

**Information Handling Capability, Communication Skills and Task Performance of
Administrative Staff in Public Polytechnics, Edo State, Nigeria**

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Certification

This is to certify that Rashidat Aighufue, OHIKERE with matriculation number LCU/PG/002988 carried out this research work titled “Information Handling Capability, Communication Skills and Task Performance of Administrative Staff in Public Polytechnics, Edo State” in the Department of Information Management, Faculty of Communication and Information Sciences, Lead City University, Ibadan, Oyo State, for the Award of Master of Science Degree (MSc) in Office and Information Management and this has not been previously submitted.

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Dedication

I dedicate this study solely to God Almighty for his grace and mercies I enjoyed during the course of my study.

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This Thesis has been made possible by the assistance and contribution of many institutions and individuals that no amount of appreciation can quantify their immense efforts. I so much appreciate the services provided by the staff of Lead City University, Ibadan, Oyo State, Auchi Polytechnic, Auchi, Edo State Polytechnic, Usen, Staff of the Library in Lead City University, Ibadan, my analyst and editor.

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“Even though the above mentioned Institutions and persons have assisted in the process of this study, I alone stand responsible for the error(s) if any, found in this work”.

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Abstract

This abstract provides a concise overview of a study conducted to assess the Information Handling Capability, Communication Skills, and Task Performance of Administrative Staff in Public Polytechnics in Edo State, Nigeria. The research aims to explore the intersection of these critical factors in the context of educational institutions. Information Handling Capability is evaluated in terms of the staff's proficiency in processing, managing, and utilizing information relevant to their roles. Communication Skills are assessed through an examination of verbal and written communication abilities, interpersonal skills, and the use of modern communication technologies. Three research questions were raised and two null hypotheses were tested at 0.05 level of significance. The study adopted the descriptive survey design. A total population of 219 staff and administrators in the polytechnics in Edo States were used for the study. A structured and validated questionnaire was used to collect data for the study and reliability co-efficient for the construct is 0.911. Mean and Linear Regression were used to answer the research question and determine the homogeneity of respondents' responses. The hypotheses were tested using P-Values at 0.05 level of significance. The hypothesis shows that both Information Handling Capability and Communication skill are significant with Task Performance with P-value of 0.0002 and 0.000. The findings also revealed that there is a positive correlation between Information Handling Capability, Communication Skills, and Task Performance among administrative staff. High levels of information literacy and effective communication positively influence task performance. The study also explores potential areas for improvement, such as targeted training programs to enhance information handling skills and communication strategies. This research contributes to the understanding of the factors influencing the performance of administrative staff in educational institutions, providing insights that can inform policies and interventions to optimize the functioning of Public Polytechnics in Edo State, Nigeria.

Keywords: Administrative Staff, Communication Skills, Information Handling Capability, Public Polytechnics, Task Performance.

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List of Acronyms

LCU:	Lead City University
CAT:	Communication Accommodation Theory
ICT:	Information Communication Technology
CSQ:	Communication Skill Questionnaire
SPSS:	Statistical Package for Social Sciences

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Chapter One

Introduction

1.1 Background to the Study

The task performance of administrative staff in public polytechnics has been a topic of interest in the field of education and management. Public polytechnics are educational institutions that offer technical and vocational education and training programs to prepare students for the workforce. Administrative staff play a critical role in the success of these institutions. These institutions provide a critical link between education and industry by producing highly skilled and competent graduates who can meet the demands of the labor market. They are responsible for managing and coordinating various aspects of the polytechnics, including admissions, student records, financial management, and facilities maintenance. The quality of their task performance can impact the efficiency and effectiveness of the polytechnic. Task performance simply refers to the extent to which an individual performs their job duties effectively and efficiently¹. High-quality work performance in these settings requires highly knowledgeable and technically skilled employees^{2,3}.

These employees must also be in optimal physical and mental states in order to obtain and maintain high levels of alertness, vigilance and situational awareness, and thus able to fulfill their tasks effectively⁴. Task performance can be defined as the effectiveness with which an employee performs activities that contribute to the organization's technical core, either directly by implementing a part of its technological process, or indirectly by providing it with needed materials or services⁵. Authors divided job performance into two categories: task and contextual performance⁶. Task performance denotes an

organization's central technical process to successfully produce services and goods. Thus, task performance involves the quantity and quality of the output of employees. Task performance depends on how effective the activities that employees carry out are and their connection to the organization's objectives⁷. When dealing with task performance, the central consideration is whether workers perform according to the organization's expectations depending on what needs to be achieved⁸. Every activity that employees do needs to be related to the organization's goals. To meet the individual and organizational goals, all stakeholders, including managers, subordinates, colleagues, vendors, and customers, must communicate effectively. Effective communication allows them to talk and plan regarding the role played by each individual towards the attainment of common goals⁹. When the organization's goals are met, stakeholders and individuals associated with that organization also tend to benefit. Therefore, for organizations to prosper through maximum productivity, they will need to ensure that employees are performing at their best.

Performance may denote achievement, accomplishment, the outcome of an action, behavior, the task done or the use of a method, instrument or abstract concept. In the literature, the definitions vary depending on the usage and context of study. For example, task performance can mean the main work tasks (that is, basic or technical) that play a central role and should be performed according to the competence of the worker¹⁰.

There are three measures adapted for task performance which include, Commitment, Clarity and challenging goals. Regarding commitment to work, individuals must be dedicated to their task and put in the effort required to achieve their goals. This means that goals must be seen as important and meaningful to the individual, and they must be

ready to make sacrifices and overcome obstacles in order to achieve them. For clarity, setting specific goals provides a clear target for individuals to work towards. Goals should be clearly defined and measurable not ambiguous or vague so that progress can be tracked. Setting challenging goals can motivate individuals to work harder and strive for better performance. However, goals should also be achievable, as setting goals that are too difficult can lead to frustration and a lack of motivation. The three measures for task performance explained above have been widely researched and has been found to be effective in many settings, including education, sports, and the workplace. It is often used by managers to motivate employees and increase performance, and by individuals to achieve personal and organizational goals.

The performance of administrative staff is critical to the overall success of the institution, and any impediment to their commitment to work can have a significant impact on their productivity, efficiency, and effectiveness in carrying out their tasks. Factors such as motivation, job satisfaction, work environment, leadership style, and training and development opportunities can all influence the commitment of administrative staff to work. If any of these factors are lacking or inadequate, it can lead to a decrease in the staff's motivation and engagement levels, resulting in reduced productivity and performance. Therefore, it is important to understand the factors that contribute to administrative staff's commitment to work and identify any challenges or obstacles that may hinder their performance. Addressing these challenges and providing a conducive work environment, proper motivation and job satisfaction, training and development opportunities, and effective leadership can enhance the commitment of administrative staff to work, improve their performance, and ultimately contribute to the success of the

public polytechnic. However, probable factors that may influence Task performance of administrative staff in public polytechnics in Edo State are Information handling capability and Communication skills.

Information handling capability refers to employee's ability to effectively collect, process, analyze, store, and disseminate information. This capability is critical for the smooth functioning of the organization and the achievement of its objectives. Several studies have investigated the information handling capability of administrative staff in polytechnics. A study conducted, assessed the information handling capability of administrative staff in a Nigerian polytechnic. The study found that the staff had moderate information handling capability, and identified factors such as inadequate training and poor information infrastructure as barriers to improving their capability¹². Another study examined the information handling capability of administrative staff in a Malaysian polytechnic. The study found that the staff had good information handling capability, but identified the need for further training and development to enhance their skills and knowledge¹³.

Furthermore, a study investigated the impact of information technology on the information handling capability of administrative staff in polytechnics in Bangladesh. The study found that the use of information technology had a positive impact on the staff's capability, and recommended the adoption of more advanced technologies to further improve their capability¹⁴. The studies highlight the importance of information handling capability for administrative staff in polytechnics, and the need for training, development, and infrastructure improvements to enhance their capability. A recent study explored the relationship between information handling capability and task performance

among librarians in Nigerian academic libraries. The findings showed that information handling capability has a significant positive effect on task performance, emphasizing the importance of developing and improving information handling skills among librarians to enhance their Task performance¹⁵. Overall, these recent studies confirm the importance of information handling capability for improving task performance, particularly in knowledge-intensive industries such as education and the public sector. Developing and improving information handling skills through training and development programs can lead to better task performance outcomes and job satisfaction among employees. Measures for Information handling capability will be adopted from Information Processing Theory¹⁶. These includes information creation, information storage and information retrieval.

Information creation refers to the process by which new information is generated or created. This can happen through a variety of means, including observation, experimentation, and exploration. Once information is created, it can be stored for later use. Information storage refers to the process by which information is retained over time. The capacity and duration of memory storage can vary, with short-term memory holding information for only a few seconds to minutes, while long-term memory can store information for days, months, or even a lifetime. Information can be stored in various forms, including sensory memory, working memory, and long-term memory. Information retrieval refers to the process by which stored information is accessed and used. This can involve recall, recognition, and relearning. Retrieval can be affected by various factors, including the organization of stored information, the strength of the memory trace, and the individual's state of mind. Overall, the Information Processing Theory provides a

useful framework for understanding how humans acquire, process, and use information. By considering how information is created, stored, and retrieved, psychologists can gain insights into the cognitive processes underlying human behavior. Another factor that may influence Task performance of administrative staff in public polytechnics in Edo State aside information handling capability is Communication skills.

Communication plays a very important role in creating mutual understanding or change perceptions and behaviors. It also, determines how effectively administrative staff perform their task efficiently and effectively. When it comes to improving communication, as it relates to task performance, it is important to make sure that communication to attend promptly to stakeholders is apt, that expectations are properly set up front, and that any changes or deviations are communicated as soon as possible. All communications should reflect an understanding of the customer's needs and expectations and consider the service provider's ability to perform according to those expectations¹⁷. As long as administrative staff members of public polytechnics are able to properly understand the needs of the students', perform according to those expectations and communicate effectively, it is likely to find that the stakeholders' perception of the performance is aligned with the expectations and that stakeholders are therefore satisfied with the performance of the administrative staff. Effective communication skill is an essential skill for administrative staff in public polytechnics. It enables them to interact with students, faculty, and other stakeholders effectively. Communication also plays a vital role in enhancing the productivity and performance of administrative staff. The ability to communicate well has a significant impact on the success of administrative staff in completing their tasks and responsibilities¹⁸.

Measures for communication skills will be adopted from Communication Accommodation Theory (CAT). These includes, written and oral communication. Written communication refers to any form of communication that is written, such as email, text messaging, or social media. Written communication can be more formal or informal than oral communication, depending on the context. When individuals use written communication, they may adapt their communication styles to accommodate the recipient's communication style. For instance, if an individual is communicating with someone who is more formal, they may use more formal language in their written communication to accommodate the other person's communication style. Oral communication refers to any form of communication that is spoken, such as face-to-face conversations, telephone calls, or video conferencing. In oral communication, individuals can use nonverbal cues, such as body language and tone of voice, to adjust their communication styles to accommodate the recipient's communication style. For instance, if an individual is communicating with someone who is soft-spoken, they may adjust their own volume and tone to match the other person's communication style.

1.2 Statement of the Problem

Task performance is a demonstration of competencies determined by whether employees act in a way that is expected of them on their jobs. Administrative staff in public polytechnics are responsible for managing a wide range of tasks, including handling and disseminating information, communicating with students, faculty, and staff, and ensuring that tasks are completed in a timely and accurate manner. However, there is a concern regarding the task performance of administrative staff members at public polytechnics,

specifically in relation to their willingness to work, achievement of specific goals, and ability to meet challenging goals. Despite the availability of resources and training programs, the level of performance among the administrative staff is not meeting the expected standards. This issue can potentially affect the overall efficiency and effectiveness of the institution's operations, as well as its reputation among stakeholders. However, task performance of administrative staff can be enhanced through adequate information handling capability and communication skill, which will result in overall performance of the institutions under study. Although, extant literature reviewed indicated that quite a number of studies have been carried out on features that influences task performance of administrative staff in public polytechnics^{19,20,21}. However, study focusing on information handling capability, communication skills and task performance of administrative staff in public polytechnic in Edo State has received less attention, thereby suggesting a gap worthy of investigation. Therefore, this study seeks to investigate the influence of information handling capability and communication on task performance in public polytechnics in Edo State, Nigeria.

1.3 Aim and Objectives of the Study

The aim of the study is to investigate the influence of information handling capability and communication skills on task performance of administrative staff in public polytechnics Edo State, Nigeria while the objectives are to:

- i. identify the level of task performance of administrative staff in public polytechnics in Edo State, Nigeria.

- ii. identify the level of information handling capability of administrative staff in public polytechnics in Edo State, Nigeria.
- iii. identify various communication skills displayed by administrative staff in public polytechnics in Edo State, Nigeria.
- iv. examine the influence of information handling capability on task performance of administrative staff in public polytechnics in Edo State, Nigeria.
- v. determine the influence of communication skills on Task performance of administrative staff in public polytechnics Edo State, Nigeria.
- vi. examine the influence of information handling capability and communication skills on task performance of administrative staff in public polytechnics in Edo State, Nigeria.

1.4 Research Questions

The following research questions were used in the study.

1. What is the level of task performance of administrative staff in public polytechnics in Edo State, Nigeria?
2. What is the level of information handling capability of administrative staff in public polytechnics in Edo State, Nigeria?
3. What are the various communication skills displayed by administrative staff in public polytechnics in Edo State, Nigeria?

1.5 Hypotheses

- H₀₁: There will be no significant influence of information handling capability on task performance of administrative staff in public polytechnics Edo State, Nigeria.
- H₀₂: There will be no significant influence of communication skills on task performance of administrative staff in public polytechnics Edo State, Nigeria.
- H₀₃: There will be no significant combined influence of information handling capability and communication skills on task performance of administrative staff in public polytechnics Edo State, Nigeria.

1.6 Significance of the Study

The findings of this study upon completion will be of immense significance to the following stakeholders, Management of public polytechnics, Administrative staff, and researchers. This research work will contribute to the expansion of strategies and policies by management of public polytechnics that would promote task performance of administrative staff in public polytechnics, Edo State, Nigeria. This will help management of public polytechnics understand the importance of information handling capability and communication skills towards improving the task performance of administrative staff. The findings of this study will provide insights into the relationship between information handling capability, communication skills, and task performance among administrative staff in public polytechnics. It will also identify the specific skills and competencies that are necessary for effective communication and task performance in this context. Thereby, bringing to fore the role of continuous and adequate training and development programmes which will enhance task performance of administrative staff. This study will further enlighten the administrative staff on the essence of proper

handling of information and effective communication skills which will enhance their administrative capacity and better support their academic mission. The finding of this study is an entry point for other researchers who may be interested in further analyzing information handling capability, communication skills and task performance of administrative staff.

This study will no doubt augment existing literature and bring to the fore new insights particularly on information handling capability, communication skills and its relation to task performance which gives the polytechnics under study a competitive advantage by increasing and sustaining high performance. Finally, this study will contribute to the body of knowledge and serve as a repository hub of knowledge of Lead City University, Ibadan, Oyo State, Nigeria.

1.7 Scope of the Study

This study focuses on investigating the influence of information handling capability and communication skills on task performance of administrative staff in public polytechnics in Edo State, Nigeria. The dependent variable, task performance is measured by commitment, clarity, and challenging goals. The independent variables are Information handling capability and Communication skills. Information handling capability will be measured by information creation, information storage and information retrieval, while communication skill will be measured by written communication and oral communication. The scope covers all public polytechnics in Edo State, Nigeria, which is Auchi Polytechnic, Auchi and Edo State Polytechnic, Usen. The respondents are administrative staff of the public polytechnics under study.

1.8 Limitation of the Study

The major limitation experienced in the course of this study is the reluctance of secretaries to fill the questionnaire also, insincerity of the respondents in getting sufficient information for accurate data analysis and time factor for retrieval of information. Nevertheless, the study was successfully concluded.

1.9 Operational Definition of Terms

Task Performance: This is the effectiveness and efficiency with which the administrative staff in public polytechnics in Edo State perform his or her job, activities to contribute to the organization's growth. to execute

Commitment: This entails the individual dedication, preservation and determination to complete a specific task or goal. preparedness to put in effort required to achieve set goals by administrative staff in public polytechnics in Edo State, Nigeria.

Clarity: This are clearly defined, specific and measurable goals which provides a clear target for administrative staff in public polytechnics in Edo State, Nigeria to work towards.

Challenging Goals: This are goals which motivate administrative staff in public polytechnics in Edo State, Nigeria to work harder and strive for better performance.

Information Handling Capability: refers to the ability of administrative staff in public polytechnics in Edo State, Nigeria to effectively collect, process, analyze, store, and disseminate information.

Information Creation refers to the process by which new information is generated or created by administrative staff in public polytechnics in Edo State, Nigeria.

Information Storage refers to the process by which information is retained over time by administrative staff in public polytechnics, Edo State, Nigeria.

Information Retrieval refers to the process by which stored information is accessed and used by administrative staff in public polytechnics, Edo State, Nigeria.

Communication Skills: This is the ability of administrative staff in public polytechnics, Edo State, to convey or share ideas and feelings effectively.

Oral Communication: This refers to any form of communication used by administrative staff in public polytechnics, Edo State, Nigeria that is spoken, such as face-to-face conversations, telephone calls, or video conferencing.

Writing Communication: This is any form of communication that is written, such as email, text messaging, or social media used by administrative staff in public polytechnics, Edo State, Nigeria.

Administrative Staff: This refers to a group of individual within the public polytechnic in Edo State responsible for performing various Administrative and clerical task for the growth of the Institutions.

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Chapter Two

Literature Review

This chapter reviews the literature relevant to this study. The theories relevant to the study area are also reviewed. The chapter dwells on the concept and empirical studies that discuss the connection between Information Handling Capability, Communication Skills and Task Performance of Administrative Staff in Public Polytechnics Edo State, Nigeria. This chapter is organized as follows:

2.1 Conceptual Review

2.1.1 Task Performance

2.1.2 Information Handling Capability

2.1.3 Communication Skills

2.2 Theoretical Framework

2.2.1 Goal Setting Theory

2.2.2 Information Processing Theory

2.2.3 Communication Accommodation Theory

2.3 Review of Empirical Studies

2.3.1 Information Handling Capability and Task Performance

2.3.2 Communication Skills and Task Performance

2.4 **Conceptual Model**

2.5 **Summary of Gap in Literature Reviewed**

Endnotes

2.1 **Conceptual Review**

2.1.1 **Task Performance**

The overall expected value that employees bring to the company through their behaviour is known as employee performance¹. In response to demands from the internal and/or external organisational environment, it is defined as the capacity to recognise, want, recall, plan, and carry out responsibilities, routines, tasks, and subtasks for the goal of self-maintenance and productivity². By developing this line of reasoning, academics have argued that an individual's performance is correlated with the tasks that the organisation employs them to complete successfully³. Any work-related activity that is observable and quantifiable, in their view, qualifies as performance. Congruent with this perspective, some academics emphasised it as the degree to which a person fulfils the necessary responsibilities in a role that they take on within an organization⁴. Although it was stated that behaviour relating to the workplace should be used to measure performance⁵. Performance is defined as the quantity and quality of work completed by people or groups after completing a task^{6,7}. It is a record of the outcomes after employees have practiced a job for a specific amount of time. Measures of an employee's work performance after a given amount of time may be used as a basis for assessments,

incentives, penalties, promotions, and pay modifications. Academics classified job performance into three categories: efficacy, quality, and efficiency⁸.

According to some scholars, job performance consists of a task or in-role behavior, and contextual or extra-role behavior⁹. The definition of task performance emphasizes the instrumentality of performance for organizational goals. It refers to those required outcomes and behaviors that directly serve the goals of the organization¹⁰. It includes meeting company objectives; effective sales presentations and it varies between jobs within the same organization. In role performance behaviors also contribute directly or indirectly to individual and organizational performance¹¹. Contextual or extra-role performance is defined as discretionary behaviors on the part of an employee that are believed to directly promote the effective functioning of an organization without necessarily directly influencing an employee's productivity¹². Contextual or extra-role performance is defined as discretionary behaviors on the part of an employee that are believed to directly promote the effective functioning of an organization without necessarily directly influencing an employee's productivity. Contextual activities, however, are common to many (or all) jobs and are less role-prescribed. They support the organizational, social and psychological environment in which task performance occurs. Behaviors such as volunteering, helping, persisting and so on are probably better predicted by volitional variables related to individual differences in motivational characteristics and predisposition or person-organization fit^{13,10}. According to some scholars' conceptualizations, task performance is an aspect of employee performance that consists of behaviours directed towards carrying out essential job duties outlined in the

job description and has a direct bearing on the actions that make up the reward system.^{14,15}

Task performance is the outcome of personnel input in terms of actions and behaviours that enables the achievement of overall organization goals and objectives¹⁶. Task performance is defined as an employee's behaviour related to their capacity to convert raw materials into job-specific products and services and fundamental technical skills¹⁷. Knowledge, skills, ability, attitude, the work itself, and dedication are the essential components of the task performance concept¹⁸. The completion of tasks that are under the job description of an incumbent is known as task performance¹⁹. Additional components were added to their taxonomies of job performance, such as non-job-specific task competence, job-specific task proficiency, general soldiering proficiency, and core technical competency²⁰. Accordingly, scholars took a more practical stance and defined it as "the behaviours that employees display at work that amount to the delivery of outcomes desired by the organisation in terms of job quality, job quantity, and job time."²². As a process control and quality determinant in activities related to quality control and inspection, job quality is defined as the extent to which an employee satisfies established criteria and standards regarding the procurement, production, quality inspection, and delivery of goods and services^{22,23}. In contrast, job time refers to the amount of time employees spend on work-related tasks in relation to the tasks' difficulty. Job quantity, on the other hand, is an objective measure of the units of output produced by employees and includes product quantity, waste quantity, and sales figure^{24,21}. The extent to which job tasks satisfy organisational requirements in terms of number, quality, and deadline is known as task performance.

Task performance is an understanding under contractual terms between an employer and an employee or a manager and a subordinate to perform an assigned task¹⁴. Task performance can be defined as an employee's fulfillment of the duties and responsibilities of the relevant role in the job description and dependson the employee's efficiency to fulfill the duties and responsibilities²⁵. In other words, it is about how effectively and efficiently the employees fulfill their responsibilities. Hence, employees' task performance contributes directly or indirectly to all company activities, including production and the efficiency and productivity of the company²⁶.

Task performance, as seen by the employee, is defined as behaviours that are "expected, evaluated, and rewarded"²⁷. A precise and trustworthy job description will raise, and an unclear job description will lower, the quality of the performance assessment. Professional competence, clear job descriptions, a good working environment, and moral traits are crucial for high task performance^{28, 29}. Workers' perceptions of their performance are constant. But throughout the day, they do a wide range of duties within the company in addition to the ones included in their Key Performance Indicators (KPIs), the majority of which are not. Employee perception thus distinguishes between two task performances: general and specific task performance³⁰.

Perceived general task performance includes the perception of how the person performs all the activities in the company, whether directly related to KPIs or not, such as coming to work on time, helping teammates, the general quality of the service produced, and the contribution to company activities other than the tasks defined in the job description and KPIs. Perceived specific task performance is the perception of the employees towards their performance related to main activities in their job description, which are often listed

in KPIs. Moreover, all employees know what is in their KPIs what is evaluated formally or informally.

Task performance includes two classes of behavior¹⁴. One consists of activities that directly transform raw materials into the goods and services that the organization produces. It includes such activities as selling merchandise in a retail store, operating a production machine in a manufacturing plant, teaching in a school, performing surgery in a hospital, and cashing checks in a bank. The other class consists of activities that service and maintain the technical core by replenishing its supply of raw materials; distributing its finished products; and providing important planning, coordination, supervising, and staff functions that enable it to function effectively and efficiently. Thus, task performance behaviors bear a direct relation to the organization's technical core, either by executing its technical processes or by maintaining and servicing its technical requirements. Task Performance is a working process which occurs when an assigned person or group of persons effectuates a task's plan; this refers to a manner in which they realize the work which was projected for a task.

Previous research has demonstrated that employee performance, particularly in the tertiary education sector, is a key indicator of an organization's growth^{31, 32}. Thus, maintaining an attractive position in any organisation requires careful consideration of employee performance. As studies on academic job performance appear to have been overflogged, research on task performance in other sectors has been understudied, and administrative staff task performance in polytechnics has received minimal attention. It is vital to emphasise that administration is an essential part of every institution in a nation, and this necessity is shown whenever a work requires the participation of two or more

persons. Therefore, the two main types of employees in the polytechnic system are academics and administrative staff, and the institutions' advertising and promotion efforts take into account their work.

Performance is defined as behaviour directed towards an organization's mission and objectives³³. In a similar vein, performance is defined as goal-directed activity that is controlled by the individual and supports organisational objectives³⁴. It suggests that workers make decisions about whether or not to complete tasks in response to the conditions that exist inside an organisation. Task performance is always contingent on what is seen to be expected in terms of effort put in and reaching the goal³⁵. Task performance assesses an individual's ability to finish a task or work. It has a critical role in determining the outcomes and performance of organisations. Task performance is a variable at the individual level, or the work of a single person³⁶. This sets it apart from higher-level variables that are more comprehensive constructs like organisational performance or national performance³⁷. Enhancing individual work performance has been an essential component of all organisations. Employers must have a precise definition of what constitutes acceptable employee performance. Organisations use a variety of metrics to assess employee performance, such as the accomplishment of objectives, the prompt completion of tasks, and the calibre of output³⁸.

When it comes to demonstrating competences, employee task performance is evaluated based on how well employees behave in accordance with job expectations. Reaching company objectives is a result of the competences employees exhibit at work, which are based on their abilities and other characteristics³⁹. Task performance refers to the actions that workers do on the job that are important to the objectives of the company⁴⁰. In the

past, an employee's ability to accomplish the duties outlined in their job description was used to gauge how well they performed their work. The conventional understanding of job performance, however, is under threat due to the evolving nature of work and organizations⁴¹. A number of taxonomies that have been constructed to investigate the field of work performance were introduced by scholars in 1993⁴². A key differentiation found in these taxonomies is that of in-role performance, or actions directly linked to job responsibilities or requirements, and extra-role performance, or actions unrelated to job duties but nevertheless contributing to organisational outcomes⁴³.

Task and contextual performance, which differentiates between behaviours that are directly related to the job and behaviours that contribute to organisational goals in ways unrelated to core job duties, were separated away from the performance domain⁴². In today's intensely competitive business environment, it has been discovered that employee task performance and contextual performance are essential elements in achieving organisational performance. Consequently, managers are much more preoccupied with monitoring the task and contextual performance of their employees. A variety of elements that may impact job performance have been found. A few factors that influence task and contextual performance are experience, aptitude, performance feedback, pay rise, job security, leader behaviour, group processes, individual traits, motivation, organisational culture, effort, organisational structure, leadership, organisational commitment, job involvement, personality, emotional intelligence, and job satisfaction^{44,45,46,47,48}.

According to a two-factor view of work performance, task performance and contextual performance make up the majority of jobs⁴². Task performance was defined by them as

the actions that are directly related to finishing the task. Task-related behaviours support the organization's technical core. Task performance behaviour is typically acknowledged as a formal requirement of an individual's employment. It is frequently stated clearly in job descriptions that employees are required to carry out these tasks. Task performance is the ability of a worker to contribute to the technical core of the organisation, either directly via the execution of its technical process or indirectly through the provision of necessary goods or services.¹⁰ The term of "technical core" relates to a central aspect of the activity, namely the components of the work that are related to certain responsibilities and tasks. Task performance can be defined as an employee's ability to carry out their given duties within an organisation with proficiency.

Task performance is split into two categories: the indirect part, which consists of operations that provide raw materials to an organization's technological core in order to maintain and support it. Activities that directly convert products and services into the product make up the second section. Stated differently, the technical core process of the work that is carried out is referred to as the direct portion of the term, and the supply of services for the work is referred to as the indirect part. A common method for assessing an employee's job performance is task performance^{49,50}. Task performance, contextual performance, adaptive performance, and unproductive work behavior⁵¹ are the categories into which academics divided individual work performance. A survey of the literature reveals that many phrases were employed to characterise task performance. These include technical proficiency, in-role performance, and task competency related to a given employment.

An organization's capacity to guarantee staff performance is a key factor in determining its long-term success⁵². A variety of literary works emphasise the significance of individual work performance and its evaluation^{13,36,53}. The extent to which a worker fundamentally contributes to the accomplishment of an organization's objectives is known as individual work performance⁵⁴. The focus is on individual-controllable behaviours that have an impact on an organization's objectives⁵⁵. According to research, task performance or competence and job performance are equivalent^{56,57}. Broad performance components could be used to characterise job performance: Task Performance or Proficiency; Proactivity or Counterproductive Work Behaviour; Adaptive Performance; Organisational Citizenship Behaviour or Contextual Performance⁵⁸. An individual's actions affect not just the efficiency of their own work but also that of other employees in the organisation, including team members, and the organisation as a whole⁵⁶. The performance model was refined by academics, who also identified three cross-classified levels at which individual behaviour might influence an organization's success: (1) an individual, (2) a member of a team, and (3) an organisation.

Task performance includes operations that support and preserve the technological core by restocking its raw material supply, shipping its completed goods, or offering crucial staffing, planning, coordinating, and overseeing duties that make it possible for it to run smoothly. Because these task activities help produce organisational goods and services, when they are carried out well, they are behavioural episodes with positive predicted organisational value. However, if they are carried out inefficiently, they may have a negative expected value since they may make it more difficult to produce organisational goods and services. Therefore, with commensurate heterogeneity in their predicted

organisational value, the domain of task performance contains behavioural episodes that reflect task activities that are completed poorly and behavioural episodes that indicate task activities that are performed well. The entire expected value of a person's behaviours over a predetermined amount of time for the creation of organisational goods and services is known as task performance.

Task performance refers to the primary technical procedure used by an organisation to generate commodities and services. As a result, task performance encompasses both the volume and calibre of workers' output. Task performance is contingent upon the efficacy of the tasks performed by employees and its alignment with the goals of the organization⁵⁹. When it comes to task performance, the most important factor to take into account is whether employees perform in accordance with the organization's expectations in light of the objectives⁶⁰. Every task performed by staff members must be connected to the objectives of the company. Effective communication is essential for all stakeholders, including managers, employees, vendors, and customers, to achieve both individual and organisational goals. When they communicate well, they may discuss and make plans on how each person will contribute to the achievement of shared objectives.⁶¹ Stakeholders and those connected to the organisation typically gain when its objectives are achieved. Consequently, in order for businesses to thrive through optimal productivity, they must guarantee that their workforce is operating at peak efficiency.

For managers of corporate organisations, task performance is crucial. The performance of its members determines whether an organisation succeeds or fails. Task performance could be described as the record of an individual's accomplishment on the job. Employee task performance consists of observable behaviors

that people do in their jobs relevant to their goals⁶². Performance is reaching the target both for the institution and the individual⁶³. Task performance is the level of an individual's work achievement after exerting effort⁶⁴. Employees' task performance in terms of productivity and efficiency is a primary concern of managers of organizations, the education institution inclusive worldwide. In the 21st century, management of organizations demands more efficiency and productivity from their employees than at any other time in history. They strive to improve their performance to be ahead of their competitors.

Task performance has always been the central point of organization operations, and management literature discussions comprise competitiveness, effectiveness, efficiency⁶⁵. Organizations set or expanded their objectives to achieve the best organizational task performance and direct their operational processes to align with these corporate objectives⁵⁵. However, significant changes in the higher education environment have forced organizations to change the way of managing their daily activities due to rapid changes in the light of the internet, globalization, and the diversity of the workforce⁶⁶.

When employees use technical skills and knowledge to produce goods or services through the organization's core technical processes, or when they accomplish specialized tasks that support these core functions, they are engaging in task performance. When employees voluntarily help coworkers who are getting behind, act in ways that maintain good working relationships, or put in extra effort to complete an assignment on time, they are engaging in contextual performance. Task performance refers to individuals' behaviors that contribute to organizational goals⁵². Task performance also refers to the

adequate fulfillment of technical requirements and includes task-specific efforts or behavior associated with the execution or completion of a required function or unit of work⁶⁷.

Task performance is acknowledged as a crucial component that determines the success of an organisation. The culmination of one's efforts is the task performance. Employee task performance is enhanced when they have a high level of cognitive, emotional, and bodily attachment to their assigned work and organisation. This attachment motivates them to work hard and achieve their goals. Employee involvement leads to the result-oriented behavioural phenomena known as task performance^{70,71}. Thriving employees are in a better position where they utilize their energy and acquire knowledge to perform their assigned tasks efficiently⁷². Task performance is an in-role behavior, defined as performing the formal job requirements by following the set organizational procedures. Moreover, it is a nondiscretionary role that has to be performed efficiently and effectively since most of the tasks are included in the routine work of employees⁷³. In line with the phenomena explained about performance efficiency, scholars conceptualized performance as an effective way of meeting the organizational expectation of employees at work^{56,74}.

2.1.2 Information Handling Capability

In popular usage, the term information refers to facts and opinions provided and received during the course of daily life: one obtains information directly from other living beings, from mass media, from electronic data banks, and from all sorts of observable phenomena in the surrounding environment⁷⁵. A person using such facts and opinions generates more information, some of which is communicated to others during discourse,

by instructions, in letters and documents, and through other media. Information organized according to some logical relationships is referred to as a body of knowledge, to be acquired by systematic exposure or study. Application of knowledge (or skills) yields expertise, and additional analytic or experiential insights are said to constitute instances of wisdom. Use of the term information is not restricted exclusively to its communication via natural language. Information is also registered and communicated through art and by facial expressions and gestures or by such other physical responses as shivering. Moreover, every living entity is endowed with information in the form of a genetic code. These information phenomena permeate the physical and mental world, and their variety is such that it has defied so far, all attempts at a unified definition of information.

Confidentiality and the secure and correct handling of personal information is crucial in all sectors, but no more so than in education settings, particularly as they process such large amounts of special categories of data such as information concerning students and other stakeholders⁷⁶. Educational settings must look after information properly, protecting confidentiality, by managing information security and records. The potential repercussions of loss or unauthorized use of that data are significant. Handling information is about the steps to be taken in order to ensure that any confidential information is handled appropriately. Information handling technique is the adoption of appropriate information resources to obtain, through whatever channel or medium, information well fitted to information needs, together with critical awareness of the importance of wise and ethical use of information in the workplace.

In the Information Age, information has gained widespread recognition as a necessary component for human survival. It's one of the things that keeps an organization's wheel

turning. It might be argued that knowledge cannot exist without information. Information is viewed as an abstract instrument that makes a task possible to finish⁷⁷. Utilising information effectively is essential for a knowledge worker on an individual basis⁷⁸. Academics had the belief that individuals with poor memory are unable to supply the information required for efficient decision making in universities⁷⁹. Furthermore, actions cannot be planned in the absence of useful information. Therefore, it is necessary for employees, including non-academic staff members of an institution, to use information in a methodical manner in order to carry out their task and assess the success of an organisation. While academic staff members are primarily engaged in teaching, research, and community services, non-academic staff members provide complementing duties. The non-academic staff maintains the necessary supportive atmosphere to guarantee that academic staff members do their responsibilities successfully and that these institutions function smoothly.

The registry staff carry out duties such as conducting examinations, admission of students, keeping of archives reports, preparation/provision of transcripts, verification of results, producing schedule of classes, course action forms, name changes, prepare graduate academic records, among other duties. On the other hand, the bursary division takes care of financial administrative duties of the university, ensuring that university transactions are promptly executed, etcetera; the human resources department employs and sees to the welfare of the employees, while the students' affairs division of the university is responsible for programs and services that focus on students and their university experience; ensures accommodation, counseling, etcetera. Scholars argue that regular use of information is the only way for employees to reach effective and efficient production

in organizations⁸⁰. Adequate information flow was shown to increase human productivity and eliminate inefficiencies in both individuals and organizations⁸¹. Information, then, is defined as facts, ideas, opinions, news, messages, symbols, sounds, codes, databases, images, and processed data that can enhance a user's state of knowledge⁸². Information also helps people act intelligently when making decisions and carrying out their tasks successfully and efficiently⁸³. Managers can utilise information as a strategic weapon to accomplish their tasks. This suggests that there is no way to overstate the value of knowledge.

The term "information handling capability" was first used in 1974 and was later adopted by academics in 1978 to describe the process of obtaining, analysing, and synthesising data in support of organisational decision-making^{84, 85}. Comparable concepts have been applied in many research contexts and are generally compatible with this. In the context of strategic human resource management, for instance, information capabilities encompass information gathering, processing, and distribution, whereas in the context of an interorganizational supply chain, information handling capability is defined as "the level of IT support for various activities⁸⁶. Recently, information handling capability is defined as the capacity to capture, integrate, and analyze data/information, and utilize information and insights in the context of organizational decision-making⁸⁷. Consistent with studies on business analytics, scholars show that in order for an organization to develop information handling capability from business analytics, it needs to create a data-driven environment that is characterized by developing explicit strategy and policy and designing its structure and processes to enable analytic activities^{88,89,90}.

Individual's capability of information and IT use has been explored with the concept of user competence^{91,92}. User competence is defined as the user's potential to apply IT to its fullest possible extent so as to maximize performance of specific job task. Competence with IT and subsequent use of information are especially important because of its effect on workplace productivity. The specific dimensions of the competence should be measured with the appropriate methodologies, and this practice would be beneficial to completely understand the determinants of performance⁹¹. The traditional approach to the design of information services is to design capabilities to support the organization for which it is intended. There is the system of communications within the organization, including telecommunications between geographically dispersed units. There are also the people, equipment, and procedures, as needed, to analyze, to draw conclusions from, and to act on, the available information. However, if one takes a longer view, the evidence indicates that the reverse process is also in effect: the structure of organizations tends to adapt to, and to follow, changes in information handling capabilities. Information handling capability is the understanding and set of abilities enabling individuals to 'recognise when information is needed and have the capacity to locate, evaluate and use effectively the needed information'⁹³.

Higher education institutions have adopted ICT to guarantee product fit for the market and quality assurance to meet stakeholder demands. Institutions, managers, and staff have all been greatly impacted by the use of new technologies in the education sector for the processing and transportation of data and information. Applications for IT are flexible. It is used to generate desires in a variety of spheres of life. All facets of life are impacted by information and communication technologies, including education⁹⁴. They encourage

adjustments to working conditions, information management and exchange, teaching-learning methodologies, etc. The global economy is benefiting greatly from IT, which is also becoming more intertwined. Technologies are used in the education industry today to address a variety of difficulties. Academic institutions are using ICT to their advantage in order to obtain a competitive edge. ICT is used by educational institutions to increase productivity in both functional and operational domains. ICT helped workers from a variety of backgrounds, including less educated factory workers. The writers emphasised that all employees had access to worldwide information sending and receiving through the Internet, multimedia phones, and other communication technologies, offering both technological and non-technical solutions to their personal and organisational issues⁹⁵.

Over the past few decades, organisations have made significant investments in information technology (IT), and as a result, they are relying more and more on the deployed IT applications to boost operational excellence and long-term growth⁹⁶. Nonetheless, research studies and anecdotal data from organisations indicate that most IT applications are still not being used to their full functional capacity by organisations. Scholars have summarised that users often utilise a limited range of features, utilise them sparingly, and infrequently initiate technological or task-related feature additions. This implies that a significant portion of the potential associated with IT use is yet unrealized⁹⁷. While numerous studies have been carried out to explain the underutilization, avoidance, and limited scope of IT usage at different stages of the adoption process, i.e., pre- or post-adoption, with a major focus on IT resistance, habitual IT use, and inhibitors of IT use, our knowledge of the evolving trends and consequences of IT use over time is lacking^{98,99,100,101}.

Moreover, while earlier studies have looked at the employment of a range of technologies, most academics investigate IT programmes as a black box instead of as a set of particular features⁹⁷. But an improvement in performance results may not always follow a linear relationship when one only increases the number of features used. People may use features in ways that are not productive or become overwhelmed by the abundance of features, which can make it difficult for them to comprehend all of the feature sets that are accessible or to use them successfully in their work. This means that varying degrees of past familiarity with an IT application and its functionalities can have significant differences in how effectively IT features are used¹⁰². When completing activities, more seasoned users are typically better able to take advantage of their greater comprehension of the affordances of the IT features¹⁰³. In order to help IT users fully utilise IT feature use, IT managers can diagnose, design, and implement appropriate IT feature upgrades and training programmes by having a thorough understanding of how IT feature use changes over time and how it affects pertinent task performance evaluations and outcomes.

2.1.3 Communication Skills

The emergence of globalisation and its effects on the political, social, economic, and technological spheres have a significant impact on people's lives in communities and organisations. Organisational managers must create new management strategies in tandem with these developments in order to contend with even more difficult competitive conditions¹⁰⁴. The primary goal of these contemporary management strategies is to increase worker performance through the use of communication. Communications

originated at the same time as the universe. There was no beginning that didn't involve speech. Consequently, communication makes it easier for human civilization to change. A multifaceted phenomenon, communication can signify different things to different individuals. It is a method of getting inside someone else's head or thinking. Communication is an interchange of meanings since it may also be understood as a way to reduce uncertainty.

Good relationships inside the organisation are mostly dependent on effective communication¹⁰⁵. Furthermore, when there are conflicts among the employees impacted by the delivery of an imperfect message, the effectiveness of communication in an organisation is diminished. Furthermore, the exchange of messages between two or more persons in order to comprehend the substance of the message to be given is referred to as communication. Effective communication is crucial in the workplace to guarantee performance and accomplish organisational goals¹⁰⁶. Employee roles and responsibilities are carried out correctly and with complete dedication when there is communication amongst coworkers. Additionally, managers utilise information exchange in the communication process as a crucial tool to shape employee behaviour, both verbally and nonverbally, in order to attain the desired performance levels for the company.

Communication is the process by which an individual exchanges information with another by signs, behaviour, exercise, etc.¹⁰⁷. People can communicate in a wide variety of verbal and nonverbal ways at work. Verbal communication is defined as oral communication between peers that takes place over the phone, in person, or face-to-face. Nonverbal communication refers to the exchange of messages without the use of words. Examples include body language, gestures, eye and face movements, voice signals, and

various bodily or distance cues. Employees who receive feedback on their work performance as quickly as feasible can benefit from a favourable culture that helped the organisation build excellent communication. Good and constructive communication can lower complaints and boost job satisfaction¹⁰⁸. Communication is a tool used by any organization to identify appropriate function to obtain profit organization and progress of the organization is created. Ineffective communication can lead to misunderstandings, lack of information, laziness, and more job rotation. Ineffectiveness of managers in communicating with its employees would cause an employee being unsatisfied. Thus, this situation may cause workers' job satisfaction to be affected. Similarly, if employees do not trust the manager, then the flow of information submitted does not occur and decreased job satisfaction. The leader can lead, build trust, and understanding of continuous learning and inspire workers through effective communication¹⁰⁷. Therefore, managers and employees must work together to understand the principles of effective communication and communication barriers in the workplace to achieve the desired goals of the organization. Managers require extensive knowledge of communication to be efficient and effective toward their workers. Moreover, effective communication is considered as the capability of motivating and knowing how to exchange information in a group or individual and knowing the right time to communicate.

Accordingly, for organization and human as a social being, communication has a vital importance, whether pros or cons are an inseparable piece of life and also it has an important role on all activities aimed at gaining organizational objectives¹⁰⁹. Attention has been given to the study of organizational communication in organizational behaviour research as a result of the significance of this variable to organizational effectiveness. For

instance, it has been found that effective communication improves job satisfaction and which in turn improves productivity^{110,111}. Research has also shown that communication improves employee job performance, while poor communication results to low employee commitment to the organization^{112,113}. Human interaction that forges connections and builds relationships is called communication¹¹⁴. This indicates that communication is the way by which people relate to one another. It serves as the organization's glue, holding members of the group together.

Historically, managers have devoted most of their time to some sort of communication (in person meetings, memos, notice boards, staff handbooks, public lectures, etc.). However, as time goes on, an increasing number of employees learn that communication—which is the fundamental component of management—is a crucial part of their jobs. Communication is the mutual exchange of understanding that starts with the recipient and results in effective and efficient work performance inside an organisation. Planning, organising, staffing, directing, and controlling are the core management tasks that cannot be successfully completed without efficient communication. Within an organisation, there are several units, and communication is the means through which these units interact to achieve shared objectives. Communication is a process of passing facts and understanding from one person to another. It is a process of conveying and distribution of thoughts, feelings, realities, etc., in a way that is apparent and understood by the receiver of the communication¹¹⁵. Communication is any expressive interface among individuals where the views are conveyed from one person to another. It is the means by which facts and knowledge is conveyed and the eventual purpose of communication is to nurture any attitude required for motivation, teamwork and job

fulfillment and establishes and improves the student lecturer relationships. Communication is a procedure of conveying a specific evidence or message from an information source to an anticipated, fixed or a particular terminus and feedback from the receiver¹¹⁶.

Communication is undoubtedly a unique dynamism in the service quality of academic staff in tertiary institutions. Communication in the learning environment is important to promote a mutual understanding of the concepts and perceptions offered to the learners. Correspondingly, communication is used by humans to pursue mutual intelligence through the diffusion of symbolic messages. Besides, conception of communication states that there are three significant points, namely (a) communication consist of people and that understanding communication embraces trying to comprehend the way which human beings are unified; (b) before people communicate, they must come to an understanding of the meaning of the term they use; and (c) communication take in to account signs, be it body, voice, letter, number, and words, can only symbolize or approximate the impression they anticipate to communicate¹¹⁷.

Similarly, communication remains a transmission of connotation and indulgent of significance to others in the form of symbols, or assured languages so that persons who receive information apprehend the tenacity of the information. Respectively, it is indicated that communication is a method of transferring information and understanding via the same signs. Communication between Individuals is one of the necessary conditions for survival and continuity of social life¹¹⁸. The emergence of new organizations along with its own special complexities on the one hand and the widespread use of technology on the other hand, have transformed today's organizations

in terms of communication. In fact, without communication, there would be no organization. This shows the importance of effective communication in organizations and its impact on the behavior of individuals and groups. It seems that having effective communication skills is the mystery of managers' success in the field of organization and a fundamental solution to deal with organization's problems. Effective communication is a key component of an organization's internal communication system. Numerous factors, such as strengthening communication skills with two components of transparent communication and two-way communication (symmetric) affect this issue and Improve employees' extra-role performance.

Communication is an inevitable aspect of organizational functioning. The functions and importance of communication for organizations have been examined by researchers in various ways. Communication has been characterized as the life “Life blood” of an organization and miscommunication has caused the equivalent of cardiovascular damage in more than one organization¹¹⁹. Communication is the process by which people attempt to share meanings¹²⁰. Effective communication follows the seven Cs, which apply to both spoken and written communication¹²¹. These are listed in the following order: Completeness: All necessary information must be communicated. It should include all the information the audience needs to know. The message sender needs to be aware of the recipient's mindset and adjust the message accordingly. An organization's reputation grows and is improved through complete communication. They also save money because no important information is omitted, and once the communication is over, there is no need to pay for new messages to be sent. Additional information is always provided as needed in a comprehensive correspondence. It answers all of the recipient's questions.

When all needed information is obtained, complete communication aids in improved decision-making by the audience, readers, and message recipients and crucial information. It convinces the audience.

Wordiness, or saying what you want to say in the fewest words without sacrificing the other C's of communication, is what is meant by conciseness. Effective communication requires conciseness. The qualities of concise communication are as follows: It saves money and time at the same time. While avoiding the use of superfluous or superseded terms, it emphasises and underlines the main point. A concise message is conveyed to the audience in a limited number of words. A message that is concise is more enticing and understandable to the listener. The message is brief and not repetitious. Thinking - Thinking entails "putting oneself in other people's shoes." The audience's opinions, experiences, mindset, degree of education, and other factors must all be taken into account for communication to be effective. Try to imagine your audience, their needs, and their feelings as well as problems. Make sure the audience's emotions are not hurt and that their sense of self-respect is upheld. While ensuring that your message is comprehensive, change the terms to better meet the demands of the audience. The following characteristics of thoughtful communication include: Put a focus on the "you" approach. Show interest in the audience and demonstrate empathy for them. This will elicit a favourable response from the viewers. Be upbeat with whoever you are speaking to. Instead than focusing on "what is impossible," emphasise "what is possible." Emphasise using adjectives that are positive, such cheerful, dedicated, grateful, cosy, healthy, helpful, etc.

To be clear, one should focus on one message or objective at a time rather than attempting to accomplish too much at once. The qualities of clear communication include the following: It facilitates comprehension. The message's meaning is enhanced when thoughts and concepts are completely clear. Words that are precise, appropriate, and definite are used in clear messages. Concreteness: Unlike vague and generic communication, concrete communication is specific and unambiguous. Confidence is reinforced by concreteness. The characteristics of a concrete message are as follows: It is backed up by particular data and statistics. It employs language that is lucid and enhances the reputation. There is no misinterpretation of concrete messages. Courtesy: Courtesy in communication is that the message should respect the recipient and convey the sender's feelings. The message's sender should be authentic, considerate, thoughtful, and passionate. A polite message contains the following characteristics: Being courteous is keeping the message recipient's sentiments and points of view in mind. A courteous message is upbeat and directed at the recipient. It uses language that is considerate of the message's recipient. It is completely impartial. The absence of grammatical errors in communication is implied by correctness in communication. The following characteristics of effective communication: The message is precise, accurate, and timely. The confidence level rises if the communication is accurate. A correct message has a bigger effect on the readers or audience. It verifies that the numbers and data included in the message are correct and precise. It employs suitable and exact language in the message.

Communication skills are the cognitive and behavioural competencies of individuals to establish positive interpersonal relationships¹²². Communication skills include the ability

to listen and observe in order to truly understand, discuss, effectively convey our thoughts and ideas orally or in writing, relate and express ideas in a clear and effective way, utilize strategies and skills to work with others, to persuade or influence, to encourage participation, to negotiate, to give and to receive¹²³. It is frequently accepted that communication is an essential skill that everybody should have¹²⁴. This skill makes interaction between members of the working team possible. Managers should be the first to establish bridges between the members of the organization, through careful and effective communication¹²⁵.

The attributes necessary for accomplishing objectives, such as social and interpersonal skills and personal traits, are communication skills. 'Soft' abilities are those that resemble feelings or images that let people "read" other people. These abilities are necessary in the job because practically all occupations involve some sort of interaction or engagement with other people^{126,127,128}. These abilities are necessary for all human behaviour. It is true that some people are born with the capacity to communicate, while others must put in greater effort to do so. Communication is any meaningful and productive relationship between people. It frequently goes through a few simple steps, such creating the purpose, writing it, encoding it, sending it, decoding it, and then having the recipient interpret it^{129,130}.

The characteristics of communication include a great deal of information. These specifics illustrate how communication is two-way and involves both sending and receiving signals. A two-way process like this is dynamic, energetic, and complex since it changes depending on how close the intended shared appreciation is reached. In this process, communicators not only exchange ideas and feelings but also create meaning. Sharing is

therefore a crucial component of successful communication. Sharing, of course, entails the use of a code to initiate a communication from a sender to a recipient over a channel. Noise is totally expected in this place. Without a doubt, communication is irreversible; once something is stated or expressed nonverbally, it cannot be taken back¹³¹.

There are various purposes for communication, some of which are directed towards altering or even changing conduct. In particular, communication is the exchange of ideas and sentiments with others with the goal of establishing a connection. These objectives include inspiring, motivating, giving commands, amusing, directing, controlling, informing, and educating^{132,133}. It is impossible to have effective communication without the other; verbal and nonverbal communication are both vital to having successful communication. These formats are further divided into spoken voice and non-verbal categories, such as emails, meetings, job interviews, and presentations. Paralinguistic traits such as pace, passion, intonation, emphasis, and volume frequently transmit several meanings without the need of words. By using the right sense of posture, gesture, or facial expression, body language also adds significant messages. Consistency in both spoken and nonverbal communication is necessary^{134,135}.

Since this task links other management duties together, communication is essential to advancing the institution's goals. Institutions are connected to the outside world through communication as well. An organization's ability to communicate effectively and appropriately has always been critical to management success. An organization's mission typically has errors and flaws as a result of poor organisational communication. Therefore, without an efficient communication system, coordination, planning, organisation, control, and other activities are not realised, and managing organisations is

not possible¹³⁶. In all human cultures, effective communication is a necessary and binding activity for individuals, groups, organisations, and communities. Employee motivation is a direct result of how the company interacts with its workforce¹³⁷. Motivation in the workplace fosters a friendly atmosphere that supports effective performance. Motivation is a psychological trait that can influence behaviour in the direction of a desired goal. In contrast, motivation is defined as a state that affects the arousal, course, and persistence of behaviour¹³⁸.

According to the field's current developments, communication is seen as a key function and a dominant activity inside organizations¹³⁹. The relationship develops via communication as a motivating element, and after that, the organization's ability to operate and survive depends on an efficient working relationship between organisational management and staff. The sharing of information that is pertinent to an employee's day-to-day work performance and crucial if the worker is expected to perform well is known as organisational communication. For management to create and maintain a competitive advantage for worker performance and organisational development, effective communication is essential¹⁴⁰. By encouraging equality and integration in the workplace, improvements in supervisor-subordinate communication can help organisations achieve their objective of managing diversity.

Member behaviour is influenced by communication in a number of ways. The control function that enables the employee to maximise performance is communication, for example, when employees are expected to first address any issues connected to their job to their immediate boss, on clarification of their job description or compliance with corporate policies¹⁴¹. The relationship between organizational communication, employee

job motivation and employee job performance are vital in projecting the organization to a higher pedestal, hence employees tend to perform much better when they are positively and consistently motivated¹⁴². Management maintains employees productive relationship by assisting and guiding employees in their work and progress, and recommending them for carrier development programmes within and outside the organization. These are communication strategies aimed at motivating employees to stimulate them for effective job performance.

Communication skills is one of the most important skills and as a work tool of educational managers that has a considerable impact on their success and effectiveness. One of the property indicators of an organization to another organization having committed workforce¹⁴³. Communication skills are the cognitive and behavioural competencies of individuals to establish positive interpersonal relationships¹²².

It has been acknowledged that one of the most crucial soft skills is communication^{144,145,146}. These abilities pertain to the capacity to communicate thoughts, emotions, viewpoints, and data to two or more people in a style that guarantees that everyone will understand the message¹⁴⁷. The ability to communicate effectively in a variety of contexts is a prerequisite for working with clients. The most often used classification makes a distinction between communication abilities that are verbal and nonverbal. Oral and written communication skills are the core competencies in communication that studies focus on the most^{148,149,150}.

A variety of tasks, including presenting, public speaking, offering and accepting criticism, bargaining, and modifying the message to the audience while maintaining their interest, are all part of oral communication skills^{151,152}. Numerous scholars highlight these talents

as being the most important in today's workforce ¹⁵³. However, a number of studies indicate that young employees' oral communication skills appear to be lacking, and it is strongly advised that they continue to grow in the future¹⁵⁴. Even while speaking abilities are important, listening skills are equally important and should not be overlooked. Indeed, it is regarded as the most significant and prevalent kind of communication in the workplace¹⁵⁵. Employees that pay attention to their coworkers and clients are better at solving problems and forming lasting bonds with them¹⁵⁰. But there are certain abilities that must be learned in order to listen well. It is necessary to hear, comprehend, retain, understand, assess, and react to the message¹⁵⁶.

One of the most frequently mentioned skills in literature is writing communication skills. These include the capacity to write memos and documents in a clear and succinct manner, to adhere to a logical order and ensure grammatical and spelling accuracy, and to modify the style and message to suit different document forms and audiences¹⁵⁷. It should be mentioned that written communication has evolved significantly as a result of technological breakthroughs. Nonetheless, it was stated that traditional writing skills are still highly valued by employers¹⁵⁴. Moreover, some studies show that young employees lack certain writing communication skills^{152,157}.

While studies on the value of communication skills from a variety of angles are increasing, there are very few that look at communication skills in relation to message delivery. The majority of research to far has been on oral and writing communication abilities ^{148,149,157}. These abilities are unquestionably the cornerstone of literacy and a must for any corporate communication, but a researcher emphasises that youthful employees lack oral communication skills¹⁵⁸. Several written and oral communication

competence scales were created with input from a range of stakeholders and professions. However, it seems that these abilities are insufficient to meet the demands of contemporary business, necessitating an expansion of the skill set in communication that was previously employed. In addition to speaking and writing, listening comprehension is regarded as one of the key elements of interpersonal communication^{159,160}. Higher hierarchical levels are thought to raise listening responsibility¹⁶¹. Studies reveal that over 80% of managers' workdays are devoted to listening.¹⁵⁰ In business communication, listening skills are thought to be the most significant and common communication activity. They involve hearing, interpreting, and reacting to the message that has been sent. Because hearing is solely a physical activity and listening is a mental one that involves deciphering and comprehending a message, listening abilities are still undervalued¹⁶². It is believed that listening efficiency is between 25% and 50%, which means that 50% to 75% of the spoken information is ignored, forgotten or misunderstood¹⁶³.

Communication styles and skills are composed of a variety of dimensions and attributes and include a multitude of nonverbal elements that complement or change the meaning of a verbal message¹⁶⁴. Even though academics tend to be verbal communicators, listening to what is not being said—that is, observing one's non-verbal communication—is the most crucial aspect of communication. This type of communication is thought to make up about 70% of all communication, and it is represented by the communicator's physical attributes, body language, and communication environment^{165,166}. It is particularly crucial in the service sector because employees' outward appearance influences how polite and credible they are perceived to be. One of the most important

components of human existence is communication, which is still essential for every organization, including institutions, to achieve its stated goals and objectives¹⁶⁷. Improved communication between executives and staff members develops a higher sense of mutual understanding, which benefits any organisation. Strong communication skills boost staff dedication and involvement inside the company, which improves output.

Communication is key in the functioning of an establishment and it has been proven that employees dedicate a significant part of their daily chores to gather and distribute information concerning vital issues that include task instruction, role expectation, performance feedback and policy¹⁶⁸. Essentially, communication involves an asynchronous exchange of information and hence internal communication is that which occurs among employees and managers¹⁶⁹. Communication is primal in any association. Whether that association is with a child, peer spouse or an employee, it always comes back to the transmission of information, respect, and honesty. Employee/Internal communication is an integral element of advancing transparency in organizations, particularly in the situation of broken trust in business and in the wider world of work which is evidenced by numerous corporate scandals¹⁷⁰. Employee communication needs to be consistent and clear because the character of organizations and their workforce is ever-evolving, directed by elements that include technology and a range of employment contracts. Organizations can express their support to their employees by considering their perspectives. This will help present prospects for employees to exhibit their abilities and effective communication¹⁷¹.

Communication is a formidable reagent for fostering and maintaining trust, the shared emotional condition between devoted workers and leaders. The foundation for trust is

built through supervisor communication, which serves as a conduit for employees to understand behavioural intent. Various managerial communication techniques are used in organisations with high trust cultures to foster organisational commitment. Institutions are realising that in today's globally interconnected world, employees can do far more as a team than they can on their own. The plan cannot be developed and implemented using current methods in the future. Top-down communication patterns are quickly giving way to bottom-up, changing top-to-bottom orientations¹⁷².

2.2 Theoretical Framework

The theoretical framework aids the study in finding an appropriate research approach, analytical tools and procedures for the proposed study and it will make this research findings to be more meaningful and generalizable¹⁷³. Three theories will be used for all the variables respectively. The theory selected for Task performance is Goal Setting Theory, the theory for Information handling capability is Information Processing Theory, while the theory selected for Communication skill is Communication Accommodation Theory.

2.2.1 Goal Setting Theory

Goal Setting Theory is a motivational theory that was developed in the 1960s¹⁷⁴. The theory proposes that setting specific, challenging goals leads to higher performance and motivation than easy or vague goals. Goal-setting theory was developed because of several organizational psychology investigations on work-related task performance¹⁷⁵. The original idea of goal setting states that when two conditions are met, goal setting can

promote behavioural change: (a) the target (goal) must be conscious and specified; and (b) the goal must be comparatively demanding (not too simple or too difficult). You know what you are trying to achieve when your objectives are clear. Accurately measuring outcomes and determining which activities to reward are also possible. Consequently, SMART is a very useful acronym. On the other hand, goals that are vague or only stated as broad directives, like "take initiative," are hard to quantify and demotivate. People are usually motivated by challenging objectives, but it's important to avoid setting goals that are too high to reach. To be effective, your team must understand and agree on the goals; team members are more likely to "buy into" a goal if they helped set it.

Goal setting Theory has five measures which are Commitment, clarity, challenge, feedback, and task complexity. Individuals must be dedicated and willing to put in the effort required to achieve their goals. This means that goals must be seen as important and meaningful to the individual, and they must be willing to make sacrifices and overcome obstacles in order to achieve them. Setting clear and specific goals provides clarity on the job and also set a clear target for individuals to work towards. Goals should be clearly defined and measurable so that progress can be tracked.

A goal is meant to present a challenge to an individual, but it should still be attainable. The level of challenge should be specific to each person to increase their motivation. The more challenging a goal is, the more focused an employee become on the task and the easier it is to avoid unnecessary distractions, and thus, will be energized to work harder toward the difficult goal. Setting challenging goals can motivate individuals to work harder and strive for better performance. However, goals should also be achievable, as setting goals that are too difficult can lead to frustration and a lack of motivation.

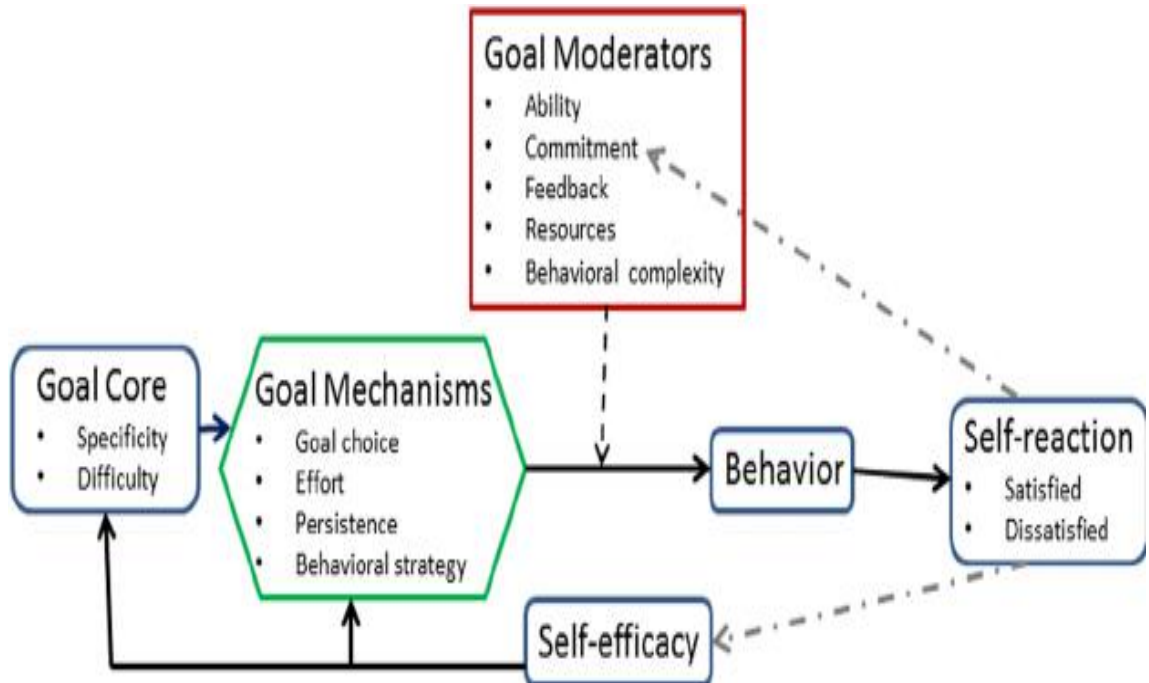


Fig. 2.1: Goal Setting Model

Source¹⁷⁵

According to the theory, goal setting is effective because it provides individuals with a clear understanding of what is expected of them, creates a sense of purpose and direction, and stimulates the development of strategies to achieve the goals. The theory emphasizes the importance of feedback in the goal-setting process, as feedback allows individuals to evaluate their progress toward their goals and make necessary adjustments. The theory also suggests that goals should be specific, measurable, achievable, relevant, and time-bound (SMART). Setting SMART goals helps individuals to focus their efforts and provides a clear path to success. Additionally, the theory proposes that individuals are more likely to be motivated by goals that they have had a hand in setting.

The development of goals for a person's or organization's future success is referred to as goal setting. According to the originator of goal setting theory, people or organization perform better when they set more demanding goals. On the other hand, if the goals are

too simple to fulfill, the performance of an individual or organization suffers. When a person or organization is committed to achieving their goals and has no competing ambitions, the achievement of the goal is good. Goal setting will also assist in the formulation of an action plan to guide people and organizations. Overall, the Goal Setting Theory has been widely researched and has been found to be effective in many settings, including education, sports, and the workplace. It is often used by managers to motivate employees and increase performance, and by individuals to achieve personal goals.

The goal should be whatever people want to achieve, according to goal-setting theory¹⁷⁶. As a result, goals have the following effects on behaviour. First, focus attention and efforts on things that the person believes will assist them achieve the goal. increase tenacity since the individual devotes more time to actions that will help him accomplish his objectives mobilise the effort since the individual strives more to attain his objectives. mobilise the hunt for advanced and capacity-building strategies that can be applied to achieve the goals. Second, there are challenging objectives. Employee performance increases with difficulty of goals because employees are able to exert greater effort. The term "targeting phenomenon" describes an increase in output in proportion to the degree of challenge that the employee was supposed to attain.

Since challenging goals are associated with higher levels of self-sufficiency and increase an individual's sense of self-satisfaction, they enhance performance. The third objective is acceptance. Stated differently, not all targeting strategies are always successful as long as the anticipated outcomes are not met¹⁷⁷. The employee must get along with the employee's personality and ideals in order for them to accept him and show them that he

is committed to them through his actions. In addition, they have to be awarded equitably (distributive justice) and in accordance with fair procedures (procedural justice). When it comes to achieving personal goals, employees work harder than those established by management or superiors. Additionally, the goals must match the skill levels of the staff. The "targeting phenomenon" is therefore subject to different limitations. Finally, two further strategies for improving employee task performance are external incentives (bonuses, prizes), and feedback.

People get feedback to find out if their actions and efforts lead to the goal-outcome, which could act as a catalyst to increase their effort. Additionally, complimenting other staff members on their achievements could encourage personal mobilisation. Goal-setting theory is beneficial to the workplace because it promotes a more efficient work environment where employees strive to reach their goals, giving them a sense of purpose around their work. The addition of the positive feedback that the managers provide also gives the employees a higher level of satisfaction, helping to increase employee retention at their workplace. Essentially, the goal-setting theory is a valuable tool that should be applied to create or maintain a healthy work environment.

2.2.2 Information Processing Theory

Information processing theory was propounded in the year 1956¹⁷⁸. It is an approach to cognitive development studies that aims to explain how information is encoded into memory. It is based on the idea that humans do not merely respond to stimuli from the environment. Instead, humans process the information they receive, which is also the reason why unique names for business tend to have better recall. While experts believe

that the brain's mechanisms and functions are relatively simple, the magnitude and scope of neural networks and their behaviors are quite powerful as a whole¹⁷⁹. Among them is the way the brain interprets data. The definition of primary research describes not only how data is collected but also how it is kept and retrieved. Receiving input—also referred to as stimulus—from the surroundings through a variety of senses is the first step in the process. After then, the input is described and kept in memory, from which it can be retrieved as needed. It is said that the brain or mind is similar to a computer that can process data from its surroundings. A person can gather and store large amounts of information even at a young age, as evidenced by the information processing hypothesis of child development.

As a result, how one processes information has an impact on their behavior¹⁸⁰. An individual processes information regarding behavior-outcome relationships, according to the anticipation theory of motivation. They can then make decisions and create expectations depending on the information, highlighting the importance of information processing in psychology. Miller was the one who first proposed the information processing hypothesis. He is regarded as the father of the information processing model in psychology and one of the original pioneers of cognition studies in psychology. His research is grounded in the sign and latent learning theories of Edward C. Tolman, which contend that learning is an intricate, internal process involving the functioning of the mind¹⁸¹.

He learned that the working memory has a maximum capacity of seven objects, plus or minus two. In addition, he was the one who first used the term "chunking" to describe how short-term memory functions. In addition to Miller, other prominent figures

connected to the cognitive psychology information processing technique are John William Atkinson and Richard Shiffrin. One of the most prominent models of information processing theory, the suggested multi-stage theory of memory, is referred to as the Cognitive Information Processing Theory¹⁸².

The notion of information processing is not limited to certain individuals. An organisation is an entity that processes information as part of its essential functions, just like the human mind. Thus, organisations can benefit from the use of information processing theory concepts. Organisations process information in four main steps, which are typically completed in the following order, but are not always so¹⁸³. Information is either acquired or retrieved by members of the organisation. Information may originate from specialists, the company's knowledge repository, or even employee comments from performance reviews. The data may also come from sources outside the company, such as other organisations, outside specialists, and more. Storage: It could start with the people's recollections. Other medium, such computers, databases, or servers, can also be used for storing. In order for other members of the organisation to access the information when needed, storing is an essential component of the complete information processing workflow. It is also crucial for learning since the organisation can use the knowledge that has been stored to draw lessons from its prior experiences.

When people alter or transform information that is received or stored, transformation takes place. This could involve any kind of analysis, compression, or enlargement to aid in their decision-making. Extracting or drawing conclusions from fresh data is one type of transformation. Transmission: One of the first three stages' worth of knowledge is shared with others. Reporting or presenting to pertinent stakeholders may be part of

it. Organisations can lower uncertainty by knowing how information is handled during a task. The decision-makers must process more information in order to adequately execute the task and comprehend its ramifications the more ambiguous the situation¹⁸⁴. However, when sufficient information about the work is digested, it becomes clear even before it is carried out. Because of this, it is possible to plan many of its steps in advance, which enhances productivity, resource management, and change management.

In addition, pertinent plans of action can be developed to maximise advantages and reduce disadvantages. Knowledge-intensive tasks in international organisations are one illustration of this. Organisations can extend these kinds of activities to members in many locations by having a thorough understanding of information processing. After that, they can look at different information processing phases and comprehend the significance and impacts of different elements including task commoditization, customer wants, and collaborative technologies¹⁸⁵. Subsequently, the organisation can devise the optimal allocation of tasks to optimise human and non-human resources. Nowadays, information processing theory is applied in many fields of research, businesses, and professions in technology. Information processing principles, models, and ideas are applied to a variety of entities outside of the individual, including: Business: Organisational behaviour has been described by information processing theory (as an example, see the section before this one). For instance, a variety of models are employed to comprehend how companies use market data, how they determine what data is pertinent or significant, and how this influences their long-term plans.¹⁸⁶ Family unit: The idea helps to explain how families attend to, sense, and encode stimuli in either the individuals or the family as a whole. Subsequently, within a family unit, mutual and individual schemes are developed that

impact information processing and attention. One can study the schemes to understand relationships, culture, and family dynamics. Artificial intelligence (AI): The idea of information processing emerged from cognitive psychology, driven by researchers' and specialists' interest in understanding the functioning of the human mind. AI studies aim to understand human cognition and replicate the processes in machines such as natural language processing, memory encoding, information retrieval, learning, and more¹⁸⁷. As the interest in how the human mind works expands, so does the application of information processing theory. Furthermore, it improves the understanding of how various entities from individuals to entire organizations deal with information. Consequently, new models, ideas, and concepts are developed under various contexts, with information processing theory serving as their core.

Information processing theory is a cognitive psychology framework that views the mind as a computer-like system that processes, stores, and retrieves information¹⁷⁸. This theory proposes that human cognition involves a series of mental operations such as attention, perception, memory, and problem-solving. Information processing theory refers to the study of how individuals acquire, process, and store information. The theory proposes that humans use cognitive processes to take in information from the environment, manipulate it mentally, and use it to guide behavior. Miller proposed that the capacity of working memory, or the amount of information that can be held in mind at one time, is limited to around seven items, plus or minus two. This concept is known as Miller's Law or Miller's Magic Number. In addition to his work on working memory, Miller also proposed that information can be stored in long-term memory in the form of chunks, or meaningful units of information. He suggested that individuals can remember more

information by grouping related items together into larger chunks, which can then be remembered as a single unit. Miller's work on information processing theory has had a lasting impact on the field of cognitive psychology and has influenced the development of theories related to memory, attention, and perception.

Information creation refers to the process by which new information is generated or created. This can happen through a variety of means, including observation, experimentation, and exploration. Once information is created, it can be stored for later use. Information storage refers to the process by which information is retained over time. The capacity and duration of memory storage can vary, with short-term memory holding information for only a few seconds to minutes, while long-term memory can store information for days, months, or even a lifetime. Information can be stored in various forms, including sensory memory, working memory, and long-term memory. Information retrieval refers to the process by which stored information is accessed and used. This can involve recall, recognition, and relearning. Retrieval can be affected by various factors, including the organization of stored information, the strength of the memory trace, and the individual's state of mind. Overall, the Information Processing Theory provides a useful framework for understanding how humans acquire, process, and use information. By considering how information is created, stored, and retrieved, psychologists can gain insights into the cognitive processes underlying human behavior.

2.2.3 Communication Accommodation Theory (CAT)

CAT was created in the 1970s as a means of comprehending how and why people alter their languages, dialects, and accents when communicating with one another. It was first

known as speech accommodation theory (SAT), a term that is still in use in certain circles¹⁸⁸. He provided a discourse analysis that focused more on the addressee than the setting, arguing that findings of context-based changes in speech style may be more effectively reinterpreted as the result of interpersonal adaptation processes. The emphasis in communication adjustment research was shifted by these early studies to receiver characteristics, which are a significant factor influencing speakers' style changes. The idea expanded into nonlinguistic and discursive areas in the 1980s, embracing modifications on dimensions beyond speech. To reflect this broader scope, the theory was then renamed communication accommodation theory.

Communication Accommodation Theory proposes that individuals adjust their communication styles to accommodate others in a social interaction. This theory posits that individuals can use different communication styles to accommodate others in different situations, and that the accommodation process can affect the outcomes of a communication interaction¹⁸⁹. Essentially, CAT proposes that speakers come to interactions with an initial orientation, which is informed by past interpersonal and intergroup experiences, as well as the prevailing sociohistorical context. In interaction, speakers adjust their communicative behavior based on evaluations of their fellow interactants' communicative characteristics, as well as their own desire to establish and maintain a positive personal and social identity. Each speaker evaluates and makes attributions about the interaction, as well as about the other speaker, on the basis of their perceptions of that other speaker's, as well as their own, communication. These attributions and evaluations then affect the quality and nature of both the present interaction between these speakers and speakers' intent to engage in future interaction

with each other. In this context, written and oral communication and feedback can be seen as important metrics that influence the accommodation process.

Written communication refers to any form of communication that is written, such as email, text messaging, or social media. Written communication can be more formal or informal than oral communication, depending on the context. When individuals use written communication, they may adapt their communication styles to accommodate the recipient's communication style. For instance, if an individual is communicating with someone who is more formal, they may use more formal language in their written communication to accommodate the other person's communication style.

Oral communication refers to any form of communication that is spoken, such as face-to-face conversations, telephone calls, or video conferencing. In oral communication, individuals can use nonverbal cues, such as body language and tone of voice, to adjust their communication styles to accommodate the recipient's communication style. For instance, if an individual is communicating with someone who is soft-spoken, they may adjust their own volume and tone to match the other person's communication style.

Oral Communication is an important variable in the accommodation process because it can help individuals adjust their communication styles to better accommodate others, depending on the tone used. When individuals communicate orally, they can modify their communication style to better align with the recipient's communication style. For instance, if an individual receives any signal that their communication style is too formal, they may adjust their style to be more casual in order to accommodate the other person's communication style.

In summary, Communication Accommodation Theory proposes that individuals can adjust their communication styles to accommodate others in a social interaction. Written communication, oral communication and feedback are important variables that influence the accommodation process. By adapting their communication styles to better align with the recipient's communication style, individuals can improve communication outcomes and build stronger social relationships.

2.3 Review of Empirical Studies

2.3.1 Information Handling Capability and Task Performance

This research study reviewed pertinent studies. A researcher looked at the degree to which work performance components are predictive of administrative staff job performance in universities in South West Nigeria ¹⁹⁰. The study employed a survey-based descriptive research design. The heads of departments used a self-made questionnaire to collect data from 400 individuals in a variety of departments as part of a multistage sample selection process involving four universities. The results of the multiple regression analysis showed that job performance is predicted by leadership quality.

The effect of human capital development on workers' attitude to work using Mutual Benefits Assurance Plc, Nigeria as a case study was investigated¹⁹¹. Adapting the theoretical foundation of human capital theory and correlation estimation estimator, the findings revealed that the company engaged in human capital development which enhanced employees' attitude to work, though there was a high level of employee turnover as they grew older. Scholars investigated employee work contentment, performance,

and promotion of positions held in order to determine whether or not job satisfaction and promotion had a simultaneous, partial impact on employee performance in Makassar Government Region ¹⁹². Based on an explanatory descriptive survey method, the study analysed data from a sample of fifty Makassar Government Region employees. According to the field and expertise, the Makassar Government Region's promotion positions are in line with the frequency distribution and path analysis that were utilised. Moreover, workers in the region are currently thought to be content with their jobs, and those in the Makassar Government Region are thought to perform well enough. The study investigated employee work contentment, performance, and promotion of positions held in order to determine whether or not job satisfaction and promotion had a simultaneous, partial impact on employee performance in Makassar Government Region ¹⁹². Based on an explanatory descriptive survey method, the study analysed data from a sample of fifty Makassar Government Region employees. According to the field and expertise, the Makassar Government Region's promotion positions are in line with the frequency distribution and path analysis that were utilised. Moreover, workers in the region are currently thought to be content with their jobs, and those in the Makassar Government Region are thought to perform well enough. The study found that although TPF follows a predetermined promotion criterion, there is a lack of consistency in its implementation and adherence, which results in a performance gap among staff members.

Using quantitative approaches, the impact of job promotions on worker performance at the Makassar City Regional Secretariat was examined¹⁹⁴. Using a simple random sampling technique, 73 employees make up the sample size. Data was gathered through observation, questionnaires, and documentation. The empirical results, which were

obtained using the t-test and simple linear regression, demonstrated that: (a) the Makassar City Regional Secretariat's level of promotion fell into the good category, adhering to operational standard procedures in line with Law No. 5 of 2014 and its derivative rules; and (b) employee performance is in the very high category in the Makassar City Regional Secretariat, and (c) the t-test demonstrates that employee performance in the Makassar City Regional Secretariat is positively and significantly impacted by promotions.

A study that looked at the relationship between task performance (TP) and information technology (IT) use in Jordanian public universities (JPUs) also looked at the information technology department's (ITD) position as a mediator in this relationship¹⁹⁵. Nine hundred and ninety-seven workers at public institutions responded to an online questionnaire poll. SPSS and AMOS23 were used for the data analysis. The results of the study showed that using information technology significantly enhances workers' task performance. The findings demonstrated that the use of information technology had a direct and favourable impact on work performance. The findings also demonstrated that there is a partly mediating function for the information technology department in the relationship between workers' task performance and information technology utilisation. According to the study, in order to improve work performance, a gradual transition from paper management records to computerised management information systems is required. Transitioning to internal electronic correspondence from paper-based correspondence helps colleges build E-HRM by reducing administrative costs and increasing task completion time. They are essential to the transition to digitization and electronic management.

A study investigated the relationship between task performance and employability abilities in employees¹⁹⁶. It made use of a correlational design with 220 respondents and survey questionnaires. Employers greatly valued the basic interpersonal, teamwork, and management skills that employees had sufficiently learned, according to descriptive data. As the most desired and learned skill, positive attitudes and behaviours arose. Rating for skill competence was moderately competent. Employers evaluated task performance as satisfactory, but workers rated cooperation, judgement, quality, quantity, and job knowledge and abilities as extremely satisfactory. Task performance was significantly positively correlated with both skill competency and skill acquisition, according to inferential analysis. For work performance to be successful, employability skills that employers value must be acquired and competently demonstrated.

Researchers looked into the connection between academic staff members' self-awareness and task performance in a few private universities in Ogun State, Nigeria¹⁹⁷. Examining the relationship between academic staff members' self-awareness and task performance at particular private universities in Ogun State, Nigeria, was the primary goal of the study. The study used a survey research approach and one hypothesis to guide its investigation. 308 full-time academic staff members from particular private universities in Ogun State, Nigeria, were included in the study's sample. This information was obtained using the Raosoft calculator. Techniques for multi-stage sampling were modified in order to get responses from every academic staff cadre. The study included a standardised and modified questionnaire called "Self-awareness and Employee Performance (SEP)". Descriptive and inferential statistics (Multiple and Hierarchical Regression) were used to evaluate the data that were gathered. The results of the study showed a strong correlation

between task performance and self-awareness. Drawing from the study's findings, the management of private universities was advised to provide their academic staff with training in self-awareness competencies, as a deep understanding of oneself is a key factor in determining one's level of self-efficacy and ability to improve personal performance.

A researcher looked into how emotional intelligence affected employees' success on the job in Bangalore automotive sector. The study employed a descriptive and explanatory research design method. Using a systematic stratified sampling procedure, 82 employees were chosen for the study and given questionnaires to complete¹⁹⁸. The gathered data was analysed using Pearson correlation. The results demonstrated that job performance is significantly impacted by each of the EI factors. This means that employee job performance characteristics (rules, perseverance, and reliability) are related to emotional intelligence variables (self-awareness, self-regulation, self-motivation, social skills, and social awareness).

Researchers employed a survey research design technique in a journal paper titled Self-awareness and organisational performance in the Nigerian banking sector using 220 bank managers in the South-South area of Nigeria¹⁹⁹. Using the statistical package for social science and the spearman rank correlation coefficient, four hypotheses were developed and tested at the .05 level of significance. The results indicated that while there was no significant correlation between self-awareness and market share, there was a positive association between self-awareness and net profit and return on investment.

Researchers looked into the moderating effect of proactive personality traits on employees' task performance and the effect of ethical leadership on those traits. The

impact of ethical leadership on employees' task performance has been explained by the theories of social identity, social learning, and self-concordance. In Chinese organisations, the authors gathered survey-based dyadic data from subordinates and members of middle management teams. The study hypotheses were tested using multiple regression analysis. Results indicated that task performance is positively impacted by ethical leadership in employees.

Researchers looked at the Tejarat Bank branch in the southwest of Tehran to see how information technology skills affected organisational performance and how organisational agility acted as a moderator²⁰¹. By its very nature, this research is applied in an objective, descriptive, and field manner. Four hundred employees of Tejarat Bank's southwest bank branches in Tehran make up the statistical population. Using the Krejcie and Morgan table, 196 people made up the sample. Simple random sampling was used. Software for analysis included LISREL and SPSS. The results demonstrated the positive and significant effects of IT infrastructure, business experience, communication resources, and human resources on organisational performance. Additionally, the mediating role of organisational agility in influencing the dimensions of information technology capabilities on Tejarat Bank's performance was confirmed. The findings indicated that the biggest factor influencing bank performance was IT business experience.

A study explores the relationships between citizenship performance and task performance measures obtained from different appraisers and their consistency through a seldom-used methodology, interclass correlation coefficients²⁰². Participants were 135 public employees, the total staff in a local government department. Jobs were clustered into job families through a work analysis based on standard questionnaires. A task description

technique was used to develop a performance appraisal questionnaire for each job family, with three versions: self-, supervisor-, and peer-evaluation, in addition to a measure of citizenship performance. Only when the self-appraisal bias is controlled, significant correlations appeared between task performance rates. However, interclass correlations analyses show that only self- (contextual and task) performance measures are consistent, while interrater agreement disappears. These results provide some interesting clues about the procedure of appraisal instrument development, the role of appraisers, and the importance of choosing adequate consistency analysis methods.

Additionally, a different study looked into how the organization's information technology capabilities affected marketing effectiveness, with Mellat Bank in Tehran serving as a mediating factor. The research methodology is applied with an objective and causal perspective. The population was made up of managers and senior employees from all Mellat Bank offices in Tehran who had at least five years of work experience and a bachelor's degree²⁰³. The sample size was calculated to be 320 persons compared to the number of items using the structural equation methodology, which calculates sample sizes between 5 and 15 times the number of items. A questionnaire was employed to gather data. The validity of the questionnaires was confirmed using construct validity. Correlation coefficient was used to assess the reliability of the questionnaires and its reliability was confirmed. Data were analyzed using descriptive and inferential statistics. Software such as LISREL and SPSS have been used to evaluate inferential statistics (Structural Equation Technique) and descriptive statistics. The data analysis's findings demonstrated that the organization's information technology capacity significantly affects the marketing effectiveness and governance of Mellat Bank branches. Furthermore, the

marketing success of Mellat Bank branches is influenced by organisational governance. Another moderating factor in the relationship between information technology capabilities and marketing performance is intra-organizational governance.

A study examined how employees' self-efficacy affected their task and contextual performance in Sri Lanka's banking industry. The information was gathered at random from a sample of 357 non-managerial workers and 176 managers working in Sri Lanka's banking industry. The employees were given a questionnaire to complete in order to assess their task performance, contextual performance, and self-efficacy. Regression analysis and the correlation coefficient were used to examine the gathered data. The study's findings showed a substantial and favourable correlation between task performance and contextual performance and self-efficacy. The results show a substantial and positive correlation between the behaviours that are directly relevant to the job and the employees' confidence in their ability to plan and carry out the necessary actions. with the completion of the job and with the extra role supporting behaviors which are not directly related to the job.

A study investigated the Influence of Age, Job Status, ICT Literacy Skills and ICT Use on Task Performance of Library Personnel in Public Universities²⁰⁵. The purpose of the study is to investigate the influence of demographic factors (age and job status), level of ICT skills possessed by respondents and ICT use on task performances of library personnel. The study employed correlation design. Thirteen public universities were purposely selected while total enumeration was adopted to study 248 library personnel made up of librarians and library officers in public university libraries in South-west, Nigeria. Data was collected by questionnaire. The study established significant positive

correlation between age, job status, ICT skills and task performance. Also, Anova test found significant joint influence of age, job status, ICT skills and ICT use on task performances of respondents. The study further indicated that age, job status, ICT skills possessed by respondents and ICT use had relative significant influence on task performances of respondents. It is therefore recommended that, library personnel must leverage their demographics positively to bring about positive disposition to their jobs while all categories of staff must ensure they possessed the requisite ICT skills that will ginger ICT use for effective task performance.

Researchers looked at how training and development affected workers' performance in Pakistani banks in 2021. The purpose of the study was to investigate the relationship between employee performance in Pakistani banks and training and development²⁰⁶. The descriptive survey design was used in the investigation. A questionnaire with a sample size of 150 was used to gather data from a subset of employees from six Pakistani banks through convenience and referral sampling. Frequency tests and bar charts on response rates were used in the analysis of the data using SPSS. The study's findings demonstrated that employee work performance in banks was positively impacted by training and development. Additionally, the outcome demonstrated the beneficial effects of training and development on job knowledge, work quality, functional abilities,

A study in the Nigerian service industry looked at how mentorship affected workers' job performance¹⁷. The purpose of the study was to assess how well employees performed on the job by taking into account the impact of mentorship on workers in the Nigerian service industry. With a population of 460 employees, the study employed a descriptive survey research design. The distribution of the research instrument was done using the

quota sampling technique, and the sample size of 250 employees was determined using the Taro Yamane sample determination formula. A well-structured questionnaire served as the data collection method, while SPSS and Microsoft Excel statistical tools were used to do correlation and regression analysis. The study's findings demonstrated a strong and substantial relationship between employee performance in Nigeria's service sector and mentorship in all of its forms.

Researchers looked examined how mentoring and coaching relationships affected vocational instructors' life and work satisfaction in Thailand²⁰⁷. The purpose of the study was to evaluate the benefits and drawbacks of mentoring and coaching for educators as well as the impact these connections have on educators' life and work happiness⁴⁴. vocational instructors were chosen as a sample for the study from seven provinces. Questionnaires were used to gather data, and correlation and linear regression statistics were used for analysis. The study's findings demonstrated a robust, favourable, and statistically significant correlation between coaching and mentoring and vocational teachers' work satisfaction in Thailand. In the Malaysian corporate environment, researchers also investigated the mediating role of rewards and recognition in the relationship between employee performance and coaching ²⁰⁸. The purpose of the study was to investigate how Malaysian employees' performance was affected by workplace coaching. In this study, a survey research design was used. Convenience sampling was employed in the study to choose study participants. Data for the study were gathered using a questionnaire, and SPSS was used to analyse the data. Amos Confirmatory Factor Analysis, Structural Equation Modelling, and Regression Analysis. The results of the

study revealed that coaching had a positive and significant impact on the performance of employees in Malaysia.

A study in the UK hotel industry looked at how coaching and mentoring affected employee performance²⁰⁹. The purpose of the study was to determine whether employee performance in the UK hotel business was impacted by coaching and mentoring. The cross-sectional survey approach was employed in the study. Convenience sampling was used to select 172 managers and supervisors as a sample for the research. An organised set of questions was used to gather data for the investigation. With the use of SPSS 20, the acquired data was examined using the arithmetic mean, correlation, and regression. The study's findings supported the notion that employee performance is positively correlated with coaching and mentoring. The outcome also showed a strong and favourable association between coaching and the organization's overall success.

A study examined the relationship between senior non-academic staff members' work performance and their usage of information at Nigerian universities. Senior non-academic employees are in charge of managing and running the university's daily operations. However, there is little to no evidence of any inquiry conducted in the context of information consumption and job performance. The study used a survey research design, with 112 Nigerian universities that had been accepted as its population. The study involved the selection of 27 universities through the use of a multistage sampling technique. The sample size for this study consisted of 1804 senior non-academic staff members. A structured questionnaire was employed to gather data. Of the 1804 questionnaires that were distributed, 1270 were filled out and sent back. The data was

presented using descriptive statistics, including correlation, mean, standard deviation, and frequency count.

The study found, among other things, that policy papers, office subordinates, print materials (books, journals, etc.), the internet, CD-ROM, and other online resources were the most common information sources accessed by senior non-academic personnel at Nigerian institutions. Additionally, they discovered that it was simple to obtain information from peers, supervisors, and coworkers in the workplace. They were able to contribute significantly to group discussions and readily share knowledge with their colleagues that would enable them to carry out their jobs more efficiently because they were well-informed. As a result, it was discovered that senior non-academic staff members' job performance and the information sources they used were positively correlated in Nigerian universities. The study found a positive relationship between senior non-academic staff's job performance and their use of information in Nigerian universities. As a result, it suggests that information professionals, particularly librarians, provide current awareness services and selectively disseminate information to senior non-academic staff. They will be able to use this to get up-to-date, career-related information for their daily tasks.

Task performance and employee training: the mediating function of employee engagement in the tourist and hospitality industry were the subjects of a study. The study's goal was to provide a thorough understanding of how personnel in the tourist and hospitality industries view training and how it affects their ability to complete tasks. Additionally, the study looks at how employee engagement mediates the relationship between task performance and training²¹¹. The study's conclusions show that training

motivation has a favourable and significant impact on task performance. Thus, this implies that training motivation raises an employee's readiness to take part in a programme and is also thought of as a force that pushes people towards training, which affects people's eagerness to learn.

They will therefore do better on tasks overall as a result of this learning experience. Additionally, the data showed a substantial relationship between task performance and support for training. This shows that when people receive support from peers, supervisors, and seniors, it improves attachment and eventually improves performance. The results of this study are consistent with other research, which found a strong relationship between task performance and support for training^{212, 213}. When training is supported, a person's attitude towards their work and the organisation also improves. A study looked at how task performance was affected by perceived job instability²¹⁴. Furthermore, an investigation was conducted on the impact of work insecurity, both quantitative and qualitative, on the various elements of task performance. A total of 342 employees, ranging in age from 23 to 46, were proportionately chosen from the cluster that represents each bank using the multi-stage sampling technique. In addition, the structured and closed-ended questionnaire was employed in a descriptive cross-sectional study design to gather data from these workers. The results of the regression analysis showed that although the unidimensional construct of perceived job insecurity had a significant and negative impact on task performance, job insecurity, both quantitative and qualitative, also had a significant and negative impact on this performance, with the latter, discovered to have a more pronounced detrimental effect. Additionally, the data show that whereas work quantity and time restriction are more negatively correlated with qualitative job

insecurity, job quality is more negatively correlated with quantitative job insecurity. In order to decrease the frequency of perceived work insecurity, recommendations were made regarding the necessity for organisations to concentrate intervention on the antecedents of job insecurity, which have been categorised as macro level, micro level, and personality characteristics. Additionally, it was suggested that managers make an effort to focus more resources on workers who experience qualitative job insecurity whenever these interventions are necessary. At the same time, they should be aware that workers with varying degrees of job quantity, quality, and duration require varying degrees of intervention.

2.3.2 Communication Skills and Task Performance

A study investigated the effects of communication strategies on organizational performance. A descriptive research design was used in this study²¹⁵. 132 questionnaires were distributed to employees. The findings of this research showed the importance of both the theoretical level and practical level. It concluded that for any organizational performance to be effective, an open communication environment should be encouraged. Once members of the organization feel free to share feedback, ideas and even criticism at every level it increases performance. Scholars emphasized that flexibility in inventory control management is an important approach to achieving organizational performance²¹⁶. The study also found that there is a relationship between operational feasibility, utility of inventory control management in the customer related issues of the organization and cost effectiveness technique are implemented to enhance the return on investment in the organization. Scholars examined the relationship between the employees and their work environment, to assess the extent of employee performance on productivity and to find

out the extent environmental factor has enhanced performance²¹⁷. The survey method and the research tool was questionnaire. The study had a population size of 1,152, out of which a sample size of 297. Two formulated hypotheses were tested using Pearson's correlation coefficients and z-test statistical tools. Study reveals that there was unsafe and unhealthy work place environment, poor motivation, lack of innovation, high cultural interference and allow organizational interpretation process caused low productivity in the company.

A study was able to ascertain from various literature reviewed that business strategies such as (customer orientation, employee autonomy, communication, training and development job satisfaction, corporate social responsibility, motivational factors) have major role to play in organizational performance²¹⁸. Recognizing the causes of organizational performance is important especially in the perspective of the current global crises because it helps an organization to identify those factors that should be given priority attention in order to improve the organizational performance. Hence, this study recommends that business organizations should adopt appropriate strategies that would enhance adequate organizational performance. Many authors have adequately addressed effective communication and performance on organization. However, they failed to address the effect of communication on attitude of lecturers to students and their work. New technology and innovations are welcomed development to the educational environment. But it is also important to address the negative effect and challenges that comes with "change".

Scholars in a study titled "communication approach and firms' performance: appraisal of Nigerian Bottling Company(Coca-Cola), Ilorin-Nigeria" submitted that research findings

no doubt have validated the synergistic relationship between communication approach and efficient performance of NBC, Ilorin plant²¹⁹. They also recommended that there can still be more room for improvement and consequently better performance if management embraces the following recommendations: More clarity of ideas before attempting to communicate; Better understanding of the physical and human environment when communicating; A thorough analysis of the purpose of communication; In planning communication, consultation should both be top down and bottom up, while all facts are rendered implicit and explicit; Consideration should be given to the content and tone of the messages amongst others.

A study titled "Internal communication crisis and its impact on organization's performance" cited that the importance of symmetry, describing symmetric communication as a source and a recipient which cannot be separated but are equal participants of a communication process seeking (striving for) mutual understanding and proportional two-way effect²²⁰. The research work, carried out under the auspices of the paper, points at the lack of symmetric approach in internal communication, which is marked by the research participants (not representing the dominant coalition) as an important cause of the problem and of crisis in the organization. He opined that lack of leadership, unclear managerial style and incomprehension of employees' need for information created a fundamental problem in the organization's internal communication. Furthermore, the role of informal communication and "grape-vine telegraph" in an organization's communication is viewed as one of crucial factors influencing organization's operations and may become a threat to an organization. He further suggested that organizational crisis may not only be caused by external conditions which

are difficult to control for an organization, but also by internal factors which are closely linked to communication problems in the organization.

Scholars studied the impact of organizational communication on employee's motivation and performance at Putri Panda company, Indonesia and how organizational communication directly or indirectly on the employee's performance through employee's motivation at using questionnaire that covered the instrument, interview, and observation²²¹. Based on the analysis, the study found that: Condition organizational communication in the category of obvious, employee motivation in the high category, and employee performance in the high category; There is a positive effect of organizational communication directly or indirectly to the performance of employees through employee motivation. Based on the results of the study, researchers suggest: Increase or improve organizational communication by organizing joint activities outside working hours, i.e. by holding recreational and outbound.; The employees expected willingly to improve feedback when communicating with the leaders.

Recognition for the importance of communication to the management process can be attributed largely to scholars who maintained that communication was the very "heart" of the management process²²². The human relationships movement of the 1940's contributed significantly to the notion that communication in organizations should be a two-way process. Communication audit methodologies advanced a general systems approach to the study of organizational communication²²³. The study concludes and recommends that communication is very important for employees who work in any organization anywhere in the world, such as communication gives the feeling of belonging and sense of partnership with employees working in the organization. When employees feel they have

been heard and that they can communicate with their supervisors at any time they feel more a part of a group and are more motivated to work.

Many companies are now realizing that an employee's attitude and performance cannot be separated²²⁴. When employees have negative attitudes about their work, their job performance and productivity inevitably suffer. When they have positive attitudes, job performance and productivity are likely to improve. If employers want to count on a productive workforce in changing times, they have to understand why employees will work for an organization and give the commitment they desire. In today's global business environment effective organizational communication--internal and external--has a significant impact on an organization's success. Therefore, the internal communication strategy of an organization should ask: It is a self-evident fact that organizational communication plays a vital role in employee motivation and performance as real changes are taking place in modern organizations.

Employee communications have a crucial role to play in the management effort to orient employees perplexed by changes, or inform and motivate those who adapt more readily. Within this general need to communicate there exists the specialized requirement for effective communication as an outcome of managing an organization's employee relations. Today's organizations are run by multi and cross-functional teams which show little tolerance for unquestioned authority. A study looked into the communication skills of secondary school principals for administrative effectiveness in the Ilorin-West Local Government Area (LGA)¹⁶⁷. The researchers used a descriptive survey design. Two research questions and a null hypothesis served as its guiding principles. The study's sample included 40 principals from the Ilorin-West LGA. Data were gathered using a tool

created by the researchers called the Communication Skills Questionnaire (CSQ). The data was examined using the mean and standard deviation. The examination of the data indicated that issues resulting from inadequate communication skills include low educational standards, difficulties implementing educational policies, misunderstandings, and a lack of harmony among the objectives of the school. These findings led to certain recommendations, including the use of clear, concise language by principals, regular face-to-face communication, and attentive listening on the part of principals.

A study focused on the influence of organizational communication on employee's job motivation and Job performance in the broadcast organizations in Delta State, Nigeria²²⁵. The following findings emerged in the course of the analysis and they are reported as follows: From the result of the study, it was found that job motivation indicators have no significant linear relationship with employee job motivation in broadcast organizations in Delta State. This was revealed in the computed r value of .233 which indicates that there is a weak insignificant linear relationship between indicators of job motivation and employee job motivation in broadcast organizations in Delta State. This finding is in agreement with that obtained by scholars that interacting and sharing ideas with the most experienced and qualified managers or superiors motivate employees to perform better in an organization²²⁶. It is also in agreement with the findings of scholars that when employees are seen working hard at some activities, conclusion could be drawn that they are driven by a desire to achieve the goal that they value¹⁵⁷. For instance, an achievement-oriented person is driven by the desire to succeed and is motivated by a desire for promotion and/or accomplishment in order to satisfy the need.

2.4 Conceptual Model

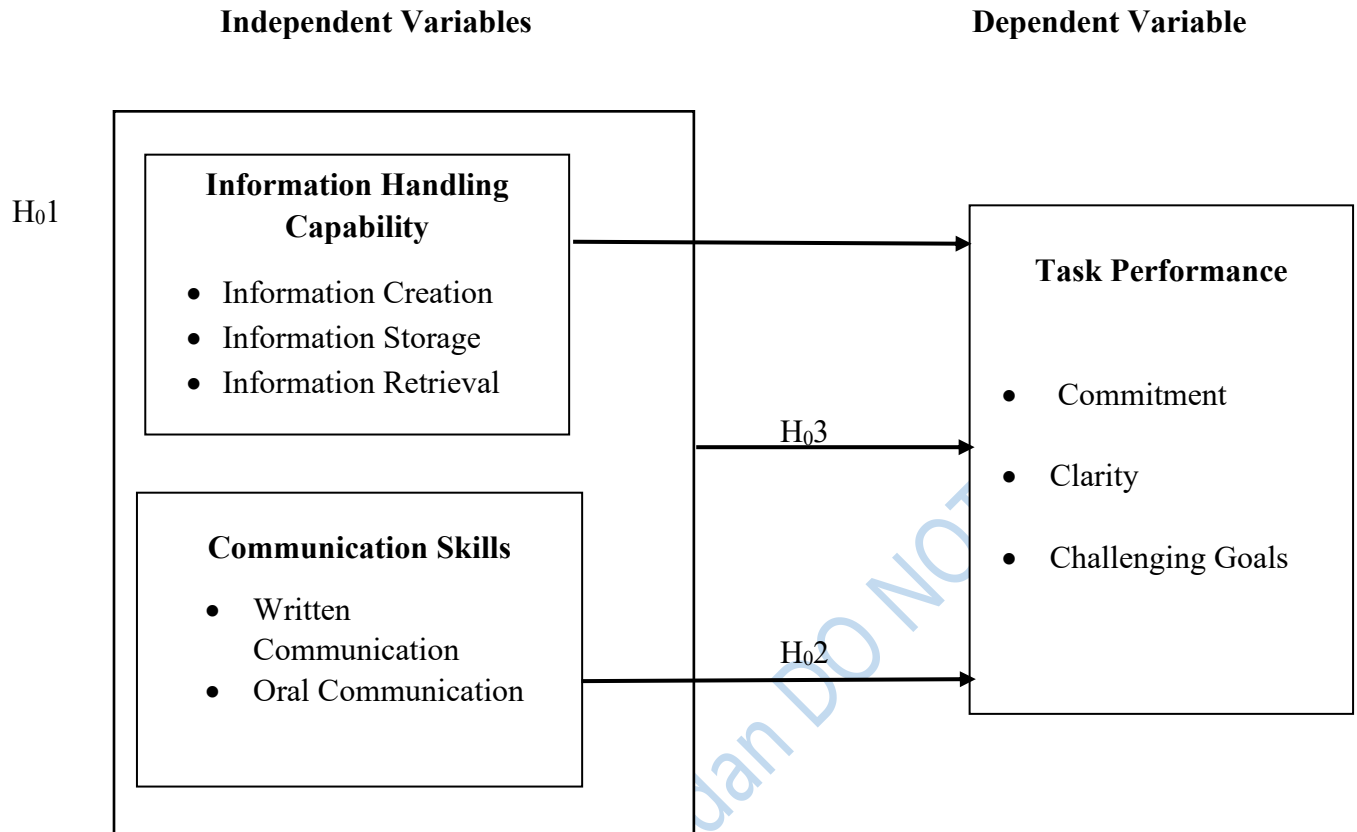


Figure 2.1 : Conceptual Model

Source: Researchers' Work, 2023

The above conceptual framework shows the influence of information handling capability and communication skills on task performance of administrative staff in Public Polytechnics, Edo State, Nigeria. The model has three variables: Information Handling Capability, Communication skills and Task Performance. Task Performance which is the dependent variable has the following measures: Willingness to work, specific goals and challenging goals adapted from Goal Setting Theory¹⁷⁴. Information handling capability which is the first independent variable is measured by Information Creation, Information Storage and Information Retrieval adopted from Information Processing Theory¹⁷⁸. Communication skills which is the second independent variable is measured by Written

communication, Oral communication and Feedback adopted from Communication Accommodation Theory¹⁸⁸.

Furthermore, the conceptual model shows that hypothesis one will investigate the influence of Information handling capability on task performance. Also, hypothesis two will examine the influence of communication skills on task performance and hypothesis three will evaluate the influence of information handling capability and communication skills on task performance of administrative officer in Public Polytechnics, Edo State, Nigeria.

2.5 Summary of Gap in Literature Reviewed

From the above literature on Information handling capability, communication skills and task performance it could be deduced that studies which examines the influence of information handling capabilities and communication skills on task performance has received less attention. For example, a study investigated the impact of Information Technology (IT) usage on task performance (TP) in Jordanian public universities (JPUs), the study also examines the mediation role of the Information Technology department (ITD) in this relationship¹⁹⁵. Also, scholars investigated the impact of information technology capabilities on organizational performance with the mediating role of

organizational agility in the Tejarat Bank of branch in southwest region of Tehran²⁰¹. This research is applied in terms of objective and descriptive by nature.

Many experts who argued that communication was the "heart" of the management process have contributed to the recognition of communication's significance²²². The idea that communication in companies should be a two-way process was greatly influenced by the human relations movement of the 1940s. An all-encompassing systems approach to the study of organizational communication was advanced by communication audit approaches²²³. According to the study's findings and recommendations, communication is crucial for employees in all types of organizations throughout the world because it fosters a sense of community and cooperation among team members. Employees feel more a part of the team and are more driven to work when they believe their concerns have been acknowledged and that they can speak with their managers at any moment. Organizations are trying to institute relations with the environment and adjust to ever changing, uncertain and competitive conditions by strategizing the information they gain from their environment and transfer to information processing centers of their organization²²⁷.

Information is the most powerful tool and a requirement for success in management and for the competent and successful running of an organization²²⁸. Extremely large amounts of information shared often creates problems for employees. Employees want to get enough information that will minimize uncertainty however the type of information and the way of transmission is a key determinant²²⁹. Information overload, many at times, hinders pertinent information which will secure and obtain the most productivity from getting to employees²³⁰. Superiors always have a clear visualization for the organization

and can thus easily pinpoint issues and obstacles that are in their way and the objectives of the organization²³¹.

Internal communication is perceived more as being a management term yet indeed communication has a personal oriented approach that is critical for the purpose of managing communication between people. Communication is not only about information exchange and flow, but about the collaboration amongst personalities and stimulation of commitment efforts²³². A key implication of the top-down communication is that any other kind of information communication e.g. adjustments in an organization's goals or vision is not relevant for employee performance²³³. This is a selective perception that contradicts a scholar point of view, where communication is seen as an element very crucial in the organization that it constructs relationships between its member and other groups that enable it achieve the necessary cooperation in order for it to achieve its objectives²³⁴. Continuous delay by staff in obtaining information may result in improper administration in coordinating organizational activities²³⁵. This is quite true but as advised, most companies that are focused on internal communication only disseminate information on an as-required basis²³⁶. The frequency of information dissemination depends on the corporation's activity in the news and the community hence the more frequent information one gets, the more inspired and committed he/she is likely to be.

Most research adduce that formal communication depicts a one-way system of communication which actually paints a picture of selective communication which does not influence the free flow of information. Systematically, the structure of the organization causes the management and flexibility for the purpose of collaboration very challenging²³⁷. On the other hand, many researchers encourage open communication with

low or no control to enhance participation from individual employees. Human Resource is not blindly ensuing a 'unitarist' agenda in quest of management goals around performance, rather it involves a certain degree of support for workers who can challenge norms and habits around work organization and management agency^{238,239}.

Previous researches have been conducted mostly using single variable such as Information technology capabilities and organizational performance, IT use and task performance, Communication skills and job performance amongst others. Most of these studies were done outside Africa and very few in Nigeria. This study is unique in that studies which combined information handling capabilities and communication skills with task performance in Public Polytechnics in Nigeria has received less attention. Thus, suggesting a gap worthy of investigation.

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Chapter Three

Methodology

This chapter presents the methodology used in this study. The methods to be employed include: the research design for this study, the study population, computation of sample size, sampling technique adopted, description of research instrument, validity and reliability of the research instrument, distribution of the research instrument as well as method of data analysis.

3.1 Research Design

This study empirically investigate the influence of information handling capabilities and communication skills on task performance of administrative staff in Public Polytechnics, Edo State, Nigeria, using a cross-sectional survey research approach. This study approach guarantees the collection of data from several subjects all at once. Because respondents fill out similarly worded self-reported questionnaires, the researcher's bias is lessened and the amount of high-quality information obtained is genuine and dependable, making this design acceptable for this study.

3.2 Population of the Study

The population of this study covers 245 administrative staff in the Public Polytechnics in Edo State. These include: Auchu polytechnic, Auchu and Edo State polytechnic, Usen.

Table 3.2: Population of the study

S/N	Public Polytechnics	Study Population
1.	Auchi Polytechnic, Auchi	190
2.	Edo State Polytechnic, Usen	55
	Total	245

Source^{1,2}

3.3 Sample and Sampling Techniques

This study has a total of 245 sample size which were made up of administrative staff of the selected Public Polytechnics in Edo State which represent the total population. Total enumeration was employed for this study due to the minimal number of the population.

3.4 Description of Research Instrument

The required tool is known as the IHCCSTP scale, which stands for Information Handling Capability, Communication Skills, and Task Performance Scale. A structured questionnaire was utilized to collect information from the respondents since it makes it simple to analyze the structured questions and answers to meet the goal of the study. Additionally, the Likert scale design will be used in the study, which enables the researcher to offer possibilities from which respondents can select one. The instrument is made up of four sections, which are as follows:

Section A: This contains the demographic information of respondents which is self-developed. The Bio-data of respondents will be measured through five (5) factors, namely gender, age, qualification, years of experience, Name of Institution and cadre of Administrative staff.

Section B: This section constitutes the Task Performance scale with 12-items. The items were adapted from existing literatures^{3,4}. The Cronbach Alpha value will be recorded. The scale will use a 4-point response format of 4 = Very High Extent (VHE), 3 = High Extent (HE), 2 = Low Extent (LE), 1 = Very Low Extent (VLE). Examples of statement

include: when I work, I really exert myself to the fullest; I strive as hard as I can to be successful in my work, I work at my full capacity in all of my job duties.

Section C: This is Information Handling Capability scale with 12-items. The items were adapted from existing literatures^{5,6,7,8}.The Cronbach Alpha value will be recorded. The response options provided in this questionnaire followed the 4-point response format of 4 = Very High Extent (VHE), 3 = High Extent (HE), 2 = Low Extent (LE), 1 = Very Low Extent (VLE). Examples of statement include: Accurate and fully compliant information-retention schedule; Availability of standard information creation methods that all administrative staff know and understand; Finding relevant information or a document that satisfies user information needs amongst others.

Section D: This is Communication Skill scale with 12-items. The items were adapted from existing literatures on communication skill⁶.The Cronbach Alpha value will be recorded. The response options provided in this questionnaire followed the 4-point response format of 4 = Strongly Agree (SA), 3 = Agree (A), 2 = Disagree (D), 1 = Strongly Disagree (SD). Examples of statement include: Avoiding too many slangs, abbreviations, acronyms or jargon; Alters my language depending on the listener's interest, understanding and knowledge, etc.

3.5 Validity of Research Instrument

The instrument's items were constructed through a review of pertinent literature and adaptations made to questionnaires already used by other researchers. The supervisor and other professionals with expertise in information management will contribute to the face and content validity. The final questionnaire that was distributed to the study's respondents was corrected and updated as necessary.

3.6 Reliability of Research Instrument

The dependability of each item measuring each variable in the study were examined by the researcher using a reliability test on the questionnaire. The reliability of the instrument will be tested through a pilot study using thirty (30) copies of the questionnaire which will be administered to the administrative staff of Delta State Polytechnic, Oghara which is not part of the study. Data obtained will be subjected to Cronbach's alpha reliability test to establish internal consistency of the items.

Table 3.6.1 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.911	.913	44

The table shows the reliability test of the questionnaire. Adequate interval consistency reliability (Cronbach's alpha) must be greater than 0.70. The result of the reliability test is 0.911 which shows that, each items appear to be good, all the items should be kept.

3.7 Method of Data Collection

Through the use of a structured questionnaire in accordance with the body of literature already in existence, primary data will be gathered to fulfill the study's goals. This instrument is suitable for a cross-sectional survey design primarily because it facilitates the gathering of information about respondents' opinions and perceptions of current concerns at a particular period.

The administrative employees of the Public Polytechnics in Edo State were contacted via a letter of introduction received from the Department of Information Management at

Lead City University. Three (3) research assistants will get a two (2) day training to make it easier to administer, retrieve, and sort copies of the surveys.

3.8 Method of Data Analysis

The researcher will analyze the data using the descriptive and inferential statistic. The use of the descriptive statistics was appropriate because it helps to describe and summarize data in terms of frequency distribution, mean, standard deviation, and percentage of response about variables under study, thereby answering the research questions. To test the hypotheses formulated, inferential analysis will be used to analyze null hypotheses one to three using regression analysis. All hypotheses in the study will be tested at 0.05 level of significance. The data collected for the study will be analyzed using Statistical Package for Social Sciences (SPSS), Version 24.

Endnotes

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Chapter Four

Results and Discussion of Findings

Data presentation, analysis and result interpretation were covered in this chapter. The specific objectives and hypotheses that were developed for the study serve as a guide for the analysis. The descriptive analysis is presented in the section one using tables with percentages and an explanation beneath the tables. Inferential statistics are presented in Section 2, and the chapter concludes with a discussion of the results. The study aimed to investigate and provide answers to the research questions and hypotheses, which informed the provided results. SPSS version 24 was used to analyze the data.

4.1. Data Presentation

A total of two hundred and forty-five (245) copies of questionnaire were administered and two hundred and Nineteen (219) copies were returned. After sorting the questionnaires two hundred and Nineteen (219) copies were certified as duly filled and considered usable. The useable questionnaire represented 94.23% response rate. The high response rate was recorded as the researcher administered the instruments with the help of research assistants who put concerted efforts in reaching out to the staff to request them to participate in the study. The response results are presented in Table 4.1.

Table 4.1 Response Rate

Response Rate	Frequency	Percentage (%)
Returned and Used	219	94.23%
Not Returned	26	5.77%
No. of Distributed Questionnaire	245	100%

Source: Field Survey Data (2023)

4.1.1 Demographic Data of Respondent

Table 4.2 Demographic Characteristics of Respondents

Variable	Category	Frequency	Percent
Gender	Male	92	42.0
	Female	127	58.0
Age	<35 year	38	17.4
	36 - 50 Years	131	59.8
	41 - 50 Years	50	22.8
	Total	219	100.0
Educational level	ND	8	3.7
	HND	102	46.6
	B.Sc	73	33.3
	MBA	21	9.6
	Others	15	6.8
	Total	219	100.0
Year of Experience	1 - 10 years	88	38.8
	11 - 20 years	71	33.5

	21 - 30 Years	60	27.7
	Total	219	100.0
Name of Institution	AUCHI POLYTECHNIC		
	AUCHI	172	78.5
	USEN POLYTECHNIC		
	EDO STATE	47	21.5

Source: Field Survey Data 2023

This section consists of background and respondents' information that describes basic characteristics such as gender of the respondents, age of the respondents, academic qualification, and years of experience. Table 4.2 presents the demographic and personal profile of respondents used for this study. Demographic and personal profile of respondents as shown in table 4.3. Profile of gender indicated that 92 respondents representing 42% were male while 127 respondents representing 58% were female, indicating that most of the respondents were female. Demographic and personal profile of respondents as shown in table 4.3 by age revealed that 38 respondents representing 17.4% were less than 35 years, 131 respondents representing 58.9% were between 36-50 years, 50 respondents representing 22.8% were between 41-50 years, Also, 8 respondents representing 3.7% had ND, 102 respondents representing 46.6% had HND, 73 respondents representing 33.3% had Bachelor's degree, 21 respondents representing 9.6% had Master of Business Administration and 15 respondents representing 6.8% are others. Furthermore, 88 respondents representing 38.8% had 1-10 years of work experience. 71 respondents representing 33.5% had 11-20 years of work experience. 60 respondents representing 27.7% had 21-30 years of work experience.

4.2 Presentation of Research Questions

Research Question One:- What is the level of task performance of administrative staff in public Polytechnics in Edo State, Nigeria?

Table 4.3a Level of commitment of Administrative Staff in Public Polytechnics in Edo State

Commitment	very Low Extent	Low Extent	High Extent	Very High Extent	Mean	Std.
When I work, I am 100% committed to my work	1 0.5%	3 1.4%	67 30.6%	148 67.6%	3.72	0.51
I strive as hard as I can to be focused in my work when there is a job to be done, I am fully commitment getting it done	1 0.5%	8 3.7%	63 28.8%	147 67.1%	3.56	0.56
	0 0.0%	9 4.1%	56 25.6%	154 70.3%	3.61	0.63

The weighted mean is 3.63

Decision Rule: 1.00 – 1.49 (very low), 1.50 – 2.49 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (very High)

Key: Very Low Extent (VLE) = 1, Low Extent (LE) = 2, High Extent (HE) =3, Very High Extent (VHE)=4

Source: Field Survey Data (2023)

According to results in Table 4.4, among the respondents, 67.6% selected the very high extent of commitment to work, followed by high extent (30.6%), low extent (1.4%), and very low extent (0.5%). The average response from the responders was 3.72, indicating that they are 100% committed to their work. The results also showed that 67.1% of the respondents selected very high, 28.8% selected high, 3.7% selected low, and 0.5% selected extremely low that they endeavor as hard as they can to be focused in their work. The average response rate among the respondents who stated they do their hardest to be focused on their work was 3.56. The results also showed that 25.6% of the respondents preferred high degree of commitment to finishing tasks when they were assigned, whereas 70.3% of respondents preferred a very high degree of commitment. 4.1% modest and 0% extremely low extent. With a mean score of 3.61, the respondents generally stated that they are totally dedicated to finishing the project when it becomes available.

Table 4.3b: Level of Clarity of Administrative Staff in Public Polytechnics in Edo State

Clarity	Response	Mean
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	very Low Extent	Low Extent	High Extent	Very High Extent		Std.
Fulfills responsibilities specified in the job description	0 0.0%	9 4.1%	58 26.5%	152 69.4%	3.63	0.59
Prioritizes work to always do the most important task first	0 0.0%	8 3.7%	69 31.5%	142 64.8%	3.66	0.54
Completes tasks independently and without intervention	1 0.5%	10 4.6%	61 27.9%	147 67.1%	3.58	0.58

The weighted mean is 3.62

Decision Rule: 1.00 – 1.49 (very low), 1.50 – 2.49 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (very High)

Key: Very Low Extent (VLE) = 1, Low Extent (LE) = 2, High Extent (HE) =3, Very High Extent (VHE)=4

Source: Field Survey Data (2023)

According to results in Table 4.5, In terms of how well they carry out the duties outlined in their job description, 69.4% of respondents gave it a very high rating, followed by high (26.5%), low (4.1%), and very low (0%). With a mean score of 3.63, the respondents generally stated that they carry out the duties outlined in the job description. The results also showed that, of the respondents, 64.8% selected very high, 31.5% selected high, 3.7% selected low, and 0% selected extremely low that they prioritize work to always accomplish the most important task first. The mean score of the respondents who stated they always prioritize the most critical assignment first was 3.66. The results also showed that 27.9% of respondents preferred a high degree of independence and self-sufficiency, while 67.1% preferred a very high degree of it. There are 0.5% very low extent and 4.6% low extent. With a mean score of 3.58, the respondents generally stated that they finish things on their own and without assistance.

Table 4.3c Level of Challenging Goals of Administrative Staff in Public Polytechnics in Edo State

Challenging Goals	Response			Mean	Std.
	Low Extent	High Extent	Very High Extent		

Performs any task I am given irrespective of its volume and nature	10 4.6%	62 28.3%	147 67.1%	3.66	0.56
Solving problems by discussing with my colleagues	8 3.7%	64 29.2%	147 67.1%	3.59	0.58
Ensures work output is of quality and quantity	12 5.5%	61 27.9%	146 66.7%	3.60	0.58

The weighted mean is 3.62

Decision Rule: 1.00 – 1.49 (very low), 1.50 – 2.49 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (very High)

Key: Very Low Extent (VLE) = 1, Low Extent (LE) = 2, High Extent (HE) = 3, Very High Extent (VHE) = 4

Source: Field Survey Data (2023)

According to the results in Table 4.6, 67.1% of respondents said they execute whatever duty assigned to them, no matter how big or small, while 28.3% said they do so to a high extent and 4.6% to a low amount. With a mean score of 3.66, the respondents generally stated that they complete whatever assignment assigned to them, regardless of its size or complexity. The results also showed that 67.1% of respondents said they solve problems with their colleagues to a very high extent, 29.2% said they do so to a high amount, and 3.7% said they do so to a low extent. The average response from the respondents was 3.59, indicating that they typically discuss problems with their colleagues in order to find a solution. According to the results, 66.7% of the respondents preferred to ensure that work output was both high-quality and high-quantity, while 27.9% preferred to do so to a very high degree. 5.5% minimal degree. With a mean score of 3.60, the respondents on average said they make sure the amount and quality of the job they produce. Overall grand mean for the method used in Edo State to guarantee both quantity and quality of work output is 3.62

Research Question Two: What is the level of information handling capability of administrative staff in public polytechnics in Edo State, Nigeria?

Table 4.4a Level of Information Criterion of Administrative Staff in Public Polytechnics in Edo State

Information Criterion	Response			Mean	Std.
	Low Extent	High Extent	Very High Extent		
What information creation methods are known to all administrative staff	34 15.5%	92 42.0%	93 42.5%	2.99	0.83
What information creation methods are understood by all administrative staff	32 14.6%	104 46.5%	83 37.9%	3.30	0.55
Having information helps me to consider and respond appropriately	29 13.2%	95 43.4%	95 43.4%	3.54	0.58

The weighted mean is 3.28

Decision Rule: 1.00 – 1.49 (very low), 1.50 – 2.49 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (very High)

Key: Very Low Extent (VLE) = 1, Low Extent (LE) = 2, High Extent (HE) =3, Very High Extent (VHE)=4

Source: Field Survey Data (2023)

According to the results in Table 4.7, 42.5% of the respondents selected a high degree, 15.5% a low degree, and 42.0% a very high degree of knowledge of information generating techniques among all administrative staff. The average response rate from the respondents was 2.99, indicating that all administrative staff members are familiar with information generating procedures. The findings also showed that 37.9% of respondents selected extremely high, 46.5% selected high, and 14.6% selected low as the degree to which all administrative personnel understands information generating processes. The respondents' average rating for the degree of security that guarantees database management was 3.30. The results also showed that 43.4% of respondents preferred extremely high, 43.4% high, and 13.2% low levels of information helping them to think about and respond appropriately to the needs and feelings of different people in different situations. With a mean score of 3.54, the respondents generally stated that knowledge helped them take into account and react suitably to the needs and feelings of other people in various situations.

Table 4.4b Level of Information Storage of Administrative Staff in Public Polytechnics in Edo State

Information Storage	Response	Mean
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	Low Extent	High Extent	Very High Extent		Std.
Organizes information so that it can be found again for future needs	9 4.1%	60 27.4%	150 68.5%	3.63	0.55
Information is kept in hard copy and softcopy	3 1.4%	78 35.6%	138 63.0%	3.59	0.55
Having information helps me to solve problems by negotiating / discussing with colleagues	10 4.6%	66 30.1%	143 65.3%	3.63	0.56

The weighted mean is 3.62

Decision Rule: 1.00 – 1.49 (very low), 1.50 – 2.49 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (very High)

Key: Very Low Extent (VLE) = 1, Low Extent (LE) = 2, High Extent (HE) =3, Very High Extent(VHE)=4

Source: Field Survey Data (2023)

According to results in Table 4.8. 27% (high extent), 4.1% (low extent), and 68.5% (very high extent) of the respondents said they organize information to be found again for future requirements. With a mean score of 3.63, the respondents generally stated that they arrange information to make it easily accessible for future requirements. The findings also showed that, among the respondents, 63.0% selected very high, 35.6% selected high, and 1.4% selected low for the degree to which information is retained in hardcopy and softcopy. The average response from the respondents was 3.59, indicating that information is stored in both hardcopy and softcopy. The results also showed that, of the respondents, 65.3% preferred extremely high, 30.1% high, and 4.6% low levels of information helping them address problems through negotiation or discussion with colleagues. With a mean score of 3.63, respondents generally stated that having information aids in problem-solving through negotiation or discussion with coworkers.

Table 4.4c: Level of Information Retrieval of Administrative Staff in Public Polytechnics in Edo State

Information retrieval	Response	Mean
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	Low Extent	High Extent	Very High Extent		Std.
Finding relevant information or a document that satisfies user information needs	4 1.8%	68 31.1%	147 67.1%	3.68	0.51
Accessing any information within an hour of a request	3 1.4%	68 31.1%	148 67.6%	3.65	0.51
Confident in using various information and communication technologies to complete extract the needed information	3 1.4%	70 32.0%	146 66.7%	3.75	1.34

The weighted mean is 3.69

Decision Rule: 1.00 – 1.49 (very low), 1.50 – 2.49 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (very High)
Key: Very Low Extent (VLE) = 1, Low Extent (LE) = 2, High Extent (HE) = 3, Very High Extent (VHE) = 4

Source: Field Survey Data (2023)

According to results in Table 4.9. Finding pertinent information or a document that meets user information demands is rated as having a very high degree of importance by 67.1% of respondents, a high extent by 31.1%, and a low extent by 1.8%. Finding pertinent information or a document that meets user information needs was reported by respondents as having an average mean score of 3.68. Findings also showed that 67.6% of respondents chose very high, 31.3% selected high, and 1.4% selected low as their level of satisfaction with accessing any information within an hour of a request. According to the respondents, the average mean score for obtaining any information within one hour of a request is 3.65. Findings also showed that, of the respondents, 66.7% preferred a very high degree of confidence in their ability to use a variety of ICTs to fully extract the necessary information, compared to 32.0% who preferred a high degree and 1.4% who preferred a low degree. With a mean score of 3.75, the respondents generally expressed confidence in their ability to use a variety of information and communication technologies to fully extract the required information. The grand mean of administrative staff

members' overall information handling proficiency across public polytechnics in Edo State, Nigeria, is 3.53.

Research Question Three: What are the various communication skills displayed by administrative staff in public polytechnics in Edo State, Nigeria?

Table 4.5a Written Communication

	Response				Mean	Std.
	Strongly Disagree	Disagree	Agree	Strongly Agree		
Possess correct grammatical use to words	0 0.0%	7 3.2%	70 32.0%	142 64.8%	3.67	0.54
Ability to arrange information in a logical sequence	2 0.9%	11 5.0%	62 28.3%	144 65.8%	3.57	0.59
Avoiding too many slang words, abbreviations, acronyms or jargon	0 0.0%	8 3.7%	68 31.1%	143 65.3%	3.60	0.60

The weighted mean is 3.59

Decision Rule: 1.00 – 1.49 (very low), 1.50 – 2.49 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (very High)
Key: Strongly Disagree (D) = 1, Disagree (D) = 2, Agree (A) =3, Strongly Agree(SA)=4
 Source: Field Survey Data (2023)

According to results in Table 4.10. Of the respondents, 34.3% agree, 2.9% disagree, and 0% strongly disagree that the statements employ language correctly. Of these, 62.9% strongly agree. With a mean score of 3.62, the respondents on average reported that they use words correctly grammatically. The results also showed that 30.9% of respondents disagreed, while 63.7% of respondents strongly agreed that having the capacity to organize knowledge logically is important. 4.9% disagree strongly, while 0.8% do not. The capacity to organize information logically was reported by respondents on average, with a mean score of 3.57. The findings also showed that 33.5% of respondents strongly agreed with the preference of 62.9% of respondents to avoid using too many jargon, acronyms, slang terms, or abbreviations. 0% strongly disagree

and 3.7% disagree. Avoiding using too many acronyms, slang terms, jargon, or abbreviations was indicated by respondents on average of 3.57.

Table 4.5b Oral Communication

Oral Communication	Response			Mean	Std.
	Disagree	Agree	Strongly Agree		
Organizes and expresses my ideas in a way that is meaningful to others	10 4.6%	76 34.7%	133 60.7%	3.57	0.58
Speaks with appropriate speed, pitch and volume	10 4.6%	75 34.2%	134 61.2%	3.54	0.58
Uses appropriate vocabulary whenever information is being disseminated	9 4.1%	77 35.2%	133 60.7%	3.56	0.60

The weighted mean is 3.58

Decision Rule: 1.00 – 1.49 (very low), 1.50 – 2.49 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (very High)

Key: Strongly Disagree (D) = 1, Disagree (D) = 2, Agree (A) =3, Strongly Agree (SA)=4

Source: Field Survey Data (2023)

According to results in Table 4.11. 34.7% of respondents agree, 4.6% disagree, and 60.7% strongly agree that it organizes and conveys my ideas in a way that is valuable to others. The average response from the responders was that it has a mean of 3.57 and arranges and conveys my ideas in a way that is valuable to others. The results also showed that, of the respondents, 34.2% agreed and 4.6% disagreed that someone speaks with the proper volume, pitch, and speed. Of these, 61.2% strongly agreed. The average response rate among the respondents was 3.57, indicating that they speak at the proper pitch, pace, and volume. The findings also showed that, of the respondents, 61.2% preferred strongly agree, 35.2% agreed, and 4.1% disagreed that they always use proper words while disseminating information. With a mean score of 3.56, the respondents generally stated that they are aware of the information that is pertinent to safety and the information that is not. With a mean score of 3.59, the respondents generally stated that they usually know what would happen next in terms of safety.

Testing of hypothesis

H₀₁: There will be no significant influence of information handling capability on task performance of administrative staff in public polytechnics Edo State, Nigeria.

The data for Independent Handling Capability and Communication Skill (independent variable) were generated by summing responses of all variable items respectively while Task performance (dependent) was generated by adding responses of all items used to measure the variable

The analysis below is for the first hypothesis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.648 ^a	.420	.415	.28040

a. Predictors: (Constant), Skill, Information

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13.752	2	6.876	87.455	.000 ^b
	Residual	19.027	242	.079		
	Total	32.779	244			

a. Dependent variable: Task Performance

b. Predictors: skill, information

Source: Field Work (2023)

Task performance = $\beta_0 + \beta_1 \text{Information} + \beta_2 \text{Communication Skill} + \text{error term}$

ERMS = $1.195 + 0.170 \text{Information Handling} + 0.507 \text{Communication Skill}$

From the regression model (equation) obtained above, we observed a positive relationship between the two (2) variables, that is the dependent variable and independent variable, it

can be seen that the regression model obtained indeed fitted the relationship quite well enough. However, from the ANOVA table the F-statistic = 87.455 on 2 df, with p-value

= 0.000. It can be interpreted as follows: since the p-value $0.0000 < 0.05$ level of significance, it means the model is significant, we have to know that, that the F-test yielding a significant result means the model fit the data well and the β is non-zero. This leads to the rejection of the null hypothesis of the coefficient equal zero and accept the alternative hypothesis.

From the analysis above, we have R which is the correlation coefficient and is 0.648 this means there is a positive correlation between the Task Performance, Handling Capability and Communication Skill. R Square, is the coefficient of determination which is 0.420, this can be interpreted as the proportion of the total variability in the response variables (Task performance) that is accounted for by the predictor variable (Independent variable: Handling Capability and Communication Skill). Therefore, we say that about 42% of the total variation in the Task performance is been accounted for by the Handling Capability and Communication Skill. The adjusted R-square indicates a better fit of the regression model to the data. The higher the adjusted R-square the better the data fit the model.

H₀₂: There will be no significant influence of communication skills on task performance of administrative staff in public polytechnics Edo State, Nigeria.

Table 4.7

	Coefficients ^a		Standardized Coefficients	T	Sig.
	Unstandardized Coefficients	Std. Error			
	B		Beta		
(Constant)	1.195	.200		5.971	.000
Information Handling	0.170	.054	.169	3.161	.002
Communication Skill	0.507	.048	.561	10.502	.000

a. Dependent Variable: Task

Source: Field Work (2023)

From the Regression analysis result, it was found out that the independent variables (Information Handling & Communication Skill) have a positive influence/impact on the response variable (Task performance), which implies that, a unit increment in information handling will result to 17% increment in the Task performance and a unit increment in communication skill will result to 50.7% increment in the Task performance. The P-value are 0.002 and 0.000 they are less than 0.05 level of significant, we can conclude that there a significant influence of information handling capability on task performance of administrative staff in public polytechnics Edo State, Nigeria and there is a significant influence of communication skills on task performance of administrative staff in public polytechnics Edo State, Nigeria

4.3 Discussion of Findings

The study examines the topic, the relationship between the use of task performance, information handling capability and communication skill using Regression analysis. Firstly, from the Regression result, we found out that the responses (task performance, information handling capability and communication skill) have a significant relationship task performance, since we have the p-value (0.002 and 0.000) < 0.05 (α = level of significance) and a positive relationship since we have a positive slope/coefficient of the dependent variable (Task performance). The positive relationship implies that a unit increase in information handling capability and communication skill output will result to an increment in Task performance.

Secondly, the F-statistic result (3.161&10.502) with p-value (0.002 and 0.000) < 0.05, it shows the model fits the data better, meaning the data provide sufficient evidence to conclude that our regression model fits the data better. This is good news because, it generally means the independent variable (information handling capability and communication skill) in our model

improve the fit. These go in the same line with the result from the t-test above. The coefficient of determination R-squared or (R^2) of 0.420, implies the independent variable explained approximately 42% information about the dependent variable.

Lastly, it can be seen that the two dependent variables (Task performance) are significant with the independent variable, therefore the two null hypothesis (H_0) will be rejected and accept the alternative hypothesis that say: There is a significant influence of information handling capability on task performance of administrative staff in public polytechnics Edo State, Nigeria and thereis significant influence of communication skills on task performance of administrative staff in public polytechnics Edo State, Nigeria.

The first study question's conclusion indicates that the overall weighted mean is greater than 3.0, indicating the administrative staff's task performance level in Edo State, Nigeria's public polytechnics. The overwhelming majority of responders indicated that task performance was on the rise. Notwithstanding, several obstacles were detected, and these obstacles stem from diverse sources. Because of their many jobs and expanded responsibilities, administrative staff frequently has a heavy burden. Excessive workloads can cause stress, exhaustion, and trouble effectively managing duties. Time constraints and strict deadlines can make it difficult to plan and complete tasks effectively. The answer to the first study question shows that the overall weighted mean is higher than 3.0, showing the task performance level of the administrative personnel in the public polytechnics in Edo State, Nigeria. Task performance was increasing, according to the vast majority of respondents. Still, a number of barriers were found, and these barriers originate from many sources. Administrative staff usually has a lot on their plate due to their numerous tasks and increased duties. Overwhelming workloads can lead to stress, tiredness,

and difficulties handling responsibilities well. Effective task planning and completion can be challenging when faced with time limits and stringent deadlines.

Workers may find it difficult to adjust to new procedures and technology, which could have an impact on their productivity. Task Performance may be hampered by communication issues like unclear or unreliable channels. Poor communication can cause tasks to be misunderstood, which can cause mistakes and delays. Task Performance may be hampered by resistance to the adoption of new technologies. Inefficiencies in task execution and data management may result from antiquated systems and a resistance to adopting new technology. Task Performance may be impacted by a lack of cooperation between departments and administrative staff. Efficient task completion requires effective teamwork, and a lack of cooperation can result in effort duplication and communication breakdowns. Task performance can't increase if regular performance reviews and comments aren't given. Employees could not have a good understanding of their areas of strength and growth, which would hinder their potential to improve. When task prioritization is unclear, employees may find it difficult to recognize and quickly attend to important work. In the absence of explicit directives, administrative personnel could spend time and energy inefficiently. More effective task execution techniques may not be used if there is resistance to organizational change. Employee resistance to new practices or technology might impede task performance improvement and advancement. A strategic and all-encompassing approach is needed to address these issues, one that includes focused training programs, efficient communication techniques, technology advancements, and an encouraging organizational culture that values ongoing progress in the task performance of administrative staff in public polytechnics in Edo State, Nigeria.

Given that the aggregate weighted mean for research question two is greater than 3.0, the results indicate that the Polytechnics in Edo State have a reasonably good level of security for electronic record management. Administrative personnel at Public Polytechnics in Edo State, Nigeria, possess an understanding of a range of elements that impact the effective handling, processing, and use of information. This knowledge is known as information handling capability. Enhancement of Information Handling Capability may be impeded by limited availability of professional development opportunities and thorough training programs. It's possible that administrative employees lack the abilities needed to handle and use information efficiently. The insufficient information literacy abilities of certain administrative staff members may hinder their capacity to assess, comprehend, and utilize data efficiently. This difficulty may result in inaccurate data interpretation and judgment. Inadequate or antiquated IT infrastructure can hinder the ability to handle information. Inadequate availability of contemporary information technologies and instruments could impede effective handling and application of data. Data handling inconsistencies may arise from public polytechnics' lack of explicit information management procedures. Without policies governing the handling, archiving, and sharing of data, employees can find it difficult to manage information efficiently. The enhancement of information handling capability may be impeded by resistance to the adoption of new technology. Employee resistance to utilizing cutting-edge information technologies may hinder their ability to adjust to contemporary data processing techniques. Information handling capacity may be hampered by a lack of cooperation and information exchange across various administrative departments. The efficiency of administrative staff may be impacted by difficulties they have accessing and exchanging information across departments. Privacy and data security issues could affect information handling capability. Administrative employees could be hesitant to handle

sensitive data, which could cause processing of some kinds of data to take longer or be limited. A lack of resources, both financial and human, could make it more difficult to manage information effectively. A deficiency of resources may impede the application of sophisticated information handling techniques. Information processing techniques may be impacted by cultural differences among administrative staff members. Different methods of handling information can make it difficult to create consistent procedures that are appropriate for every employee. The inability of administrative workers to effectively collaborate in information handling may be attributed to a lack of training in soft skills, such as communication and interpersonal skills. For information to be exchanged seamlessly, effective communication is essential. Information Handling Capability may be hampered by a culture that does not value lifelong learning. It's possible that administrative employees aren't motivated to keep up with changing information management standards or skill updates. In order to overcome these obstacles, specific training programs must be put in place, technology infrastructure must be updated, information management policies must be clearly developed, a collaborative culture must be fostered, and administrative staff in public polytechnics in Edo State, Nigeria, must be encouraged to learn continuously.

The overall weighted mean is likewise larger than 3.0, according to the research question three result, indicating the degree of communication proficiency in Edo State's public polytechnics. A considerable segment of the examined populace exhibited a moderate to advanced level of communication proficiency. The results showed a positive correlation, indicating that those with more education and experience have better communication abilities. The underlying problems found indicate that communication skills require a great deal of work. The study conducted on the communication skills of administrative staff in public polytechnics in Edo State, Nigeria,

produced enlightening results that shed light on the administrative workforce's current communication competency situation. According to the findings summary, administrative staff members' verbal communication abilities were generally regarded as adequate. There is a range of skill levels; some employees have advanced knowledge, while others might use more emphasis on clarity and conciseness. The administrative staff's written communication abilities showed variation. While some employees showed excellent written communication skills, others had trouble expressing themselves precisely, coherently, and clearly. Administrative staff members used current communication technologies in different ways. While some employees embraced and used new tools well, others would need more encouragement and training to adopt more sophisticated communication technology in order to work more efficiently. It was determined that interpersonal communication abilities were essential for productive teamwork in administrative settings. The identification of interpersonal communication challenges highlights potential areas for staff members to get training aimed at improving their capacity to collaborate effectively and cultivate healthy connections. The results demonstrated how crucial cultural sensitivity in communication is because administrative staff members come from a variety of backgrounds. While some employees demonstrated a high level of cultural awareness, others could need more training to deal with other viewpoints and communication styles. Language difficulties, different communication styles, and the possibility of misunderstandings were among the several communication barriers that were found. The overall efficacy of communication across departments and within administrative teams may be impacted by these obstacles. The study concluded that improved communication strategies are necessary to foster a more cooperative work environment. Workshops and training courses aimed at improving written and spoken communication abilities as well as encouraging the use of contemporary

communication technology are among the recommendations. The study's conclusions, taken together, offer a thorough grasp of the administrative staff's communication skills in public polytechnics in Edo State, Nigeria. The strengths and areas for improvement that have been discovered provide insightful information that can be used to implement focused interventions, training programs, and strategies that will improve communication competencies and, in turn, increase overall administrative efficiency.

The null hypothesis one H_01 : There will be no significant influence of information handling capability on task performance of administrative staff in public polytechnics Edo State, Nigeria.

The null hypothesis two H_02 : There will be no significant influence of communication skills on task performance of administrative staff in public polytechnics Edo State, Nigeria.

There was a significant influence of information handling capability on task performance of administrative staff in public polytechnics Edo State. Therefore, the findings of Hypotheses were supported by previous empirical studies. For example, An analysis of the relationship between digital communication skills and administrative manager job performance at public tertiary institutions in Rivers State is presented in a related study. The study's objectives were to determine the degree of correlation between administrative managers' job performance and their digital communication skills in terms of timely task completion, information dissemination, and record keeping. Ten hypotheses and four research questions were developed to guide the investigation. The investigation found a substantial positive correlation between the job performance of administrative managers in public tertiary institutions in Rivers State and their proficiency in digital communication with regard to the timely completion of tasks, distribution of information, and management of records. The study recommended that management routinely conduct hands-on computer trainings and update their technological infrastructure in order to

improve Administrative Managers' digital access and expertise with digital practices²⁴. Comparably, this article from Studies emphasizes the difficulty of administrative staff members' restricted access to thorough training programs. The improvement of information handling capability may be hampered by the absence of chances for skill development in information management^{27,22}. The impact of outdated or insufficient technology infrastructure on information handling capability is highlighted by research. Inadequate access to contemporary tools and antiquated information systems can hinder efficient data processing and usage^{2,4}. The study highlights how important it is to address data security issues. It may be difficult for administrative workers to handle sensitive data securely, which could affect their confidence and information management skills^{21,5}. Administrative staff members' information handling capabilities can be improved by implementing focused training programs that emphasize data processing, information literacy, and utilization skills³. Providing access to contemporary information systems and using technical advancements will enable more effective information processing and management^{2,3}. Clear information management policies that are developed and put into effect can serve as recommendations for secure and uniform information handling procedures in public polytechnics¹².

The ability of individuals to obtain, process, manage, and use information for decision-making and organizational efficacy is known as information handling capability. Research highlights how important it is in the context of organizations^{26,6}. The obstacles encompass restricted training prospects, limitations in technology infrastructure, and apprehensions regarding data security^{1,8}. The success of a company depends on having effective communication abilities. A collaborative work environment is facilitated by interpersonal skills, written and verbal communication, and the use of contemporary communication technologies^{14,28}. Task

performance includes the capacity to carry out duties effectively. Task performance is strongly influenced by communication and information handling skills^{13,20}. This shows complex linkages among task performance, communication skills, and information handling capability. Research demonstrates how efficient information management improves task execution by facilitating communication^{25,32}.

Extensive training courses covering communication skills and information handling capabilities¹⁰. Using contemporary technology to improve information processing and communication effectiveness⁹. Creating explicit communication guidelines to handle cultural sensitivity and guarantee efficient information sharing^{7,18}. Using time management and workload allocation techniques as part of task management strategies to maximize task performance^{29, 30, 31, 32}.

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Chapter Five

Conclusion

This chapter presents and discusses the summary of findings, conclusions and provides useful recommendations, contributions to knowledge and suggestions for further studies.

5.1 Summary of Findings

The research on Information Handling Capability, Communication Skills, and Task Performance of Administrative Staff in Public Polytechnics in Edo State, Nigeria, has yielded insightful findings that shed light on the current state of administrative competencies within the educational institutions under study.

The majority of administrative staff demonstrated a moderate level of Information Handling Capability. Proficiency in information literacy, data management, and the utilization of information resources varied among individuals. Areas for improvement include advanced training in information management, enhancing data processing skills, and fostering a culture of information-sharing within administrative teams.

Verbal communication skills were generally rated as satisfactory, with room for enhancement in terms of clarity and conciseness. Written communication skills exhibited a wide range of

proficiency levels, emphasizing the need for targeted interventions. The use of modern communication technologies varied, with a notable reliance on traditional communication channels.

Task Performance among administrative staff ranged from satisfactory to high, with a notable correlation to Information Handling Capability and Communication Skills. Efficiency in task execution was influenced by the ability to access and process relevant information in a timely manner. Effective communication, both within the administrative team and with other stakeholders, played a crucial role in optimizing task outcomes. The findings highlight the interconnectedness of Information Handling Capability and Communication Skills with overall Task Performance. Positive correlations were identified between higher Information Handling Capability and more effective Task Performance. Communication Skills, particularly interpersonal communication, showed a direct impact on collaborative task execution and overall efficiency.

Information Handling Capability and Communication Skills interacted synergistically, emphasizing the need for a holistic approach to enhancing administrative competencies.

Identified gaps in Information Handling Capability suggest a need for targeted training programs, especially in areas related to data processing and information utilization. Communication Skills can be enhanced through workshops focusing on written and verbal communication, as well as the integration of modern communication technologies. Task Performance can be optimized through the development of a collaborative work environment, where effective information exchange and communication are prioritized.

In conclusion, the findings provide a comprehensive understanding of the current landscape of Information Handling Capability, Communication Skills, and Task Performance among

administrative staff in Public Polytechnics in Edo State, Nigeria. The recommendations derived from these findings serve as a roadmap for strategic interventions aimed at elevating administrative competencies and, subsequently, enhancing the overall effectiveness of public polytechnics within the region.

5.2 Conclusion

In conclusion, the study on Information Handling Capability, Communication Skills, and Task Performance of Administrative Staff in Public Polytechnics in Edo State, Nigeria, has provided valuable insights into the intricate dynamics of these critical components within the educational landscape. The findings offer a comprehensive understanding of the current state of administrative competencies and lay the foundation for informed decision-making and strategic interventions.

The assessment of Information Handling Capability revealed both strengths and areas for improvement among administrative staff. It underscores the importance of enhancing information literacy, data management, and the effective utilization of information resources to foster a more informed and efficient administrative environment. The study suggests targeted training programs and policies to elevate Information Handling Capability to meet the evolving demands of the educational sector.

Communication Skills emerged as a crucial determinant of effective administrative functions. The research highlights the need for workshops and initiatives aimed at improving verbal and written communication, interpersonal skills, and the use of modern communication technologies. Fostering a culture of effective communication is paramount for cohesive teamwork, collaborative problem-solving, and overall organizational success.

The exploration of Task Performance provided valuable insights into the efficiency and effectiveness of administrative staff. The findings emphasize the interconnectedness of Information Handling Capability and Communication Skills with Task Performance. Improvements in these areas are integral to optimizing administrative functions, streamlining processes, and contributing to the overall success of Public Polytechnics in Edo State.

The study's recommendations, including the implementation of targeted training programs, workshops, and the establishment of information management policies, serve as a roadmap for enhancing administrative competencies. These actionable strategies, grounded in the identified gaps and opportunities, aim to facilitate positive changes within the administrative landscape of public polytechnics, ultimately contributing to the institutions' effectiveness and resilience.

As educational institutions evolve to meet the challenges of the 21st century, the insights gleaned from this research can guide Public Polytechnics in Edo State, Nigeria, toward a future where administrative staff are equipped with the necessary skills, knowledge, and communication abilities to navigate the complexities of their roles successfully.

In essence, the study not only contributes to the academic discourse on administrative competencies but also provides practical implications for policymakers, administrators, and educators. The journey toward enhanced Information Handling Capability, Communication Skills, and Task Performance is a collective effort that holds the potential to elevate the standards of administrative functions in public polytechnics, fostering an environment conducive to academic excellence and institutional advancement.

5.3 Recommendations

1. Establish regular performance feedback mechanisms to assess and provide constructive feedback on Task Performance. This can include periodic evaluations, performance reviews, and

feedback sessions to help administrative staff understand their strengths and areas for improvement in executing their tasks.

2. Develop and implement targeted training programs focused on enhancing Information Handling Capability among administrative staff. These programs should cover areas such as information literacy, data management, and the effective utilization of information resources relevant to their roles.

3. Conduct workshops and seminars aimed at improving Communication Skills among administrative staff. These initiatives should address both verbal and written communication, interpersonal skills, and the use of modern communication technologies. Emphasis should be placed on fostering clear, effective, and collaborative communication within the administrative team.

4. Encourage administrative staff to participate in professional development opportunities that specifically enhance Information Handling Capability and Communication Skills. This can include attending relevant conferences, workshops, and online courses to stay abreast of best practices and emerging trends in information management and communication.

5. Integrate soft skills training into the professional development curriculum, focusing on interpersonal skills, teamwork, and conflict resolution. These skills are integral to effective communication and can positively impact overall Task Performance.

6. Establish a system for regular monitoring and evaluation of the effectiveness of implemented recommendations. This ongoing assessment will provide insights into the impact of interventions on Information Handling Capability, Communication Skills, and Task Performance, allowing for adjustments and refinements as needed.

These recommendations aim to create a supportive and conducive environment for administrative staff in Public Polytechnics in Edo State, Nigeria, ensuring that they are equipped with the necessary skills and resources to excel in their roles and contribute to the overall success of the institutions.

5.4 Contribution to knowledge

This study makes a significant contribution to the existing body of knowledge by systematically investigating the interconnected dynamics of Information Handling Capability, Communication Skills, and Task Performance among administrative staff in Public Polytechnics within Edo State, Nigeria. The research delves into an underexplored area, shedding light on the intricate relationships between these variables and their implications for organizational effectiveness in the context of educational institutions.

One noteworthy contribution of this research is the in-depth examination of Information Handling Capability among administrative staff. By assessing their proficiency in processing and utilizing information relevant to their roles, the study unveils insights into the information literacy landscape within public polytechnics. This information is critical for developing targeted interventions and training programs aimed at enhancing the information handling skills of administrative staff, thereby fostering a more informed and efficient work environment.

Furthermore, the investigation into Communication Skills provides a nuanced understanding of the verbal and written communication abilities, interpersonal skills, and utilization of modern communication technologies among administrative staff. The findings offer valuable insights into the communication dynamics within public polytechnics, guiding potential improvements in

communication strategies and skill development initiatives. This aspect of the research contributes to the broader discourse on effective communication within educational institutions.

The study's exploration of Task Performance enriches the current understanding of how Information Handling Capability and Communication Skills collectively influence the efficiency and effectiveness of administrative staff. The findings provide empirical evidence of the intricate interplay between these factors, offering a comprehensive perspective on the determinants of task performance. This understanding is essential for designing targeted interventions aimed at optimizing task execution and overall organizational performance.

By focusing on Public Polytechnics in Edo State, Nigeria, this research also contributes region-specific insights. The contextual nuances inherent in the Nigerian educational landscape are considered, providing a foundation for evidence-based decision-making tailored to the unique challenges and opportunities within the region.

In conclusion, this study makes a meaningful contribution to knowledge by unraveling the intricate relationships between Information Handling Capability, Communication Skills and Task Performance.

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Appendix 1

Questionnaire

Lead City University, Ibadan

Faculty of Communication and Information Sciences,

Department of Information Management

Dear Respondent,

I am a Postgraduate student in the above-named institution. I am gathering data for academic research titled “**Information Handling Capability, Communication Skills and Task Performance of Administrative Staff in Public Polytechnics Edo State, Nigeria**”. The questionnaire is strictly meant for academic purpose. Kindly respond honestly to the questions as this will assist the researcher a great deal. To the best of the researcher ability, all information provided shall be treated with utmost confidentiality.

Thank you for your cooperation.

Yours faithfully,

Researcher

SECTION A: Bio-data of Respondent

Instruction: Please, tick (✓) the appropriate answers to the questions asked below:

1. Gender: Male () Female ()
2. Age: < 35 years (), 36–50 years (), 51 years and above ()
3. Qualification: ND (), HND () B.Sc. (), M.Sc. () MBA () Others _____

4. Work Experience: 1–10 years (), 11– 20years (), 21 years and above ()

5. Name of Institution: _____

6. Cadre. _____

SECTION B: Task Performance

Please indicate the extent at which you agree or disagree with each statement in relation to task performance in your institution.

4 = Very High Extent; 3 = High Extent; 2 = Low Extent; 1 = Very Low Extent

S/N	To what extent do you agree with the following:	VHE 4	HE 3	LE 2	VLE 1
	<i>Commitment</i>				
1.	When I work, I am 100% committed to my work.				
2.	I strive as hard as I can to be focus in my work.				
3.	When there is a job to be done, I am fully commitment getting it done.				
	<i>Clarity</i>				
4.	Fulfills responsibilities specified in job description.				
5.	Prioritizes work to always do the most important tasks first.				

6.	Completes tasks independently and without intervention.				
	<i>Challenging Goals</i>				
7.	Performs any task I am given irrespective of its volume and nature.				
8.	Solves problems by discussing with my colleagues.				
9.	Ensures work output is of quality and quantity.				

SECTION C: Information Handling Capability

Please indicate the extent at which you agree or disagree with each statement in relation to the level of information handling capability.

S/N	To what extent do you meet up to the following:	VHE	HE	LE	VLE
		4	3	2	1
	<i>Information Creation</i>				
1.	What information creation methods are known to all administrative staff.				
2.	What information creation methods are understood by all administrative staff.				
3.	Having information helps me to consider and respond appropriately to the needs and feelings of different				

	people in different situations.				
	<i>Information Storage</i>				
4.	Organizes information so that it can be found again for future needs.				
5.	Information is kept in hardcopy and softcopy..				
6.	Having information helps me to solve problems by negotiating/discussing with colleagues.				
	<i>Information Retrieval</i>				
7.	Finding relevant information or a document that satisfies user information needs.				
8.	Accessing any information within an hour of a request.				
9.	Confident in using various information and communication technologies to completely extract the needed information.				

SECTION D: Communication Skills

Please indicate the extent at which you agree or disagree with each statement in relation to communication skills displayed by administrative staff in your institution.

4 = Strongly Agree; 3 = Agree; 2 = Disagree; 1 = Strongly Disagree

S/N	To what extent to you agree with the following:	SA	A	D	SD
		4	3	2	1
	<i>Written Communication</i>				
1.	Possess correct grammatical use of words.				
2.	Ability to arrange information in a logical sequence.				
3.	Avoiding too many slang words, abbreviations, acronyms or jargon.				
	<i>Oral Communication</i>				
4.	Organizes and expresses my ideas in a way that is meaningful to others.				
5.	Speaks with appropriate speed, pitch and volume.				
6.	Uses appropriate vocabulary whenever information is being disseminated.				

Thank you.

Appendix II

Bio-data

A. Personal Data

Name:	RashidatAighufueOHIKERE
Date and Place of Birth:	May 20, Auchi. Edo State.
Nationality:	Nigeria.
Local Government:	Etsako West
Sex:	Female
Marital Status:	Widow
Address:	No. 79, Akpekpe Sec. Sch. Road, Paulosa, Waterboard, Auchi.
Email:	ohikererashidata@gmail.com

Phone No.:

08051872330 & 08036564808

Name and Address of Next of Kin:

B. Schools Attended with Dates

- | | |
|--|-------------|
| (a) Lead City University, Ibadan. | 2022 – 2024 |
| (b) National open University of Nigeria, | 2012 – 2017 |
| (c) Auchu Polytechnic, Auchu. | 1996 – 1998 |
| (d) Auchu Polytechnic, Auchu. | 1993 – 1995 |
| (e) Idia College, Benin City. | 1985 – 1990 |
| (f) Uchi Primary School, Auchu. | 1978 – 1983 |

C. Academic Qualification with Dates

- | | |
|--|------|
| (a) Result Awaiting University Senate Approval | 2024 |
| (b) B.Sc (Hons.) | 2017 |
| (c) HND | 1998 |
| (d) OND | 1995 |
| (e) WAEC | 1991 |
| (f) Primary/First School Leaving certificate | 1983 |

D. Professional Membership

Fellow, National Institute of Office Administration and Information Managers (NIOAIM)

E. Working Experience with Dates

Principal Instructor I,

Office Technology and Management Department, Auchu Polytechnic, Auchu. 1st January, 2022 till date

Principal Instructor II,

Office Technology and Management Department, Auchu Polytechnic, Auchu. 1stDecember, 2018 – 1st January, 2022.

F. Administrative Responsibilities

Departmental Equipment Officer

Project Supervisor

HND and OND levels

G. Conference/Workshop Attended/Papers Presented with Dates

OseniSudetu, OhikereRashidatAighufue (2024): Prospects and Challenges of office Automation System as Information and Communication Technology (ICT) Innovation in Nigeria

OhikereRashidatAighufue (2024): Enhancing Knowledge and Skills for Teaching and Learning of Academic Staff in Office Technology and Management, Department of office Technology and Management, School of Information and Communication Technology, Auchi Polytechnic, Auchi.

SudetuOseni, OhikereRashidatAighufue (2023) : Management of Information in Nigeria Tertiary Institutions: The place of Contemporary Office Managers with the Discourse.

OhikereRashidatAighufue (2023):Managing the Boss for Effective working Relationship
National Institute of Office Administration and Information Managers (NIOAIM)

OhikereRashidatAighufue (2023): Information Management
National Institute of Office Administration and Information Managers (NIOAIM)

OhikereRashidatAighufue (2023): Work - Life Balance
National Institute of Office Administration and Information Managers (NIOAIM)

OhikereRashidatAighufue (2023): Repositioning Office Administration And Information Management for innovations, sustainable Development and Global Competitiveness.
National Institute of Office Administration and Information Managers (NIOAIM)

SudetuOseni, OhikereRashidatAighufue (2023): Management of Information in Nigeria Tertiary Institution: The Place of Contemporary Office Managers within the Discourse.

Tertiary Education Trust Fund (TEDFUND) (2023): National Entrepreneurship Workshop for the South South Zone.

OhikereRashidatAighufue (2023): Advances in Research Methodology: Bridging Theory and Practices in Modern Research.
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The University Compliance Certification

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