FACTORS AFFECTING EFFECTIVE COMMUNICATION IN STATE CORPORATIONS IN KENYA: A CASE OF KENYA FOREST SERVICE.

NJERU GLADYS KARIMI

FACTORS AFFECTING EFFECTIVE COMMUNICATION IN STATE CORPORATIONS IN KENYA: A CASE OF KENYA FOREST SERVICE.

Njeru, G. Karimi, Jomo Kenyatta University of Agriculture and Technology (JKUAT), Nairobi Kenya

Dr. Robert Arasa, Jomo Kenyatta University of Agriculture and Technology (JKUAT), Nairobi Kenya

ABSTRACT

This research aimed at investigating the factors that affect communication in State Corporations with reference to Kenya Forest Service. The objectives of the study were to; assess the effects of staff training and development and to examine how teamwork affects effective communication in state corporations in Kenya.

This study employed the use of a descriptive research design. The population was all employees of Kenya Forest Service headquarters. Stratified sampling techniques were used after which simple random sampling was employed. This enabled determine the sample size and ensure sample representativeness. The data collection instrument used in this study was questionnaires which were both closed and open-ended.

The open and closed ended questionnaires were distributed effectively to the selected sample by the researcher and the research assistant who was trained by the researcher on how the process was to be carried out. Secondary data collected involved library research. The quantitative data was analyzed using IBM SPSS statistics version 20 and presented in the form of tables and graphs.

The research findings revealed that the factors under study had a positive effect on effective communication at KFS. From the findings, the researcher recommended that a broad based study covering both public and private institutions be done to find out the effect of the factors under study on effective communication. It is also suggested that future research should focus on the factors under study on organizational performance.

Key Words: Communications, State Corporations, Staff Training, Development

INTRODUCTION

Effective communication is essentially dependent on three key factors, the effectiveness with which information is encoded and then transmitted through communication systems, channels and network, the appropriateness of the communication medium used and how those receiving the communication decode, interpret and act on it. Communication forms and enabling factor for many aspects of strategic management function, (Gardner et al, 2000).Communication is an important factor in motivating the workforce, since it is essential to keeping peoples feeling informed, happy, valued and involved. It is also essential to preventing simple misunderstanding, which are often the cause of industrial relations problems in many organizations. Furthermore, communication within a project team will influence general employee opinion of the levels of openness and involvement within the organization.

It has often been assumed by those responsible for planning the structure of organization that there is a logical way of arranging communication channels for maximum efficiency. Most frequently, the conclusion has been that the flow up and down a hierarchy is the most efficient. Such conclusion however, may be questioned on the basis of conceivable labouredly research that has been carried out in small groups. This research has aimed to explore the effects of imposed communication networks in such things as problem solving, effectiveness, member's satisfaction and leader emergencies. Typically it has involved a group of subjects faced with a problem to solve, but who can only communicate to each other through writing. Not everyone can communicate with everyone else (Cauldron, 1995).

To make employee empowerment work, not only do they need to be given information about their own work, they must be given information about the business and how their work fits in. Everyone wants to feel they do something of value. When shown the value individuals bring to the business, people want to grow. Empowerment must help employees understand that their work is directly aligned with strategic goals and individual accountability. Empowered employees will only understand these bottom line implications if organizational information is shared with them (Cauldron, 1995).

Statement of the Problem

The forest sector plays vital role in the livelihood of the Kenyan population through provision of invaluable forest related goods and services. To harness such contribution nationally the workforce charged with the management of such resource must demonstrate competence that will make the country increase its forest cover from the current 1.7% nationally to 4% (vision 2030. This will depend on how various tasks in forest management are competently executed for positive outcomes by employees in the institution mandated to manage and conserve forest in Kenya (forest act no. 7 of 2005). Thus, the potential contribution of communication will be a key factor towards its realization.

Generally, most studies such as Arthur (2012) and Savali (2012) have focused on the human resource and factors that influence performance thus overlooking communication. Communication is a trend that continues to improve as organizations grow. Despite this, not many companies enjoy the necessity of effective communication.KFS has been experiencing communication challenges that have hindered smooth running in the organization. This is due to the increased complains on both the efficiency and

effectiveness of KFS employees in task execution and lack of proper information flow. (KFS annual report 2013)

With the above concerns, this study was aimed at establishing whether this phenomenon could be attributed to ineffective communication and how KFS can improve the same. Successful communication is critical to any organization.

Objectives of the Study

The purpose of this study was to evaluate the factors affecting effective communication within Kenya's state corporation with the main focus on Kenya Forest Service. The specific objectives of the study were to assess the effects of staff training and development and teamwork on effective communication in Kenya Forest Service.

Research Questions

This study sought to answer the following questions;

i. What are the effects of staff training and development on effective communication in Kenya Forest Service?

ii. How does teamwork affect effective communication in Kenya Forest Service?

Scope of the Study

The study focused on understanding the factors affecting effective communication in Kenya Forest Service, which is a semi-autonomous government agency under the Ministry of Natural resource Management and Water.KFS has a staff establishment of 4980 spread all over the country and with its headquarters located at Karura Forest off Kiambu road. Karura forest is an urban forest in Nairobi, the capital of Kenya. The forest was gazetted in 1932 and is managed by the Kenya Forest Service in conjunction with the Friends of Karura Forest. Karura Forest has an area of 1 063.0 ha, making it largest of three main gazetted forest in Nairobi.

The selection of this state corporation is accessibility to information. The reason for selecting the headquarters at Karura forest is because this is a representative sample in comparison to its zonal offices.

THEORETICAL REVIEW

A theory is a set of statement or principles devised to explain a group o f facts or phenomenon, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena (Kothari 2004).The following theories are considered relevant to this study hence discussed.

a) Diffusion of Innovation Theory

Diffusion of Innovation (DOI) Theory, developed by E.M. Rogers originated in communication to explain how, over time, an idea or product gains momentum and diffuses (or spreads) through a specific population or social system. The end result of this diffusion is that people, as part of a social system, adopt a new idea, behavior, or product. This theory seeks to explain how, why and at what rate new ideas and technology spreads through cultures .Everret Rogers a professor of rural sociology popularized the theory in his 1962 book Diffusion of innovation .He said diffusion is the process by which an innovation is communicated through certain channels over time among the members of a social system. The origins of the diffusion of innovation theory are varied and span multiple disciplines.

Rogers (2003) espoused the theory that there are four main elements that the spread of a new idea: the innovation, communication channels, time and a social system.

Empirical Review

a) Training

In an organization, confusion and ambiguity can create negative feelings and a tense atmosphere. By making roles and responsibilities clear to everyone on staff, you can give your employees

the information they need to get their jobs done; this is particularly important when your employees are dispersed or come from different backgrounds. Communication reduces misunderstandings and cuts the costs associated with mistakes. An organization can achieve its objective if its human resources development strategies are skilled, knowledgeable a competent to meet its peoples present and future needs.

Training is the systematic and planned instructions and development activities to promote learning. Chandra (2006) further noted that an organization that invests in training and development may have the following advantages; providing people with the knowledge and skills they need to adjust to new situations, help to develop a positive culture in the organization which is oriented towards performance improvement, increase the commitment of employees by encouraging them to identify with the mission, improve individual team and corporate performance in terms of output.

Fredrick Herzberg came up with the Two-factor theory. It is a theory of external motivation because the managers control the factors that produce job satisfaction or dissatisfaction (Kirimi 2013).The theory states that satisfaction is influenced by one set of factors while dissatisfaction is influenced by another set. Factors which influenced dissatisfaction he referred to them as dissatisfies (hygiene and maintenance factors) while factors that which affected satisfaction he called satisfiers/motivators.

This theory implies that managers must seek to eliminate dissatisfaction and enhance motivation by improving factors that cause satisfaction. Hence managers should ensure that there are opportunities for advancement, achievement, authority, status and recognition. Thus training employees would highly yield results and improve the overall performance at the work place

According to Taylor (2005) purpose and importance of training and development is to remove performance deficiencies whether current or anticipated that cause employees to perform at less than the desired level. Another purpose of training that is of making the current workforce more flexible and adaptable in order to deal with new technologies.

Cole (2004) looked at training as a preparation for an occupation or for specific skills. It is narrower in conception than either education or development. It is job oriented rather than personal. The scope of training and development activities, as in most other activities in an organization, depends on the policy and strategies of the organization. For an industry to increase its profitability it should have a positive policy on training and development.

However, Graham and Bannet (1998) observed that like any other business process training can be very wasteful if not carefully planned and supervised. Without logically systematic approach training may be given too small or too great.

According to Armstrong (2000) job analysis for training purposes means examining in details the context of jobs performed standard required in terms of quality and output and the knowledge skills and competence needed to perform the job competency and thus meet performance standards. This involves analyzing what individual needs to know. Training is also referred to as planned process which is to facilitate learning so that people can become more effective in carrying out their various assignments.

According to Adam (1995) training should be viewed as an activity that should be undertaken by performing a set of task in a sequential order in each of its three phases such as pre-training, planning and designing training implementation and post-training application and evaluation. It is

a joint activity of three such factors. Hence its success depends very much on collaborative effects of all these factors.

b) Teamwork

Communication plays a key role in the success of any workplace program. Communication about workplace practices helps achieve the desired outcomes for the employee and the organization in a variety of ways: For example bottom-up communication (from employees to management) provides information about employee needs, values, perceptions and opinions. This helps organizations select and tailor their programs and policies to meet the specific needs of their employees.

Top-down communication (from management to employees) can increase utilization of specific workplace programs by making employees aware of their availability, clearly explaining how to access and use the services, and demonstrating that management supports and values the programs. Therefore, emphasizing on the importance of teamwork in the organization.

Katzenbacck and Smith (1994) define a team as ``a small number of people with complementary skills who are committed to a common purpose, performance, goals, and common approach for which they hold themselves mutually accountable``. Team work is a systematic process which leads to a much better result that is greater than the integration of individual performance. Thamhain (2004) describes effective teams as the ones that produce high quality results and succeed in spite of many difficulties and cultural or philosophical differences. Effective teams have several tasks oriented and people oriented characteristics.

A team is a group of people, but all groups do not qualify as teams. At times, a group may be formed just for administrative purposes or for achieving personal goals or for social affiliation. Committees can stifle creativity and hinder decision-making. However, occasionally, a group of people combine high morale, effective task performance and clear relevance to the organization. A team is a group of people who work interdependently, who are committed to common goals, and who produce high quality results.

Thamhain (2004) debated that the working environment within a team has a significant impact on success, and therefore suggested that the manager has a significant leadership role in building the team. One of the most relevant responsibilities of a manager is to build effective teams. Team building is a process of transforming a group of individuals with different interests, background and expertise into an integrated and effective work unit. Although this process varies with complexity, nature and size of the project.
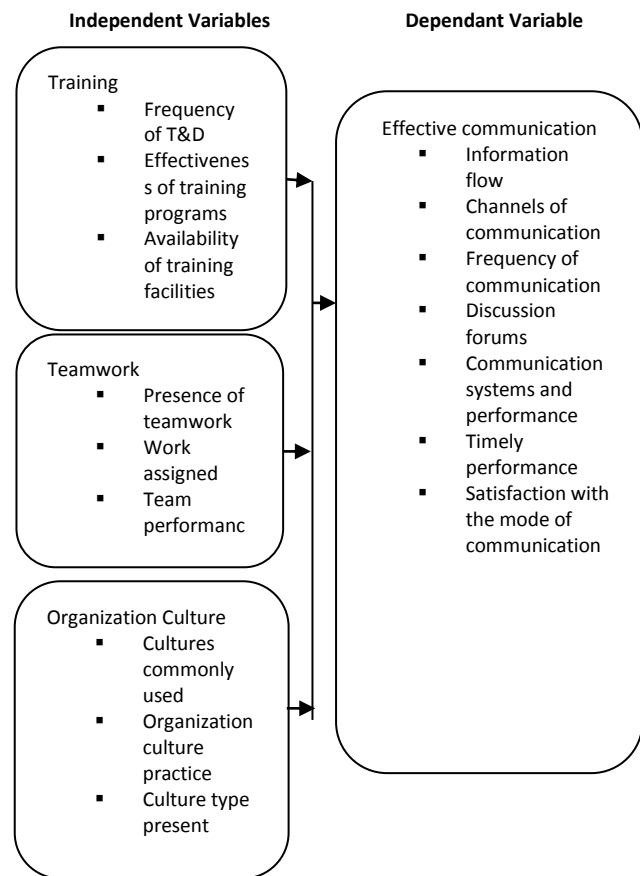
Teams do not automatically become highly interdependent and productive. Teams develop and evolve through various stages as they work overtime (Barret 2006). During team development, five stages have been observed: forming, storming, and norming, performing and adjourning. To reach optimal performance, the project team moves through each phase. During forming, project team is complete when a majority of the members feel that they are part of the team. During storming, the stage is completed when a majority of the members have a relatively clear understanding of each member's role within the team. During norming, teams develop a sense of common purpose and specify normal operating procedure; close friendships are formed. This stage ends with members having a strong sense of proper team behavior. During performing, the team undertakes the actual project work. This stage ends with the completion of project (White 2009).

Rensis Likert came up with a model called System 1-4 which described leaders in four ways. First, a leader as a powerful driver who uses threats and

punishment, secondly a leader as a benevolent driver using rewards as well as threats. He continued to categorize a leader as a consultative driver and finally a leader as being participative. Likert focused on relationship between management behavior and high production. His research indicated that high producing managers not only utilized the tools of classical management in their work but also paid attention to the development of supportive relationship in their work-teams. This, encouraging participative practices among the team members (Gole 1995).

It is obvious that the team must have adequate resources or it will feel it is impossible to succeed. High performing teams must also have clear leadership and structure so that members will know who is responsible for completing various tasks as well as how schedules, tasks and roles will be designed. High performing teams must also trust each other, because doing so allow members to work independently and cooperatively. Building a successful team takes the right mix of ``self``` skills, personalities and attitudes. Picking people exclusively for their technical skills is often a mistake. One of the key to protect success is having a project team with motivated members. According to Huber and Glick (1993), teamwork is very important. Chief executive officers are key contributes to change in organizations but they cannot change their organization by their effort alone. Better understanding of team work can make a more effective employer and give an extra edge in corporate office. A team building success is when a team can accomplish something much bigger and work more effectively than a group of the same individuals working on their own (synergy).

Conceptual Framework

Independent Variables

Dependant Variable

Training
- Frequency of T&D
- Effectiveness of training programs
- Availability of training facilities

Teamwork
- Presence of teamwork
- Work assigned
- Team performanc

Organization Culture
- Cultures commonly used
- Organization culture practice
- Culture type present

Effective communication
- Information flow
- Channels of communication
- Frequency of communication
- Discussion forums
- Communication systems and performance
- Timely performance
- Satisfaction with the mode of communication

Training

Armstrong (2008) defines training as the planned and systematic modification of behavior. Training leads to increased satisfactions, facilitates the updating of skills, leads to an increased sense of belonging and benefits, increased commitment to the organization, and strengthens the organizations competitiveness. Training leads to raising the quality of individual contributions to production, organization and make significant improvements on their performance. Behavioral changes of employees can reflect to what extent training has been acquired.

Teamwork

Teams are the basic units of performance for most organizations (Armstrong 2008).Teamwork is the action of individuals brought together for a common purpose or goal which subordinates the

need of the individual to the need of the group. Team work is something that must be a high priority and given constant attention. A team that works together understands the strengths and weakness of each team members. Teamwork can be tested to have been effective through organization results achievement of set objectives.

Critique

Many researchers have undertaken studies about employees performance and factors that contribute to the same (Naito 2011), (Siakilo 2010), (Mwirabua 2011). However not much has been captured on communication as a factor. Despite job security, knowledge and health, communication does affect performance directly. Miriam (2012) focused on factors affecting employees' productivity giving emphasis on reward systems. Peris (2010) researched on the factors affecting quality of service in local authorities with a case study of city council of Nairobi. All these researches did not clearly focus on communication as a key objective. Literature review has clear indication that most organizations do not appreciate the role of communication. Communication is also a key contribution factor in the success of an organization.

Research gap

The relationship between the organization and the employees should be considered as being no different from any other type of relationship. Commitment is complex and requires employers to discover ways of enhancing the work life of their employees.

Information on factors affecting communication of an organization is critical to the effective functioning of any business.KFS vision is to be the leading organization of excellence in sustainable forest management and conservation globally. In order to achieve this, proper communication

among employees should be consistent and well coordinated.

Palmer (1998) restricted to training and development of the employees as the key factor affecting the performance of an organization, Arthur (2012) did focus on factors affecting performance of broadcasting organizations, Savali (2012) focused on factors affecting the provision of quality services with emphasis on human resource management. However related these topics are none clearly outline communication as a key aspect. While there are a number of empirical research studies on the need for improving productivity, there is no published research that has focused on factors affecting communication in state corporations. What is required is a model whereby employees at the top level are allocated considerable responsibility not only to direct and control but rather to facilitate and enable those at the bottom level.

RESEARCH DESIGN AND METHODOLOGY

Research Design

Kerlinger (2009) defines a research design as the plan, structure and strategy of investigation conceived so as to obtain answers to research questions. This research problem was studied through the use of a descriptive research design. According to Cooper and Schindler (2003), a descriptive study is concerned with finding out the what, where and how of a phenomenon.

According to Cooper (2000), a descriptive study is the inquiry into the problem, the events, subjects or problems of the study in order to make an interpretation. Descriptive research portrays an accurate profile of persons, events or situations (Robson, 2002). Descriptive research design was chosen because it enables the researcher to generalize the findings to a larger population. This research design was also chosen because it helped in identifying the relationship between various

factors. It concerned the intensive investigation of problem solving situations in which problems are relevant to the research problem. The underlining concept was to select several targeted cases where an intensive analysis identified the possible alternatives for solving the research questions on the basis of existing solution.

Experimental design mainly uses scientific studies while the co relational design attempts to identify the relationship between two or more groups of respondents. Longitudinal survey design is also not appropriate for this study as it encompasses collection of data at various points and is only appropriate if the researcher is interested in observing changes in the subject over a period of time. The study used descriptive research design where the researcher collected the data on the factors affecting effective communication in state corporations in Kenya.

Target Population

Target population is the specific population about which information is desired. Target population refers to an entire group of individuals who have common observable characteristics (Mugenda and Mugenda 2003).The more specifically a population of interest is defined, the better the ability to describe and explain the behavior intended to be studied. Mugenda and Mugenda (2003) explain that the target population should have some observable characteristics, to which the study intends to generalize the results of the study. This definition assumes that the population is not homogeneous.

Population refers to a group of persons that a researcher identifies for conducting the research. Kenya Forest Service has a population of 4980 employees. According to Shaughnessy (2006), contacting everyone in a large population is often practically impossible and researchers usually select a subset of the population to represent the population. The target population for this study was employees stationed at the headquarters of the Kenya Forest Service with 306 staff.

Sample Design

The sampling plan describes the sampling unit, sample frame, sampling procedure and the sample size of the study. The sampling frame describes the list of all population units from which the sample will be selected (Cooper and Schindler 2003)

Sampling techniques include probability and non probability sampling. In this study non probability sampling could not be used as the researcher uses their own discretion to select a sample. This means that the selected sample is not a representative of the population from which it is drawn because the units in the population are not given an equal chance of selection.

All probability sampling techniques are based on chance selection procedures. Because the probability sampling processes includes an element of true randomness, the bias inherent in non probability sampling procedures is eliminated (Zikmund et al 2013).Thus, the researcher used probability sampling where, and stratified sampling was used.

The stratified sampling first divided the population into homogeneous units. This enabled similar elements to be placed in one group thus resulting to strata's. The researcher then used simple random technique to select a desired sample for each unit. According to Zikmund (2013), the reason for taking a stratified sample is to obtain a more efficient sample than would be possible with simple random sampling.

Instruments of data collection

Primary Data

Primary data according to Creswell (2005) is the data collected a fresh for the first time. Primary data collection method was used as well as the use of questionnaires. Questionnaires were used as a source of critical information from the organization. They entailed both open and closed

ended questions in order to enable effective data collection. Respondents were served with questions and given a chance to fill and the researcher collected them later. Cooper and Schindler (2003) observed that the questionnaire design, defines the problem and the specific study objectives.

Secondary Data

The secondary data is attained from the written materials which include journals, magazines and other reliable sources. This enables the researcher to compare the data from the organization with the written materials. However, this research focused on primary data.

Data collection Procedure

The open and closed ended questionnaire were distributed effectively to the selected sample by the researcher and the research assistant who was trained by the researcher on how the process was to be carried out. The researcher gave the respondent enough time to answer all the questionnaires and give their views regarding their understanding towards the problem under investigation.

Validity and Reliability

Validity is concerned with the extent to which an instrument measures what it is intended to measure. Reliability is concerned with the ability of an instrument to measure consistently.

Before the start of actual data collection, pre testing was done to test the reliability of the questionnaires. In this case the researcher first administered three questions to three randomly selected respondents and they were collected after one day.

The collected questionnaires were evaluated to check whether the respondents had any problems in filling the questionnaires and whether it captured the research objectives through the answers given. The difficulties and errors which were identified in the protesting questionnaires

were rectified and the findings incorporated to improve the quality of the questionnaire. The researcher then administered the rest of the questionnaire to the selected respondents.

Cronbach's alpha coefficient is a general form of the K-R 20 formula that can be used when items on measure are not scored dichotomously. It is a widely used method for computing test scores reliability (Gall et al 2007). Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. Cronbach's alpha determines the internal consistency or average correlation of items in a survey instrument to gauge its reliability. Thus a perfect test to ascertain reliability and validity of the questionnaires.

Data Processing and Analysis

Data analysis is the process of bringing order, structure and meaning to the mass of information collected. The goal of data analysis was to produce findings that relate to the problem motivating the research and to provide insights that contribute to decision-making process. The data collected from the field was assessed and comparison made so as to select the most accurate and quality information from the feedback given by various respondents. It involved assessing and evaluating the questionnaires.

The structured questions generated quantitative data while the unstructured questions generated qualitative data. The quantitative data was analyzed using IBM SPSS statistics version 20 while qualitative data was analyzed through content analysis. Both descriptive and inferential statistics were used in this study. Descriptive statistics were used to describe and make sense of the data. The descriptive statistics comprised of frequencies, percentages and means and standard deviations. Inferential statistics like regression analysis was done to determine the extent to which corporate culture affected organization

performance. The research findings are presented in form of tables and graphs.

The following multiple regression model was used to find out the effect of various factors on communication at KFS. This method is valuable for quantifying the impact of various simultaneous influences upon a single dependent variable.

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + \pounds$$

Where

β is a Regression coefficient

a= constant

Y= Effective Communication

X_1= Staff training and development

X_2= Team work

FINDING AND DISCUSSION

Response Rate

The study targeted 76 respondents but the researcher managed to obtain responses from 71 of them thus representing 93% response rate. This response rate is considered satisfactory to make conclusions for the study. Mugenda and Mugenda (2003) observed that a 50% response rate is adequate, 60% good and above 70% rated very good. This collaborates with Bailey (2000) assertion that a response rate of 50% is adequate, while a response rate greater than 70% is very good. This implies that based on this assertion, the response rate in this case of 93% is therefore very good.

The recorded high response rate can be attributed to the data collection procedures. The researcher pre-notified the potential participants (KFS employees) of the intended survey, utilized a self administered questionnaire where the respondents completed and these were picked shortly after.

Reliability Analysis

Lovelock and Wright (2002) state that reliability is defined as the degree to which the technology will continually operate properly, or will operate in a

consistent, flawless manner. Kothari (2004) explains that reliability can be seen from two sides: reliability (the extent of accuracy) and unreliability (the extent of inaccuracy). The most common reliability coefficient is the Cronbach's alpha which estimates internal consistency by determining how all items on a test relate to all other items and to the total test - internal coherence of data. The reliability is expressed as a coefficient between 0 and 1.00. The higher the coefficient, the more reliable is the test.

In this study Cronbach's Alpha was used to ensure the reliability of the instrument. Cronbach Alpha value is widely used to verify the reliability of the construct. The findings indicated that selection of staff training and development had a coefficient of 0.747 and team work had a coefficient of 0.751. All constructs depicted that the value of Cronbach's Alpha are above the suggested value of 0.5 thus the study was reliable (Nunnally & Bernstein, 1994). On the basis of reliability test it was supposed that the scales used in this study are reliable to capture the constructs as shown in the Table 1.

Table 1 Reliability Analysis

Factors	Cronbach's Alpha	Comments
Staff training and development	.747	Accepted
Team work	.751	Accepted

Demographic Data

The study sought to establish the demographic data of the respondents. The researcher begun by a general analysis on the demographic data got from the respondents.

Gender of Respondents

Respondents were required to indicate their gender. The findings revealed that majority (54%) of the respondents were male and the remaining 46% of them were female. The findings therefore

reveal that all the genders were proportionally represented.

Department

Respondents were further required to indicate the departments in which they worked in. Majority (40%) of the respondents in this study were from administration, 25% human resource departments. Another 18% of the respondents were from the registry. 6% of them were from accounts and finance, operations and ICT respectively. The findings revealed that all departments were proportionately represented in the survey.

Years of Experience

Respondents were further required to indicate the number of years they had worked in their organization. Majority (45%) of the respondents in this study indicated that they had worked for a period of between 1-5 years. 11.3% of them had worked in their organization for a period of between 6-10 years. Another 8.5% of them had worked for a period of between 11-20 years. Only 2.8% of them had worked for a period of more than 20 years. The findings revealed that majority of the respondents had served in the organization for a period long enough to enable them comment on the aspects under study.

Study Variables

The study sought to investigate the factors affecting effective communication within Kenya's state corporations with specific reference to Kenya Forestry Service. Specifically, the study focused on staff training and development and team work.

Staff Training and Development

The study sought to establish how staff training and development affected effective communication at Kenya Forest Service. Specifically, the study focused on support for

training and development, frequency of training and development and effectiveness of training programs.

Support for Training and Development

Respondents were required to indicate whether KFS provided training and development. 57% of the respondents agreed while the remaining 43% of them were of a contrary opinion. The study deduced that human resource is concerned with employees well being and their career growth. The findings are as shown in Figure 2.
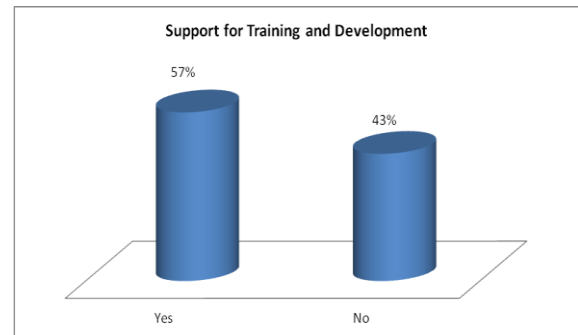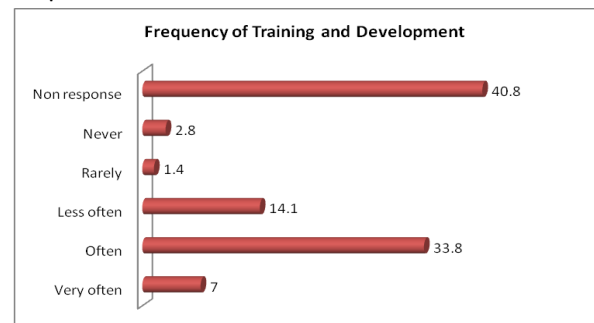

Figure 2 Supports for Training and Development

**Frequency of Training and Development**

Respondents were further required to indicate the frequency of training and development. Majority (33.8%) of them indicated that they received the training often. 40.8% of the respondents did not indicate their opinion on the subject under study as shown in Figure 4.3.This implies a significant difference on the impact of the variable among respondents.

Figure 3 Frequency of Training and Development

Effectiveness of Training Programs

Respondents were further required to indicate whether the training and development programs were effective. 87% of them indicated that the programs were effective whereas 13% of them indicated otherwise. This confirmed that the trainings are effective to employees. Harrison and Deans (2003) adds that human resource information includes various facets from employee information, performance management to training thus a key component. The findings are as shown in Figure 3.
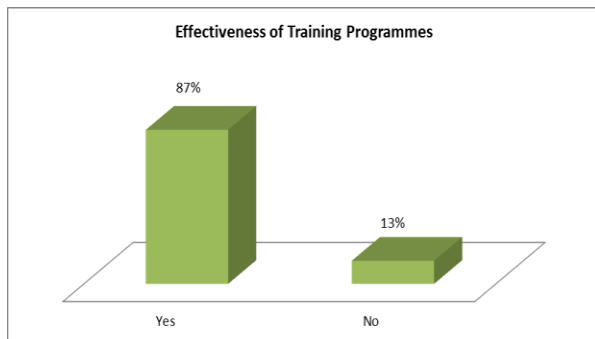

Figure 3: Effectiveness of Training Programs

Team Work and effective communication

The study sought to establish how teamwork affected effective communication at Kenya Forest Service. Specifically, the study focused on presence of teamwork, work assignment and importance of teamwork.
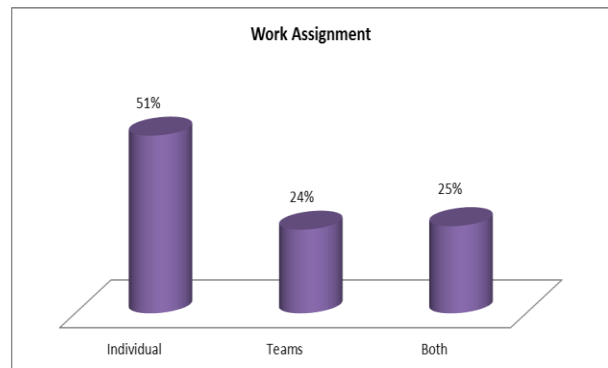
Presence of Team Work

Respondents were required to indicate whether there was team work in their organization. 84% of them agreed while 16% of them indicated otherwise. The basic rationale for teamwork in any organization is productivity and performance. The findings are as shown in Figure 4.5.
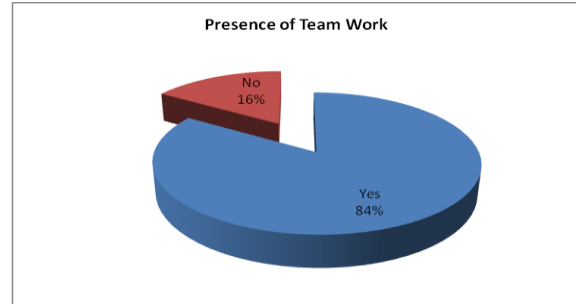
Figure 4 Presence of Team work

Work Assignment

The research further sought to establish whether work was assigned to individuals or teams. Majority (51%) of the respondents were of the opinion that work at KFS was assigned to individuals. Another 24% of indicated that work was assigned to teams and the remaining 25% of them indicated that work at KFS was assigned to both individuals and teams. This clearly reveals the need for the organization to tap people's commitment and capacity to perform effectively .The findings are as shown in Figure 5.

Figure 5 Work Assignment

Importance of Teamwork in an Organization

Respondents were required to indicate the importance of teamwork in an organization. They unanimously mentioned the following: Employee involvement in various processes, enable them develop each other, teamwork improves working relations among employees, brings different skills to tackle problems in an organization, cohesion and growth of staff, helps people learn from each other, enables information provision hence avoidance of

rumors, improves staff morale and provides togetherness.

Communication at KFS

Frequency of Communication at KFS

Respondents were required to indicate the frequency at which KFS communicated to its employees. Majority (35%) of the respondents indicated that KFS communicated very often. This was followed by those who indicated that communication at KFS was moderate (25%) and less often (22%). 10% of the respondents indicated that KFS did not communicate to its employees. Another 8% of the respondents indicated that KFS rarely communicated to its employees.

KFS Encourages Employees Communication

Respondents were further required to indicate whether KFS encouraged communication among its employees. 82% of them agreed while 18% of them indicated otherwise. This was enhanced by the following: Creation of simple communication process, interacting at different levels; communication through internal Memos, employees seek help from each other; communication through email, most departments have interdepartmental meetings, less restrictions on who to associate with and through use of mobile phones.

Forums of Discussion with Management

Respondents were further required to indicate whether KFS had forums for discussions with the top management. 54% of them agreed while 46% of the disagreed. Such forums are mainly organized annually.

Presence of Communication Systems and Performance

Respondents were further required to indicate whether KFS had adequate communication systems which enabled them to know the progress of their performance. 62% of the respondents agreed while 38% of them disagreed.

Timely Performance Communication

Respondents were further required to indicate whether management of KFS communicated performance outcome to employees of KFS in good time. Majority (57%) of the respondents indicated that KFS did not communicate performance outcome on a time. However, 43% of them agreed that it did. The medium of communication mainly used include: Appraisals and departmental meetings; Emails and internal Memos; letters to individual employees; telephones, mobile phones, seminars and workshops.

Satisfaction with the Mode of Communication

Respondents were further required to indicate whether they were satisfied with the mode of communication at KFS. Majority (52%) of them indicated that they were satisfied whereas 48% of them were not satisfied. Those who were not satisfied cited the following reasons: Departmental heads do not allow junior employees to participate in the decision making process; There is always information back log hence communication breakdown and there is no upward or down ward communication.

Regression Analysis

The multiple linear regression analysis models the relationship between the dependent variable which was effective communication in state corporations and the independent variables. The independent variables included: Staff training and development and team work. The coefficient of determination (R^2) and correlation coefficient (r) shows the degree of association between effective communication and factors under study.

The research findings indicated that there was a positive relationship (r= 0.751) between the variables. The study also revealed that 56.4% of

effective communication at KFS could be explained by the factors under study. From this study it is evident that at 95% confidence level, the variables produce statistically significant values and can be relied on to explain communication at KFS. The findings are as shown in the Tables 4.7.

Table 2 model summary

r	R Square
.751	.564

This study used ANOVA statistics to establish the significance of the relationship between variables. Table 2 shows the results of ANOVA test which revealed that the combined independent variables have significant effect on effective communication. This can be explained by high F values (7.762) and low p values (0.012) which are less than 5% level of significance.

Table 3 ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	7.850	1	1.963	7.762	.012
Residual	17.739	70	.522		
Total	25.590	71			

Table 3 shows the results of regression coefficients which reveal that a positive effect was reported for all the factors under study.

Table 4 Coefficients

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.759	.889		.854	.399
Staff training and development	.527	.149	.008	.047	.062
Team work	.472	.213	.056	.337	.038

Interpretation

From this study it was evident that at 95% confidence level, the variables produce statistically significant values for this study (high t-values, $p < 0.05$). A positive effect is reported for all the factors under study hence influencing communication at KFS positively. The results of the regression equation below shows that for a 1-point increase in the independent variables, communication is predicted to increase by 0.759, given that all the other factors are held constant. The equation for the regression model is expressed as:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + £$$

$$Y = 0.759 + 0.527 X_1 + 0.472 X_2$$

Where

a= constant

β is a regression coefficient

Y= Effective Communication

X_1= Staff training and development

X_2= Team work

The findings therefore revealed that staff training and development and teamwork influenced communication at Kenya Forest Service.

SUMMARY OF FINDINGS

Effect of Staff Training and Development on Effective Communication

The finding of the study revealed that staff training and development affected effective communication at KFS. Results of the inferential statistics such as unstandardized regression coefficients show a positive effect on effective communication at KFS. This further indicates that staff training and development had a significant effect on effective communication at KFS as indicated by the low p values. Staff training and development at KFS are often organized and were found effective.

Effect of Teamwork on Effective Communication

The finding of the study revealed that teamwork affected effective communication at KFS. Results of

the inferential statistics such as unstandardized regression coefficients show a positive effect on effective communication at KFS. This further indicates that teamwork had a significant effect on effective communication at KFS as indicated by the low p values. Majority of the respondents were of the opinion that work at KFS was assigned to teams. Teamwork enabled employees develop each other based on their weaknesses, improved working relations among employees, brings different skills to tackle problems in an organization, cohesion and growth of staff, helps people learn from each other, improve staff morale and provides togetherness.

Overall Effect of the Variables

The study findings revealed that the combined effect of the five aspects under study on effective communication at KFS was statistically significant. This was revealed by the ANOVA findings where high F values and low P values were registered at 95% confidence interval.

Conclusion

The objective of this study was to evaluate the factors affecting effective communication at KFS. Based on previous studies, the aspects were expected to have a positive effect on effective communication at KFS. The study findings indicated that there is a significant positive relationship between the factors under study and effective communication namely: Staff training and development and teamwork. The findings

also indicate that staff training and development and teamwork influenced effective communication at KFS.

Recommendations

This study recommends that the management of KFS should conduct training needs analysis to enable train employees on communication. Make trainings an inclusive part of work hence improves staff performance. This could greatly improve the performance standards as well as communication. In order to improve productivity, the management of KFS should encourage employees to work as a team. From the study, it is evident that proper communication enhances teamwork. This could also improve the sense of responsibility as the employees are geared towards attainment of a common goal.

Recommendations for Further Research

This study focused on the State Corporation with specific reference to KFS and therefore, generalizations cannot adequately extend to other sector. Based on this fact among others, it is therefore, recommended that a broad based study covering both public and private institutions be done to find out the effect of the factors under study on effective communication. It is also suggested that future research should focus on the factors under study on organizational performance.

REFERENCES

Adam, P. (1995). *Learning Theory*.6th Edition. New Jersey: Prentice Hall.

Armstrong, M. (2000).*Performance Management.3rd Edition*. New York: Kogan Page Publisher.

Armstrong, M. (2006). *A handbook of Human Resource Management Practice.10th edition*. London: Kogan page Ltd.

Armstrong, M. (2009). *Armstrong's Hand Book of Human Resource Management Practice.11th edition.* London: Kogan Page.

Arthur, S. (2012) *Factor Affecting the performance of broadcasting organizations. A case study of Kenya broadcasting Cooperation.*

Bass, B. M. &Riggio, R. E. (2008).*Transformational Leadership.* Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.

Bernard, G. (1999).*Research Marketing Bank, 3rd Edition*. Boston: Harvard Business School Press.

Bogdan, R. and Biklens, S. (2003) *Qualitative Research for Education*.4th Edition. New York: Pearson Education.

Chandra, H. (2006*). Training Programmes, 4th Edition*. New Jersey: Harvard Business School Press.

Christen, L. & Rosenberg K. (2000). *Industrial Organization and Prices.3rd Edition*. London: Prentice Hall.

Cole, G. (1995). *Organizational behavior*. Australia: South-WesternCengage Learning.

Cole, G. (2004). *Training is Planned Process.7th Edition*. New York: McGraw Hill.

Cooper, D. & Schindler, and P. (2003). *Business Research Methods (8th Edition).*New Delhi: McGraw Hill.

Creswell, J.W (2005).*Research Design: Qualitative and Quantitative approaches.* Thousand Oaks: CA Sage.

Culpan, N. &Kucukemiroglo, L. (1998). *Word Class supply Management.7th Edition*. New York: McGraw-Hill.

Daft, R et al (2010). *Management.* Australia: South-WesternCengage Learning. *Erepository.uobi.ac.ke/bitstream/handle/11295.*

Davis, F. (1989). *Perceived Ease of Use and User Acceptance of Information Technology.* New Jersey: Prentice Hall.

Dodge, Y. (2003). *The Oxford dictionary of statistics terms*

Everitt, B. (2002). *The Cambridge Dictionary of statistics.*

Fincham, R. and Rhodes, P (2005). *Principles of Organizational Behavior. Fourth Edition.* New York: Oxford University Press Inc.

Furnham, A and Gunter, B (1993). *Corporate Assessment.* London: Routledge.

Gall, M. et al (2007). *Educational Research. (8th edition).*New York: Pearson Education, Inc.

Gardner, H. (2000) *Intelligence Reframed*. New York: Basic Books

Graham, S. &Bannet, D. (1998). *Management and Organizational Behavior. 4th Edition*, Britain: Ashford Color Press.

Handa, C. (2004). *Visual rhetoric in a digital world: A critical Source book*. Boston: Bedford/St.Martins.

Hartley, D. (2007). *The System Automatically Generates New Programmes. 3rd Edition*. New Jersey: Prentice Hall.

Hersey, P, Blanchard, K. H., & Johnson, D. E. (2001).*Management of organizational behaviour*, 8th ed. Upper Saddle River, NJ: Prentice Hall.

Huber, G. and Glick, W. (1993).*Organizational Change and Redesign. Ideas and insights for improving performance.* New York: Oxford University Press, Inc.

Jobber, H. (2007). *Marketing Management, 9th Edition*. Singapore: Pearson Education.

Johnson, C. (2000). *Practices of Human Resource.6th Edition.* Boston: McGraw – Hill Irwin.

Johnson, G. and Scholes, K. (2003).*Exploring Corporate Strategy*. London: Prentice Hall.

Katzenbach, J. and Smith, D. (1994). *The magic of Teams*, Boston Harvard Business School
          Press.

Kerlinger, F. and Lee, H. (2009). *Foundations of behavioral research.*California:Harcourt
          College Publishers.

Kirkman, N. et al. (2000). *Various Training Programmes. 2nd Edition*. Boston: Replica Process
              Publishers.

Kirmi, E. (2013). *Organizational Behavior Structures, Principles and Practice.* Nairobi: Aura
          Publishers.

Kondalkar, V.J. (2007). *Organizational Behavior.* New Delhi: New Age International Ltd.

Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age
          International (P) Ltd publishers.

Legris, P. et al (2003) *A critical view of Technology Acceptance model*. New York: Pearson Hill

Lovelock C.H. and Wright .L. (2002). Principles of Service Marketing and Management. New   Jersey: Prentice
Hall.

Lutans, F., (2011). Twelfth Edition, *Organizational Behavior*, Tata McGraw Hill.

Maicibi, N.A. (2003).*Pertinent Issues in Employees Management* Kampala: M.P.K Graphics
          (U) Ltd.

Miriam, W. (2012) *Factor Affecting Employee Productivity.*

Mugenda, O.M &Mugenda A.G (2003). *Research Methods: Quantitative and Qualitative
          Approaches.* Nairobi: Acts press.

Mullins, L. (2005). *Management and organizational Behavior. (7th Ed).* Harlow Mullins:
          Pearson Education.

Mwenda, P. (2009). *Perceived factors that affect employees' productivity within redeemed
          integrated development agency.*

Mwirabua, A. (2011). *Factors Affecting Performance of State Corporations in Kenya. A case of
          Postal Corporation.*

Naito, M. (2011) *Factor influencing Performance Management in the civil Service in Kenya.*

Nasiurma, D. (2000). *Survey Sampling: Theory and methods.* Nairobi: University of Nairobi.

Nunnally, J and Bernstein, I (1994) *Psychometric Theory*.3rd Edition.NewYork: Mc Graw-Hill.

Northouse, P. (2013). *Leadership. Theory and Practise.6th edition.* London:
                    SAGE Publications, Inc.

Peris, W. (2010) *Factor Affecting Quality of service in Local Authorities.A case of city council
          of Nairobi.*

Peters, T.J. and Waterman, R.H (2008). *In Search of Excellence*. New York: Harper and Row.

Peter, T. and Austin, N. (1985). *A passion for excellence.TheLeadership Difference*.Newyork:
          Random House.

Rapert, Velliquette and Garretson (2002). *Theories of Team Cognition*. London: Routledge Ltd.

Robert, Z. (1993*). World Class Supply Management*. *7th Edition*. New Jersey: Pearson Education Limited.

Robson, C. (2002) *Real World Research*.2nd Edition. Oxford: Blackwell.

Rogers, E.M. (2003). *Diffusion of Innovation, Fourth edition*. New York: Free Press.

Savali, S. (2012). *Factors affecting the provision of quality service in investment companies in Kenya. A case study of Kimisitu Investment Company Ltd*.

Siakilo, K. (2010). *Factors affecting employee performance in the Ministry of Local Government*.

Sillars, S. (1998). *Success in Communication*. London: John Murray Publishers Ltd.

Speier, C. and Venkatesh, V (2002) *The Hidden Minefields in Adoption of Sales Force Automation Technologies.*

Taylor, N. (2005). *Practices of Management.4th Edition*. New York: Prentice Hall.

Thamhian, H. (2004). *Engineering Program Management*. New York: Prentice Hall.

Thomas, L. & David H. (2000). *Strategic Management and Business Policy.12th Edition*. New Jersey: Pearson Education.

Torrington, M. et al (2008). *Customer Satisfaction.2nd Edition.* Sweden: Parkland Publishers.

Wheelen, T. (2010) *Essentials of Strategic Management.*NewYork: Pearson Prentice Hall.

Zikmund, W. et al (2013). *Business Research Methods.9thEdition*. Australia. South-Western, Cengage Learning.