THE ROLE OF INTERPERSONAL COMMUNICATION BETWEEN TEACHERS AND STUDENTS IN LIMURU DIVISION KIAMBU DISTRICT.

BY

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The Role of Interpersonal

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DECLARATION

This research project is my original work and has not been presented for a degree in any other University.

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This research project has been submitted for examination with my approval as university supervisor.

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DEDICATION

This work is dedicated to Armanda Keanso, Derrick Ondari and Nicole Bonareri, My three children whose love, support and encouragement gave me the determination to complete this course.
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Above all many thanks to our Almighty Saviour Jesus Christ who caught me when I was falling and told me who I am.
ABSTRACT
Communication is very important in maintaining any relationship. It is a means of sharing ideas and emotions and involves sending and receiving of messages. The essence of teaching is communication and teachers and students are involved in a system of reciprocal interpersonal communication. This study was designed to look into the role of interpersonal communication between teachers and students. It therefore sought to establish the causes and results of interpersonal communication breakdown between teachers and students. It also set to determine the formal and informal structures in schools and how they affect interpersonal communication between teachers and students. Finally, the study sought to establish the steps that can be taken to improve interpersonal communication between teachers and students. The literature reviewed has covered the four main variables that contribute to building interpersonal communication between teachers and students. These are self – concept, self – disclosure, perceptions and language and meaning.

The study was carried out in Limuru Division, Kiambu District from a sample of six out of fourteen public secondary schools, which represented 42.8% of all public schools in the division. Stratified sampling technique was employed to select the sample of schools while the teachers and students were randomly selected. The research used questionnaires which were categorised into Teachers’ Questionnaires and Students’ Questionnaires to collect data. These instruments were piloted to test their reliability and validity.

The collected data were subjected to qualitative and quantitative analysis and results were presented in frequency distribution percentages and descriptive statistics. Major findings indicated that poor mastery of language and personal attributes were the main causes of interpersonal communication breakdown between teachers and students. Poor performance in exams was the most pronounced result of communication breakdown between teachers and students. The formal and informal structures were important but inadequately used to enhance interpersonal communication between
teachers and students. Cultivation/inculcation of communication skills and creation of open forums could improve interpersonal communication between teachers and students.

The study recommended that curriculum developers could include communication as a unit in the teacher training and students syllabus to help them develop communication skills. The challenges posed by the use of ‘Sheng’ among students need to be addressed to seal the ever expanding lacuna between the teachers’ and the students’ language use. The Ministry of Education needed to train and equip teachers with guidance and counselling skills to help them mould the students now that corporal punishment is no more in schools. The school administration needed to involve teachers and students in school administration because it is part of democracy that is being advocated world over and Kenya is no exception. The teachers needed to strive to redeem and enhance their image because they are the students’ role models.
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CHAPTER ONE

Introduction

1.1 Background to the problem

According to Luthans (1982), human beings spend nearly 70%, of their waking hours communicating, either by speaking, listening, reading or writing. Although communication is one of the most frequently discussed dynamics in the entire field of organisational behaviour, it is not well understood.

Fischer (1974), asserts that the only means by which one person can influence another is by the behaviours he or she performs; that is to say, the communicative exchanges between people provide the sole method by which influence or effects can be achieved. Okumbe (1998), says that it is only when meaning is transmitted from one person to another that information and ideas can be conveyed. The meaning must not just be transmitted, it must also be understood. Communication therefore, involves both transference and understanding of behaviours. It is a personal process that involves the exchange of behaviours.

Societies survive because of communication and communication experts have identified types of communication. Each category represents a broad area of communication within which scholars work. These include mass, public, small group, interpersonal and intra personal communication. Effective communication according to Williams (1984), involves an art, which can be used as a tool to accomplish a specific pool and disseminate information on which societies survive. It is to teach others to do and understand things. Through communication societies discover, carry out business or legal transactions and stimulate economies. It is used to persuade others to accept our beliefs, get others to help us when in trouble, give social recognition to others we meet, to help establish opposite – sex relationships, to resolve conflicts and to promote our abilities to do certain things.

Education depends on the process of communication and so educational goals cannot be achieved in the absence of communication. Contemporary educational literature acknowledges that the essence of teaching is communication. Education theorists recognise that speaking and listening are fundamental to classroom interaction and that
teachers and students are involved in a system of reciprocal communication in and out of the classroom. This awareness has opened for studies of the interaction process in schools.

Solomon (1981), says that education and communication maintain and make each other possible. As a process, education is a communicational activity. He further says that through communication people convey knowledge, influence each other and maintain a basis of shared notions, which they then use as a personal and shared guide.

According to Mbiti (1974), communication is the lifeblood of any organisation. A school is a social system and like all social systems, it is organised and has interacting personalities. It is impossible therefore to run any activities in this organisation without communication. An education system would collapse without communication since, there is no aspect of the school whose functioning is not affected by the efficiency or inefficiency of communication.

Communication is therefore a fundamental element in all social relations. Perhaps the most basic level of communication takes place between the teacher and student. It is at this point that teaching and learning takes place and the educational outcomes of this interaction depends to a large extent on the interpersonal communication of these two stakeholders. It is through interpersonal communication that the teacher and student share thoughts, information, ideas and feelings.

Interpersonal communication according to Okumbe (1998), therefore

‘Is communication which is primarily between two individuals. Through interpersonal communication, employees at all levels of an organisation interact with others, secure desired ends, request or extend support, and make use of and reinforce the formal design of the organisation’

This communication involves a sender who encodes and sends a message to a receiver who decodes it and responds in some way, either verbally or behaviourally. Teachers and students are involved in this process of sending and receiving messages, which are both instructional and non – instructional. This is as shown on table 1.1 below.
According to Williams (1984), there are six basic parts of the communication process which form a recipe for the communication.

He says that there cannot be communication without senders and receivers, and in this case teachers and students are then the senders and receivers of the messages. Channels are also a major necessity for communication to take place since it is by which participants contact each to other. Teachers and students basically rely on their five senses to make contact. Messages and codes show that there must be some kind of behaviour that carries information or significance for the participants as a message. The most obvious behaviour that count as communication are speech behaviours. Signals or symbols create meanings and teachers and students live by many codes among them words of a language. Therefore language use between students and teachers plays a big role in determining their communication process. ‘Noise’ which can come from external, visual or internal causes opposes communication. Communication concerns the successful sharing of ideas and feelings, while noise involves distorted understanding of messages or failure to receive the message at all.

Feedback, according to Williams (1984), is an important concept in any communicative situation because it is continuously affecting the on-going behaviour of the participants. It dramatically influences one during communication and there is a possibility of feedback being either positive or negative and so shaping the communicator’s future behaviour.
The communication context influences the meanings of communicative behaviours. The context can be formal and informal. The student – teacher interaction can therefore vary. Communication between teachers and students is affected by ‘noise’, that is, any signal that disrupts the accuracy of messages being sent. This may be physical or psychological depending on the formal and informal structures that have been put in place.

There is always a relationship created between a teacher and student as they interact. Every time the teacher teaches, apart from the content she is passing, she creates relations with the students. This determines, to a large extent the effectiveness of the teacher and hence the educational outcomes. The school survives and prospers when the communication networks are well utilised. Communication dysfunctions bring about anarchy, disarray and randomness in a social setting and the school if no exception.

Williams (1984), affirms that without communication the groups individuals form would not grow and develop and probably would not survive very long. They would suffer partial or total communication failure.

Communication fails when mutual attention or contact is not achieved, when two people fail to experience meanings the same way or when the participants do not have any clear communication goals. Communication failure between the teachers and students may among other things, be as a result of the generation gap, failure to express similar values and attitudes and emotional problems.

Cooper (1980), says that problems experienced by today’s teachers are a result of weaknesses in skills in listening and providing feedback to students, failure to modify communication to fit the uniqueness of others, reluctance to express feelings, insufficient skills to involve students actively in the exchange of knowledge and experience, inability to analyse their own communication behaviour, insensitivity to non – verbal cues and failure to understand the nature and significance of the human communication process.

The wave of student unrest in Kenya Secondary Schools is an indicator of communication breakdown. They show that channels of communication have been under – utilised while those schools that have experienced peaceful learning environments have used well the available and appropriate communication channels.
Misunderstanding, confusion and distortion in schools have been results of poor interpersonal communication between the teachers and students.

According to Solomon (1981), some educational communications lead to educational outcomes, which lead to escalating disputes and spirals of inattention, anger, ripple effects and progressively less attention in classrooms. Williams (1984) states that;

'This could be as a result of listening laziness, viewing the speaker’s topic as uninteresting, day dreaming, negative attitudes, reacting to emotional words, not getting enough sleep the night before and lack of orientation'.

Therefore teaching and learning are basically relational. Through communication, the students get adequate information as to what is expected of them. They make choices that are open to them and face probable consequences when they don’t comply. They access their teachers and share their grievances or personal problems.

1.2 Statement of the problem

Poor communication impedes teaching and learning. Increased indiscipline, decline in academic performance, poor career choices, pent up anger and lopsided aspirations among students in schools is an indication that commonness and harmony through communication have not been established in schools. The changes in culture, new developments in communication technology and unstable homes has made it necessary for teachers to reach out to their students and help them change their attitudes toward school, educational aspirations and achievements. Most teachers are afflicted by lack of communication skills to deal with problems affecting students because they were not included in their training. This study therefore addresses the interpersonal communication problems facing teachers and students as they relate, the results of the breakdown of communication, the formal and informal structures that affect interpersonal communication between teachers and students, and the steps that can be taken to improve the interpersonal communication between teachers and students.
1.3 Purpose of the study
The purpose of this study was to examine the role of interpersonal communication in student – teacher relations in secondary schools in Limuru Division Kiambu District.

1.4 The objectives of the study.

(1) Determine the Interpersonal communication problems that affect students and teachers.

(2) Establish the results of the breakdown of interpersonal communication between teachers and students.

(3) Determine how the formal and informal structures in schools affect interpersonal communication between teachers and students.

1.5 Research Questions.
The following questions guided the study;

❖ What causes interpersonal communication problems between teachers and students?

❖ What are the results of the breakdown of interpersonal communication between teachers and students?

❖ How do the formal and informal structures in schools affect interpersonal communication between teachers and students?

❖ What steps can be taken to improve interpersonal communication between teachers and students?

1.6 Significance of the study.
The teachers will get to realise that they have more scope to co-ordinate and plan how they deal with students. This study could help them improve their interpersonal communication skills as they relate with students and they try to initiate positive student – teacher relations because no serious emphasis has been placed on the skills needed by the teachers as they interact with the students.
Schools are major socializing agents because students stay in them for long periods. This study could guide them into putting in place adequate formal and informal structures that could enhance positive student – teacher relations and reduce the current escalating strikes in schools. Curriculum developers could find this study useful. They could make a more relevant and meaningful curriculum by including interpersonal communication skills in the syllabus for both teachers and students.

Teacher trainers could use this study to modify their training and train the trainees the fundamentals of interpersonal communication, which could aid in their interactions with students when they became teachers.

This study could sensitise students to the fact that the learning process involves considerable initiative and intellectual effort on their part to establish positive student – teacher relations. Part of their efforts should be directed towards developing this relationship because their behaviour affects the learning – teaching process.

### 1.7 Assumptions of the study

The researcher based this study on the following assumptions.

1. The teachers and students face interpersonal communication problems when they interact.
2. That teachers and students reveal certain characteristics when there is interpersonal communication breakdown between them.
3. That there exists formal and informal structures in schools that affect interpersonal communication between the teachers and students.
4. That respondents would give information related to the study without restraint and bias.
5. That teachers and students have perceptions as regards to improving interpersonal communication between teachers and students.

### 1.8 Scope and limitations

1. This study involved a peri-urban area represented by Limuru division in Kiambu district. This narrow coverage was due to constraints of funds and time. It was
restricted to public secondary schools only which were of diverse populations and included

(i) Girls’ boarding schools
(ii) A boys’ boarding school
(iii) Girls’ day schools
(iv) Boys’ day schools
(v) Co-educational (Mixed) schools

Therefore any generalisations to other schools should be made with caution.

2. This study examined the relations that exist between a teacher and a student as a result of the interpersonal communication that takes place between them. It in particular looks at four interpersonal communication variables that affect student – teacher relations, whereas there are other variables like the environment

3. The attitude of both respondents especially when items touched on them would have been biased and so may not represent an accurate picture of what was happening on the ground.

1.9 Definitions of Terms.

Communication dysfunction – refers to communication failures.

Interpersonal communication – communication between two people

Sanifu – Correct kiswahili language.

Self – concept a student’s to teacher’s total perceptual appraisal of oneself.

Self – disclosure – when students or teachers voluntarily share information about themselves that they are unlikely to know or discover from other sources.

Self – fulfilling prophecy – when a student’s prediction influences the course of events toward fulfilling it.

‘Sheng’ – An emerging mostly urban language which is a combination of colloquial English language and Kiswahili.

Perception – to select, organise and interpret the stimuli we gain through our senses into a meaningful picture of the world around us.
CHAPTER TWO.

Literature review

2.1 Introduction
The literature reviewed here represents research on the role of interpersonal. Communication in student – teacher relations. This literature review is organised into

- The role of self concept in student – teacher relations
- The role of self – disclosure in student- teacher relations.
- The role of perceptions in student – teacher relations.
- The role of language and meaning in student – teacher relations.

2.2 The role of self – concept in teacher student relations.
Self – concept, according to Cooper (1980), is basic to all interpersonal communication because it enables teachers and students to understand who they are before they can communicate effectively.

Mcdill and Rigsby (1965), assert that whenever two people meet they are forced to make assessments of each other, by taking each other’s behaviour, whether verbalized or gestured, into account. This means that teachers and students appraise one another and from this create a relationship. Teachers and students have valid self – concepts. Cooper further says that it is from these self-concepts that a reciprocal relationship is created. Communication therefore affects our self – concept and this affects how and what we communicate. Teachers and students therefore need to understand who they are before they can communicate effectively.

When students come to school, they come with varied self – concepts, these are the ones they use to adapt differently to the school setting and develop relations with their teachers. From these adaptations, they face problems from which positive or negative relations may emanate.

Hargreaves (1967), says that whilst it is true that students are faced with different problems of adaptation to the teaching situations, it is also important to consider the variety of modes of adaptation of the teachers who can either withdraw or dominate depending on the behaviour of the students. These behaviours are as a result of the
teacher's preconceptions of value expectations concerning the ways in which the students ought to behave. To be able to communicate, the students and teachers establish a relationship depending on these expectations and values.

Gordon (1957), found out that prestige in the student structure depends to some extent on conformity to the teacher's expectations and demands. This means that teachers expect certain behaviours from students depending on the attributes or characteristics they have on students.

These expectations sometimes lead to the teachers categorizing the students and like Hargreaves asserts, this affects the self-concept and development of the pupil.

Sugarman (1973), says that teachers' expectations affect pupil learning. Teachers' expectations can influence pupils' own expectations as to what they are capable of. They can also influence pupils' expectations as to what will be considered satisfactory by their teachers. Those whose teachers required more will probably give it. Teachers may allocate their time differently among pupils according to their expectations from them.

Sugarman (1973), found out that teachers need to involve their students in interpersonal communication for proper evaluation and assessment of the student's behaviour to take place. He says that

'Education is a highly evaluative process. That is to say that teachers or other socialising agents are constantly engaged in evaluating the behaviour of those in their charge and responding to these behaviour in ways which communicate their evaluation, either explicitly or implicitly. Teachers are evaluating behaviour both in terms of their norms of conduct and in terms of performance standards for work, these evaluation are communication by explicit verbal statements

(Pg 180 - 184)

This means that evaluation and conclusion are drawn from the interaction between the teachers and students.

This leads to students modifying their behaviour to fit the teacher's expectations. Hargreaves concurs with this by saying that the negative expectations of the teachers reinforce negative behavioural tendencies and vice-versa.
According to Copper (1980), self-concept affects communications in schools in general and in the classroom in particular through the self-fulfilling prophecy. This affects academic achievements, self-esteem, and self-actualisation. Wawire (1996), says that the results of student-teacher interactions are probably the expected performances induced by self-fulfilling prophecies. As mentioned earlier, the teacher’s self-concept also affects the teacher student relationship. Jersild (1955), says that for teachers to be effective, they need positive attitudes toward themselves, which will influence their behaviour toward students especially when students react to the teachers’ expectations and demands. This means that the teacher’s verbal interaction behaviour influences the student’s learning.

Students develop views about themselves and towards teacher’s behaviour. So

‘The ways a teacher behaves, not what he knows, may be the most important issue, in the transmission of teaching – learning exchanges. The psychological behaviour, the quality of how the teacher relates to the child is perhaps the most important basis for the learning attitude held by the child’ (Webb journal of teacher education. 22:1971; 455)

Hargreaves asserts that the teacher – pupil relationship in any case will be a function of many factors, not least which are the personality and the past experience of the individuals, but every such interaction will have certain common structural similarities.

2.3 Self-disclosure in teacher – student relationship

Cooper (1980), says that the only way to really know how students view themselves is through their self-disclosure. Teachers and students exchange information both verbally and non-verbally. Teachers endeavour to gather as much information from students as they can because
'The more information you have about how students view themselves, the better able you'll be to see the world through their eyes and thus better understand their responses to you, to other students and to the instructional process'

(Cooper 1980).

Self-disclosure is a very sensitive factor in determining the teacher–student relationships.

Adolescents disclose less and even when they do it is gradual, the teachers need to choose the appropriate time to seek for information.

Knapp (1978) says that appropriateness depends on

(i) Timing of our disclosure
(ii) The other person’s capacity to respond
(iii) The short term effects
(iv) The motives for the disclosure
(v) How much detail is called for.
(vi) Whether the disclosure is relevant to the current situation.
(vii) The feelings of the other person as well as our own.

There are many instances in the school that call for self-disclosure.

This means that teachers have to share some information about themselves with the students. This is because according to Cooper (1980),

'Self-disclosure is reciprocal. We disclose to the people who disclose themselves to us. It’s primarily up to the teacher to begin this reciprocal process. If we are willing to share ourselves with our students, they’ll be more willing to share themselves with us. The effect of this reciprocity is that a more positive classroom atmosphere can be developed and effective communication will be enhanced.

The teacher’s attitudes towards the students will also determine whether there is going to be any disclosure between the two.
Brophy and Good (1972), assert that the attitude teacher’s hold toward students affects the quality and quantity of communication teachers have with students. It should be noted that the student’s attitude and behaviour will affect teaching and learning.

Therefore self – disclosure is a very useful communication tool when used effectively in the teacher – student relationship.

Rogers (1984), says that at the interpersonal communication level self – disclosure can facilitate more meaningful human relationships. There is a tendency for self – disclosure on one person’s part to stimulate self – disclosure by the other persons. This is the reciprocal nature of self – disclosure.

2.4 Perceptions in Teacher – Student relationships.

Cooper (1980), says that perceptions affect communication between the teacher and student both in and outside the classroom.

Sometimes students and teachers look at the same information and interpret it differently. Perceptions, according to Cooper begin with our senses and these senses make our perceptions different from other people. Teachers and students have different realities derived from the same stimulus. Perception is a process, which goes on in the teaching – learning process.

(viii) We observe the available data in our environment
(ix) We choose what data we see/hear/fear/smell/taste and process it (selective perception)
(x) We define the person or event and build expectations of future behaviour.
(xi) Our expectations help determine our behaviour toward the person
(xii) Our behaviour affects the other person’s perceptions.

He says that the data we select from all the available data is affected by our personal experiences, our psychological states and our values. Selective perceptions in the classroom affects both teachers and students. This then leads to the kind of judgements made by both people, which affects their communication and relations. The feelings, past experiences, opinions, values and beliefs of the teachers and students affect their environment like the perceptions. These internal stages in turn affect how they relate. The
different environment like the generation gap, sexes and culture affect perceptions just like the senses do. Teachers need to sharpen their perception skills for effective communication and positive relations to be created with their students.

Warr and Knapper (1968), outline three components of perception, which affect student teacher relations. The attributive component consists of those characteristics that teachers and students attribute to one another, may or may not be present. The expectancy component shows that the teachers and students have expectations on one another and expect certain behaviours. The third one is the affective one, which deals with their feelings derived from their past experiences, with whatever they are perceiving the characteristics they attribute to whatever they are perceiving and from their expectations concerning whatever they are perceiving. First views are encouraged in this relationship because second hand information about students especially from other teachers may not be accurate.

2.5 The role of language and meaning in student – teacher relations.

Language controls communication between the teacher and student. Teaching and learning involves use of language and the outcomes depend on the meanings assigned to this language. This is according to Cooper (1980) who says that words are symbolic and arbitrary. They have no meaning in and of themselves.

Gammage (1982), outlines that language enables generalisations and abstraction. Teachers often find themselves putting students into categories and drawing general conclusions about them. This affects their relations with the students because the individual characteristics of the students are not noted. The students’ cognition is dependent upon language because

‘Our language both represents and transforms experiences. It occupies a central role in our perceptions of the world and ourselves’ (Gammage (1982).

The ways language is used in the teacher student interaction may close off or open up avenues of communication.

Rigid and inflexible forms of language, used by teachers close up relations with their students. Therefore the teacher’s understanding of the function of language as a teaching
instrument is absolutely vital, otherwise the language used may prove to have precisely the opposite effect.

Gammage also asserts that the language teachers use and the meanings students abstract affect the personalities of the students hence the verbal interaction between the two is affected. Language shapes the perceptions of teachers and students. This language is constantly changing which means that the teacher’s and student’s perceptions also change.

Language is also used by the students and teachers for labelling. They attribute characteristics, expect behaviours and generate feelings by the kind of words they use on one another.

Barnes (1969), and others have pointed out, the tragedy with the forms of communication teachers use which are often much more closed and often less communicative than the teacher believes. Indeed, so rigid and inflexible are some forms of language employed in classrooms by the teachers that one might say that part of all student – courses include observation of the teacher’s language use.

Gammage says that to communicate a set of ideas to any child, the teacher normally employs language. He may not employ it as openly or as flexibly as he thinks, but during the course of any school day he will engage in various types of communication. Teachers should note that

‘We often over look the differences in people and things simply because they fall into the same category. If we respond to the stereotype of the abstraction rather than to the person with whom we are trying to communicate, we can become very ineffective communicators (Coopers 1980).

Williams (1984), says that although language has probably the greatest single development for the human race, it has nonetheless brought problems for those who use it. Language is one of the chief sources of manipulation in human affairs. And by using language, in certain ways, we can manipulate our verbal meanings, each other’s behaviour, and even our very perceptions. This seems to suggest that the language teachers and students use affects meanings, behaviour and perceptions which then affects their relationships.
2.6 Summary of literature review.
The literature reviewed for this study has mainly been done in and outside Kenya. These studies reveal the following.

- That the teacher’s and student’s appraisal of one another helps them create relationships.
- Teachers and students need to understand who they are before they can communicate.
- Teachers and students have varied self-concepts.
- Teachers and students put expectations on one another and this affects their behaviours hence relations.
- The teacher’s evaluation and assessments of student’s behaviour leads to categorization of students thus affecting their relations.
- Teachers and students share information about one another hence self-disclosure is reciprocal.
- Teachers and students have different perceptions on the same stimuli that is, Attributes, expectancies and feelings.
- Language can also close off or open up avenues of communication.
- Teachers and students use language to communicate through generalisations and abstractions.

2.7 Conclusions
It is obvious that the teachers and students need to improve on their day to day interactions. This can only be done if they understood the role interpersonal communication plays in their interaction.
Thus this study focused on the causes of interpersonal communication problems facing teachers and students and the results of this interpersonal communication breakdown. It also sets to determine the formal and informal structures in schools that affect communication between teachers and students and the steps that can be taken to improve this interpersonal communication between teachers and students.
CHAPTER THREE
Methodology

3.1 Introduction
This study examined the role of interpersonal communication between teachers and students in secondary schools in Limuru division Kiambu District. In this chapter, research design, location of the study, the targeted study population, sample and sampling procedures, data collection procedures and method of data analysis are discussed.

3.2 Research Design
The study used descriptive survey design to investigate the role of interpersonal communication between teachers and students. This was found appropriate because its purpose was to establish the nature of the existing conditions i.e. the interpersonal communication between teachers and students. According to Robson (1993:128 – 129)

1. It provides a relatively simple and straightforward approach to the study of values attitudes, beliefs and motives.
2. It may be adopted to collect generalisable information from almost any human population.

Therefore it aimed at obtaining information from a representative sample of the population and from it present the findings as being representative, of the population as a whole.

3.3 Location of Study
This study was carried out in Limuru Division, Kiambu District, Central province in Kenya. This is a peri – urban division with national provincial and district schools. The division has been greatly influenced by its close proximity to the capital city. It is a well-developed locality with good infrastructure. However, there are high drop out rates in schools because of lack of school fees, early marriages and pregnancies, probably negative urban influence and drug abuse. It is worthwhile to note that whereas the
national schools in this division perform well, the district and provincial schools’ performance and results are wanting. The national schools comprise students from all over the republic.

The division was chosen because of the high school drop out rate of students especially in day schools. The performance in the final examinations in these schools is wanting and so the study sought to establish what role interpersonal communication played in the interaction between teachers and students.

Singleton (1993) sums up this by that stating that the ideal setting is one that is directly related to the researchers’ interest, easily accessible and that which allows the development of immediate rapport.

3.4 The Study Population
The study targeted public secondary schools in Limuru Division Kiambu District. There are fourteen (14) public secondary schools in the division.

One (1) school is a Boys’ boarding, three (3) are Girls’ boarding, one (1) is Boys’ day school, two (2) are girls’ day schools and seven (7) are mixed day schools. This is shown in the table below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Boys</th>
<th>Girls</th>
<th>Mixed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarding</td>
<td>1</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Day</td>
<td>1</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

There are two national schools; two provincial schools and the rest are district schools.

This study comprised of teachers and students from these schools. There are approximately 600 teachers and 2,400 students in the division.
3.5 Sample Selection

Sharman (1983) defines a sample as a part of the population item that depicts the same characteristics of the main population that helps the researcher in generating his findings with more authenticity. In the study, a sample size of six (6) schools out of the fourteen (14) public secondary were selected through a stratified sampling. They were categorised into boys, girls and mixed schools, hence all groups were represented in the sample in the same proportion as they were in the population.

The percentage of the selected schools from each category is shown below.

Table 3.2 Sample Schools.

<table>
<thead>
<tr>
<th>Nature of school</th>
<th>Population (N)</th>
<th>Sample size (n)</th>
<th>Sample size %(n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys schools</td>
<td>2</td>
<td>1</td>
<td>16.6</td>
</tr>
<tr>
<td>Girls schools</td>
<td>5</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Mixed schools</td>
<td>7</td>
<td>3</td>
<td>50.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>14</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

Key: \(N\) = total population of schools  
\(n\) = Sample size

One (16.6%) out of the 2 boys’ schools was used, two (33.3%) out of the five girls’ schools were used and three (50%) out of the seven mixed schools were used.

Six (42.8%) schools of the population were used. Twenty (20%) students and five (20%) teachers from each school in each case were used.

3.6 Instrumentation

The researcher used two questionnaires to collect data.

1. Teachers’ questionnaires
2. Students’ questionnaires
A questionnaire is defined by Casley and Lury (1981: 91) as 'a group or, sequence of questions designed to elicit information upon a subject from an informant.' The questionnaire was used to seek information from secondary school teachers and students as the respondents.

The questionnaire forms were administered to both the teachers and the students. The questionnaires fitted the study because they covered a large population of the sample, eliminated bias and allowed respondents time to study and reflect on the questions hence avoiding hasty responses. The questionnaires for both students and teachers had two sections; part A was on general background information of the respondents. Part B concentrated on the role of interpersonal communication between teachers and students.

3.7 Pilot Study.

The investigator conducted a pilot study. The piloting was done in schools, which were not included in the sample. Two schools were chosen from which twenty students and five teachers were administered the questionnaires.

The results of the piloting were used to adjust any ambiguity in the questionnaires. This took two weeks, after which the researcher distributed questionnaires to the sampled schools, teachers and students.

3.8 Data Collection Procedures.

Having got a letter of authority from the university to collect data (See Appendix C), all the questionnaires were delivered to all the concerned teachers and students within a week. They were all given two weeks to answer the questions. However, most of the questionnaires were collected after three weeks especially from the teachers who were busy making their schemes of work.

3.9 Data Analysis.

The questionnaires were sorted out to remove any incomplete instruments. Only completed ones were used.
A data codebook was prepared by the researcher and the data was coded. The researcher scored all the questionnaires and calculated frequency distributions into percentages. The results were interpreted and tabulated in chapter four.
CHAPTER FOUR

Data presentation and analysis

4.1 Introduction
The purpose of this study was to investigate the role of interpersonal communication between teachers and students in secondary schools in Limuru Division Kiambu District.

The study used two instruments i.e. teachers' questionnaire and students' questionnaire. The data gathered was analyzed using descriptive statistical technique.

This chapter presents the findings of the study focusing on the following areas:
- Background on teachers and students of the six secondary schools.
- Causes of interpersonal communication problems between teachers and students.
- The formal and informal structures in schools that affect interpersonal communication between teachers and students.
- Steps towards improving interpersonal communication between teachers and students.

4.2 Background on teachers and students of the six secondary schools.

The researcher looked at the sex, age, professional qualifications, duration of teaching and position of responsibility of the teachers. Ten (41.6%) male teachers and fourteen (58.3%) female teachers responded to the questionnaires.
The table shows that 6% of the teachers were aged between 21-25 years, 23% were aged between 26-30 years, 30% between 31-35 years, 6% between 36-40 years and there was only one (3%) teacher aged above 41 years. Majority (41.6%) of the teachers were young and so assumed to be enthusiastic and full of pep in their teaching career.

The researcher also determined the professional qualifications of the teacher. The findings are shown on table 4.2.

Table 4.2 Teachers' professional qualifications

<table>
<thead>
<tr>
<th>Professional qualifications</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University graduate</td>
<td>15</td>
<td>75.0</td>
</tr>
<tr>
<td>Diploma Holder</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>PGDE</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table, it is clear that majority (75%) of the teachers were university graduates. This is the highest level of teacher training in a secondary school. Fifteen percent of the teachers were diploma holders while 10% had a post-graduate diploma in education. Therefore all the respondents were trained teachers. It is assumed that communication
skills are included in the syllabus for teacher trainees and so these teachers were well equipped to communicate effectively with the students and pass on these skills to the students.

The longer one stays in a profession, it is assumed, the more experience she/he gains. Teachers handle students with different entry behaviours year in year out and it is on these entry behaviours that they categorize and set expectations on the students. Therefore, it is assumed that if a teacher has more teaching experience, she/he is in a position to categorize the students appropriately and set realistic expectations for them. The researcher tried to determine the length of teaching of the teachers and Table 4.3 shows the findings.

<table>
<thead>
<tr>
<th>Length of teaching</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>6</td>
<td>26.0</td>
</tr>
<tr>
<td>0-6 years</td>
<td>12</td>
<td>52.1</td>
</tr>
<tr>
<td>11-15 years</td>
<td>4</td>
<td>17.3</td>
</tr>
<tr>
<td>16-20 years</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>More than 21 years</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Six (26%) teachers had taught for 0-5 years, twelve (52.1%) teachers had taught for 6-10 years, four (17.3%) teachers for 11-5 years and one (4.3%) teacher had taught for one year. Majority (52.1%) of the teachers had enough experience to help establish good interpersonal relations with the students.

The research also set to establish the responsibilities, apart from teaching, which had been assigned to the teachers. The findings are shown in the table below.
Table 4.4 Teachers’ position of responsibility

<table>
<thead>
<tr>
<th>Position of responsibility</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of department</td>
<td>2</td>
<td>11.7</td>
</tr>
<tr>
<td>Class teacher</td>
<td>8</td>
<td>47.0</td>
</tr>
<tr>
<td>Games teacher</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Club patron</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
<td>100</td>
</tr>
</tbody>
</table>

Two (11.7%) teachers were heads of departments, 47% were class teachers, 23.5% were games teachers and 17.6% were club patrons. Teachers are assigned teaching, supervisory and administrative duties. Students relate and react differently to the teachers when they are executing any one of these duties and the teachers are expected to communicate with the students appropriately.

The researcher looked at the sex, age, form, favourite subjects, favourite sports and the clubs the students belonged to.

There were thirty-two (49.2%) male students and thirty-three (50.7%) female students who responded to the questionnaires. Their age distribution is illustrated in the table below.

Table 4.5 Students’ age distribution

<table>
<thead>
<tr>
<th>Age</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-15</td>
<td>7</td>
<td>10.7</td>
</tr>
<tr>
<td>16-17</td>
<td>39</td>
<td>60.0</td>
</tr>
<tr>
<td>18-19</td>
<td>15</td>
<td>23.0</td>
</tr>
<tr>
<td>20 and above</td>
<td>4</td>
<td>6.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>65</td>
<td>100</td>
</tr>
</tbody>
</table>

Seven (10.7%) students were aged between 14-15 years, thirty-nine (60%) students were between the ages of 16-17, fifteen (23%) of them were between 18-19 years and four
students were twenty years and above. The table shows that majority of the students were aged between 16-17 years, probably form twos and threes. Forms twos are in adolescence at this age and have a lot of energy that needs to be put into constructive activities. Form threes have no pressure from any major impending exam like the form fours and so interact easily with the form twos. They are also at a stage in their life when they need close monitoring by the teachers. The table therefore shows that these students are teenagers and so are in a stage in life when their self-concepts are easily swayed depending on the daily challenges they face. They also disclose less and their teachers need to be careful if they have to establish positive interpersonal relations with the students.

The students indicated their favourite subjects, which were grouped into four groups. The findings are shown in the table below.

Table 4.6 Students’ favourite subjects

<table>
<thead>
<tr>
<th>Subjects</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td>21</td>
<td>35.0</td>
</tr>
<tr>
<td>Sciences</td>
<td>25</td>
<td>41.6</td>
</tr>
<tr>
<td>Humanities</td>
<td>11</td>
<td>18.3</td>
</tr>
<tr>
<td>Creative subjects</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority (41.6%) of the students indicated that sciences were their favourite subjects. These include Physics, Chemistry and Biology. Twenty one (35%) students indicated that languages (Kiswahili and English) were their favourite subjects. Eleven (18.3%) students said that humanities, which include C.R.E, History and Geography, were their favourite. Five percent indicated that creative subjects (Commerce, Agriculture, Woodwork e.t.c) were their favourite subjects. It is important to note that even though the students’ favourite subjects were the Sciences, their performance in the national exams is dismal.
This probably shows that communication between teachers and students is being affected by some form of 'noise' hence disrupting the accuracy of messages being sent.

The research established the students' favourite sports as shown in table 4.6

**Table 4.7 Students’ favourite sports**

<table>
<thead>
<tr>
<th>Favourite sports</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>15</td>
<td>24.1</td>
</tr>
<tr>
<td>Ball games</td>
<td>41</td>
<td>66.1</td>
</tr>
<tr>
<td>Indoor games</td>
<td>5</td>
<td>8.0</td>
</tr>
<tr>
<td>Swimming</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>62</td>
<td>100</td>
</tr>
</tbody>
</table>

Fifteen (24.1%) students indicated that athletics was their favourite sports. Forty-one (66.1%) said that ball games were their favourite. These include football, netball, volleyball, rugby and handball. Five (8%) students indicated that indoor games, which include Table Tennis, Badminton and Squash, were their favourite. Only one (1.6%) student liked swimming.

Sports are very important in creating a relaxed atmosphere outside classroom for students and teachers to interact. Co-curricular activities create avenues for students to display their talents and share information with teachers. This self-disclosure is very important in aiding interpersonal communication between teachers and students.

Apart from sports, the students also indicated their favourite clubs. Most clubs in schools are subject based and they help enhance what the teacher has taught in class. Students therefore tend to join clubs that are related to their favourite subjects with the aim of focusing on their future careers.

The findings are indicated in table 4.7
Table 4.8 Students’ Favourite Clubs

<table>
<thead>
<tr>
<th>Favourite club</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>6</td>
<td>10.3</td>
</tr>
<tr>
<td>Debating</td>
<td>11</td>
<td>18.9</td>
</tr>
<tr>
<td>Music</td>
<td>14</td>
<td>24.1</td>
</tr>
<tr>
<td>Others</td>
<td>27</td>
<td>46.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>58</td>
<td>100</td>
</tr>
</tbody>
</table>

Six (10.3%) students indicated that their favourite club was drama, 18.9% indicated that debating was their favourite while 24.1% said that music was their favourite club. Majority (46.5%) of the students belonged to other clubs like Law, Journalism, Science, Commerce, Kiswahili and Wildlife.

Clubs, just like sports, create avenues for students to showcase their talents. It is a crucial way of expressing themselves. The way students perceive information in the school environment is different from that of the teachers. Through clubs their perception skills are sharpened so that their interpersonal relations with the teachers are positively enhanced.

4.3 Causes of interpersonal communication problems between teachers and students.

The first research question in this study focused on the causes of interpersonal communication problems between teachers and students. The purpose of this question was to identify the causes of communication breakdown between teachers and students as perceived by the teachers and students themselves.

The research question was stated as follows:-
1. What causes interpersonal communication problems between teachers and students?

The teachers and students were asked to indicate what they felt were the causes of interpersonal communication between them. Their responses are shown in Table 4.8.

Table 4.9 Causes of Interpersonal Communication Problems between Teachers and Students.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Teachers</th>
<th></th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Language barrier/poor mastery of language</td>
<td>16</td>
<td>35.5</td>
<td>29</td>
<td>28.7</td>
</tr>
<tr>
<td>Improper use of communication channels</td>
<td>7</td>
<td>15.5</td>
<td>7</td>
<td>6.9</td>
</tr>
<tr>
<td>Personal attributes e.g. fear, shyness, aspirations, entry behaviour</td>
<td>15</td>
<td>33.3</td>
<td>40</td>
<td>39.6</td>
</tr>
<tr>
<td>Indiscipline and failure to follow instructions and school rules</td>
<td>3</td>
<td>6.6</td>
<td>12</td>
<td>11.8</td>
</tr>
<tr>
<td>Generation gap</td>
<td>4</td>
<td>8.8</td>
<td>13</td>
<td>12.8</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100</td>
<td>101</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table it can be seen that sixteen (35.5%) teachers and twenty-nine (28.7%) students felt that language barrier and the poor grasp or mastery of language caused communication breakdown. This was probably because of the language choices that the students and teachers made that affected the meaning of their thoughts and feelings. The teachers and students were asked to indicate whether they had a good grasp of the English language. Sixteen (53%) teachers and twelve (17%) students strongly agreed that the teachers and students had a good grasp of the English language. Eight (26%) teachers and thirty five (50%) students agreed, one (1%) teacher and one (1%) student (1%)
strongly disagreed. It was noted that while majority (53%) of the teachers strongly agreed that they had a good grasp of the English language, majority (50%) of the students just agreed an indication that messages were not accurately interpreted.

The students and teachers were also asked to show the most commonly spoken languages in their school.

Table 4.10 shows their responses

**Table 4.10 Most common spoken languages**

| Language   | Teachers | | Students | |
|------------|----------|------------|----------|
|            | n        | %          | n        | %          |
| Kiswahili  | 21       | 30.8       | 43       | 36.7       |
| English    | 20       | 29.4       | 42       | 35.8       |
| Vernacular | 16       | 23.5       | 18       | 15.3       |
| Sheng      | 11       | 16.1       | 14       | 11.9       |
| Total      | 68       | 100        | 117      | 100        |

The table shows that the Kiswahili and English languages were the most commonly spoken languages. Twenty-one (30.8%) teachers and forty-three (36.7%) students indicated that Kiswahili was prevalent. Twenty (29.4) teachers and forty-two (35.8%) students said English language was the most common language spoken. However, it was noted that a significant (3.5%) proportion of teachers and (15.3%) students indicated that vernacular, that is, Kikuyu was used in the schools. ‘Sheng’, an emerging language which combines colloquial English and Kiswahili was said to be spoken in the schools by 16.1% of the teachers and 11.9% of the students.

The researcher further tried to establish the possible effects of the use of these languages on the interpersonal communication between teachers and students. Vernacular was said
to be the worst impediment to smooth interpersonal communication between teachers and students. Twelve (52.1%) teachers and forty six (38.6%) students said that vernacular speaking led to poor mastery of the English and Kiswahili languages hence students were not able to express themselves both in their written and spoken forms. It also led to failure to follow instructions by students and as a result poor performance in their internal and external exams.

Seven (30.4%) teachers and five (4.2%) students said that while the use of the English language enabled effective communication and good performance in exams, it inhibited those who were handicapped in it hence they ended up keeping quiet, for fear of being ridiculed.

The use of ‘Sheng’ was said to create a barrier between teachers and students. It also led to poor performance in exams and hostility between teachers and students. This was indicated by (8.6%) teachers and (36.1%) students. It was noted that a big (36.1%) proportion of students were actually aware of the problems the use of ‘Sheng’ posed on their relations with the teachers. A significant proportion of students (21%) and 8.6% of the teachers said that the use of Kiswahili interfered with comprehension in the other subjects. All the other subjects have English as their service language and so even if Kiswahili was an alternative official language in school, it affected performance in the English language because the students didn’t use Kiswahili ‘sanifu’.

From table 4.8, it can be seen that improper use of communication channels caused interpersonal communication problems between teachers and students. Seven (15.5%) teachers and 6.9% students indicated this. When they were asked to indicate whether they communicated freely, four (13%) teachers and seven (10%) students strongly agreed. However, majority (61%) students and (53%) teachers agreed. Three (10%) teachers and fourteen (20%) students disagreed. No teacher strongly disagreed but an insignificant (3%) proportion of the students did. Apart from failure to communicate freely with one another, important information form teachers like exam dates, trips and even change of school programme was not communicated in advance to the students. Sixty seven percent
of the students strongly disagreed that important information was passed well in advance while none of the teachers disagreed probably because most of the information and decisions are passed from the teachers to the students, so they would be incriminating themselves. Both the written and spoken modes of communication were prevalent in communication between teachers (43%) and students (64%). Thirteen (36%) teachers and nineteen (27%) students though said they commonly used the spoken mode of communication. Whereas majority (53%) of the teachers indicated that they provided feedback to students promptly, the students (50%) indicated otherwise.

Teachers and students also faced interpersonal communication problems because of their personal attributes. These included fear, shyness, personal aspirations and entry behaviours. This was indicated by 33.3% of the teachers and 39.6% of the students. The students, because of fear, may not know the teachers by name. Most teachers (33%) and students (47%) indicated that they knew students and teachers by name. It is important that the teachers tell the students the grades/marks that they expect from them. Ten (33%) teachers agreed that they told the students the grades/marks they expected. The students (54%) strongly agreed while twenty (28%) of them just agreed. There was a significant (19%) portion of students that strongly disagreed while no teacher strongly disagreed.

As asked whether the students were given time to comment on the teachers’ and students’ behavior, majority (46%) of the teachers and (47%) students disagreed. The subjects were asked whether they modified the way they communicated to fit the uniqueness of each other. Twenty (28%) students strongly agreed, thirty-three (47%) agreed while only seven (10%) disagreed. Nine (30%) teachers both strongly agreed and agreed while six (2%) disagreed. Asked whether they actively involved students in the exchange of knowledge and experience a big (60%) proportion of teachers agreed while (6%) of them disagreed. Thirty (42%) students agreed that they were involved actively in the exchange of knowledge and experience. However, it was noted that a big (30%) proportion of students disagreed. The percentage of those teachers and students who strongly disagreed was insignificant. The teachers and students were asked whether they were aware of the
non-verbal messages communicated to each other. A big (38%) proportion of students disagreed while forty percent (40%) of the teachers agreed.

The subjects were also asked if they were aware of the generation gap that existed between them. An equal (40%) percentage of students and teachers agreed. A significant (26%) proportion of teachers and (30%) students strongly agreed. A very small proportion of both teachers and students disagreed and strongly disagreed. They were also asked to indicate whether they expressed similar values, attitudes and emotional problems. Majority (38%) students disagreed compared to twenty six percent of the teachers. A significant (20%) proportion of teachers and (22%) students however agreed. The percentage of those who strongly agreed and strongly disagreed was insignificant. Indiscipline and failure to follow instructions and school rules was also indicated (table 4.8) to be the cause of interpersonal communication problems between teachers and students by a minimal percentage of students and (11.8%) teachers (3.3%).

4.4 Results of interpersonal communication breakdown between teachers and students.

The researcher sought to establish the results of interpersonal communication breakdown between teachers and students.

The specific research question was stated as follows:

2. What are the results of the breakdown of interpersonal communication between teachers and student?

Table 4.11 carries a summary of the findings
Table 4.11 Results of breakdown of Interpersonal Communication between Teachers and Students

<table>
<thead>
<tr>
<th>Results</th>
<th>Teachers</th>
<th></th>
<th>%</th>
<th>Students</th>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor performance in exams</td>
<td>14</td>
<td></td>
<td>31.1</td>
<td>48</td>
<td></td>
<td>42.1</td>
</tr>
<tr>
<td>Strikes and destruction of property</td>
<td>10</td>
<td></td>
<td>22.2</td>
<td>10</td>
<td></td>
<td>8.7</td>
</tr>
<tr>
<td>Frustration, apathy</td>
<td>8</td>
<td></td>
<td>17.7</td>
<td>24</td>
<td></td>
<td>21.0</td>
</tr>
<tr>
<td>Antagonism, ill feelings and mistrust</td>
<td>6</td>
<td></td>
<td>13.3</td>
<td>15</td>
<td></td>
<td>13.1</td>
</tr>
<tr>
<td>Creation of gaps and failure to</td>
<td>7</td>
<td></td>
<td>15.5</td>
<td>17</td>
<td></td>
<td>14.9</td>
</tr>
<tr>
<td>achieve goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

45 100 114 100

It can be seen from the table that majority (46%) teachers and students (68%) indicated that poor performance in exams was the major outcome of communication breakdown between teachers and students. These exams could be school based, district or national and even general performance in the classroom. A big proportion (36%) of teachers also indicated that strikes, destruction of school property and indiscipline among students resulted from communication breakdown between teachers and students as compared to a mere (14%) of students. Eight (17.7%) teachers and twenty-four (21%) students said that students in particular got frustrated and feared to seek for information from teachers when there was communication breakdown. They stopped expressing themselves and this led to apathy. An equal percentage (13%) of teachers and students said that antagonism, ill-feelings and mistrust between them was as a result of interpersonal communication breakdown. Seven (15.5%) of teachers and seventeen (14.9%) felt that interpersonal communication breakdown led to creation of gaps between them and failure to achieve the schools’, teachers’ and students’ goals.
4.5 The formal and informal structures in schools that affect interpersonal communication between teachers and students.

The third research question focused on the formal and informal structures that exist in schools. The purpose of this question was to determine how this formal and informal structures in schools affected interpersonal communication between teachers and students. The research question was stated as follows;

Q 3. How do the formal and the informal structures in schools affect interpersonal communication between teachers and students?

The researcher first sought to establish whether the school rules and regulations were accessible to all teachers and students. The study found out that majority (81%) students and teachers (70%) have access to the schools and find them clear. However, when asked whether they participated in making of the school rules, majority (67%) students and teachers 36% indicated that they did not. The study further sought to establish, how their participation and non-participation in the making of school rules affected communication between teachers and students. The findings are shown in table 4.12 and 4.13 respectively.

Table 4.12 Effects of participation of teachers and students in making school rules.

<table>
<thead>
<tr>
<th>Effects</th>
<th>Teachers n</th>
<th></th>
<th>%</th>
<th>Students n</th>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define clear-cut expectations between teachers and students.</td>
<td>3</td>
<td></td>
<td>25.0</td>
<td>16</td>
<td></td>
<td>28.5</td>
</tr>
<tr>
<td>Helped control and unify student behaviour</td>
<td>2</td>
<td></td>
<td>16.6</td>
<td>35</td>
<td></td>
<td>62.5</td>
</tr>
<tr>
<td>Helped in decision - making on matters of discipline</td>
<td>1</td>
<td></td>
<td>8.3</td>
<td>3</td>
<td></td>
<td>5.3</td>
</tr>
<tr>
<td>Created collective responsibility in their implementation</td>
<td>6</td>
<td></td>
<td>50.0</td>
<td>2</td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td></td>
<td>100</td>
<td>56</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Twenty five (254%) teachers and twenty eight (28.5%) indicated that participation of teachers and students in making the school rules defined clear-cut expectations between them. It also helped control and unify student behaviour as indicated by 16.6% teachers and majority (62.5%) students. A minimal (8.3%) teachers and (5.3%) students felt that it helped in decision making especially on matters related to discipline. Majority (50%) of teachers indicated that it created collective responsibility in the implementation of these rules compared to a mere (3.5%) of students.

Table 4.13 Effects of non-participation of teachers and students in making the school rules.

<table>
<thead>
<tr>
<th>Effects</th>
<th>Teachers</th>
<th></th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor implementation as they felt alienated from the rules</td>
<td>4</td>
<td>40.0</td>
<td>14</td>
<td>28.0</td>
</tr>
<tr>
<td>Lack of clear-cut expectations</td>
<td>1</td>
<td>10.0</td>
<td>7</td>
<td>14.0</td>
</tr>
<tr>
<td>Misrepresentation of opinions hence disgruntling/dissatisfaction</td>
<td>2</td>
<td>20.0</td>
<td>24</td>
<td>48.0</td>
</tr>
<tr>
<td>Lop-sided decision-making hence unequal treatment</td>
<td>3</td>
<td>30.0</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Non-participation of teachers and students in making the school rules led to poor implementation as indicated by 40% of the teachers and 28% of the students. One (10%) teachers and seven (14%) students felt that non-participation led to lack of clear-cut expectations on one another. Majority (48%) students and (20%) teachers said that non-participation led to misrepresentation of opinions, which led to dissatisfaction. Three (30%) teachers and five (10%) students said it led to lop-sided decision-making and so unequal treatment.

The study sought to determine the influence the prefecture had on the interpersonal communication between teachers and students. Majority (33%) teachers and students
(42%) strongly disagreed that the prefects communicated freely with the teachers and the students.

As asked on how the prefects hindered interpersonal communication between teachers and students, the subjects indicated the results in the table below:

Table 4.14 How prefects hindered interpersonal communication between teachers and students.

<table>
<thead>
<tr>
<th>Hindrances</th>
<th>Teachers</th>
<th></th>
<th>%</th>
<th>Students</th>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to pass on instructions from teachers to students i.e. untrustworthy</td>
<td>7</td>
<td></td>
<td>16.6</td>
<td>18</td>
<td></td>
<td>26.4</td>
</tr>
<tr>
<td>Poor role models i.e. indisciplined</td>
<td>6</td>
<td></td>
<td>14.2</td>
<td>20</td>
<td></td>
<td>29.4</td>
</tr>
<tr>
<td>Seen /used as spies by/for teachers leading to mistrust</td>
<td>6</td>
<td></td>
<td>14.2</td>
<td>8</td>
<td></td>
<td>11.7</td>
</tr>
<tr>
<td>Too much power vested on them making them big – heads.</td>
<td>-</td>
<td></td>
<td></td>
<td>6</td>
<td></td>
<td>8.8</td>
</tr>
<tr>
<td>Personal problems e.g. fear, low self esteem, poor attitude, lack of self– drive</td>
<td>2</td>
<td></td>
<td>4.7</td>
<td>6</td>
<td></td>
<td>8.8</td>
</tr>
<tr>
<td>Practise favouritism and lean too much on the administration side.</td>
<td>-</td>
<td></td>
<td></td>
<td>10</td>
<td></td>
<td>14.7</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td></td>
<td>49.7</td>
<td>68</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

It can be seen from the table that a significant proportion (26.4%) of students and (16.6%) teachers felt that prefects hindered interpersonal communication by their failure to pass on instructions from teachers to students, that is they are not trustworthy. Majority of the students (29.4%) said that prefects were poor role models because they were indisciplined. Only (14.2%) teachers felt that prefects were poor role models as well as used as spies by and for the teachers as compared to (11.7%) students. The students (8.8%) indicated that the prefects had too much power vested on them and this made them big heads. They (14.7%) also felt that the prefects practiced favoritism and leaned too much on the administrative side.
A minimal proportion of students (4.7%) and (8.8%) teachers indicated that the prefects themselves had personal problems like fear, low self-esteem, poor attitude and lack of self-drive which negatively influenced the way the teachers and students communicated. Asked how the prefects helped improve interpersonal communication between teachers and students, the respondents indicated as shown in the table.

Table 4.15 How Prefects improved interpersonal communication between teachers and students.

<table>
<thead>
<tr>
<th>Improvements</th>
<th>Teachers</th>
<th>%</th>
<th>Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitated systematic communication between teachers and students</td>
<td>14</td>
<td>66.6</td>
<td>41</td>
<td>68.3</td>
</tr>
<tr>
<td>Helped in implementation of school rules hence enhanced discipline</td>
<td>3</td>
<td>14.2</td>
<td>4</td>
<td>6.6</td>
</tr>
<tr>
<td>Enhanced peer counselling</td>
<td>1</td>
<td>4.7</td>
<td>7</td>
<td>11.6</td>
</tr>
<tr>
<td>Communicated simple instructions to students</td>
<td>2</td>
<td>9.5</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>Stood in the gap in the absence of the teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21</td>
<td>100</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority (66.6%) teachers and (68.3%) students indicated that prefects facilitated systematic communication between teachers and students. The prefects also helped in the implementation of the school rules hence enhanced discipline. This was said by 14.2% teachers and 6.6% students. A minimal proportion (4.7%) teachers and (6%) indicated that prefects enhanced peer counselling. The teachers (4.7%) and (8.3%) students also said that the prefects communicated simple instructions to the rest of the student body. The prefects also stood in for the teachers when the teachers were absent.
The research also sought to determine the role guidance and counselling played in interpersonal communication between teachers and students, since it is one of the formal structures that has been established in schools. The findings were indicated in the tables 4.16 and 4.17.

4.16 Guidance and Counselling: how it hindered interpersonal communication between teachers and students.

<table>
<thead>
<tr>
<th>Hindrances</th>
<th>Teachers</th>
<th></th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No free communication with all the guidance and counselling teachers and</td>
<td>9</td>
<td>19.1</td>
<td>13</td>
<td>23.6</td>
</tr>
<tr>
<td>students/lack of freedom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non - availability of the teachers to offer guidance and counselling to</td>
<td>11</td>
<td>23.4</td>
<td>19</td>
<td>34.5</td>
</tr>
<tr>
<td>students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Releasing confidential information or withholding it.</td>
<td>18</td>
<td>38.2</td>
<td>15</td>
<td>27.2</td>
</tr>
<tr>
<td>Discourages peer counselling.</td>
<td>4</td>
<td>8.5</td>
<td>4</td>
<td>7.2</td>
</tr>
<tr>
<td>Created a wedge between the teachers and students.</td>
<td>5</td>
<td>10.6</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Use of guidance and counselling lesson to teach or talking which is boring.</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>7.2</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>

It can be seen from the table that nine (19.1%) teachers and thirteen (23.6%) students indicated that there was no free communication between the teachers and the students. The students were not free with all the G/C teachers. Eleven (23.4%) teachers and majority (34.5%) students felt that the G/C teachers were not available to offer guidance and counseling to the students. Majority (38.2%) teachers and a significant proportion of (27.2%) students indicated that the G/C teachers released confidential information or withheld it. This probably affected self-disclosures especially from the students.
Four (8.5%) teachers and (7.2%) students said that G/C teachers discouraged peer counseling amongst them. A small (10.6%) proportion of teachers felt that G/C teachers created a wedge between teachers and students. The students (7.2%) particularly singled out the use of G/C lessons to teach the core subjects. This bored them since it did not give them a break from the daily teaching programme.

Table 4.17 Guidance and Counselling: how it improved Interpersonal communication between teachers and students.

<table>
<thead>
<tr>
<th>Improvements</th>
<th>Teachers</th>
<th></th>
<th></th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Improved discipline and peer counseling.</td>
<td>14</td>
<td>45.1</td>
<td>7</td>
<td>17.0</td>
<td></td>
</tr>
<tr>
<td>Helped create confidence in students hence freedom to approach and communicate for teachers and students.</td>
<td>10</td>
<td>32.2</td>
<td>18</td>
<td>58.0</td>
<td></td>
</tr>
<tr>
<td>Facilitated communication through guiding on language use between teachers and students.</td>
<td>4</td>
<td>12.9</td>
<td>12</td>
<td>29.2</td>
<td></td>
</tr>
<tr>
<td>Improved behaviour on the part of the students by unearthing useful information and using it for guiding.</td>
<td>3</td>
<td>9.6</td>
<td>4</td>
<td>12.1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>31</td>
<td>100</td>
<td>41</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

However, majority (45.1%) teachers and a significant (17%) proportion of students indicated that G/C teachers improved communication by improving discipline and peer counselling.

Ten (32.2%) teachers and majority (58%) students said that G/C teachers helped create confidence in students thus that freedom to approach and communicate with teachers and other students was enhanced.
The guidance and counselling department also facilitated communication through guiding on the kind of language to be used as indicated by a minimal (12.9%) proportion of teachers and a significant (29.2%) proportion of students. There was improved behaviour on the part of the students because the guidance and counselling department unearthed useful information and used it for guidance and counselling. This was indicated by a small (9.6%) teachers and (12.1%) students.

The research also set to determine the role played by the class teachers in interpersonal communication between teachers and students. The class teachers are assumed to be the first counsellors and foster parents to the students.

Table 4.18 How class teachers hindered interpersonal communications between teachers and students

<table>
<thead>
<tr>
<th>Hindrances</th>
<th>Teachers</th>
<th></th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Non – availability and unwillingness to get and pass on students’ issues to teachers.</td>
<td></td>
<td>4</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Failure to control wrong use of poor language and vernacular</td>
<td></td>
<td>2</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Created a negative attitude among students i.e. can have a hold on students</td>
<td></td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Spent time vilifying other teachers on shortcomings as seen by the students</td>
<td></td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>10</td>
<td></td>
<td>41</td>
</tr>
</tbody>
</table>

Majority (40%) teachers and (41.4%) students indicated that class teachers hindered interpersonal communication between the teachers and students because of their non-availability and unwillingness to get and pass on students’ issues to the teachers. A significant (20%) proportion of teachers indicated that the class teachers failed to control the wrong use of poor language and vernacular, created a negative attitude among students, that is, they could have a hold on students and spend time vilifying other
teachers on shortcomings as seen by the teachers as compared to 43.9%, 7.3%, 7.3% students respectively.

Table 4.19 How class teachers improved interpersonal communication between teachers and students.

<table>
<thead>
<tr>
<th>Improvements</th>
<th>Teachers</th>
<th></th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Guided students on how to keep open lines with</td>
<td>12</td>
<td>42.8</td>
<td>16</td>
<td>34.0</td>
</tr>
<tr>
<td>teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitated and mediated student–teacher problems</td>
<td>8</td>
<td>28.5</td>
<td>22</td>
<td>46.8</td>
</tr>
<tr>
<td>Helped solve individual problems and helped them</td>
<td>7</td>
<td>25.0</td>
<td>6</td>
<td>12.7</td>
</tr>
<tr>
<td>express themselves.</td>
<td>1</td>
<td>3.5</td>
<td>3</td>
<td>6.3</td>
</tr>
<tr>
<td>Emphasized on teachers’ expectations on the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100</td>
<td>47</td>
<td>100</td>
</tr>
</tbody>
</table>

On the other hand, twelve (42.8%) teachers and sixteen (34%) students felt that the class teachers improved interpersonal communication between teachers and students and because they guided students on how to keep open lines with the teachers. A significant (28.5%) teachers and majority (46.8%) students also felt that the class teachers facilitated and mediated student-teacher problems. The class teachers also helped solve individual student problems hence enabled them to express themselves as indicated by 25% of the teachers and 12.7% of the students. A small (3.5%) proportion of teachers and (6.3%) students said that the class teachers emphasized on the teachers’ expectations on the students and so helped them behave accordingly.
The other formal structure whose role the study sought to determine is the office of the Deputy Principal.

Table 4.20 How Deputy Principals hindered interpersonal communication between teachers and students.

<table>
<thead>
<tr>
<th>Hindrances</th>
<th>Teachers</th>
<th></th>
<th></th>
<th>Students</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td></td>
<td>n</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Excessive use of power or too lenient</td>
<td>5</td>
<td>45.4</td>
<td></td>
<td>23</td>
<td>633.8</td>
<td></td>
</tr>
<tr>
<td>Withholding or releasing information about students and teachers.</td>
<td>3</td>
<td>30.0</td>
<td></td>
<td>5</td>
<td>13.8</td>
<td></td>
</tr>
<tr>
<td>Implementation of policies without consultations</td>
<td>2</td>
<td>18.1</td>
<td></td>
<td>3</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>Failure to act on student suggestions.</td>
<td>-</td>
<td>-</td>
<td></td>
<td>3</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>Emphasize their disciplinarian role</td>
<td>1</td>
<td>9</td>
<td></td>
<td>2</td>
<td>35.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100</td>
<td></td>
<td>36</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

The table shows that majority (45.4%) teachers and 63.8%) students felt that Deputy principals used excessive power or were too lenient. A significant (30%) proportion of teachers indicated that the Deputy principals withheld or released information about students and teachers as compared to only 13.8% of the teachers. Two (18.1%) teachers and three (8.3%) students that they implemented policies without consultations. The students (8.3% felt that the Deputy principals failed to act on student suggestions. A small (9%) proportion of teachers and (5.5%) students said that the Deputy principals emphasized on their disciplinary role.
On the other hand, the Deputy principals improved Interpersonal communication between teachers and students because they enhanced discipline hence reduced conflicts between teachers and students. This was indicated by 40% of the teachers and 17.3% students.

A small (5%) proportion of teachers indicated that the Deputy principals acted as a bridge between teachers and students hence encouraged good teacher-student relations as compared to a big (37.3%) proportion of the students.

Majority (55%) of the teachers and (37.3%) students said that the Deputy principals maintained channels of communication hence created a conducive environment. It is

Table 4.21 How Deputy Principals improved teachers student interpersonal communication.

<table>
<thead>
<tr>
<th>Improvements</th>
<th>Teachers</th>
<th></th>
<th></th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Enhanced discipline hence reduced conflicts between teachers and students</td>
<td>8</td>
<td>40.0</td>
<td>13</td>
<td>17.3</td>
<td></td>
</tr>
<tr>
<td>Acted as a bridge between teachers and students</td>
<td>1</td>
<td>5.0</td>
<td>28</td>
<td>37.3</td>
<td></td>
</tr>
<tr>
<td>/encouraged good teacher-student relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintained channels of communication hence conducive environment</td>
<td>11</td>
<td>55.0</td>
<td>28</td>
<td>37.3</td>
<td></td>
</tr>
<tr>
<td>Acted as a confidante for students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
<td>75</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
assumed that it is from the school environment that the teachers and students perceive and interpret information accordingly. The students (8%) also indicated that the Deputy principals acted as their confidante. The office of the Principal is the highest formal structure in a school. The research set to establish its role in the interpersonal communication between teachers and students.

Table 4.22 How Principals hindered interpersonal communication between teachers and students.

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>%</th>
<th>Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excessive use of administration power to intimidate i.e. ivory tower attitude.</td>
<td>8</td>
<td>44.4</td>
<td>20</td>
<td>37.0</td>
</tr>
<tr>
<td>Leaked confidential information</td>
<td>1</td>
<td>5.5</td>
<td>15</td>
<td>27.7</td>
</tr>
<tr>
<td>Absenteeism from school – not available for students and students</td>
<td>7</td>
<td>38.8</td>
<td>11</td>
<td>20.3</td>
</tr>
<tr>
<td>Implemented policies without consultations with teachers and students</td>
<td>1</td>
<td>5.5</td>
<td>3</td>
<td>5.5</td>
</tr>
<tr>
<td>Were lenient while teachers were strict to gain favour from students or teachers.</td>
<td>1</td>
<td>5.5</td>
<td>5</td>
<td>9.2</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table, it can be seen that a significant (44.4%) proportion of teachers and (37%) students felt that the principals used excessive administrative power to intimidate i.e. they had an ‘ivory tower’ attitude. The highest majority (38.8%) teachers and a significant (20.3%) proportion of students indicated that the principals were absent from school and so were not available for the teachers and students.

A small (5.5%) proportion of teachers compared to a significant (27.7%) proportion of students said that principals leaked confidential information about teachers and students.
Overall, a small percentage of teachers (5.5%) and students (9.2%) indicated that principals implemented policies without consulting the teachers and students, and were either too lenient or too strict particularly when they wanted to gain favour from teachers and students.

Table 4.23 How Principals improved interpersonal communication between teachers and students.

<table>
<thead>
<tr>
<th>Improvements</th>
<th>Teachers</th>
<th></th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Created an enabling environment for communication</td>
<td>13</td>
<td>68.4</td>
<td>29</td>
<td>52.7</td>
</tr>
<tr>
<td>Recognised and encouraged students' and teachers' motivation</td>
<td>2</td>
<td>10.5</td>
<td>8</td>
<td>14.5</td>
</tr>
<tr>
<td>Enforced discipline hence reduced conflicts</td>
<td>3</td>
<td>14.7</td>
<td>4</td>
<td>7.2</td>
</tr>
<tr>
<td>Explained to students the teachers' and schools' expectations on them</td>
<td>1</td>
<td>5.2</td>
<td>14</td>
<td>25.4</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>

Nevertheless, the principals were said to improve interpersonal communication between teachers and students, by majority (68.4%) teachers and (52.7%) students. This is because they created an enabling environment for communication. Two (10.5%) teachers and eight (14.5%) students said that principals recognized and encouraged students' and teachers' motivation. A significant (15.7%) proportion of teachers and a small (7.2%) proportion of students indicated that principals enforced discipline and this reduced
conflicts between teachers and students. An insignificant proportion of teachers (5.2%) indicated that principals explained to students the teachers' and schools' expectations as compared to a significant proportion of students (25.4%).

Social and peer groupings make the informal structures in schools under study in this research.

The study first sought to determine the existence of these groupings in the schools.

Table 4.24 Presence of social groupings among Teachers and among Students.

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th></th>
<th></th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>12</td>
<td>57.1</td>
<td>51</td>
<td>96.2</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>42.8</td>
<td>2</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100</td>
<td>53</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

An analysis of the overall percentages shows that 57.1% of teachers and 96.2% of students indicated that there existed social and peer groups among teachers and students. A significant proportion of teachers (42.8%) indicated that there were no social and peer groups as compared to an insignificant proportion (3.7%) of the students.

The study further set to establish how these groups influenced interpersonal communication between teachers and students. The findings are shown in tables 4.25 and 4.26.
Table 4.25 How social groupings hindered Interpersonal Communication between Teachers and Students.

<table>
<thead>
<tr>
<th>Hindrances</th>
<th>Teachers</th>
<th></th>
<th>%</th>
<th>Students</th>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created bias among students and teachers as they related to one another or to specific groupings</td>
<td>4</td>
<td></td>
<td>50.0</td>
<td>14</td>
<td></td>
<td>22.5</td>
</tr>
<tr>
<td>Formed group opinions, which inhibited individual expression.</td>
<td>2</td>
<td></td>
<td>25.0</td>
<td>37</td>
<td></td>
<td>59.6</td>
</tr>
<tr>
<td>Alienated some teachers and students who could not fit in the groups; created social classes.</td>
<td>1</td>
<td></td>
<td>12.5</td>
<td>2</td>
<td></td>
<td>3.2</td>
</tr>
<tr>
<td>Created negative attitude, could be source of propaganda hence antagonism between teachers and students.</td>
<td>1</td>
<td></td>
<td>12.5</td>
<td>9</td>
<td></td>
<td>14.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td></td>
<td>100</td>
<td>62</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

The table shows that an average (50%) proportion of teachers and a significant proportion of students (22.5%) said that these social groupings created bias among the students and teachers as they related to one another or to another social group. These groups were also said to make the students and teachers form group opinions. Twenty five percent and a majority (59.6%) indicated that these group opinions inhibited or stifled individual expression.

A small (12.5%), (12.5%) proportion of teachers and (3.2%), (14.5%) students indicated that social groups alienated those teachers and students who could not fit in these groups.
or classes and also created a negative attitude among them which could be a source of propaganda and antagonism between the teachers and students respectively.

**Table 4.26 How social groups improved interpersonal communication between teachers and students.**

<table>
<thead>
<tr>
<th>Improvements</th>
<th>Teachers</th>
<th>%</th>
<th>Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided social support to teachers and students</td>
<td>4</td>
<td>25.0</td>
<td>28</td>
<td>34.5</td>
</tr>
<tr>
<td>Acted as outlets of undue pressures, which would otherwise jeopardise</td>
<td>4</td>
<td>25.0</td>
<td>25</td>
<td>30.8</td>
</tr>
<tr>
<td>interpersonal communication.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enabled work to be done as a team hence sending uniform signals to one another.</td>
<td>3</td>
<td>18.7</td>
<td>4</td>
<td>4.9</td>
</tr>
<tr>
<td>Allowed flexibility in dealing with one another because it allowed diverse</td>
<td>3</td>
<td>18.7</td>
<td>16</td>
<td>19.7</td>
</tr>
<tr>
<td>opinions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created cohesion, confidence and structures for role modeling</td>
<td>2</td>
<td>12.5</td>
<td>5</td>
<td>6.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td>100</td>
<td>81</td>
<td>100</td>
</tr>
</tbody>
</table>

On the other hand, social groups were said to improve interpersonal communication between teachers and students because they provided social support and acted as outlets of undue pressures which would otherwise jeopardize the relations between teachers and students. This was said by 25% of the teachers on both counts, and 34.5%, 30.8% of the
students. A significant (18.7%) proportion of teachers and a small (4.9%) proportion of students indicated that these groups enabled them to work as a team and hence sent uniform signals to one another. An almost equal percentage of teachers (18.7%) and students (19.7%) indicated that they allowed flexibility in dealing with one another because from these groups emanated diverse opinions.

Two (12.5%) teachers and five (6.1%) students felt that the groups created cohesion, confidence and structures for role modelling.

4.6 Steps towards improving interpersonal communication between teachers and students.

The main focus of this study was to investigate the role of interpersonal communication between teachers and students. This section attempts to discuss the steps that can be taken to improve interpersonal communication between teachers and students as perceived by the teachers and students themselves.

Specifically the focus was on the research question shown below.

Q4. What steps can be taken to improve interpersonal communication between teachers and students?

The responses of the teachers and students are discussed thus

4.6.1. Cultivation/Inculcation of communication skills.

It was clear that a significant (25%) proportion of students felt that teachers needed to improve on their communication skills in and outside class as they interacted with students. This compared to a small (6%) proportion of teachers indicated that the two most important people in the teaching – learning process were lacking in communication skills. Therefore teachers needed to be equipped with communication skills when they underwent training so that they could infuse this in their daily interactions with the students. In-service courses, seminars and continuous education are some of the ways indicated by the teachers that could help improve interpersonal communication. It was
clear that it was the teachers who could help pass and improve communication skills in the teaching-learning process.

4.6.2. Creation of open forums between teachers and students.
An equal proportion (34%) of teachers and students said that open forums for students could help enhance interpersonal communication between teachers and students. Open forums could help nurture positive self-concepts among students, because they could get a chance to express their varied opinions about the school policies, the teaching and learning process and even evaluate teacher performance and school activities in general. A significant proportion (18.3%) of teachers felt that the students should be given time to air their grievances, joys and frustrations which could otherwise be unleashed in tragic ways. School ‘Barazas’, suggestion boxes and school magazines were some tools suggested that could enhance information flow without fear of victimization.

4.6.3 Enhancement and encouragement of the use of the required languages of communication in schools.
An early grounding should be given to the students in the English and Kiswahili languages. This was indicated by a vast majority (89%) students and a significant proportion (24%) of teachers. Students were particular in highlighting wide reading, debates, intensive reading and introduction of speech days as some ways of improving these two languages. The teachers on the other hand said that the schools should device ways of minimising vernacular use especially through introduction of penalties and punishments, so that the students could express themselves fluently both in the written and spoken languages. It is clear then that the students needed to be encouraged and guided in vocabulary building in these languages so that they could effectively communicate their thoughts and feelings.

4.6.4 Involvement of students in administration
To reduce conflicts between the teachers and students, thirteen percent and a significant proportion of students (20%) indicated that the students should be involved in the school
administration. They felt that the students, like parents and teachers, made up the triangle that enhanced teaching and learning. They therefore needed to be involved in making up policies that affected them. The making of the school rules, election of prefects and mounting of the school programmes should involve the students and teachers for them to feel part and parcel of the school. The students gathered and perceived information from the environment differently and so involvement of the student body in the administration could go a long way in creating a common ground especially for the implementation of the school rules.

4.6.5 Strengthening of guidance and counselling.
It was noted with concern that a mere three percent of teachers as compared to a significant (47%) proportion of students indicated that teachers should do guidance and counselling instead of punishing the students. The students also indicated that the teachers needed to be friendly and not overstrict because this created animosity, between them and students. This animosity, the students felt, created a wall which then hindered self-disclosure between the teachers and students.

A large (68.3%) proportion of students as compared to twenty eight percent teachers said that peer counselling among teachers and students needed to be enhanced. The daily stresses that they went through needed to be handled by people who understood them best: their peers.

4.6.6. Strengthening of co-curricular activities
The formal setting that the teachers and students went through was blended by the informal setting found in co-curricular activities.
An average percent (53.1%) of students, compared to only ten percent of teachers indicated that debates, games, science congress and music festivals needed to be well developed and co-ordinated to help them develop confidence. The teachers felt that co-curricular activities helped identify the talents of the students and this helped in enhancing their motivation. When students were well motivated, their self-concepts were also enhanced. The high percentage (53.1%) of students calling for the
strengthening of co-curricular activities was probably because they were more involved than the teachers who would probably see this as an extra chore.

4.6.7 Role modelling by teachers.
A minimal percentage (4%) of teachers and students (5%) indicated that the teachers needed to be good role models. The students for instance said that the teachers should not speak in vernacular and then tell the students not to.
Seven (23%) teachers, indicated that the teachers should discard their superiority complex and be friendly to the students. The students (8%) felt that the teachers should give each student individual attention and not practise favouritism. It was clear that the teachers wielded massive influence on the students' aspirations, which could be tilted to the negative or positive side to influence student behaviour and achievement. The teachers therefore needed to realise that the students had placed high expectations on them and so they needed to take the first step in improving interpersonal communication between them and the students.

4.6.8 Confidentiality with student information.
The study noted that it was only the students who indicated this as one way of improving interpersonal communication between teachers and students. A significant (18.5%) proportion of them said that student matters should not be discussed in the staff or common room by teachers. This information touched on their discipline, family issues or even their appearances. The students said that if they confided in one teacher and then got to know that the whole staff knew, they lost confidence in the teachers. This was probably because students in secondary schools are in adolescence and have fragile self-esteem. Their self-concepts are greatly dependent on what the teachers say about them.

4.6.9 Creation of a conducive environment in schools.
A significant (21%) proportion of teachers indicated that the principals needed to strive to create a conducive environment for teaching and learning. The school is a microcosm of the society and therefore the teachers felt that there should be delegation of authority and
balancing of power by the principal. This could reduce the intimidation that the teachers felt with the excessive power vested on the principals. What the teachers were probably saying was that there needed to be good will and transparency from the principal so that they were able to relax and be free to relate with the students.

4.6.10. Conclusion
The research concluded that for interpersonal communication between teachers and students to be improved, there needed to be concerted efforts from all the stakeholders. Even though the study focused only on the teachers and students, the parents and the community at large needed to create a conducive environment for the teachers and students to operate in.
5.1 Introduction
The purpose of this study was to investigate the role of interpersonal communication between teachers and students in secondary schools in Limuru division, Kiambu district. The following research questions guided the study.

Q1. What causes interpersonal communication problems between teachers and students?

Q2. What are the results of the breakdown in interpersonal communication between teachers and students?

Q3. How do the formal and informal structures in schools affect interpersonal communication between teachers and students?

Q4. What steps can be taken to improve interpersonal communication between teachers and students?

5.2 Findings
The findings of the study included the following:

5.2.1 Background on teacher’s sex, age, professional qualifications, duration of teaching and position of responsibility indicated that majority (41.6%) of the teachers were young adults, university trained (75%) with a teaching experience of 6 – 10 years (52.1%) and had other responsibilities apart from their teaching load. The female teachers (58.3%) were more than the male teachers (41.6%)

The analysis of the students’ sex, age, form, their favourite subjects, sports and clubs indicated that 49.2% were male while 50.7% were female. Also majority (60%) were aged between 16 – 17 years, sciences (41.6%) were their favourite as well as Ball games (66.1%) and a myriad of other clubs (46.5%)
5.2.2. Causes of interpersonal communication problems between teachers and students.

The teachers and students' perceptions of the causes of interpersonal communication problems between teachers and students were determined. The findings indicated that:

- Language barrier or the poor mastery of language (35.5% of the teachers and 28.7% students) and personal attributes of the teachers and students (33.3% of the teachers and 39.6% of the students) were rated highly as the main causes of interpersonal communication problems between teachers and students. Other causes included improper use of communication channels, indiscipline and failure to follow instructions and school rules, and also the generation gap between the teachers and students.

- While Kiswahili and English were the most common spoken languages in the schools, vernacular and more especially 'Sheng' have infiltrated the school system leading to poor performance in exams.

5.2.3 Results of Interpersonal communication breakdown between teachers and students.

It was established that poor performance in both internal and external exams was the most (31.1% teachers and 42.1% students) pronounced result of interpersonal communication breakdown between teachers and students. Strikes and destruction of property and loss of lives frustration and apathy, antagonism and mistrust creation of gaps and non-achievement of goals, and general indiscipline were also indicated as other results of interpersonal communication breakdown between teachers and students.

5.2.4 Formal and informal structures in schools that affected interpersonal communication between teachers and students.

The teachers' and students' opinions on how the formal and informal structures in schools affected interpersonal communication between teachers and students were sought.
The findings indicated that:

- Students (81%) and teachers (70%) had access to clear school rules even though they (67% and 36% respectively) did not participate in making them.

- Participation of the teachers and students in making the school rules helped to control and unify student behaviour and created collective responsibility in the teachers as indicated by 62.5% students and 50% teachers respectively. It also helped define clear-cut expectations between teachers and students, and also in decision making in matters of discipline.

- Non-participation of teachers and students in the making of school rules led to their poor implementation and misrepresentation of opinions. A big (40%) proportion of teachers and (48%) students respectively indicated this. It also led to lack of clear-cut expectations and lop-sided decision making.

- The main impediment of the prefects in the interpersonal communication between teachers and students was their failure to pass on instructions from teachers and students and poor role modelling. They were also seen or used by and for the teachers as spies, had too much power vested on them, had many personal problems and practiced favouritism. They were however rated highly (66.6% of the teachers and 68.3% of the students) as facilitating systematic communication between teachers and students. The prefects helped implement the schools rules, enhanced peer counselling, communicated simple instructions and stood in the gap in the absence of the teachers.

- The guidance and counselling department was said to release confidential information or withholding it. The students (23.6%) indicated that they were not free to communicate with all the guidance and counselling teachers. The students (34.5%) also said that these teachers were not available when they needed them. The department discouraged peer counselling, created a wedge between teachers and students and used the guidance and counselling lesson to teach the core subjects. Majority (45.1%) of the teachers and (58%) students said that the department improved discipline and peer counselling, and helped create
confidence in students respectively. It also facilitated communication through guiding on the language to be used and helped mould/improve student behaviour.

The class teachers were said to be unavailable and unwilling to get and pass on students’ issues to teachers by 40% teachers and 41.4% students. They also failed to control wrong use of poor language and vernacular, created a negative attitude among students and spent time vilifying other teachers. However, they guided students on how to keep open lines with the teachers as indicated by 42.8% of the teachers and meditated student – teacher problems as indicated by 46.8% students. The class teachers helped solve individual student problems, express themselves and emphasized on teachers’ expectations on the students.

The deputy principals were said to use excessive power or were too lenient by 45.4% teachers and 63.8% students. With holding or releasing information about students and teachers, implementation of policies without consultations, failure to act on student suggestions and emphasizing on their disciplinarian role hindered interpersonal communication between teachers and students. They were said to maintain channels of communication by 55% teachers and 37.3% students. Deputy principals also enhanced discipline, acted as a bridge between teachers and students on top of acting as a confidante to the students.

The principals were also said to use excessive administrative power by 44.4% teachers and 37% students. A significant proportion of teachers (38.8%) and (20.3%) students indicated that the principals were absent from school and so not available in school when they needed him or her. They were also said to leak confidential information, implemented policies without consultation and were too lenient or too strict especially when they wanted to gain from students and teachers. However, majority (68.4%) teachers and (52.7%) students gave it to the principals for creating an enabling environment for communication. They recognised and encouraged students’ and teachers’ motivation, enforced discipline and explained to students the teachers’ and schools’ expectations on them.
There were social groupings and peer groups in schools as indicated by an average (57.1%) students and a vast (96.2%) number of students.

The social groups and peer groups hindered interpersonal communication between teachers and students as they created bias among student and teachers as they related to one another or to specific groups. They inhibited individual expression, alienated those who couldn’t fit in them and created negative attitude as well as became sources of propaganda and antagonism between teachers and students. However, the social groups provided social support to the teachers and students, acted as outlets of undue pressures, enabled them to work as a team, allowed for flexibility in dealing with one another and created cohesion, confidence and structures for role – modelling.

5.2.5 Steps that can be taken to improve interpersonal communication between teachers and students.

The teachers’ and students’ perceptions on what they thought could be done to improve interpersonal communication between teachers and students were sought. The findings included the following:

- Cultivation/inculcation of communication skills.
- Creation of open forums between teachers and students.
- Enhancement and encouragement of the required languages of communication in schools.
- Involvement of students and teachers school administration.
- Strengthening of guidance and counselling
- Strengthening of co-curricular activities
- Good role modelling by teachers
- Confidentially with students’ information
- Creation of a conducive environment for interpersonal communication.
5.3 Conclusions

The conclusions of this study are confined within the limitations of the particular sample used and the methods of analysing the study data.

The following conclusions were therefore drawn based on the findings of the study:

- Language and its right used formed the basis upon which successful interpersonal communication between teachers and students was hinged, because its use affected meanings, behaviour and thoughts which in turn affected their relationships.

- The students were the main losers when there was interpersonal communication breakdown between teachers and students. This was because it led to poor performance in their exams which affected their future life's.

- The formal and informal structures in school were crucial in enhancing interpersonal communication between teachers and students. However, they needed to be underpinned by good will and transparency from the school management for them to be used adequately.

- The teachers and students were aware of the interpersonal communication problems that seemed to plague their interactions and actually had an idea on how these problems could be overcome. It is therefore necessary for their input to be sought especially when conflicts arise in schools.

5.4 Recommendations

Based on the findings of the study, the following recommendations were made:

1. Evidence generated by this study showed that the teachers and students are deficient in communication skills needed for effective and efficient interpersonal communication. The curriculum developers therefore should include communication as a unit of study in the teacher training and students’ syllabus.

2. There is an obviously expanding gap between teachers and students when it comes to language use. The use of 'Sheng' among students is a real issue which the Ministry of Education should tackle by not ignoring it but by addressing it.
3. It is evident from this study that guidance and counselling has not aptly replaced corporal punishment. The ministry of education needs to equip and train the teachers urgently.

4. With the advent of child rights and democratic rights, the school administration should involve the teachers and students in the administration of the school failure of which certain rights are going to be infringed on leading to misunderstanding in schools.

5. The teachers should strive to redeem and enhance their image because they are the students’ role models. They can do this by sharpening their teaching methods through in-service courses, seminars and joining continuous education programmes. This will improve their salaries through promotion and also their communication skills.

5.5 Recommendations for further research

1. A similar study should be carried out to establish the role the other stakeholders play in the interpersonal communication between teachers and students.

2. The effects of banning of corporal punishment on the interpersonal communication between teachers and students should be studied.

3. The dynamics of ‘Sheng’ as a new language in Kenyan schools should be studied.
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title and Publication Details</th>
</tr>
</thead>
</table>
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<table>
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<tr>
<th>Author(s) (Year)</th>
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<tbody>
<tr>
<td>Sharman et al. (1983)</td>
<td>Research methods in social science. Sterling Publication; New Delhi; India.</td>
</tr>
</tbody>
</table>
Holt Rinehart and Winston;
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Teacher's Questionnaire

The role of interpersonal communication in student-teacher relations

Instructions to the teachers.

Please fill in this form to the best of your ability. Your response will be treated with strict confidence and will not be used for any other purpose apart from the current research.

Tick ( ) the response 1, 2, 3, or 4 after each question that accurately reflects your observations or opinion of the kind of communication that prevails between teachers and students.

Your name is not required.

Section A.

Background Information

Please tick ( ) or fill in appropriately

1. Your sex ...........................................

2. How old are you?
   (a) 20 – 25 years  □
   (b) 26 – 30 years  □
   (c) 31 – 36 years  □
   (d) 37 – 45 years  □
   (e) Above 46 years.  □

3. What’s your professional qualification
   (a) University graduate  □
   (b) Diploma holder  □
   (c) PGDE  □
   (d) Others (specify)  

4. For how long have you been a teacher?
   (a) 0 – 5 years  □
   (b) 6 – 11 years  □
(c) 12 – 17 years □
(d) More than 18 years. □

5. Do you hold any position of responsibility?
   Yes .............................................. No ...................................................
   If yes which one .................................................................
   ......................................................................................

Section B

Possible responses
(1) Strongly agree (SA) (2) Agree (A) (3) Disagree (D) (4) Strongly Disagree (SD)

1. Teachers in this school talk freely with the students
   (a) SA □ b) A □ c) D □ d) SD □

2. Most teachers in this school know the students by name
   (a) SA □ b) A □ c) D □ d) SD □

3. The teachers here tell the students what grades / marks they expect from them.
   (a) SA □ b) A □ c) D □ d) SD □

4. Exams set by teachers are clear and understandable.
   (a) SA □ b) A □ c) D □ d) SD □

5. All important information from teachers (like on exam timetable, trips, change of
   school programme e.t.c) are given in advance.
   (a) SA □ b) A □ c) D □ d) SD □

6. Communication of important information between teachers and students is mostly
   1. Written □
   2. Spoken □
   3. Written and spoken □
   4. Others
      (specify) ........................................................................
      (Please tick one)
7. Teachers in this school are confident they have a grasp of the English language for effective communication with the students.
   (a) SA □  b) A □  c) D □  d) SD □

8. Teachers listen and provide feedback to students promptly
   (a) SA □  b) A □  c) D □  d) SD □

9. The teachers give students time to comment on the students' and teacher's behaviour.
   (a) SA □  b) A □  c) D □  d) SD □

10. Every student in this school has a copy and knows the school rules
   (a) SA □  b) A □  c) D □  d) SD □

11. The prefects in this school communicate freely with the teachers and the students.
   (a) SA □  b) A □  c) D □  d) SD □

12. The guidance and counselling department helps create a conducive environment for communication between teachers and students.
   (a) SA □  b) A □  c) D □  d) SD □

13. The class teachers prepare and encourage the teachers to communicate with the students.
   (a) SA □  b) A □  c) D □  d) SD □

14. The school administration encourages the teachers to communicate freely with the students.
   (a) SA □  b) A □  c) D □  d) SD □

15. Information put on the notice boards by the teachers is important and clear.
   (a) SA □  b) A □  c) D □  d) SD □

16. Teachers modify the way they communicate to fit the uniqueness of each student.
   (a) SA □  b) A □  c) D □  d) SD □

17. Teachers actively involve the students in the exchange of knowledge and experience.
   (a) SA □  b) A □  c) D □  d) SD □
18. Teachers are aware and sensitive to non-verbal messages communicated by the students.
   (a) SA □  b) A □  c) D □  d) SD □

19. Teachers utilise all channels to communicate with students when there is misunderstanding and distortion of information.
   (a) SA □  b) A □  c) D □  d) SD □

20. Teachers are aware of the generation gap that exists between them and students.
   (a) SA □  b) A □  c) D □  d) SD □

21. Teachers express similar values, attitudes and emotional problems like the students.
   (a) SA □  b) A □  c) D □  d) SD □

Please Comment Briefly.

22. What is (are) the most common spoken language(s) in this school?

__________________________________________________________________________

23. How does this affect communication between teachers and students?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

24. Do teachers here participate in making the school rules

   Yes ........................................... No ...........................................

   How does this improve and hinder communication between teachers and students.

   Improve

__________________________________________________________________________
__________________________________________________________________________

__________________________________________________________________________
25. What do you consider to be the main causes of communication breakdown between the teachers and students.

26. What are the results of this communication breakdown?

27. How do the following hinder and improve communication between teachers and students?
1. Prefects

Hinder

Improve


2. Guidance and counselling

Hinder

Improve


3. Class teachers

Hinder

Improve


4. Deputy principal

**Hinder**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Improve**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. Principal

**Hinder**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Improve**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

28. How do social groupings among teachers hinder communication with the students?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How can this be remedied? ____________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
29. What, according to you can be done to improve communication between teachers and students?


APPENDIX B

Student's Questionnaire

The role of interpersonal communication in student – teacher relations.

Instructions to students

Please fill in the form to the best of your ability. Your response will be treated with strict confidence and will not be used for any other purpose apart from the current research.

Tick ( ) the response 1, 2, 3 or 4 after each question that accurately reflects your observations or opinion of the kind of communication that prevails between students and teachers.

Your name is not required

Section A

Background information

Please tick ( ) or fill in appropriately.

1. Your sex .................................................................

2. How old are you? ......................................................

3. In what form are you? ..............................................

4. What are your favourite subjects
   i) Languages □
   ii) Sciences □
   iii) Humanities □
   iv) Creative subjects □

5. Which of the following sports do you participate in
   i) Athletics
   ii) Ball games
   iii) Indoor games
   iv) Swimming

6. Which club do you belong to?
Section B

Possible responses

(1) Strongly agree (SA) (2) Agree (A) (3) Disagree (D) (4) Strongly Disagree (SD)

1. Students in this school talk freely with the teachers
   (a) SA □ b) A □ c) D □ d) S D □

2. Students in this school know the teachers by name.
   (a) SA □ b) A □ c) D □ d) S D □

3. Teachers here tell the students what grades/marks they expect from them.
   (a) SA □ b) A □ c) D □ d) S D □

4. Exams set by the teachers are clear and understandable.
   (a) SA □ b) A □ c) D □ d) S D □

5. All-important information from teachers (like exam dates, trips, change of school programme) is communicated in advance.
   (a) SA □ b) A □ c) D □ d) S D □

6. Communication of important information between teachers and students is mostly
   a) Written □
   b) Spoken □
   c) Both written & spoken □
   d) Others (specify) __________________________________________

   (Please tick one)

7. Students in this school have a grasp of the English language for effective communication with the teachers.
   (a) SA □ b) A □ c) D □ d) S D □

8. Students listen and respond to feedback given by the teachers.
9. The teachers give students time to comment on the students' and teachers' behaviour.
   (a) SA □  b) A □  c) D □  d) S D □

10. Every student in this school has a copy and knows the school rules
    (a) SA □  b) A □  c) D □  d) S D □

11. The prefects in this school communicate freely with the teachers and students.
    (a) SA □  b) A □  c) D □  d) S D □

12. The G/C department helps create a conducive environment for communication between teachers and students.
    (a) SA □  b) A □  c) D □  d) S D □

13. The class teachers prepare and encourage students to communicate freely with teachers.
    (a) SA □  b) A □  c) D □  d) S D □

14. The school administration encourages the students to communicate freely with the teachers.
    (a) SA □  b) A □  c) D □  d) S D □

15. Information put on the notice boards by the teachers is important and clear.
    (a) SA □  b) A □  c) D □  d) S D □

16. Students' change/modify the way they communicate with each particular teacher.
    (a) SA □  b) A □  c) D □  d) S D □

17. Students actively participate in the exchange of knowledge and experience with teachers.
    (a) SA □  b) A □  c) D □  d) S D □

18. Students are aware and sensitive to non-verbal messages communicated by the teachers.
    (a) SA □  b) A □  c) D □  d) S D □

19. Students utilise all channels to communicate with teachers when there is misunderstanding and distortion of information.
20. Students are aware of the generation gap that exists between them and teachers.

(a) SA □  b) A □  c) D □  d) SD □

21. Students express similar values, attitudes and emotional problems like the teachers.

(a) SA □  b) A □  c) D □  d) SD □

Please comment briefly

22. What is (are) the most common spoken language(s) in this school?

________________________________________________________________________

23. How does it or they affect communication between teachers and students?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

24. Do students here participate in making the school rules (Please tick)

Yes _______________________________ No _______________________________

How does this improve and hinder communication between teachers and students.

Improve

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Hinder

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
25. What do you consider to be the main causes of communication breakdown between students and teachers.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

26. What are the results of this communication breakdown?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

27. How do the following hinder and improve communication between teachers and students

i) Prefects

<table>
<thead>
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<th>Hinder</th>
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ii) Guidance and counselling department
iii) Class teachers

iv) Deputy principal

v) Principal
28. How does peer pressure among the students hinder and improve communication between students and teachers?

Hinder?

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TO WHOM IT MAY CONCERN

RE:.................................................................................................................................

The above named is a bonafide student of Kenyatta University, pursuing a Masters Degree in Educational Administration.

She is currently in the process of writing her research project which is a requirement for the completion of the course and would like to get information from your institution to enable her compile her project.

Any assistance given to her will be highly appreciated.

Thank you.

PROF. F. M. OKATCHA
DIRECTOR, INSTITUTE OF CONTINUING EDUCATION