Written and Non-Written Communication Methods as Correlates of Employee Performance: A Study of Academic Staff of Primary Teachers' Colleges in Central Uganda

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Abstract

This study delved into how written and non-written communication methods are correlated with the performance of the academic staff of Primary Teachers' Colleges (PTCs) in Central Uganda. The study was prompted by reportedly the deteriorating performance of the academic staff of most PTCs in the country despite government's efforts to train and motivate them. The study employed a correlational cross-sectional survey design where both quantitative and qualitative data were collected from a total of 120 respondents comprised of 5 Principals, 7 Deputy Principals, 13 Heads of Department and 95 members of the Academic Staff using questionnaire survey and interview methods. The data were analyzed with the use of descriptive and inferential statistical techniques as well as content analysis method. Study results revealed that non-written communication methods generally have a statistically weak correlation (r=.380, p=.146) with the performance of the academic staff while written communication methods – whether personally or impersonally addressed - revealed a statistically significant correlation (r=.912, p=.000) with the performance of the academic staff. The researchers thus concluded that the kind of communication methods that managers/administrators employ on their staff have a bearing on how their staff perform their jobs. Thus, it was recommended that colleges' administrators as well as those concerned with communicating with the academic staff of PTCs should carefully select from the array of available communication methods those that have significant positive correlations with the performance of the staff in order to enhance their job performance as well as that of the entire institution.

Keywords: Communication methods, Academic staff, Performance, Primary teachers' colleges.

Introduction

Teacher education is at the core of any education system. But the success of teacher training in every country rests on the job performance of the academic staff - fondly referred to as tutors – of the individual teacher training institutions. However, guaranteeing a satisfactory level of performance of the academic staff of any teacher training college is a daunting task - even in a developed nation. The case of the primary teachers' colleges (PTCs) in Uganda are not any exception. But theorists proclaim that communication at workplace is one vital means for enhancing employee's ability to be productive and perform satisfactorily. This paper looks at a study that investigated the correlations between written and non-written communication methods and the performance of the academic staff of PTCs in Central Uganda. The study was prompted by reportedly the deteriorating performance of the academic staff of most PTCs in the country despite government's efforts to train and motivate them. In this section, the researchers present the background to the study, the study objectives, hypotheses, and the significance of the study.

Up to the time of independence in 1962, there were hardly any complaints about the performance of teachers in Uganda. In fact, the teacher trainers in particular were applauded for their commitment and strictness in virtually everything they did. As a result, even their products – the trained teachers – were generally regarded teachers of exceptional quality and spectacular performance. At that time, several factors were responsible for the good performance of the academic staff of teacher training institutions – amongst them was the way the colleges were managed. Indeed, the college administrators then used different strategies, including communication strategies for motivating and guiding the academic staff within their areas of jurisdiction. However, since the 1970s, the economic, social and political turmoil that the country underwent left indelible negative effects on the country's entire education system including on the performance of the academic staff of PTCs (Ssekamwa & Lugumba, 2000).

Several studies have already been conducted to establish the relationship between communication methods and employee job performance in different contexts. For instance, Garnett, Marlowe and Pandey (2008) observed that appropriate use of communication can enhance organizational outcomes by improving the performance of employees. In that regard, communication is looked at as a managerial tool that is used for sharing information with members of the organization, coordinating their activities, reducing unnecessary managerial burdens and rules, and which ultimately improves organizational performance. In a study conducted by Emmitt and Gorse (2006), they found out that there exists a strong relationship between organizational communication and employee performance. These two scholars evaluated both the quality of supervisors and the feedback they provided to employees about their performances to determine how that related to the overall effect

of manager communication on employee performance. This kind of finding was corroborated by Downs and Adrian's (2004) who conducted a survey and discovered that organizational performance and characteristics of communication related to one another. In fact, in their study, they assessed the overall effectiveness of supervisors as communicators; and they found empirical evidence to support the assumption that there is a relationship between communication and job performance. However, all these studies did not focus on educational settings, and neither were they carried out in the context developing countries. This study was conducted in the context of a developing nation – Uganda, and in an educational setting.

This study was underpinned by the Media Richness Theory (MRT). This theory was developed by Daft and Lengel in 1984 and improved upon in 1986 by the same theorists; before it was further improved upon in 2000 by Olson and Olson. The theory is used to rank and evaluate the richness of certain communication methods such as: phone calls, video conferencing, written documents, face-to-face and emails. According to MRT, work performance improves when team members use 'richer' media or methods of communication to handle equivocal tasks. The theory provides management with an understanding of the importance of defining and communicating the tasks well, and the means for defining and communicating the tasks in specific terms so that higher levels of performance become much more possible (George & Jones, 2002). In this study, the MRT was opted for because it hints on the relationship between communication methods and the performance of employees. The researchers hypothsized that if the administrators of PTCs in Central Uganda identifed and used appropraite communication methods, it would enhance the job performance of their academic staff, other factors notwistanding. However, if they chose inappropriate communication methods (or media), it would hurt the productivity as well as the performance of the academic staff of those institutions.

In the study, there were two key concepts, namely: communication methods and performance of the academic staff. But first, what is communication? According to Piran and Sheenan (2009), communication involves the transfer of information in ways that permit those who receive the information to interpret it and act upon it in the way intended. It is thus the process of imparting ideas in ways that are understood by others. Hansen and Paul (2004) meanwhile define communication as the process which involves the giving out of messages from one person, and the receiving and understanding of those messages by another or others. In this study, communication was looked at as the official messages or information passed in the PTCs from administrators to staff and vice-versa. Communication methods (or media) on the other hand are the storage and transmission channels or tools used to store and deliver information or data (Elving & Hansma, 2008). They are therefore the means for delivering and receiving information or data such as face-to-face, written, verbal, electronic, and other methods of communication. In this study, communication methods were broadly looked at in terms of written and non-written communication methods. Written communication methods included means of communication such as letters, notices, memos, brochures, and circulars; while non-written methods were meetings, personal verbal communication, telephone calls and the like.

The dependent variable in this study was performance of the academic staff. Performance, according to Burnell (2011), is the act or process of carrying out something, or the execution of an action based on instruction. Camps and Luna-Arocas (2012) on the other hand define performance as an evaluation of the results of a person's behavior. In that regard, performance on a job involves how well or poorly a person accomplishes a task or job. In this study, the performance of the academic staff were characterized by how well or poorly the staff handle their assigned and non-assigned tasks at work. Specifically, the researchers borrowed Camps and Luna-Arocas' (2012) eight-factor model of performance where performance was looked at in terms of task and non-task specific behaviors, effort, communication tasks, personal discipline, helping out, supervisory, leadership and managerial attributes of the employees of the PTCs studied..

Contextually, this study occurred in PTCs in Central Uganda. In PTCs, there occurs a lot of communication among the administrators/supervisors, staff and students both at institutional and individual levels. The communication ideally aims at improving everybody's efficiency in their work. College administrators make great effort to communicate to staff, and at the same time, staff also make great effort to communicate with students. Similar observation was made by Mayfield and Mayfield (2002) who acknowledged that most supervisors make sincere effort to communicate with their employees. However, there is no indication that they carefully select the medium or methods for communicating with their subordinates or peers. In other words, it seems most managers/administrators are not concern or make no consideration of the channels (or methods) of communication they should use while communicating with their subordinates in order to elicit the best response and performance. This kind of scenario is what motivated the need for this investigation.

In practice, available records indicate that in most PTCs in Uganda, institutional reports are never produced and submitted to relevant offices on time. At times, even circulars sent from the Ministry of Education, Science, Technology and Sports (MoESTS) meant for staff in PTCs hardly get displayed for the benefit of the staff on time. Recently, MoETS distributed Information and Communication Technology (ICT) equipment to 10 PTCs and also authorised the rest of the other PTCs to charge every student a small fee of 30,000 Uganda shillings (about $10) for ICT development. This move was aimed at improving communication in the colleges.

However, the effect of this initiative has never been felt. Yet, the public outcry about the poor performance of primary teacher trainees in Uganda persists – something that may be as a consequence of the poor performance of their trainers. The researchers believed that if the administrators and staff of the PTCs appropriately selected their communication methods or strategies, it could serve to improve the overall performance of the academic staff; and consequently, that of the teacher trainees as well as the institutions.

Study Objectives
Overall, this study aimed at establishing the correlations between two different types of communication methods with the performance of the academic staff of PTCs in Central Uganda. Specifically, the study aimed at: First, establishing the correlation between written communication methods with the performance of the academic staff; and second, finding out the relationship between non-written communication methods and the performance of the academic staff of PTCs in Central Uganda.

Significance of the Study
The findings of this study were expected to be useful to several stakeholders in the education sector in Uganda as well as countries that share Uganda's characteristics like Kenya and Tanzania. First, the study findings and recommendations could help managers/supervisors such as PTC administrators, Board of Governors, Ministry of Education officials and other policy-makers to make a correct choice of the communication methods to use when communicating with the academic staff of PTCs in order to enable them communicate clearly; and probably, positively influence staff performance. This is essential because through appropriate method, communication provides managers with information they need for decision-making and identify workable solutions to problems. This study can therefore help managers understand the means for communicating the tasks before them in specific terms so that staff performance may be enhanced. Secondly, the study findings could as well be of benefit to the academic staff themselves in the sense that it may enable them understand better their supervisors and students, and when they can also be understood basing on their choice of the methods of communication opted for. The study may also enable academic staff to evaluate their communication methods, consequences, actions and behaviors; thus, improving the overall communication system of the institutions. Finally, this study could lay the foundation for further studies in the field of communication as well as on the performance of employees especially in the education industry.

Literature Review
Several scholars have studied the relationship between communication methods and staff performance in different settings. According to Oakland (2000), there are a number of documents that are written only for the attention of specific individuals. They are not intended for wider consumption to either internal or external audiences - but purely to communicate certain items of information to a particular person. For example, official letters directed to a particular person – say on the issue of his/her performance. Usually people feel embarrassed among colleagues if performance problems or weaknesses are exposed to everyone. Written communication therefore is more appropriate for describing in detail; for example, instances of monitoring of an individual's performance. Although traditional written communication had been considered slow, now with the development of electronic mail and computer-aided communication methods, written communication through these channels has dramatically improved efficiency. When writing to the individual staff concerned, one needs to be clear, brief and to the point. Some institutional administrators do not write clear letters. Sometimes they are very lengthy and not giving exact reason for writing. According to Piran and Sheenan, (2009), if one does not express oneself clearly in writing, it is unlikely that he/she will get his/her message across. Once this happens, then no action will be taken and performance will be negatively affected. Diwan (2000) concurs with Piran and Sheenan (2009) when he confirms this observation and recommends the KISS (Keep It Short and Simple) strategy of writing official letters. This is very important in written communication medium. Caution must also be taken not to write to individuals for every little thing that happens at a workplace. This makes the individuals get used to the writing and they stop taking letters seriously. As a result, they will not improve on their performance. Diwan (2000) reiterates that a letter addressed to a specific individual will stand a better chance of being read, and with a good response. Koontz (2001) shares this same view but specifically recommends for use of personalized letters in situations where verbal communication is not appropriate. For example, where complex information or bad news is concerned, verbal communication personally addressed to the concerned person should first be used. It helps individuals to get composed and to restructure themselves for the receipt of the information. It also gives them a feeling that they are being personally attended to.

The impersonally addressed written communication refers to documents that address a group of people and these include reports, circular letters, and memos. Reports are usually an account of an activity undertaken, such as a games and sports event, a visit to a historical site or an educational tour (Diwan, 2000). According to Koontz (2001), the ultimate purpose of any report is to provide the foundation for decisions to be made and

action taken. In relation to this study, reports should also be used in decision making so that action is taken. Once this has been done, then there can occur effective performance. However, reports require special writing skills such as ability to: record facts clearly and objectively; potential to interpret information and make conclusions; and the ability to present suggestions on ways in which a situation may be improved. Hybels and Weaver (2001) observe that reports vary significantly in size, scope and purpose. Miller (2015) agrees with their observation but contends that the most important thing in using reports to communicate is the skill of writing them.

Circular letters and memos are other forms of written communication impersonally addressed. While talking about circular letters, Miller (2015) cautions that these should be brief otherwise they would not be read. Oakland (2000) concurs with Miller (2015) and adds that readers of circulars and memos are usually dis-interested in lengthy articles. This scenario seems to be true because lengthy circulars or memos, coupled with poor reading culture in most institutions, lead to the habit of shelving documents. Once what one has written is not read by the intended audience, then action will not be taken, consequently affecting job performance. In general, the way staff is communicated to can either boost or lower staff performance.

Non-written communication meanwhile is communication made through sending and receiving messages via oral communication, gestures, touch, posture, physical distance, facial expression and eye contact, and para-language among others (Rajhans, 2012). Paralanguage relates to spoken and written language. It is a non-verbal attribute. In speech, it contains elements such as voice quality, rate, pitch, volume, tone and speaking style as well as features like rhythm, intonation, and stress (Goleman, 2006). The MTD Training and Bookboon.com (2012) observes that in written texts, there are non-verbal elements such as handwriting style, arrangement of words, or the physical layout of a page. Rajhans (2012) adds that non-verbal communication is sharing information without using words to encode messages. He goes on to explain that the basic forms of non-verbal communication are proxemics, kinesics, facial and eye behavior, and paralanguage. Proxemics is the study of an individual's perception and use of space. Territorial space and seating arrangement are two examples of proxemics. For instance, to encourage cooperation, co-workers working together on a quality control report should sit next to each other. To facilitate communication, a manager should seat a subordinate at a 90 degree angle in order to discuss resolving staff complaints. This study attempted to establish if written and non-written communication methods were related with the job performance of academic staff of PTCs in Central Uganda.

Methodology
This study was approached from the positivist research paradigm, though elements of social constructivism were also employed in order to gain a deeper understanding of the issues under investigation. Specifically, the study employed a correlational cross-sectional survey design where both quantitative and qualitative data were collected from a total of 120 respondents comprised of 5 Principals, 7 Deputy Principals, 13 Heads of Department and 95 Academic Staff using questionnaire survey and interview methods. The design was correlational because the researchers aimed at establishing the correlations between two different types of communication methods (written and non-written) with the performance of the academic staff of PTCs in Central Uganda. It was also cross-sectional in nature because the researchers aimed at collecting data from a cross-section of the target population at one point in time in order to avoid wasting time returning to the field to collect additional data that would make the process rather time consuming and costly if the design was longitudinal in nature. In addition, using the design would help to generalize the findings obtained from the sampled population to the targeted population of all principals, deputy principals, and heads of department as well as academic staff in all the PTCs in Central Uganda. The study respondents were selected through purposive and stratified random sampling techniques; and the data were analyzed with the use of appropriate descriptive (mean, percentage, SD) and inferential (Pearson Correlation technique) statistical techniques as well as content analysis methods.

Results
The aim of this study was to evaluate the correlations between two different types of communication methods (written and non-written) with the performance of the academic staff of PTCs in Central Uganda. In this section, the researchers present the results of the study. The section is divided into three parts, namely: the background information on respondents; the descriptive statistics on the dependent and independent variables; and the verification of research hypotheses.

Background Information on Respondents
The researchers obtained information on the background characteristics of respondents. This was intended to ensure that data were collected from the authentic group of subjects. Information on the backgrounds of respondents are presented in Table 1.

Table 1.
Distribution of Respondents by Background Information

Background Characteristic	Attributes	Frequency	Percent
College Status	Core PTCs	54	57
	Non-core PTCs	41	43
	Total	**95**	**100**
Sex Distribution	Male	50	53
	Female	45	47
	Total	**95**	**100**
Age Distribution	<30 years old	11	12
	31 – 40 years old	29	30
	40 plus years old	55	58
	Total	**95**	**100**
Marital Status	Married	65	68
	Divorced/Separated	12	13
	Single	18	19
	Total	**95**	**100**
Educational Qualifications	Grade V Diploma holders	24	25
	Bachelor's Degree holders	56	59
	Master's Degree holders	15	16
	Total	**95**	**100**
Years of Work Experience	<1 year	7	7
	1 – 5 years	13	14
	5+ years	75	79
	Total	**95**	**100**

Table 1 displays the distribution of study respondents according to different background characteristics. First is the distribution of respondents according to the status of their colleges. There are generally two types of primary teacher's colleges (PTCs) in Uganda), namely: core and non-core PTCs. *Core* PTCs are those institutions that run both pre- and in-service teacher education programs; whereas the *non-core* PTCs are the institutions that have only pre-service programs. In this study, 57 percent (or 54) of the respondents were drawn from core PTCS and the remaining 43 percent (or 41) came from non-core PTCs. This happened mainly because there are generally more core PTCs in the country than non-core ones. According to the Uganda's Ministry of Education and Sports [MoES] (2013), there are 52 primary teachers colleges (PTCs) in Uganda; 45 of these are owned and funded by the government and 7 are owned by faith-based bodies; and out of the 45 government-funded PTCs, 23 of the colleges are *core* while 22 are *non-core* institutions.

Second, Table 1 shows the distribution of study respondents according to their sex composition. The results show that there were more male participants in the study than their female counter-parts. This suggests that more males than females are employed in the PTC;s and this is also in consonance with the general patterns of employment in most organizations in Uganda.

In terms of age distribution, Table 1 reveals that the majority of the respondents (58% or 55) were over 40 years of age. These were followed by those aged between 31 and 40 years. Only 11 percent of the study respondents were below 30 years of age. This distribution suggests that the bulk of the workforce in PTCs are individuals of advanced age. But with regard to this study, it meant that data were collected from mature individuals who have sufficient experience of what happens in their workplaces with regard to communication methods and employee performance that were the subject and object respectively of this study.

The researchers also looked at the highest educational qualifications of the study respondents. Table 1 shows that the majority of the respondents (59% or 56) were Bachelor's degree holders. These were followed by Grade V Diploma holders (25% or 24), and finally, Master's degree holders (16% or 15). This distribution reveals that the bulk of the study population was constituted by knowledgeable individuals who were capable of giving valid information concerning the issues that were investigated.

Finally, the researchers also looked at the years of experience of the respondents. Table 1 reveals that the majority of the respondents (79% or 75) had worked in the colleges for over five years. Only 7 percent (or 7) of the respondents had work for less than a year. This implies that the information obtained in the study should be valid and reliable since it was gathered from those with sufficient experience about the institutions.

Descriptive Statistics on Independent and Dependent Variables
The researchers sought the views of the respondents on each of the study variables that were investigated. Respondents were given statements with which they were required to agree or disagree in order to determine what they think or feel about the use of written and non-written communication methods and how they were

related to their work performance. The researchers used the five-point Likert scale ranging from strongly disagree (SD) coded as 1 to strongly agree (SA) coded as 5. The results depicting respondents' views on the use of written communication methods are presented in Table 2.

Table 2.
Descriptive Statistics on Respondents' Views over Use of Written Communication Methods

Items on Written Communication Methods	Response Categories				
	SD	D	U	A	SA
My superiors communicate with me on performance related issues through letters	21 (22.1%)	23 (24.2%)	3 (3.2%)	39 (41.0%)	9 (9.5%)
My superiors communicate with me on college mission, goals and objectives through circulars	21 (22.1%)	35 (36.8%)	4 (4.2%)	20 (20.1%)	15 (15.8%)
My superiors communicate with me on competences and skills through memos	18 (18.9%)	27 (28.4%)	2 (2.2%)	37 (38.9%)	11 (11.6%)
My superiors communicate with me about rewards for good performance through impersonal letters	22 (23.2%)	32 (33.7%)	3 (3.1%)	26 (27.4%)	12 (12.6%)
My superiors communicate with me on several work related issues through general circulars	27 (28.4%)	38 (40.0%)	2 (2.2%)	16 (16.8%)	12 (12.6%)
My superiors communicate with me about procedures for rewards through different written forms	29 (30.5%)	42 (44.2%)	5 (5.3%)	17 (17.9%)	2 (2.1%)

According to Table 2, the majority of the respondents (48 or 50.5%) agreed that their superiors often communicate to them over work and performance-related issues using letters personally addressed to them. This suggests that management of PTCs in Central Uganda rely, to a large extent, on writing letters in order to communicate to their staff on how to improve their performance at work. However, during interviews, one Principal said "I rarely use letters to communicate to my staff about issues of work performance unless the staff has become somehow stubborn. Instead, I prefer to meet face-to-face with the staff to discuss such issues". Meanwhile, another interviewee, a Deputy Principal, remarked that "I do not care to write to a staff who does not do his/her work well in writing. It helps to keep such records for future disciplinary measures". This suggests that different administrators employ different methods of communication depending on their personal preference, issues to be handled, and the context in which the communication takes place.

With regard to whether the staff are communicated to about work-related issues through memos, the majority of the respondents (48 or 50.5%) agreed that their superiors often use memos to communicate to them about work-related matters. Indeed, in an interview, one academic staff revealed that "My Principal often use internal memos to remind us about what we are meant to do. This is very helpful in tracking what we are expected to do". This suggests that a supervisor can use memos as a means of keeping individuals alert in whatever they are supposed to do in order to control performance at work.

On whether administrators often use circulars and letters that are not personally addressed to communicate to staff about work-related issues, the majority of the respondents (68.4% or 65 and 56.9% or 44 respondents respectively) disagreed that the administrators often do so. In fact, this was corroborated by what an interviewee said when she stated that "Staff often continue commenting about circulars placed on staff room notice boards. This practice has discouraged most administrators from writing their communication. Instead, they often prefer to walk into the staff room and say whatever they want to communicate - especially at break-time." This implies that while the use of circulars and letters that are not personally addressed are potential methods of communication, their use requires good writing skills and a sensitized audience.

Finally, with regards to whether administrators in PTCs in Central Uganda are communicating with staff "about procedures for rewards through different written forms", the majority of the respondents (71 or 74.7%) also disagreed with that statement. However, one respondent said "I am always haunted with letters that I do not deserve to receive". This suggests that the use letters of different types may be misunderstood if not accompanied by other methods of communication.

The researchers also collected respondents' views about the use of non-written communication methods in their colleges. The results are summarized in Table 3 below.

Table 3.
Descriptive Statistics on Respondents' Views over Use of Non-written Communication Methods

Items on Unwritten Communication Methods	Response Categories				
	SD	D	U	A	SA
My superiors communicate with me on work related issues during general staff meetings	9 (9.5%)	27 (28.4%)	1 (1.1%)	42 (44.2%)	16 (16.8%)
My superiors communicate with me on work related issues through gestures	14 (14.7%)	16 (16.8%)	6 (6.4%)	42 (44.2%)	17 (17.9%)
My superiors communicate with me on work related issues through touch	21 (22.1%)	45 (47.4%)	4 (4.2%)	13 (13.7%)	12 (12.6%)
My superiors communicate with me on work related issues through posture	16 (16.8%)	36 (37.9%)	7 (7.4%)	27 (28.4%)	9 (9.5%)
My superiors communicate with me on work related issues through paralanguage	25 (26.3%)	16 (16.8%)	6 (6.4%)	32 (33.7%)	16 (16.8%)
My superiors communicate with me on work related issues through facial communication and eye contact	12 (12.6%)	13 (13.7%)	4 (4.2%)	45 (47.4%)	21 (22.1%)

According to Table 3, the majority of the respondents (58 or 61.0%) agreed that their superiors often communicate to them over work and performance-related issues during general staff meetings. This suggests that management of PTCs in Central Uganda also rely, to a large extent, on holding meetings in order to communicate to their staff on how to improve their performance at work. However, during interviews, some administrators especially Principals and Deputy Principals revealed that they often employ a variety of communication methods while dealing with staff depending on the issues at hand. In fact, one Principal said "I often prefer holding face-to-face discussion with individual staff when dealing with serious work-related issues rather than talk about them during general staff meetings". Meanwhile, another interviewee, a Deputy Principal, remarked that "I do not mind blasting away a staff who does not do his/her work well during meetings. It helps to humble them up". This suggests that different administrators employ different methods of communication depending on their personalities and the issues to be communicated about.

With regard to whether the staff are communicated to through gestures, the majority of the respondents (59 or 62.1%) agreed that their superiors often use gestures to communicate to them about work-related matters. Indeed, in an interview, one academic staff revealed that "I understand the body language of my Principal very easily if he is uncomfortable with what I am doing". This suggests that a supervisor can apply appropriate gestures in order to communicate with his/her subordinates instead of waiting to always write to them.

On whether administrators use touch and postures to communicate to their staff in the PTCs, only a small percentage (26.3% or 25 and 37.9% or 36 respondents respectively) of the respondents agreed that they do so. In fact, this was corroborated by what an interviewee said when she stated that "My Deputy Principal used to touch me unnecessarily when talking with me. I had to discourage him from doing so. Now, he does not touch me." This implies that while touch and postures are potential methods of communication, they make some individuals feel uncomfortable; and therefore, their use as communication methods needs to be consciously determined.

Finally, with regards to the use of facial expressions and eye contact, the majority of the respondents (66 or 69.5%) agreed that their superiors use facial expression to communicate to them. However, one respondent said "I am not comfortable with the use of certain expressions that seems to be seductive. It irritates me". This suggests that messages relayed through the use of facial expressions and eye contact can easily be misunderstood; therefore, whoever decides to use facial expressions and eye contact must employ them cautiously.

The last part of the descriptive statistics was used to represent the views of the respondents on the dependent variable – performance of the academic staff. The results on performance are presented in Table 4.

Table 4.

Descriptive Statistics on Respondents' Views over Staff Performance

Indicators of staff performance	Response Categories				
I always…	SD	D	U	A	SA
Carryout my duties by roster	3(3.2%)	15(15.8%)	2(2.1%)	46(48.4%)	29(30.5%)
Carryout guidance and counseling	9(9.5%)	19(20.0%)	2(2.1%)	54(56.8%)	11(11.6%)
Set and mark students' work	6 (6.3%)	21(22.1%)	0(0.0%)	47(49.5%)	21(22.1%)
Teach students by timetable	12(12.6%)	15(15.8%)	4(4.2%)	46(48.4%)	18(18.9%)
Keep records of work covered	7(7.4%)	29(30.5%)	4(4.2%)	38(40.0%)	17(17.9%)
Display students work in class	9(9.5%)	29(30.5%)	6(6.3%)	34(35.8%)	17(17.9%)
Develop aids from local materials	4(4.2%)	5(5.3%)	2(2.1%)	69(72.6%)	15(15.8%)
Effectively conduct my lessons	17(17.9%)	20(21.1%)	2(2.1%)	37(38.9%)	19(20.0%)
Involve learners during lessons	3(3.2%)	15(15.8%)	2(2.1%)	46(48.4%)	29(30.5%)
Take students for fieldwork	9(9.5%)	19(20.0%)	2(2.1%)	54(56.8%)	11(11.6%)
Serve Clubs and societies' patrons	6(6.3%)	20(21.1%)	0(0.0)	48(50.5%)	21(22.1%)
Use teaching aids during teaching	12(12.6%)	13(13.7%)	3(3.2%)	42(44.2%)	25(26.3%)
Prepare my lesson plans	14(14.7%)	17(17.9%)	3(3.2%)	35(36.8%)	26(27.4%)
Submit my schemes of work early	9(9.5%)	29(30.5%)	4(4.2%)	44(46.3%)	9(9.5%)
Submits my lesson plans daily	4(4.2%)	5(5.3%)	2(2.1%)	69(72.6%)	15(15.8%)
Students pass well in my exams	17(17.9%)	20(21.1%)	2(2.1%)	37(38.9%)	19(20.0%)
3/4 of students pass all my papers	9(9.5%)	27(28.4%)	4(4.2%)	44(46.3%)	11(11.6%)

According to Table 4, the majority of the respondents overall agreed that they generally perform well their duties For instance, 78.9 percent (or 75) of the respondents agreed that they carryout their duties according to duty roster; 68.4 percent (or 65) agreed that guide and counsel students; 71.6 percent (or 68) agreed that they set and mark their examinations on schedule; 67.4 percent (or 64) agreed that they teach the students as per the time-table; and 57.9 percent (or 55) agreed that they prepare and keep records of their work. This pattern of response was maintained for all the indicators of job performance of the academic staff that participated in the study. This suggested that when staff are provided the opportunity to rate their performance, they will offer biased answers where they will rate themselves as satisfactory performers. This is because the information that were gathered from the administrators during interviews contradicted the data collected with the use of questionnaires from the academic staff. In fact, during the interviews, the Principals and their Deputies express dissatisfaction with the performance of many of their academic staff. One Principal remarked that "Some teachers work well when you closely monitor them; otherwise, they can dodge work". Another interviewee, a Deputy Principal said that "Teachers, as any human beings are tricky and can actually decide to avoid work. Therefore, many of them perform well only when they expect some handsome rewards at the end of the day." Another Principal said, "Most of my staff are well-trained. However, their performance at work is relatively poor because of their complaints over the merger pay they get in salaries and allowances. If the issue of pay could be addressed, may employees would perform well". These findings imply that the administrators are aware that their staff are not optimally performing; and they know some of the factors causing deterioration in the performance of their staff.

Verification of Research Hypotheses

This study was based on two research hypotheses, namely: 1) there is a significant relationship between written communication methods and the performance of academic staff; and 2) there is a significant relationship between non-written communication methods and the performance of the academic staff. To verify these hypotheses, first, the hypotheses were converted into null hypotheses. Thus, the tested null hypotheses were stated as follows: 1) there is no significant relationship between written communication methods and the performance of academic staff; and 2) there is no significant relationship between non-written communication methods and the performance of the academic staff. Second, the researchers generated indices to measure each of the variables, namely: written (wcms) and non-written (nwcms) communication methods as well as performance (perf). Thereafter, the hypotheses were tested with the use of the Pearson correlation coefficient technique. The results of the test of the first null hypothesis is presented in Table 5.

Table 5.
Relationship between Written Communication and Performance

		Written communication	Performance
Written communication	Pearson Correlation	1	.912(**)
	Sig. (2-tailed)		.000
	N	18	18
Performance	Pearson Correlation	.912(**)	1
	Sig. (2-tailed)	.000	
	N	18	18

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

The results in Table 5 show that there is a significant correlation between written methods of communication and the performance of academic staff in PTCs in Central Uganda. The correlation coefficient is very high ((.912) with a p-value (.000) less than the critical value of p (.05). This implies that there is a significant correlation between written communication methods and the performance of the academic staff of PTCs. Therefore, the null hypothesis that states that "there is no significant relationship between written communication methods and the performance of academic staff" is rejected; and the research hypothesis that "there is a significant relationship between written communication methods and the performance of academic staff" is upheld. This implies that the more written communication methods are employed in PTCs, the better will be the performance of the academic staff, other factors held constant.

The second null hypothesis that was tested was stated as" there is no significant relationship between non-written communication methods and the performance of academic staff". The results of the test of the second null hypothesis are presented in Table 6.

Table 6.
Relationship between Non-Written Communication and Performance

		Non-written communication	Performance
Non-written communication	Pearson Correlation	1	.380
	Sig. (2-tailed)		.146
	N	95	95
Performance	Pearson Correlation	.380	1
	Sig. (2-tailed)	.146	
	N	95	95

Correlation is insignificant at the 0.05 level (2-tailed).

The results in Table 6 show that there is insignificant correlation between non-written methods of communication and the performance of academic staff in PTCs in Central Uganda. The correlation coefficient is low (.380) with a p-value (.146) that is greater than the critical value of p (.05). This implies that there is no significant correlation between non-written communication methods and the performance of the academic staff of the PTCs. Therefore, the null hypothesis that states that "there is no significant relationship between non-written communication methods and the performance of academic staff" is upheld; and the research hypothesis that "there is a significant relationship between non-written communication methods and the performance of academic staff" is rejected. This implies that the more non-written communication methods are employed in PTCs, the lower will be the performance of the academic staff, other factors held constant.

Discussion
The first objective of this study was "to establish the correlation between written communication methods with the performance of the academic staff of PTCs". With regard to this objective, the study found out that there was a significant positive correlation between the use of written communication methods and the performance of the academic staff of PTCs. This finding appears to concur with that of several other scholars. Herman, DeLay and Mohanka (2009) for instance state that written communication is very important in any work organization and any careful use of written communication methods including posters, newsletters and circular to disseminate information can favorably enhance the work relations as well as the performance of employees. Similar views have been expressed by other authors including Garnett, Marlowe and Pandey (2008) as well as Goleman (2006) who contend that written communication actually helps to remind workers about what is expected of them at their workplaces; thus, influencing their performance. In the study, the researchers established that the use of college mottos, vision and mission statements placed on headed papers as well as noticeboards for some of the colleges served as an effective reminder to many of the study respondents. Unfortunately, some colleges did not have these kinds of communication for the benefit of their employees and students.

The second objective of this study was "to find out the correlation between non-written communication methods and the performance of the academic staff of PTCs". In regard to this objective, the study established that non-written communication methods had statistically weak positive correlation with the

performance of the academic staff. This finding was actually not strange. According to Olson and Olson (2000), non-written communication methods lack the options for individuals to easily refer to the messages because the messages are not coded in written form. As a result, people tend to forget the messages; and therefore, it may not - unlike written communication methods - positively influence how individuals perform at workplaces. In fact, according to Olson and Olson (2000), non-written communication methods are less rich media of communication. As such, they may not lead to enhanced performance of an individual at a workplace. Although the study found out that there is a weak positive relationship between non-written communication methods and staff performance, the positivity can be attributed to the fact that any form of communication is often essential in work organization. This argument is supported by Miller (2015) who asserts that the elements of media richness in non-written communication such as in meetings strongly affect staff attitudes - including job satisfaction, group cohesiveness and morale - all these have a direct implication on an individual's performance. Nonetheless, how to get information across using non-written communication methods is a challenge because its richness depends on individual perception, clarity of the information and the purpose of the communication. This is why Mills, Bratton and Forshaw (2006) advise that to influence employee performance, one must ensure the use of a richer media (or methods) of communication.

Conclusion

Based on the findings that 'there was a significant positive correlation between the use of written communication methods and the performance of the academic staff;' yet 'there was insignificant positive correlation between the use of non-written communication methods and the performance of the academic staff', the researchers thus concluded that the kind of communication methods that managers/administrators employ on the academic staff of PTCs have a bearing on their job performance.

Recommendations

Premised on the conclusions drawn from the study findings, the researchers recommend that college's administrators as well as those concerned with communicating with the academic staff of PTCs should carefully select from the array of available communication methods those that have significant positive correlations with the job performance of the academic staff in order to enhance their performance as well as that of the entire institution.

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