

**ST. MARY'S UNIVERSITY COLLEGE
BUSINESS FACULTY
DEPARTMENT OF MANAGEMENT**

**AN ASSESSMENT OF ORGANIZATIONAL
COMMUNICATION PRACTICES IN ST.
MARY'S UNIVERSITY COLLEGE: The Case
of Distance Education Division**

**BY
KIDIST ALEMU**

**JUNE 2010
SMUC
ADDIS ABABA**

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of Distance Education Division**

**A SENIOR ESSAY SUBMITTED
TO THE DEPARTMENT OF MANAGEMENT
BUSINESS FACULTY
ST. MARY'S UNIVERSITY COLLEGE**

**IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF BACHELOR
OF ARTS IN MANAGEMENT**

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APPROVAL OF COMMITTEE OF EXAMINERS

_____ Department Head	_____ Signature
_____ Advisor	_____ Signature
_____ Internal Examiner	_____ Signature
_____ External Examiner	_____ Signature

A c k n o w l e d g m e n t s

I might not be able to reach here and all of this might not be true lacking the help of God. **Thanks God.**

Special thanks to my advisor **Ato Merga Mekuria** for his constructive comments and advice in preparing the senior essay.

I would like to thank a lot **Ato Anteneh Getachew, Ato Endale Ashagrie & Ato Selam Setegn** for their constant encouragement and professional support while conducting the study.

Finally, I want to express my gratitude's to **my family, colleagues, friends** and **SMUC, DED Staffs and Students** for their contributions to my paper.

I thank you all very much!!!

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A c r o n y m s

SMUC: - St. Mary's University College

UC: - University College

DED: - Distance Education Division

CHAPTER ONE

1. Introduction

1.1 Background of the study

All organizations are established to achieve some objectives. To this end, communication is very fundamental to accomplish the organization's mission. Communication skills constitute an important aspect of effective management.

According to Kunczik, (1992:5) the importance of communication to human life cannot be overemphasized, for, without communication no society can exist, no social structures can form or endure. For the existence of an organization of any society communication is the fundamental and vital process because all joint action by individual is based on shared meanings conveyed by communication.

St. Mary's University College is one of the organizations working in the academic sector; the UC widely uses communication of various kinds. Currently the communications processes in the UC use Interpersonal communication, Inter-department communication, Division with the Regular program of UC and division communication. This research has how the SMUC perform communication process. The UC uses many types of communication ways i.e. written communication, telephone communication, face-to-face communication and mailing communication.

It is central to everything that we do. Every organization, be it business or other, what ever size it has, is held together by communication Without communication, an organization can not function at all. With effective communication, however, even multinational organizations that

are spread all over the world can function like a single unit. The primary element in the skill of management is competence in communication. Obviously, we need to develop and improve our skills of communication in order to accomplish our goals (RAI Urmila and RAI S.M. 2003:1).

The study of communication and efforts to develop one's skills of communication are needed because communication is absolutely necessary for business. The term communication is used for "all messages that we send and receive for official purposes like running a business, managing an organization, conducting the formal affairs of a voluntary organization and so on." (RAI Urmila and RAI S.M. 2003: 2).

"Communication is the sum of all the things a person does when he wants to create understanding in the mind of another. It involves systematic and continuous process of telling, listening and understanding." (SMUC: Entrepreneur Module 2008: 4)

The research work and the researcher believe that there is a gap between the institution and customer that the cause of effectiveness of communication. Therefore, this research assessed, examined, analyzed, evaluated and inquired solutions about the effect of communication on the organizational progress of SMUC, DED.

1.2 Background of the Organization

St. Mary's College is established in 1998 G.C under St. Mary's General Educational Development PLC with its head office in Awassa and Addis Ababa. (departments of Accounting, Marketing and Law) After some year the college moved its head office to Addis Ababa Lideta Campus, in 1990 G.C and opened the Department of Secretarial Science and Office Management (SSOM). With a view to broaden its programs, the department of Computer Science (diploma programs) was put in place in

September 2000 G.C and the degree program in law was initiated for the first time in the same year.. (SMUC Bulletin of Prospectus 2008-2009)

The year 2000 G.C In March the Distance Education Division (DED) was launched focusing on Business and Law fields of study. Since 2001 G.C the Division has been making a speedy growth targeting distance learners in the fields of Teaching Education-Amharic, English, Mathematics, Geography and History. Including these areas of studies, the DED now offers a total of 22 certificate, diploma and degree programs through its 64 coordinating centers and around 40 agent offices which are located throughout the country. (SMUC Bulletin of Prospectus 2008-2009)

After a few years a new building at Maichew Square, beside the Wabe Shebele Hotel, where its head office is located at present. By way of reorganizing itself, the College spent the last quarter of 2002 G.C restructurizing previous offices as well as establishing new ones that provide the needed support and service both to the students and the staff. In 2003 G.C, the College expanded its services and started offering degree programs in Marketing, Management, Accounting, and Teacher Education diploma pograms (the field of English, Mathematics and Geography). A year later, the Computer Science Department, after being beefed up with manpower, facilities, and equipment, started offering degree programs. In the same year, the College also opened the Natural Science Steam (comprising the subjects Biology, Chemistry and Physics), which offers diploma level training under the Teaching Education Faculty. (SMUC Bulletin of Prospectus 2008-2009)

By August 2005 G.C, St. Mary's has more than 15,000 students in the distance mode of learning and 5,000 in the regular and extension programs. After a lot of hard work and dedication, the College was raised to the level of University College in February 2006 G.C in the same year,

SMUC, in collaboration with IGNOU – a leading distance education institution in India, started offering Masters Programs within St. Mary's newly acquired campus. The program is underway at a time when the wide gap between the demand for tertiary-level quality education and the Supply side of the services called for such programs. (SMUC Bulletin of Prospectus 2008-2009)

With the human, financial and material resources it has created and developed over the past ten year, the University College continues to be poised for success in the year to come. (SMUC Bulletin of Prospectus 2008-2009)

1.3 Statement of the Problem

Obviously, communication plays a central role in the day-to-day-activities of human beings in general and in the activities of an organization in particular. It is at the heart of the entire operation of an organization, be it business, education or non-for- profit firm. It is often considered to be one of the chief functions of a manager. To be effective, communication has to involve shared organizational purpose and common understanding among the different partakers. That is to mean, the whole process of communication involves some basic elements: the communicator, the message, the medium, the receiver and the feedback. In the context of organization, downward, upward, and horizontal communication is practiced between and among managers, subordinates, departments, supervisors, customers and other external bodies. (Abebe, 2008 74-76).

Every step of the operation of any firm involves one form of communication or another. The extent to which an organization engages in communication activities, facilities used in communication or the openness of communication may differ from organization to organization.

However, all organizations make use of communication for the smooth running of their operations. (Abebe, 2008 74-76).

The degree to which an organization succeeds or fails in accomplishing its objectives heavily depends on the effectiveness of its communication practices. An organization with poor communication practices would find it very hard to meet its organizational goals and objectives. On the contrary, those organizations with effective communication practices would attain their objectives with wise use of resources.

Under the headquarters in Addis Ababa, the distance education division of St. Mary's University College operates within more than 64 coordination centers and almost similar number of agent offices (i.e. study centers yet to be full grown coordination centers) in almost every corner of the country. As one would expect, there needs to be a continuous and timely communication among the headquarters and the coordination centers and agent offices. There is a need to engage in communication on regular basis via a variety of media such as mail, telephone and e-mail.

However, many complain that the communication process in the division is with a lot of problems. These problems may have a lot to do with both the headquarters and regional centers. Hence, this study is concerned with the assessment of the communication practices in the division with the view to systematically investigate the problems claimed to be encountered by different departments in the division.

1.4 Research Questions

The research deals with the following basic questions in order to clearly identify the main problems of communication practice in the University College of Distance Education Division, so as to suggest what has to be done.

- ❖ What are the Common types of communication channels at the University College?
- ❖ How is the quality of communication at the UC
- ❖ To what extent the UC communication practice is effective? and
- ❖ How can the communication practice of the UC be improved?

1.5 Objectives of the Study

This study aims at assessing the communication practices of the distance education division of St. Mary's University College so as to indicate potential areas for improvement.

More specifically, the study attempts to address the objectives listed here under

- ❖ To identify the most common types of communication channels used in the UC,
- ❖ To evaluate the quality of communication at the UC
- ❖ To rate the effectiveness of the communication practice in SMUC and
- ❖ To make recommendations as to how the communication practice could be improve.

1.6 Significance of the Study

Due to the fact that the researcher has come across very limited studies conducted in the area of communication in the university college, this study is believed to have something to add to what has been done so far. This study also hopes to provide the university college in general and the division in particular with an organized assessment report of the strengths and weaknesses of the communication practice that's widely practiced in the division. It also indicates potential areas for the betterment of the communication practices. The result will have implications for the management of the university college and the division to work towards improving the communication processes and practices of the division. Finally, it may serve as a stepping-stone for other studies to be conducted at a large scale in the area.

1.7 Scope of the Study

This study is confined to the case of the distance education division of St. Mary's University College. Thus, the results obtained could not be generalized to other organizations. Moreover, it focuses on the formal (i.e. official) and informal (personal) communication processes. It also goes only as far as assessing the communication practices of the distance education division, revealing problems encountered and suggesting possible areas for the improvement of the communication practices.

1.8 Operational Definitions of terms

Effective: - Doing something successfully.

Communication: - The exchange of information between two and more persons/units/desks.

1.9 Research Design and Methodology

1.9.1 Research Design

The study employed descriptive method because it pictures the current situation of the organization and shows accurately the characteristics of a particular situation. Moreover, it also helps the researcher gather adequate data related to the topic under study.

1.9.2 Population and Sampling Technique

The study considered all students and departments in the distance education division, which have direct work relation within each other and coordination centers as a population of study. In addition, all the 64 coordination centers and half (nearly 20) of the agent offices have been considered as the subjects of the study. Hence, the total population of the research consists of 694 staff and 34,348 students in the Distance Education of SMUC.

Both Probability and non- Probability sampling technique were used in order to select the sample. From probability, Cluster sampling and from Non- Probability convenient samplings were employed. First regional offices were classified in to four clusters (Namely; North, South, East and Central, West) taking their geographical location in to consideration. In the mean time the university college is employing the same procedure in rendering its services to students. Then, the researcher selected those convenient coordination centers. Accordingly, a total 171 students representing 0.5% and 65 staff accounting for 10% of the population were included as a sample of study.

Table 1: Sample Size (sample size of students 0.5% & staffs is 10 %.)

No	Centers	For Students			For Staffs		
		Distributed	Collected	Not Collected	Distributed	Collected	Not Collected
1	Awassa	14	14	0	5	5	0
2	Welayita	13	7	6	5	5	0
3	Welkite	11	9	2	5	5	0
4	A/Minch	9	9	0	2	2	0
Total		47	39	8	17	17	0
5	Adama	14	13	5	5	5	0
6	Jimma	13	0	13	5	2	3
7	Mettu	13	5	8	3	3	0
Total		40	18	22	13	10	3
8	B/Dar	12	6	6	5	5	0
9	D/Markos	12	5	7	3	3	0
10	Mekele	12	0	12	3	0	3
11	Gonder	12	11	1	5	5	0
12	Dessie	12	12	0	5	5	0
Total		60	34	26	21	18	3
13	D/Dawa	4	2	2	2	2	0
14	A.A	20	13	7	16	16	0
Total		24	15	9	18	18	0
Grand Total		<u>171</u>	<u>106</u>	<u>65</u>	<u>69</u>	<u>63</u>	<u>6</u>

1.9.3 Types of Data Collected

In this research, two sources of data namely primary and secondary were used. The primary one consists of those information collected from respondents using questionnaire. Secondary data sources are those collected from books, magazines, newspapers, etc.

1.9.4 Data Collection Tools

The required data for the study has been gathered using questionnaire. The questionnaire was developed in view of all the respondents: department heads at the headquarters, coordinators of regional centers and agent offices as well as students. To this end, an attempt has been made to review relevant literatures and local and international studies.

1.9.5 Data Analysis Method

Regarding methods of data analysis the data obtained are tabulated and descriptive analyses are made using percentage.

1.10 Organization of the Paper

The study will consist of four chapters. Chapter one will deal with introduction that will in turn involve (include) background of the study, statement of the problem, research questions objective and significance of the study, delimitation/scope of the study, and research design and methodology. Chapter two will contain the review of the related literature. Presentation and analysis of the data will be discussed in chapter three. Finally, the paper will end up with summary, conclusions, and recommendations of the study in the fourth chapter.

CHAPTER TWO

2. Review of Related Literature

2.1 Defining Distance Education

How distance education is best defined or differentiated from other educational approaches has been the subject of much debate. From the perspective of many educational technologists, distance education is seems to be viewed as different from other forms of education, a factor which may contribute to course development and acceptance problems. Focusing on the distance factor and on technology takes the emphasis off the "dialectical relationship between teacher and student" which Shale feels is the foundational principle in the educational process

A broadening of the definition of distance education is acknowledge correspondence study as the historical foundation of distance education but suggest that there is really two forms of distance education. One is the traditional correspondence- based distance education which is independent study oriented and the second is telecommunications-based distance education which offers the teaching and learning experience simultaneously.

The definition of distance education offers a minimum set of criteria and allows more flexibility. They suggest that:

- Distance education implies that the majority of educational communication between teacher and student occurs non contiguously
- Distance education involves two-way communication between teacher and student for the purpose of facilitating and supporting the educational process

Distance education uses technology to mediate the necessary two-way communication.

(from Research in Distance Education, Michael Jeffries, Assistant Director of Educational Services, IHETS)

2.2 Defining Communication

Many authors write about the communication of process in many ways. Following is a brief literature about Communication and definitions.

“Communication is defined as the transmission of mutual understanding through the use of symbols.” Communication could also be defined as “the process of transmitting meaning from one person to another”. The main components of the process are sender, message, channel, receiver and response. When the sender is able to obtain the desired response from the receiver of the message, the communication is said to be successful. In many cases there is a semantic gap between the message sent and the message received. (Sharma & Mohan, 2004: 10).”

“The word communication has been derived from the Latin word “**communis**” that means ‘common.’ Thus, communications means sharing of ideas in common. When we communicate, we are trying to establish commonness with someone. It is the process of passing on, conveying or exchanging of ideas, knowledge, etc., whether by speech, writing, or sign. It refers to the exchange of ideas, feelings, emotions, knowledge and information between two or more persons. (SMUC: Entrepreneurship Module Two 2007: 170)”

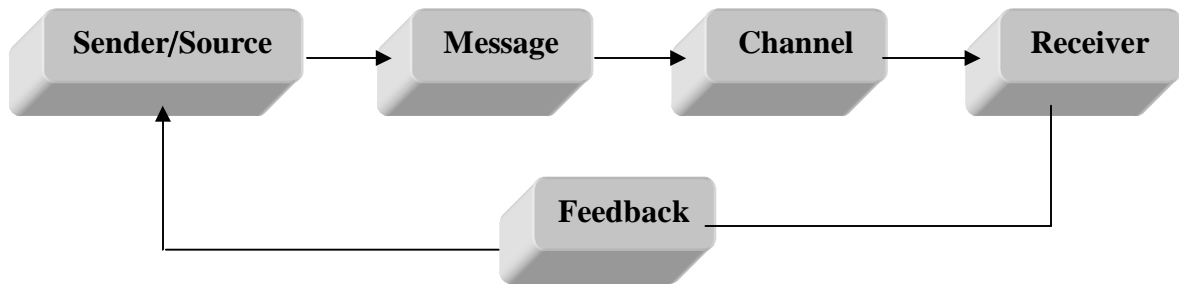


Figure 1. Model of Communication

Source: - (SMUC: Entrepreneurship Module Two 2007: 171)"

"Communication is the primary Precondition to human life and social order. It is the fundamental social process permeating all aspects of social life. Without which no organized action is possible (KUNCZIK 1992:5)."

2.3 Significance of communication

The concern for effective communication in organizations has become so immense that the modern manager has basically emerged as a communicator. In fact, apart from communicating, speaking, listening, reading, writing and thinking (inter personal communication) top executives eventually do little else. They, in fact, devote a great deal of their time to just this aspect. Even people in the middle management and supervisory levels spend considerable time on the processes and problems of communication.

Management by objectives, long-term strategic objective-setting and policy formulation, strategic planning and allied management aspects revolve around the communication system which provides a rationale for them. Moreover, the interest in organizational development and effectiveness involves a communication process network in some kind of information system for the attainment of effective results. Even control process relies heavily on viable communication systems. As insist on the

interrelationship between structure and communication, organization structure is tied to communication systems, irrespective of whether it is formal organization structure or an informal organization structure. Similar observations in respect of the relationship between decision-making and communication when they assert that even if the decision-making and communication processes are not identical, they are so interdependent that they become indispensable in practice. Thus, it is evident that communication is of utmost significance in modern organizations. (Dwivedi R.S. 2004: P. 383)

2.4 Communication Channels

Communication is a process that involves exchange of information, thoughts, ideas and emotions. Communication is a process that involves a sender who encodes and sends the message, which is then carried via the communication channel to the receiver where the receiver decodes the message, processes the information and sends an appropriate reply via the same communication channel. (<http://www.buzzle.com/articles/types-of-communication.html>)

How do various organizations transmit communication to intended users? What are the different ways and means to relay a message? Several channels are available to organizations and their employees. These channels can be classified into three categories depending upon their origin and destination. If communication is initiated at the top and is intended for the lower levels in an organization and/or the public, it is called downward communication and channels used for it are highly specific. If the communication originates from below and is intended for higher levels in an organization it is called upward communication. Here also, the channels are specific. The third category consists of those that can be used for both downward and upward communication. (Monappa A. & S. Saiyadain M. 2004: 321-323)

Types of communication

Communication can occur via various processes and methods and depending on the channel used and the style of communication there can be various types of communication.

(<http://www.buzzle.com/articles/types-of-communication.html>)

2.4.1 Verbal Communication

Verbal communication is further divided into written and oral communication. The oral communication refers to the spoken words in the communication process. Oral communication can either be face-to-face communication or a conversation over the phone or on the voice chat over the Internet. Spoken conversations or dialogs are influenced by voice modulation, pitch, volume and even the speed and clarity of speaking. The other type of verbal communication is written communication. Written communication can be either via snail mail, or email. The effectiveness of written communication depends on the style of writing, vocabulary used, grammar, clarity and precision of language.

(<http://www.buzzle.com/articles/types-of-communication.html>)

2.4.2 Nonverbal Communication

Non-verbal communication includes the overall body language of the person who is speaking, which will include the body posture, the hand gestures, and overall body movements. The facial expressions also play a major role while communication since the expressions on a person's face say a lot about his/her mood. On the other hand gestures like a handshake, a smile or a hug can independently convey emotions. Non verbal communication can also be in the form of pictorial representations, signboards, or even photographs, sketches and paintings. *(<http://www.buzzle.com/articles/types-of-communication.html>)*

2.4.3 Formal Communication

Formal communication includes all the instances where communication has to occur in a set formal format. Typically this can include all sorts of business communication or corporate communication. The style of communication in this form is very formal and official. Official conferences, meetings and written memos and corporate letters are used for communication. Formal communication can also occur between two strangers when they meet for the first time. Hence formal communication is straightforward, official and always precise and has a stringent and rigid tone to it. (<http://www.buzzle.com/articles/types-of-communication.html>)

2.4.4 Informal Communication

Informal communication includes instances of free unrestrained communication between people who share a casual rapport with each other. Informal communication requires two people to have a similar wavelength and hence occurs between friends and family. Informal communication does not have any rigid rules and guidelines. Informal conversations need not necessarily have boundaries of time, place or even subjects for that matter since we all know that friendly chats with our loved ones can simply go on and on.

(<http://www.buzzle.com/articles/types-of-communication.html>)

2.4.5 Downward Communication

Downward channels are important for control. They are used to transmit organizational goals to employees as well as the ways and means to achieve these goals. They help to direct the behavior of the employees. Communication of company policies and practices, the thinking of top management and their decisions are transmitted through downward channels. Downward communication channels usually are one-way communication. How much of this communication is internalized is very difficult to assess. (Monappa A. & S. Saiyadain M. 2004: 321-323)

For downward communication to be effective it has to use the language understood by the intended receivers. This means that the presentation will vary from level to level. In any case it should always be clear, concise, and easily translatable into action. Before it is transmitted, clear thinking on the part of the originator is very necessary. It should not be used as a sounding board. The most common channels available for downward communication in an organization are briefly outlined.

Memos and directives:- Memos and directives are the most commonly used channels in almost all organizations. They consist of a typewritten or handwritten note that goes to another employee in the organization. The contents may vary. They may consist of a plan, a policy decision, or a day-to-day message. All memos relating to personnel practices like promotions, discipline-related notes, etc.

Posters and notice boards:- When the number of intended receivers are large or when the contents concern most of the employees, most organizations usually resort to placing memos and directives on notice boards. These notice boards are prominently placed in strategic areas to catch the attention of everyone. Posters also provide the same effect. For example, the celebration of safety week and ways and means to ensure safety on the shop floor can be better communicated through visually appealing posters than through typed messages.

Letters in pay packet:- Some organizations, to ensure that their messages reach employees, insert letters in the monthly pay packets. This channel ensures definite transmission and awareness of the message by all employees. (Monappa A. & S. Saiyadain M. 2004: 321-323)

2.4.6 Upward Communication

Upward channels of communication provide an opportunity for the employee to convey his suggestions and feelings to the management. There are only a few upward channels and there is need for more to ensure that management is aware of what is needed at the shop floor level. Feedback

on the policies and plans and changes in the shop floor arrangements are some of the areas where upward communication can be of much use. It can help in redesigning and/or making midcourse corrections in plans and activities. The following upward channels of communication are available. (Monappa A. & S. Saiyadain M. 2004: 321-323)

Suggestion box:- The suggestion box is another channel which, if used properly, can provide sufficient data to generate high productivity and ensure satisfaction among employees. True, not all suggestions may be workable, but if sufficient publicity is given to those suggestions accepted and duly acknowledge, it can communicate to the employees that their opinions will be valued.

Exit interview:- Exit interviews are "chats" with employees quitting the organization. Since they have decided to leave they will be frank in their comments on procedures and policies. These views could later be used to improve the functioning of the organization.

Open door policy:- Some supervisors follow the fairly new open door policy under which employees are free to drop in at any time to discuss problems with them. A few organizations may not practice this policy because of obvious shortcomings; employees may keep coming all the time, making it difficult for the supervisor to perform his normal duties. There are also other channels that can be utilized for both upward and downward communication, for instance house magazines, unions and grapevine. Unions can be very effective in selling a policy to workers or in developing a policy for them. Similarly, house journals publish articles written by workers as well as management giving their points of view. The grapevine, which is really organizational gossip, has also been utilized effectively by management to enforce changes. The news of a proposed change is leaked out and the workers' reactions are studied before enforcing, dropping, or modifying it. (Monappa A. & S. Saiyadain M. 2004: 321-323)

2.5 Importance of Communication

“Communication is the activity which has enabled us to develop the civilized society we know today. It is one activity which we human beings clearly do better than the other forms of life on earth; and largely it explains our dominant role. It is the activity which has enabled us to organize-to work in groups. And through organization, we have been able to overcome barriers to our existence which individually we would not have been able to overcome. But there is no need to discuss further how communication contributed to the development of us human beings. Its role is obvious to us all. We need only to conclude that communication is extremely vital to our success and well-being in civilized society. Just how much communicating and business certainly is one. Some have much greater need to communicate than others do. The organization plan of the company also affects the volume of communication, for much of the information flow is provided by the structure. Also, the people who make up the organization affect the volume of communication. As we shall point out later, every human being is different. Each has different communication needs and abilities.” (Singh Y.P. 2002: 1)

2.6 Effective Communication

The ability to communicate effectively is essential for all aviation instructors. However, communication does not occur automatically even though the instructor has a high level of technical knowledge in a particular subject area. The beginning instructor must understand the complex process involved in communication, and become aware of the common barriers to effective communication. Mere awareness of these factors is not enough. The new instructor must also develop a comfortable style of communication that meets the goal of conveying information to students.

(<http://www.dynamicflight.com/avefibook/communication>)

2.7 Qualities of Effective Communication

Certain qualities distinguish good, valuable information from information that is misleading, worthless or just plain bad. These qualities ensure that information is valid, reliable and properly communicated. However, some aspects of information are more critical than others are. Thus, one can pinpoint five qualities of good information that stand out. Accuracy, completeness, relevance, timeliness and clarity are significant components of good information- regardless of who the user is or the purpose of the information. (Rich Brott (Qualities Of Communication) www.richbrott.com)

"Effective communication skills form the nucleus around which all successful human relationships involve. It is one activity that human beings clearly do better than the other forms of life on the earth. It enables us to organize-to work in-group; and throughout organization, we have been able to overcome barriers to our existence that we could not have conquered individually. Human behavior and social relationships are, in fact, an outcome of the process of communication, which takes place almost all the time. Whether we are sitting, walking, talking, listening or thinking we are engaged in some forms of communication. This could be verbal or non verbal. Today, communication has become an integral part of our life. Inability to communicate effectively and efficiently can expose our interest in business and other managerial functions. (SMUC: Entrepreneurship Module Two 2007: 168-169)"

"Communication is the process of passing on, conveying or exchange of ideas, knowledge, etc., whether by speech, writing, or sign. It refers to the exchange of ideas, feelings, emotions, knowledge and information between two or more persons. (SMUC: Entrepreneurship Module Two 2007: 170)"

“Communication is the process of conveying messages (facts, ideas, attitudes and opinions from one person to another) so that they are understood. – M.W Cumming” (SMUC: Entrepreneur Module 2008: 4)”

“It involves two way traffic of exchanging ideas or information between human beings. – Murphy and Peck” (SMUC: Entrepreneur Module 2008: 4)”

“Communication is an intercourse by words, letters, symbols or messages and is a way that one organization member shares meanings and understanding with another”. (SMUC: Entrepreneur Module 2008: 4)”

“Communication is an exchange of facts, ideas, opinions or emotions by two or more persons.” (SMUC: Entrepreneur Module 2008: 4)”

“It could also be described as “an intercourse by words, letters symbols, or messages and is a way that one organization member shares meaning and understanding with another.” It is said to exist when there are at least two parties and there is a message (either oral or written) that is intended to be communicated. Moreover it requires that the receiver of the message understand it and confirms this by nodding or by giving some kind of response through gesture or by verbally responding. (SMUC: Module of Business Communication 2008: 91-107)”

2.8 Accuracy

Information must be representative of some aspect of reality. It must be accurate enough to fulfill its purpose and properly inform the intended user. In some contexts, information must be accurate down to the finest detail or decimal point. However, accuracy of information is inherently contextual. For some purposes, good information just needs to be

sufficiently accurate. If information is not accurate enough for its purpose, any action or inferences made based on it would be fundamentally flawed and have serious consequences. (Rich Brott (Qualities Of Communication) www.richbrott.com)

2.9 Completeness

Incomplete information would not properly satisfy the needs of the particular information user. Completeness refers to all the information that the user requires or wants for a particular purpose. If pertinent information were missing, then the information user would be unable to use it effectively or would be otherwise disadvantaged when using it. (Rich Brott (Qualities Of Communication) www.richbrott.com)

2.10 Relevance

Information users do not want a heap of information that does not suit their short or long-term purpose. Irrelevant information is of limited worth and can even be costly or time consuming. You can judge the relevance of information by assessing it in terms of the information needs or requirements. Having to sift through information to get what you need significantly devalues the information package. (Rich Brott (Qualities Of Communication) www.richbrott.com)

2.11 Timeliness

Since information is indexed to a user (or users) and has a specific reason for being produced, it follows that information is required within a certain period. For instance, few would read an article titled "The best gifts for Christmas in 2000." That article might be able to provide some interesting information, but it is dated. This affects how readers may perceive the value of that information compared to an article that talks about the best Christmas gifts in general or one written for the current

year. In the same way, information required for decision-making should reach the decision makers to give them ample time to consider it. Information users generally determine the timeliness of information. (Rich Brott (Qualities Of Communication) www.richbrott.com)

2.12 Clarity

Information can be relevant, complete and all the rest- but it must be understandable to the information user(s). You can achieve clarity by using the right channel of communication, reducing 'noise' and presenting information clearly, legibly or according to an accepted format. Organizing, labelling and properly structuring information are critical to achieve clarity and thus enhance the quality and value of the information. Whether information is trivial or significant, for business or leisure, the characteristics of good information remain constant. Ideally, good information possesses all of the aforementioned characteristics- although in certain contexts, some characteristics may be more or less important than others are. (Rich Brott (Qualities Of Communication) www.richbrott.com)

2.13 Feedback

When people communicate their feelings and perceptions to others, especially the behaviour, style of working and allied features, it is called feedback. Thus, feedback is the communication of feelings and perceptions by one individual to another individual about the latter's behaviour, style of working, etc. Such interpersonal feedback is common in day-to-day work situations.

Functions of Feedback Interpersonal feedback involves at least two person one who gives the feedback and the other who receives the feedback. Thus, feedback has two dimensions giving feedback and receiving feedback. Although the general function of feedback is to help a

person improve his personal and interpersonal effectiveness. (Dwivedi R.S. 2004: P. 400)

In organizational settings feedback is essential. Each employee needs to know where he stands the organizational expectations, so that he can adjust his behaviour. Similarly, all organizations need some feedback from employees on their policies and practices in order to make improvements wherever necessary. (Monappa A. & S. Saiyadain M. 2004: P. 327-329)

All organizations have mechanisms to seek and receive feedbacks, because the overall viability depends to a large extent on the sharing of information. However, it is often noticed that the efforts of a management to plan and establish reliable and formalized systems of feedback are often defeated because of the widespread tendency of people to establish informal channels and also because of various sources of distortions. Since most of the feedback in organizations is work-related, the system should be improved and made more effective. The following observations are useful pointers:

1. To avoid unpleasantness some managers and supervisors provide only positive feedback. Whenever an employee does something commendable, a useful positive acknowledgement is made. Actually, both positive and negative feedback should be provided. It is equally necessary to tell the employee that he is not doing something correct. If the employee is not told, the mistake will recur.
2. Feedback should be focused on the specific action rather than on the individual. Comments relating to behaviour are accepted more easily than those relating to an individual's personality, attitudes, and feelings, etc.
3. Feedback can be valuable if it refers to the description of behaviour in terms of "more or less" rather than "either or". It makes more sense to

say "improve your skill" or "make fewer mistakes" to an erring employee rather than "your work is absolutely correct" or "don't work at all".

4. Feedback which is provided "here and now" is more meaningful than delayed feedback. If an employee has done something inappropriate it is necessary to tell him immediately rather than wait for an opportune moment. By then he might have forgotten the event.
5. Efficiency and satisfaction in an organization can be improved by providing feedback as a way of sharing information rather than insisting on the "rightly" way of doing things. Sharing means that the employers and employees together study the problem evaluate various alternatives and choose the best. This conveys the message to the employee that his opinion is valued and he can contribute meaningfully in achieving the organizational goals.

Feedback thus plays an important role in the communication process. It requires skill and willingness on the part of managers and supervisors to involve employees in decisions and share the necessary information with them. Unless employees are respected they will not respect their employers. As organizations grow in size, people may not be able to keep in touch with each other and with the organization's activities and plans. Hence, there is a constant need to evolve mechanisms to communicate with employees, so that they feel part of the organization. We discuss below one organization's experience in trying to meaningfully establish a communication link with its employees. (Monappa A. & S. Saiyadain M. 2004: P. 327-329)

CHAPTER THREE

DATA PRESENTATION ANALYSIS AND INTERPRETATION

The study is aimed at assessing the communication practice of St. Mary's University College distance education division. Consequently, this chapter deals with the presentation, analysis and interpretation of data collected through a questionnaires. The questionnaires were distributed to students and administrative staffs of St. Mary's University College distance education division. Out of the total 69 questionnaires distributed for administrative staffs of the university college 63 of them were returned. Where as, out the total 171 questionnaires distributed for students, 106 of them were returned. These indicate a response rate of 91.3% and 62% respectively.

3.1 Background characteristics of respondents

This section focuses on describing background characteristics of respondents. Such characteristics like sex, age, years of stay, are indicated in the table indicated below.

Table 2. Sex, Age, Years of stay (Services) of respondents

Item	Attributes	No	Percent
Sex	• Male	114	67.5%
	• Female	55	32.5%
	Total	169	100%
Age	• 20 & below	1	0.5%
	• 21-25	51	30.2%
	• 26-30	58	34.3%
	• 31-35	25	14.8%
	• 36-40	18	10.7%
	• Above 40	16	9.5%
	Total	169	100%
Years of duration	• Two & below	56	33.1%
	• Two-four	86	50.9%
	• Four-six	15	8.9%
	• Six-eight	8	4.7%
	• Above eight	4	2.4%
	Total	169	100%

As it is shown in the above table 2, among the total respondents, 114 (67.5%) were male. Where as, the remaining 55 (32.5%) were female. This implies that male staffs and students dominate the female one.

Regarding to the age of respondents, majority of them, 58 (34.3%) and 51 (30.2%) respectively, were with in the age range 26-30 and 21-25. 25 (14.8%) were with in the range 31-35 while 18 (10.7%) were with in 36-40. Those respondents aged 40 and above consist of 16 (9.5%). Only 1 (0.5%) respondent was found to be in the range 20 and below. From this finding one can see that majority of respondents are youngsters belong to the 30's age group.

With regard to years of duration, more than half of respondents 86(50.88%) indicated that they have been part and parcel of the University College with in the range two-four. Those of two and below accounts for 56(33.13%) of respondents. The remaining 15(6.5%), 8 (4.7%) and 4 (2.4%) of respondents remain with the university College for the age range four to six, six to eight and above eight respectively.

3.2 Channels of Communication

One way to focus on, as far as the communication practice is concerned, is to look at the channels of communication being used while exchanging information of various kind. In this regard, respondents (both students and staffs) were asked about the means (channels) of communication used by them both in sending and receiving information to and/or from the university college in genera as well as the different unites in particular. Results of the finding are indicated hereunder in three major sections.

3.2.1 Medium used by the UC to communicate with its students and staffs

Subjects were asked to indicate the frequency of usage of communication channels by the University College in communicating with them. The following table indicates results of the finding.

Table 3. Use of communication channels by the UC

Channel	Always		Freq		Sometime		Never		N/A		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Telephone	73	43.2	31	18.3	18	10.7	15	8.9	32	18.9	169	100
Letter	33	19.5	31	18.3	36	21.3	11	6.5	58	34.3	169	100
Fax	8	4.7	7	4.1	50	29.6	26	15.4	78	46.2	169	100
E-mail	8	4.7	14	8.3	36	21.3	29	17.2	82	48.5	169	100
Sending Personnel	26	15.4	17	10.1	49	29	19	11.2	58	34.3	169	100

As shown in the above table, respondents perceive that the most preferred communication channel, which is being employed always, is telephone. It accounts for 73 (43.2%) of the total 169 respondents. The second channels of communication is through the use of letters and this represents 33(19.5%) of respondents. The next preferred channel is sending personnel who has information and this accounts for 26(15.38%) of respondents.

The three channels describes above are also being used frequently. 31(18.34%) of respondents equally indicated that the UC college employee telephone &letter to communicate frequently, channel like Fax 50 (29.58%) & Sending personnel 49 (28.99%) are the two primary channels being used some times

On the other hand, one can see in the above table, significant no of respondent indicated that the University College do not apply the channel described. In this regards respectively 82(48.5%) and 29(17.16%) of respondent reveled that using E-Mail for communication is not applicable and the UC never employees it in order to communicate with

them. The same is true for Fax; 78(46.15%) and 26(15.38%) of respondent indicates that the UC do not apply & never use fax as a means of communication respectively.

3.2.2 Medium used to communicate with the UC

Respondents were asked to indicate their level of usage in addressing their concern to the university college. The following table indicates results of the finding.

Table 4. Channels used by the students and staffs to communicate with the UC.

Channel	Always		Freq		Sometime		Never		N/A		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Telephone	73	43.2	34	20.1	32	18.9	7	4.1	23	13.6	169	100
Letter	31	18.3	24	14.2	33	19.5	15	8.9	66	39.1	169	100
Fax	7	4.1	5	2.9	45	26.6	33	19.5	79	46.7	169	100
In person	56	33.1	28	16.7	38	22.5	20	11.8	27	15.9	169	100
E-mail in Person	10	5.9	8	4.7	29	17.2	41	24.3	81	47.9	169	100
Using Personnel	22	13	15	8.9	56	33.1	16	9.5	60	35.5	169	100

The above table indicates how frequent students & center coordination staff employ the different channels of communication in addressing their concern to the UC. Accordingly, telephone is the most frequently (always) used channels of communication accounting 73(43.2%) of respondent where as addressing issues of concern to the UC in person is the second widely used channels of communication as indicated by 56(33.13%) of respondents.

Similarly compared to other channels, the above two channels are also used frequently with 34(20.11%) and 28 (16.56 %) of respondents indicating respectively; however, the remaining channels are used sometimes with fax accounting for the highest percentage of respondents i.e., 45(26.62%).

Contrary to this, there are also significant respondent who have indicated that they do not employ channels like E-Mail, Fax and so on or not applicable at all for communication purpose. This may be, primarily, due to lack of access to such important infrastructure at regional offices and centers.

3.2.3 Medium used by the coordination centers to communicate with students

Center coordinator staffs and students were asked to show their preferred channels and how frequent they employ the different communication channels while communicating each other. Accordingly, the following table indicates results of the finding.

Table 5. Channels used by coordination centers to communicate with students

Channels	Always		Freq		Sometime		Never		N/A		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Telephone	31	18.3	15	8.9	38	22.5	22	13	63	37.3	169	100
Letter	15	8.9	23	13.6	31	18.3	25	14.8	75	44.4	169	100
Fax	5	2.9	3	1.8	26	15.4	49	28.9	86	50.9	169	100
E-mail	5	2.9	9	5.3	12	7.1	51	30.2	92	54.4	169	100
Notice board	127	75.1	27	15.9	5	2.9	0	0	10	5.9	169	100
Sending in Person	23	13.6	23	13.6	43	25.4	21	12.4	59	34.9	169	100

From the above table, one can see that the primary means of communication which is being employees always in the course of communication before students & coordination centers is notice boards with 127(75.14%)of respondent replied accordingly. The second prominent channels used always is telephone with 31(18.34%) of respondent indicated this. The other types are less to be used always.

When we focus on the one which is being used frequently, 27(25.97%) of respondents indicated that notice boards is the primary means. Message through personnel & letter are the two channel frequently used with 23(13.6%) of the respondent equally indicated for both. Message through

personnel, telephone letter & Fax are used sometimes with 43(25.44%), 38(22.48%), 31(18.34%) and 26(15.38%) of respondents respectively.

On the other hand, respondents also indicate that they never employed or not applicable predominantly such channels like E-mail and Fax. Among the total respondents 92(54.43%) and 86(50.88%) of them indicated that the use of E-mail & fax respectively is not applicable where as 51(30.17%) and 49(28.99%) of the respondent respectively never employed E-Mail | & Fax as a means of communication.

3.2.4 Medium used by the coordination centers to communicate with UC.

Center coordination staffs were asked to show their preferred channels and how frequent they employ the different communication channels while communicating with the University College. Accordingly, the following table indicates results of the finding.

Table 6. Medium used by the coordination centers to communicate with the UC.

Channels	Always		Freq		Some		Never		N/A		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Telephone	39	61.9	19	30.2	3	4.8	0	0	2	3.2	63	100
Letter	26	41.3	26	41.3	9	14.3	0	0	2	3.2	63	100
Fax	5	7.9	10	15.8	41	65.1	2	3.2	5	7.9	63	100
In person	6	9.5	2	3.2	30	47.6	9	14.3	16	25.4	63	100
E-mail	7	11.1	8	12.7	38	60.3	4	6.3	6	9.5	63	100
Message through Person	3	4.7	4	6.3	28	44.4	9	14.3	19	30.2	63	100

As the above table indicates, the two most commonly used communication channels are telephone and letters. Out of the total 63 staff respondents, 39 (56.5%) revealed that they are using telephoning as the primary channel in communicating with the university college always. Where as the second preferred channels of communication that is being used always by the respondents is letters and it consists of 26 (41.3%). In similar vein, the above two channels are also among those

being used frequently; 26 (41.3%) for letters and 19 (30.2%) for letters respectively.

From the table one can also deduce how infrequent in regard to the use of such channels like Fax, E-mail, in person etc. The one which is being used as a means of communication with the least frequency (i.e. sometimes) is Fax followed by E-mail, in person, and message through individuals. 41 (65.1%), 38 (60.3%), 30 (47.6%) and 28 (44.4%) of respondents respectively employing the above channels as a means of communication. On the other hand, the ones that are being used always and frequently, telephone and letters, are used quite rarely with 3 (4.7%) and 9 (14.3%) respondents indicated that they are using them sometimes.

The findings indicate the fact that communication between coordination centers and the University College rely on only the use of limited channels like telephone and letters.

3.3 Qualities of communication

This section deals with qualities of communication such as like timeless, adequacy, effectiveness, message clarity are thoroughly described here under.

3.3.1. Clarity of Message

Respondent were asked about the level of agreement or disagreement on the clarity of message being communicated from the University College. The following table indicates result of the finding.

Table 7. Clarity of message

Item	SA		A		D		SD		NC		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Information being send from the UC is presented in simple language	80	47.3	69	40.8	14	8.3	1	0.6	5	2.9	169	100

NB:- SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, NC= No Comment

As it can be seen from in the above table, majority of respondents i.e. 80 (47.33%) strongly agree that messages being transmitted from the university college is clear. Similarly, 69 (40.82%) of respondents agree. However, 14 (8.28%) and 1 (0.6%) of respondents disagree and strongly disagree on the clarity of message. The remaining 5 (2.95%) refrain from giving any comment for the item.

3.3.2 Timeliness of communication

Subjects were asked regarding the timelessness of information sent to the university collage and the feedback based on the request.

Table 8. Timeliness of communication

Items	SA		A		D		SD		NC		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Information I am sending reaches to the concerned body on time	45	26.6	81	47.9	14	8.3	8	4.7	21	12.4	169	100
I get all information from the UC on time	46	27.2	90	53.5	20	11.8	7	4.1	6	3.6	169	100

NB:- SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, NC= No Comment

Regarding to the timeliness of information, most of respondents i.e. 81 (47.93%) agree that the information they send reach to the concerned body on time. Besides, 45 (26.62%) of respondents strongly agree. 14 (8.28%) and 8 (4.73%) expressed their disagreement and strong disagreement for the item. 21 (12.42%) of respondents do not want to give comments for the item.

Regarding to availability of information on time from the University College, 90 (53.52%) and 46 (27.2%) of respondents respectively agree and strongly agree that they get all information from the University College on time. Nonetheless, 20 (11.83%) and 7 (4.14%) respondents disagree and strongly disagree respectively. 6 (3.55%) of respondents preferred not to give comments.

3.3.3. Adequacy of information

One attribute that makes communication effective is the adequacy of information loaded in the common channel. Regarding this, subjects were asked and the following table indicates result of the finding.

Table 9. Adequacy of information

Items	SA		A		D		SD		NC		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Information being sent from the UC is enough	30	17.8	73	43.2	40	23.7	11	6.5	15	8.9	169	100

NB:- SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, NC= No Comment

Regarding the adequacy of information being sent by the University College, majority of respondents i.e. 73 (43.2%) of them indicated that the UC provides enough information. However, 40 (23.66%) of them disagree. 30 (17.75%) of them strongly agree on the adequacy of information. 11(6.5%) and 15 (8.87%) of respondents strongly disagree and Do not want to give their comments for the item respectively.

3.3.4 Feedback quality

The presence of feedback makes the overall communication practice complete. As a result, subjects were asked to indicate their agreement level on the presence of feedback at the UC.

Table 10. Availability of Feedback

Items	SA		A		D		SD		NC		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
I get quick response from the concerned body for my request	35	20.7	61	36.1	44	26	16	9.5	13	7.7	169	100

NB:- SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, NC= No Comment

The above table indicates whether the UC college provides feedback or not. Accordingly, 90 (53.25%) of respondents agree that timely feedback is given from the University College. Where as, 65 (38.46%) of respondent's disagree. 38(22.48%) of them indicated their strong

agreement. The remaining 21 (12.42%) and 18 (10.65%) of them strongly disagree and do non-want to comment on the item.

3.3.5 Use of appropriate channels

The use of appropriate channel determines the success of communication. The table here under depicts result of the finding on the level of agreement of respondent on the channel of communication the UC is being employing.

Table 11. Use of appropriate channels

Items	SA		A		D		SD		NC		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
The UC employs appropriate channels for communication	43	25.4	69	40.8	37	21.9	12	7.1	8	4.7	169	100

NB:- SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, NC= No Comment

According to the above table, majority of respondents i.e. 69 (40.82%) agreed that the University College employs appropriate channels of communication. Besides 43 (25.44%) of them strongly agreed on the use of appropriate channels. 37 (21.89%) and 12 (7.1%) of them respectively revealed their disagreement and strong disagreement. While the remaining 8 (4.73%) remain undecided.

3.4 Effectiveness

Respondents were asked to indicate their level of agreement on the effectiveness of overall communication practice of the UC. The following table presents result of the findings.

Table 12. Effectiveness of communication

Item	SA		A		D		SD		NC		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
The UC has a well established information exchange system	36	21.3	77	45.6	37	21.9	6	3.6	13	7.7	169	100

NB:- SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, NC= No Comment

The above table indicates respondents' level of agreement on the overall effectiveness of communication. Accordingly, 77 (45.56%) of respondents agree on the effectiveness of communication. Where as, 37(21.89%) revealed their disagreement. 36(21.3%) of respondents on the other hand strongly disagree. The remaining 6 (3.55%) and 13 (7.69%) of respondents indicated strong disagreement and remain undecided respectively.

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the main findings of the study and forwards recommendations based on the conclusions.

4.1 Summary

This study is designed to examine the communication practices of St. Mary's University College at distance education division. To collect the relevant data for the study, the researcher has distributed questionnaires to 69 & 171 selected representative population comprising employees and students respectively.

- ⇒ The study shows that majority of respondents i.e. 67.5% were male and the remaining 32.5% were female.
- ⇒ The result shows that, most of respondents' i.e. 34.3% of staffs and students are in the age range between 26-30 years.
- ⇒ Concerning to year of duration, majority of them i.e. 50.88% has been staying as part and parcel of the University College for the period between two to four years.
- ⇒ With regard to the use of communication channels in communicating with students and staffs, majority of respondents indicated that the UC always employ telephoning 43.2%. This same channel is being used frequently as indicated by 18.34% of respondents. Besides, letter is also the one which is being used frequently as 18.34% of respondents indicated. Some of the remaining channels are used sometimes or never.
- ⇒ With regard to Channels used by Coordination Centres to Communicate with Students, notice board is the primary channels

of communication used always and frequently as it is indicated by 75.14% and 15.97% respectively.

- ⇒ The result shows that coordination centres communicate with the UC with the help telephone. Majority of respondent i.e. 56.5% indicated that centres use this channel always followed by the use of letters i.e. 41.3%. The above two are the one which are being used frequently with 41.3% for letter and 30.2% for telephone respectively.
- ⇒ Concerning qualities of communication the following findings are worth mentioning.

- **Clarity of message**

- With regarding to clarity, majority of respondents i.e. 47.33% strongly agree that the message being sent by the UC is clear.

- **Timeliness of communication**

- Concerning this, most of respondents i.e. 47.93% agree that information they send to the UC reach on time. On the other hand 53.52% of respondents agree that the UC deliver various information to them on time.

- **Adequacy of Information**

- Regarding this, 43.2% of respondents agree that the information being sent from the UC is adequate.

- **Availability of Feedback**

- Concerning this majority of respondents i.e. 53.25% of them agree that the UC provide them feedback quickly.

- **Use of Appropriate Channels**

- 40.82% of respondents agree that the UC employ appropriate channels for communication. The overall effectiveness of communication in the UC, majority of respondents i.e. 45.56% agree that information exchange system effectiveness is effective.

4.2 Conclusions

Based on the Major findings indicated above, the following conclusions can be drawn.

- ⇒ Female respondents are less than male, majority of respondents are with in the age rage 26-30 & most of the respondents have been staying at the DED 2-4 years.
- ⇒ The finding shows that the DED dominantly use telephone and letter to communicate with students and staffs. Similarly the above two channels are the primary one used by the students and staffs to communicate with the DED. On the other hand, coordination centres primarily employ notice board as a means in communicating with students. Concerning to communication between coordination centres and the DED the result indicated that centres mostly use telephone as a means of communication.
- ⇒ Majority of respondents strongly agree that message being sent by the DED is clear.
- ⇒ Most of respondents indicated that they agree with regards to the timeliness of information being sent by the DED.
- ⇒ Similarly, majority of respondents agree that:
 1. Information being sent by the DED is adequate
 2. The DED provides quick feedback to their request
 3. The DED employ appropriate channels of communication
- ⇒ Concerning about the effectiveness of communication, most of respondents agree that the over all information exchange with in the DED is effective.

4.3 Recommendations

The importance of communication practice in the university college and their satisfaction is inevitable for the success of any business. In the Education sector the demand became increasing in a higher rate. Even though it has made great improvement in serving its customer as compared to the previous times, plenty of works and students wants to changes will be expected from SMUC.

Based on the findings of the study and the conclusions drawn, the researcher would like to forward the following recommendations.

- It is good that the UC employ electronic Medias as well as notice board in order to transmit information and communicate to its students and this has to be strengthened and the UC has to keep this up so as to improve the overall services it provides. On the other hand, the transmission of information by electronic Medias is not sometimes comfortable for students taking time in to consideration. As a result the UC has to conduct assessment to know the best time of transmitting information to students.
- Some centres have got e-mail service to communicate with the UC. In this respect the UC has to widen this service across many coordination centres so as to further ensure timely arrival of information.
- Some respondents indicated that communication flow with in the UC is not regularly applied. They don't know the flow i.e. where to get the real information? And who is the right person to communicate with. Consequently, this has to be resolved in order to improve the overall communication.
- SMUC, DED has to introduce online service so that students and staffs can access every piece of information wherever and whenever it is necessary.

- ⇒ The UC has to exhaustively employ the different channels of communication by introducing appropriate infrastructures at centre level.
- ⇒ Rather than just posting things on a notice board around coordination centres, it will be more important to put them on notice boards around student's locality.
- ⇒ DED should maintain the existing system of communication practice in the UC. In order to know what is going on and what need to be done in the future could be considered.

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Appendices

	1.7 I \ ' à L G ~ E r I L F E					
2	ዩ/ኮሌጅ አስፈላጊውን መረጃዎች ለማዕከሉ የሚያደርስበት ዘዴ					
	2.1 I ^ G E					
	2.2 I ^ a n « I i					
	2.3 I x E ^					
	2.4 I † < G					
	2.5 I † é - M G					
	2.6 I \ ' à L G ~ E r I L F E					
3	ማዕከሉ ከዩ/ኮሌጅ የሚተላለፉ መልዕክቶችን ለተማሪዎች የሚያሳውቅበት ዘዴ					
	3.1 I ^ G E					
	3.2 I ^ a n « I i					
	3.3 I x E ^					
	3.4 I † < G					
	3.5 I † é - M G					
	3.6 I M ^ q ' f \ E i « I L ° d N					
	3.7 I \ ' à L G ~ E r I L F E					
4	ማዕከሉ ከተማሪዎች የሚመጡ የተለያዩ የመረጃ ጥያቄዎችን ለዩ/ኮሌጅ የ M e j ' ä I r መገንድ					
	4.1 I ^ G E					
	4.2 I ^ a n « I i					
	4.3 I x E ^					
	4.4 በአካል በመሄድ					
	4.5 I † é - M G					
	4.6 I \ ' à L G ~ E r I L F E					

E U G ^ r :- Š š e C d ¼ E 0 E L T ± G ' ä ð ¼ ' þ i q M } r E M E Š ä ¼ | h • v
 ተዘርዝረዋል። በዩኒቨርስቲ ኮሌጅ ከሚደረግ የመረጃ ልውውጥ አንጻር ለእያንዳንዱ ¼ | h
 | E • r N F b d ¼ E 0 I p š T š T ' à L E Š e | L ^ O Y r L \ T r N F b • è ' ' ^ ° ä :

I » N ^ ^ M M E A ä = 5 † G ^ M M N = 3
 ^ ^ M M E A ä = 4 I » N † G ^ M M N = 2 N F b E E , N = 1

p. e	E L T ± G ' ä ð ¼ ' þ i q M } r E M E Š ä ¼ h • v	5	4	3	2	1
1	የዩኒቨርስቲ ኮሌጅ የመረጃ ልውውጥ ወቅታዊነትን በተመለከተ					
	1.1 E M i p F E U r L T ± • v I m e š i ' à E M ~ Š E ä E M e Y \ ä ~ t ' ä :					
	1.2 E M i p F E U r L T ± • v è I m e š i ' à M ~ Š E ä E p M V • v ^ a Y] G ::					
	1.3 ከዩኒቨርስቲ ኮሌጅ የሚተላለፉ መረጃዎች በየጊዜው የሚ\ ° ä ~ t ' ä :					
	1.4 ዩ/ኮሌጅ በስፍ ካሉ የተለያዩ የስራ ክፍሎች የሚደረገው የመረጃ ልውውጥ ፈጣን ነው።					
	1.5 ዩ/ኮሌጅ ከተማሪዎች ለተጠቀሰው የ E L T ± G ' ä ð ¼ v † x » „ L G ^ ' ' \ » G ::					
	1.6 ማዕከሉ ከዩኒቨርስቲ ኮሌጅ አስፈላጊ መረጃዎችን ያገኛል።					
2	E L T ± • G 0 } r è I p L E Š p					
	2.1 ዩ/ኮሌጅ ለተማሪዎች አስፈላጊውን መረጃዎች <u>A ä E ä</u> I M ~ Š E ä Š ä G ' ' G < G ::					
	2.2 ከዩ/ኮሌጅ የሚተላለፉ መረጃዎች ተማሪዎች <u>I d F G I M e T « e r ቋ፣ ቋ</u> E M e d Y n } ' ä :					
	2.3 ከዩኒቨርስቲ ኮሌጅ የተለያዩ ክፍሎች የሚተላለፉ መልዕክቶች በቂ ናቸው።					
	2.4 የዩኒቨርስቲ ኮሌጅ ጠንካራ የሆነ የመረጃ ልውውጥ ስር - r † E ' ä :					
3	ማዕከሉ ከዩኒቨርስቲ ኮሌጅ የተለያዩ ክፍሎች ጋር ያለው የመረጃ ልውውጥን በተመለከተ					
	3.1 ዩ/ኮሌጅ ለተማሪዎች አስፈላጊውን መረጃዎች በማዕከሉ በኩል <u>I ' i p j</u> ^ p F G x G ::					
	3.3 M ~ Š E ä I p M V • v E M e d Y I ä ¼ h • v è E M e L E Š p ' ä † < G ^ a Y] G ::					
	3.4 M ~ Š E ä I p M V • v E M e d Y I ä ¼ h • v è <u>I ' i p j</u> ለዩ/ኮሌጅ ያደርሳል።					
	3.5 ማዕከሉ ከዩ/ኮሌጅ ምላሽ የተ\ ° m t ' ä è L T ± • v E p M V ' ä] ' ä q G ::					
	3.6 ዩ/ኮሌጅ በማዕከሉ በኩል የሚመጡ የተማሪዎችን ጥያቄ መልስ ይ\ » G ::					

3.7	M ⁻ ŠE· ከዩኒቨርሲቲ ኮሌጁ የሚተላለፍ መረጃዎችን []>Iā EpMV· v ^a Y]G::					
3.8	M ⁻ ŠEā ŠpMV· v £M@dYIā ¼ h· v; []>Iā ለዩ/ኮሌጁ ያደርሳል::					

ጭጋና ተገዢ:- ŠšC Iqv MnWV| £MÖGµā ¼|h· v dYI " G:: E^ |¿«¿«è
¼|h I p\ ' á oq F'' NFb· ¿ ''^° ā:

1. **ዩኒቨርሲቲ ኮሌጁ** መረጃን በማስተላለፍ ረገድ ያለውን ጠንካራ ጉን |éµGDā::

2. **ዩኒቨርሲቲ ኮሌጁ** መረጃን በማስተላለፍ ረገድ ያለውን ደካማ ጉን ቢገልፁ::

3. **M⁻ŠEā** ከዩኒቨርሲቲ ኮሌጁ የሚተላለፈውን መረጃዎች ለተማሪዎች በማድረስ ረገድ |E' ¿ ° ¿<W µø¿ |éµGDā::

4. **M⁻ŠEā** ከዩኒቨርሲቲ ኮሌጁ የሚተላለፈውን መረጃዎች ለተማሪዎች በማድረስ ረገድ |E' ¿ ° <M µø¿ |éµGDā::

5. **ዩኒቨርሲቲ ኮሌጁ** £L T± G' ā' ā¼¿ | pL EŠp ŠpMV~ ŠM⁻ŠEā ¶IY |E' ¿ · ¿ጉነት የተሻለ ለማድረግ ምን መደረግ አለበት ይላሉ?

6. ጸ)ፀBY\ቲ ኮሌጁ በመረጃ ግንኙነት ረገድ ከተማሪዎች የሚ\° ā · nT NFb (Feed back) F'' pdnEø £M\p<SG Bª pª N¿ '' L ^FG?

7. ጸ)ፀBY\ቲ ኮሌጁ ጠቃሚ የሆኑ መረጃዎች ለተማሪዎች ያሳውቃል?

8. አጠቃላይ ዩኒቨርሲቲ ኮሌጁን የመረጃ ልውውጥ ስር-r ^¿-r ''µL · L āq G?

St. Mary's University College
Business Faculty Management Department
A Questionnaire Presented to Academic & Administrative
Staffs

Introduction:- The main aim of this questionnaire is to collect data to write a Senior Research Paper for Management First Degree. It focuses on the educational communication of St. Mary's University College Students with the institution. The information you provide will play a great role in the successful completion of the Senior Research. And so, I would like to humbly request that you take the time to think and carefully answer the given questions. Before you answer the questions, please read the instruction provided below carefully. I thank you for your honest cooperation in advance.

General Instruction:- Below, you will find questions in four different parts. Part I is all about general information's parts 2,3 &4 cover all the basic aims of the senior research to be conducted. You shall put a right (✓) sign in the box next to the question you want to answer and write the answer for questions that ask for explanations.

N.B. Please Do not writes your name on the Questionnaire.

Part One: - General Information

1. Gender

A. Male

B. Female

2. Age Range

A. 20 and below

D. 31-35

B. 21-25

E. 36-40

C. 26-30

F. 40 and above

3. How long have you served in the University College?

A. 2 & below

C. 4-6

B. 2-4

D. 6-8

4. Educational Level

A. Certificate (10+1&10+2)

B. Diploma (10+3)

C. Degree

D. Masters

E. Ph.D

E. Others _____

5. Work position _____

Part Two: - Below here are stated the main ways of information exchange. Please answer the following questions in regards to the educational information exchange between you (the student) and the institution (St. Mary's University College)

Always = 5

Most of the time = 4 **Sometimes = 3**

Never = 2

No Comment = 1

No	Information Exchange Systems	5	4	3	2	1
1	Method by which the University College uses to exchange informations					
	1.1 Telephone					
	1.2 Letter					
	1.3 Fax					
	1.4 Personally					
	1.5 E-mail					
	1.6 Notice Board					
	1.7 Sending other persons					
2	Methods by which the University College uses to deliver information to centers					
	2.1 Telephone					
	2.2 Letter					
	2.3 Fax					
	2.4 Personally					
	2.5 E-mail					
	2.6 Sending other persons					
3	Methods by which the center uses to deliver information it received from the institution to the students					
	3.1 Telephone					
	3.2 Letter					
	3.3 Fax					
	3.4 Personally					
	3.5 E-mail					
	3.6 Notice Board					
	3.7 Sending other Person					
4	Methods with which the centers notifies the University of different information questions					
	3.1 Telephone					
	3.2 Letter					
	3.3 Fax					
	3.4 Personally					
	3.5 E-mail					
	3.6 Sending other Persons					

Part Three:- Below are provided question that measure how much information exchange has succeeded in the University College please answer them.

I absolutely Agree = 5

I agree = 4

I don't agree = 3

I absolutely don't Agree = 2

No answer = 1

No	Information Exchange Systems	5	4	3	2	1
1	Timeliness of information exchange					
	1.1 The information are delivered at a proper time to the centers					
	1.2 The informations received are delivered at a proper time by the center to the students					
	1.3 The informations delivered by the University College are frequent					
	1.4 The University has a fast information exchange with its bureaus					
	1.5 The institution provides a fast answer for every question presented by the students					
	1.6 The centers get important informations from the University College					
2	Methods by which the University College uses to deliver information to centers					
	2.1 The University sends every important information to the center					
	2.2 Informations dispatched by the institution are easily understandable by the students					
	2.3 Informations dispatched by different sections of the institution are enough					
	2.4 The institution has a good information exchange procedure					
3	Methods by which the center uses to deliver information it received from the institution to the students					
	3.1 The institutions sends timely information to the students through the centers					
	3.2 The center delivers questions presented by the students to the responsible section					
	3.3 The center delivers questions of students fast enough to the institution					
	3.4 The center delivers to students answers to their questions					
	3.5. The institution answers questions coming from centers deligently					
	3.6 The center delivers information from the University without changes					
	3.7 The center delivers questions from students to the University without change					

Part Four:- Below are questions that need explanatory answers. Please give answers in the space provided.

1. Please state the strength of the institution in delivering information?

2. Please state the weakness of the institution in delivering information?

3. Please state the strength of the centers in delivering informations that are sent from the University College to the students.

4. Please state the weakness of the centers in delivering informations that are sent from the University College to the students.

5. What do you believe should be done by the University College to strengthen the information exchange between students and the center?

6. What is the practice of acting upon students feedbacks by the University College?

7. Does the University College deliver useful informaitons to students?

8. Generally, how do you analyze the University College's information exchange system?

3.2	pMV • v ŠMŠFr t^ÔFµé' è L T± • v <u>AÆ</u> µfEà:				
3.3	pMV • v ŠMŠEà t^ÔFµé' è L T± • v <u>L'ip</u> µfEà:				
3.4	MŠEà EMdYI' è ¼ h EMŁ EŠp' à t<G ^a Y^GfG::				
3.5	MŠEà EMdYI' è ¼ h EMŁ EŠp' à t<G <u>L'ip</u> ^a Y^GfG::				
3.6	ማዕከሉ ከዩኒቨርሲቲ ኮሌጁ የማኮFEÜ L T± • v è <u>L'ip</u> ^a Y^GfG::				
3.7	MŠEà ŠpMV • v EMdYI' à ¼ h • v è <u>L'ip</u> EMŁ EŠp' à t<G ^a Y]G::				

ፎታ ገዢ:- ሸር Iqv MnWV; EMŌGµà ¼|h • v dYI" G:: E^|è«èè ¼|h
 Ipλ°' à oq F" NFb • è "° à:

1. **ዩኒቨርሲቲ ኮሌጁ** መረጃን በማስተላለፍ ረገድ ያለውን ጠንካራ ጉን ቢገልፁ::

2. **ዩኒቨርሲቲ ኮሌጁ** L T± è IM^pFEÜ ረገድ ያለውን ደካማ ጉን ቢገልፁ::

3. **MŠEà** ከዩኒቨርሲቲ ኮሌጁ የሚተላለፈውን መረጃዎች ለተማሪዎች በማድረስ ረገድ ያለውን
 ° è < W µè IéµGDà::

4. **MŠEà** ከዩኒቨርሲቲ ኮሌጁ የሚተላለፈውን መረጃዎች ለተማሪዎች በማድረስ ረገድ ያለውን
 ° < M µè IéµGDà::

5. **ዩኒቨርሲቲ ኮሌጁ** EL T± G' à ¼è IpL EŠp ŠpMV- ŠMŠEà ገገY |E' è • èF}r
 የተሻለ ለማድረግ ምን መደረግ አለበት ይላሉ?

6. ጸ}ፀBY\ቲ ኮሌጁ በመረጃ ግንኙነት ረገድ ከተማሪዎች የሚ\° à .nT NFb (Feed back) F"
 pdnEè EM^p<ŠG B³ r Nè "L ^FG?

7. ጸ}ፀBY\ቲ ኮሌጁ ጠቃሚ የሆኑ መረጃዎች ለተማሪዎች ያሳውቃል?

8. **t° qF** የዩኒቨርሲቲ ኮሌጁን የመረጃ ልውውጥ ስር-ገ ስር-ገ "µL • L àq G?

St. Mary's University College
Business Faculty Management Department
A Questionnaire Presented for Distance Education
Students

Introduction:- The main aim of this questionnaire is to collect data to write a Senior Research Paper for Management First Degree. It focuses on the educational communication of St. Mary's University College Students with the institution. The information you provide will play a great role in the successful completion of the Senior Research. And so, I would like to humbly request that you take the time to think and carefully answer the given questions. Before you answer the questions, please read the instruction provided below carefully. I thank you for your honest cooperation in advance.

General Instruction:- Below, you will find questions in four different parts. Part I is all about general information's parts 2,3 &4 cover all the basic aims of the senior research to be conducted. You shall put a right (✓) sign in the box next to the question you want to answer and write the answer for questions that ask for explanations.

N.B. Please Do not writes your name on the Questionnaire.

Part One: - General Information

1. Gender

A. Male

B. Female

2. Age Range

A. 20 and below

B. 21-25

C. 26-30

D. 31-35

E. 36-40

F. 40 and above

3. How long have you been learning in the University College?

A. 1 Year

B. 2 year

C. 3 Year

D. 4 Year

E. Any other _____

4. Your Educational Level

A. Certificate (10+1&10+2)

B. Diploma (10+3)

C. Degree

5. Field of Study _____

Part Two: - Below here are stated the main ways of information exchange. Please answer the following questions in regards to the educational information exchange between you (the student) and the institution (St. Mary's University College)

Always = 5
Never = 2

Most of the time = 4 **Sometimes = 3**
No Comment = 1

No	Information Exchange Systems	5	4	3	2	1
1	When asking for information from the institution, you use					
	1.1 Telephone					
	1.2 Letter					
	1.3 Fax					
	1.4 Contacting in Person					
	1.5 E-mail					
	1.6 Sending other People					
2	When the institution has to contact you to provide information it uses					
	2.1 Telephone					
	2.2 Letter					
	2.3 Fax					
	2.4 E-mail					
	2.5 Sending letter to where you are					
	2.6 Sending other People					
3	When the Center has to notify you of message form the institution it uses					
	3.1 Telephone					
	3.2 Letter					
	3.3 Fax					
	3.4 E-mail					
	3.5 Notice Boards					
	3.6 Sending letter to where you are					
	3.7 Sending other People					

Part Three:- Below are provided question that measure how much information exchange has succeeded in the University College please answer them.

I absolutely Agree = 5 **I agree = 4** **I don't agree = 3**
I absolutely don't Agree = 2 **No answer = 1**

No	Information Exchange Systems	5	4	3	2	1
1	Timeliness of information exchange					
	1.1 The information I send reaches the designated body at a proper time					
	1.2 There is a body which provides me with adequate information when					
	1.3 I receive information's from the University College at proper times.					

	1.4 I get confirmation about my question being received by the proper body.					
	1.5 I get fast answers for the questions I asked					
	1.6 It is easy for students to find out when the institution gives out information					
	1.7 The media the institution uses to give out information are easily accessible					
2	Understanding ability of the information's					
	2.1 Students can totally understand information's they get from the institution.					
	2.2 Informations dispatched by the institution are easily understandable					
	2.3 Information's dispatched by the institution are enough					
	2.4 The methods used by the institution to dispatch informations are easily accessible to students					
	2.5 The institution has a good information exchange procedure.					
3	Connection of the University College with centers					
	3.1 Centers easily understand question presented by students					
	3.2 Students get every information they ask for					
	3.3 Students get informations from the centers at proper times.					
	3.4 The center delivers questions to the appropriate bodies.					
	3.5 The center delivers questions to the appropriate bodies at appropriate time					
	3.6 The center delivers information from the University College without change.					
	3.7 The center delivers questions from the students to the university College without change					

Part Four:- Below are questions that need explanatory answers. Please give answers in the space provided.

1. Please state the strength of the institution in delivering information?

2. Please state the weakness of the institution in delivering information?

3. Please state the strength of the centers in delivering informations that are sent from the University College to the students.

4. Please state the weakness of the centers in delivering informations that are sent from the University College to the students.

5. What do you believe should be done by the University College to strengthen the information exchange between students and the center?

6. What is the practice of acting upon students feedbacks by the University College?

7. Does the University College deliver useful informaitons to students?

8. Generally, how do you analyze the University College's information exchange system?

Declaration

I, the undersigned, declare that this senior essay/project is my original work, prepared under the guidance of Ato Merga Mekuria. All sources of material used of manuscript have been duly acknowledged.

Name: Kidist Alemu

Signature: _____

Place of Submission: SMUC

Date of Submission: _____

This paper has been submitted for examination with my approval as the university College adviser.

Name: Ato Merga Mekuria

Signature: _____

Date of Submission: _____