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Leaders' Communication Pattern: A Predictor of Lecturers' Job Performance in Nigeria

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Abstract

The study investigated the influence leaders' communication pattern has on lecturers' job performance in Kwara State Colleges of Education, Nigeria. Using the descriptive survey method, the population of the study was made up of all lecturers and students of the existing three state government owned Colleges of Education in the state. Five hundred respondents were sampled from the Colleges using proportional simple random sampling technique to select 200 academic staff and 300 students from the Colleges. Four research hypotheses were formulated while two validated instruments titled "Provosts' Communication Styles Descriptive Questionnaire" (PCSDS) and "Teachers' Effectiveness Descriptive Questionnaire" (TEDQ) were designed to elicit information from both lecturers and students. Pearson product moment correlation coefficient statistics was used in order to validate the assumptions. The results of the investigation revealed that: a significant relationship existed between leaders' democratic communication pattern and lecturers' performance; leaders' Autocratic pattern did not significantly relate to lecturers' performance; leaders' laissez faire pattern not significantly related to lecturers' performance and that leaders' communication pattern significantly related to lecturers' performance. The study concluded that leaders' pattern of communication significantly enhanced lecturers performance in Kwara State Colleges of Education and recommended that leaders should as much as possible engage in democratic communication pattern in order to facilitate the attainment of the stated aims and objectives of the institutions.

Keywords: leadership; communication; lecturer; job performance; colleges of education

El Patrón de Comunicación de los Líderes: Un Predictor del Rendimiento del Profesorado Universitario en Nigeria

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Resumen

El estudio investiga la influencia que ejerce el patrón de comunicación de los líderes en el rendimiento en las Facultades de Educación del Estado de Kwara, en Nigeria. Empleando el método de encuesta descriptiva, la población del estudio está compuesta por todo el profesorado y alumnado de las tres Facultades de Educación públicas del estado de Kwara. Quinientos encuestados de las Facultades fueron testados mediante la técnica de muestreo aleatorio simple proporcional para seleccionar 200 académicos y 300 estudiantes. Se formularon cuatro hipótesis de investigación mientras que se diseñaron dos instrumentos validados titulados “Cuestionario Descriptivo de Estilos de Comunicación de Provost” (PCSDS) y “Cuestionario Descriptivo de la Eficacia de los Profesores” para obtener información tanto de los profesores como de los estudiantes. Para validar los supuestos, se empleó el coeficiente de correlación producto momento de Pearson. Los resultados de la investigación revelaron: que existe una relación significativa entre el patrón de comunicación democrática de los líderes y el rendimiento de los profesores; que el patrón de comunicación autocrática no se relaciona significativamente con el desempeño; que el patrón de *laissez faire* no se relaciona significativamente con el desempeño y que el patrón de comunicación de los líderes se relaciona significativamente con el desempeño de los profesores. El estudio concluye que el patrón de comunicación de los líderes mejora significativamente el rendimiento del profesorado de las Facultades de Educación de Kwara y recomienda que los líderes deberían emplear el patrón de comunicación democrática para facilitar la consecución de los fines y objetivos de las instituciones.

Palabras clave: liderazgo; comunicación; profesorado; rendimiento; facultades de educación

The process of passing information between persons and among people is called communication. In an organization, it provides a way of motivating, influencing and interaction of people. It is through this interaction that individual pulse is felt. Effective communication is therefore the ability of one to impart knowledge, pass a rule or an instruction, make a request, transmit or share an idea with a view to ensuring that organizational objectives are attained and individuals interests are achieved through mutual understanding (Pavett 2003).

Huse and Bowditch (1993) remarked that an accurate communication takes place when the message is being properly sent and properly being received by the receiver without any distortion. On the other hand, ineffective communication occurs as a result of the inability of a person to interact meaningfully with one another. This breeds social discontent and causes labour management friction.

In human interactions, communication is a versatile bedrock upon which the race is built and culture being transmitted from one generation to another. It is noteworthy that many problems of our time be it social, national or international arise as a result of man's failure to communicate effectively. In personnel management, effective communication occupies an important position. It activates decisions as managers pass information to their staff in anticipation of effective performance of duties assigned to them. The role of communication in whatever form is highly significant and vital in decision making process.

Communication pattern is a central element in all aspect of human endeavours. It is an important aspect of daily living. Not many leaders understand the actual and full implications of their communication patterns on the job performance and satisfaction of the employees under them. Institutional leaders control both interpersonal and material rewards and punishments that often shape employees behaviors, their job performance, motivation and attitude. This according to Warrick (1981) can affect the employee's self-image and resulting potentials in either positive or negative ways. As such, the employee can be supportive, fair, encouraging and hard working. On the contrary, bad communication pattern of the leaders can equally make the employee to be unsupportive, inconsistent, uncooperative and negatively critical. Often times, the communication pattern can affect

their wellbeing by creating either tension free environment or tension filled working situation. This situation reaches a high proportion as the effect on individuals begins to have a total effect on group performance like the lecturers in Kwara state Colleges of Education in Nigeria.

It is imperative to make known in this effort that quite a number of variables other than the leaders' communication pattern determine employees job performance, the consequences of leaders' communication pattern should be bore in mind and not be underestimated or swept under the carpet. Most authorities on organizational behavior and leadership discussed leadership traits and several leadership styles up to the situational leadership but paid little or no attention to the fact that the communication pattern of a leader predicts the style of leading whenever such a leader gets to the position of authority. This eventually determines or relates to a great extent the productivity of the employees under them.

Effective communication is vital in the relationship that governs the institutions managers and employees under them. It is the process through which work gets well done. Nwankwo, (2014) aptly remarked that to effectively carry out the roles of social and economic development as well as the development of the individuals, educational institutions must be well managed through appropriate decisions at all times and based on timely and accurate information pattern.

It requires lecturers' effectiveness in the College programmes to raise the standard of education higher. One important area that must do with lecturers' effectiveness is the leaders' communication pattern which determines the lecturers' co-operation in the Colleges and if this pattern of communication is poor, it will have effect on lecturers' productivity. As earlier mentioned, it is necessary to reiterate that effectiveness of job performance can be influenced by many factors. However, bearing in mind that one has to perform under the leadership of the College provost whose communication pattern has greater effect on the overall job functioning of the lecturers in the colleges.

Communication as a Process

Good understanding of the principle and process of communication avails the communicator the opportunity to pass his/her intentions and feelings to

another person .Communication process occupies a central position in human daily interactions as communication occurs only when the receiver understands the actual information or idea that the receiver understands the actual information or idea that the sender intends to transmit.

The process of communication has been defined as any phenomenon which shows a continuous change in time or any continuous operation or treatment (Arlin, 2012). On the basis of this one can perceive communication to be an activity that is ongoing, dynamic, not static but continually moving. Three fundamental elements are to be noted as necessary before any communication can take place. These elements are the communicator (source), the message and the receiver. Adebayo (2004) indicated a more complete picture of the process by pointing out the following elements: sender (source), encoding, message; channel (medium) receiver, decoding and feedback.

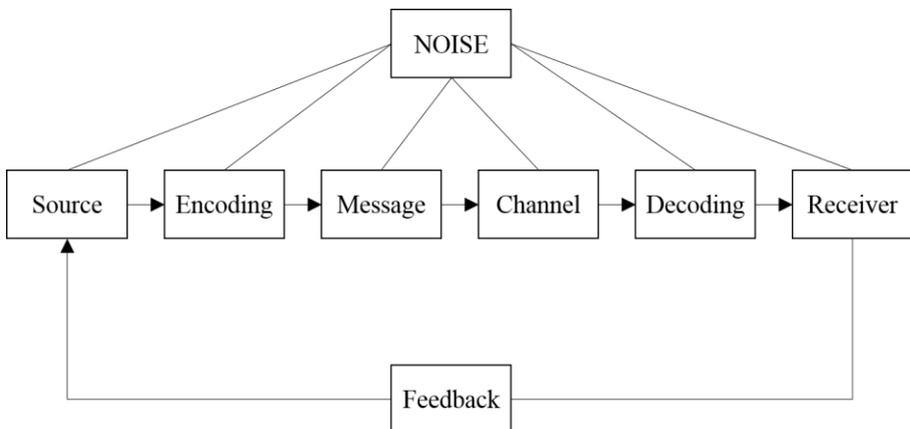


Figure 1. Diagrammatic expression of communication process (Gray & Strake 1982)

- (i) **The source;** is the sender who is willing to communicate or is under an obligation to pass information to others. The sender sends the intended message through a medium.
- (ii) **Encoding message;** It involves translating the message to a code of systematic set of a symbol which may be verbal, gesture,

- written, graphics or any other form available. This style of translation is called encoding.
- (iii) **The message;** is the physical product of the source which could be verbal, intentional or unintentional.
 - (iv) **The channel ;** Connotes the means through which the message is transmitted to the receiver. Channel of communication in most cases is dictated by the relationship by the relationship between the encoder and the decoder.
 - (v) **The receiver:** Is the person at the end of the channel for which the message was intended. Then he/ she translates the message to a form that is useful to him.
 - (vi) **Decoding the idea:** This is done by he receivers motor skills and senses, he listens, reads, thinks, evaluates and the like, he/she reacts to it in his/her own way.
 - (vii) **The feedback;** Is the reaction of the receiver to the message which gets back to the source. The response may be positive or negative. This will enable the communicator to determine how successful the communication process was.
 - (viii) **The noise:** refers to the interference that takes place between the transmission of the message .Noise may either be distraction or misinterpretation of words.

Effective communication is vital in the relationship that governs the institutions managers and employees under them. It is the process through which work gets well done. Nwankwo (2014) aptly remarked that to effectively carry out the roles of social and economic development as well as the development of the individuals, educational institutions must be well managed through appropriate decisions at all times and based on timely and accurate information style.

It requires lecturers' effectiveness in the College programmes to raise the standard of education higher. One important area that must do with lecturers' effectiveness is the leaders' communication pattern which determines professors' co-operation in the Colleges and if this pattern of communication is poor, it will have effect on lecturers' productivity. As earlier mentioned, it is necessary to reiterate that effectiveness of job performance can be enhanced by many factors. However, bearing in mind that one has to perform under the leadership of the College provost whose

communication pattern has a greater effect on the overall job functioning of the subordinate lecturers in the colleges. Hence, this investigation.

Forms and Channels of Communication

Communication can be adjudged effective if it produces the intended outcome. In management, Esemonu, (2003) posited that communication serves both functional and psychological purposes. It serves a functional purpose as a means of transmitting and receiving information that links all the component units of the organizational goal attainment. It becomes psychological when it enhances the interpersonal skills of people in the particular social settings. It is desirable that in Colleges of education, this function should be successfully carried out. Basically channels of communication can be formal and informal.

Formal Channel

Vertical and horizontal flow of communication are the most common ways of communication flow discussed by Alabi (1988) and Fashiku (1997). Diagonal flow of information in addition to this, include all forms of communication that cut across an organization chain of command. In Colleges of Education, vertical communication is the method employed by the management in sending orders, giving directives, indicating goals, making policies and sending memoranda to the staff in the struggle for goal attainment. Letters, circulars, telegrams, e-mails, advertisements, memoranda are good examples of formal channels of communication in the Colleges.

Downward Communication

It is a form of communication flow from the top element of the organization to the bottom. It is a communication flow that is transmitted down the vertical lines of the organization from the top level of the management to the employee. This is synonymous to the chain of command or line of authority in the organization. In Colleges of Education, this type of communication will be of use in; giving specific instructions, bringing about understanding of work relationship provide information about procedures and practices in the system, provide evaluation feedback to the subordinates and provide

sense of mission by indoctrinating in them organizational goals and objectives. This system is an integral part of the traditional organization where the Colleges belong.

Upward Communication

Olubadewo (1992) posited upward communication to be a flow of information from the employee at the bottom to the management at the top. It is a channel through which the low ranking staff relay their disaffection to the management (Fashiku2007). Besides, the fact that upward communication makes the subordinates to represent an important source of ideas for improvement, the following are its relevance in the College system ; it reveals the degree to which the subordinates accept the ideas passed to them by the management, it motivates the subordinates to defend and support the policies made jointly with the management, encourages subordinates to make useful contributions to the improvement of the Colleges and helps the management to find solutions to the problem of the Colleges.

Horizontal Communication

This is the kind of communication that flows along the horizontal lines of the organization structure in the organization. Olubadewo (1992) observed this type of communication involve lateral communication between those at equal levels of the management hierarchy and staff functions of the organization. Lateral communication allows various departments and faculties to work together in solving problems and relate information of common interest .This promotes teamwork. Horizontal communication seems to be more effective because of the free atmosphere associated with the encoder and the decoder.

Informal Channel

Informal communication represents all modes of communication which are not formalized in the organization (Fashiku 2007). Often times, when formal channel of communication fails, informal communication can be very strong and may even in some cases take precedence over formal communication. Informal communication may be in form of advice, information, discussion,

gossip and rumor or the grape vine. The inherent danger in this method is that informal communication, (rumor and gossip) which is mostly half truth or complete falsehood is usually detrimental to the attainment of the organizational aims and objectives. This should be discouraged in management. Therefore, employees should always be promptly kept abreast of any information that has to do with their job in good time in the Colleges. In view of Bolaji (1994) there are three basic system of communication in the school system where the university belongs while Nwankwo (2014) discussed verbal and non-verbal communication. In addition to this, Fashiku (2007) mentioned communication through electronic and mechanical devices.

Oral or Verbal Communication

This is the commonest form of communication, according to Alabi (2000) it involves talking; one person to another, face to face verbalization, intercoms, workshop, meetings, conferences and the like. It is adjudged the most effective means for immediate feed- back. It is used frequently for internal communication .Among its advantages is that speech can be reinforced with facial expression, gestures ,voice inflection and many other physical devices. This communication method is in use and should be encouraged in the university system.

Written Communication

Written communication is a major means of external communication. It includes; letters, memo, circulars, report, cables, telex, fax, minutes of meetings and a host of others. These are pre servable for records, references and legal defense. It also provides channels for communication. It can also provide uniformity in policy and procedures. One major flaws of written communication as posited by Yazdanifard (2012) is that of its inability to give an instant feedback to ensure whether the message is understood or not.

Non-Verbal Communication

They are very important form of communication because the real intention of communication is shown through body gestures of different types as the

eye contact, facial expression, voice inflection, gestures, postures, dress, and the physical setting (Nwankwo 2014). In fact, action speaks louder than voice (so people say) and this makes non-verbal communication to be more effective than oral and written form of communication.

Visual Communication

It is equally effective because it involves the use of relevant pictures which mirrors the situation in real life. Visual communication includes the use of chalkboard, over-board protector and multisensory communication system that can be used in facilitating learning and understanding in the various institutions and Faculties in the university (Fashiku 2007).

Communication by Means of Electronic and Mechanical Devices

With rapid technological improvement in the society, people have been able to communicate through the use of electronic and mechanical devices especially over long distances. Such devices include the use of telephone, radio phone, hand set, e-mail, fax, internet and the like. All these are modern communication devices that make the whole world a global village and assist the organization in the effective management of information. The use of these electronic devices will go a long way in assisting the university programme in Nigeria.

Issues in the Colleges' Communication System

Quite a number of factors are expected to guide communication process in other to achieve an effective communication in the university system. Peretomode (2003) posited the following as guide to effective communication.

- i) **Credibility:** it implies that the receiver of the message sent should have trust and confident in the sender. The receiver must have a high regard for the source competence in sending the message. The credibility is built around the personality and professional competence of the sender of the message.

- ii) **Context:** the communication must be within the realities of the environment. That is, Communication must be related to the happenings in the university environment.
- iii) **Content:** in this situation, the message sent must be meaningful to the receiver and must conform with the value system of the society. It must equally be relevant to the receiver. The context determines the audience that is interested in the reward they get from the information.
- iv) **Clarity:** the message must be clear enough for the receiver to understand. It must be sent in simple tense. Words with more than one meaning should be avoided. It should have the same meaning to the sender. Complex issues must be compressed into terms for simplification and clarity. An instruction must speak with one voice and not with many voices.
- v) **Continuity and Consistency:** communication is a dynamic process, therefore, it has no end. It requires repetition to achieve the intended purpose. The content should be consistent that is, the content should remain the same each time it is presented.
- vi) **Channels:** conventional channels of communication should be used in conveying the message to the receiver. This is to avoid confusion which may arise in receiving the message by the receiver. The channel to be used should be known and respected by the encoder. Different channels have different effects and serve effectively in different stages of diffusion process.
- vii) **Capability of Audience:** the communicator must take into cognizance the level of maturity or education of the recipient of the message. Communication becomes effective when the receiver is able to have a change in behavior after receiving the message. Capability of the audience is concerned with factors of availability, reading ability, receiver's knowledge just to mention but a few of them.

Communication Challenges in the College System

The major aim of communication is to convey messages that will be understood and accepted by others. This reaffirms the stand of communication as a veritable tool of managing an organization. Though communication serves a great deal in the smooth running of an organization,

it is however difficult for it to solve management problem due to some challenges. Challenges in communication occurs when messages are poorly transmitted and action not properly effected as intended by the management. Among such challenges according to Nwankwo (2014) are:

Content barrier: This occurs when there is a systematic distortion in the message sent out. Words mean different things to different people. Semantic distortion occurs when the message passed or instruction given contains some ambiguous words in the language used. The message is incomplete and unclear as the receiver may misinterpret it entirely. Such situation may cause confusion and uncertainty. This barrier affects both senior and junior staff when they interact through writing.

Organizational barrier: This problem is often experienced in many academic institutions. The subordinate expects the superior office to criticize him /her privately because of his poor ability. The superior officer may instead scold him/her in the presence of other colleagues. Such action of the superior officer may make the subordinate feel indifferent and fail to get the message correctly.

Physical barrier: This refers to wall separation between the superior officer and the subordinate. . Such physical demarcation may hinder information flow or cause delay in message delivery especially when the distance between the superior officer and the subordinate is far apart.

Group barrier: Informal group exist in organizations, their existence can undermine free flow of communication of the management, in times of conflict so that the correct message does not reach the people intended.

Structural issue: It occurs in a situation where the structure of an organization is defective. For example, if the organization chart of an institution does not clearly show the chain of command in the organization, information can be sent to a wrong person. This may equally lead to a bad job description. Routing is another form of structural barrier in communication. It occurs when information passed through a wrong channel to a wrong person.

Overloading: This is another common barrier that connotes sending too much messages to a person to the extent that the content of the message is lost by the receiver.

Other communication issues ; Apart from the issues raised above, problems of contradictions between verbal and non verbal gestures, noise, distortion, wrong timing, auditory and visual problems, age, health and

psychological problems among others serve as barrier to effective communication in the College system.

Leaders' Communication Patterns and Lecturers' Job Performance

Leadership style refers to the underlying philosophy of the individual which motivates his/her behaviours in various leadership situations. Leadership behavior includes all the things a leader could do in a working relationship. His /her efforts in the area of planning, structuring of tasks, controlling and his/her interpersonal relationships with the subordinates are good examples of such relationships. Alabi (2000) in consonance with Davis (2000) were of the opinion that it is a factor that determines the effectiveness of leadership and staff job performance in the school. However it is equally important to note that the usual manner in which a leader communicates and interacts with the subordinates determines the type of adjective or style the leader is tagged with. It is worthy of note that different style have different effects on lecturers' job performance in the College system. Each leadership pattern of communication is usually with certain intention. Dewa and Rasheed (2013) in line with Warrick identified the following patterns of leaders' communication.

Democratic Pattern of Communication

This communication pattern rests on the idea that members of a group or their representative are duly communicated and duly involved in decision making. This pattern of communication of the leader according to Lassier (2010) is characterized by: cooperation, democratic and politic language, delegation of duty and authority and two –way communication. The leader through his/her communication pattern encourages the subordinates to participate in goal setting and decision making. Decisions about organizational matters are arrived at after due consultation and communication with various people in the organization. The leaders' administration and exercise of power is derived from the followers. Democratic communication according to Fashiku (1997) makes the subordinates to be efficient, effective and dynamic in the goal achievement of the organization. This communication pattern traverses the total system with an intention to institute both subordination and co-operation.

Autocratic Pattern of Communication

This pattern of communication is also tagged with the following adjectives: dominational, authoritarian, coercive and dictatorial leadership. The style is characterized by domination and overconcentration of power in the hands of the leader. Communication pattern is always downwards in flow and with the use of commanding tone. Messages in this pattern of communication come with orders that must be obeyed by the subordinates without any question. No use of personal initiative in the work place is allowed and no group inspired decision is allowed. Such a leader stay aloof from the group and hence takes decisions alone and assign tasks to members when necessary without seeking their interest. Subordination and coercion is emphasized in this pattern of communication of any leader.

Laissez Faire Pattern of Communication

In line with Fashiku (1997), Deva and Rasheed (2013) and Warrick (1981) observed that this communication pattern is associated with careless or laissez faire leader. In real sense, laissez faire is a French expression that literarily mean'' let people do what they like''. Under a leader with this type of communication pattern, there is no clear cut of goal policies because thereis no adequate communication pattern. These patterns allows for spread of rumour, confusion and anarchy which is unhealthy for goal achievement. Subordinates are less organized, efficient and less satisfying. There is no sense of direction, sense of accomplishment, less sense of cognitive structure and group unity. This type of communication pattern makes the College susceptible to fragmentation and lack of functional integration.

In view of the foregoing, leadership remains an administrative action which is related to power dispensation, authority and role performance. The communication pattern of any leader determines his/ her leadership style emphasized by most authorities and scholars today.

Hypotheses

To pilot this study, the following hypotheses were formulated.

Ho₁. There is no significant relationship between leaders' democratic communication pattern and lecturers' job performance in Kwara State Colleges of Education.

Ho₂. There is no significant relationship between leaders' autocratic communication pattern and lecturers' job performance in the Colleges.

Ho₃. There is no significant relationship between leaders' laissez faire communication pattern and lecturers' job performance in the Colleges.

Ho₄. There is no significant relationship between leaders' patterns of communication and lecturers' job performance in the Colleges.

Methods

A descriptive research design was used in this work with attention focused on an already existing situation. Attempt was made in this work to find out the relationship between leaders' communication pattern and lecturers' job performance in Kwara State Colleges of Education, Nigeria. The population of the study was made up of academic staff and students in Kwara State Colleges of Education. Five hundred respondents were sampled in the Colleges. A proportional Simple random sampling technique was used to select 200 80, 70 and 50 academic staff from Kwara State Colleges of Education Ilorin, Oro and Lafiagi respectively. Among the academic staff were the Dean of schools, Head of departments and other lecturers from the Colleges. Proportionally, 150, 100 and 50 students totaling while 300 students were equally randomly selected through a simple random sampling technique across the government owned Colleges of education in the state. Research instrument for this investigation was the use of questionnaire. Two sets of questionnaire were adopted from Alabi (1988) and Fashiku, (1997). The first questionnaire title "Provosts Communication Styles Descriptive Questionnaire" (PCSDS) was meant to elicit information from the academic staff about the provosts' patterns of communication. The second questionnaire titled "Lecturers' Effectiveness Descriptive Questionnaire" n(LEDQ) was designed for the students to elicit information about their lecturers' job performance in the Colleges. Each of the research instruments was made up of two sections 'A' and 'B' respectively. Part A of each section elicited information on the respondents' demographic data excluding their names while part B contained set of questions on the variables of the study. The section was rated on four point Liker scales of Strongly Agree (SA),

Agree (A), Disagree (D) and Strongly Disagree. The validity and reliability of the instruments had been established in Alabi (1988) and Fashiku (1997). The research questionnaires were personally distributed with the aid of two trained research assistants. The questionnaires were immediately collected back after the respondents had successfully filled the questionnaires. Pearson product moment correlation coefficient statistics was used in analyzing the collected data.

Results

***H₀₁**, There is no significant relationship between leaders' democratic communication pattern and lecturers' job performance in Kwara State Colleges of Education.*

To confirm the significant relationship between leaders' democratic communication pattern and lecturers' job performance in Kwara State Colleges of Education Pearson product moment correlation coefficient statistics was used.

Table 1.

Result of Pearson product moment correlation analysis of relationship between leaders' democratic communication pattern and lecturers' job performance in the Colleges.

Variables	N	X	SD	Df	Cal. r-val.	Crit-val.	Decision
Leaders Democratic Pattern of Communication	500	7.20	1.20	498	.781	.195	Rejected
Lecturers' Job Performance	500	17.32	1.90				

Source: field work

In Table 1, data indicates that calculated r value $0.781 > t$ value 0.195 at 0.05 level of significance and for 498 degrees of freedom. Since the calculated r value is greater than the critical table value, the null hypothesis is therefore rejected. That is, significant relationship existed between leaders' democratic communication pattern and lecturers' job performance in Kwara State Colleges of Education. By implication, the more democratic

a leader is in his/her pattern of communication, the more involving the subordinates will be in the management of the organization and the more committed they will be in their job performance. This finding corroborates Bentele (n.d) submission that leaders who are democratic in their communication styles are usually those who give importance to employees’ participation and empowerment. Under such leaders, employees were found to have the opportunity to express their thoughts and suggestions in the context of organizational improvement.

Also, in line with Gastil (1994) democratic leaders in their job performance were found to distribute responsibilities, empower subordinates and allow their inputs in decision making process. Therefore, they are consultative in their communication styles. This elicits the cooperation and positive responses of the employee. The findings of White (1982) in this regard revealed that leaders with democratic communication pattern express concern and care towards employees’ emotions and feelings. In view of the various findings, one can conclude here that lecturers’ job performance was enhanced by the leaders’ democratic communication pattern in Kwara State Colleges of Education.

***H₀₂** There is no significant relationship between leaders’ autocratic communication pattern and lecturers’ job performance in Kwara State Colleges of education.*

To confirm the significant relationship between leaders’ autocratic communication pattern and lecturers’ job performance in the Colleges Pearson product moment correlation coefficient statistics was used.

Table 2.

Result of Pearson product moment correlation analysis of relationship between leaders’ autocratic communication pattern and lecturers’ job performance in the Colleges.

Variables	N	X	SD	Df	Cal. r-val.	Crit-val.	Decision
Leaders Autocratic Pattern of Communication	500	21.11	1.20				
Lecturers’ Job Performance	500	10.3	1.53	498	.163	.195	Accepted

The result of correlation analysis in Table 2 indicated a calculated r value of $0.163 < t$ value 0.195 at 0.05 level of significance and 498 degrees of freedom. Since the calculated value is less than the table value, the null hypothesis is accepted. That is there is no significant relationship between leaders' autocratic communication pattern and lecturers' job performance in the colleges. Going by the findings in this study, leaders in the Colleges were found not to be autocratic in their communication patterns and hence; the little or no effect it has on the lecturers' job performance. Autocratic leaders have been found to be authoritative in giving orders in the manner of straight forwardness that Dewa and Rasheed (2013) called "Eiffel Tower Culture" implying that orders come from the top to the bottom. They discovered that leaders with autocratic communication patterns initiate conversation without taking in to consideration responses from their subordinates and make their presentation to them in a close manner.

In consonance with this findings, Warrick (1981) discovered that leaders who are autocratic in their communication patterns, put high emphasis on job performance and low emphasis on people. As such, leaders assume McGregor's theory x position. That is, that people are lazy, irresponsible, indolence and not trust worthy, therefore, the managerial functions of planning, organizing, and controlling and decision making should be carried out by such a leader with low involvement of the employees. This type of leaders' communication pattern was not found among Provosts of Colleges of Education in Kwara State.

***H₀**: There is no significant relationship between leaders' Laissez faire communication pattern and lecturers' job performance in Kwara State Colleges of Education.*

To confirm the significant relationship between leaders' Laissez faire communication pattern and lecturers' job performance in the Colleges Pearson product moment correlation coefficient statistics was used.

Table 3.

Result of Pearson product moment correlation analysis of relationship between leaders’ laissez faire communication pattern and lecturers’ job performance in the Colleges.

Variables	N	X	SD	Df	Cal. r-val.	Crit-val.	Decision
Leaders Laissez faire Pattern of Communication	500	26.14	2.12				
Lecturers’ Job Performance	500	11.70	1.89	498	.165	.195	Accepted

In Table 3, the result of correlation analysis shows that the calculated r value $0.165 < 0.195$ at 0.05 and for 498 degrees of freedom. The null hypothesis is therefore accepted. There was no significant relationship between leaders’ laissez faire leaders’ communication pattern and lecturers’ job performance in the Colleges. The finding corroborates those of Dewa and Rasheed (2013) that leaders of this nature are free in style and allow the employee to do what they like. They were found to demonstrate low task and low relationship behavior in the place of work. Such leaders as discovered by Arlin (2012) were not assertive; they talk without emphasis or authority, and give no sense of direction to the followers. As such, the employee becomes weary, apathetic, disinterested and resentful of the organization and the leader. In most cases, leadership in this communication pattern do end up in not achieving the desired aims and objective of the organization as it leads to low employees productivity and job satisfaction. However, the team may only be lucky to be successful under the leader with laissez faire communication pattern if the employees are loyal, experienced and skillful. In Kwara State Colleges of Education lecturers were found to be effective in their job performance as no leader engaged in Laissez faire communication pattern.

Ho4: *There is no significant relationship between leaders’ communication pattern and lecturers’ job performance in Kwara State Colleges of Education.*

To confirm the significant relationship between leaders' communication pattern and lecturers' job performance in the Colleges Pearson product moment correlation coefficient statistics was used.

Table 4.

Result of Pearson product moment correlation analysis of relationship between leaders' communication pattern and lecturers' job performance in the Colleges.

Variables	N	X	SD	Df	Cal. r-val.	Crit-val.	Decision
Leaders Laissez faire Pattern of Communication	500	7.18	1.20				
Lecturers' Job Performance	500	29.32	1.89	498	.790	.195	Rejected

The result of correlation analysis in Table 4 indicates a calculated r value of 0.790 > t value 0.195 at 0.05 level of significance and 498 degrees of freedom. Since the calculated r value is greater than the table value, the null hypothesis that there is no significant relationship between leaders' communication pattern and lecturers' job performance in Kwara State Colleges of Education is rejected. By implication, leaders in these Colleges were found to be democratic in their communication patterns. They gave recognition to lecturers in the Colleges, allow participative decision making in the Colleges, empower the staff, assign them responsibilities and consult with them from time to time on how to move the Colleges forward, give adequate attention to having feedback from the lecturers. The finding is in tandem with Warrick (1981) that such leaders emphasize job performance and people through politic communication pattern. The leaders assume that most people under them are honest, cooperative, trustworthy and ready to work hard to accomplish meaningful goals and challenges at work. Therefore, they motivate workers towards effective job performance for goal achievement by ensuring effective communication in the establishment. In line with Lussier (2010), Gastil (1994) and White (1982) were of the view that leaders with democratic pattern of communication through their effectiveness in communication are able to carry workers along in planning, coordinating, decision making that allows decentralization of authority, open participation and enhanced job performance for goal attainment.

Going by the various findings of people as discussed, leaders in Kwara State Colleges of Education were found to evolve democratic pattern of communication. They carried lecturers along in planning, decision making, enhanced conducive working environment, engaged in open communication, emphasized team spirit through their use of committee system in managing the Colleges, resolved conflicts amicably for peaceful co existence and engaged in different motivational strategies towards efficient and effective job performance of lecturers in the Colleges. It can therefore be said that lecturers in Kwara State Colleges of Education are productive as they were found to be committed to their job, resulting from the leaders' pleasing pattern of communication in the Colleges.

Conclusion and Recommendation

In view of the analysis above, the study concluded that leaders' pattern of communication significantly enhanced lecturers job performance in Kwara State Colleges of education, Nigeria. Effective communication has to take place between the College leaders and their lecturers before a desirable goal can be attained. The high relationship of the variables implies that in the three colleges academic staff are duly communicated with and are well involved in decision making and policy formulations through the academic board meetings and various committees in running the administration of the Colleges. As can be observed through the study, some measures of leaders' communication pattern were found to be related to lecturers' job performance in Kwara State Colleges of Education.

In view of these findings the following recommendations are made:

Leaders in different institutions of higher learning should endeavour to use communication pattern that will enhance the employees' job performance. Their communication pattern should always be downward and upward. They should encourage two way communication systems. Horizontal communication among members of the College staff should be allowed and encouraged in the Colleges. The College leaders should further encourage participatory decision making and keep members of staff aware of decisions that may affect their job performance, security and career prospect in good time. Leaders should as much as possible engage in democratic communication pattern in order to facilitate the attainment of the stated aims

and objectives of the institutions. Autocratic and laissez faire pattern of communication should be discouraged among the College leaders as they were found not to be related to lecturers' job performance in the Colleges.

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