



Significant Differences In The Inter-Office Communications Among Colleges and Selected Offices of the UEP-Main Campus

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Abstract: This study was an inter-office communications analysis in the University of Eastern Philippines-Main Campus and its inputs to strengthening administrative communication. The study used the descriptive-analytical and evaluative research design. Specifically, it tried to find out the content of communications sent to selected offices in UEP-Main Campus, as regards to nature, direction of communication, form, and purpose; analyze office communications in terms of clarity, conciseness, accuracy, organization, and mechanics; find out if there are significant differences in the inter-office communications among colleges and selected offices; and draw inputs to public administration. The study involved 11 offices of the University – the University Management Center headed by the Office of the President, the Graduate School and nine (9) colleges of the University with the Offices of the Deans of all the nine (9) colleges and school. This study considered only the offices which issued Special Orders, Memoranda, and letters sent to different offices in the University. The data of the inter-office communications which pertained to the objectives of the study were tabulated, analyzed, and evaluated for the purpose of arriving at desired results. It made use of the frequency counts, percentages, mean, and ANOVA. Results of the study showed that by nature, memoranda, special orders and letters are common and inherent in offices as an interpersonal exchange of information and understanding. The GS, CL, and CN were very concise in their SOs. The College of Law wrote special orders that were very accurate. The colleges which got the highest mean of 5.0 in organization had very well-organized special orders. This indicates that the Office of the President and the College of Education had no errors in punctuation or spelling and used the technical style of writing and rules that govern the composition of S.O. The Graduate School and the College of Education wrote memoranda which were very much clear while the College of Agriculture had only very much clear memoranda. The CBA stood out as having as having written very much concise memoranda while the CN, CE, and CA were only very much concise. This indicates that memoranda written by this college was very much accurate; the CVM wrote memoranda which were just averagely accurate. Those offices wrote very much organized memoranda but the COED and OP topped them all. This indicates that these two colleges observed very much the mechanics of writing memoranda while CL and CN just observed moderately the mechanics. This meant that they wrote letters that were very much clear. Colleges with lower rates mean they wrote letters that were only very much clear. It indicates that the GS and the CL wrote very much concise letters while the CAC only very much concise. The OP wrote very much accurate letters while the CAC wrote letters which were averagely accurate. Having a highest grand mean means that those offices had very much organized letters. The OP and the CE observed very much the mechanics of writing letters. Considering the important role played by written communication in the administration of public offices, programs, and projects or activities, specifically in planning, deciding, directing, and controlling, all of these issues are put in written form. But when they are not made clear, they can cause confusions, misconceptions, disunity and dissatisfaction.

Keywords: Communication, inter-office communications, Letters

1. Introduction

Administrative communication is an integral aspect of public administration particularly in the effective management of office systems.

Communication in an organization is a vital element in the administration of public policies, programs, and projects or activities particularly planning, directing, leading, decision-making and management control. The issue of rationality, effectiveness, efficiency, and control in organizations comes in mismanagement of communications, particularly in handling office communication — the processing of the information, the channels, the medium, and the communicator's involved. Issues of public concern and of organizational policies are put into written form. On matters of policy decisions, communications that are not made clear can cause confusion, misconceptions, disunity, and dissatisfaction.

Communicating ideas should not mislead, but rather it is getting one's meaning across writing. It is a reflection of the individual's cognition and must be a successful means of relating to others and to people within the organization. It should lead the way to understanding and facilitate interactive situations. Communication then reflects an ability to perform task. If people in an organization cannot perform tasks such as simply writing a clear communication, then the concept of responsibility becomes an issue. According to Claude S. George, Jr. (1964) with Jose P. Leveriza (2006), one of the most immediate and costly results of poor organization is the breakdown of inter-organization communication, and the resulting loss of an integrated operating system. This is another issue despite the fact that lines of authority they said, provide ready-made channels of communication. The upward and downward directions are often used and should be used solely to pass directives downward and never as a means of communicating attitudes, and feeling upwards.

From these various points of perspectives on administrative communication, communicators have to be mindful of communication skills in writing their office communications to be able to convince political actors and the broader

stakeholders of the merit of an organization or an institution. It is by these that the researcher was moved to conceptualize a study on evaluating and analyzing inter-office communications findings out end results to strengthen administrative communication in this institution.

In the University of Eastern Philippines, special orders and memoranda usually come from the Office of the President. Only four (4) come from the college. Special orders issued by a college usually partake of a designation of a faculty as Department Chair or as Officer-in-charge in the college in the absence of the Dean. Letters come from different units and /or offices of the different colleges, and from offices of the Vice-Presidents.

2. Objectives

This study aimed to analyze the written office communications in the selected offices of the University of Eastern Philippines-Main Campus, as inputs to strengthening administrative communication.

Specifically, it sought to (1) finding out if there are significant differences in the inter-office communications among colleges and selected offices; and (2) draw inputs to administrative communication.

3. Methodology

This study was conducted at the University of Eastern Philippines (UEP) – Main Campus. This is the only comprehensive State University in the Eastern Visayas Region. It is located in the Municipality of Catarman, Northern Samar. It has a land area of 394 hectares with 3 barangays and is 4 kilometers or 20 minutes away from the town proper.

The descriptive-evaluative method of research was used to evaluate the content of the written inter-office as to clarity, conciseness, accuracy, organization, and mechanics. The variables of this study composed of the input, process, and output variables.

Input Variable

Inter-Office communications in all Colleges, the Graduate School and the Office of the

President in the UEP-Main Campus. The analysis of inter-office communications sent by identified offices in the study was determined by nature, direction, form, and purpose of the communications.

Process Variable

Evaluative Analysis of the Inter-Office Communications. The analysis of the inter-office communications of all colleges and selected offices in the UEP-Main Campus pertains to the assessment on the office communication as regards clarity, conciseness, accuracy, organization, and mechanics.

Output Variable

Strengthened Administrative Communication. This will be the output of this study to strengthen the effectiveness of the inter-office communication and management technique within the University of Eastern Philippines as an organization.

The object of analysis of this study included samples of inter-office communications from the University Management Center headed by the Office of the President, the nine (9) colleges of the University, namely: the College of Agriculture, Fisheries, and Natural Resources (CAFNR), College of Arts and Communication (CAC), College of Business Administration (CBA), College of Education (COEd), College of Engineering (CE), College of Nursing and Allied Health Sciences (CNAHS), College of Science (CS), College of Veterinary Medicine (CVM), and the Graduate School. This was for a total of eleven (11) offices of the UEP-Main Campus.

The population of this study involved the University Management Center headed by the Office of the President and the nine (9) colleges of the University: the College of Agriculture, Fisheries, and Natural Resources (CAFNR), College of Arts and Communication (CAC), College of Business Administration (CBA), College of Education (COEd), College of Engineering (CE), College of Nursing and Allied Health Sciences (CNAHS), College of Science (CS), College of Veterinary Medicine (CVM), and the Graduate School.

There was complete enumeration of colleges and offices that issue special orders. The representative samples of written communications in the identified colleges were taken.

To analyze and interpret the facts from the gathered data, the indicators for the variables involved were subjected to scoring and interpretation using the 5-point Likert Scale and were treated using the weighted mean.

To find out the significant difference and level of effectiveness, the F-test one-way ANOVA was used.

4. Findings

There were significant differences in the inter-office communications particularly in the writing of special orders, letters, and memoranda. Colleges and offices differed in their level of effectiveness. While some wrote very much clear special order, their performance/ratings were not consistently high in other indicators/qualities of a written communication. This means that they were not totally adept in writing inter-office communications as they excelled only in one or two qualities. This is one thing that is wanting among managers who have little knowledge and/or training in writing communications. This is one dark area in management that needs to be illuminated as this is at times taken for granted with the excuse that for as long as it is understood by the readers, there is no more need to observe the rules governing writing. The weakness may be attributed to the fact that some managers are not English majors. But it behooves upon any administrator/manager to be able to tap the line of experts and exert effort in learning the duties and responsibilities which includes writing of effective inter-office communications.

Colleges and offices differ in writing memoranda. Some are very good at it while others are just on the average. This implies that not all colleges and offices have the ability to write memoranda which are very much clear.

Only one of the colleges/offices wrote memoranda that avoided wordy phrases,

redundancies, and repetition of content. This implies that the content of the CBA memoranda was understood more easily but those in the three colleges have errors in wordiness.

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The CBA is consistent in using specific direct expression of ideas and their structures and vocabulary are simple and appropriate for a memorandum. Only one college is accurate in writing memoranda. The rest are only averagely accurate.

Few noticeable lapses are seen in punctuation and spelling. The COED and the CBA have working knowledge on the mechanics in writing memoranda compared to other colleges.

The content of their letters has no wordy phrases and redundancies so they are easy to understand. Only two colleges excel in writing very much concise letters.

The OP writes letters that are direct to the point and the content is very much understood by the readers. The colleges are never very much accurate in writing letters.

5. Conclusions and Implications

By nature, memoranda, special orders and letters are common and inherent in offices as an interpersonal exchange of information and understanding. By direction most communications are downward considering that they are memoranda and special orders which are usually issued by the head or manager of the office. While the inter-office communications were written in varied, most were in semi-block form.

On purpose, most of the inter-office communications were intended to give orders and compliance, considering that they are special orders and memoranda coming from the offices of the President and the Deans.

Based on the results of the study, the following conclusions are hereby drawn: Special orders

and memoranda from integral part of inter-office communication. This implies that the special orders, memoranda, and letters can help managers and employees perform their jobs and responsibilities effectively. As pointed out by Sidick effective communication is a building block of successful communication.

A majority of the direction of office communications are downward. Downward communication is essential for managers to be able to communicate and inform his/her employees of rules/policies for implementation and compliance.

Semi-block is the most common form used in the office communication. Most heads and employees find the semi-block as the most convenient and easy form of writing communications. They must have gotten used to it already.

6. Recommendations

In the light of the findings of this study and the conclusions drawn, the following recommendations are hereby advanced:

1. Standard form of communication must be used in inter-office communication.
2. Issuance of special orders, memoranda, and letters should be regularly maintained.
3. Issuance of memoranda, special orders must be done as frequent as possible for colleges and units to function internally and to keep posted with the events in the university. Employees may as well be encouraged to write the President about anything that will reward to better service and progress of the University.
4. Maintain the observance of clarity in inter-office communication.
5. Conciseness in writing inter-office communication must be consistently adhered to.
6. use of good outline to achieve orderly and logical structure in writing.
7. College/offices who have low means in clarity may take a look at the special orders of the Graduate School and the College which

will serve as samples/models of how special orders are written.

8. Colleges which were rated low in conciseness should study/learn its indicators.

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