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Communication, Staff Relations and Job Performance in Select Polytechnics in Akwa Ibom State, Nigeria

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Abstract
This study examined communication, staff relation and job performance of select polytechnics in Akwa Ibom State. The objectives of the study were to examine the objectives of communication and staff relation in select polytechnics; identify the channels of communication with staff; determine the suitability of the channels in building good staff relations; ascertain if there is any relationship between communication and staff relations on job performance. The research design adopted for the study was survey design, with questionnaire as the research instrument. The population of the study comprised staff of Heritage Polytechnic, Eket and Akwa Ibom State Polytechnic, Ikot Osurua totaling 876. The sample size for the study was determined to be 275 using Taro Yamane's 1974 formula. Findings revealed that majority of respondents, 215 (80%) agreed that there is a positive relationship between communication and staff relations on job performance. The study also showed that majority of respondents, 196 (73%) were of the opinion that communication and staff relations influence job performance, among others. The study recommended that management of polytechnics should provide some feedback mechanism to encourage suggestion, feedback and promote efficient and effective human relations in their organization, to improve on job performances, among other recommendations.

Keywords: Communication, staff relations, employee relations, job performance and polytechnics.

Introduction

Communication is defined as an expression of thoughts, feelings, ideas, messages from the sender to the receiver through verbal, non-verbal, written and non-written forms (Akarika, 2021, p.67). Baran (2007, p.4) defines communication as "the transmission of a message from a source to a receiver". This means that for communication to be effective, the encoder and the decoder should be able to express their ideas. According to Taro and Olamigoke (2006), no interaction between two people is possible without one form of communication or the other. Communication is one of the most dominant and important functions in an organization (Haries & Nelson, 2018).

According to Stanton (2004), the art of communication always takes place within a situation or context, and it flows from person to person, carrying along with it information, ideas, emotional feelings or views in an understanding way through the use of meaningful words, signs, letters or symbols for the purpose of information, education, entertainment, influencing the behaviour of another. Communication is essential for internal function of the organization because it integrates management function (Akarika, 2021). Therefore, every interaction in an organization is made possible through the process of communication. The major objectives of communication in an organization is to inform and educate employees at all levels on the company's strategy and motivate them to support the strategy and organizational performance goals. This, to a large extent is dependent on the organizational policies inherent in any organization (Akarika, Iwok & Jessica, 2022).

Similarly, according to Akarika, Umoren & Ikon (2021), the success of any organization depends on the efficiency and effectiveness of the communication system and the nature of independent relationship. According to Femi (2014, p. 75), communication has an important role in all activities aimed at gaining organizational objectives. Organizations, whether profit making or public service organization needs to create a favourable environment which would facilitate effective communication in organizing job related activities (Akarika et al, 2022).

According to Akarika, et al. (2021:116), failure to communicate with employees lead to misunderstanding, false rumors and confusion as it is in any organizations. Therefore, a two-way channel of communication is essential to give workers opportunity to ask questions about the organization or to make suggestions to the management (Akarika, Umoren & Okon, 2021). Hagos and Zewdie (2018) observed that the progress of any organization is hinged on the input made by the employees. Jing (2013) noted that employee relations is the organization's concerted effort in adopting several mechanisms to regulate relationship amongst employees towards the achievement of organizational goals and objectives. Staff relations, according to Omebe (2014), is the co-operation and support that exist in a workplace. Omebe (2014) noted that there must be a good communication network in the school for good staff relation. Similarly, Manduku (2016) also noted that effective communication improves good staff relations, productivity and workers job satisfaction while poor communication results to poor staff relations, low staff productivity and low employee commitment. Staff relations include not only contact with others in the workplace, but also contact with customers or the general public.

Balyan (2012) noted that when an organization experiences poor employees' performance as a result of poor and ineffective communication, it begins to observe certain problems such as job decrease, employee job dissatisfaction, increase in emotional challenges, reduction in employee's job involvement, unwillingness to work hard, among others. The benefits of effective organizational communication flow, according to Akarika (2020) include increase in organizational performance, boosting employees' morale, encouraging team communication networks, enhancing productivity and reduction in diversity.

Teachers' job performance is measured in terms of the quality and standard of output produced (Uzoehina & Nwakiro, 2017). Accordingly, Maraina & Maraina (2014) identified factors responsible for poor teachers' job performance to include, but not limited to the following: staff shortage, inadequate or lack of employee motivation, poor work environment and poor funding, communication between the school administration and members of staff.

Staff relations within the workplace is very important for better job performance. Undoubtedly, a good staff relation offers a means through which employees can better cope with the negative effects of high job demands. However, it appears that in a number of instances, communication has not been effectively utilized and this has affected staff relations and job performance, just as

this may be the major reason for conflicts, anarchy and anti-social behaviours which characterize most schools (Nwofia, 2016). Ordinarily, one could assume that the Heritage Polytechnic which is privately owned would employ more efficient and effective staff relations techniques to enhance job performance, in order to compete favourably with Akwa Ibom State Polytechnic which is owned by the State Government, but in actual sense, there appear to exist a wide gap between what staff in both schools ought to do and what is obtainable in terms of staff relations. Thus, the question whether there is any relationship between communication, employee relations and job performance at the Heritage and Akwa Ibom State Polytechnics? This is the major thrust of this study.

Objectives of the study
The following objectives served as guide to the study:
1. To examine the objectives of communication and staff relation in Heritage Polytechnic and Akwa Ibom State Polytechnic.
2. To identify the channels of communication among staff in the selected polytechnics.
3. To determine the suitability of the channels in building good staff relations in the Polytechnics.
4. To ascertain if there is any relationship between communication and staff relations on job performance.
5. To examine the influence of communication and staff relation on job performance in the selected Polytechnics in Akwa Ibom State.

Research Questions
1. What are the basic objectives of communication and staff relations in Heritage Polytechnic and Akwa Ibom State Polytechnic?
2. What channels of communication do the Polytechnics adopt in communicating policies to staff?
3. How suitable are the channels of communication in building good staff relations?
4. Is there any relationship between communication and staff relations on job performance?
5. Do communication and staff relations influence job performance?

Review of Related Literature
According to Omebe (2014), staff relations is the co-operation and support that exist in a workplace. For good staff relations to be said to exist, there must be a good communication network. The primary objective of staff relations is to encourage, develop and foster constructive working relationship with various employee groups in an effort to support a positive and productive work environment. In order to achieve this objective, staff relations provide a full range of specialized expertise and support to the community in the areas of collective bargaining, collective agreement interpretation, grievance administration, progressive discipline advice, attendance management, performance improvement, job evaluation and employment related policy development (management study gude.com). Manduku (2016) observed that effective communication improves good staff relations, productivity and workers' job satisfaction while poor communication results to poor staff relations, low staff productivity and low employee commitment. Donohoe (2015) defined employee relations as the study of the relationship that exist between employees and the employers. Basically, effective employee relations place high premium on the human element in the organization which results in higher employee engagements, motivation and improved productivity. With regard to the role of employee relations in organization, Yongcai (2010) observed that employee relations is a specialized discipline in human resource development and management. Corroborating this, Jing (2013) noted that employee relations is the organization's concerted effort in adopting several mechanisms to regulate relationship amongst employees towards the achievements of organization goals.

Teachers' job performance refers to the extent to which teachers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession (Uko et al; 2015). Teachers' job performance is measured in terms of the quality and standard of output being produced. According to Muriana & Muriana (2014), the factors responsible for poor teachers job performance include, but are not limited to the following: shortage of staff, inadequate funding, lack of employees motivation, poor work environment and poor communication between the principal or school administrator and members of the staff.

According to Shahzad et al. (2008) cited in Uzoechino & Nwankwo (2017), the main methods of evaluating employee performance are based on employee attributes, behaviours and achievements. Teachers' job performance can also be considered in terms of classroom teaching, management of students, discipline, regularity and interpersonal relations (Zikanga et al. 2021). Many factors affect the job performance and productivity of teachers. Among them are intrinsic and extrinsic levels of job satisfaction, and it is only a satisfied worker that can be productive and committed to his job. Agbunno (1994) noted that job performance of teachers is the measure of how the educator offers and has turned out people who are intellectually, morally, emotionally, attitudinally, culturally and above all, functionally and relevantly equipped for useful living within the society.

George & Jones (2002), postulated that job performance management contribute to workers being satisfied with their job if they are fairly rewarded for good performance. However, it is the challenging environment that they operate in, made worse by the workload, poor decision-making, lack of support for professional development and disrespect from government, parents and country at large, which seem to affect the job performance of teachers in schools (Adedeji & Olaniyaan, 2011).

The working condition of teachers do not only affect their production levels but also the performance of the leaner's as well (Amin, 2015). In other words, a favourable employee relation enhances teachers job performance. Motowidlo & Kell (2012) perceived job performance as the total expected value to the organization of the discrete behaviour over a standard time. Similarly, WiseGEEk (2020, para.1) views job performance as "the sum total of workers' execution of assigned tasks". Therefore, job performance is how effective and efficient teachers execute a given task within an allocated timeframe against benchmarks set by the school. Those who meet or exceed the targets set will be performing according to expectation, below that, they will be underperforming (Ngwenya, 2021).

Theoretical Framework
This work is anchored on two theories: Theory Z and System theory.

Theory Z
Theory Z is a name for various theories of human motivation built on Douglas McGregor's theory X and theory Y. According to proponents of the theory, the primary features of theory Z are long-term employment, consensual decision making, individual responsibility, slow evaluation and promotion, informal control with formalized measures, moderately specialized career path, and holistic concern (Encyclopedia.com).

According to Ouchi, theory Z management tends to promote stable employment, high productivity and high employee morale and satisfaction. Theory Z recognizes transcendent dimensions to work and worker motivation. An optional managerial style would help cultivate worker creativity, insight, meaning and moral excellence (Maslow, 2009). According to professor Ouchi, theory Z organizations exhibit a strong, homogeneous set of cultural values similar to clean culture, characterized by homogeneity of values, beliefs and objectives with great emphasis

on complete socialization of members to achieve congruence of individuals and group goals. Oucchi further argued that theory Z would allow organizations to enjoy management of the advantages of both systems (Japanese and American approach to management). He further proposed that theory Z management approach could lead to greater job satisfaction, lower rates of absenteeism and turnover and better performance. Theory Z is a largely psychological perspective focusing on employer-employee relationship and that of the entire organization. Although theory Z organization exhibits characteristics of clan cultures, they retain some elements of bureaucratic hierarchies such as formal authority relationship, performance evaluation and some work specialization.

The study employed theory Z propounded by Ouchi (1981) as cited in Maicibi (2003). Theory Z suggests that organizational process can be modeled on Japanese practice that encourages management to focus on the coordination of people's efforts rather than technical requirement. Relying on this theory in any institution means that coordination of all parts of the institution should be given priority, that is to say, the coordination between teachers and fellow teachers, teachers and non-teaching staff, teachers and administration. By so doing, all efforts of employees within schools can be improved. This encourages participation decision-making among all employees meaning that school teachers, job performance would be improved.

System Theory

The system theory was propounded by Dunlop (1958). The theory argues that industrial relations are best regarded as a sub-system of the wider social system. The theory holds work to be governed by a wide range of formal and informal rules and regulations, which cover everything from recruitment, holidays, performance, wages, hours and a myriad of other details of employment. It asserts that these rules are what industrial actors try to determine so that their establishment is influenced by the wider environmental context in which the actors operate, and that the actors themselves share an interest in maintaining the process of negotiation and conflict resolution.

According to the proponents of the theory, four elements are believed to make up the system of individual relations rule-making. The first is industrial actors which consist employers and their representatives (i.e. Employer association), employees and their representatives (i.e. Trade unions), and external agencies with an interest in industrial relations (i.e., government departments and labour courts). The second is the environmental context (i.e. prevailing economic and technological conditions, distribution of power and the third is "web of rules" that govern employment relationships and is held to be the outcome of interaction between the actors.

Research Methodology

This study adopted the survey research design. The population comprised staff of Heritage Polytechnic, Eket, 200 (http://manpower.com.ng) and staff of Akwa Ibom State Polytechnic, Ikot Osurua (Akwapoly) 676 (akwabiompoly.edu.ng) totaling 876. The sample size for the study was determined using Taro Yamane's (1974) formula as cited in Akarika, Akpan and Ikon (2021). Thus the sample size for the study is 275. Purposive sampling method was used to select two management staff of the two institutions for personal interview, the registrar was chosen in both Polytechnics based on their management position in relation to personnel management, while descriptive statistics which is centred on analysis by simple percentage was employed by the researcher to enhance and articulate the research process. This conforms with the position of Mmaduakonam (2014) that "descriptive statistics are used to summarize data". The data gathered from questionnaire were analyzed using explanation building based on research questions. This approach was suggested by Yin (1994) cited in Akarika et al. (2021). Cluster sampling technique was used in which the staff were stratified into management cadre, middle cadre and lower cadre

for easy administration of the questionnaire. Out of the 275 copies of the questionnaire administered, 270 copies were found useable for the study.

Brief History of Heritage Polytechnic Eket
The institution founded by Emmanuel J. Ekott, took off in 1996 as Christian Continuing Education Centre. In 2000, the institution became known as Heritage college and it was licensed by the National Board for Technical Education (NBTE) as a polytechnic in 2010 (Wikipedia). It is located in Ikot Udota, Eket Local Government Area of Akwa Ibom State, Nigeria. Between 2010 to date, Heritage Polytechnic has secured accreditation in 28 academic programmes both at the National Diploma (ND) and Higher National Diploma (HND) levels. The staff strength of the institution stands at 200 (https://manower.com.ng).

Brief History of Akwa Ibom State Polytechnic, Ikot Osurua
Akwa Ibom State Polytechnic is a tertiary learning institution in Ikot Osurua, Ikot Ekpene, Akwa Ibom State, Nigeria. The institution was founded in 1991, accredited by the National Board for Technical Education (NBTE) with the mandate to provide access to education in technology and commerce (wikipedia). Presently, the total staff strength is 676, comprising 253 academic staff (lecturers), 244 senior non-academic staff and 179 junior staff. Presently, the institution has 15 (fifteen) programmes with full accreditation by NBTE at the National Diploma (ND) and 7 (seven) Higher National Diploma (HND) programmes (akwaibompoly.edu.ng).

Data Presentation and Analysis
Table 1: Gender Distribution of Respondents

Gender	Frequency	Percentage
Male	170	63
Female	100	27
Total	270	100

Table 1 shows the distribution of respondents by gender. Majority of respondents (170) 63% were male employees. This means that male employees provided the bulk of respondents.

Table 2: Job Cadre of Respondents

Job Cadre	Frequency	Percentage
Management cadre	30	11
Middle cadre	140	52
Lower cadre	100	37
Total	270	110

Table 2 shows the job cadre of respondents. Majority of respondents 140, (52%) 100 (37%) representing (87%) were from the middle and lower cadre respectively. This implies that majority of respondents were from the middle and lower cadre.

Table 3: Communication and Staff Relations Objectives in Heritage Polytechnic and Akwapoly

Variables	Heritage	Akwapoly	Total	Percentage
To promote effective staff relations and interactions	20	15	35	13
To provide opportunities for staff to participate in decision making	20	5	25	9
To promote free flow of information for job guidelines, instruction, maintaining rules/regulations as well as promote human relations	25	20	45	17
To encourage information sharing in staff grievances, suggestions and feedback	20	10	30	11
To promote efficient and effective human relations to enhance job performance	19	15	34	13
All of the above	31	70	101	37
Total	135	135	270	100

Data gathered and presented in table 3 capture the communication and staff relations objectives in Heritage and Akwa Ibom State polytechnics. Majority of respondents (101) representing 37% pointed to all variables as the objectives of communication. They include: promotion of effective staff relations and interactions; promotion of opportunities for staff participation in the decision making process; promotion of free flow of information for job guidelines, instructions, rules maintenance, as well as promote human relations, encouragement of information sharing on staff grievances, suggestions and feedback and promotion of efficient and effective human relations, to enhance job performance.

Table 4: Communication Channels mostly adopted by the Polytechnics in communicating Programmes and Policies within the Organizations

Communication channels	Heritage	Akwapoly	Total	Percentage
Internal memos/email and websites	45	55	100	37
Information leaflets/photo displays	10	5	15	5.5
Newsletter or bulletin	20	15	35	13
Notice boards	25	20	45	17
Annual reports	5	10	15	5.5
Social media, mobile phones/telephones calls	20	15	35	13
Computers/laptop	10	15	25	9
Total	135	135	270	100

Table 4 shows that majority of respondents. i.e. 100 (37%) were of the opinion that the communication channels mostly adopted by the two polytechnic to communicate programmes and policies are internal memos, email, websites and notice boards, 45 (17%) giving a combined total of 145 respondents, representing 54%.

Table 5: Opinion of respondent s on suitability of the communication channels wit h regards to building a good staff relations and enhancing job performance.

Variables	Heritage	Akwapoly	Total	Parentage
Very suitable	12	25	37	14
Suitable	10	15	25	9
Not suitable	50	60	110	41
Not very suitable	63	35	98	36
Total	135	135	270	100

Table 5 captures opinions of respondents on suitability of the communication channels adopted by the polytechnics with regards to building good staff relations and enhancing job performance. Majority of respondents, 208 (110, 98) representing 77% (41%, 36%) agreed that the communication channels used by the two institution were not suitable and not very suitable respectively. This implies that majority of respondents affirmed the unsuitability of the communication channels used by the two polytechnics with regard to building good staff relations and enhancing job performance.

Table 6: Response on if there is any relationship between communication and staff relations on job performance.

Variables	Heritage	Akwapoly	Total	Percentage
Positive relationship	20	15	35	15
Negative relationship	110	105	215	80
No relationship at all	5	15	20	7
Undecided	-	-	-	-
Total	135	135	270	100

Table 6 shows that majority of respondents, 215 (80%) agreed that there is a negative relationship between communication and staff relations on job performance. This means that there is no relationship between communication and staff relations on their job performance.

Table 7: Response on if communication and staff relations influence job performance

Option	Heritage	Akwapoly	Total	Percentage
Yes	30	29	59	22
No	95	101	196	73
Undecided	10	5	15	5
Total	135	135	270	100

Table 7 shows that majority of respondents 196 representing 73% were of the opinion that communication and staff relations does not influence job performance.

Table 8: Extent of influence of communication and staff relation on job performance

Option	Heritage	Akwapoly	Total	Percentage
A very large extent	10	5	15	5.5
A large extent	15	10	25	20
Undecided or neutral	2	-	2	0.5
A little extent	85	90	175	65
A very little extent	23	30	53	20
Total	135	135	270	100

Table 8 captures the extent of influence of communication and staff relations on job performance. Majority of respondents, 175, 53 (85%) were of the opinion that the extent of influence is little and very little respectively.

Table 9: Positive impact of effective communication and good staff relations on job performance

Option	Heritage	Akwapoly	Total	Percentage
Enhances organizations effectiveness/inclusiveness in policy making	14	20	34	13
Increases access to information/participation in the attainment of the organizational goals and objectives	20	18	38	14
Increases participation in the communication process/increases speed of communication	10	12	22	8
Provides d ynamic to adjust to changes in communication needs/trends	11	12	23	8.5
Allows for communication conveyance	10	10	20	7
Enhances organizational efficiency, effectiveness and increases job performance	5	16	21	8
All of the above	65	47	112	41.5
Total	135	135	270	100

Table 9 shows positive impact of effective communication and good staff relations on job performance. Majority of respondents, 112 (41.5%) agreed that effective communication and good staff relations have a positive impact on job performance as follows: enhances organization's effectiveness/inclusiveness in policy making; increases access to information/participation in the attainment of organizational goals and objectives; increases participation in the communication process/increases speed of communication; provides dynamism to adjustments in changes in needs and trends; allows for communication conveyance and enhances organizational efficiency, effectiveness and enhances job performance. This implies that effective communication and good staff relations impact positively on job performance.

Discussion of Findings

The findings of this study are discussed in line with the research questions raised for the study.

Research Question One: What are the objectives of communication and staff relations in Heritage Polytechnic, Eket and Akwapoly, Ikot Osurua?

Date gathered and presented on table 3 vividly capture communication and staff relations objectives in Heritage Polytechnic, Eket and Akwapoly, Ikot Osura. Majority of respondents, 101 representing 37% pointed to all variables as objectives, which are promotion of effective staff relations and interaction, provision of opportunities for staff to participate in the decision making

process, promotion of free flow of information for job guidelines, instruction, rules maintenance, promotion of human relation, encouragement of information sharing in staff grievances, suggestion and feedback and promotion of efficient and effective human relation to enhance job performance. The findings corroborate Akarika et al. (2022) that the major objectives of communication in an organization in to inform and educate employees at all levels on the company's strategy and motivate employees to support the strategy and organizational performance goals. According to Jansens et al. (2003), trust and loyalty amongst employees are earned by an employer through open communication, regular feedback system and the delegation of duties to the staff. Findings of this study also agree with the study by Akarika et al (2021) who found out that the functional roles of the policies and objectives of employees' communication in the two polytechnics under study include: free flow of information on job instruction, maintaining rules and regulation, effective human relations and promotion of innovation.

Similarly, the findings of this research further makes stronger the recommendation by Orebiyi, et al (2020) whose research noted that to promote interactive communication (which result of the study indicated as lacking), management must put structures that will ensure free flow of information. Such structures should include the grievance procedure, open-door policy, counseling units, Ombudsman and regular interactive session between employees.

Research Question Two: What channels of communication do the polytechnics adopt in communicating policies to staff?

Table 4 shows the communication channels mostly adopted by Heritage Polytechnic, Eket and Akwapoly, Ikot Osurua. The table shows that majority of respondents, 100 (37%) were of the opinion that the communication channels mostly adopted by the polytechnics to communicate programmes and policies are internal memos, e- mail, website and notice boards 45 (17%) giving a total of 145 respondents representing 54%. This finding agrees with the study by Akarika et al (2021) who found out that the communication media mostly adopted by the polytechnic under study was internal memoranda (150) 39% and newsletters or bulletin 110 (29%) with a total of 68%.

Research Question Three: How suitable are the channels of communication in building good staff relations?

Table 5 provides respondents' opinion on the suitability of the communication channels in building good staff relations. Majority of respondents, 208 (110, 98) representing 77% (41%, 36%) agreed that the communication channels used by the two polytechnics were not suitable and not very suitable respectively. This implies that majority of respondents affirmed the unsuitability of the communication channels with regard to building a good staff relation and enhancing job performance. This finding disagrees with the study by Akarika et al (2021) which found that majority of respondents agreed that the medium of communication widely used by the polytechnics were deemed suitable and very suitable represented by 190 (50%) and 110 (29%) respectively.

Research Question Four: Is there any relationship between communication and staff relations on job performance?

Tables 6 and 9 provide answers to this question. Majority of respondents, 215 (80%) agreed that there is a negative relationship between communication and staff relation on jobs performances. This means that there is no relationship between communication and staff relation on their jobs performances. According to Akarika et al (2021), the success of any organization depends on the effectiveness of the communication system and the nature of independent relationship. Similarly,

Maduka (2016) also noted that effective communication improves good staff relation, productivity and workers' job satisfaction. The benefit of effective organizational communication, according to Akarika (2020) include: increase in organizational performances, boosting employees' morale, encouraging team communication network, enhancing productivity and reduction of diversity. According to Hagos and Zewdie (2018), the process of any organization in hinged on the input made by the employees. Stallard (2009) found out that employees in an organization with strong employees' relations are more engaged, efficient in the performances of their duties ....

The findings of this study further disagrees with the reviewed empirical study of Kizza et al. (2009) whose study revealed that there was a significant positive relationship between teacher-to-teacher and job performances in Kawempe Division (r=0.846 and sig value = 0.000) and between teachers-to-non teaching staff relationships and job performance (r=0.662 and sig value= 0.000)

Table 9 shows the positive impact of effective communication and good staff relations on job performances. Majority of respondents, 112 (41.5%) agreed that effective communication and good staff relations greatly impact on job performances positively. The positive impacts are: enhances organization effectiveness/inclusiveness in policy making; increases access to information/participation in the attainment of organizational goals and objectives; increases participation in the communication process, increases communication speed; provides dynamism to adjustment in changes in needs and current trends; allows for communication conveyance; enhances organizational efficiency, effectiveness and enhances job performance. According to Femi (2014:75), communication has an important role in all activities aimed at gaining organizational objectives. Omebe (2014) noted that there must be a good communication network in the school for good staff relations.

Research Question Five: Does communication and staff relations influence job performances? Table 7 and 8 provide answers to this question. Table 7 shows that majority of respondents, 196 representing 73% were of the opinion that communication and staff relations do not influence job performance. The success of any organization is dependent on the abilities and competence of the employees. How well employers create enabling working environment which satisfies all needs of the employees will influence. to a great extent the level of organizational performance and productivity. Manduka (2016) observed that effective communication improves good staff relations, productivity and low employee commitment. According to a study by Stallard (2009), employees in an organization with a strong positive employee relation are more engaged, efficient in the performance of their duties. Table 8 shows that majority of respondents 175, 53 (85%) were of the opinion that the extent of influence was little.

Conclusion
Communication is one of the important pillar of staff relations in an organization. This means that effective communication greatly affects how staff relate in an organization which has a direct influence on jobs performance. Thus, the study concludes that ineffective communication and poor staff relations can have adverse effects on staff job performances especially in this post Covid era.

Recommendations
Based on the findings of the study, the study recommends the following:
1. Management of the polytechnics should provide some feedback mechanisms to encourage suggestions, feedback and promote efficient and effective human relations in their organization, to improve on job performances.
2. Communication and staff relations audits should be carried periodically by the Ministry of Education, National Board for Technical Education and other supervisory agencies. This

should be followed by communication and staff relations training/workshops to maintain cordial and supportive workplace environment in the polytechnics.

3. The Polytechnics should make use of other communication channels such as leaflets, photo displays, newsletter or bulletin, notice boards, annual reports, social media, mobile phones, telephones, computers and laptops in their communication with staff. This will reduce the information load on the communication channels already in use by the polytechnics.

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