

**THE EFFECTS OF MANAGEMENT OF COMMUNICATION ON SCHOOL
EFFECTIVENESS: A CASE OF THREE SELECTED WARDS IN MOSHI
MUNICIPAL COUNCIL, KILIMANJARO REGION**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that, she has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation entitled: *The Effects of Management Communication on School Effectiveness: A Case of Three Selected Wards in Moshi Municipal Council, Kilimanjaro Region*, in partial fulfillment of the requirements for the degree of Master of Education Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

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Date

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DECLARATION

I, **Jeshi Godfrey Lupembe**, do hereby declare that this dissertation is my original work and that it has never been presented and will not be presented to any other University for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my parents, the late father Godfrey Mwilipanga Lupembe and the mother Atufikiye Sanduku Mhidze. Special dedication also goes to my wife Remida Ibrahim Lulambo for her tremendous support and being there for me throughout the entire program, as well as to our sons and daughters Tumwendage, Sarafina, Linda, Atwikiye and Wittnes Jeshi Lupembe.

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ABSTRACT

The purpose of this study was to analyze the effects of management communication on school effectiveness. Interviews and questionnaire were used to solicit information from teachers, students and parents on the role of communication of the head teacher in developing school culture; the tools that head of schools use to promote teaching and learning; and the efficacy of the tools of communication that head teachers use to promote the professional growth of the teachers. The study found that the main communication tools applied by most head teachers were collaboration and collegiality, as well as clear direction and these were found to be very effective in developing school culture. The study recommended that: there is a need for districts educational officials to conduct in-house trainings to the head of schools and teachers for raising awareness on the effectiveness of communication in building school culture. The study also recommended that the Ministry of Education should plan for regular trainings workshops for the teachers and headteachers on how to communicate effectively. Lastly, further research is recommended to extend to private primary and secondary schools.

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LIST OF ABBREVIATIONS

DEO	District Education Official
HT	Headteacher
AGOs	Non Governmental Organization
UNESCO	United Nations Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania
OUT	Open University of Tanzania

CHAPTER ONE

THE PROBLEM AND ITS CONTEXT

1.1 Introduction

In any organization, effective communication leads to effective management, which aids achievement of organizational performance. According to Akinnubi (2012), the realization of the school performance as an educational organization hinges on effective communication among the various operating personnel; teachers and head teachers play an imperative role in upholding and improving education standards in learning institutions.

How head teachers and teachers' communication contributes to schools success are a multidimensional endeavors head teachers are charged with the responsibility of overseeing the day-to- day operations of a school as well as managing teachers. Mulkeen (2010) emphasized that, head teachers are the senior leaders and managers of schools and thus they play an imperative role in the functioning of schools while teachers are very instrumental when it comes to imparting knowledge, discipline, beliefs and values to students.

Despite the fact that the head teachers are professionally superior to teachers, they should not use their authority to undermine or disrespect teachers (Murray and Pianta, 2007). Instead they should foster an effective communication whereby teachers are allowed to express themselves freely and grow professionally (Harris, Day and Hadfield, 2003) and should also model ways in which they can work and build mutual respect and trust with their superiors.

1.2 Background to the Study

This study is concerned with the problem of language of communication in primary schools. The argument of this study is that the language that is used in primary schools between the head teachers and the teachers is not effective for enhancing schools to be learning organizations as propounded by human resource management theorists (Harris, Day and Hadfield, 2003). The trail of logic begins with my observations about effectiveness in school leadership and the role of language of communication as introduced along with three principles from systems theory. These ideas are used to discuss head teachers' behavior and strategies for appropriate communication in school leadership for school effectiveness.

As an experienced teacher and a long time District Education Official (DEO), I have come to realize that many problems in primary schools and other levels of education emanate from lack of effective language of communication use by the head teachers to their subordinates and students. My years as a head teacher were delicate balance of meetings, planning for school, learning new names and faces, and establishing rules and regulations. It was bad enough that every Monday I was supposed to give an announcement and every teacher and students was supposed to attend this very important meeting with the head teacher.

In such meetings, everybody else except the head teacher was allowed to talk. These solo communicative meetings occurred throughout the period that I was a head teacher. Recognizing that communication in schools is a precious thing, I nevertheless had great disregard for the one sided talk, which cannot qualify to as communication.

Head teachers do not behave as the human resource managers as writers on effective leadership suggest they ought to. For many years human resource management books have stressed the need to use clear communication in order to make clear the vision of organizations. This is because, head teachers are supposed to be on top of things, anticipate problems, and use systematic decision processes, while communicating their intentions. What head teachers actually do is apparently quite different from this ideal behavior.

In Tanzania, primary school head teachers are faced with multiple roles and functions that are required for them to bring change, improve the school and to reform. These roles cannot be achieved effectively if there is no clear communication on where the school is going and empower the teachers and other individual in school to perform their roles. Based upon his Mintzberg (38) reported that managers spend little time thinking about what and how to communicate with the people they work with. Instead, they issue directions that have not been communicated for the followers to know what and why they should follow those directions. Because of lack of clear communication, followers, in this case, the teachers make decisions based on guesses, gossips, hearsays, grapevines and feelings.

In the eyes of scientific management, the credibility of language of communication apparently has been subjected to the backbench, even while an increasing proportion of head teachers receiving some formal management training in managing schools.

Primary schools, as other formal social systems organizations have been construed in a variety of ways – as structures and cultures. Schools as a structure is construed in the school management, classroom management, students' organizations, while as a

culture we see it in terms of rules and regulations, including relations and interactions. Effective communication is needed to achieve smooth interactions between the structures and the culture of the school. According to Patrick and Frankel (2004), communication encompasses more than verbal to include non-verbal ones, open door policies, and regular meetings.

It is known that the role of the school managers is to create conducive environment for teachers to work and develop. Effective communication facilitates collaborative learning environment where teaching and learning occur and self development thrives. Effective communication is an important departure from the ancient top down communication where leaders used to impose their ideas on the subordinates as an authoritarian leader. This is the classic model of "military" style leadership probably the most often used in many schools, but the least often effective. Because it rarely involves the voices of the listeners and frequently employs criticism, it can undercut morale and job satisfaction. Still, in crisis situations, when an urgent turnaround is needed, top down communication can be an effective approach. Inherently, the concept is that leadership should be a top-down process. If the head teachers are excited about leadership, then they will share their enthusiasm through effective communication that is democratic and collegial.

A study conducted by Marzano, Waters and McNulty (2005) found that effective leaders establish strong lines of two way communication throughout the school community. According to them, rather than one way communication, it is important to ask questions, be truthful, and encourage feedback from teachers (Bolman and Deal, 2002). Additional studies identified school leaders as interacting with teachers,

students, parents and the larger community on a regular basis. Research by McEwan (2003) found that successful school leaders communicate one hundred percent of the time by listening, speaking, writing, and reading. Effective school leader is the one that communicate in various ways such as orally and written to teachers, students, parents, other staff and other community members.

Quality leadership is defined in the literature as: the totality of features and characteristics of a product or service that bears to its ability to satisfy given needs. Or differently, Quality measures how well a product or service meets customer needs (Evans 1984 p. 39). Quality leadership in education is to ensure teaching learning are of high quality. It entails focusing on excellence in teaching and learning and meeting or exceeding teachers, students and parents' expectations. Murphy (1990) proposed a framework for viewing quality leadership, which includes four major dimensions:

The first dimension is the development of mission and goals which included framing and communicating school goals. Effective head teacher is the one that is able to communicate vision and develop shared purpose through the way they communicated their vision for their schools.

The second quality is management of educational production, which included promoting quality instruction, informally supervising instruction, evaluating instruction, allocating and protecting instructional time, active involvement in coordinating the curriculum, extending content coverage by developing and

enforcing homework policies that require regular homework and actively monitoring student progress.

The third is to promote academic teaching and learning climate which included establishing positive expectations and standards, maintaining high visibility in the classroom and around the school, providing incentives for teachers (example; increased responsibility, personal support, public and private praise and encouragement) and students (example; school-wide recognition systems, special emphasis on academic excellence) and promoting and encouraging professional development of teachers.

The fourth dimension is that of supportive in work environment. This includes creating a safe and orderly working environment through emphasizing effective discipline, providing opportunities for teacher professional development by encouraging them to continuous learning. This involves developing staff collaboration and cohesion through communicating clear goals and opportunities for teachers to be involved in professional interchanges and decision making, securing outside resources in support of teachers' professional development and forging links between teachers in his or her school and those of other schools with and outside the country.

UNESCO defines quality leadership as that in which the school leader use communication to encourage teachers to be creative and innovative and promote equality and seek to adhere to global and local cultural values. Effective leader allow

all the teachers to reach their fullest potential in terms of cognitive, emotional and creative capacities.

For the school to attain the required performance, head teachers need to communicate clearly and regularly and share the frustrations and disappointment of the teachers. Effective head teachers usually concentrate on planning, coordinating and facilitating the work without neglecting interpersonal relationships with the staff. Head teachers cannot organize his staff, coordinate and control their activities as well as delegate responsibilities without effective communication (Ijaiya, 2000). Effective communication is an important ingredient and vital instrument in any given organization like school. Communication shows positive correlation with many organizational outputs like organizational commitment, performance, organizational citizenship behaviors, and job satisfaction. In contrast communication failure may cause functionless results like stress, job dissatisfaction, low trust, decrease in organizational commitment, severance intention, and absence (Malmelin, 2007) and this can affect organization's efficiency negatively (Zhang and Agarwal, 2009).

Communication encompasses more than speaking (Patrick and Frankel 2004) and it is the means by which organized activity is unified. It then means the sharing of ideas, facts, thought and feelings for easy coexistence. It concerned with transmitting and receiving information which is the key to all aspects of organizational life, whether by planning, controlling, problem-solving, decision making, motivating, interviewing and other management activities (Akinnubi, 2012). La Plant (1979) says that communication helps promote teaching and learning and helps reinforce continuous lifetime learning by deepening respect in learning. It is with no doubt

that, effective communication leads to effective management, which aids achievement of organizational goals and facilitates performance. Basically, a healthy communication between teachers and head teachers is one that is characterized by mutual respect, collaboration, trust and a common goal. In order for this to be actualized, it is important for head teachers to build a platform whereby teachers can learn new skills, communicate about issue that affect them and eventually get motivation to perform their duties unreservedly (Harris, Day and Hadfield 2003).

The effective school models among of the other things focus on effective communication. Lack of effective communication between the school leader and the other participants, including teachers impedes the school's performance (Mohammed, 2012). The school performance that depends by effective communication between head teachers and teachers has raised some critical questions as large part of everyday conversations and how they are conducted are taken for granted and are not consciously used (Miller, 2006). This can result in too many messages in the organization not coming through in the intended way (Kotter, 1996). According to Ampaire and Namusonge (2015), the government policy in Tanzania attempts to ensure delivery of good education performance in primary schools while academic performance has remained generally low (Ampaire and Namusonge, 2015).

1.3 Studies on Effective Communication

Effective communication means arriving at a shared understanding of a situation and in some instances a shared course of action. To achieve this, the communicators requires a wide range of communication skills, from negotiation and listening, to

goal setting and assertiveness, and being able to apply these skills in a variety of contexts and situations. Effective communication also requires individuals and groups to have access to adequate and timely information necessary to communicate effectively and appropriately. Technical terms and jargon, acronyms and abbreviations and diagrams can be used to communicate and influence the way information is shared and understood. As in business, as well as in school, clear communication is likely to facilitate improvements in the exchange of information.

As Chambers, (1998) asserts, clear communication involve impressions created by tools of communication such as words expressed, technical terms and jargon, acronyms and abbreviations and diagrams. In schools, communication begins with the welcome sign when the parent first enters the school building (Chambers, 1998). Welcome signs reflecting the range of ethnic languages spoken in the school community create an even more inviting atmosphere (Lai and Ishiyama, 2004). Smiles, welcoming words, acknowledgement of students and staff are all communication tools. Cleanliness of the school grounds, student artwork on the walls, and the sounds in the hallway are all communicating messages. A “customer friendly” is another communication tool that can make students, teachers and parts comfortable (Chambers, 1998).

School-to-home notebooks are another commonly used written communication technique. Many headteachers use daily communication books to share information with parents, particularly for children who have special learning needs. Several authors propose strategies to enhance the effectiveness of communication books (Davern, 2004; Williams and Cartledge, 1997). Initially, it is important to clearly

establish what information will be communicated, by whom, and how often. Headteachers should be sensitive to a balance of good and bad news contained in the message, and educational “jargon” should be avoided. The use of titles (such as Mr, Mrs., Ms.) establishes respect in the relationship. To maximize efficiency, alternate day or twice weekly notes may be adequate, as long as the communication is frequent enough to engage parents and to monitor student success. Finally, Davern (2004) notes that it is important to consider when a face-to-face meeting is more appropriate than a written exchange, depending on the issue.

Alabi (2004) opined that all these problems could be outcomes or results on the nature of the process of effective communication. Consequently, Wilson (2008), has suggested that effective communication should be taken to mean all forms of written and unwritten arising from the school authority flow. From the scientific management viewpoint, communication is a tool of organizational design to facilitate and operate task completion so that the theorists had emphasis on communication flow from supervisors to subordinates (Shockley-Zalabak, 2006). Likewise, Taylor’s scientific management was operated by a well-defined chain of command and specific division of labor. These two principles were developed based on work standards and measurement of standards. From his point of view, communication can be explained as a tool to increase the efficiency and effectiveness of the chain of command, rules, and regulations.

On the other hand, many scholars view communication as a core process of organizing (Jones, Watson, Garner, and Gallois, 2004; Orlikowski & Yates, 1994; Weick, 1987). As the human behavior perspective has been important in the

atmosphere to emphasize cooperation, participation, satisfaction, and interpersonal relationships among workers, communication related issues have also been recognized for organizing processes. Effective communication was a cornerstone of the human behavior perspective, so theorists emphasized interactive communication among employees to improve mutual trust.

They also recognized the importance of both formal and informal communication. This perspective has provided an idea about communication as an organizing process of human interaction and has influenced the theoretical backgrounds of communication theorists. Weick (1987, pp. 97-98), for example, said “Interpersonal communication is the essence of organization because it creates structures that then affect what else gets said and done and by whom... the structures themselves create additional resources for communication such as hierarchical levels, common tasks, exchangeable commodities, and negotiable dependencies.” Orlikowski and Yates (1994, p. 541) also understood communication as “an essential elements in the ongoing organizing process through which social structures are produced, reproduced and changed.” As an organizing process, communication is not just a tool of management but a critical element to affect management.

1.4 Head teacher -Teacher Communication

As almost all individuals in an educational organization have the same craft knowledge and abilities, mutual communication is easier to achieve than in more heterogeneous groups. In a communication process, there is a constant interaction between receiver and source. In order to coordinate, manage, and influence the teachers and other employees, a director should have knowledge of his/her

employees' thoughts, so, he/she can predict their behaviors and responses in advance. The quality of communication between director and teachers enables the development of communication channels and the quality of teaching. In this two-way communication between director and teacher, there are several duties. The director should inform teachers about the components of the profession, policies related to education, and the success of the profession.

In addition, teachers should inform the director about their professional problems and issues with colleagues. This two-way communication must be face-to-face. Directors and teachers are expected to express themselves properly in this oral communication. If directors behave improperly to their employees, and consider teachers to be beneath them, this will close all the communication channels. If two-way communication is developed between the director and teachers in a school, teachers grow to be proud of working with their director. This will increase awareness of the director among teachers, and vice-versa. If this kind of communication is not developed, communication will remain a hierarchical process, gradually, closing communication channels and thwarting the school's objectives. Teachers carry great responsibility for the well-being of society, and educational effectiveness should not be disrupted by any communicational problems with the director. As for students, they should gain many critical skills, such as productive, democratic, and analytical skills. This will create a democratic setting for school.

1.5 Head teacher -Parents Communication

The socialization of individuals starts with the family. Family traditions have a great influence on a person. Each child grows according to the system of his/her family.

Many factors influence children, such as love, respect, or tolerance in the family, or a family's emphasis on problem-solving. The family has a prominent effect on children's integration into society (Hosgorur, 2007, p. 158). Families expect their children to be successful. Academic guidance is also given to children by their families. This can lead to many conflicts between family and school in terms of children's academic success (Fidan, 2012). Headteachers should always communicate with children and their parents out of school. This communication should not only take the form of headteachers' complaints to the parents: It will be based on the academic success of children, their social situations, and their socializing. headteachers should choose a face-to-face communication style when communicating with parents. Apart from daily, weekly, and monthly meetings with parents, they should visit their homes. During these meetings, a clear and understandable language style should be used. Headteachers should attempt to carry out these meetings at all costs. They should be in a communication process with parents as regards the feeding of students, caring for them, playing games and creating a suitable studying environment.

1.6 Communication and the Role of Headteachers

Communication is at the heart of education. Head teachers communicate with teachers, teachers communicate with students, and students communicate with each other. The paths for communication are as diverse as they are numerous, yet this is also the source of many problems that arise within schools. The literature review is consistent on the role that the communication plays in the daily life of headteachers. There are studies that support that effective headteachers are good communicators. A

study conducted by Marzano, Waters and McNulty (2005) found that effective heads establish strong lines of two way communication throughout the school community. It is important for the headteacher to ask questions, be truthful, and encourage feedback from members of the school community (Bolman and Deal, 2002).

Additional studies identified the major roles of effective school heads in decision making and building productive relationships with parents and the wider community (Leithwood & Riehl, 2005). The heads interacts with students, staff, and parents on a regular basis. Research by McEwan (2003) found that successful headteachers are communicating one hundred percent of the time by listening, speaking, writing, and reading. Often the headteacher will use written communication to parents, students, and staff. The importance of correct grammar and spelling is crucial (Holman, 1997).

It is known that the role of the headteachers demands essential dispositions of skills and cognitive schemes. According to Leithwood and Steinbach (1995), common dispositions among school heads include a great passion, zeal, and enthusiasm for the education of children and for a child centered school. The enthusiasm and passion are shared with the school community and are buttressed by the ideology of care, values of social justice, and the equitable education of all students without any sense of discrimination, favoritism, or bias.

One of the leadership roles of successful leaders is to show awareness to the needs and aspirations of their colleagues, staff members, the parents, and the students served by their schools. They are depicted as skilled communicators with highly cognitive flexibility to listen carefully to other ideas, which they apply to their

problem solving. Bolman and Deal (2002) warn about conflicting values that may emerge in the leadership process as being difficult to manage. On the other hand, the work by Leithwood and Steinbach (1995) and Wong (2002) agree that the emotional sensitivity of leaders requires attention.

A prominent strength of the effective headteachers is the sense of ethics and includes treating people with respect, exhibiting honesty as a policy, and demonstrating and modeling ethical behavior on a daily basis (Whitaker, 2003). The effective school head does the right thing, keeping in mind that the student's welfare is the bottom line (McEwan, 2003). As confirmed by Begley and Johansson (2003), the values and the morals of school heads strengthen their role as school leaders.

Work-related communications is another pivotal area in the role of the headteacher. Bridges (1977) as cited in Mohammed (2012) stated that around seventy percent of the head's time involves face- to- face communication with others. For example, school heads deal with continuous states of emotions. Irritated parents, excited students, and rebellious staff are familiar scenes encountered by the headteacher. Headteacher must know how to firmly communicate their academic and administrative decisions to parents who may not be co-operating or who lack formal education.

The face-to-face communication with others constitutes a logical component in the role that the headteacher must perform on a daily basis. Cheng and Townsend (2000) see teaching in the 21st century as more intricate than it has ever been because of the numerous challenges shaped by modern modes of technology, economic globalization, and social-political life. In an era of such rapid changes, headteachers

are expected to play many roles and put into practice numerous tasks and responsibilities related to teaching, curriculum changes, educational improvement, students' learning experiences, professional growth, and interactions with parents and with the community. Others expectations that are set on the school heads' shoulders are to guide and implement programs that nurture and develop the high performance of their teachers and students. Jantzi and Leithwood (1996, pp. 514-515) as cited from Mohammed (2012) recognized six aspects critical in the practice of leadership: Identifying and articulating a clear vision, encouraging the recognition of group goals, providing individualized enhancement, Providing academic and intellectual motivation, Providing a proper model, and Setting high performance expectations all of which involve effective communication.

School leadership tasks can be summarized in this way. Leadership is setting and discussing directions even though schools in some systems are governed in some detail when it comes to outcomes measured by standards, inspections, and tests. They must identify the ways to accomplish these outcomes themselves. Effective communication enables school leaders to make demands and signals from the outer world clear and to select the way by which they want to respond to them. It is a challenge to school leadership to interpret indicators and make them into narratives about differences, which form the grounds for the subsequent decisions in the community (Weick, 1995 and 2001).

School heads, within a critical assessment of perceptions and perquisites of their work, have selected four concepts that form challenges to the regularity of activity that communication is believed to bring about. They are: talk, distributed leadership,

professionalization and knowledge management. Gronn (1983 and 1985) as cited from Mohammed (2012) showed through two noteworthy studies that the work of administrators is endorsed through talk. Talk engenders understanding and yet mediates between structure and agency, affecting both. Talk occurs during conversations, interactions, and meetings with others and these shape one of the distributed facts of work. Administration is regarded as talk. The image is enhanced by the school heads who spend much of their day moving from an issue to another and in interactions with a great variety of people in the process.

1.6.1 Statement of the Problem

Communication is a neglected area in much of in education literature (Lentell and O'Rourke, 2004). Most literature is concerned with features of communication (Marzano, Waters and McNulty 2005) and when discussed in educational setting, it is discussed in terms of how a two ways of communication is important in encouraging feedback from teachers (Bolman and Deal, 2002). Ijaiya, (2000) argued that the role of communication in schools has escaped the attention of researchers, educational planners and decision makers. Moreover very little is known about the type of communication and its effects on teacher motivation and learners' achievement.

Much of the literature on communication in school has centered on teaching and learning. This is lateral communication and normally it is a two way communication. The vertical communication that comes from the school management has been discussed very little. Further, the literature that has focused on communication in organization, has not considered schools as important in communication.

Nonetheless, no clear connection has been made to explain the factors that hinders in imparting effective communication that can be used to reach academic excellence. This study aims to fill this gap in the literature and attempts to explore the extent to which effective communication between head teachers and teachers can yield positive academic performance of the primary schools in Moshi municipality.

1.7 Research Objectives

1.7.1 General Objective

The general objective of this study was to explore the effects of management communication on primary schools effectiveness and examine the various tools of communication used to develop a school culture and promote teaching and learning as well as facilitating professional development of the teachers.

1.7.2 Specific Objectives

This study specifically intended to achieve the following objectives

- (i) To examine the role of communication of the head teacher in developing school culture.
- (ii) To assess communication tools that heads of schools use to promote teaching and learning.
- (iii) To determine the efficacy of tools of communication that head teachers use to promote the professional growth of the teachers.

1.8 Research Questions

- (i) What role does the effective communication of the headteachers play in developing school culture?

- (ii) What tools of communication are used by head teachers to promote teaching and learning?
- (iii) How effective are the tools for communication that the headteachers use to promote the professional growth of the teachers.

1.9 Significance of the Study

The findings of the study would generate and form a useful source of knowledge to educational managers and policy makers with a special focus on the effects of head teacher's communication tools on school effectiveness to ensure better performance and for education sector future planning. The research findings would also help head of schools identify what kind of measures to be taken for effective communication in their schools. On the other hand, the findings of the study would help the researchers in education to widening their knowledge since the findings of this study are aimed at opening up more research areas to be studied. Recommendations obtained from this study would eventually reach the ministry for them to understand how head teacher's communication affecting school effectiveness.

1.10 Limitations of the Study

This refers to the constraints or drawbacks both theoretical and practical that the researcher had little or no control over (Orodho, 2004). Being aware of these constraints enables the researcher to avoid pitfalls and over-expectations in the course of study. The study was limited to three wards. For a more conclusive result, all the other eighteen wards sought to have been studied. However, this was not possible due to financial and other logistic constraints such as time. The study was not to cover the role of other stakeholders in academic performance, such as local

education officers, as tracing them was to require considerable time and resources but it was hoped that the generalizations of the findings will help in making concrete decisions geared towards the improvements of educational administration in primary schools.

1.11 Delimitation of the Study

The study was carried out at the ward level. Since it is not possible to study the entire target population, the study was thus, delimited to three wards Korongoni, Kiusa and Mawenzi in Moshi municipal, including three head teachers, forty four teachers, six students, and six parents. For this reason it is difficult to generalize the results of the findings. However findings from this study provide reflection of the state of head teacher's communication tools on school effectiveness in our wards and that some aspects may be applied in the other wards of the country depending on the need and suitability of the information regarding management's communication tools on school effectiveness

1.12 Key Concepts

It seems important to point out the applicability of concepts and certain terms which have been used in this study. The definition of concepts and other terms is necessary to avoid unintended meanings:

Communication; Communication is derived from the Latin word "communicare" which means "to put in common" and "to share". It then means the sharing of ideas, facts, thought and feelings for easy coexistence. It is a two way process which involves the sender and the receiver. Communication is, therefore, concerned with

transmitting and receiving information which is the key to all aspects of organizational life, whether by planning, controlling, problem-solving, decision-making, motivating, interviewing and other management activities.

Effective schools; Different stakeholders have different views of how to determine effective school. Effective schools have good outcomes in relation to both academic and social objectives, which are in line with what is stated in the national curriculum. The point of departure is that headteachers and teachers make a difference even if students' demographic socio-economic background is the single most important variable to explain differences in student outcomes (Day and Leithwood, 2007; Sammons, 2006).

1.13 Chapter Summary

The study has been organized into five chapters. Chapter one is the introductory chapter that presents the background and statement of the problem, purpose and objectives of the study, research questions, significance, delimitation, limitation, and definitions of key terms. Chapter two provides a review of related literature and a conceptual framework. Chapter three deals with research methodology employed to accomplish the objective of the study. Chapter four focuses on data presentation, analysis and discussion of the findings. Finally, chapter five presents the summary of the study, conclusions, together with recommendations. The references and appendices are presented at the end of this report.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature related to this study. The first part presents the theoretical literature that is framed within theories: Human Relation theory. The second part presents a critical review of empirical literature that revolves around the two objectives developed in chapter one: role of communication in developing school culture; communication tools to promote teaching and learning and professional growth of the teachers.

2.2 Theoretical Review

2.2.1 Human Relation Theory

Human relations theory (HRT) is normally thought of as having its roots in the Hawthorne Studies conducted by Elton Mayo in the 1920s and 1930s at the Hawthorne works. Elton Mayo identified the importance of ‘the human factor’ in organizations. According Mayo, the employees’ needs and interest in organizations are important in motivating them. This implies that employees could no longer be regarded as the economically motivated automatons as envisaged by scientific managers such as Frederick Taylor. The discovery of the human factor ushered in a new era in which workers’ needs were acknowledged and met.

This suggested that teachers are not solely motivated by salaries and other monetary remunerations and, moreover, that the acknowledging them and communicating with them is as important as, or maybe even more important than, formal school rules and regulations.

2.2.2 Behavioral Change Theory

A number of behavioral change theories exist to explain why people do and do not adopt certain behaviors. Often, this theory examines the predictors and pre-cursors of educational behavior. This theory has common elements such as self-efficacy and motivation. Self-efficacy is one's belief in their ability to do something, such as change is grounded in one's past success or failure in the given activity. One's self-efficacy is seen as predicting the amount of effort one will expend in trying to change (Bandura, 1977). The implication of this theory for this study is that, for teachers and students to perform better in the process of teaching and learning, they need to be motivated according to their daily performance. In this study, the headteachers need to apply a behavior change strategy a set of actions, based on a good understanding of the followers that will help them overcome obstacles to behavior change.

2.3 Role of Communication in Developing School Culture

Weldy (1979) as cited from Mohammed (2012) identified the influential school head to be the leading individual in any school. Through his/her leadership the tone of the school is established, a healthy and safe environment of learning is set up, and the standards of professionalism and the spirit of teachers are raised. The headteacher is the key factor of any successful, innovative, child centered, and reputable school environment. Effective headteachers seek out and create opportunities that actively engage the community as reflected in the school culture (Beck and Murphy, 1996).

School heads impact the school culture. The leadership provided by a headteacher directly affects the climate and culture of a school, which in turn affects student

achievement (Mohammed, 2012). Effective headteachers pay attention to the culture of the school and focus on creating a collaborative work environment. Studies by Marzano (2005) found that effective headteachers fostered shared beliefs and a collegial sense of community within the school that ultimately impacts student achievement.

In order to impact the school culture, school heads must be able to envision a successful school, act with integrity, and communicate this vision through relationships with the school community (McEvan, 2003). Headteachers, who are effective, work to create a positive environment and believe it is their responsibility to do so (Whitaker, 2003). They understand that local citizens want a school that reflects their values and works to shape a positive culture (Sergiovanni, 2001).

Leithwood and Riehl (2005) built collaborative school culture by creating structures to encourage participation. Schools became effective professional educational institutions. They recognized the school leader's role in creating a school culture with a sense of collaboration by distributing leadership or developing broad based governance structures, and de-privatizing teaching practices.

There are communication factors that may improve the school culture and climate. La Plant (1979) as cited from Mohammed (2012) indicates that the communication process would favor and inspire the headteacher to lead by example. The school community would be empowered by decisions that are made in a timely manner. To ensure that community and parents are informed about school strategies and various programs, the school headteacher communicates encouragement to participate in

school life activities. In this direction, the leader of the school according to La Plant would promote listening to the ideas and suggestions of parents in order to prevent the emergence of dissenting groups of parents and community members.

La Plant (1979) also referred to the communication lines between the headteacher and governing bodies such as the district office. It is a fact that good and healthy relations between the headteacher and the higher administrative bodies would reinforce and fortify the school culture and climate.

According to La Plant (1979) the flow of communication in the school should reinforce the relationships between staff members, students, and parents. For example, effective communication would help members of different groups feel that their work is meaningful and important. With clear lines of communication, the headteacher becomes more concerned with giving credit and recognition for the diligent efforts of all. He also stated that through an environment of openness, mutual confidence, and co-operation, headteachers become peer reviewers of the professional development and school amelioration programs. In regard to students' effective communication in the school, the school leader would support students' involvement and participation in the school decision making and development programs.

Nurturing a social environment through social events and gatherings can help the headteacher to know his staff members more closely and can deepen their sense of mutual cordiality and belonging to the school. In summary, La Plant (1979) strongly believed that effective communication skills of the headteacher build up a school

culture that is sensitive to and supportive of those of different social, ethnic, and cultural backgrounds.

Gimbert and Fultz (2009) emphasized the importance of headteachers to nurture positive relationships, set clear expectations, hold sensible views of beginning teachers' performance, have in place significant mentoring program, and provide sincere enhancement to beginning teachers to increase and maintain skills for successful classroom instruction all of which invited the new teachers to become part of the school culture. Schools headteachers at this point play a prime role in ensuring beginning teachers' development by offering the necessary training and support as well as observing their sense of adaptation with the school culture during their early years.

Moreover, leadership is organizing and developing communities with and beyond the school culture. Schools are institutions held together by structures, but if they are to be influential and successful they need to be run as communities held together by a shared sense of identity and by common norms and communication structures. Classrooms and schools are social fields where education and learning occur. Loyalty and devotion to the organization are not by any means an automatic starting position for any institution; building and enhancing loyalty and commitment is therefore a leadership task and mission. If staff and students show complete loyalty to their organization, leaders have to exert diligent efforts to transform the organization, which is characterized only by a formal structure, into a community with welcoming culture, which is characterized by all members being sufficiently committed to the ethos of the community (Wenger, 1999).

2.4 Communication and the Professional Development of Teachers

Effective headteachers are talented at building relationships. As (Mc Ewan, 2003 p. 54) states, “Relationships drive school improvement”. Headteachers understand that to have a successful school, they need to focus on the people within the school, not the programs (Whitaker, 2003). By maintaining the focus on people the successful headteacher indirectly promotes the development, implementation, and growth of high quality instructional programs. The ability to establish personal relationships with all members of a school community is central to the work of a headteacher.

These relations convey a sense of caring and appreciation. This constant attention to relationships allows headteachers to build up emotional bank accounts. They know how to bring out the best in those around them to foster relationships that empower people and help them thrive (McEwan, 2003). Caring is a way of showing respect for teachers and students involved in this process. Headteachers may express caring through challenging people to grow personally and professionally. Marzano, (2005), McEwan and Whitaker (2003) found that effective headteachers demonstrate and engage in a variety of relationship-building behaviors with teachers, students, and parents on a daily basis in an effort to keep their relationships positive and growing.

Additional factors in the relationship between headteacher and the school community involve respect for staff members’ relentless efforts, and high collegiality among staff aspiring for innovation, creativity and co-operation, enhancement of integrity, responsibility, and involvement with extracurricular community (La Plant, 1979). Headteachers work with or through people to reach goals, which frequently are directly related to instruction. They must create relationships based on trust with their

staff members. For example, relationships can be reinforced through scheduling time for individual meetings, providing personal and professional growth opportunities, encouraging dialogues, and modeling trust. Through communication, professional development of staff members may be designed and developed. For instance, involving staff in assessing current policies and practices of school and proposing changes to move the school forward could empower school members. Staff members feel their individuality and importance as factors of development since the headteacher confides in them, promotes their professional growth, and has them as a source of instructional and emotional support. The school staff members and the headteacher, then, can be depicted as a ship crew and the captain who share responsibility for their survival and success.

A critical group which requires special professional consideration is the new teachers who are added to the school each year; they affect the dissemination of the instructional program. The headteachers, school administrators, mentors as well as senior teachers provide a multifaceted prospective on the performance of beginning teachers (Brock and Grady, 2007). Their viewpoints on the novice teacher's efficiencies are essential to buttress the quality of teaching and learning for both students and teachers. Headteachers and teachers are also loaded with numerous expectations that society places on them. Ballantyne, Thompson and Taylor (1998) argue in their research on headteachers' perception of competent beginning teachers that there are many ways that they perceive a beginning teacher's efficacy and that it is headteachers' own perception that precedes their judgment of efficacy. Research by Cheng and Cheung (2004) has shown that the school's perceptions may vary from

the perceptions of others, and these may have positive or negative impacts on beginning teachers' teaching and learning. Headteachers are responsible for facilitating the transformation of beginning teachers from a pre-service teacher preparation program into the school educational setting (Gimbert and Fultz; 2009).

Throughout this process, school leaders are required to figure out beginning teachers' points of strengths and areas for improvement and to provide great support and training to address identified needs (Melton, 2007). School leaders are realistic about beginning teachers' attentiveness and provide enhancement and training through positive communication that encourages these teachers to develop and maintain skills for effective classroom instruction (Cheng and Chung, 2004). Novice teachers are required to fully comprehend their tasks and duties, as well as their team position in the school context in order to be influential. They are required to be aware of their tasks in terms of classroom management and the execution of curriculum and instructional plans (Brock and Grady, 2007).

Care and attention to the induction of the beginning teacher into the profession is essential, so it is widely recognized that support is essential for beginning teacher success (Kaufman, Johnson, Kardos, Liu, and Peske, 2002). In the beginning years, the school leaders play an important role of interaction with the beginning teachers that would have a positive impact on the quality of the beginning teachers' know-how, self-assurance, efficacy, and efficiency. This creates a two-step issue for school leaders: they are required to enhance beginning teachers as they promote student success and accomplishment and to enhance the potential of those teachers. Professional development must address both issues. Kaufman et al. (2002)

emphasized that beginning teachers need careful orientation and guidance concerning curriculum, instruction, and essential appraisal measures as well as to bridge theory and practice in the construction of high-level learning environments. Gimbertand Fultz (2009) emphasized the importance of school leaders to nurture positive relationships, convey clear expectations, hold sensible views of beginning teachers' performance, have in place significant mentoring program, and provide sincere enhancement to beginning teachers to maintain and increase skills for successful classroom instruction.

Headteachers should recognize the importance of encouragement and empowerment as positive tools to enhance beginning teachers (Melton, 2007). Cheng and Cheung (2004) found that beginning teachers' sense of awareness and efficacy is better when their self perception and that of their school head teachers are united. This must be communicated clearly. Research has also stated that these are the prime concerns for many beginning teachers. A consistent and unified amalgamation between theory and practice is perquisite for beginning teachers to engender skill knowledge (Bromfield, 2006; Stansbury, 2001) as sited from Mohammed (2012). The process of professional developmental and growth from a novice teacher into a talented one can last for many years, but the most crucial and challenging ones are the early phases of growth (Stansbury, 2001).

Walker et al. (2000) described the role for headteachers in the development of both leaders and teachers. They felt that headteachers must endorse and facilitate lifelong professional growth for teachers and for themselves. They must pay due care to sharing advanced professional knowledge. The importance of professional

development supporting headteacher leadership practices in the areas of leader and teacher professional growth had a positive influence on the school's configuration, unity, and organization. Leadership practices include developing teachers as leaders, aligning professional development programs with school development needs, and utilizing coaching and mentoring to enhance the quality of teaching. Integration among leadership practices includes strategic trend analysis and professional development.

2.5 Demonstration of the Gap of Knowledge

The survey of literatures reveals that studies on effective communication have been pre-occupied mainly on the head teachers' leadership and students' academic performance, while parents and surrounding community were not given a special consideration. Nonetheless, no clear connection was made to explain the factors that hinders in imparting effective communication that can be used to reach success school. This study will come as an attempt to explore the extent to which effective communication between head teachers, students, parents and teachers can yield positive academic performance of the primary schools in order to fill the existing gap.

2.6 Conceptual Framework of Communication Tools

A conceptual framework has been defined as written or visual presentations that explains either graphically, or in narrative form the main things to be studied, the key factors, concepts or variables and the presumed relationship among them (Miles and Huberman, 1994). Figure 2.1 presents a conceptual framework applied to guide this study. From Figure 2.1, it can be observed that, there are key variables including

participation, commitment, trust and honest, motivation and feedback which interact with effective communication to produce successful school change. The following Figure 2.1 presents the conceptual framework for the study.

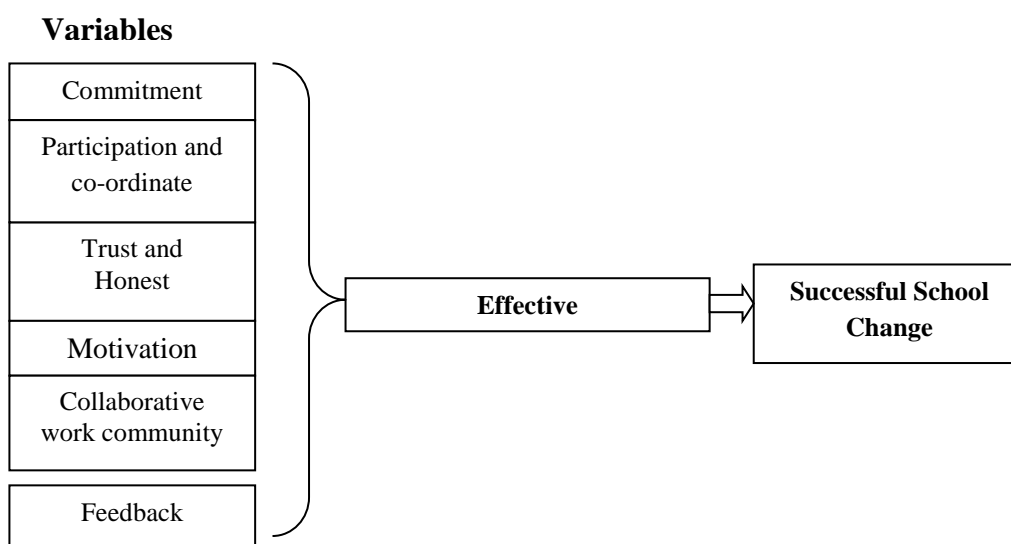


Figure 2.1: Communication Tools Framework

Source: Adopted from Zareen Husain (2013)

Observed in Figure 2.1, variables have a direct influence on effective communication, which is a reflection of successful school. It is difficult to attain successful school without passing through the effective communication. Indeed, if headteachers does not give importance to participation and coordination, commitment, trust and honest, motivation, Collaborative work community and feedback to the followers, teachers, students, community and parents might miss the effective communication skills and this can lead to failure in attaining successive school change.

Commitment: According to Husain (2013) *Communication* studies find commitment is linked to employee voice and argumentativeness, which concepts

involve freedom to speak up about concerns and ability to argue the issues surrounding these. The effectiveness and commitment of employees depends largely on their knowledge and their understanding of the strategic issues of the company (Tucker, Meyer, and Westerman, (1996). Communication needs to be well managed so that at any time during the change process confusion is avoided through clear, accurate and honest messages, by using a variety of media with high coverage and impact (Abraham, Crawford and Fisher (1999). According to Pascale (1984) as cited from Husain (2013) assures that people committed to a vision is more important than a well thought out strategy as they successfully accelerates the change process.

According to Allen (1991) as cited from Husain (2013) tested a model of communication sources along with commitment and perceptions of support. Allen found commitment and support comes from communication with top management and superiors. Sincere and effective communication styles among organization members enable members to integrate the organization through internalization of the organization's objectives and rules by the employees. Thus, commitment of the person who works in this atmosphere increases and as the rise of job satisfaction, employee contributes to the increase of organization's success. Miller (2003) also states that concentration and passionate dedication are necessary to achieve distinctive competence and success.

Participation and corporation: A study by Parker, Chmiel and Wall, (1997) showed that employee participation and corporation was associated with higher job satisfaction and better well-being individuals tend to report higher job satisfaction when they have an opportunity to provide input into how decisions are made. Hyo-

Sook (2003) stated that excellent organizations enclose management structures that empower employees' participation in decision-making. According to Heller, Drenth and Rus (1988), increased participation in decision-making by lower-level employees has been found to have a positive effect on the efficiency of the decision-making process. Employees who participate in the decision-making process have higher levels of satisfaction and commitment to the organization.

Involvement of employees increases workers' input into decisions that affect their well-being and organizational performance. A growing body of research suggests that employee involvement has a positive impact on change implementation (Sims, 2002) and productivity (Huselid, 1995). Specifically, relinquishing control and allowing employees to make decisions yields constructive results (Risher, 2003). According to Kotter and Schlesinger (1979) as cited from Husain (2013) posit that those allowed to participate meaningfully in change are more committed to its success because their relevant contributions are integrated into the change plan.

Trust, truth and honest: The dominant perspective in literature (Dirks and Ferrin, 2001) is that trust, truth and honest results in distinctive effects such as more positive attitudes, higher levels of cooperation, and superior levels of performance. Cheney (1999) as cited from Husain (2013) suggested that values in the workplace can be evaluated by the role communication plays. Chia (2005) affirmed "trust and commitment are byproducts of processes and policies which are designed to make the relationship satisfactory for both parties, such as open, appropriate, clear and timely communication" (p.7). Trust can be conveyed through effective communication (Mishra and Mishra, 1994) via openness and concern.

Communication practices within an organization are expected to have an important influence on the degree to which employees trust their managers and the organization's top echelon, as well as their commitment to the organization.

Motivation: Motivation is the influence or drive that causes us to behave in a specific manner and has been described as consisting of energy, direction, and sustainability (Kroth, 2007). Communication is also proved to be an effective tool for motivating employees involved in change (Luecke, 2003). Organization communication scholars have shown that the adequacy of information provided by the organization has also contributes to an employees' job satisfaction, which encourages the staff. Carlisle and Murphy (1996) suggests motivating others to communicate effectively and address employees' queries.

As sited from Husain (2013) Motivation theories explore the numerous approaches to meet individuals' needs, including expectancy theory (Vroom, 1964), need theory (Maslow, 1954), reinforcement theory (Skinner, 1971) and the broadly used goal theory (Karoly, 1993). It has been shown that predictors of motivation include job satisfaction, perceived equity and organizational commitment (Schnake, 2007). Motivation is either positively or negatively influenced by the experience an employee has inside a given work environment and with leaders (Gilley and Mc Millan, 2009). Powerful motivations promote strong efforts to complete the action in spite of huge difficulties. Kantner (1983) as sited from Husain (2013) says an important change requires a leap of faith into the unfamiliar. The higher the level of emotional experiencing, the higher will be the level of receptivity to a proposed change (Huy, 1999).

Feedback: Appropriate communications provide employees with feedback and reinforcement during the change which enables them to make better decisions and prepares them for the advantages and disadvantages of change (Husain, 2013)

2.7 Chapter Summary

The effective communication and school effectiveness can only be achieved if the necessary machineries are put in place to enhance efficiency within the school system. All activities in school are done outside the school system. Communication plays a vital role in the success of school and is affected by both the culture and level of interpersonal communication skills within the school. Highly effective communication is a powerful factor in determining school effectiveness and in shaping the nature and quality practices. In view of the above, Farrant (1980) has the following for any headteacher;

- (i) That for communication to be effective, the headteacher must make sure that power and authority relationship are properly used.
- (ii) That there must be an avoidance of conflict in school roles, personality clashes and breakdown in communication system.
- (iii) That there must be explicit rules to regulate personal and social standard of conduct.

From the various discussions in this chapter and the literature reviewed, it is obvious that communication enhances school effectiveness.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used to collect the data. The chapter spells out the research approach, which encompasses the design and techniques used to answer the research questions. In addition, the chapter explains the study area, sample and sampling procedures, data collection and data analysis mechanisms. In this regard, the chapter provides the description of the instruments and how the instruments were administered to ensure reliability and validity of the results. The chapter also spells out the sample of this study and how they were selected.

3.2 Research Approach

The study employed mixed research approach based on the argument that no single approach which is always sufficient or superior (Oppenheim, 2000). Also it has been argued by Patton (1990) as cited in Smith, Hunt, Berry and Hunt (2005:69) that “the skilled researcher can successfully combine approaches, that quantitative and qualitative research can be complementary, rather than rival designs”. Mixed methods research (the combined of quantitative and qualitative methods) was used to find out the role and tools of communication the head teacher use in developing school culture and to promote the professional growth of the teachers.

3.3 Research Design

To achieve the objectives under this study, a descriptive research design was adopted. The study used descriptive survey design to explore respondents' views,

capacity and knowledge on school communication tool and use. Ary, Jacobs, Sorensen and Razavieh (2010) argue that, in descriptive research design, permit the researchers to summarize the characteristics of different groups or to measure their views, opinion and knowledge toward some issue. The design made it easy to use tools such as questionnaires, which facilitate collection of data from a large number of respondents in a relatively short period (Gall, Borg and Gall, 1996). Similarly, a descriptive research design was adopted due to its ability to collect qualitative and quantitative data using various methods such as administering questionnaires, interview instruments and document reviews from a wide population in short time.

3.4 Location of the Study

This study was done in Moshi municipal council, which is one of the seven districts of the Kilimanjaro region of Tanzania. The regional capital of Kilimanjaro is located in the Moshi municipal council. The district is bordered to the North by the Moshi rural district, to the East by Mwanza district and to the South and West by the Manyara region. Demographically, the district has a population of 184,292 according to 2012 national census statistic, of whom 89,174 are male and 95,118 are female. Moshi Municipal has 21 wards with a total of 14 private primary schools and 35 public primary schools (URT, 2011).

The choice of the Moshi municipal council was based on the fact that most of the schools in Moshi municipal have consistently been posting good performance in national examination. The other reason for choosing the Moshi municipal council was that Moshi municipal council is where the regional capital of Kilimanjaro is located, thus most of her schools can be influenced by urban factors. Three wards

were selected for this study – Korongoni, Kiusa and Mawenzi, and one school from each ward was selected. The reason for involving these three wards – Korongoni, Kiusa and Mawenzi wards in the study is that, they are among of the wards with a high numbers of public primary schools, with high number of students, a condition that needs effective communication. Three schools were selected for this study. Two of them were headed by a male head teachers and another by the female head teacher. The reason to highlight gender is that when it comes to communication, there is a difference between males and females. The following sketch map (Figure 3.1) presents the district in which the study was conducted.

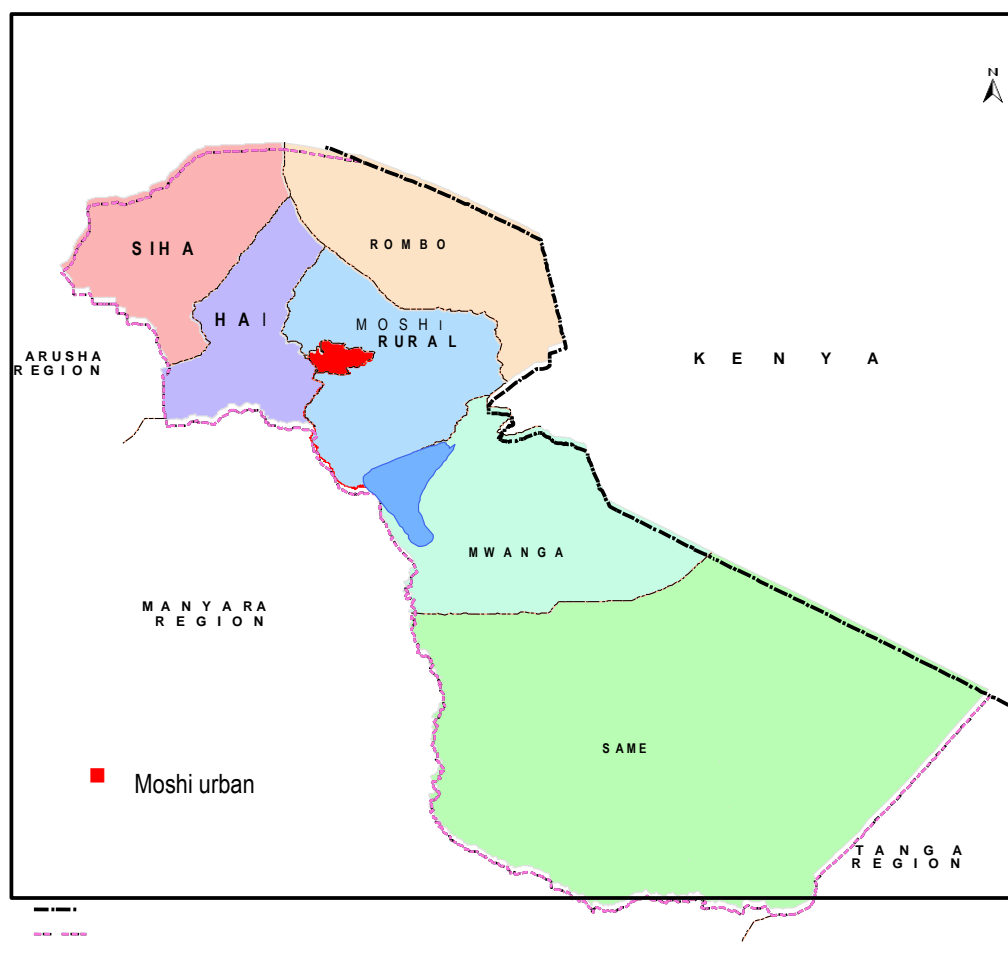


Figure 3.1: Sketch Map Showing the Study Area

Source: World Fact book (2007)

3.5 Population of the Study

Population is the universe of units where the sample is taken from (Bryman and Bell 2007). In this study, the population from which the researcher drew general conclusions regarding the effects of head teacher's communication tools on school effectiveness included Wards and public primary schools. The total population in the study area was 69 within which the sample size was drawn by the formula proposed (see 3.5).

3.6 The Study Sample

Sample sizes are vital for conducting research. If sample size is too small, results may be dismissed as the result of chance. If sample size is too large, the costs of research will make it necessary to obtain more funding. Inappropriate, inadequate, or excessive sample sizes continue to influence the quality and accuracy of research (James, Bartlett, Kotrlik, Higgins, 2001).

This study applied a simplified formula provided by Yamane (1967) cited in Yilma (2005) to determine the required sample size. By using Yamane's formula of sample size with an error 5% (0.05) and with a confidence coefficient of 95%, the calculation from a population of 69 came up with 59 samples of respondents from Korongoni, Kiusa and Mawenzi wards. The formula assumes that, to find the sample size for survey study three criteria usually are needed; the level of precisions, the level of confidence or risk, and the degree of variability in the attributes being measured. The composition of the sample is presented in Table 3.1.

$$n = \frac{N}{1 + N(e)^2}$$

Where
n is the sample size
N is the population size (69).
e is the level of precision taken from 95% confidence level and $\pm 5\%$ precision

$$= \frac{69}{1 + 69(0.05)^2}$$

$$= 59 \text{ sample.}$$

Table 3.1: Composition of the Sample

Category of Respondents	Korongoni	Kiusa	Mawenzi	Total
Headteachers	1	1	1	3
Teachers	14	16	14	44
Students	2	2	2	6
Parents	2	2	2	6
Total	19	21	19	Grand total 59

3.7 Sampling Procedures

In order to obtain quality information, the study relied on purposive and random sampling techniques.

Random Sampling

Random sampling technique was employed to select 3wards out of 21 wards. The researcher wrote names of all wards on pieces of paper, folding those papers and placed them in a box. Then the researcher picked the papers from the box until the desired number of wards obtained.

On the other hand in selection of schools, the same procedure of using random sampling was used. This was achieved through writing the names of all public primary schools from ward selected on separate small pieces of paper and then the papers were folded and mixed in a box. Then the researcher picked the papers from

the box until the desired sample of 3 out of 5 public primary schools in that three wards. From the sampled schools the heads of schools were identified. This technique was employed because the categories constituted a large population and every school has an equal chance of participating in the study.

Purposeful Sampling

The purposive sampling method was used to select participants for this study. Kothari, (2002) argues that purposive sampling involves a deliberate selection of particular units of the universe for constituting a sample, which represents the universe. This sampling procedure enables the researcher to select people who meet certain important requirements for the research. Patton (1990) argues that, the logic and power of purposeful sampling lie in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry. Purposive sampling was used to get headteachers to tap the relevant information as they are considered to have vital information for the study by the virtue of their managerial positions.

3.8 Sources of data

Primary Data: In this particular study, primary data were collected from head of schools through the administered questionnaire. Also, through interviewing the teachers, students and parents, primary data were obtained. By definition, primary data are original sources of information collected by the researcher him/herself including information collected through interviews and questionnaires. They give first hand information about the problem under study (Cohen, Manion, and Marrison, 2007).

Secondary data are sources of information collected not by the researcher himself/herself. They include documents, official records, diaries and reports as well as published data used in literature. In this particular study, different documents, official records were observed during data collection.

3.9 Data Collection Methods

Guided by the research design, the researcher used multiple methods of data collection, commonly known as triangulation, which has the advantage of gathering more and wide information, which helped to cross-validate the authenticity of information from a single source. It is true as Cohen, Manion and Morrison, (2000) note that no single method can act in isolation since any bias can distort the whole picture of reality the researcher is investigating. In this study, interview, questionnaires, as well as documentary reviews were employed in the collection of data.

3.9.1 Documentary review

Patton (1990) cited in Kunze (2006) asserts that, “documents prove valuable not only because of what can be learned directly from them but also as stimulus for paths of inquiry that can be pursued only through direct observation and interviewing”(p,294). Documentary review considered as necessary tool for data collection helped the researcher to make comparisons and matches regarding what have been written about the effects of communication tools on school effectiveness in different documents. In this study, different documents were revised based on the effects of communication tools on school effectiveness.

3.9.2 Questionnaires

The study used questionnaires with open-ended and closed questions which were self administered. The researcher consulted the respondents face to face in order to seek their consent to complete the questionnaires. Respondents were given enough time to fill them. In administering questionnaires, the researcher requested respondents to answer honestly in order to ensure that genuine information were obtained. The questionnaire in Appendix 1 was administered to teachers and was personally administered by the researcher.

The questions in these instruments were presented in a series of statements for which respondents were asked to indicate their degree of agreement or disagreement by use of a five-point Likert scale which are: strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. The Likert scale was used because it is the most effective measurement technique for this type of responses. It is reliable and has high face validity in that it deals with the individual's response to the statement made. Questionnaires were pre-tested for accuracy and completeness.

3.9.3 Interview

An interview constitutes a set of questions administered through verbal communication in a face-to-face relationship between a researcher and the respondents (Kombo and Tromp, 2006). Interview helped the researcher to collect first hand information and it allowed interacting with respondents in their natural settings to learn their experiences and perspectives. Thus, in this study semi structured interview using open-ended questions were used to collect data from headteachers, students and parents. The major focus was to seek their views in order

to obtain information on the effects of communication tools on school effectiveness (see Appendix 2). The interview schedule comprised a written list of questions that needed to be answered by the interviewee. The interviewer initiated conversation and collected information by using a tape recorder. The researcher posed additional questions whenever it was necessary to seek clarification on some points. The technique enabled the researcher to get more information, opinions, views and ideas from headteachers, students and parents.

Table 3.2: Summary of Data Collection Methods and Instruments in Relation to Objectives

Research Objectives	Type of data	Sources of data	Methods of data collection	Instrument(s)
Assess the tools that heads of schools use to promote teaching and learning.	Primary	Respondents	Interview	Interview guide Questionnaires guide
	Secondary	Documentary review	Documents Questionnaire	Document analysis guide
Examine the role of communication of the head teacher in developing school culture.	Primary	Respondents	Interview	Interview guide
	Secondary	Documentary review	Questionnaire Documents	Questionnaires guide. Document analysis guide.
Determine the efficacy of tools of communication that head teachers use to promote the professional growth of the teachers	Primary Secondary	Respondents Documentary review	Interview Questionnaire Documents	Questionnaires guide. Document analysis guide. Interview guide

310 Data Analysis Procedures

Data analysis is a process that implies editing, coding, classification and tabulation of collected data (Kothari, 2004). Data analysis was done in accordance with the research questions of the study. The researcher employed quantitative analysis which was complemented by qualitative data analysis.

3.10.1 Quantitative Data Analysis

Data obtained through questionnaires were subjected to quantitative data analysis. The responses in the questionnaires which were obtained from teachers, students and parents were entered into Statistical Package for Social Science, Version 15 (SPSS.15). Data were manipulated and presented in tables in terms of frequency and percentages of responses followed by interpretation to reveal the effects of head teacher's communication tools on school effectiveness as per research questions. Lastly, the findings were complemented by those obtained through other methods of data collection, before conclusions were made.

3.10.2 Qualitative data analysis

Content analysis was used to analyze qualitative data. In this study, the researcher used content analysis to identify, analyze and interpret qualitative information collected from respondents through interviews and documentary reviews. Firstly, the collected information was transcribed (converted into text data). Secondly, the transcribed responses were grouped into themes to get a general picture of the data while noting the new themes emerging from the responses.

Thirdly, the themes were examined and findings were represented through narratives according to the research questions and the theoretical framework. Fourthly, meanings of the results were interpreted to see how they reflect or differ from experiences reported in the literature. Direct quotations as expressed by respondents were used to present additional striking findings. Lastly, the findings were complemented those obtained through questionnaires and conclusions were drawn accordingly.

3.11 Ethical Considerations

Ethical issues in research have been categorized into four groups, namely; informed consent, right to privacy, honesty with professional colleagues and protection from harm (Leedy and Ormrod, 2001).

3.11.1 Informed Consent

Informed consent refers to keeping respondents aware of the purpose of the study, the type of information needed, how the information will be used and the implications for their participation in that study (Ryan, Coughlan, and Cronin, 2007). In this study, the researcher ensured informed consent by clarifying the purpose of the study, expectations from the respondents and how data were to be collected and issued.

3.11.2 Confidentiality

In order not to be victimized for the information given, respondents were assured that, the information provided was to be confidential and used only for the purpose of research. This was achieved by keeping collected data in a way that they could not be accessed by those unauthorized. However names of the schools participated were not used in reporting the results. Fictitious names **X**, **Y**, and **Z** were used in chapter four, to ensure anonymity and confidentiality of interviewers during data analysis.

3.12 Validity and Reliability

Validity and reliability are two statistical properties used to evaluate the quality of research. In this study to ensure quality of the research validity and reliability were considered unavoidable. According to Cohen, Louis, Lawrence Manion and Keith

Morrison, (2007) threats to validity and reliability can never be erased completely; rather the effects of these threats can be attenuated by attention to validity and reliability throughout a piece of research.

In order to ensure Validity and reliability in this study, the instruments were well prepared, crosschecked by the supervisor and pre-tested before data collection in the field. Comments provided by the supervisor were considered in making adjustment of the instruments for harnessing information required for the study. Interview schedules for the headteachers, students and parents were piloted at Karanga ward to see if they would bring the required information and that no question remained ambiguous in them. The instruments were then refined and made valid and reliable in terms of relevance, coverage and consistence. Finally, the instruments were refined to suit the context of the study.

Also in order to ensure validity and reliability the researcher used various data collection techniques which were interviews, questionnaires which were administered personally by the researcher. This help gathering more and wide information which help to cross-validate the authenticity of information from a single source. Moreover, intensive precautions were taken from halo effect from the respondents by making sure that all interpretations and explanations were from respondent's responses.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter presents the research findings in accordance with the set objectives. The first section presents the demographic information of the research participants. The second section presents the data arranged according to the specific objectives of this study: the role of communication of the head teacher in developing school culture; the tools that head of schools use to promote teaching and learning and the efficacy of tools of communication that head teachers use to promote the professional growth of the teachers.

4.2 Characteristics of Informants

The visual presentation characteristics of respondents are visually presented graphically in Table 4.1.

Table 4.1: Respondents' Demographic Characteristics

Type of Information	Kiusa Ward N=16	Korongoni ward, N=14	Mawenzi ward, N=14	Total, N=44
Gender				
Male	7(43.7%)	3(21.4%)	6(42.9%)	16(36.4%)
Female	9(56.3%)	11(78.6%)	8(57.1%)	28(63.6%)
Age (Years)				
25-34	2(12.5%)	3(21.4%)	5(35.7%)	9(20.5%)
35-45	3(18.8%)	2(14.3%)	3(21.4%)	9(20.5%)
>45	11(68.7%)	9(64.3%)	6(42.9%)	26(59.0%)
Experience in the Current Position (Years)				
< 5 years	1(6.3%)	3(21.4%)	1(7.1%)	5(11.4%)
5-10	14(87.4%)	11(78.6%)	11(78.7%)	36(81.8%)
10-15	0(0.0%)	0(0.0%)	1(7.1%)	1(2.3%)
>15	1(6.3%)	0(0.0%)	1(7.1%)	2 (4.5 %)
Level of Education				
Certificate in Education	12(75.0%)	11(78.6%)	13(92.9%)	36 (81.8%)
Diploma in Education	3(18.7%)	2 (14.3%)	1 (7.1%)	6 (13.6%)
First degree in Education	1(6.3 %)	1(7.1%)	0(0.0%)	2 (4.6%)
Postgraduate degree	0(0.0%)	0(0.0%)	0(0.0%)	0 (0.0%)

Information regarding research respondents' personal particulars for the 15 respondents who were interviewed was not involved in this study. Only personal particulars of 44 respondents who filled questionnaires were collected. Most of the respondents 28 (63.6%), were female and 26 (59.1%) of them are between the ages above 45 years while 36 (81.8%) respondents have been in their current positions for between 5 to 10 years. Majority 36 (81.8%) respondents had a certificate in education followed by diploma in education 6 (13.6%), while 2 (4.6%) of respondents were degree holders as the highest level of education. No respondent at district level had a postgraduate degree.

4.3 Communication and School Culture Development

The focus of the first research objective intended to examine the role of communication in developing school culture. Questionnaires were used to collect data from teachers in form of Likert scale, where 1- Strongly Agree, 2- Agree, 3- Neither Agree nor Disagree, 4- Disagree, 5- Strongly Disagree, while interviews were used to collect information from headteachers, parents and students.

The question was: what roles of communication applied by the head teachers in developing school culture? Results from questionnaires under this sub-section are presented in terms of frequencies and percentages in a tabular form, and whenever deemed important, the frequencies and percentages are plotted on bar graphs and histograms while interviews were presented in terms of quoted statements. The rates of responses from questionnaires are presented in Table 4.1 and more visually presented in Figure 4.1.

**Table 4.2: Responses Regarding Role of Communication to Headteacher
Respondents N=44**

Statements	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Headteacher provides clear direction to the followers	N23 (52.3%)	N15 (34.1%)	N3 (6.8%)	N2 (4.5%)	N1 (2.3%)
Headteacher is role model to the followers	N26 (59.1%)	N12 (27.3%)	N5 (11.4%)	N1 (2.3%)	N0 (0.0%)

Table 4.2 shows data related to responses regarding the role of communication to headteacher in developing school culture. The respondents indicated as follow:

- (i) 23 (52.3%) of respondents strongly agreed while 15 (34.1%) agreed that the headteacher provides clear direction to the parents, students and teachers
- (ii) The majority of the respondents 26 (59.1%) strongly agree while 12 (27.3%) agreed that headteacher is role model to the followers.

These rates of responses are more visually in Figure 4.2.

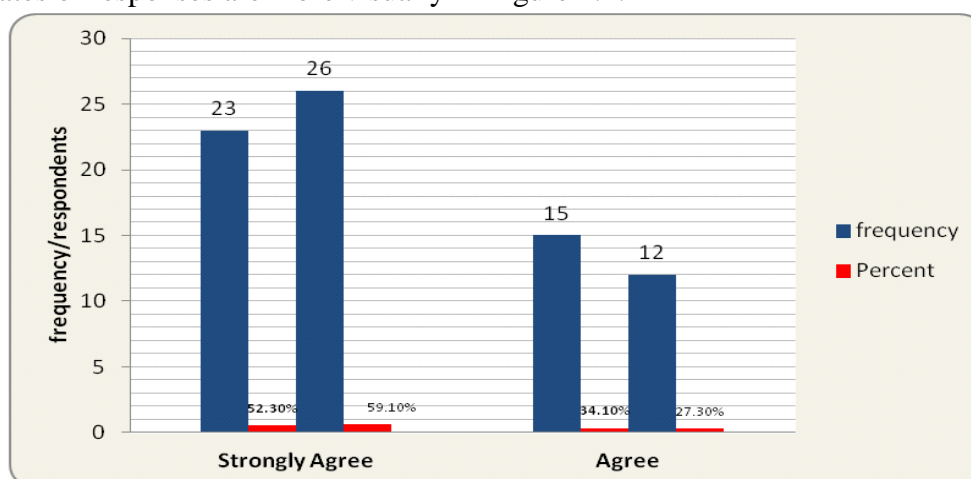


Figure 4.1: Responses Regarding the Role of Headteacher

Figure 4.1 portrays that, majority of the respondents 23 (52.3%) strongly agreed while 15 (34.1%) agreed making a total of 38 (86.4%) respondents who confirmed

that, their headteachers are role model to them. On the other hand 26 (59.1%) strongly agree while 12 (27.3%) agreed making a total of 38(86.4%) respondents who confirmed that their headteachers provides clear direction to the followers. To complement the data collected through questionnaires, interviews were conducted. The question was: "Headteachers are you providing clear direction to the followers" and it was revealed the same through interviews by headteachers /HTs that:

..... we as head of schools we have to provide a clear direction for all involved in community includes students, teachers and parents.....it is my believes that, this will bring positive results to my school.(Headteacher (HT), **School X**: August 2016).

Another headteacher insisted that:

*....We as head of schools we are responsible and accountable to provide a clear direction to all our followers and being their role model since students regarded as the product of the surrounding community.*HT,**School Y**: August 2016).

When the students wanted to responds regarding instruction given by their headteacher, they had this to say.

.....Every Monday morning on assemble our school head came to talk with students. He normally use most of time to review our school regulations and to insist all students to follows school regulations.....those who failed to follow school regulation they were chased away from school.(Student School **Y**: August 2016).

Failure to communicate the school's aims, values and achievements to the staff and students, make school management a mirage. This is why the school must be properly monitored to ensure quality of instruction. Thus, effective communication becomes critical to the process of instruction. It was researcher's assumption that in order for the headteacher to make a sound and coherent decision, planning, organizing, controlling, he must map-out strategies for receiving and passing

information from every individual within the school for effective management. Through questionnaires regarding the role of communication in developing school culture to different surveyed schools, different teachers provided their views and summarized in the Table 4.3.

Table 4.3: Responses Regarding Role of Communication in Developing School Culture Respondents N=44

Statements	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Headteachers co-ordinate the effort of teachers, pupils and parents to achieve school goals	N22 (50.0%)	N11 (25.0%)	N8 (18.2%)	N2 (4.5%)	N1 (2.3%)
Head teacher is conscientious and active to accomplish school daily routine	N12 (27.3%)	N19 (43.1%)	N12 (27.3%)	N1 (2.3%)	N0 (0.0%)
Other teachers obey order from headteachers	N30 (68.2%)	N8 (18.2%)	N2 (4.5%)	N3 (6.8%)	N1 (2.3%)
Headteacher is keen to find solutions	N27 (61.4%)	N13 (29.5%)	N1 (2.3%)	N2 (4.5%)	N1 (2.3%)

Regarding the statements shown in Table 4.3, the findings tend to suggest that:

- (i) 22 (50.0%) of the respondents strongly agree while 11 (18.2%) agreed making a total of 33 (75.0%) respondents out of 44 who agreed that their headteachers co-ordinate the effort of teachers, pupils and parents to achieve school goals
- (ii) 12 (27.3%) respondents strongly agreed while 19 (43.1%) agreed making a total of 31(70.4%) respondents out of 44 who agreed that head teacher is conscientious and active to accomplish school daily routine in teamwork.

- (iii) A total of 38 (86.4%) out of 44 respondents agreed that some teachers obey order from headteachers.
- (iv) A total of 40 (90.9%) out of 44 respondents agreed that headteacher is keen to find solutions for the growth and development of school.

Implied in the results is that, communication remains a unique instrument that integrates management functions in an organization like school. To support the data collected through questionnaires, interviews were conducted. The question was: what are the roles of headteachers in making effective communication for the better success of school? One of the HT through had this to say:

..... Among of the role of HTs is to co-ordinate the effort of teachers, pupils and parents to achieve school goals.....As a headteacher of this school I understand that positive involvement of teachers, pupils and parents to all matters related to their offspring is very important. Teachers, parents and students have a strong conviction that is devoted to providing students with a high quality education although most of the parents are not co-operative enough.HT, School X: August 2016.

To find the truth of what HT said above, the following question were asked to students during interview "From your viewpoint, how do you describe a normal day for your headteacher?" One of the students had this to say:

.....Our headteacher normally does a lot of observing through walking around in the morning and doing clinical observations on how the daily teaching and learning activities is going on. This is important in deed.HT, School Z: August 2016.

Most students through interview agreed that their school heads always working to make their school a better place for them to learn. The way they build relationship with students, students leaders, parents and teachers reflects the effective

communication between them and the surrounding community where her school is located.

On the other side of the coin, some of the teachers see their headteacher as enemy as they are not performing what they intended. When the researcher wanted to know the situation in deep, the following question was asked: Do teachers obeying orders from headteacher? Responding to this in an interview session, one of the HT declared that:

*....Some of the lazy teachers doesn't want to perform duties assigned. Or some of them they can perform out of dead line given or can accomplish badly ahead the dead line.*Teacher, **School Y**: August 2016

On the other side the researcher wanted to hear from parents if headteacher is always reachable and keeps talking to them about the school and this was the question asked "what can you comment about relationship between parents and headteacher of this school? ". One of the parents had this to say:

*....The headteacher of this school has strong relations with parents. He normally keeping parents well informed of what and how their children were doing in school.....it's just a week now we had a parents meeting to discuss about national examination for standard seven.*Parent, **School X**: August 2016

Another parent in the same school added that:

*.....In fact headteacher is keen to find solutions in form of phone calls, conferences, and complimentary notes to all problems.... We appreciate the work of this gay indeed..... He is quite different from other heads that had passed in this school...we normally discuss the issue and he takes action on time and he keeps his promises according to her ability to do so... He is a people of action.*Parent, **School Z**: August 2016

These findings imply that, most of the headteachers are aware that communication is an important ingredient and vital instrument in any given organization and a good

headteacher should bear in mind that the success of the school is determined by the capacity of the headteachers to co-ordinate the effort of teachers, pupils and parents, finding solutions of a raised problems and doing clinical observations on how the daily teaching and learning activities is going on as well as to provide a clear direction to their followers.

It is researcher assumptions that, no matter how good the message may be, if it is sent through a wrong channel, the message will not only be ineffective but can cause serious management problems. If the communication system in a school is open, an atmosphere of trust, reciprocity, intimacy and growth is built thus giving room for effective teaching and learning.

La Plant (1979) says that communication helps promote teaching and learning and helps reinforce continuous lifetime learning by deepening respect for students and for their learning. On the other hand, Leithwood and Riehl (2005) concluded that successful schools are the outcome of great headteachers who take full responsibility for leading teaching, and learning. Regarding the responses obtained from different schools in addressing the communication and school culture development, it has been shown clearly that headteachers are aware with the role of effective communications for the development of school culture. All issues of effective communication and school culture development are at the fingertip of the respondents. One would therefore, suggest that implementation of effective communication requires supervision of headteachers at the schools to ensure good successful.

4.4 Communication Tools to Promote Teaching and Learning

The focus of the second objective was to find the communication tools applied by headteachers to promote teaching and learning. Questionnaires and interviews were used to collect data from respondents. The question was: what are the communication tools applied by headteachers to promote teaching and learning?

Respondents in this section were HTs, Teachers, and students. The rates of responses from questionnaires are presented in Table 4.4.

Table 4.4: Responses Regarding Communication Tools Promote Teaching and Learning Respondents N=44

Communication tools applied by headteachers to promote teaching and learning	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
Within the school decision making involve headteachers, teachers and students	N17 (38.6%)	N19 (43.2%)	N4 (9.1%)	N1 (2.3%)	N3 (6.8%)
Headteacher always listen the teacher's suggestions, and encouraged them to work in team and share their ideas	N14 (31.8%)	N13 (29.5%)	N3 (6.8%)	N9 (20.5%)	N5 (11.4%)
Headteacher is truthful, honest empathetic, and channels his of communication to the followers	N13 (29.5%)	N18 (40.9%)	N9 (20.6%)	N2 (4.5%)	N2 (4.5%)
There is healthy relationships between headteacher, teachers, parents and students in this school	N21 (47.7%)	N8 (18.2%)	N4 (9.1%)	N7 (15.9%)	N4 (9.1%)
Headteacher used to maintain a collaborative work community based on trust and collegiality.	N17 (38.6%)	N3 (6.8%)	N12 (27.3%)	N9 (20.5%)	N3 (6.8%)
Headteacher is keen on making motivation, valuing and evaluating the efforts of the followers	N33 (75.1%)	N3 (6.8%)	N3 (6.8%)	N3 (6.8%)	N2 (4.5%)

Table 4.4 shows data related to responses regarding communication tools applied by headteachers to promote teaching and learning. As far as “communication tools” are concerned, the respondents indicated as follow:

- (i) 17 (38.6%) of respondents strongly agreed while 19 (43.2%) agreed that in making school decision headteachers, teachers and students were involved
- (ii) The majority of the respondents 14 (31.8%) strongly disagree while 13 (29.5%) making a total of 27(61.3%) respondents who agreed that headteacher always listen the teacher’s suggestions, and encouraged them to share their ideas.
- (iii) 13 (29.5%) of respondents strongly agreed while 18 (40.9%) agreed that headteacher is truthful, honest empathetic, and channels communication to the followers.
- (iv) A total of 29 (65.9%) respondents agreed that there is a healthy relationship between headteacher, teachers and students in school while 20 (45.4%) respondents agreed that their headteacher used to maintain a collaborative work community based on trust and collegiality.
- (v) 33 (75.1%) out of 44 respondents strongly agreed while 3 (6.8%) agreed making a total of 36 (81.9%) respondents agreed that headteacher is keen on evaluating the efforts of her followers.

The findings from questionnaires were supported by the findings obtained from interviews. Through interviews, the research participants were asked to respond to the following question: what are the communication tools applied by headteachers to promote teaching and learning? THs, students and parents had these to say;

....as headteacher, I should maintain a collaborative work community based on trust and collegiality. The principles on integrity, accountability, citizenship, belonging, and effective communication should be valued..... Enabling others to participate and collaborate in a family like community were very important for effective school culture.(Headteacher, **School X**: August 2016

Another headteacher has added that:

.....positive culture is the most important element for growth and improvement of a successful learning environment.....'Soon after appointed as a headteacher in 2013 I ensured the sense of community through communication and to encourage decision making and the freedom of positive criticism and feedback.' the headteacher added.(Headteacher, **School Y**: August 2016

However, it was revealed during interviews that the school culture in the successful schools indicated mutual trust and shared values among the headteachers and the teachers. One student had this to say:

.....am sure good and healthy relationships between headteacher, teachers and students would reinforce the school culture and climate..... "Planting the seeds of devotion, belonging, commitment, and loyalty is one of the major tasks of our headteacher to establish a unique school culture" student added.(Student, **School Z**: August 2016

Headteacher added that:

.....as a headteacher I believe that ethics of respect and role modeling is important on finding prompt solutions by enabling teachers to share decision making and this will reduce the impact of problems on the school culture.(Headteacher, **School X**: August 2016

Parents are part and parcel of schools. Study by Nhleko's (1999) in South Africa found that pupils learn better when there is a fair interaction between their parents and schools. Friendly speaking it is clear that the efforts of HTs, teachers and pupils cannot work effectively in isolation without the parents' co-operation and contributions. The headteacher is the main link between the parents and the school

and the way he/she performs in this capacity largely determines the attitudes of parents and students about the school. One parent through interview assented that;

.....Headteacher of this school is truthful, empathetic and honest and his channels of communication are strained to parents. He is governing in such a way that no one is remaining behind. For example....previous year she made fundraise from parents and educational stake holders to make donation of school fence for protection against theft.(Parent, **School X**: August 2016

The same paradoxical views were expressed during interview by other parent that:

.....Headteacher is keen on making motivation, valuing and evaluating the efforts of teachers and students through thanking letters, souvenirs and on occasion financial incentives. Am a parents and a school committee member that is why am aware with that...a parent has added.(Parent, **School Z**: August 2016

The comments by the respondents justify that motivation, valuing and evaluating the efforts of teachers and students, truthful, empathetic, honest, ethics of respect and role modeling, decision making and the freedom of positive criticism and feedback, listen the teacher's suggestions, and encouraged them to work in team and share their ideas create a healthy and safe environment conducive to providing students a quality education and raising the spirit of teachers and parents.

Headteachers should recognize the importance of positive communication tools to enhance teachers, students and parents (Melton, 2007). A headteacher cannot organize his staff, coordinate and control their activities as well as delegate responsibilities in absence of positive tools (Ijaiya, 2000). Studies conducted in U.S by Marvel and Morton (2006) identified the school head as the person responsible for all activities that occur in and around the school building. These findings suggest that it is the headteachers' communication tools practices that set the tone of the school,

the climate for teaching, the level of professionalism, the morale of teachers and the degree of concern for what students may or may not become. Seashore and Leithhood (2010) observed that if a school is vibrant, innovative and child centered, if it has a reputation for excellence in teaching, if the students are performing well, one can almost always point to the headteachers' communication tools practices as key to success.

4.5 Communication to Facilitate the Professional Development of Teachers

The third and the last objective aimed at scrutinizing the effective communication and professional development of teachers. It was assumed by the researcher that professional growth of the teachers would greatly depend on the effective communication tools applied by headteachers in their localities. To answer this research objective, data were collected through interviews conducted to HTs, parents and students and questionnaires to teachers. The question was: Are the tools of communication that head teachers use to promote the professional growth of the teachers effective? Through questionnaires on the attribute of the tools of communication the visual presentation of variations are presented in Table 4.5.

Table 4.5: Responses Regarding Professional Workshops to Teachers

Respondents Category N=44

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
Are the tools of communication that head teachers use to promote the professional growth of the teachers effective?	N3 (6.8%)	N6 (13.6%)	N19 (43.2%)	N7 (15.9%)	N9 (20.5%)

Table 4.5 shows data on findings related to responses regarding tools of communication that head teachers use to promote the professional growth of the teachers development. The respondents indicated as follows: 7 (15.9%) respondents strongly disagreed while 9 (20.5%) disagreed that, communication tools applied to teachers were effective. A total of 19 (43.2%) respondents neither agreed nor disagreed that communication tools applied to teachers were effective. 3 (6.8%) respondents strongly agreed while 6 (13.6%) agreed that communication tools applied to teachers were effective. The variations of responses are visually presented graphically in Figure 4.2.

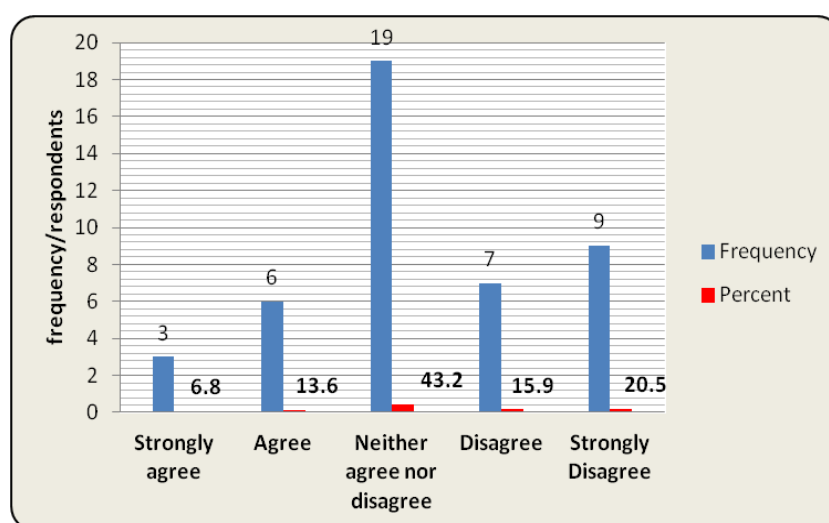


Figure 4.2: Responses Regarding Professional Workshops to Teachers

From Figure 4.2 it can be observed that, 7 (15.9%) out of 44 respondents strongly disagreed while 9 (20.5%) disagreed making a total of 16 (36.4%) respondents who conclusively disagreed that communication tools applied to teachers were effective. A total of 19(43.2%). Out of 44 respondents neither agreed nor disagreed that communication tools applied to teachers were effective. These findings revealed the same with interview carried out from headteachers, who were asked to respond to the

following question: Are the tools of communication that head teachers use to promote the professional growth of the teachers effective? Some of the responses were as follows:

*.....the tools of communication that head teachers use to promote the professional growth of the teachers are not effective as such a decision is out of the head teacher's hands...the process and plans should be carried out by district educational officials.... "The teacher added"(Headteacher, **School Z**: August 2016).*

In supporting the argument of HT, **Z** above another HT added that:

*.....The ministry of education is entitled to carry out such a mission.....we as headteachers we see the absence of professional growth programs as a huge defect but it is out of the headteachers hands.(Headteacher, **School X**: August 2016).*

The situation is quite different from other schools as one of the HT say:

*.....Although professional growth programs are the responsibility of the Ministry of Education, our district education leaders informally organizes some workshops with some NGOs to make demonstrations of certain lessons under the supervision of their seniors and inspectors. "That this is not enough." headteacher added.(Headteacher, **School Y**: August 2016).*

Other HT had this to say:

*.....Last year headteachers and teachers from preschool and class one went to the professional growth programs at Marangu TTC. The aims of the professional growth programs were to update teachers on teaching and learning methodologiesit was organized by senior teachers where teachers from different schools exchange lesson demonstration as way to exchange certain skills and tactics....but this year we don't experience such programme. Headteacher added.(Headteacher, **School Z**: August 2016).*

Both parents and students answered that they have no ideas about the professional development programs that are carried out at school. While the new teacher's need for quality professional development is great, the effective headteacher recognizes

the importance of continuing support and development for established teacher as well. Leithwood and Riehl (2005) asserted that by providing support for individual colleague's ideas and initiatives, promoting intellectual stimulation, reflecting on existing practices, questioning granted assumptions, considering new practices, and modeling important values and practices by promoting and sharing these practices and their outcomes, headteachers contribute to the growth of all school staff.

The explicit and implicit actions of the headteacher have direct impact on the construction of teachers' professional identities and growth. Successful headteachers are reported to enhance staff in time of crisis, to praise good work, and to engage staff in critical discussion. Ideal headteachers are reported to mentor their colleagues, in addition to modeling the values and instructional practices that are considered productive for their schools. Findings from a study conducted by Jackson (2008) stated that the school heads plays five key roles in promoting the retention of teachers: caring listener, supportive advocate, respectful colleague, open-minded team player, and enthusiastic facilitator (p. 112). These roles are reinforced in well designed programs of professional development for all staff. A basic theme that turns up from the literature focuses on school leaders' expectations and standpoints and their communication to faculty and staff (Bodycott, Walker, and Kin, 2001; Melton, 2007).

The above actual statements by respondents may conclude that there is now way of developing professional development of teachers without having professional growth programs where teachers exchange lesson demonstration in a way to exchange certain skills and tactics. However, failure to have professional growth programs to

teachers may lead to pseudo and out of date teachers. The situation therefore, calls for capacity building at the school level in conducting professional growth programs.

4.6 Chapter Summary

The following are the main key findings for the three objectives; the main communication tools applied by most headteachers were; making motivation, valuing and evaluating the efforts of the followers, making decision by involving both teachers and students, maintain a collaborative work community based on trust and collegiality, listen the teacher's suggestions and encouraged them to work in team and share their ideas, building healthy relationships between headteacher, teachers, parents and students and to be truthful, honest empathetic. While the provision clear direction for all involved in community includes students, teachers and parents, coordination, clinical observations, were found to be the roles of communication applied by most headteachers. Training program/workshop were found to be the most tool of communication that head teachers can use to promote the professional growth of the teachers effective but such a decision is out of the head teacher's hands at the same times parents and students found to have no ideas about the professional development programs that are carried out at school.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter presented, discussed and analyzed the research findings in relation to the research objectives and questions that guided the study. This chapter gives the summary of the study, the main findings and conclusions. The chapter also portrays the contribution of this study to the existing body of knowledge, provides recommendations for policy implications and practice, and suggests areas for further research.

5.2 Summary of the Study

The major intent of this study was to describe the effects of head teacher's communication tools on school effectiveness. The major research dimensions studied were; the role of communication in developing school culture, the tools used to promote teaching and learning and the efficacy of tools of communication used to promote the professional growth of the teachers. Concepts and facts drawn from different literature as well as insights synthesized from different theories provided selected elements to construct a conceptual framework that guided the study. This was in line with the purpose and objectives of the study to guide the investigation.

The literature review selected numerous variables pertaining to communication tools and roles. These include; communication and the role of headteachers, role of communication in developing school culture and communication and the professional development of teachers. Based on the theoretical perspective, *human relation theory* and *behavioral change theory* were discussed to guide this study.

Thus, the study used the above-mentioned theories to underpin and strengthen this study.

The sample of this study comprised 59 respondents in the categories of headteachers, teachers, parents and students of primary schools who were selected through purposive and random sampling procedures. Data were collected through the use of questionnaire, interview, and documentary reviews. The data were analyzed quantitatively and qualitatively.

5.3 Discussion of the Findings

From the data analysis it was confirmed that there is effective communication in the schools as the main communication tools applied by most headteachers were; making motivation, valuing and evaluating the efforts of the followers, making decision by involving both teachers and students, maintain a collaborative work community based on trust and collegiality, listen the teacher's suggestions and encouraged them to work in team and share their ideas, building healthy relationships between headteacher, teachers, parents and students and to be truthful, honest empathetic.

The provision clear direction for all involved in community includes students, teachers and parents, coordination, clinical observations, solutions problems solver, strong relations with parents, making motivation, valuing and evaluating the efforts of the followers, were found to be the roles of communication to most headteachers. On the other hand Training program/workshop were found to be the most tool of communication that head teachers can use to promote the professional growth of the teachers effective but such a decision is out of the head teacher's hands. It is

researcher assumptions that where we have effective communication from the headteachers, school effectiveness improves. Learning appeared to be enhanced when teachers and students understand what is expected of them through the headteachers proper methods of communication. From the findings of the study, most of the teachers, parents and students have high in communication network in the schools.

The study therefore noted the need to improve communication methods in schools in order to strengthen relationships between headteacher, teachers, students and parents hence school effectiveness. Thus it is can be concluded that effective communication practices by headteacher influences school effectiveness because it enables teachers and students to clearly understand what is expected of them in the schools. Communication is therefore of great importance in the schools' socialization, decision making, change management and problem solving processes. In a school set up, there has to be communication for it to be effective and efficient in achieving the school set goals. Communication builds up relationships in schools among the headteachers and the school community.

5.4 Conclusions

In light of the research findings, the following conclusions can be drawn:

Effective communication in terms of, applying role and tools of communication teaching and learning, developing a school culture and encouraging staff professional growth is the motivating force for any successful headteacher. It is important for any headteacher to set clear goals and draw a road map based on effective communication and productive relationships with students, teachers, and parents.

Successful headteacher spend most of their time listening and speaking to others, planning for the future strategic directions, establishing unity between curriculum and teaching, endorsing the sharing of knowledge and the life learning process with faculty, exchanging feedback with others, and extending interactions with the surrounding communities, delegation of some of her responsibilities to the followers under supervision. Such interaction enables the leader to create a harmonious environment conducive to a successful educational institution. Through effective communication, leaders can direct and plan improvement in curriculum and teaching, evaluate the program outcomes, deal with the staff concerns, and direct professional development plans.

5.5 Recommendations

In the light of the research findings and the conclusions of the study, three categories of the of the recommendations are made:

5.5.1 Recommendations for Action

- (i) It is recommended that professional development sessions be made available for headteachers that support the implementation of the following principles and practices.
- (ii) Orientation workshops and guidance programs should be carried out by schools' heads at the beginning of the school year to foster effective communication between parents and the school.
- (iii) There is a need for districts educational officials to conduct in-house trainings to the head of schools and teachers for raising awareness and understand teacher's responsibilities.

- (iv) The MoEVT should plan for regular trainings workshops for the teachers and headteachers.

5.5.2 Recommendations for Policy and Planning

Substantial funding for professional training programme to headteachers and teachers is needed and should be included in the education budget with its independent sub-vote.

5.5.3 Recommendation for Future Research

Finally, this chapter highlights some avenues for possible future research based on the implications of this study. This study was confined to the ward level, specifically public primary schools, but there is a need to conduct a similar study in private primary and secondary schools so as to find on the on the effects of management communication on school effectiveness

5.6 Contribution of the Study to the Existing Body of Knowledge

To generate new knowledge is among the crucial roles of any research undertaking. In this regard, this study provides a basis for understanding the effects of communication tools on school effectiveness. This study is therefore useful to scholars of educational management as it provides general propositions, which guide educational managers in executing their managerial functions to improve communication and to apply communication tools for educational development.

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APPENDICES

Appendix I: Questionnaire for Teachers

Dear respondent,

Kindly take part in this questionnaire, which focuses on the issues pertaining the effects of management communication on school effectiveness. Your views, experience and knowledge will make a great contribution towards understanding the management communication and school effectiveness (*Do not write your names on this questionnaire. However, all information provided will be treated confidentially*).

SECTION A: Demographic Information

- | | | |
|--|-------------------------------|--------------------------|
| 1. What is your age? | (a) Under 25 years | <input type="checkbox"/> |
| | (b) 25-34 years | <input type="checkbox"/> |
| | (c) 35-45 years | <input type="checkbox"/> |
| | (d) Above 45 years | <input type="checkbox"/> |
| 2. Sex/Gender | (a) Male | <input type="checkbox"/> |
| | (b) Female | <input type="checkbox"/> |
| 3. Experience in the Current Position | (a) Under 5 years | <input type="checkbox"/> |
| | (b) 5-10 years | <input type="checkbox"/> |
| | (c) 10-15 years | <input type="checkbox"/> |
| | (d) Above 15 years | <input type="checkbox"/> |
| 5. Highest Education | (a) Certificate in Education | <input type="checkbox"/> |
| | (b) Diploma in Education | <input type="checkbox"/> |
| | (c) First degree in Education | <input type="checkbox"/> |
| | (d) Post-graduate | <input type="checkbox"/> |

Instructions

Please indicate with a tick in the box the appropriate number against each of the following attributes whereby numbers are interpreted as follows;

1- Strongly Agree, 2- Agree, 3- Neither Agree nor Disagree, 4- Disagree 5- Strongly Disagree

1.Roles of Communication Applied by the Head Teachers in Developing School Culture	1	2	3	4	5
a) Headteacher provides clear direction to the followers					
b) Headteacher is role model to the followers					
c) Headteachers co-ordinate the effort of teachers, pupils and parents to achieve school goals					
d) Head teacher is conscientious and active to accomplish school daily routine					
e) Other teachers obey order from headteachers					
f) Headteacher is keen to find solutions					
2 Communication Tools Applied by Headteachers to Promote Teaching and Learning	1	2	3	4	5
a) Within the school decision making involve headteachers, teachers and students					
b) Headteacher always listen the teacher's suggestions, and encouraged them to work in team and share their ideas					
c) Headteacher is truthful, honest empathetic, and channels his of communication to the followers					
d) There is healthy relationships between headteacher, teachers, parents and students in this school					
e) Headteacher used to maintain a collaborative work community based on trust and collegiality.					
f) Headteacher is keen on making motivation, valuing and evaluating the efforts of the followers					
3. Professional Growth of the Teachers	1	2	3	4	5
a) Are the tools of communication that head teachers use to promote the professional growth of the teachers effective?					

Appendix II: Interview Guide for Headteachers, Students and Parents

1. What are the roles of communication applied by the head teachers in developing school culture?
2. Are headteachers providing clear direction followers?
3. What are the roles of headteachers in making effective communication for the better success of school?
4. Do teachers obeying orders from headteacher?
5. What can you comment about relationship between parents and headteacher of this school?
6. What are the communication tools applied by headteachers to promote teaching and learning?
7. Are the tools of communication that head teachers use to promote the professional growth of the teachers effective?