

INFLUENCE OF HEAD TEACHERS' COMMUNICATION STRATEGIES ON
STUDENTS' PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY
EDUCATION IN PUBLIC SCHOOL, HOMA BAY DISTRICT, KENYA

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A Research Project Submitted in Fulfillment of the Requirement for the Award

Degree of Master of Education Planning

University Of Nairobi.

2013

DECLARATION

This project proposal is my original work and has not been presented for any degree in any other university

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DEDICATION

This study is dedicated to my wife Phoebe A. Treeza and daughters Marrell and Mavell.

ACKNOWLEDGEMENTS

First, I would like to convey my unending thanks to the Almighty God for his blessings and grace during the whole period of my masters study.

Secondly, my appreciation beyond words is due to my supervisors Dr. Ibrahim Khatete and Dr. Rose Obae for their trust, guidance and active support without which I could not have been able to be through with the study within time.

Others whom I wish to thank include all respondents in the selected schools in Homa – Bay District for their unwavering support in filling in the questionnaires. I cannot forget to thank all head teachers from the selected schools for allowing me to interfere with their programs during the data collection.

Finally, I want to acknowledge with great appreciation and humility the support of my family and especially my wife Phoebe for remaining committed to steering me to work hard and accomplish the programme. I say thank you and God bless you all.

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LIST OF ABBREVIATIONS

BED	Bachelor of Education.
DEO	District Education officer
KEMI	Kenya Education Management Institute
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council

MMS	Mean Standard Score
MOEST	Ministry of Education, Science and Technology.
UNESCO	United Nations Education, Scientific and Technology and cultural Organization.
USA	United States of America.
UK	United Kingdom

ABSTRACT

The purpose of the study was to investigate the influence of head teachers communication strategies on students performance at Kenya certificate of secondary education in public schools in Homa – Bay District, Kenya. The objectives of the study were; to determine how the official language of communication, joint open air meetings with students, method of school calendar

dates circulation and how discussions in staff meetings influence academic performance in public secondary schools.

The study used a descriptive research design, stratified and simple random sampling were used to select a sample of 20 head teachers, 146 teachers, 436 students and 75 support staffs out of a target population of 36 head teachers, 364 teachers, 4355 students and 375 support staff for the study. The researcher used questionnaires and interview schedules to collect data. Data were collected in eight days. The head teachers and teachers' questionnaires were administered by the researcher while the students' questionnaires and interview schedules were administered by two research assistants with guidance of the researcher. The respondents filled in the data and they handed over the completed questionnaires to either the researcher or research assistants respectively.

Quantitative data were grouped according to the research questions and were analyzed using tally system to get frequency counts. Percentages were calculated using a scientific calculator to be able to describe the findings depending on the magnitude of the percentage responses for each item on the questionnaire. Data were presented by use of frequency distribution tables, bar graphs and pie charts. Qualitative data were condensed using categorization of data according to related responses from various respondents. The related responses were counted and quantified. However, some of the qualitative data that could not be quantified were grouped thematically and a general narrative was written to describe the results.

The researcher found out that the head teachers had adopted communication strategies with open air meetings encouraging a two – way communication. Head teachers engaged in use of official language of communication, good method of calendar distribution and discussions in the staff meetings to promote academic performance. The head teachers were also apologetic and sensitive to others in conversation.

The study concluded that communication strategies adopted by the head teacher greatly influence the school performance at KCSE. Therefore, the ability of the head teacher to manipulate their staff, students and support staff through effective communication strategies enhances a good performance which leads to improved urge for parents to fight for the few chances that might be available in the school for their children.

The researcher recommended that head teachers should undertake in-service courses to improve their communications skills. This could help them understand the best communication strategies to adopt depending on their school situations and improve in management planning which leads to improved school academic performance. The researcher suggested further research on the communication strategies adopted by the head teachers in various parts of the country so as to compare the findings with those of the study. Such studies would add to the findings of this study.

CHAPTER ONE

INTRODUCTION

1.1. Background to the study

Education is one of the basic tenets of the society. A country's education system in terms of quality has a direct correlation with the country's social, economical and political health. It thus makes education an issue of national importance

owing to the premium everyone attaches to it. Knowledge and skills provided by an education system should be relevant to the needs of the individuals and of the nation. These two elements should be measured in positive observable behavior (Armstrong and Allan, 2009).

Education is any act of experience that has a formation effect to the mind, character, or physical ability of an individual. It is the process by which society transmits knowledge, skills and values from one generation to another. It helps fight ignorance and the acquisition of knowledge creating a better citizenry in terms of prospects in life (Fanuel, 2011).

The right to education was created and recognized by all jurisdictions. Article 2 of the first protocol to the European convention of human rights obliges all signatory parties to guarantee the right to education. The United Nations International covenant on economic, social and cultural rights guarantees every other citizen in the world a right to education. Under the education for all (EFA) Programs driven by UNESCO, Many countries have committed to having universal environment in primary education by the year 2015 and this has made it compulsory for children to receive primary education in many countries,(Karlusky,2010).According to Fabunmi (2004),education is designed to guide the development of the individual. The acquisition of appropriate skills, abilities and competences both mental and physical are equipment for the individual to live decent lives as citizens and contribute to the development of the society.

Thomas (1990) concisely stated that communication is the lifeblood of the organization or institution and the survival and health of any organization depends on effective communication. It is an acceptable maxim that communication activity makes the biggest relative contribution to effective management. It forms the primary bond amongst organizational members, between the organizations and the community.

Maranga (1993) states, that the schools are organized in hierarchical order with the communication flows in three directions; down, up, and horizontal, in schools many types of information are sent downwards from head teacher to the teachers and students. The arrangement however does not only indicate who made authority but also who can say what to whom. Nonetheless teachers, students' and support staff often lack adequate information. Problems like information overload, lack of openness and filtering cause information loss and distortion during downward communication.

One should understand how tools of communication are used in our daily life of informing, influencing, inspiring, convincing, frightening and entertaining one other. The head teacher who wants to raise performance must use persuasive language to create positive attitudes towards the project from the teachers for it to gain acceptance from the audience and to stimulate action from them. He is advised to use simple official language and avoid unnecessary repetition. Blatt (2000) in his study in Britain found that language of communication affect

students' performance at '0' level. Study revealed that when head teachers use simple official language to communicate the school vision, mission or objectives, students perform better than others.

According to Goleman (1995), one aspect to achieve the institutional vision is through openness and joint contribution of each team member. One way of attending to this is to provide a caring school environment in which self expression, debate and reflection are a norm rather than an exception. The head teachers should adopt communication strategies that enhance dialogue between school managers and students (Lee2009).Muyera (2002 in his study in Trans-Nzoia district, Kenya on the effects of open discussions on performance found that students in schools where the head teacher freely interact with students perform better in exams.

Wallace (2008), school calendars generally guide the full plan for the year in any school to ensure attainment of objectives and targets for the year. The year calendar, term dates and weekly duration do have impact on value addition .There are different number of lessons per subject causing this study to consider the influence of the circulation of calendar on students performance. In Kenya, more than one calendar approach is undertaken depending on the level of study drawing the interest of this research to focus on their influence to performance. The type of school calendar is influenced by educational purpose the school wants to attain,

subject content offered, organization of experiences and educational outcomes the school desires.

According to Jantzi and Leithwood (2005) the head teacher should allow staff discussion in which the staff participates in decision-making allowing for freedom of thought, expression and actions within the framework of the mission and objectives of the school. During the discussions in the staff, each partner in the conversation need to be informed on the issues they are discussing and their rights and entitlement by law in the school setting. Each is an equal partner in the deliberation in the context of open communication between the head teacher, teachers, students and support staff. However this should be done within the limits of obedience of authority and school management to avoid a situation where teachers and students carry out their duties with high apathy which could otherwise lead to poor performance due to ineffectiveness. Mafisa (2008) in his study in South Africa on communication strategies found that free staff discussions reflected on good school environment and the students in this institutions were realized to be performing better than others due to high morale that their teachers developed in their work.

1.2. Statement of the problem

There are a lot of donor support programs, subsidized secondary tuition fee in public secondary schools all geared towards the actualization of basic education programs and secondary school education in Homa Bay District (GOK, 2010).The

Ministry of Education in collaboration with the heads association in the district came up with a policy on the medium of communication for students to strengthen their general performance. The World Bank organized different seminars for the head teachers on modes of instruction in schools with a view of increasing the performance of students in the district.

Despite the equalizing factors in the district created by the Ministry of Education on instructional of contact hours, number of lessons, there are many schools whose learners' results in K.C.S.E fail to reflect the achievement made. Student's performance in the Kenya certificate of Secondary in Homa Bay District has not been very impressive. In the latest result of 2012, only three schools from the district ranked among top 100 schools nationally (Daily Nation 7th August). This means that majority of the schools had poor performance which has been the same for the last three years with mean score as shown: 2009 –MSS 5.9452, 2010- MSS 5.8753, 2011- MSS 5.3871, 2012-MSS 4.763. There still remains the need to find out and explain the causes of decreasing performance in the district. This is because intervention cannot be carried out without proper diagnosis of the underlying problems. This calls for research to find out the influence of head-teachers' communication strategies on students' academic performance in public secondary schools in Homa Bay District.

1.3. Purpose of the study

The purpose of the study was to establish the influence of head teachers' communication strategies on students' performance at Kenya Certificate of Secondary Education in public schools, Homa Bay District.

1.4. Objectives of the study

The following were the main objectives of the study:

- a) To determine how the use official language of communication in school influences students' academic performance in Public secondary schools.
- b) To establish how joint open air meetings with students influences their academic performance in public secondary schools.
- c) To determine how the method of school calendar dates circulation can influence the students' academic performance in public secondary schools.
- d) To establish how discussions in the staff meetings influences academic performance in Public secondary schools.

1.5. Research Questions

In order to attain its objectives, the study used the following research questions:

- i) To what extent does the official language of communication in school influence students' academic performance in Public secondary school?

- ii) How do joint open air meetings with students influence their academic performance in Public secondary schools?
- iii) To what extent do the method of school calendar dates circulation influence students' academic performance in Public secondary schools?
- iv) How do discussions in the staff meetings influence students' academic performance in Public secondary schools?

1.6. Significance of the study

The study may be of great value to the community by way of seeking intervention measures which may lead to improved academic performance. The study may enlighten the teachers to become more sensitive to the significance of effective communication and its effects performance .For the Kenya Education Management Institute (KEMI), the study may help in identifying the areas which require to be incorporated in in-service course for headteachers, deputy headteachers, head of departments, school management committees, Board of governors and education officers. The policy makers may benefit and attempt to correct any communication problems that may be identified in the school management through advising on the best communication policy in schools.

1.7. Limitations of the study

Some respondents may have considered some aspects of the study as Intrusive especially the issue of academic performance. The researcher seek to reassure the target respondents that the study is strictly for academic purposes and their identity was be treated in very strict confidence. They also got an assurance of accessing the final document once the research is over, all to win their confidence. The little research done on this area of influence of communication Strategies on students' academic performance in public secondary schools in Kenya is also a possibility of insufficient information to provide support or otherwise for the work.

1.8. Delimitations of the study

The study confined itself to the head teachers, teachers, students and support staff in Homa Bay District as respondents as they are directly affected by the communication strategies in the school. The study is limited to public secondary schools in Homa-Bay District, other parts of the Homa Bay County and the country at large will be excluded. The study did not consider other factors that do affect academic performance such as student's ability, attitudes, social-economic status, student's entry behavior, family education background as well as teaching methodologies, the research only be focused on the communication strategies used by head teachers in public secondary schools in Homa-Bay District.

1.9. Assumptions of the study

In the study the researcher assumed that:

- i. The head teacher's communication strategies affect student's academic performance secondary school level.
- ii. The school records of the students' academic performance reflect the true picture availed to the researcher upon request.
- iii. All head teachers face similar managerial challenges and are aware of their roles as communicators.

1.10. Definition of significant terms

Academic performance refers to the student level of achievement in Kenya Certificate of Secondary Education Examination. It is graded as a twelve-point scale from the lowest E to the highest A.

Communication refers to process by which messages, information, ideas, thoughts, opinions and plans are passed from the source to the receiver and feedback is expected.

Communication strategy refers to a well planned series of actions aimed at achieving certain objectives through the use of communication methods, techniques and approaches. The methods can either be verbal, non-verbal or written.

Effective communication refers to the process by which a message is passed from the source to the receiver and it reaches the receiver the way the source intended it to reach.

Head teacher refers to a person in the teaching and learning process who is responsible for all educational activities in a school, overall.

Open air meetings refer to communication where both parties are willing to listen to alternatives available in open forums and negotiation is used by both parties.

Public school refers to a school registered as a government-owned where upon teachers are employed by the government. It is a school maintained or assisted out of public funds.(source: Education Act 211 1980)

1.11. Organization of the study

The study is organized in five chapters. Chapter one contains the background to the study, the statement of the problem, the purpose of the study, the objectives of the study and research questions, research assumptions, limitations of the study, delimitations, significance of the study and operational definitions of the central terms. Chapter two contains the literature review of the study. The literature review includes the concept of

communication, communication strategies used in school and their impact on academic performance. Chapter three describes the research methodologies which include: the target population, the research design, sample size and sampling procedures, data collection instruments in the study, validity and reliability, data collection procedures and data analysis techniques. Chapter four consists of data analysis and discussions of findings. Chapter five includes summary of findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

The purpose of this study is to investigate the influence of head teachers' communication strategies on students' academic performance in public secondary Schools in Homa Bay District. This section reviews the existing literature on the

topic of study. It draws on previous works carried out by other researches and how they relate to the present study.

It focuses on language of communication, open air meetings, circulation of school calendar and discussion in staff meetings and their influence on academic performance. It also has the summary of the gaps to be filled, the theoretical framework and conceptual framework.

2.2. Language of communication and academic performance

The head teachers who want to raise performance must use persuasive language to create positive attitudes towards the project from the audience and to stimulate action from them. He advised for the use of simple language to avoid unnecessary repetition leading to efficiency (Riley 2007).

Head teachers should mind about their body language while communicating with staff and students. In most cases, the weight of a message may be misinterpreted depending on the facial expressions of the head teacher when giving that message. An effective head teacher attempts to practice their method of message delivery before the actual time and control their mood and tempers so as to send their message home (Halawah 2005).

There is some agreement emerging that the effects of head-teachers' language of communication on the school management are indirect but also that these effects are difficult to measure. As noted by Hallinger and Heck (1998) "despite the

traditional rhetoric concerning head teachers effects, the actual results of empirical studies in U.S.A and U.K are not altogether consistent in size and direction. Hallinger and Heck (1999) found a number of avenues that indicate how head teachers language of communication creates a conducive environment for learning

The (UNESCO 2009) report points out that language of communication can be seen through: speech, the written word or visual displays or electronic devices and body languages, for example, non verbal forms, tone of voices e.t.c. The report also gives guidelines of effective language of communication that should be adopted by school head teachers as follows: know your objectives: (inform, Praise, discipline e.t.c); know the receiver: (lazy teacher or learner) and the reason for the communication: (bad examinations results), formulate your message,: be clear, specific and understandable; be brief: do not include unnecessary information; do not under communicate: consider how the message is best communicated: this can be just as essential as the content; in delivering the message be aware of your attitude, behavior, non-verbal communication, gestures and facial expressions.

A study by Korir and Karr-Kidwell, (2000) on the relationship between communication and effective educational leadership, in Rift Valley Province in Kenya found that a head teacher with good language policy in their schools usually creates a good environment for the language subjects to excel thus enables

better results. The authors concluded that there was a close relationship between the head teacher's language of communication and the attainment of the school objectives.

2.3. Open air meetings and academic performance

Open air meetings suggest the sharing of opinions and ideas openly and freely, being mindful of others views and encouraging individuals to seek for information and advice (Lee 2009). Furthermore, reference to Marqu (1999) there are important reasons for including students in education governance, such as making better decisions, and being able to implement them more easily, raising awareness of political issues among students, providing students with opportunities to assume management roles and gain skills, demonstrating “who does what”, debate, lobbying and compromise in our democracy and demonstrating the importance of the public sector.

Head teachers who encourage open forums with students and engage them in discussions makes the communication easier for everyone to understand one another and that one's opinion should not dominate the entire communication because process (Lee 2009). According to Lee, this enhances the head teacher's art of persuasion in communication because it enables him/her to understand the students and the teachers' opinion properly.

Head teachers' open communication between teachers and students is vital in developing an effective school performance and climate (Denham, Carney,

Craigie and Wilson, (1995) as communicators and managers, head teachers decision making on issues through open air meetings with teachers and students within the context of each school environment positively influence on students performance. A key finding of the study was that in open air meetings between the head teachers, teachers, students and support staff, the head teacher should adopt a personal position across a range of important considerations, these positions being dependent on contextual and personal factors of the teachers and students in a particular school.

According to Riley et al, (2007) students' positive perceptions of teachers' work directly promote their participation in school, academic self-concept and engagement with school. Students' participation and engagement is directly and indirectly related to academic achievement. It assists to meet the challenges facing contemporary schools and improves on school climate of work. In addition, head teachers, teachers and students are important potential sources of academic success. The National Teachers Forum (1998) indicates that teachers share the same interest which is to expand the decision making opportunities from the administrative team to the classroom teacher. School head teachers go to the teachers and students to get their opinions on administrative and curriculum decisions. The head teacher knows that the best way to determine how policy affects students was to ask the person who was most directly involved with the students who is the classroom teacher.

2.4. Method of school calendar circulation and academic performance

Smylie and Hart, (1999) suggest that head teachers can exert indirect effects on achievement levels through their influence on school conditions and the quality of instruction. For example, protection of planning and teaching times from interruptions, supporting critical reflection upon current practice, alignment of professional developments with school goals and promotion of trust between staff.

A majority of learners according to Karega, (Education News August 20, 2009) consider school calendars as a tool for academic performance add value on both the learners and the subject. Despite the rationale of teachers students contact hours recommended and efficient distribution of the calendars, there is still incomplete syllabus coverage resulting into the need for tuition demand. The students still perform at D+ (Plus) below their entry grade yet copies of the calendar for K.C.S.E are dispatched to all students to be followed, yet not much has been done to ensure the instructional timetable in school is functionally adhered to (MOE 1987) Not only with the circulation of the calendars prevent the teacher from working in a vacuum but also it will show him how teaching – learning strategies will contribute towards the general development amongst his/her students.

Recent global developments seem to be having impact on educational provision. The invention of computers, mobile phones and the internet facility tend to have

turned the world into a global village. This development has benefited education system since term dates, examination timetables; year calendar of events can be easily accessed through the internet (UNESCO 2000).

In Australia and most of European countries, timetabling procedures which is part of the school calendar can take weeks of effort and spreadsheet computer packages are need fully applied. Their subjects are coded with a number for teacher with a particular class. Art-related subjects in junior schools embrace lecture approach in their centered timetable (Wallace 2008).

2.5 Discussion in staff meetings and academic performance.

According to Goleman, (1995) one aspect to achieve the institutional visions is through openness and joint contribution of each team member. Similarly, Pont el al, (2008) indicate that discussions in staff meetings can strengthen school management and succession planning. Open discussion across the meeting can help to meet the challenges facing contemporary schools and improve schools working condition.

It is advisable for the head teacher to convene meetings and allow staff members to respond to his message, though it may be noisy and time consuming Barasa,J.M. Nyongesa, (2007) Manus and Larson (2009) asserts that effective listening involves: being silent, listening through an entire explanation; using words which convey acceptance of the individual and respect for his thoughts ; creating a warm atmosphere for talk; relaxing trying to identify the feelings

behind the words; showing a range of possibilities and other points of view, making positive comments and being satisfied with increased understanding and awareness. This promotes closeness and urges to contribute freely in staff meetings.

According to Specialized Training of Military Parents (STOMP, 2006) each partner in the conversation needs to be informed of the issues they are discussing and their rights and entitlement by law in the school setting. Each is equal and free to deliberate on school matters. The (UNESCO, 2009) report that the head teachers should keep in mind that positive feelings and emotions inspire positive attitudes amongst the staff, learners and support staff, be yourself: show that you respect the staff, trust and accept them, be willing to help and listen to them; listen carefully and make use of effective feedback: communication is a two – way process so always ask questions to determine whether the message has been understood. This reduces the damage of relationships that may arise between two or three parties and promotes mutually agreed resolutions good for an institution.

2.6. Summary of the literature reviewed

The reviewed literature had shown various types of communication strategies including; speech, written and non-verbal communication. Various communication strategies adopted by head teacher have also been studied in several parts of the world and the impact of each to the school climate and conducive environment outlined.

However, most studies (Mafisa, 2008, Hallinger and Heck, 1999, Leithood and Jantzi, 2000) on high school management had not captured the key factor that bound the head teachers with their schools. The studies had not captured the effects of head teachers' communication strategies on academic performance for the purpose of achieving the school objectives and mission. Therefore, there was still a gap in research on the influence of communication strategies adopted by head teachers in public secondary school in Homa Bay District.

2.7. Theoretical framework

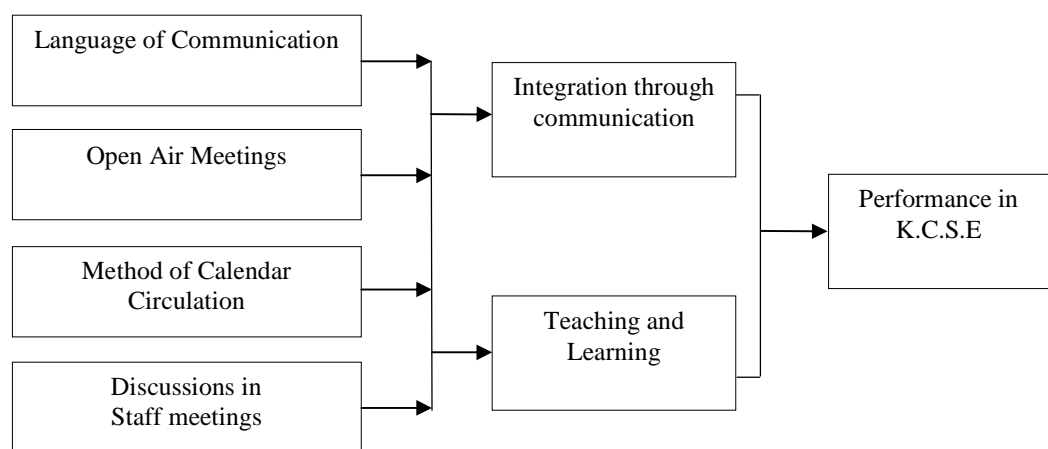
The study is guided by “functionalism theory”. Durkheim, (2000) the theory can apply to the school system as information flow from within different parts of the school. A school as a social system can be seen as a set of sub – systems that form the total interrelated parts. The different parts include the head teachers, teachers, students, support staff and the community. The head teacher has great control over different parts in the school system and therefore the pivot of communication network and interaction in the school.

Through this theory, it is evident that every part has a function and that all the parts interact in harmony in order to achieve the goal, which in the case of a school is effective communication to improve academic performance.

2.8 Conceptual framework

Influence of head teachers' communication strategies on academic performance of students in public secondary schools.

Figure 2.1 Correlation of head teachers' communication strategies on school performance



In the study, the input variables include: the language of communication, the open air meetings, method of calendar circulation and discussions in the staff meetings.

The process variables for the study include the adoption or non adoption of the communication strategies. Good performance in KCSE result is the output variable as shown on the figure 2.1.

The head teacher's ability to communicate issues related to the running of the school contributes to achievement of the school's academic goals. The head

teachers' communication strategies affect the entire school system that include; teachers, students and non-teaching staff. The interaction among these individuals through communication affects performance. The head teacher influences their behavior through appropriate communication, which in turn influences their output.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

The purpose of this study was to establish the influence of head teachers' communication strategies on students' academic performance in public secondary

schools in Homa Bay District. This chapter describes the research design, target population, sample size and sampling procedures, research instruments to be used in the study, reliability and validity of the instruments used as well as data collection procedures and presentation methods.

3.2. Research design

The study employed a descriptive survey research design to find out the influence of head teachers' communication strategies on students' academic performance in public secondary schools in Homa Bay District. According to Orodho (2005) a descriptive survey is a method of collecting information by way of interviewing or the administering of a questionnaire from a selected sample. It is mostly used to collect current information about people's attitudes, opinions, habits or any variety of social issues. This design was deemed appropriate for the study because the researcher collected, analyzed and reported information's as it existed in the field without the manipulation of the variables under study.

3.3. Target population

All people under consideration in any field of inquiry constitutes a universe or target population (Kombo 2006).The target population of this study consisted of all secondary school in Homa bay District. The study therefore consisted of 36

head teachers, 364 teachers, 375 support staff and 4355 students of form three and four of the public secondary schools in Homa Bay District.

Table 3.1 Target population

Category	No. of schools	No. of head teachers	No. of teachers	No. of students	No. of support staff
Mixed/ Day school	16	16	96	1260	112
Mixed Day Boarding	12	12	84	1390	120
Girls Boarding	4	4	41	940	60
Boys Boarding	3	3	48	670	75
Girls Day	1	1	5	95	8
Total	36	36	364	4355	375

Source: DEO'S office Homa Bay District April 2013

3.4. Sample size and sampling procedures

The stratified random sampling method was used for data collection purpose. (Kombo, 2006) argued that a representative of 10% and above is enough for proving the required information.

Table 3.2

Category	Target population	% Population	Sample size
Head	36	54%	20
Teachers			
Teachers	364	40%	146
Students	4355	10%	436
Support staff	375	20%	75
Total			677

The researcher picked 54% of the Head teachers, 40% of the Teachers and 10% of the students and 20% of the support staff to be the sample size. Simple random sampling was used to identify the schools. The names of schools were written on papers and put in a box for selection by picking one at a time. The researcher therefore had a sample size of six hundred and seventy seven.

3.5. Research instruments

The researcher used questionnaires and interview schedules as the instruments of study. The instruments were used to collect data from the public secondary school head teachers, teachers, support staff and students in form three and four. The questionnaires are good in the study in that there are a large group of respondents. The questionnaires will have both closed and open ended questions. The researcher constructed formally structured interview-schedule. The researcher through the researcher assistants met the respondents and collected information from them through their responses to his questions. The interview schedule was appropriate for the non-teaching staff since some of them could not be literate enough to respond to the questionnaires.

3.6. Validity of the research instrument

A pilot study was conducted on a random sample to pre-test the validity of the instruments, feasibility of the study technique and to perfect the instruments concepts and wording. Anastacia 1982 as cited in Kasomo (2006) validity refers to the quality that a procedure or an instrument used in research is accurate, correct, true, meaningful and right. In this reference, the supervisor examined all the items in the instrument and provided a feedback on the same for any correction.

3.7. Reliability of the research instruments

To establish the reliability of the research instruments, the test-retest method will be used. The respondents will be issued with questionnaires for them to fill and the same questionnaires will be given to the same respondents after a period of two week's interval. The two sets of questionnaires will be compared to see consistency in answering the questions. The correlation coefficient will be computed using Pearson's product co-relation coefficient

$$r = \frac{\sum xy - \frac{\sum x \sum y}{N}}{\sqrt{\left(\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N} \right) \left(\frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N} \right)}}$$

Where r = Pearson correction co-efficient

X = Results from the first test

Y = Results from the second result

N = Number of observations

A correlation coefficient of about 0.75 was substantial high to enable the researcher to judge the instruments reliable for the study. According to Kasomo (2006) the value r lies between -1 and +1. The coefficient values that are -1 and +1 indicate perfect or total relationship while the value 0 or near to it indicates no

discernible relationship between the variables. There are five categories of relationships, namely:

- a) Very high; $r=(0.8 \text{ to } 1)$
- b) Substantial(high); $r=(0.6 \text{ to } 0.79)$
- c) Moderate(Average or Fair); $r=(0.4 \text{ to } 0.59)$
- d) Slightly(Low); $r=(0.2 \text{ to } 0.39)$
- e) Negligible(by chance); $r=(0 \text{ to } 0.19)$

The researcher afterwards made correction of any anomalies in the items, after which the questionnaires were completed for use in data collection.

3.8. Data collection procedures

After getting introductory letter from the University and permit from the National Council of Science and Technology, the researcher visited the Homa Bay DEO'S office for an introductory letter to the target respondents. The researcher visited the sampled public secondary schools and briefed the head teacher on the purpose and objectives of the study. The questionnaires were then administered to the target respondents. The questionnaires were collected immediately after they had been filled to ensure a high return rate.

3.9. Data analysis techniques

The completed questionnaires from the field were first sorted out for completeness and accuracy. Those which were incomplete were considered spoilt. Qualitative data obtained from open-ended questions was analyzed qualitatively through content analysis by organizing them into themes and patterns corresponding to the research questions. This helped the researcher to detect and establish various categories in the data which were distinct from each other. Quantitative data such as statistical information on communication strategies will be analyzed by the help of statistical packages for social sciences (SPSS) in order to establish whether there is a relationship between the independent variables, correlation analysis will be used.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The study attempted to look at the influence of head teachers' communication strategies on students' performance in Kenya Certificate of Secondary Education in public schools in Homa Bay district. This section consists of methods of analysis, research findings, interpretation and presentation of the results. The chapter starts with a brief introduction and the respondents' demographic data. The chapter has been arranged according to the objectives of the study.

The section has description of the; head teachers, teachers' and students' self perception profile of the influence of communication strategies on students performance at K.C.S.E. The analyzed data has been presented by use frequency tables, pie charts, histograms and bar graphs. Open ended questions were analyzed by grouping similar responses and the tally system used to generate frequency tables. Description of finding has been given to clarify the results on the tables and charts.

4.2 Instruments return rate

The questionnaires were designed for head teachers, teachers, students and the interview schedules concerned the support staff only.

Table 4.1 Questionnaire return rate

Respondents	Issued	Returned
Head teachers	20	20
Teachers	146	131
Students	436	415
Totals	602	566

This represents 89.7 percent and was accepted as shown in the table. The questionnaires administered to students in from 3 and 4 were 436 and only 21 students did not return their questionnaires. This represents an accepted return rate of 94 percent. Out of 75 targeted support staff only 62 were interviewed and this represents 82.6 percent.

The study expected 677 respondents and only 628 respondents were administered to. The overall return stood at 92% which was an excellent return rate of the questionnaires.

4.3 Respondents demographic information

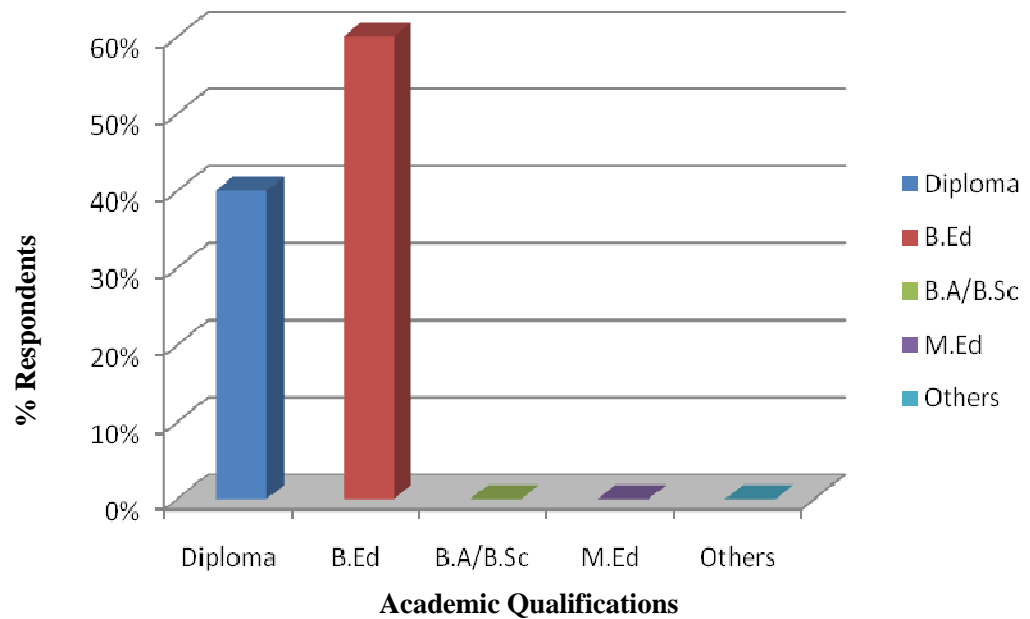
The demographic data of the head teachers, teachers and students is given in this chapter in order to describe the characteristics of the respondents.

4.3.1 Head teacher demographic information

a) **Gender:** There were fifteen male and five female head teachers from the selected twenty schools.

a) **Academic qualification:** 60.0% of the head teachers were Bachelor of education graduates, 40.0% had a Diploma in education. The head teachers had undertaken almost similar level of training.

Figure 4.1 Head teachers academic qualification



4.3.2 Head teacher experience

Only 33.3% of the head teachers had not been head teachers for more than five years but slightly above 66.7% had been head teachers between 6-10 years. Therefore the head teachers experience was not very different, meaning they had equivalent skills in administration as shown on the Figure 4.2.

Figure 4.2 Head teachers experience

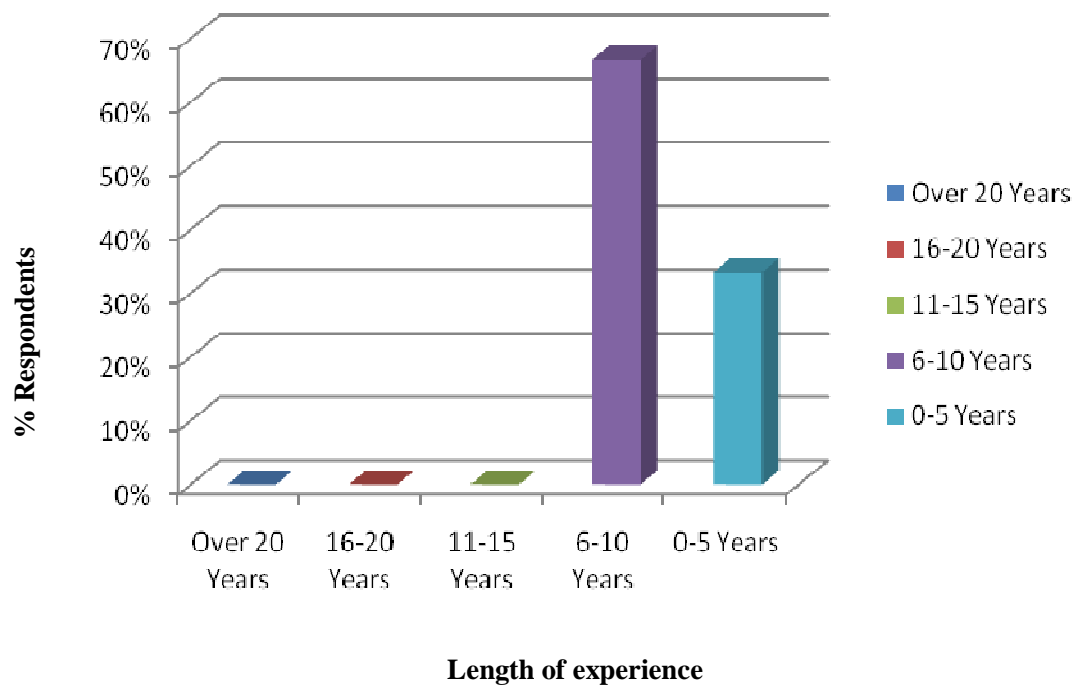


Table 4.2 School type by composition of learners

The table below shows the findings on the composition on learners in the selected schools.

School type	Frequency	Percentage
Mixed day/boarding	6	30.00
Mixed day	9	45.00
Girls boarding	2	10.00
Boys boarding	3	15.00
Total	20	100.00

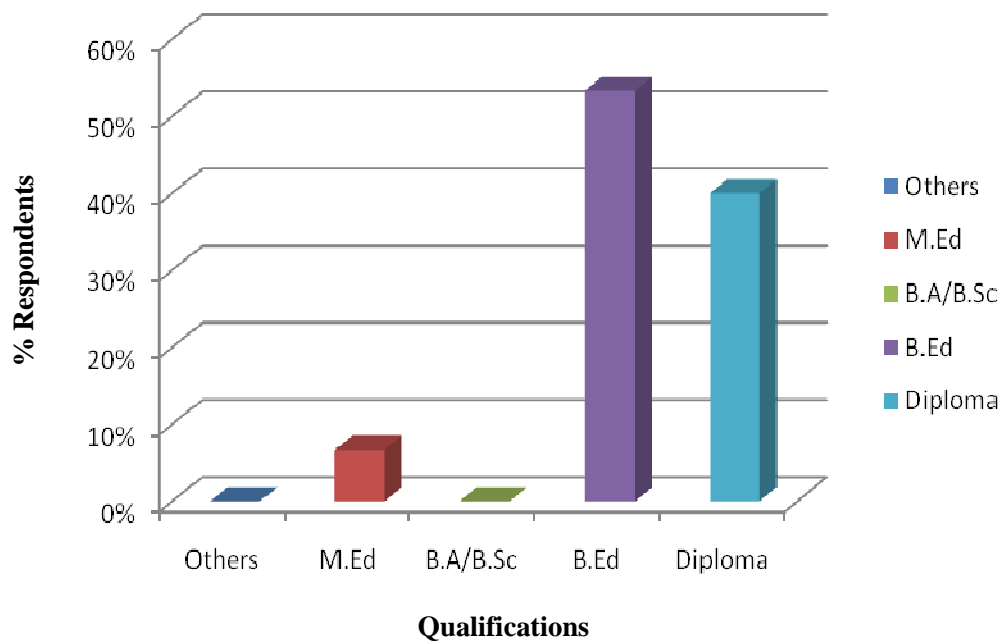
The results in Table 4.2 indicates that mixed day schools with 45% and most preferred in Homa –Bay district due to low fees charged of approximately Ksh 9000 per year as compared to others that charged almost thrice of this.

It was realized that most schools are understaffed but in all the twenty schools 80% of the head teachers indicated in the questionnaires. The B.O.G resorted to employing the teachers depending on their ability to pay them as was given by the head teachers.

4.3.3 Teachers demographic information

Alongside selection of head teachers, 146 teachers from the twenty schools were selected. There were 70% male and 30% female teachers selected. Slightly above 53.3% were Bachelor of education degree graduates, 40% were diploma of education graduates and 6.7% had master of education degrees as shown in Figure 4.3

Figure 4.3 Teachers academic qualification

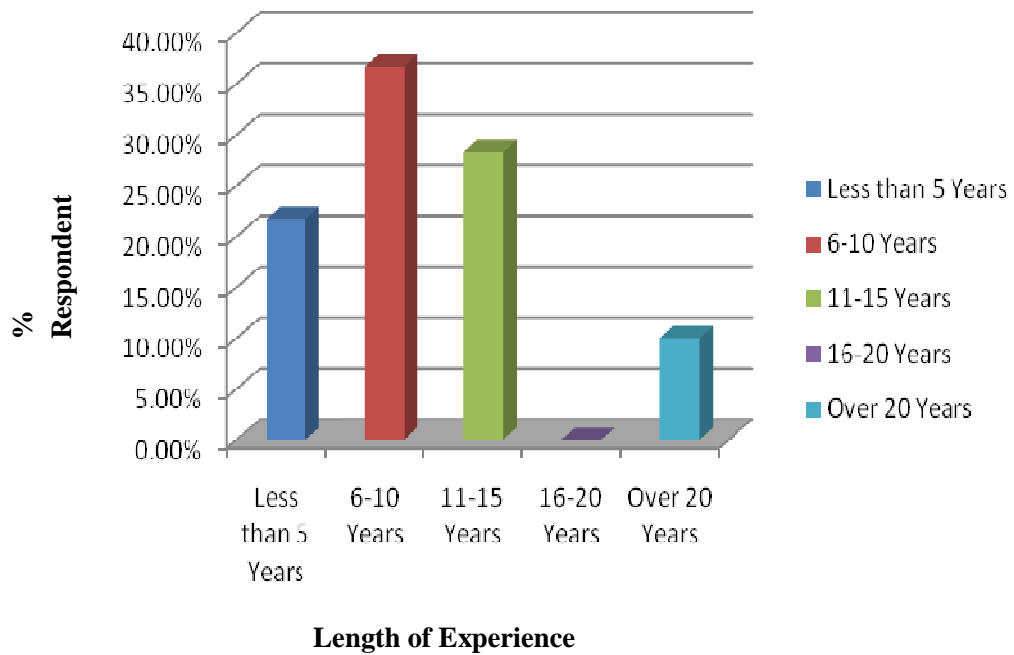


The results indicated that most teachers remain at the same grade for many years without furthering their education though they were all qualified teachers to achieve some good results.

4.3.3 Teachers teaching experience

Slightly above 36.7% of the teachers had worked for 6-10 years while above a quarter 28.3% of them had a working experience of 11-15 years. Above 21.7% had worked for less than 5 years and 10 % had a working experience of over 20 years as given on Figure 4.4 below. The teaching experience could enable them to evaluate the communication skills of their head teachers with competence. It was realized that most teachers had taught in their present schools for three years.

Figure 4.4 Teachers teaching experience



4.3.4 Students by gender

Four hundred and thirty six students were also asked to fill the questionnaires.

There were 50% male and 50% female students selected.

4.4 Head teachers' communication practices and school performance

Head teachers were asked to rate their communication strategies on a five scale rating, including: strongly agree, agree, neutral, disagree and strongly disagree.

The results are presented in Table 4.3

Table 4.3 Self perception profile for head teachers' communication strategies

Head teachers; self perception profile for the adopted communication strategies in schools	Response					
		SA	A	N	D	SD
Head teachers to use open air meetings to communicate to all members in the schools	No	7	9	0	3	1
	%	35.0	45.0	0.0	15.0	5.0
He / she should accept corrections made by their students with sincerity and accept their opinions	No	8	8	0	1	3
	%	40.0	40.0	0	5.0	15.0
Head teachers should always be in the forefront in reinforcing the language policy in schools	No	15	4	0	0	1
	%	75.0	20.0	0	0	5.0
Head teachers talks, discusses with teachers in staff meetings before bringing any change	No	4	13	0	3	0
	%	20.0	65.0	0	15.0	0
He / she should ensure that school calendar dates are circulated to all departments in good time	No	18	2	0	0	0
	%	90.0	10.0	0	0	0

Key: No = Number; % = percentage of respondents

The results on Table 4.3 were grouped as follows, agreed meant 'strongly agreeing and agreeing' while moderate meant 'neutral' and disagreed meant 'disagreeing and strongly disagreeing'. Slightly above 80.0% of the head teachers agreed that head teachers use open air meeting to communicate to all members in their schools with (35.0% strongly agreeing and 45.0% agreeing). This finding is in line with the reviewed literature where, Lee (2009) noted that the hallmark of head teacher's effective communication strategies is to encourage open communication in which teachers and students are free to discuss with their head teachers giving their own opinion without fear of victimization.

As shown Table 4.3 about 80.0% of the head teachers agreed that head teachers should accept other peoples' opinions and corrections if convinced they are good. While 20% disagreed that head teachers should accept other peoples opinions if convinced they good. This was in agreement with reviewed literature in which Lee (2009) asserts that negotiation should produce on agreement through a consensus process. It should improve or at the very least, not damage the relationship between both parties. He concludes that corrections does not force a solution, it helps people to arrive at mutual solution.

It was found in Table 4.3 that 95.0% of the head teachers agreed that head teachers should always be in the fore front in reinforcing the language policy in their schools. While only 50% of the head teachers disagreeing that head teachers should always be in the fore front in reinforcing the language policy in their

schools. This indicated that head teachers were in agreement in accepting the need to have open air meetings, accepting corrections, being in the fore front in reinforcing language policy and even effective and clear communication in order to have a collaborative school environment required for a school to perform well as reported by (Halawah, 2005).

Head teachers were asked whether there was any relationship between communication strategies and academic performance. 57% of the observation of the head teachers indicated that communication strategies used to promote discipline, team work, co – operation and academic improvement among students. 29% of the head teacher show that information clearly conveyed and consultation during open air meetings with students motivates them and 14% indicated that communication strategies and academic performance are closely related since information well delivered reaches the learners and mentor, motivates them and they are challenged to work hard. They also observed that communication strategies determine the level of implementation of education policies and how teachers participate in decision making in the school as shown in Table 4.3.

4.4.1 Students' view on head teachers' communication strategies and school performance

The students were asked to rate their head teachers communication strategies on a five point rating scale including strongly disagree, neutral, disagree and strongly disagree as shown in Table 4.4

Table 4.4 Students' opinion on communication and school performance

To what extent do you feel that your head teacher:		VG	S	C	VL	N
Provides feedback to students concerning their grievances	No	202	118	50	38	7
	%	48.6	28.4	12.1	9.1	1.6
Encourages a two – way communication between the students and the teachers	No	187	145	32	11	40
	%	45.0	34.9	14.9	2.6	9.6
Consults teachers and students in decision making in matter that affect them. (e.g. selection of prefects)	No	182	170	30	18	15
	%	43.8	40.9	7.2	4.3	3.6
Accept that he / she can make mistakes in an open forum and allows to be corrected	No	135	185	19	55	21
	%	32.5	44.5	4.5	13.2	5.1
Sometimes regrets about what he/ she has said or done in relation to those working under him	No	181	24	24	170	16
	%	43.6	5.7	5.7	40.9	3.8
In poor at explaining and clarifying complex points to the teachers and students using the languages of instruction	No	29	15	17	191	163
	%	6.9	3.6	4.1	46.1	39.2
Really gets offended when criticized by teachers in an open air discussion forum	No	5	65	38	108	199
	%	1.2	40.7	2.8	26.1	47.9
Distributes school term dates and timetables to class secretaries to be put in classes	No	173	169	12	46	15
	%	41.6	40.7	2.8	11.1	3.6

Key: No =Number; % = percentage of respondents

The findings on the Table 4.4 were grouped as follows; agreed meaning, 'strongly agreeing and agreeing' while moderate means 'neutral' and disagreed means 'disagreeing and strongly disagreeing'.

More than 77.0% of the students greatly supported that head teachers provided feedback to students concerning their grievances. This was in line with the view that open air meetings allow the head teacher to what his students lack or have in mind and therefore creating a better case for them to be motivated and feel part of the management.

Slightly above 79.9% of the students greatly viewed their head teachers as encouraging a two – way communication between the teachers and students. The head teachers allowed for feedback from the students which made communication complete since communication is two way (sender and receiver).

Greatly above 84.7% of the students supported the fact that head teachers consulted teachers and students in decision making on matters that affect them. Some of the students 7.2% were moderate on the fact that head teachers consulted teachers and students in decision making on matters that affect them. While others 7.9% lowly rated the fact that head teachers consulted teachers and students in decision making on matters that affect them (e.g. selection of prefects).

Slightly more than 77.0% of the students greatly agreed that head teachers accepted that they can make mistakes in an open forum and allowed to be corrected. This indicated a negative behaviour on the side of the head teachers

since affected the performance of the students for authoritarian kind of leadership has got its own disadvantages.

Below 49.3% of the students as shown on Table 4.4 greatly agreed that head teachers sometimes regrets about what they have said or done in relation to those working under them and students. While a majority of the students 44.7% lowly rated the fact that head teachers sometimes regretted about what they had said or done in relation to those working under them and students. This prompted for head teachers to make corrections the areas they made the mistakes and making apology for whoever was wronged by the made mistake.

Just more than 85.5% of the students lowly rated the fact that the head teachers were poor at explaining and clarifying complex points to teachers and students. Which was a sign of clarity in communication that often leads to proper presentation of message thus removes any barrier for effective communication and leads to better performance since the content of the message is properly internalized.

A large proportion of 74% of the students lowly rated the fact that head teachers really got offended when criticized by teachers in an open discussion forum as indicated on Table 4.4. Slightly a large fraction 82.3% of the students greatly agreed that head teachers distributed school calendar dates and time tables to class secretaries to be put in classes. The students opinion clearly showed that the head teachers released the term dates in good time which could allow for proper

preparation of the students when it came knowing what could be done at any particular time of term or year without any arising confusion as they rated the head teachers on distribution of school term dates and timetables to class secretaries to be put in classes.

The findings in summary show that head teachers have adopted averagely appropriate communication strategies with open communication as indicated by 79.9% of the students by encouraging a two – way communication. Students also accepted that the distribution of term dates, consultation before decision making, provision of feedback to students were efficient. The head teachers were also apologetic and sensitive to subordinates in conversation as reported by (Halawah 2005).

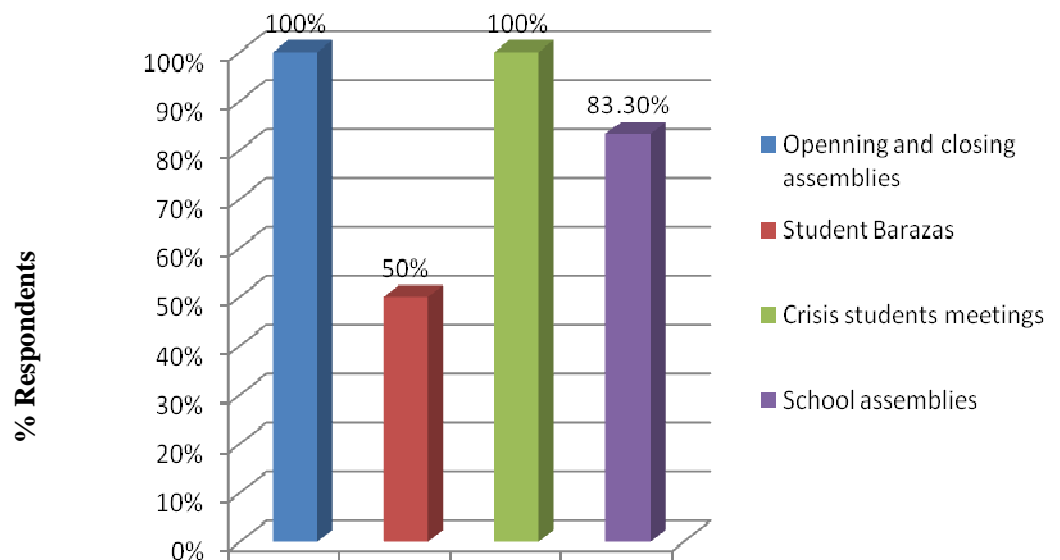
4.5 Joint open air meetings and school performance

The head teachers had indicated that they always and sometimes met students and teachers to discuss their problems and the school progress. Slightly above 66.7% of the head teachers were in agreement of meeting students and teachers occasionally. The head teachers met the teachers and students more frequently for the discussions and this could influence academic performance as shown in Table 4.4

4.5.1 Head teachers and open forum for discussion with students

Some of the open forums that the head teachers used for communication while discussing matters in the school with students were tallied from their questionnaires and quantified.

Figure 4.5 Head teachers open forum for discussion with students



Forums used by head teachers with student

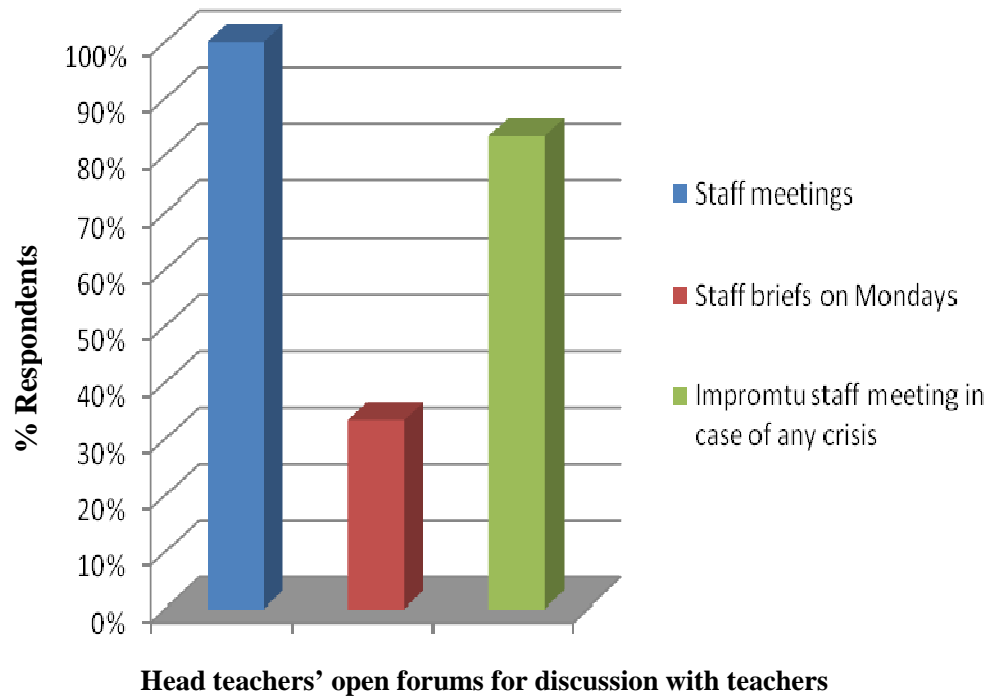
The head teachers used open forums as follows: All 100% of the head teachers said they used school Monday and Friday assemblies and opening and closing school assemblies, 50% of the head teachers used students, barazas and 83.3% of them used students' crisis meetings in case of any emergency which needed to be addressed urgently to solve a burning problem with the students as shown in figure 4.5

The findings showed that most head teachers prefer school assemblies and also attend to crisis students meetings which as was indicated that one aspect to achieve the institutional vision is through openness and joint contribution of each team member therefore promoting the academic performance (Goleman1995).They are available for consultation as may be required by the students.

4.5.2 Head teachers and open forums for discussion with teachers

A sample of the forums that the head teachers used for open communication with teachers were tallied from their questionnaires and quantified.

Figure 4.6 Head teachers' open forum with teachers

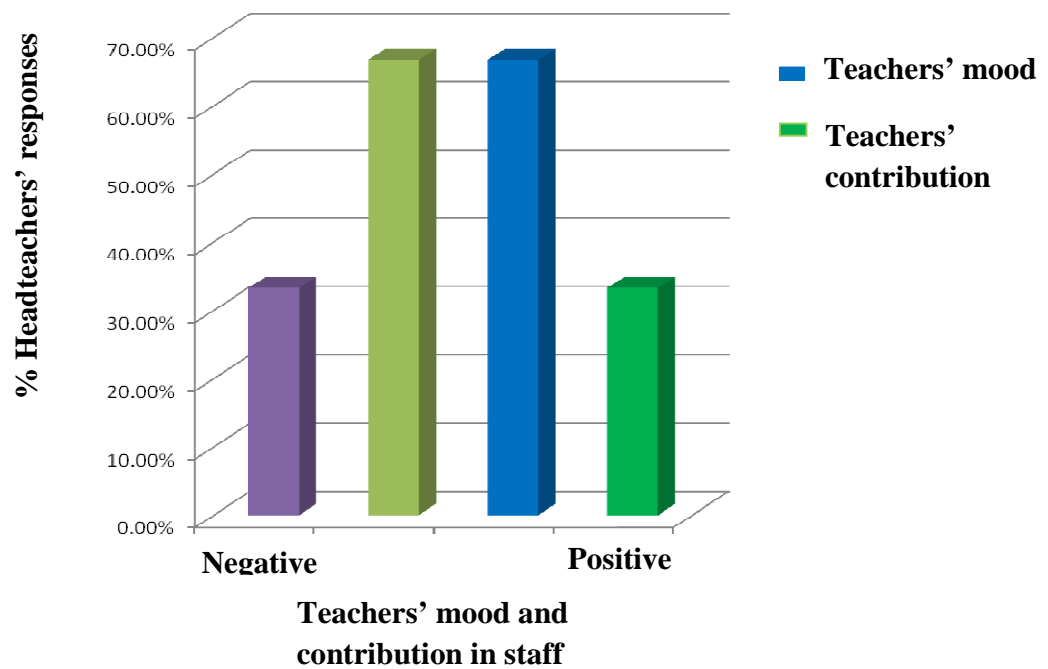


The head teachers used open forums as follows to meet teachers for discussion: staff meetings 100%, staff briefs on Mondays 33.3% and impromptu staff meetings in case of any crisis 83.3% as shown on Figure 4.6

4.5. 3 Mood of teachers during the staff meetings

The head teachers were asked to gauge the mood of teachers during the staff meetings; 33.3% of the head teachers said teachers were jovial, 66.7% of the head teachers said the teachers were restless, and 66.7% of the head teachers said teachers were ready to contribute while 33.3% of the head teachers said the teachers were ready to contribute while 33.3% of the head teachers said teachers sometimes were not ready to contribute in meetings as shown in Figure 4.7

Figure 4.7 Mood of teachers during staff meetings



From this findings it clear that if the head teachers mood during meeting then a good atmosphere will be created giving room for free discussion enhancing a team work when it comes to school management and planning. It is realized that when the teachers' mood is good then the responses given by the head teachers are also clear and detailed.

4.5.4 Teachers' opinion on influence of head teacher's communication strategies on school academic performance

Teachers were asked to rate their head teachers open communication on a five scale, including; strongly agree, neutral, disagree and strongly disagree. The rating were stratified into the main categories 'agreed' (strongly agree and agree), 'moderate' (neutral)and 'disagreed' (strongly disagree and disagree) so as to briefly indicate the teachers' perception of head teachers open communication strategies as shown in Table 4.5

Table 4.5 Teachers opinion on open air meetings school academic performance

Effects of open air meetings on performance		SA	A	N	D	SD
The head teachers organize open air forums for the students to give their views on their grievances	No	34	69	6	19	3
	%	25.9	52.6	4.5	14.5	2.2
Encourages a two – way communication between teachers and the pupils	No	23	76	5	22	5
	%	17.5	58.1	3.8	16.7	3.8
Provides feedback to students concerning their problems directly as they discuss the problems.	No	31	61	11	20	8
	%	23.6	46.5	8.3	15.2	6.1

Key: No. Number; **%** = Percentage of respondents

As on Table 4.4 above 78.5% of the teachers agreed where (25.9% strongly agreed and 52.6% agreed) that the head teachers should organize open air meetings for students to give their views and grievances. This out rightly that it was of the opinion that the head teachers should try organize for open air meetings to solve the students grievances for this will remove suspicion and

promote trust between the students and the head teacher motivating them to work hard and in turn influences performance.

Slightly above 75.6% of the teachers agreed that their head teachers encouraged a two – way communications between the teachers and students where (17.5% strongly agreed and 58.1% agreed). Only smaller fraction of the students disagreed with view and it is necessary for head teachers to engage all in planning and formulating school policies by allowing and listening to the others views. The join tea work promotes good climate in the school and therefore improving the academic standard of the school for boost their morale.

Just below 70.1% of the teachers agreed that the head teacher provided immediate feedback to the students on their problems during the discussion where (23.6% strongly agreed and 46.5% agreed). Since it was a smaller number of the students who disagreed, this affected performance since the students may feel ignored in the planning process and this influences performance of any institution.

Teachers were in agreement that head teachers organized open air forums for the students and teachers to give their views on their grievances, encouraged two – way communication with subordinates, accepted their mistakes in open discussions with subordinates and provided feedback to students concerning their problems directly as they discussed the problems. Open communication therefore was evident in most of the schools. This was enhancing good team spirit under which most of the schools were managed. The head teachers encouraged common

understanding by involving teachers and students in dialogue as reported by (Carney, Craigie, Denham and Wilson, 1995) on the reviewed literatu

4.6 School language policy on academic performance

The teachers were asked to rate their head teachers involvement in school language policy on performance and the outcome is as shown in the Table 4.5

Table 4.6 Teachers' views on school language policy on performance

Effects of school language policy on performance		SA	A	N	D	SD
Uses English/ Kiswahili at all times he addressed teachers, students	No	53	43	20	8	7
	%	40.4	32.8	15.2	6.1	5.3
Punishes the students who violates the school language policy rule openly	No	19	57	17	21	17
	%	14.5	43.5	12.9	16.1	12.9
Rewards in public the students who maintain the school language policy rule throughout the term.	No	18	39	11	33	30
	%	13.7	29.7	8.3	25.1	22.9

Key: No. = Number; % = Percentage of respondents

The findings on the influence of school language policy on performance from the teachers' views as indicated on Table 4.6 above were stratified into three categories 'agreed' (strongly agree and agree), 'moderate' (neutral) and 'disagreed' (disagree and strongly disagree), to indicate the teachers perception of head teachers involvement in school language policy.

About 73.2% of the teachers agreed that head teachers uses English or Kiswahili at all times to address students and teachers where (40.4% strongly agreed and 32.8% agreed). Others however disagreed but this actually pointed out that the head teachers were in the forefront in reinforcing the school language policy which further improved the performance in language subjects and the general performance in the final examination.

More than 58.0% of the teachers agreed that head teachers punishes the students who violates the school language policy rule openly. Through this the head teacher served as a good example to the other members of the staff and tells the students that the school language policy is not a one man affair a school policy for all.

Slightly below 48.0% of the teachers disagreed that head teachers reward in public the students who maintain the school language policy rule throughout the term where (22.9% strongly disagreed and 25.1% disagreed). Reward as an extrinsic motivator is necessary for the students to always strive to use the two

languages and at the end they will better their performance and the schools general performance.

This shows teachers were in agreement that head teachers in Homa – Bay district had strengthened their school performance through use of school language policy. This was an indication of better performance in the language subjects’ thus overall success.

4.7 School calendar dates circulation on performance

The teachers were asked to say whether the head teachers had good school calendar dates circulation methods their schools as shown in the Table 4.6 below.

Table 4.7 Teachers’ opinion on head teachers’ method of calendar circulation on performance

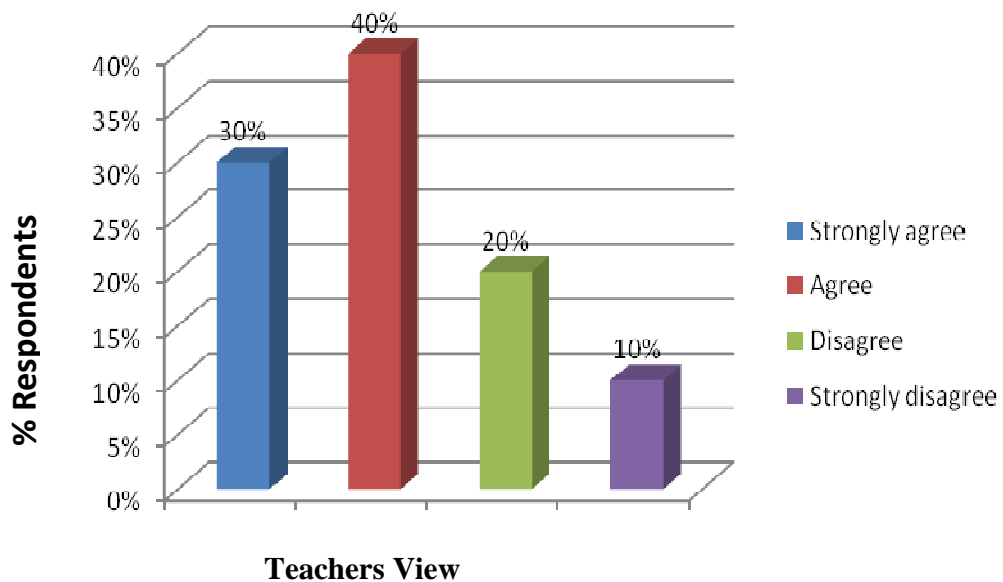
Effects of school calendar dates circulation on performance		SA	A	N	D	SD
Releases the term dates to all departments in the school in time	No	47	56	2	16	10
	%	35.8	42.7	1.5	12.2	7.6
Follows the term dates and programs of the year strictly throughout the year	No	29	61	18	17	6
	%	22.1	46.5	13.7	12.9	4.5
Monitors how each program in the school term dates is progressing or implemented	No	38	59	8	19	7
	%	29.0	45.0	6.1	14.5	5.3

Key: No. = Number; **%** = Percentage of respondents

They rated the head teacher as follows: 30% strongly agree, 40% agree, 20% disagree and 10% strongly disagree with 70% of the teachers indicating that head teachers had good methods of fast circulation of term dates; this was enough to say that method calendar dates circulation affected the performance of a school. The head teachers were supported to be following strictly all the program as per the released term dates. All the programmes in the school were monitored by the head teachers as shown on Figure 4.8

Figure 4.8 Views of teachers on method of calendar dates circulation

Head teachers' frequency on timely circulation of calendar dates



The teachers view showed that most teachers agreed that their head teachers circulated the calendar dates efficiently at the beginning of term making the communication very clear on year plans of the school. This promoted better results in the final examination.

4.8 Discussions in staff meetings and performance

The teachers were asked to say whether the head teachers encouraged discussions in staff meetings. More than 80% of the teachers agreed that head teachers encouraged staff meetings and therefore formed a larger percentage as shown in the Table 4.8

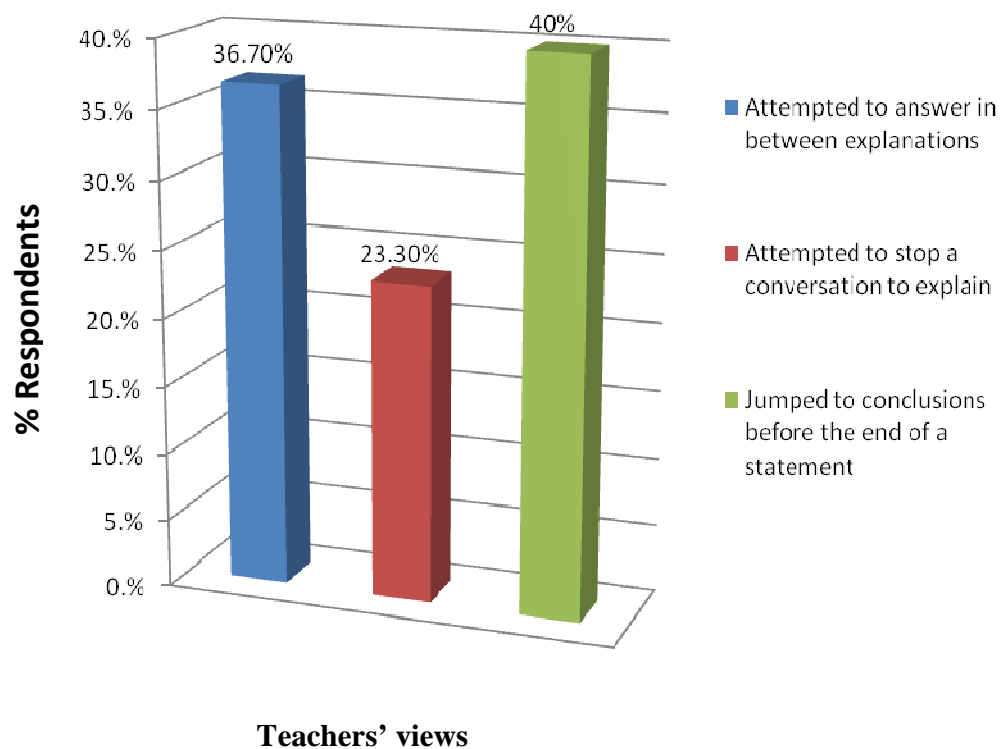
Table 4.8 Effects of discussions in staff meetings

Effects of discussions in staff meeting on performance		SA	A	N	D	SD
Encourage discussion in schools staff meetings	No	31	38	14	30	18
	%	23.6	29.0	10.6	22.9	13.7
Usually talks to reach an agreement with teachers during staff meetings	No	49	51	3	16	12
	%	37.4	38.9	2.2	12.2	9.1
Comes to staff meetings with already made own resolutions.	No	22	67	12	16	14
	%	16.7	51.1	9.1	12.2	1.6
The head teacher has knowledge of ways to deal with disagreement between teacher in staff	No	13	73	9	27	9
	%	9.9	55.7	6.8	20.6	6.8

Key: No. = Number; % = Percentage of respondents

Those teachers who were in disagreement with the head teachers concerning them talking to reach agreement with teachers during staff meetings gave their reasons as, 40% of the teachers said head teachers jumped to conditions before the end of an agreement, 23.3% said they attempted to stop conversation to explain a point for agreement to be reached and some 36.7% attempted to answer in between explanations as shown in Figure 4.9 below.

Figure 4.9 Teachers views on staff meetings on performance

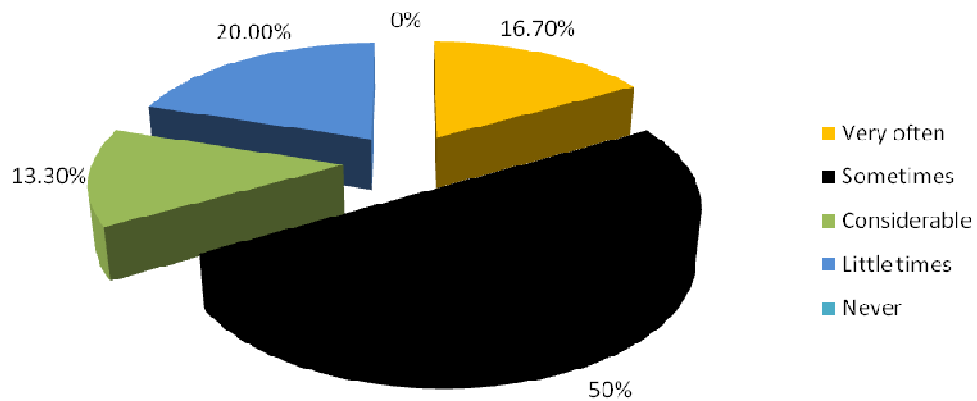


The teachers were in agreement that well conducted staff meetings were instrumental in creating a good climate for planning for school activities where every member of the institution is allowed to give views concerning matters of the school. The comments they gave clearly showed they relate better performance to staff meetings which head teachers do not stop teachers from giving their opinions and do not interrupt during conversation.

4.8.1 Head teachers coming to staff meetings with already made own resolutions

The teachers also gave frequency of head teachers coming to staff meetings with already made resolutions were as follows; very often 16.7%, sometimes 50%, considerable 13.3%, little times 20% and never 50%. Therefore the 76.7% for very often and sometimes was high enough to say that the head teachers' communication was affected by their coming to meetings with already made resolutions and therefore dictates on their way of planning for events in the school as shown in Figure 4.10

Figure 4.10 Head teachers frequency on coming to staff meetings with own resolutions



Teachers were asked to comment on the relationship between communication strategies used by head teachers in the schools and academic performance. 51.2% of the teachers stated that the two variables are directly proportional, 25.6% said effective communication strategies are a motivator for good academic performance and 16.3% stated that it facilitates achievement of set goals. While 6.9% observed that the relationship between the two variables is not clear. By any standard it is evident that head teachers are in a better position to explain the dwindling academic standards of a school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter consists of a summary of the major findings, conclusion, recommendations and suggestions for further research.

5.2 Summary

In the background to the study the researcher found that there was no study that had been done in Homa-Bay District on influence of head teachers' communication strategies on students' performance at Kenya certificate of secondary education in public schools. This made the study justified. According to the findings, the head teachers had adopted communication strategies with open communication as the students indicated by encouraging a two-way communication. They engaged others in school in promoting the use of school official language and efficient distribution of school calendar dates and attempted to give feedback within the required time to avoid conflicts and confusion in school strategic plans. Head teachers were also apologetic and sensitive to teachers and students in conversion.

However the head teachers did not organize joint open air meetings and in most schools did not foster free discussions in their staff meetings for teachers to give

their views about their way of planning for school academic progress or achievement. These were the loopholes in most of the schools which might have been with poor communication strategies. Open communication therefore was evident in most of the schools. This was enhancing a collaborative school climate under which most of the schools were managed. The head teachers encouraged common understanding by solving teachers and students' problem in dialogue.

5.3 Conclusion

Communication strategies adopted by the head teacher greatly influences the school academic performance. Head teachers may use the official language of communication to promote students performance. Joint open air meetings and free discussions in staff meetings if correctly used by the head teacher can help in having all the members in the school set up owning and accepting most of the important changes in the school management as the study findings suggests. When every member of the school holds the same value, understands the work policies and procedures in the same way, and is focused on the same mission, the school culture promotes much more effective use of resources than under a culture that is more diffused in its interpretation of information in the school.

Head teachers in the district used school calendar dates circulation to lead work to be done in the school at specified times. This is an indication of achieving a good working time guidelines for the success of the school. The head teachers had good

use and promotion of official language of communication and in most schools the use of English or Kiswahili was prevalent at all times they addressed teachers and students, they also punished those students who violated the school language policy rule apart from rewarding in public the students who maintain the school language policy rule throughout the term.

The effects of free discussions in staff meetings on performance were in two options; positive staff discussions were expected to enhance freedom of expression between head teachers and teachers in the school. This also helped to improve on the achievement of school goals and objectives and it enhanced a collaborative work force where the members had mutual interaction for the benefit of the institution- in terms of improved performance. Secondly, if the staff meetings are negative that is, does not allow for free discussions, they could block communication and enhance fear, dishonesty, disagreement, hostility and misunderstanding among members of the staff. Some school head teachers should also realize that in a school system, students, teachers and support-staff can hide facts, sugar coat reality and claim helplessness to try to get what they want. Thus head teachers should devise communication strategies that can help move to honest and authentic interactions that create increased commitment, accountability and better academic performance.

5.4 Recommendations

The researcher recommended that the head teachers should undertake in-service courses to improve their communication skills. This will help them understand the best communication strategies to adopt depending on their school situations and improve in management which leads to improved school academic performance at Kenya certificate of secondary education.

The curriculum of the teacher training colleges should be improved to capture the changing nature of the planning process and the communication strategies head teachers should adopt in order to plan and manage their schools effectively. Head teachers should develop communication that involve all parties in the school system and evaluate on regular basis.

Head teachers should also be able to learn from the students and the teachers if the message through their communication strategies has been passed on. This would enable the heads to correct their mistakes in communication. The adoption of the most relevant communication strategy depending on the school situation will enhance good and improved academic performance.

5.5 Further Research

The researcher suggests a further, thorough and diagnostic research on the communication strategies adopted by the head teachers in various parts of the country so as to compare with the findings of this study. This will help in unearthing further communication problems that might have not been covered by this study.

Secondly, a research on the factors affecting Kenya Certificate of Secondary Education (K.C.S.E) performance in public secondary schools in the district should be carried out since communication strategies used by the head teachers alone do not affect performance.

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APPENDICES

Appendix 1: Introduction Letter

Isaiah C.Ogwang,
P.o Box 30192-00100,
Nairobi.

Dear Head teacher,

RE: RESEARCH ON THE INFLUENCE OF HEAD TEACHERS'

COMMUNICATION STRATEGIES ON STUDENTS PERFORMANCE

I am a post graduate student at the University of Nairobi pursuing a course leading to the award of a master's degree in Educational planning. As part of fulfillment for the award, I wish to conduct a study on **the influence of head teachers' communication strategies on students' academic performance at KCSE in public schools in Homa Bay District.** Your school has been indentified to participate in the study.

I request for your assistance and co-operation to enable the study come up with accurate findings.

Thanks in advance.

Yours in service,

Isaiah C. Ogwang

APPENDIX 2:

QUESTIONNAIRE FOR THE HEAD TEACHERS

The purpose of this questionnaire is to gather information about your views as regards the influence of head teacher's communication strategies on student's academic performance in public secondary schools. Your response will be highly appreciated please do not indicate your name and that of the school

Instructions

Please indicate the correct option to the best of your ability by way of ticking in the space provided. For questions that require input in terms of opinion, kindly fill in the answer in the spaces provided. Kindly make a point of responding to all items.

Part A: Bio-data of the respondents

1. (a) Gender: Male Female

2. What is your highest academic qualification?

MED BED B.A/B.SC DIP

Any other (Specify).....

3. What is your experience in years as a head teacher?

Not more than 5 years	<input type="checkbox"/>	6-10 years	<input type="checkbox"/>
11-15 years	<input type="checkbox"/>	16 and above years	<input type="checkbox"/>

4. How long have you served as a head teacher in you present school?

5. What is the type of your school?

Mixed day/Boarding	<input type="checkbox"/>	Mixed day	<input type="checkbox"/>
Girls boarding only	<input type="checkbox"/>	Boys boarding only	<input type="checkbox"/>

(a) Any other (specify)

6. i).Indicate the number of teachers in the school

(a) TSC Employed.....

(b) BOG Employed.....

(c) Volunteer teachers.....

ii). Do you have adequate teachers? Yes No

Part B: Head teachers' communication practices

4. How often do you meet the students to discuss their problems in the school?

Always Sometimes Rarely Never

5. How often do you make the teachers to discuss issues pertaining to the management of the school?

Always Sometimes Rarely Never

6. State the kind of forums that you use in your meetings with students to discuss their problems or anything that might affect their stay in school?.....

.....

7. State the mood of your teachers in your staff meetings to discuss school issues on development, challenges and change?.....

.....

APPENDIX 3

QUESTIONNAIRE FOR TEACHERS

Instructions

This questionnaire is designed to gather information about yourself and your head teacher. The findings are important in determining the influence of head teachers' communication strategies on students' academic performance. All the answers and opinion given to these questions will remain confidential and used only for the purpose of this research. Thus you are kindly advised not to indicate your name or that of the school.

Please indicate the appropriate option by a tick [√]. Fill in the blanks for those questions requiring your answer.

Part A: Bio-data of the respondents

1. (a) Gender: Male Female

2. What is your highest academic qualification

MED BED BA/BSC DIP

Any other (Specify).....

3. How long have you been teaching in your present school?

Part B:

The following statements indicate views on the effects of head teachers communication skills on school performance. Please use a tick [✓] in the provided five-point scale of;

Strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SD) to indicate your level of agreement or disagreement with these views on the table below.

a).Effects of open air meetings on performance	Responses				
	SA	A	N	D	SD
4.The head teachers organize open air forums for the students to give their views on their grievances					
5.Encourages a two-way communication between teachers and the pupils					
6.Provides feedback to students concerning their problems directly as they discuss the problems					
b).Effects of school language policy on performance					
7.Uses English/Kiswahili at all times he addresses teachers, students					
8.Punishes the students who violates the school language policy rule openly					
c).Effects of school calendar dates circulation on					

performance					
10.Releases the term dates to all departments in the school in time					
11. Follows the term dates and programs of the year strictly throughout the year.					
12.Monitors how each program in the school term dates is progressing or implemented					
d)Effects of discussions in staff meeting on performance					
13.Encourages discussions in schools staff meetings					
14.Usually talks to reach an agreement with teachers during staff meetings					
15.Comes to staff meetings with already made own resolutions					
16.The head teacher has knowledge of ways to deal with disagreement between teacher in staff					

17. Has the communication strategies contributed to the academic performance of your school? Yes No

END (thanks for participation)

APPENDIX 4

QUESTIONNAIRE FOR STUDENTS

The questionnaire is on your opinion on the head teacher's communication and its effect on school academic performance. Please tick [✓] under the initial of your opinion as defined in the five point rating scale of;

Very great (VG), Sometimes (S), Considerable(C), Very little (VL), Never (N)

To what extent do you feel that your head teacher:	VG	S	C	VL	N
1.Provides feedback to students concerning their grievances					
2.Encourages a two-way communication between the students and the teachers					
3.Consults teachers and student in decision making in matter that affect them.(e.g. selection of prefects)					
4.Accept that he/she can make mistakes in an open forum and allows to be corrected					
5.Sometimes regrets about what he/she has said or done in relation to those working under him					
6.Is poor at explaining and clarifying complex points to the teachers and students using the languages of instruction					
7.Really gets offended when criticized by teacher in an open air discussion forum					
8.Distributes school term dates and timetables to class secretaries to be put in classes.					

END (thank you for participating)

APPENDIX 5

INTERVIEW-SCHEDULE FOR THE SUPPORT STAFF

The study is based on finding out the effects of head teachers' communication strategies on students' academic performance. All the answers and opinions given to these questions will remain confidential and used only for academic purposes. Please respond to the items by placing a tick [\surd] in the appropriate space. Fill in the blanks for those questions requiring your answer.

1. What is your age in years?

2. What is your highest academic qualification?

.....

3. What is your designation in the school?

a) Securing officer

b) Driver

c) Cook

d) Bursar / account clerk

e) Secretary / messenger

f) Matron

Others specify

4. How long have you been serving in this department in the school?

.....

5. What communication strategies does the head teacher use to convey information to your area of work in the school?

.....

.....

6. a) Do you like the way the head teacher communicates to the support staff in the school? Please a tick [\surd]

Yes

No

b) Give reasons for your answer in 7 (a) above

i)

ii)

iii)

7. What communication problems do you encounter in your work in the school?.....

.....

REPUBLIC OF KENYA



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P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/864**

Date: **30th May 2013**

Isaiah Cheluget Ogwang
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **22nd May 2013** for authority to carry out research on *"Influence of headteachers' communication strategies on students' performance at Kenya Certificate of Secondary Education in public schools, Homa-Bay District, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Homa-Bay District** for a period ending **31st August, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Homa-Bay District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

A handwritten signature in blue ink, appearing to read 'M. K. Rugutt'.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Homa-Bay District

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

OFFICE OF THE PRESIDENT
PROVINCIAL ADMINISTRATION AND INTERNAL SECURITY

Telegram "DISTRICTER" Homa Bay
Telephone: Homabay 0724-415714
E-mail-dchomabay@gmail.com
When replying please quote



DEPUTY COUNTY COMMISSIONER
HOMA BAY DISTRICT
P.O. Box 1 - 40300
HOMA BAY

REF: ED.12/18 VOL IV/154

10th June, 2013

The D. O.
RANGWE

The D. O.
ASEGO

RE: **RESEARCH AUTHORIZATION ISAAH CHELUGUT OGWANG**

The above named is a student at Nairobi University.

He has been authorized to carryout Research on influence of Headteachers communication strategies on students' performance at Kenya Certificate of Secondary Education in public Schools in Homa Bay District.

Kindly accord him the necessary assistance.

H. ASIKO
For: Ag. Deputy County Commissioner
HOMABAY

DISTRICT COMMISSIONER
Box 1
HOMA - BAY

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution
Isaiah Cheluget Ogwang
of (Address) University of Nairobi
P.O.Box 92-0902, Kikuyu.

has been permitted to conduct research in

Homa Bay	Location
Nyanza	District
	Province

on the topic: Influence of headteachers' communication strategies on students' performance at Kenya Certificate of Secondary Education in public schools, Homa Bay District Kenya.

for a period ending: 31st August, 2013.

PAGE 3

Research Permit No. NCST/RCD/14/013/864

Date of issue 30th May, 2013

Fee received KSH. 1,000



Applicant's
Signature

for Secretary
National Council for
Science & Technology