An evaluation of headteachers’ communication channels on teachers’ job satisfaction in public primary schools in Lang’ata District, Kenya

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An evaluation of headteachers'
DECLARATION

This report is my original work and has not been presented for a degree in any other university.

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Approval by supervisors

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DEDICATION

This work is dedicated to my dear parents Erick and Clementine Otieno without whose dedicated support towards my education and unfailing love it would have been impossible to reach this far, my sons Nickson and Elisha whose presence inspired me to further my education for the sake of their future and my friend Christopher who has continuously given me support.
ACKNOWLEDGEMENT

I wish to, in a special way, express my gratitude to my supervisors Esther Gitonga and Eliud Obere for meticulously guiding me through the rough and tumble of project writing.

I wish to acknowledge the contribution of my cousin Josephine Ouma for untiringly accepting to drop and pick my document from my supervisors during proposal writing and for spending her time to assist me in editing, and Anne who helped me in typing and editing.

My sincere thanks also go to public primary school teachers in Lang’ata district who accepted to honestly fill in the questionnaires.

Last but not least, I wish to thank my Headteacher Anne Mutungu for bearing with my occasional absence from work during the entire period of my study.

May God bless you all.
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Communication in school environment has been found to be related to variables such as burnout, stress and social support that affect teachers' job satisfaction either positively or negatively. Improving information flow within the school environment will increase both headteachers' and teachers' job satisfaction. This study was set out to evaluate headteachers' communication channels on teachers' job satisfaction in public primary schools in Lang'ata District.

The objectives of the study were: - To establish how information flows between the headteachers and teachers; to determine the effects of verbal, non-verbal, written and electronic communication channels on teachers job satisfaction; to establish the communication barriers that affect teachers' job satisfaction in public primary schools in Lang'ata District.

A review of the literature indicated that headteachers engage in upward and downward communication to create an environment where the views of the teachers and headteachers are valid.

The study adopted a descriptive research design where teachers from 15 public primary schools in Lang'ata District were targeted through stratified random sampling. Questionnaires were used as the data collection tool through drop and pick method. Both quantitative and qualitative tools have been used to analyze the data collected.

The research indicated that all the four communication channels were used by the headteacher. The most commonly used channel of communication was verbal communication. Most teachers preferred the staff meetings to other verbal forms of communication. Non-verbal channel of communication however, affected teachers' job satisfaction.
## LIST OF ABBREVIATIONS

<table>
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<th>Abbreviation</th>
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<tr>
<td>DEO</td>
<td>District Educational Officer</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KESI</td>
<td>Kenya Education Staff Institute</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
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<tr>
<td>NCST</td>
<td>National Council of Science and Technology</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<tr>
<td>GOK</td>
<td>Government of Kenya</td>
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<td>Kenya Institute of Education</td>
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DEFINITION OF TERMS

Communication refers to the exchange of information and meaning between two or more parties.

Communication barriers refer to the elements that hinder effective communication process.

Communication channel is the medium through which the message travels.

Effective communication refers to people understanding the meaning and replying in terms that facilitate the exchange of information forward and preferably in the direction it is required.

Head teacher is the teacher appointed as the administrative head of a school.

Job satisfaction is the extent to which a staff member has favourable or positive feelings about work and the working environment.

Communication openness is the extent of free flow of information, including opinions and points of view among people.

Public school refers to a school registered as government owned where upon teachers are employed by the government.
CHAPTER ONE
INTRODUCTION

1.0: Overview of the chapter
This chapter comprises the background of the study, statement of the research problem, objectives of the study, research questions, significance, limitations and the basic assumptions of the study.

1.1: Background of the Study

Communication is the process of managing messages for the purpose of creating meaning (Frey et al, 2000). Managing refers to handling or supervising of people or some process or material. Messages are the words, sounds, actions and gestures that people express to one another when they interact. Messages can be expressed verbally in words or non-verbally in actions and gestures. Meaning refers to interpretation people assign to a message - how it is organized or understood. Communication is the process of creating, receiving and responding to verbal and non verbal messages (Morreale, 2004).

According to Robbins, communication is very important in school administration and everything a headteacher does involve communication. He defines communication as a complex, ongoing, dynamic process in which the participants simultaneously create shared meaning in an interaction. Communication plays major roles in education management. It helps to control behavior of teachers, students and non teaching staff. For example, it is through communication that teachers and other staff members are inducted into various aspects of their jobs and other organizational and employment regulations. Students likewise, are informed about their expected behavior within the school organization (Robbins, 2002).
According to Ogunsaju (1983), communication is the soul of any organization, without it the existence of an organization will be paralyzed. In any organization the executives spend up to 70% of their time receiving, interpreting and issuing communications. Saakshi (2005) asserts that communication contributes greatly to effective management as many institutions have failed because of poor communication, misunderstood messages and unclear instructions. It is therefore important that headteachers communicate effectively with staff members and students (Mbiti, 2007).

Communication has also been found to be related to variables such as burnout, stress and social support (Ray, 1993). In a study of 135 managers from 21 different firms in the UK, Dwyer found that job satisfaction was positively affected by the quality of communication. Conversely, in an environment where communication is dysfunctional, the incidence of teacher illness, turnover and litigation has been shown to increase. Therefore, improving flow of communication within schools should increase both headteachers’ and teachers’ job satisfaction. Management clearly has the main responsibility to influence this situation (Dwyer, 2002). Organizational communication is only as good as interpersonal communication (Goris et al, 2000).

Headteachers’ communication is one of the most critical areas of school communication and it influences performance and job satisfaction (Klaus et al, 1982).

Okumbe postulates that communication helps to motivate teachers, students and other workers in an educational organization. Through communication all members in an educational organization are informed about what is to be done, how well they are performing their variously assigned tasks and what can be undertaken to make the tasks be done even better. Communication provides a release for the emotional expression of feelings and for fulfillment of social needs. It
is through communication in the work place that people show their satisfaction or share their feelings or frustration with both their work-related activities and social aspects of their lives. Communication facilitates decision making. It provides teachers and others with information which they require for making appropriate decisions (Okumbe, 1998).

In management practice, effective communication is a basic prerequisite for the attainment of organizational goals, and yet it has remained one of the biggest problems facing modern management. However great an idea is, it is practically useless until it is transmitted and understood by others who are concerned with it. In 'perfect communication' a thought or an idea is transmitted so that the mental picture perceived by the receiver is exactly the same as that envisioned by the sender. In practice, however, perfect communication is never achieved due to communication barriers (Okumbe, 1998).

Good communication skills are key to success in life, work and relationships. Communication is successful only when both the sender and the receiver understand the same information. In an organization, communication flows upwards, downwards and horizontally (St. John, 1994). Studies have been done on the area of communication but scanty has been done on headteacher communication and teachers' job satisfaction. Asugo (2002) established that headteacher communication effectiveness is positively correlated to teacher's job satisfaction. Similarly, Kuria (2008) established that schools with effective communication modes produced better results in Kenya Certificate of Secondary Education (KCSE). It is on this basis that this study is done to evaluate the effects of headteachers' communication channels on teachers' job satisfaction in public primary schools in Lang'ata District.
1.2: Statement of the problem

In the school system, the headteacher is not working alone. He has to share information, transfer ideas or feelings through communication to enhance the collective response and co-operation of others within the school. The school head must not only communicate downward in thoughts and decisions, but also upward in reactions and development in the ranks. In fact, in order to persuade, instruct, direct, request, inform and stimulate, the headteacher must engage in upward and downward communication. Hence, the importance of upward flow of communication in an educational organization cannot be underestimated. It helps educational administrators to get a feedback from the people that might be affected. These people present an important source of ideas for improvement (Brown, 1985). On the bases of these, headteacher designs programme that could make or mar the school system. For schools to be effective, a high level of satisfaction must exist among all players of the school.

Job dissatisfaction has been associated with occupational stress, lowered job commitment, absenteeism and turnover (Crossman et al, 2006). Morale, absenteeism and job attrition rates have been a cause for concern in school administration systems, since it affects the productivity of the teachers hence loss of job satisfaction which translates to interruptions to teaching and learning (Luthans, 2002). Based on the above observation, this study was therefore set to evaluate the headteachers' communication channels on teachers' job satisfaction in public primary schools in Lang'ata District, Kenya.

1.3: Objectives of the study

The general objective of the study was to evaluate the headteachers' communication channels on teachers' job satisfaction in Lang'ata District.
The study was guided by the following specific objectives:

1. To find out the frequently used communication channels by headteacher to communicate with teachers in public primary schools in Lang'ata District.

2. To establish how information flows between the headteacher to teachers in public primary schools in Lang'ata District.

3. To determine the effects of communication channels on teachers' job satisfaction in public primary schools in Lang'ata District.

4. Establish the barriers to communication channels that affect teachers' job satisfaction in public primary schools in Lang'ata District.

1.4: Research questions

The following research questions guided this study:

1. Which communication channel is frequently used by the headteacher to communicate to teachers in public primary schools in Lang’ata District?

2. How does the information flow from the headteacher and teachers in public primary schools in Lang’ata District?

3. What are the effects of communication channels on teachers’ job satisfaction in Lang’ata District?

4. Which are the barriers to communication channels that affect teachers’ job satisfaction in Lang’ata District?

1.5: Significance of the study

The findings of the study could help the headteachers to understand some of the shortcomings in their channels of communication and therefore, seek to improve on interpersonal communication skills for effective teachers’ job satisfaction. The education officers will be able to understand
the channels of communication adopted by the headteachers in the district, as a result, they will be at a position to guide should any of the channels prove counterproductive. The K.I.E. will be able to understand the communication channels mainly adopted by the school heads and thereby come up with interventional courses in any area of concern that the research establishes. The study will also help teachers to become aware of the importance of effective communication. Hence they will be encouraged to seek ways of improving interpersonal communication.

1.6: Limitations of the study
This study was limited to the context of communication channels in relation to teachers' job satisfaction. Due to time constraints and funds required, the study was limited to Lang'ata District. However, in future the study can be replicated to other districts. This study was confined to teachers in public primary schools in Lang'ata District, Kenya.

1.7: Basic assumptions
This study was based on the assumptions that the communication channel used by the headteacher is one of the factors that influence teachers' job satisfaction in public primary schools in Lang'ata District. That there were certain factors that influenced the headteachers' communication channels in school administration and the respondents were truthful and honest.
CHAPTER TWO

LITERATURE REVIEW

2.0: Overview

This chapter presents an interactive review of works related to the research topic. It comprises of the concept of communication, channels of communication, top down communication in educational organizations, barriers to effective communication, teachers' job satisfaction and the effects of communication channels on teachers' job satisfaction, the theoretical framework and finally the conceptual framework.

2.1: Communication in schools

The last decade has shown significant change for schools and school systems in Kenya. Scholars have defined communication in various ways; Mbiti defines communication as the transmission of information from one place to another. Okumbe says it is the exchange of information and the transmission of meaning. Cole defines it as the process of creating, transmitting and interpreting ideas, opinions and feelings. (Mbiti 2007; Okumbe 1998; Cole 1996)

Therefore, the term communication refers to a dynamic process during which sources transmit messages using symbols, signs and contextual cues to create a common understanding between themselves and the receiver. It is a dynamic process because messages keep on moving upward, downward and across the organization.

Communication system in any organisation like the school is very vital to the survival and smooth running of the organisation. It is a universal activity in one form or another between people at all times in their lives with the exception of a few religious orders. Within an organisation it is formalized as social interaction and is measured by its total amount, its
frequency, which initiates it, the degree of reciprocity and its directions, upwards, downwards or sideways, among the members. In all organizations, the transfer of information from one individual to another is absolutely necessary. It is the means by which behavior is modified, change is effected, information is made productive and goals are achieved. It could be seen that without communication, the organization cannot exist. According to Koontz et al (1984), communication "is to effect a change, to influence action towards the welfare of the enterprise; and as such the need for an effective channel of communication becomes imperative for the attainment of the organizational goals". To them, communication is the means by which people are linked together in an organization.

The communication network therefore, is seen as being very significant to the life of the school. This is because it is a major avenue through which the school personnel gets an opportunity to identify and appreciate what the school is doing, the atmosphere in which it operates and what is expected from the school and the public. Faculty and staff must have a role in the decision making process in the school. Students must believe in the faculty and feel good about what the school is doing. No change or improvement can take place without the teacher. The headteacher who does not organize and use his/her staff will truly be lonely and unsuccessful. These people have skills and knowledge in specific subject areas as well as a basic need to be a part of something. It is a mistake when the headteacher does not cultivate these individuals to assist in planning (Brown, 1985).

According to Beck et al, (1993), "Principals were assumed to be more like business executive, using good management and social science research to run schools effectively and efficiently." (p. 2). Cordeiro (1994) claims that most research on the principalship has not captured the themes which bind successful principals together with their schools, however, she encourages
principals to be generalists, developing their abilities to collaboratively distribute and coordinate leadership opportunities.

Strengthening conflict resolution skills, face-to-face communication skills, as well as the emotional demands of the principalship are key issues in an effective and successful school principal (Anderson, 1991). A profile of an effective headteacher can be created by considering his or her role in human relations. Effective headteachers recognize the unique styles and needs of teachers and help them achieve their own performance goals. They encourage and acknowledge good work by teachers (Murphy, 1983).

Guskey (2003) analyzed 13 of the lists of the characteristics of effective school principal which was published by the U.S. Department of Education and found that individual characteristics vary widely in their frequency of inclusion in the lists. The most frequently mentioned characteristic of effective professional development is enhancement of teachers' content and pedagogic knowledge. Research also shows that professional development based on higher order thinking skills within a subject can be particularly effective (Wenglinsky, 2000).

Stable and supportive administrative leadership was the "overriding factor" determining whether a discipline or program was effective. Schools that successfully implemented a pilot program experienced distinct improvements in discipline (Gottfredson, 1989). It may not be an overstatement to suggest that a headteacher is not fully equipped if he or she does not have a deep understanding of human learning. It is crucial that headteachers know and understand the theories of human learning so that they may serve as a resource in enhancing instructional effectiveness. Headteachers also need to be equipped with the knowledge of technology integration in teaching and learning. Headteachers are looked upon as leaders who will inspire
teachers to adopt innovative pedagogies in the classroom (Mendez-Morse, 1991).

2.2: Channels of communication

Robbin (2001) defines channels of communication as the medium through which the message travels. There are principally four channels of communication in a school organization; the verbal, written, non-verbal and electronic media.

Verbal communication refers to communication by word of mouth. It is the oldest way of passing information. In a school, announcements in the staff meetings, open forums, dialogue between the headteacher and teachers are examples of verbal communication (Mbiti, 2007). According to Cole (1996), oral communication may often lack the considered nature of written communication but it does have the advantage of immediate feedback and it can be reinforced by various forms of non-verbal behavior such as facial expression, gestures and body posture.

According to Mbiti (2007), written communication conveys a lot of information not only from one person to another but also from generation to generation. In a school, official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and handbooks are forms of written communication. Cole (1996), points out that the written work is more permanent and less liable to misinterpretation. The disadvantages are that written communication takes longer to effect than oral methods and is still liable to misinterpretation despite the efforts of the writers to be clear and logical.

Non-verbal communication is the process of coding meaning through behaviors such as facial expressions, gestures and body postures which do not involve the use of words, (Andrzej et al, 2001). When visiting a school, the level of cleanliness of the school compound, arrangement of
the principal’s office, the color of the paints, response to bells, manner of dressing, tone of voice and interpersonal interactions form part of non-verbal communication. Gorton (1987) says that one can communicate surprise, fear, anger, disgust, disappointment, sadness, happiness and other emotions through non-verbal communication. The message communicated through non-verbal means should coincide with the verbal means, and if they contradict, a problem may arise.

Communication by use of electronic devices include, radio, telephone line, television, internet, e-mail, mobile telephone. Republic of Kenya (RoK) (2008), indicated that channels of communication between the headteacher and teachers should be clear, unambiguous and continuous. Similarly, RoK (2001) highlighted the importance of open communication channels between the headteacher and teachers as it fosters teachers’ job satisfaction. Both recommended for establishment of teachers participation in affairs of school administration and policy development. Mukundi (1991), in his study examined the importance of communication when carrying out administrative tasks and recommended for interactive communication techniques such as dialogue between the headteacher and both teachers and students.

Communication channels should be selected with care, keeping in mind the requirement of the situation at hand, as well as the inherent advantages and disadvantages of each channel. In some cases, it may be necessary to use a combination of channels in order to make sure that the message reaches the sender for example; making a follow up call after sending an e-mail or short message service is bound to have more impact and to ensure the message is well understood. (Morrone, et al 2004).
2.3: Flow of communication from headteacher to teachers

Information from headteacher to teachers flow through top down communication. Barasa (2007), defines top down communication as the flow of information such as school policies and board resolutions from the headteacher to the teachers. Okumbe (1998) observes that teachers should be well informed about what is happening in the schools and how to enforce the school policies. When policy is modified, it should be communicated to the relevant people promptly.

Mbiti (2007), points out that the presence of the headteacher in school promotes confidence in the administration as well as opening avenues for meaningful dialogue with all members in the school community. Were (2005), emphasizes that opportunities should be provided where teachers and school administrators can sit down and discuss issues affecting their school freely without inhibition, intimidation and victimization. Some of the issues teachers should voice their views on are policies of the school, the school motto or vision, its appropriateness and implications, the teaching styles, methods and competency of the teachers, the uniform and level of cleanliness in the school and open days and outings or trips in the school. The headteacher should listen to the teachers' views or grievances note them down and react to them.

2.4: Effects of communication channels in teacher's job satisfaction

The role of the headteacher as an instructional leader is outlined by Brewer et al (2001) as "one focusing on instruction; building a community of learners, sharing decision making, supporting ongoing professional development for all staff members and creating climate of integrity, communication, and continuous improvement." Effective school researchers hold that a key element of an effective school is an effective headteacher (Whitaker, 1997). There is a relationship between positive school climate and increased student achievement. The
headteacher's performance influences student achievement, including cognitive behavior, through the mediating influence of school climate (Korir et al, 2000).

The visible headteacher has the opportunity to model his or her beliefs and to promote a positive instructional climate and leadership behaviors. Headteachers who create an exciting and reinforcing learning environment will find that students and teachers will want to do what needs to be done (Krug, 1992). Effective headteachers engage in efforts to manage curriculum and instruction, managing with a focus on education-related rather than administrative-related issues. This can be done by providing the knowledge and information, materials and supplies that support the work of teachers and non-teaching staff as they go about accomplishing the mission of the school. Villa (1992), concluded that effective principals also promote an instructional climate that strongly values and reinforces learning and achievement. The school climate is established as interest, concern, and support for all students. It is most important that headteachers articulate goals, timelines, and procedures to promote change and foster a climate of unity.

Communication can be conceptualized in terms of its openness. Communication openness is the extent of free flow of information, including opinions and points of view, among people (Muchinsky, 2000). Communication in organizations may also be perceived in terms of load. Communication load refers to the amount and complexity of information received (Farace et al., 1977; McKinnon, 1990). Communication may be characterized in terms of its functions (Etzioni, 1961; Katz et al, 1978; Goldhaber, 1993; Scott et al, 1976). A comprehensive schema of four functions of communication applicable to schools was developed for this study. The functions were termed directive, supportive, cultural and democratic communication and were developed as a result of an extensive review of literature.
Directive communication describes messages that are focused on influencing, controlling or persuading personnel. Directive communication is consistent with Scott et al, (1976), control function and the maintenance function is described by Katz et al, (1978) and Goldhaber (1993) and they involve orders, instructions and directives. Supportive communication refers to the sharing of messages related to encouragement, rising of morale and affirmation. Examples include praise, constructive criticism, and positive feedback, showing interest in the welfare of staff members and showing trust (Buunk et al, 1991; Chapman, 1983; Ramus, 2001). The concept of cultural communication is proposed to account for the transmission of cultural information. There exists a body of literature describing the way communication is used to inform, socialise or acculturate new members of an organization into its culture as well as maintain the culture (Deal et al, 1982).

Democratic communication refers to interactions concerned with participation in decision-making. It reflects the changes to workplace practices in schools that have demanded greater participation in decision-making, often in team situations (Stohl et al, 2001). Communication in schools may take a number of forms, including organized meetings, informal chats, notice boards, memos and handbooks (St. John, 1994). No instance of communication occurs as an independent or unique episode and any transaction can achieve more than one purpose (Koelher et al., 1981). For example, one message can serve both cultural and directive functions.

2.5: Barriers to effective communication

Gorton (1987) identifies the following barriers to effective communication. Firstly, lack of recipients' interest. The administrator may believe that the message which she/he plans to send is extremely important and that the person receiving the message should share that attitude.
However, the recipients' interest in the contents of the message will depend on their prior attitude towards the sender, the content and the implications of the message. Secondly, the bias of the recipient. The content of the message will be filtered through the perceptual value screen of the recipients. Certain words in the message may be misinterpreted. Finally, status differences. Verbal difficulties and information overload cause ineffective communication.

In order for communication to make administration more effective, there are certain rules which must be observed (Cole, 1996). First, the language used must bear the same meaning for both sender and recipient. Second, the headteacher should communicate in advance, for instance, he should address teachers' grievances in time. Third, the headteacher should not release official messages prematurely. For example, a change of school routine or diet should be communicated timely to avoid embarrassment or a strike. Ogunsaju (1983) emphasizes that before communicating with people, it is necessary to consider and consult with everyone involved in the matter. Confidential matters should be carefully handled. The headteacher should also wait and watch the teachers' response or reaction before taking a decision. Lastly, they should bear in mind that silence does not mean consent.

2.6: Teachers' Job Satisfaction

Job satisfaction may be defined as the extent to which a staff member has favorable or positive feelings about work and the work environment (Hoy et al., 1996; Locke, 1976; Muchinsky, 2000). The inverse, referring to unfavourable or negative feelings towards work may be termed as job dissatisfaction (Muchinsky, 2000). While there has been a wide range of theory building to explain job satisfaction's origins and facets, it is apparent that no single theory can explain the phenomenon completely. It would appear that the best way to approach a study of job satisfaction is to use theory that best applies to the context being studied (Pollock et al., 2000).
Job satisfaction has been investigated as a uni-dimensional phenomenon, often referred to as overall or general job satisfaction. In addition, job satisfaction has also been studied as a multi-dimensional phenomenon. Many studies have investigated the dimensions of job satisfaction in school settings, the majority of which have focused on teachers (Locke, 1976).

The dimensions of work that have been identified in studies of schools include the quality of relationships between teachers and their supervisors or headteachers, colleagues, pay, working conditions, recognition for work done, the work itself, participation in decision making and communication, (Scott et al, 2003). Many of the dimensions listed above are related to communication.

Some direction from superiors is necessary if one is to understand the nature of a task. However, there is evidence to suggest that excessive directive communication may be related to lowered job satisfaction. Ray (1993) found excessive directive communication by a headteacher led to teacher dissatisfaction and in some cases, intention to leave.

There is ample evidence in the literature to suggest supportive communication is associated with job satisfaction. Several studies have reported that supportive communication from superiors, which may be termed downward supportive communication, is moderately to strongly relate to subordinate job satisfaction (Gaertner, 2000). Studies conducted in schools have revealed strong relationships between supportive communication from the headteacher and teacher job satisfaction. Dinham et al, (1996) reported that lack of support from school leaders was a source of job dissatisfaction for teachers in Australian schools. Litt et al (1985) reported that teachers were more satisfied with their jobs when they perceived their headteachers as people who took an interest in their professional and personal welfare and who comforted them. Considerate
leadership behavior, consistent with downward supportive communication, was found to be a strong predictor of teacher job satisfaction (Iverson, 2000). These findings provided the basis for the finding that democratic communication will be positively related to job satisfaction. Some studies have suggested that openness of communication may be related to job satisfaction. In one of the few early studies of this relationship, Burke (1969) was able to conclude that greater open communication between subordinates and superiors resulted in greater subordinate job satisfaction. The relationship existed for all of the facets of job satisfaction investigated, but was particularly strong for satisfaction with the job and satisfaction with the supervisor.

Jablin (1979) concluded that employees would be more satisfied with their jobs if communication with their superiors was more open. Wheels et al, (1993) in their study of university staff, found superior-subordinate openness (termed superior receptivity to information) to be moderately correlated with satisfaction with work, coworkers, promotion and pay. It was highly correlated with satisfaction with superiors. In an investigation of supervisory, communication and job satisfaction, upward openness was found to be a predictor of job satisfaction (Miles et al., 1996).

Other studies have investigated openness of communication as the flow of information in directions other than strictly upward or downward. In one study, downward, upward and horizontal openness were found to be moderately correlated with employee job satisfaction. Koike et al., (1988); Trombetta et al (1988) used a measure of general openness (openness among all organizational members). Their study revealed openness of communication to have the second highest correlation with job satisfaction among the eight variables included. Likewise, Klauss et al, (1982) found that communication openness predicted job satisfaction. Openness of communication will be positively related to job satisfaction.
2.7: Conceptual Framework

A conceptual framework is a model usually developed by the researcher to demonstrate the inter-relationships between variables of the study, which is presented graphically and supported by an explanation (Mbewesa, 2006). This is shown in figure 2.1 below.

Figure 2.1: Relationship between communication and teachers' job satisfaction

In Figure 2.1, the arrows indicate the relationships between variables. The implication is that, the headteacher uses various communication channels to address teachers. The correct use of verbal, non-verbal, written and electronic communication channels lead to either information adequacy or communication openness which affect teachers' job satisfaction. The indicators of teachers' job satisfaction include high retention rate, good time management, high academic performance
Communication load (conceptualised as information underload, adequacy and overload) has, in general, been found to be associated with job satisfaction (Scott et al., 1999). A study of high technology firms revealed that uncertainty, the result of information underload, was negatively associated with employee satisfaction with relationships and work (Morley et al., 1997). Similarly, Pettit et al (1997) reported moderate negative associations between underload and satisfaction with supervision and coworkers. In a later study, interview data revealed underload as a source of job dissatisfaction (Scott et al, 1999). Overload has also been negatively associated with job satisfaction, although the relationships have been weaker than those for underload (Pettit et al., 1997).

Adequacy, having enough information to perform tasks, has been positively associated with job satisfaction (Scott et al., 1999). Job satisfaction may be predicted to be lower when information is lacking, higher as an optimal level of information (adequacy) is reached, then lower when there is too much information. Communication load will be negatively related to job satisfaction and communication adequacy will be positively associated to job satisfaction.

The literature reviewed showed that for schools to be effective, there must be a high level of satisfaction among all the players in the school. Faculty and staff must have a role in the decision making process of the school. Students must believe in the faculty and feel good about what the school is doing. This study attempted to study the relationship between effective communication of primary school headteachers and school climate. In addition, this relationship was compared among schools and between male and female.
and participation in school activities. When the communication channels are incorrectly used, negative intervening variables such as information inadequacy, information underload and information overload lead to teachers’ job dissatisfaction. This is indicated by behaviours such as high teacher turnover, poor time management, poor academic performance, lowered job commitment, absenteeism and disobedience. Teachers’ job satisfaction affects performance positively while job dissatisfaction affects performance negatively.

2.8: Summary of the chapter

For the smooth running of the school communication is very vital. The communication channel chosen by the headteacher depends on the type of the message he/she is intending to pass to the teachers. For example, where a record is needed as a proof of communication written channel will be appropriate. However, as headteacher communicates it is necessary to take in consideration the barriers that hinder communication flow. A good communication channel leads to teachers’ job satisfaction and vice versa.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1: Introduction

This chapter deals with research methods that were applied to carry out the study. It is organized along the following sections: research design, target population, sample size, sampling procedures and research instruments.

3.2: Research design

The design adopted for this study was a descriptive survey design. According to Mbwesa (2006), survey design is concerned with conditions or relationships that exist, practices that prevail, beliefs, points of view or attitudes that are held, processes that are going on, effects that are being felt or trends that are developing. Mugenda et al, (2003) assert that survey research is probably the best method available to a social scientist collecting original data for the purpose of describing a population which is too large to observe. The design befitted this study because it sought to collect data from respondents about their opinions on the effects of headteacher’s communication channels on teachers’ job satisfaction in public primary schools in Lang’ata District.

3.3: Target population

According to Borg et al, (1989), target population has all members of a real or hypothetical set of people, events or objects to which we wish to generalize results of the research. The target population included all the 15 public primary schools in Lang’ata District with 322 teachers.

Table 3.1 shows primary schools in Lang’ata District.
Table 3.1: Sampling frame of public primary schools headteachers and teachers in Lang’ata District.

<table>
<thead>
<tr>
<th>School</th>
<th>Teacher Population</th>
<th>Teacher Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Kongoni</td>
<td>27</td>
<td>6</td>
</tr>
<tr>
<td>2. Olympic</td>
<td>29</td>
<td>6</td>
</tr>
<tr>
<td>3. Kibera</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>4. Khalsa South C</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>5. Langata Road</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>6. Langata West</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>7. Ngei</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>8. Karen C</td>
<td>27</td>
<td>6</td>
</tr>
<tr>
<td>9. Ngong Forest</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>10. St Mary’s Karen</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>11. Madaraka</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>12. Langata Barracks</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>13. Uhuru Gardens</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>14. Ayany</td>
<td>23</td>
<td>5</td>
</tr>
<tr>
<td>15. Raila Education Centre</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>322</strong></td>
<td><strong>66</strong></td>
</tr>
</tbody>
</table>

Source: Ministry of Education (MoE)(2011)

3.4: Sample size and sampling procedures

According to Mugenda et al (2003), sampling is a process of identifying individuals to participate in the study. Ideally, the individuals should represent the large group from which they have been selected to allow for generalization of the findings. In this study purposive sampling was used to select primary schools and in this case since the number of schools were selected
using stratified random sampling where both male and female were targeted. According to Gay (1981), population size is small if it is less than 30 therefore sample size of 30 percent should be used. Large population size of more than 30 a sample size of 10 percent is considered minimum. Since population size for this study was more than 30, 10 percent was recommended. However, to increase accuracy 20 percent was selected. This generated a sample size of 66 questionnaires for analysis.

3.5: Research instruments

The study was conducted using a questionnaire and observation schedules to collect data. Mbwesa (2006) defines a questionnaire as a pre-formulated written set of questions to which subjects record their answers independently. Mutai (2000) describes questionnaires as the most popular instruments for a survey research. It is straightforward and less time consuming. It was appropriate in this study since it collected information about feelings, motivations, attitudes and experiences of teachers. The questionnaire had part A to E. Part A gathered personal details while part B to E gathered details on school environment. The questionnaire was chosen because it is easy to administer to a large population without the presence of the researcher.

Mbwesa (2006) defines a structured observation schedule as a pre-coded checklist of indicators to be observed during the study. Mutai (2000) recommends observation schedule because it minimizes or possibly eliminates the variations that will arise from data based on individual perceptions of events and situations. The instrument befits this study because it may affirm that suggestion boxes and notice boards are used for communication in schools.

3.6: Validity of the instrument

Mugenda et al (2003), define validity as the degree to which a test measures what it purports to measure. It is the accuracy and meaningful of inferences which are based on research results.
The validity of the instruments was done during the pilot study in three schools from the neighboring district. The researcher discussed each questionnaire item with the respondent in order to determine whether the items were correctly indicated. Tyler argues that content validity is a matter of judgment by professionals or a team of experts (Tyler 1977). The researcher made use of three experts in Business Administration and the supervisors, to discuss relevant comments and suggestions as per expert judgment while developing the research instruments.

3.7: Reliability of the instruments

According to Mugenda et al (2003), reliability is a measure of the degree to which a researcher’s results yield consistent results or data after repeated results. Reliability of the instruments was determined by alpha reliability test technique. The scores of both were correlated and reliability established by using the Pearson’s correlation coefficient. Cranach alpha value was used to test internal consistency.

3.8: Data collection procedures

Data collection refers to gathering specific information aimed at proving or refuting some facts (Mutai, 2000). The researcher applied for permit from the Municipal Education Office Lang’ata District. A copy of the permit was given to the District Commissioner (DC) and the DEO for clearance. The researcher then visited the participating schools and sought for permission from the headteachers to select the respondents. Then the date for data collection was set during which the questionnaires were administered to the respondents and collected progressively as they were filled.

3.9: Data analysis

Kerlinger (1973) defines data analysis as categorizing, ordering, manipulating and summarizing the data obtained to answer research questions. The researcher checked the questionnaires for
completeness, accuracy and uniformity of the information obtained. Each questionnaire was
given a code for identification, using the codes; data from pre-coded responses was directly
keyed into the computer using SPSS. Quantitative data was analyzed using descriptive data
analysis such as mean and percentages. These are presented using tables, graphs and pie charts.

Any qualitative data was collected and then analyzed qualitatively.
CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1: Introduction

This chapter presents the analysis and findings of the study. It provides general information of the study population on the effects of headteachers’ communication channels on teachers’ job satisfaction in public primary schools in Lang’ata district, Kenya.

4.2: Review of the objectives

The objectives of the study were to find out the frequently used communication channels by the head teacher to communicate with teachers, to establish how information flows between the headteacher to teachers, to determine the effects of communication channels on teachers’ job satisfaction and to establish the barriers to communication channels that affect teachers’ job satisfaction in public primary schools in Lang’ata District.

4.3: Study population

To evaluate the headteachers’ communication channels on teachers’ job satisfaction, the study targeted a total population of 322 teachers from 15 public primary schools in Lang’ata District. The sample was selected through stratified random sampling technique where a sample of 66 teachers was selected for the study. A total of 54 questionnaires were returned giving 81.8 percent response rate which was deemed adequate for data analysis. Since the number of questionnaires collected was more than 50, this was deemed adequate and sufficient for data analysis (Field, 2005). According to Sekaran (2006), a response rate of thirty percent (30%) is regarded as acceptable for most research purposes. This good response rate was attributed to the inter alia where the participants were informed well in advance of the purpose and objectives of the research. Secondly, the buy-in from the teachers on the effects of headteachers’ communication
channels on teachers’ job satisfaction made it easy in administering the questionnaires.

4.4: **Demographic distribution of respondents**

The background information on gender and age of the respondents were captured, analyzed and the results presented in tables and charts.

4.4.1: **Gender representation**

The study attempted to analyze gender representation of respondents as shown in Table 4.2.

*Table 4.1: Gender representation of the of respondents*

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>20.4</td>
</tr>
<tr>
<td>Female</td>
<td>38</td>
<td>70.4</td>
</tr>
<tr>
<td>No response</td>
<td>5</td>
<td>9.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

As shown in Table 4.2, gender representation was well captured, for both male and female teachers, indicating that the responses in the study represented views of both genders. Another characteristic that was put into consideration on demographic distribution of respondents was age of the teachers.

4.4.2: **Age distribution of the teachers**

Age of the teacher respondents varied from one category to the other as shown in Figure 4.1.
As shown in Figure 4.1, majority of the teacher respondents (44.4 percent) were aged between 41 to 45 years. An indication that they had adequate experience on communication channels and teachers' job satisfaction.

### 4.5: Frequently used communication channels

To determine the channels frequently used by headteachers to communicate with teachers in public primary schools, the respondents were asked to indicate the extent to which a number of communication channels were used in their schools and the responses were analyzed using charts.

#### 4.5.1: Non-verbal communication channels

Figure 4.2 shows the non-verbal communication channels used by the headteachers in public primary schools to communicate with teachers.
As illustrated in Figure 4.2, the main non-verbal communication channel used by headteachers is the facial expression which was 31 percent followed by gestures at 15 percent. However, a total of 48 percent did not give response to the communication channel, meaning non-verbal communication channel is rarely used by the headteachers in public primary schools.

4.5.2: Verbal communication channels

Figure 4.3 shows the verbal communication channels used by the headteachers to communicate with teachers in public primary schools.
As illustrated in Figure 4.3, unlike the non-verbal communication channels, 92 percent of the teachers indicated that verbal communication channels are used by their headteacher to communicate to teachers. Among the verbal communication channels, teachers indicated that 37 percent of the headteachers who communicate to teachers in public primary schools use staff meetings, 35 percent face to face communication while 20 percent oral briefing. The findings indicate that staff meetings are the most popular verbal communication channel used by the headteachers to communicate to teachers.

4.5.3: Written communication channels

Figure 4.4, shows the written communication channels used by headteachers in public primary schools to communicate with teachers.
As illustrated in Figure 4.4, a total of 69 percent of the teachers indicated that written communication channels is used by the headteachers to communicate in public primary schools, with 30 percent of the headteachers using letters to communicate with teachers.

When headteachers want to communicate personal information to teachers, they write letters or use memorandum to communicate. During staff meetings, minutes are used to document proceedings of the meeting, while reports are used to pass specific information to teachers.

4.5.4: Electronic communication channels.

Figure 4.5 shows the electronic communication channels used by the headteachers in public primary schools to communicate with teachers.
As illustrated in Figure 4.5, a total of 57 percent of the teachers indicated that electronic communication channels are used to communicate with teachers in their schools with 46 percent indicating telephone communication, where the headteachers calls the teachers directly using their mobile phones. However, a total of 43 percent indicated that electronic communication channels are either rarely or not used at all in their school.

However, when the teachers were asked to indicate their preferred communication channel, the responses were presented as shown in Figure 4.6.
As illustrated in Figure 4.5, 70.4 percent of the teachers preferred verbal communication channels because it is faster and interactive as information is shared creating a bond between the teacher and the headteacher. This finding supports the study by Cole (1996) that oral communication provides immediate feedback to the teachers, hence boosting their job satisfaction.

From the above analysis, the findings show that all the four communication channels are used by headteachers in public primary schools to communicate with teachers at various levels. In ranking, the verbal was the most common 92 percent, followed by written 69 percent, electronic 57 percent and lastly non-verbal communication channels 52 percent. Therefore, a lapse in any of the communication channel is likely to impact the teachers' job satisfaction in public primary schools. This finding is in line with the literature, in that headteachers rarely use a communication channel that can instantly affect teachers' morale and hence job satisfaction. Gorton (1987) indicates that non-verbal communications like facial expressions, gestures and body posture when used by the headteachers can instantly communicate surprise, fear, disgust...
disappointment, sadness, happiness and other emotions which instantly affect teachers' job satisfaction.

4.5.5: How information flows from headteachers to teachers

To determine the kind of information which flows from headteachers to teachers, the teachers were asked to indicate the information that is normally communicated in their respective schools and the findings were indicated in table 4.2

<table>
<thead>
<tr>
<th>Information</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration issues from the ministry</td>
<td>31</td>
<td>57.4</td>
</tr>
<tr>
<td>Discipline issues</td>
<td>5</td>
<td>9.3</td>
</tr>
<tr>
<td>Instructions</td>
<td>6</td>
<td>11.1</td>
</tr>
<tr>
<td>Development issues</td>
<td>7</td>
<td>13.0</td>
</tr>
<tr>
<td>Academic performance issue</td>
<td>2</td>
<td>3.7</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>5.6</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>54</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

As shown in Table 4.2 a number of issues are communicated to teachers in public primary schools, however, the most frequently communicated are administrative issues as indicated by 57.4 percent of the teachers. The reasons of communicating the above information varied from one school to the other as illustrated in Figure 4.7.
As illustrated in the Figure 4.7, headteachers communicate to teachers for a number of reasons with majority of the teachers 17 percent indicating information sharing as the key reason of communication. Encouraging and raising of teachers' morale was indicated by 15 percent of the teachers, meaning that headteachers communicate to motivate teachers and hence teachers' job satisfaction. The finding implies that headteachers should identify the most important communication channel that can create highest satisfaction among the teachers and hence enhance job satisfaction.

To determine how information flows from the headteachers to teachers, the respondents were asked to rate various means of communication used in their respective schools and the findings were presented as shown in Table 4.3.
Table 4.3: *Flow of information from headteachers to teachers.*

<table>
<thead>
<tr>
<th>Mean of communication</th>
<th>Yes</th>
<th></th>
<th>No</th>
<th></th>
<th>NA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
<td>Frequency</td>
<td>%</td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>Communication through staff meetings</td>
<td>50</td>
<td>92.6</td>
<td>4</td>
<td>7.4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Open forum between headteacher and teachers</td>
<td>21</td>
<td>38.9</td>
<td>8</td>
<td>14.8</td>
<td>24</td>
<td>44.4</td>
</tr>
<tr>
<td>Using notice board to pass information</td>
<td>23</td>
<td>42.6</td>
<td>10</td>
<td>18.5</td>
<td>18</td>
<td>33.3</td>
</tr>
<tr>
<td>Use of internal memos</td>
<td>15</td>
<td>27.8</td>
<td>9</td>
<td>16.7</td>
<td>30</td>
<td>55.6</td>
</tr>
<tr>
<td>Use of dialogue between head teacher and teachers</td>
<td>24</td>
<td>44.4</td>
<td>10</td>
<td>18.5</td>
<td>20</td>
<td>37</td>
</tr>
<tr>
<td>Use of facial expressions and gestures</td>
<td>20</td>
<td>37</td>
<td>6</td>
<td>11.1</td>
<td>28</td>
<td>51.8</td>
</tr>
<tr>
<td>Through short messages services (SMS)</td>
<td>16</td>
<td>29.6</td>
<td>13</td>
<td>24.1</td>
<td>25</td>
<td>46.3</td>
</tr>
<tr>
<td>Through e-mail</td>
<td>8</td>
<td>14.8</td>
<td>15</td>
<td>27.8</td>
<td>25</td>
<td>46.3</td>
</tr>
<tr>
<td>Announcements at school assemblies</td>
<td>27</td>
<td>50</td>
<td>7</td>
<td>13</td>
<td>20</td>
<td>37.1</td>
</tr>
<tr>
<td>Letters to individual members of staff</td>
<td>18</td>
<td>33.3</td>
<td>10</td>
<td>18.5</td>
<td>26</td>
<td>48.1</td>
</tr>
<tr>
<td>Communication through telephone</td>
<td>24</td>
<td>44.4</td>
<td>6</td>
<td>11.1</td>
<td>24</td>
<td>44.5</td>
</tr>
<tr>
<td>Communication through a record book where teachers sign after reading the information</td>
<td>28</td>
<td>51.9</td>
<td>6</td>
<td>11.1</td>
<td>20</td>
<td>37.1</td>
</tr>
</tbody>
</table>

As shown in Table 4.3, about 92.6 percent of the teachers agreed that headteachers in their schools communicate with teachers mainly through staff meetings, 51.9 percent agreed that headteachers use record books, 50 percent concurred that school assemblies are used. The least used communication means in public primary schools is the e-mails and this can be attributed to the fact that primary schools have not invested in computers hence use of email is not applicable.
4.5.6: Effects of communication channels on teachers' job satisfaction in Lang'ata District.

When teachers were asked if headteachers' communication channel affected their job satisfaction, 77.8 percent agreed. This can be attributed to the fact that effective communication promotes good relationship between the teacher and the headteacher hence job satisfaction. In addition, if there is effective communication, the teacher clearly understands the policies of the school and therefore is motivated to work towards what is required. Using suitable channels help in fast delivery of messages by making information easily accessible to all teachers boosting the morale and school performance.

Conversely, when the communication from the headteacher is intimidating or negative it affects the morale of teachers, leading to job dissatisfaction. This finding is in line with the study by Okumbe (1998) who observed that when teachers are well informed about what is happening in the schools and the policies, they tend to be motivated and are likely to work towards the achievement of the defined goals. The same finding is supported by the study by Were (2005) that teachers' morale is boosted if opportunities are provided for discussion without inhibition, intimidation and victimization.

To determine if the effect of headteachers' communication channel on teachers' job satisfaction was statistically significant, analysis of variance was conducted and the results were presented as shown in Table 4.4
Table 4.4: Test of homogeneity of variances

<table>
<thead>
<tr>
<th>Channel</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-verbal communication</td>
<td>6.980</td>
<td>2</td>
<td>21</td>
<td>.005</td>
</tr>
<tr>
<td>Verbal Communication</td>
<td>1.446</td>
<td>2</td>
<td>44</td>
<td>.247</td>
</tr>
<tr>
<td>Written Communication</td>
<td>.566</td>
<td>2</td>
<td>30</td>
<td>.573</td>
</tr>
<tr>
<td>Electronic Communication</td>
<td>1.757</td>
<td>2</td>
<td>25</td>
<td>.193</td>
</tr>
</tbody>
</table>

As shown in Table 4.4, the Levene test gave a significant $p=0.005$, <0.05, for non-verbal communication channel, while the other channels gave insignificant $p$-value $>0.05$, verbal $p=0.247$, written $p=0.573$ and electronic $p=0.193$, the same was observed by the ANOVA statistics. To determine the statistical significance of each variable in the channels of communication in influencing teachers' job satisfaction, a further, post hoc comparison using turkey test was conducted and the findings were presented in Table 4.5.
### Table 4.5: Post hoc tests

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>(I) satisfaction with the communication channel used by headteacher?</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.</th>
<th>95% Confidence Interval</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-verbal</td>
<td>Very satisfying</td>
<td>.000</td>
<td>2.979</td>
<td>1.000</td>
<td>-7.51 - 7.51</td>
<td>-11.51</td>
<td>4.84</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-3.333</td>
<td>3.243</td>
<td>.568</td>
<td>-8.13 - 4.84</td>
<td>-11.51</td>
<td>1.46</td>
</tr>
<tr>
<td></td>
<td>Satisfying</td>
<td>.000</td>
<td>2.979</td>
<td>1.000</td>
<td>-7.51 - 7.51</td>
<td>-8.13</td>
<td>1.46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-3.333</td>
<td>1.902</td>
<td>.210</td>
<td>-4.84 - 11.51</td>
<td>-4.84</td>
<td>11.51</td>
</tr>
<tr>
<td>Verbal</td>
<td>Very satisfying</td>
<td>-.941</td>
<td>.629</td>
<td>.302</td>
<td>-2.47 - .58</td>
<td>-3.12</td>
<td>.35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-1.389</td>
<td>.715</td>
<td>.139</td>
<td>-3.12 - .35</td>
<td>-4.35</td>
<td>.63</td>
</tr>
<tr>
<td></td>
<td>Satisfying</td>
<td>.941</td>
<td>.629</td>
<td>.302</td>
<td>-2.47 - .58</td>
<td>-2.47</td>
<td>.58</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-.448</td>
<td>.446</td>
<td>.578</td>
<td>-1.53 - .63</td>
<td>-1.53</td>
<td>.63</td>
</tr>
<tr>
<td></td>
<td>Not satisfying</td>
<td>1.389</td>
<td>.715</td>
<td>.139</td>
<td>-2.47 - .58</td>
<td>-2.47</td>
<td>.58</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.448</td>
<td>.446</td>
<td>.578</td>
<td>-1.53 - .63</td>
<td>-1.53</td>
<td>.63</td>
</tr>
<tr>
<td>Written</td>
<td>Very satisfying</td>
<td>.462</td>
<td>.911</td>
<td>.869</td>
<td>-1.78 - 2.71</td>
<td>-1.78</td>
<td>2.71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.300</td>
<td>1.039</td>
<td>.955</td>
<td>-2.26 - 2.86</td>
<td>-2.26</td>
<td>2.86</td>
</tr>
<tr>
<td></td>
<td>Satisfying</td>
<td>-.462</td>
<td>.911</td>
<td>.869</td>
<td>-2.71 - 1.78</td>
<td>-2.71</td>
<td>1.78</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-.162</td>
<td>.606</td>
<td>.962</td>
<td>-1.66 - 1.33</td>
<td>-1.66</td>
<td>1.33</td>
</tr>
<tr>
<td></td>
<td>Not satisfying</td>
<td>-.300</td>
<td>1.039</td>
<td>.955</td>
<td>-2.86 - 2.26</td>
<td>-2.86</td>
<td>2.26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.162</td>
<td>.606</td>
<td>.962</td>
<td>-1.33 - 1.66</td>
<td>-1.33</td>
<td>1.66</td>
</tr>
<tr>
<td>Electronic</td>
<td>Very satisfying</td>
<td>-.250</td>
<td>.497</td>
<td>.871</td>
<td>-1.49 - .99</td>
<td>-1.49</td>
<td>.99</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-.500</td>
<td>.548</td>
<td>.637</td>
<td>-1.86 - .86</td>
<td>-1.86</td>
<td>.86</td>
</tr>
<tr>
<td></td>
<td>Satisfying</td>
<td>-.250</td>
<td>.497</td>
<td>.706</td>
<td>-1.49 - .53</td>
<td>-1.49</td>
<td>.53</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.500</td>
<td>.312</td>
<td>.706</td>
<td>-1.03 - 1.86</td>
<td>-1.03</td>
<td>1.86</td>
</tr>
<tr>
<td></td>
<td>Not satisfying</td>
<td>.250</td>
<td>.312</td>
<td>.706</td>
<td>-.53 - 1.03</td>
<td>-.53</td>
<td>1.03</td>
</tr>
</tbody>
</table>

As shown in Table 4.5, the post hoc comparison gave insignificant statistics $p>0.05$, supporting the lavender test for homogeneity of variances. The results indicated that only non-verbal communication was significant at 95% confidence level, implying the extent of use of non-verbal communication channel $p<0.05$ significantly affects teachers' job satisfaction in public primary schools. The other communication channels, gave $p>0.05$ at 95% confidence level, implying that although verbal, written and electronic communication channels are used in various primary
schools, their effect on teachers’ job satisfaction is not statistically significant. The observed
effect is by chance, meaning that when headteacher uses facial expressions, gestures and body
movement they significantly affect teachers’ job satisfaction.

4.5.7: Barriers to Communication Channels

To determine the challenges to communication channels that affect teachers’ job satisfaction, teachers were asked to highlight the challenges faced in their respective schools and the raw information was presented as shown in Table 4.6.

Table 4.6: Communication Barriers

<table>
<thead>
<tr>
<th>Communication barriers</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
<td>Frequency</td>
</tr>
<tr>
<td>Lack of interest from the teachers on information passed</td>
<td>17</td>
<td>31.5</td>
<td>1</td>
</tr>
<tr>
<td>Bias towards the information among teachers</td>
<td>17</td>
<td>31.5</td>
<td>-</td>
</tr>
<tr>
<td>Status difference between headteacher and teachers</td>
<td>12</td>
<td>22.2</td>
<td>1</td>
</tr>
<tr>
<td>The language used by the headteacher</td>
<td>13</td>
<td>24.1</td>
<td>0</td>
</tr>
<tr>
<td>Premature release of information by the headteacher</td>
<td>13</td>
<td>24.1</td>
<td>0</td>
</tr>
<tr>
<td>Last minute communication by the headteacher</td>
<td>26</td>
<td>48.1</td>
<td>0</td>
</tr>
<tr>
<td>Teachers not liking/trusting the headteacher</td>
<td>14</td>
<td>25.9</td>
<td>0</td>
</tr>
<tr>
<td>Headteacher lacks communication skills</td>
<td>12</td>
<td>22.2</td>
<td>0</td>
</tr>
<tr>
<td>Wrong choice of communication channels</td>
<td>14</td>
<td>25.9</td>
<td>0</td>
</tr>
<tr>
<td>Head teachers, communication does not motivate teachers</td>
<td>12</td>
<td>22.2</td>
<td>1</td>
</tr>
</tbody>
</table>
As shown in Table 4.6, about 48.1 percent of the teachers indicated that last minute communication, lack of interest from the teachers on information passed 31.5 percent and bias towards the information among teachers 31.5 percent, was identified as the key barriers to communication channels in public schools. The identified reasons for the barriers included, not giving all the teachers equal opportunity to express their issues during staff meeting and lack of clarity of the message being passed affect teachers' job satisfaction agreeing with the observation by Were (2005). The delay in giving out important information makes information unreliable among the teachers as it gives room for gossips and mistrust.

Lack of keen and careful listening of the teachers' views by the headteachers and not empathizing with the teachers' concerns or taking inappropriate measures tend to break the trust between the teacher and headteacher. Lack of proper communication skills and insisting on unachievable policies lead to rebellion among teachers on message conveyed.

Hanging memos on the notice board and expecting teachers to act sometimes angers teachers. Headteachers should use a record book to pass important information to enable every teacher to read the information and act appropriately to avoid miscommunication.

Not making the staff meeting interactive and participative is viewed by teachers as dictatorial; as staff is not given chance to participate in staff meeting thus affecting teachers' morale. Conversely, the status difference between a teacher and headteacher and lack of proper language for instance in cases where headteachers use vernacular in the meeting affects the satisfaction of teachers.
To conclude, headteachers should explore integrated communication channels that suit the different school context to ensure that teachers' job satisfaction is guaranteed in public primary schools. Creating environment where all teachers feel part of the team is also recommended to avoid situation of information inhibition or distortion. The flow of information should be instant to avoid gossips and anxiety that affects morale.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter explains the summary, conclusions, recommendations of the study and the extent to which the research objectives have been achieved. The study focused on the effects of headteachers' communication channels on teachers' job satisfaction in Lang'ata district.

5.1: Summary of findings

The descriptive survey design was adopted in conducting the study where a total population of 322 teachers was targeted from the public primary schools in Lang'ata district. The sample was selected through stratified and random sampling technique where a sample of 66 teachers was selected. A total of 66 questionnaires were administered out of which 54 were collected giving 81.2 percent response rate which was deemed adequate for data analysis. The data was analyzed using frequencies in SPSS statistical package.

The first objective of the study sought to determine the communication channel used by headteachers to communicate with teachers in public primary schools. From the analysis, the findings showed that all the four communication channels are used by headteachers in public primary schools to communicate with teachers at various levels. In ranking based on the responses of the number of respondents who agreed that the channel is used in their schools, verbal communication channel was the most common 92 percent, followed by written 69 percent, electronic 57 percent and lastly non-verbal communication channels 52 percent. Therefore, a lapse in any of the communication channels is likely to impact the teachers' job satisfaction in public primary schools.
The second objective of the study sought to determine how information flows from the headteacher to teachers in public primary schools. The headteachers in public primary schools communicate with teachers mainly through staff meetings 92.6 Percent, 51.9 percent use record books, 50 percent use school assemblies. The least used communication means in public primary schools is the e-mail and this can be attributed to the fact that primary schools have not invested in computers hence use of e-mail is not applicable.

The third objective of the study sought to determine the effects of communication channels on teachers' job satisfaction. The results indicated that only non-verbal communication was significant at 95% confidence level, implying that the extent of use of non-verbal communication channel p<0.05 significantly affects teachers' job satisfaction in public primary schools. The remaining communication channels, gave p> 0.05 at 95% confidence level, implying that although verbal, written and electronic communication channels are used in various primary schools, their effect on teachers' job satisfaction is not statistically significant. The observed effect is by chance, meaning that when headteacher uses facial expressions, gestures and body movement they significantly affect teachers' job satisfaction.

The fourth, objective of the study sought to find the barriers of communication channel on teachers' job satisfaction. About 48.1 percent of the teachers indicated last minute communication, 31.5 percent lack of interest from the teachers on information passed and 31.5 percent bias towards the information among teachers as the key barriers to communication channels in public schools. Not giving all the teachers equal opportunity to express their issues during staff meeting and lack of clarity of the message being passed affects teachers' job
satisfaction agreeing with the observation by Were (2005). The delay in giving out important information makes information unreliable among the teachers as it gives room for gossips and mistrust. Lack of keen and careful listening of the teachers’ views by the headteachers and not empathizing with the teachers’ concerns or taking inappropriate measures tend to break the trust between the teacher and headteacher.

Lack of proper communication skills and insisting on unachievable policies lead to rebellion among teachers on message conveyed. Hanging memos on the notice board and expecting teachers’ to act sometimes angers teachers. Headteachers should use a record book to pass important information to enable every teacher to read the information and act appropriately to avoid miscommunication. Not making the staff meeting interactive and participative is viewed by teachers as dictatorial; as staff is not given chance to participate in staff meeting thus affecting teachers’ morale. Conversely, the status difference between a teacher and headteacher and lack of proper language for instance in cases where headteachers use vernacular in the meeting affects the satisfaction of teachers.

5.2: Conclusions

The following conclusions were drawn from the study findings. They are organized according to the research questions.

5.2.1: Frequent communication channel

The study established that in public primary schools, headteachers communicate to teachers using verbal, non-verbal, written and electronic channels, however, 70.4 percent of the teachers indicated that verbal communication channel, enhance their job satisfaction.
5.2.2: Information flow

It was evident that information flows from headteachers to teachers through a record book, telephone, school assemblies, short messages services (SMS), facial expressions and gestures, dialogue between headteacher and teachers, internal memos, open forum and staff meetings. The study concluded that staff meeting is the most significant means through which information flows from the headteachers to teachers. Thus, the way the headteacher as the chair of the staff conducts the deliberations of the staff meetings in terms of planning, organizing, passing information, allowing interactions, perception of teachers’ opinions during the meeting and the response to questions directly affect teachers’ job satisfaction.

5.2.3: Effects of communication channels

The results of ANOVA analysis indicated that among the four communication channels studied only nonverbal communication channels was statistically significant in influencing teachers’ job satisfaction in public primary schools p<0.05 at 95% confidence level. Thus, the way the headteacher uses facial expressions and gestures will significantly affects teachers’ job satisfaction.

5.2.4: Barriers to communication channels

Lastly, poor communication skills, poor handling of staff meetings and lack of personalized communication with careful listening were identified as key barriers to effective communication in public primary schools, thus affecting teachers’ job satisfaction.

5.3: Recommendations

From the study, the following recommendations were made. They are organized according to the research questions.
5.3.1: **Recommendations on the frequently used communication channel**

The study recommends that, headteachers should communicate more to teachers using nonverbal communication channels, especially one to one communication to enhance teachers' job satisfaction in public primary schools.

5.3.2: **Recommendations on the information flow**

It is recommended that headteachers should conduct staff meetings in an organized framework, handle deliberations with decorum, allowing adequate interaction and contribution of teachers empathetically, but not compromising the goal of the meeting to reinforce teachers' job satisfaction. The awareness and use of modern communication channels like e-mail which are cheap and faster should be explored by the headteachers to enhance information flow thus enhancing job satisfaction.

5.3.3: **Recommendations on the effects of communication channels**

The headteachers should use more nonverbal communication channels especially during staff meetings like nodding, when teachers make positive contributions to enhance their job satisfaction.

5.3.4: **Recommendations on barriers to communication channels**

The headteachers should use interactive communication channels; most importantly the headteacher should provide opportunity for the teachers to participate in staff meeting. In addition the headteacher should value teachers' contribution and develop an environment for open and free communication within the school environment. Confidential information should be delivered only to the intended recipients to foster teachers' job satisfaction.
5.4: Areas for further research

The study recommends the following as areas for further research:

i) A similar study can be carried out in a wider study population in the whole of Nairobi County to validate the finding.

ii) This study focused on one way communication i.e. from the headteacher to teachers. Expanding the topic to cover the entire school environment can widen the findings of this study.

iii) Study on the effects of headteachers' communication channels on schools performance is also recommended.
REFERENCES


Motivation and Health. Kingswood: University of Western Sydney, Nepean, Faculty of Education.


Eldoret: Zapf Chancery.


APPENDIX I: INTRODUCTORY LETTER

Judith Akinyi Otieno
P.O. Box 30326-00100
Nairobi

The Teacher

Dear Sir/Madam,

RE: INVITATION TO PARTICIPATE IN RESEARCH

I am a post graduate student at Kenyatta University undertaking a Master of Business Administration in Human Resource Management. I am carrying out a research An Evaluation of Headteachers' Communication Channels on Teachers' Job Satisfaction in public primary schools in Lang'ata District. Since you are directly involved in the subject of this study, you have been identified as a participant.

Kindly respond to all the items in the attached questionnaire as honestly as possible. You are assured of total confidentiality regarding identity on all information provided. The information will only be used for the purpose of the study.

Thanking you in advance for your anticipated participation.

Yours faithfully,

Judith Akinyi
APPENDIX II: TEACHERS' QUESTIONNAIRE

This questionnaire is for research purposes only. The topic under study is the evaluation of the headteacher communication channels on teachers' job satisfaction in public primary schools. Kindly respond to the questions honestly without fear. Be assured that your identity will be treated with maximum confidentiality. Please complete all the parts. Do not write your name on the questionnaire.

PART A: BACKGROUND INFORMATION

1. Gender
   a) Male [ ]
   b) Female [ ]

2. Age bracket (years)
   a) 20-25 [ ]
   b) 26-30 [ ]
   c) 31-35 [ ]
   d) 36-40 [ ]
   e) 41-45 [ ]
   f) 46-50 [ ]
   g) > 50 [ ]

3. Highest education level achieved:
   a) Below O level [ ]
   b) O-level [ ]
   c) Certificate [ ]
   d) Diploma [ ]
   e) Degree [ ]
   f) Masters [ ]
   g) PhD [ ]

4. How many years have you served as a teacher in your current station?....................

56
PART B: COMMUNICATION SKILLS

5. From the list of communication channels listed below, please indicate by a tick (✓) the channels that your headteacher use frequently to communicate with teachers.

<table>
<thead>
<tr>
<th>Means of communication</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Communication through staff meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Open forum between headteacher and teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Using notice boards to pass information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Use of internal memos</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Use of dialogue between headteacher and teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Use of facial expressions and gestures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Through short message service (SMS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) Through e-mail</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Announcements at school assemblies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j) Letters to individual members of staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k) Through telephone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l) Communication through a record book where teachers sign after reading the information</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. The following are some of the communication channels used by the headteachers in schools. Which one is mostly used by your headteacher?

(a) Non-verbal

(i) Facial expression [ ]
(ii) Gestures [ ]
(iii) Posture [ ]
(iv) Body movement [ ]

(b) Verbal

(i) Face to face conversation [ ]
(ii) Interview [ ]
(iii) Meetings [ ]
(iv) Oral briefings [ ]

(c) Written

(i) Letters [ ]
(ii) Memorandum [ ]
(iii) Report [ ]
(iv) Minutes [ ]

(d) Electronic

(i) Fax [ ]
(ii) Telephone/mobile call [ ]
(iii) E-mail [ ]
(iv) SMS [ ]

7. Which channel do you prefer?

(a) Verbal [ ] (b) Non-verbal [ ] (c) Written [ ] (d) Electronic [ ]
8. Please tick the reason(s) for your choice in 7 above

(a) It is fast [ ]
(b) It is confidential [ ]
(c) It allows one to share his/her views and opinions [ ]
(d) There is evidence that communication took place [ ]

Others (specify) __________________________

9. What information is communicated to teachers by the headteacher? Please tick correct one(s)

(a) Administration issues from the ministry [ ]
(b) Discipline issues [ ]
(c) Instructions [ ]
(d) Development issues [ ]
(e) Academic performance issues [ ]
(f) Others issues (specify) __________________________

10. Headteachers communicate for various reasons; indicate with a YES or NO against each statement if the focus is applicable to your headteacher.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) On controlling teachers</td>
<td></td>
</tr>
<tr>
<td>b) On influencing teachers</td>
<td></td>
</tr>
<tr>
<td>c) On persuading teachers</td>
<td></td>
</tr>
<tr>
<td>d) On informing teachers of new developments in the school</td>
<td></td>
</tr>
<tr>
<td>e) Sharing of messages related to encouragement and raising teachers’ morale</td>
<td></td>
</tr>
<tr>
<td>f) Socializing new members in the school</td>
<td></td>
</tr>
<tr>
<td>g) Acculturating new members into the school’s culture</td>
<td></td>
</tr>
<tr>
<td>h) Interactions concerned with participation in decision making</td>
<td></td>
</tr>
</tbody>
</table>

12. Are there cases of teachers’ resistance to information flow?

(a) Yes [ ]
(b) No [ ]
13. If 'Yes', what are the causes of resistance?

(a) Information not well understood
(b) Information passed through wrong channels
(c) Information wrongly timed
(d) Other reasons (specify)

14. If 'No resistance', what are the reasons(s)?

(a) There is a good relationship between the headteacher and teachers
(b) Information is passed in good time
(c) The correct communication channel is used
(d) Other reasons (specify)

---

PART D: COMMUNICATION BARRIERS

15. Which of the following barriers of communication affect effective communication between the headteacher and teachers in your school? (Please tick and give reason)

<table>
<thead>
<tr>
<th>Communication barriers</th>
<th>√</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Lack of interest from the teachers on information passed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Bias towards the information among teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Status difference between headteacher and teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) The language used by the headteacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Premature release of information by the headteacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Last minute communication by the headteacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Teachers not liking/trusting the headteacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) Headteacher lacks communication skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Wrong choice of communication channels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j) Headteacher's communication does not motivate teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

PART E: JOB SATISFACTION

16. How do you rate the communication channels used by your headteacher?

(a) Very good [ ] (b) Good [ ] (c) Poor [ ]
17. (a) If very good, why?
   (i) Communication channel used is accurate [ ]
   (ii) Clarity of the message [ ]
   (iii) The channel allows feedback [ ]
   (iv) There is a record for future reference [ ]
   (v) Other reasons (specify) ____________________________

b) If Good, why?
   (i) There is record for future reference [ ]
   (ii) There is a direct feedback [ ]
   (iii) Channel used is unsuitable for sending urgent messages [ ]
   (iv) Clarity of the message [ ]
   (v) Other reasons (specify) ____________________________

c) If poor why?
   (i) Channel is not suitable for confidential messages [ ]
   (ii) Difficult language or vocabulary used [ ]
   (iii) The channel does not allow immediate feedback [ ]
   (iv) There are no clarifications to messages sent [ ]
   (v) Other reasons (specify) ____________________________

18. How is your satisfaction with the communication from your headteacher?
   (a) Very satisfying [ ]
   (b) Satisfying [ ]
   (c) Not satisfying [ ]

19. Are there cases where the communication from your headteacher affects teacher’s motivation to work?
   Yes [ ]
   No [ ]

If yes, when?
   (a) When headteacher communicates last minute [ ]
   (b) When teachers are not involved in decision making [ ]
   (c) When communication does not allow for exchange of views [ ]
(d) When communication is oral [ ]
(e) When communication is written [ ]
(f) When the headteacher communicates non-verbally [ ]
(g) When headteacher communicates through electronic media [ ]
(h) When the message is too long or too detailed [ ]
(i) When the wrong channel is used [ ]

20. The following statements indicate factors that influence teachers’ job satisfaction in schools. Indicate with a tick (✓) and give a reason if any of the following affects your job satisfaction

<table>
<thead>
<tr>
<th>Statement</th>
<th>✓</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The relationship between teachers and headteachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Recognition of work done by the teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) The work itself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Participation in decision making and communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Excessively directive communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Lack of support from the headteacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Communication openness from headteachers to teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) Communication openness from teachers to headteacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Communication openness amongst teachers</td>
<td></td>
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<tr>
<td>j) Having adequate information to perform tasks</td>
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</tr>
</tbody>
</table>

21. How do you rate the performance of your school academically?

(a) Excellent [ ]
(b) Very Good [ ]
(c) Good [ ]
(d) Fair [ ]
(e) Poor [ ]

22. In your opinion, can the headteacher’s communication channels affect teachers’ job satisfaction?

(a) Yes [ ]
(b) No [ ]

If yes, how?

________________________________________________________________________

23. How can the headteacher’s communication channels be improved to enhance your job satisfaction as a teacher?

________________________________________________________________________

________________________________________________________________________
## APPENDIX III: WORK PLAN

<table>
<thead>
<tr>
<th>Activity</th>
<th>January 2012</th>
<th>February 2012</th>
<th>March 2012</th>
<th>April 2012</th>
<th>May 2012</th>
<th>June 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal writing (Draft)</td>
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<tr>
<td>Proposal writing (Final)</td>
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<tr>
<td>Proposal Defense</td>
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<tr>
<td>Pilot Study</td>
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<td>Data Collection</td>
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<td>Data Analysis</td>
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<tr>
<td>Final Submission</td>
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</tbody>
</table>
## APPENDIX IV: BUDGET FOR THE STUDY

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COST IN KSHS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typing and Printing</td>
<td>15,000/-</td>
</tr>
<tr>
<td>Photocopying</td>
<td>5,000/-</td>
</tr>
<tr>
<td>Stationery</td>
<td>5,000/-</td>
</tr>
<tr>
<td>Travelling</td>
<td>5,000/-</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>10,000/-</td>
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<tr>
<td>Binding final copies</td>
<td>5,000/-</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>45,000/-</strong></td>
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</tbody>
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