0/0	3.96/0.674

<i>Investigation into Educational Managers' Level of Communication....</i>								
7	I convey my messages in clear and easy-to-understand manner.	160	56/35.0	96/60.0	8/5.0	0/0	0/0	4.3/0.556
8	I exploit playfulness and humour to tackle awkward, difficult and embarrassing issues.	160	28/17.5	69/43.1	39/24.4	18/11.2	6/3.8	3.59/1.02
9	I respond to differences and disagreements with colleagues in a friendly way.	160	43/26.9	96/60.0	18/11.2	3/1.9	0/0	4.11/0.664
10	I adapt the voice tone, pitch and tempo to influence the reactions of the employees.	160	41/25.6	80/50.0	27/16.9	6/3.8	6/3.8	3.9/0.95
11	I express my viewpoint by using right words at right time and place during meetings.	160	56/35.0	92/57.5	9/5.6	3/1.9	0/0	4.25/0.644
12	I adopt a suitable communication media (written, oral, non-verbal) to convey the message appropriately.	160	58/36.2	81/50.6	21/13.1	0/0	0/0	4.23/0.663
13	I exploit emotionally intelligent language to obtain cooperation from others.	160	41/25.6	69/43.1	28/17.5	16/10.0	6/3.8	3.76/1.056
14	I discuss organizational matters with colleagues before making any decision.	160	48/30.0	82/51.2	21/13.1	9/5.6	0/0	4.05/0.808
15	I employ tactful messaging to get intended feedback.	160	26/16.2	88/55.0	37/23.1	3/1.9	6/3.8	3.78/0.87

ii. Role of communication skills in the management of educational enterprise

This analysis represents the role of communication skills in the management of educational enterprise. Table 2 (Statement/Question 16-25) represents this analysis.

Result of statement 16 highlights that majority of respondents strongly agreed that communication skills help to keep a pleasing and fruitful relationship between employees at work place. Mean, standard deviation and chi-square χ^2 show that trend is towards higher side from the midpoint. Result

of statement 17 represents that maximum respondents agreed that affectionate attachment with co-workers through emotionally intelligent communication helps to get the work done efficiently. Mean, standard deviation and chi-square χ^2 show that trend is towards higher side from the midpoint. Result of statement 18 shows that a large number of respondents agreed that intelligent communication may normalize the stress of the employees, and keep them relaxed but energized to carry out the job. Mean, standard deviation and chi-square χ^2 show that trend is towards higher side from the midpoint. Result of statement 19 illustrates that majority of respondents agreed that nonverbal emotionally intelligent contacts establish understanding, attract the attention and influence the employees. Mean, standard deviation and chi-square χ^2 show that trend is towards higher side from the midpoint. Result of statement 20 demonstrates that maximum respondents agreed that playfulness and humour are good instruments to tackle awkward, difficult and embarrassing issues. Mean, standard deviation and chi-square χ^2 show that trend is towards higher side from the midpoint. Result of statement 21 highlights that a great number of respondents agreed that resolving the differences and disagreements with colleagues in a friendly way facilitates smooth functioning of official matters. Mean, standard deviation and chi-square χ^2 show that trend is towards higher side from the midpoint. Result of statement 22 represents that majority of respondents agreed that tone, pitch and tempo of voice may influence the reactions of the employees regarding organizational discipline. Mean, standard deviation and chi-square χ^2 show that trend is towards higher side from the midpoint. Result of statement 23 shows that maximum respondents strongly agreed that using right words at right time and place to express views during meetings wins favourable responses regarding organizational matters. Mean, standard deviation and chi-square χ^2 show that trend is towards higher side from the midpoint. Result of statement 24 illustrates that a great number of respondents agreed that an appropriate communication media (written, oral,

non-verbal) makes it easy to clarify the purpose of the message. Mean, standard deviation and chi-square χ^2 show that trend is towards higher side from the midpoint. Result of statement 25 demonstrates that majority of respondents agreed that exploiting emotionally intelligent language can help to persuade employees and obtain their cooperation to influence organizational performance positively. Mean, standard deviation and chi-square χ^2 show that trend is towards higher side from the midpoint.

Table 2: (Statement/Question 16-25)

Sr. #	Statement/Question	N	Responses				Mean/SD	χ^2
			SA/%	A/%	N/%	D/%		
16	Communication skills help to keep a pleasing and fruitful relationship between employees at work place.	160	86/53.8	68/42.5	6/3.8	0/0	0/0	4.5/0.57 66.050 (df=2)
17	Affectionate attachment with coworkers through emotionally intelligent communication helps to get the work done efficiently.	160	65/40.6	77/48.1	15/9.4	3/1.9	0/0	4.27/0.706 99.700 (df=3)
18	Intelligent communication may normalize the stress of the employees, and keep them relaxed but energized to carry out the job/task.	160	62/38.8	88/55.0	10/6.2	0/0	0/0	4.32/0.586 59.150 (df=2)
19	Nonverbal emotionally intelligent contacts establish understanding, attract the attention and influence the employees.	160	40/25.0	73/45.6	30/18.8	14/8.8	3/1.9	3.83/0.963 91.062 (df=4)
20	Playfulness and humour are good instruments to tackle awkward,	160	55/34.4	55/34.4	33/20.6	10/6.2	7/4.4	3.88/1.086 67.750 (df=4)

	difficult and embarrassing issues.								
21	To resolve the differences and disagreements with colleagues in a friendly way facilitates smooth functioning of official matters.	160	67/41.9	81/50.6	6/3.8	0/0	6/3.8	4.26/0.849	118.050 (df=3)
22	The tone, pitch and tempo of voice may influence the reactions of employees regarding organizational discipline.	160	63/39.4	85/53.1	6/3.8	3/1.9	3/1.9	4.26/0.778	191.500 (df=4)
23	Using right words at right time and place to express views during meetings wins favourable responses regarding organizational matters.	160	95/59.4	50/31.2	12/7.5	0/0	3/1.9	4.46/0.789	131.950 (df=3)
24	An appropriate communication media (written, oral, non-verbal) makes it easy to clarify the purpose of message.	160	64/40.0	84/52.5	3/1.9	6/3.8	3/1.9	4.25/0.821	190.188 (df=4)
25	Exploiting emotionally intelligent language can help to persuade employees and obtain their cooperation to influence organizational performance positively.	160	47/29.4	66/41.2	35/21.9	6/3.8	6/3.8	3.88/0.993	85.688 (df=4)

Discussion

Skilled manpower is an asset to any organization. This paper is an effort to find out the level of communication skills and expertise possessed by educational managers and the role of communication skills in the management of educational enterprise. A large amount of literature is already present on the subject. This study also relates to various prior research studies and is supported by lot of existing literature.

i. Educational managers' level of communication skills

Statements/Questions 1-15 aimed to investigate educational managers' level of communication skills and expertise. Table 1 (statement/question 1-15) shows the results worked out by percentage, mean and standard deviation that the trend is towards higher side from the mid point. Majority of the respondents replied that they possess communication skills to a great extent, required by a manager to manage the organizational matters efficiently.

Interpersonal communication: Statement 1 addresses the interpersonal communication skills which add to the expertise of the managers to become good communicators so that they may communicate with people in an effective manner. Majority of respondents agreed that they establish an affectionate attachment with their colleagues through emotional contact. The results of the study are supported by Spitzberg and Cupach (1984) and Payne (2005) who articulate that efficient communication skills enable the managers to interact with people in an effective manner. A study conducted by Porterfield and Forde (2001) and Payne (2005) in 500 organizations also supports the results that the managers who possessed good communication skills emerged as good leaders.

Non-verbal communication: Statement 2 encompasses the non-verbal communication skills which help the managers to communicate through signals and gestures. Large number of respondents agreed that they create mutual understanding with co-workers by means of nonverbal communication.

The results get support from Parks (1994) and Payne (2005) that good communication skills exhibit how to communicate or interact more suitably and usefully in a proper perspective without anxiety. They enable the managers to speak, see, hear and nonverbally convey the message effectively and boldly.

Four basic communication skills (reading, writing, speaking, listening): Statements 3-7 encompass the four basic communication skills which serve as a strong tool for managers to interact, convey messages, disseminate information, get feedback and perform all the organizational functions effectively. Majority of respondents agreed that they listen to employees' problems patiently and sympathetically to normalize their stress ; attract the attention of people at work place by expressive/fluent talking; influence and persuade others with valid arguments; convince others with logical explanations; convey their messages in clear and easy-to-understand manner. The results are in line with the views of Brownell (2010), Wolvin & Coakley (1996) when they say that listening skill facilitates in behavioural communication. It helps to keep pace with thought and speech speed, taking notes, paraphrasing the speech and putting questions. It aids to be mentally present, pay attention to the speaker, establish eye contact, understand facial expression, understand and appraise the message, judge and avoid wrong reasoning. Jablin & Sias (2001); Payne (2005) articulate that the managers, who can communicate verbally in a skillful manner, without being nervous, become more popular among workers. The results are also supported by Pitner & Ogawa (1981) who carried out a research on communication skills of school leaders and concluded that school leaders' job essentially requires the abilities to communicate with people effectively. In another study Mazzarella and Grundy (1989) interviewed school principals and concluded that principals possessing good communication skills and aptitude emerged as effective school leaders. These views also support the results of this study.

Communication manner, diction and media: Statements 8-12 address the selection of communication manner, diction and media which make it easy for the managers to determine the accurate purpose of communication in terms of receiver response. Maximum respondents agreed that they exploit playfulness and humour to tackle awkward, difficult and embarrassing issues; respond to differences and disagreements with colleagues in a friendly way; adapt the voice tone, pitch and tempo to influence the reactions of the employees; express their viewpoint by using right words at right time and place during meetings; adopt a suitable communication media (written, oral, non-verbal) to convey the message appropriately. The results of the study are supported by Scott and Mitchell (1976) when they articulate that good communication skills make it easy for the managers to determine the accurate purpose of communication in terms of receiver response. They generate a room for respondents to argue their outlook and stance, discuss to resolve ambiguities about their jobs, and share their feelings to settle the conflicts with other individuals and groups. They help to persuade the workers and obtain their cooperation, assign tasks, issue orders, provide vital data to solve problems, praise performance and criticize mistakes in an effective and constructive manner. They help to circulate standard operating procedures, clarify task responsibilities, identify authority positions to manage and control organizational affairs to avoid conflicts within the organization.

Emotional communication: Statement 13 focuses on emotional communication skills which help to establish long lasting and productive relationships. Majority of respondents agreed that they exploit emotionally intelligent language to obtain cooperation from others. The results are supported by Goleman (1996) when he says that emotional intelligence may encompass cognition, behaviour, emotions, feelings etc., and emotional intelligence has been considered an important characteristic of managers which helps them to tackle organizational issues and manage manpower in a better

way. The results are also in line with the results of a research carried by Huselid (1995), Pfeffer & Veiga (1999) on 968 organizations in United States that the managers who managed the manpower confidently and exploited their management skills and strategies more intelligently, effectively and competently reaped more benefit as compared to the managers, of other organizations, who showed less confidence, intelligence and competency in managing the manpower of their organizations.

Organizational communication: Statement 14 focuses on the organizational communication skills which facilitate to communicate within and outside organizational structure. Maximum respondents agreed that they discuss organizational matters with colleagues before making any decision. The views of Moreland (2004) are in line with the results of this study that effective communication skills enable the educational managers to communicate effectively with other organizations for private funding to educational institutions, sharing opportunities for practical training and applied knowledge and exploring the prospects of employability for graduates. Maes, Weldy & Icenogle (1997); morreale, Osborn & Pearson (2000) and Payne (2005) also speak that it has been advocated in various research studies that different inquiries made to the teachers, managers and graduates show that effective communication is an important area which requires improvement, growth and expansion among graduates and workers.

Discreet communication: Statement 15 addresses the discreet communication skills which enable the managers to examine the situation and decide what and how to communicate. Maximum respondents agreed that they employ tactful messaging to get intended feedback. The results get support from Parks (1994) and Payne (2005) that good communication skills exhibit how to communicate or interact more suitably and usefully in a proper perspective without anxiety. They enable the managers to speak, see, hear and nonverbally convey the message effectively, tactfully and boldly. Penley et al.

(1991) and Payne (2005) also speak in the same vein and say that they diminish the anxiety and hesitation in communicating with others. It is agreed that the workers who harbour higher communication anxiety are less satisfied with their job, more sluggish and poor in achievements as compared to those who have low communication anxiety.

ii. Role of communication skills in the management of educational enterprise

Statements/Questions 16-25 aimed to explore the role of communication skills in the management of educational enterprise. Table 2 (statement/question 16-25) shows the results, worked out by percentage, mean and standard deviation, that trend is towards higher side from the mid point. The results highlight that communication skills play a vital role in the overall management of the educational enterprise.

Maximum respondents agreed that communication skills help to keep a pleasing and fruitful relationship between employees at work place; affectionate attachment with co-workers through emotionally intelligent communication helps to get the work done efficiently; intelligent communication may normalize the stress of the employees, and keep them relaxed but energized to carry out the job; nonverbal emotionally intelligent contacts establish understanding, attract the attention and influence the employees; playfulness and humour are good instruments to tackle awkward, difficult and embarrassing issues; resolving the differences and disagreements with colleagues in a friendly way facilitates smooth functioning of official matters; tone, pitch and tempo of voice may influence the reactions of the employees regarding organizational discipline; using right words at right time and place to express views during meetings wins favourable responses regarding organizational matters; appropriate communication media (written, oral, non-verbal) makes it easy to clarify the purpose of the message; exploiting emotionally intelligent language can help to persuade employees

and obtain their cooperation to influence organizational performance positively.

The results of this study are endorsed by various prior research studies. Abbasi (2011) observes in his paper “Role of Effective Communication for Enhancing Leadership and Entrepreneurial Skills” that good communication adds to the organizational and leadership skills. Expertise in four basic communication skills increases the capability of the managers to interact with employees in an effective way. Shukla, (2005) concludes in “Communication Ability and Leadership Language in India” that outstanding expression skills enable a person to emerge as a good manager and leader. People listen to him attentively and perform their duties under his leadership willingly.

Some other researchers also support the results of this study. Brownell (2010) says that conception of trust is very significant as far as the aspects of leadership and listening are concerned. Trust paves the way to develop the relationships with one another. Hackman and Johnson (2009) articulate that trust occupies a vital place in the setup of leadership role as it helps to increase productivity and earn more profit. It helps to keep the morale of the employees high. Lundsteen (1979), Wilt (1950); Wolvin and Coakley (1996) also speak out that listening has been considered as the first skill which was developed and language is learnt from listening as well as mastery in language is achieved through listening. Listening is an important module which helps to develop creative abilities and establish relationships with other individuals. Rue and Byars (2000) also write in their book “Management Skills and Application” that a useful and efficient communication between individuals or employees and managers is very essential for smooth running of all the affairs of the organization, in managing human resources and achieving the objectives.

McEwan (2003) also supports the results when he says that communication plays an essential role in developing and maintaining a conducive climate and culture in the school. Good communication skills enable

the school leaders to communicate their vision to school community effectively which in turn helps to establish a healthy, safe and congenial teaching-learning environment which ultimately enhances students' achievement. LaPlant (1979) also speaks in the same vein while supporting the results of this study that their effective communication with students encourages them to participate in school activities, decision making, programmes' development and maintaining healthy environment in the institute. Good communication skills facilitate the principals to effectively convey the school strategies and programmes to parents to elicit their ideas and suggestions to improve the school environment. Excellent communication skills also contribute to establish good and healthy relationship between the higher administrative, governing bodies and the principals to fortify and reinforce the school culture.

Lundsteen (1979), Wilt (1950), Wolvin and Coakley (1996) endorse the results regarding listening skill when they say that listening is an important module which helps to develop and enhance creative abilities and establish relationships with other individuals. Brownell (2010), Wolvin and Coakley (1996) further support this study when they say that listening skill facilitates in behavioural communication. It helps to keep pace with thought and speech speed, taking notes, paraphrasing the speech and putting questions. It aids to be mentally present, pay attention to the speaker, establish eye contact, understand facial expression, understand and appraise the message, judge and avoid wrong reasoning. The results are also supported by Griffin (2009) when he says that communication allows to perceive impressions of people's attributes relationships, events, ethnicity and other features of their personality.

Conclusion and Recommendations

The purpose of this study was to investigate the level of communication skills possessed by educational managers and the role of communication skills in the management of educational organization. First, it is inferred from the

results that educational managers possess communication skills to a great extent. Second, it is deduced that communication skills play a vital role in the management of educational organization and help a great deal to achieve the intended objectives.

In the final analysis it is concluded from the results that communication skills play an important role and are among the vital contributory factors to equip the educational managers with such capabilities that they may evolve an effective quality management system, by establishing good communication channels, for sustained success of educational enterprise.

In the light of results and findings, the following recommendations are put forward which may help the educational managers to make further improvements and utilize their communication skills and abilities in a better way to manage the educational enterprise.

1. Due recognition should be given to the significance of communication in management because communication serves as a strong tool for managers to convey messages, share and disseminate information within and outside the organization.
2. The managers should take time to plan what, how and when to communicate because it will make communication more effective.
3. Communication should be made at moderate level because too much or too little communication may distort the message.
4. The managers should ponder over the communication feedback keenly to adapt the response because feedback may reveal whether prior communication has achieved the objectives or not.
5. The managers should try to tune up the communication to the needs of the recipients because it may be more effective if it addresses the needs of the participants or receivers.



This work is licensed under a
Creative Commons Attribution 4.0 International Licence.

References

- Abbasi, M. H. (2011). Role of Effective Communication for Enhancing Leadership and Entrepreneurial Skills in University Students. COMSATS Institute Islamabad, *International Journal of Business and Social Science*, 2(10).
- Brownell, J. (1990). Perceptions of effective listeners: A management study. *Journal of Business Communication*, 27(4), 401-415.
- Brownell, J. (2010a). *Listening Attitudes, Principles, and Skills (4th ed.)*. Boston, MA, USA: Allyn and Bacon.
- Griffin, E. (2009). *Communication: A First Look at Communication Theory (7th Ed.)*. New York, USA: McGraw-Hill.
- Goleman, D. (1996). *Emotional Intelligence*. New York, USA: Bloomsbury.
- Hackman, M. Z. & Johnson, C. E. (2009). *Leadership: A Communication Perspective (5th Ed.)*. Long Grove, IL, USA: Waveland Press.
- Holly, J. P. (2005). Re-Conceptualizing Social Skills in Organizations; Exploring the Relationship between Communication Competence, Job Performance, and Supervisory Roles. *Journal of Leadership and Organizational Studies*. <https://doi.org/10.1177/107179190501100207>
- Jablin, F. M. & Sias, P. M. (2000). *Communication Competence*, In F. M. Jablin & L. L. Putnam (Eds.). *The New Handbook of Organizational Communication*. Newbury Park, CA, USA: Sage.
- LaPlant, J. (1979). *Principals in Service Program*. Dayton, OH, USA: Institute for Development of Educational Activities.
- Lundsteen, S. (1979). *Listening: Its Impact on Reading and other Language Arts*. Urbana, IL, USA: ERIC Clearinghouse on Reading and Communication Skills.
- Maes, J. D., Weldy, T. G. & Icenogle, M. L. (1997). A Managerial Perspective: Oral Communication Competency is Most Important for Business Students in the Workplace. *Journal of Business Communication*, 34(1), 67-80.
- Mazzarella, J. A. & Grundy, T. (1989). *Portrait of a Leader*. In S. C. Smith & P. K. Piele (Eds.). *School Leadership: Handbook for Excellence*, pp 10-26, Washington, DC, USA: Office of Educational Research and Improvement OER.
- McEwan, E. K. (2003). *Ten Traits of Highly Effective Principals: From Good to Great Performance*. Thousand Oaks, CA, USA: Sage.

- Moreland, N. (2004). *Entrepreneurship and Higher Education: An Employability Perspective*.
- Morreale, S. P., Osborn, M. M. & Pearson, J. C. (2000). Why Communication is Important: A Rationale for the Centrality of the Study of Communication. *Journal of the Association for Communication Administration*, 29(1), 1-25
- Parks, M. R. (1994). *Communication Competence and Interpersonal Control*, In M. L. Knapp and G. R. Miller (Eds.). *Handbook of Interpersonal Communication*, Thousand Oaks, CA, USA: Sage.
- Penley, L. E., Alexander, E. R., Jenigan, I. E. & Henwood, C. I. (1991). Communication Abilities of Managers: The Relationship to Performance. *Journal of Management*, 17(1), 57-76.
- Pitner, N. J. & Ogawa, R. T. (1981). Organizational Leadership: The Case of the School Superintendent. *Educational Administration Quarterly*, 17(2), 46-63.
- Porterfield, S. C. & Forde, C. M. (2001). Competencies Required in the 21st Century of Entry-Level Fortune 500 Employees with Four Year Business Degrees. *NABTE Review*, 28, 25-32.
- Rue, W. L. & Lloyd, B. L. (2000). *Management Skills and Application*. New York, USA: McGraw-Hill Companies Inc.
- Scott, G. W. and Mitchell, R. T. (1976). *Organizational Theory: A Structural and Behavioural Analysis*. Homewood, ILL, USA: Richard D. Irwin Inc.
- Shukla, H. (2005). *Communication Ability and Leadership Language in India*. <http://www.languageinindia.com>
- Spitzberg, B. H. & Cupach, W. R. (1984). *Interpersonal Communication Competence*. Beverly Hills, CA, USA: Sage.
- Terry, R. G. and Franklin, G. S. (1982). *Principles of Management (8th Ed.)*. Illinois, USA: Richard D. Irwin Inc.
- Wilt, M. E. (1950). A Study of Teacher Awareness of Listening as a Factor in Elementary Education. *The Journal of Educational Research*, 43(8), 626-636.
- Wolvin, A. D. & Coakley, C. G. (1996). *Listening (5th Ed.)*. Dubuque, IA, USA: Wm. C. Brown Publishers.
- Yildiz, A. K. (2012). *Effective Communication Skills to Manage the Library: Relations between Managers and Librarians*. Information and Records Management Department, University of Marmara, Istanbul, Turkey.