INFLUENCE OF HEADTEACHERS' COMMUNICATION STRATEGIES ON LEVEL OF TEACHERS' JOB SATISFACTION IN PUBLIC PRIMARY SCHOOLS IN NYAHURURU DISTRICT, KENYA
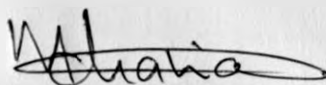
Macharia Margaret Nyangati

A research project submitted in partial fulfillment of the requirements for the Award of the Degree of the Master of Education in Educational Administration, University of Nairobi

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DECLARATION

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

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Macharia Margaret Nyangati

This research project has been submitted for examination with our approval as the University Supervisors.
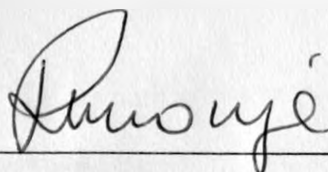
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Dr. Ursulla Okoth

Lecturer

Department of Educational Administration and Planning

University of Nairobi

_____

Dr. Rosemary Imonje

Lecturer

Department of Educational Administration and Planning

University of Nairobi

ii

DEDICATION

To my beloved husband Joseph Macharia Wanjohi and our children Virginia Wairimu, Faith Muthoni, Samuel Wanjohi and Peter Kairebi. God bless you for your support and prayers to the end.

sisters, brothers, brother inlaws, nieces, nephews and friends, for their inspiration, prayers, good will and encouragement during the time of the study.

Last but not least, I would like to record my deep appreciation to my beloved family whose support made this work possible. You are such a wonderful people. Thanks Mr. Joseph Macharia Wanjohi, my husband for the financial, moral and spiritual support, counsel and encouragement that helped me through the difficulty moments. I would also like to thank my children sincerely, Virginia Wairimu, Faith Muthoni, Samuel Wanjohi and Peter Kairebi for your encouragement and understanding while I was doing my studies and believing in me. In particular, I acknowledge their genuine acceptance and understanding of the long periods of time spent on this project away from home.

Above all and exceedingly great, I take this opportunity to thank, my God, praise him and give all glory and honour to Him, for the opportunity to study at the University of Nairobi. He gave me strength, hope, encouragement, provision, and grace to go through the process of studying and finally completing my project. He is my Ebenezer. BLESSED BE HIS HOLY NAME!

TABLE OF CONTENTS

Content	Page

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

LITERATURE REVIEW

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS.

APPENDICES

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS AND ACRONYMNS

EFA   Education for All

HOD   Head of Department

KEPSHA   Kenya Primary Head teachers Association

KEMI   Kenya Education Management Institute

KCPE   Kenya Certificate of Primary Education

MOE   Ministry of Education

NCCK   National Council of Churches of Kenya

SPSS   Statistical Package for Social Science

T.S.C   Teachers' Service Commission

UNESCO   United Nations Educational Scientific and Cultural
                Organization.

RoK   Republic of Kenya

KIE   Kenya Institute of Education

ABSTRACT

Communication is fundamental to the whole process of education. The study aimed at determining the influence of headteachers' communication strategies on level of teachers' job satisfaction in public primary schools in Nyahururu District. The study was conceived due to the allegations of poor communication strategies and poor motivation of teachers in public primary schools causing low morale among teachers resulting to poor curriculum delivery, indiscipline and poor standards. To carry out the study, research objectives were formulated on the types of communication frequently used by headteachers that influence level of teachers' job satisfaction, and whether headteachers' communication strategies address teachers' problems hence influencing job satisfaction, and the barriers to effective communication between headteachers and teachers.

The study adopted Descriptive Survey Design, the study targeted 67 public primary mixed schools and 788 teachers, out of which a sample size of 57 headteachers and 258 teachers was selected. Data were collected using teachers' and headteachers' questionnaires, observation guide to record facilities of communication available in school and school document analysis guide to find out whether school documents contain crucial information required for proper school administration. There was also instrument validity and reliability. Data were then analyzed through descriptive statistics and presented inform of tables and figures.

The study findings indicated that higher proportion (96.7%) of teachers and (100%) headteachers recognized the need for two-way communication network at school that would create job satisfaction. Concerning the barriers to effective communication, higher proportion of the teachers indicated lack of time for regular meetings (32%), authoritative headteachers (13.3%), lack of trust by the headteachers (20%), headteacher absenteeism (20%) and headteacher favourism (13.3%) to be some of the causes of dissatisfaction in schools. However, teachers suggested possess remedies to be as follows;

headteachers have to avoid spontaneous decisions, (represented by 20%), exercise lateral and two-way communication networks (20%) and encourage teachers to air out views openly (26.7%).

The study, therefore, recommends that headteachers should use a hybrid of communication strategies to achieve effective communication between teachers and students for purposes of job satisfaction. In addition, government agencies like Kenya Education Management Institute (KEMI) mandated with teacher training to emphasize on the need of every headteacher to undertake management and communication skills course to enable them realize the importance of effective communication at school.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Communication is an everyday process in all fields and between people. It is an important tool of relating among different people. Hicks & gullet (1975) have broadly stated that communication necessitates co-existence of people in the world. Communication is fundamental to the whole process of education. Dean (1995) observed that education is about helping children to communicate effectively. Children's learning depends upon the ability of teachers to communicate.

In a study on effects of gender and social orientation on job stress and satisfaction involving 89 female and 43 male special education teachers in Longview city, USA, Eichinger (2000) found that a balanced social orientation which is achieved through communication was associated with high level of satisfaction and lower levels of stress among female special education teachers.

According to Eripek & Ataman (2001) major sources of dissatisfaction among Turkish special school headteachers and teachers are workload, low salary, lack of self-esteem, lack of in-service training opportunities, lack of communication to new information and knowledge. Dissatisfaction of teachers and headteachers may also be caused by lack of a clearly defined role, poor communication with policy makers and high autonomy.

1

Case studies in Namibia, Botswana and South Africa indicate that the success of educational policies and reforms often depend on the ability of education system leaders and decision makers to effectively communicate their policies, proposals and programs (Sack, 2000). According to Michaelowa (2002), teachers' job satisfaction in sub-Saharan Africa is enhanced by a well equipped school environment, adequate training and contract conditions that ensure, long term job prospect, security and a decent salary. Michaelowa further reports that job satisfaction is a means to promote good teaching resulting in high quality education. Job satisfaction has implication for job performance and organizational effectiveness. Reye & Shin (1995) suggest that employees who are dissatisfied may exhibit job avoidance behaviours such as reducing their level of effort. Gilmer & Deci (1977) states that

> "workers attitudes towards their job reflect the extent to which they are satisfied with their jobs and their work live. People will hold favourable attitudes towards their jobs or be satisfied with their jobs if they provide them with rewards or other outcomes that satisfy their jobs" (p. 44).

According to UNESCO (1993), motivational factors are important in performance, recruitment, training and retention of teachers, in stimulating them to professional creativity and job effectiveness and satisfaction. The high demand for trained teachers in Kenya has resulted in teachers leaving TSC for better terms of service in private schools.

Whether interpersonal or organizational, the communication strategy assumes varied forms. There is oral communication, which is the use of the spoken words in face- to face setting or written communication which include

2

memos, letters, organizational periodicals, notices placed on bulletin boards or any other device that is transmitted via written words or symbols (Robbins, 1998). It is the duty of the headteacher to ensure that circulars from the District Education Office get to the teachers and the message understood as intended.

Nonverbal communication is made up of visual, tactile, vocal and used time, space and image (Campbell, 1983).

Headteacher with good communication techniques perform their job responsibilities effectively and can do more to assist their teachers. They can get along better with their co-workers and make good impressions on customers and have a better chance for success (Campbell, 1983). In an article entitled 'valuing conflict' Hoerr (2004) says that good teachers are passionate about their jobs, their students, their curriculum, and their pedagogy, but their passion can easily become weak if they don't have the opportunity to communicate their perspectives to leaders. Communication strategies such as face to face communication, oral communication, written communication and non-verbal communication enables the information to be understood as intended.

Data from Nyahururu District shows that there is a communication breakdown between headteachers and teachers in the District (DEO's Report 2010). Speaking during the prize giving ceremony in Nyahururu primary school, the Permanent Secretary, Ministry of education deplored the trend of teachers'

3

transfer every year from the district which he attributed to low morale, poor perfomance caused by poor communication strategies. The head teachers fail to give important circulars to teachers, there is poor dissemination of information after attending seminars or meeting and there is lack of adequate information on growth and development of teachers (MOEST, 2004). These limit vital information to teachers leading to loss of opportunities such as promotion, career advancement, professional development and good school ommunication. The headteachers' inadequate preparation affects performance of their duties which in turn directly affect the teachers' job satisfaction. According to Locke (1976) job satisfaction refers to pleasurable and positive emotional state resulting from the appraisal of ones job experience.

1.2   Statement of the problem

There is a great concern among parents, teachers and other stake holders about certain problem facing public primary schools in Nyahururu District. These include transfer of teachers from the district to other parts, frequent transfer of teachers deteriorating education standards, lack of individual professional development and growth, gender disparity and high rate of school dropouts. Everybody is pointing accusing fingers at the schools' administration. Allegation range from lack of consultation, failure to establish open communication strategies, high handedness and complacency. This has put the District Education Office in an awkward predicament (D.E.O's report 2010). The researcher's attention has been attracted by indiscipline, poor motivation of teachers and lack of proper communication strategies in schools. These

4

factors cause low morale among teachers hence result to poor curriculum delivery, indiscipline and poor standards. The remedy however can be found easily. All the stakeholders should establish open communication strategies in their schools and this will enhance teacher's job satisfaction. When teachers are motivated, they are able to sustain efforts in performing the many routine and necessary tasks required of good teachers to achieve schools goals and objectives.

Muka (2005), Asugo (2005) and Chege (2005) suggested that communication systems used in schools should be evaluated regularly and establish clear channels of communication. Eshiwani (1983) recommended improvement in communication modes in schools. Available literature shows that communication is a barrier leading to low performance in schools and poor management. Although these studies were on communication, non was based on influence of communication strategies on level of teachers job satisfaction in public primary schools. This study aim to determine this aspect and fill in the gap existing.

1.3 Purpose of the study

The purpose of this study was to determine the influence of Headteachers communication strategies on level of teachers' job satisfaction in public primary school in Nyahururu District.

1.4 Objective of the study

This study was guided by the following objectives;

i. To establish the influence of effective communication strategies on level of teachers' job satisfaction.

ii. To examine how headteachers' communication strategies address teachers' problems hence influence level of job satisfaction.

iii. To assess the channels of communication used by headteachers to share responsibilities to teachers that influence job satisfaction.

iv. To determine prevailing conditions which reduce effective communication between headteachers and teachers in public primary schools in Nyahururu District.

v. To find out how communication can be improved in public primary schools inorder to improve the level of teachers' job satisfaction.

1.5 Research questions

The following research question guided the study;

i. What are the influences of effective communication strategies on the level of teachers' job satisfaction?

ii. How does the headteachers' communication strategies addresses teachers' problem hence influence level of job satisfaction?

iii. What are the channels of communication used by the headteachers in public primary schools?

iv. Which conditions hinders effective communication between the headteachers and the teachers?

v.   How can communication be improved in public primary schools in order to improve the level of teacher's job satisfaction?

1.6 Significance of the study

The findings of this study could be beneficial to the headteachers for it would make suggestions for effective communication in school. The headteachers might also be made aware of the influence of their communication strategies on teachers' job satisfaction. The policy makers and other stakeholders such as KEMI and MOEST might use this information to identify the areas which need to be addressed when offering in-services courses to headteachers and other administrator. The results of the study could also give useful suggestions to the educational policy makers who give guidance and instructions to the headteachers and teachers about the best way to communicate so as to enhance better knowledge transmission and teachers motivation. The knowledge gained could be useful in promoting good relationship between headteachers, teachers and pupils through appropriate communication. Improved communication could lead to not only job satisfaction but also reduce school unrest, better academic performance etc.

1.7 Limitation of the study

The limitation of the study concerned the geographical coverage of the area because some schools were in rural areas and it was not easy to access some of them. It was not also possible to control attitudes of respondents which may affect validity of their responses. Respondents might have given socially acceptable answers just to please the researcher.

1.8 Delimitation of the study

The study was limited to the headteachers and teachers of public primary schools only in Nyahururu District. Private schools were not considered because they operate under different settings.

The findings could not generalized for the other part of the country because the schools that were visited were accessable.The respondent of the study included headteachers and teachers while other stakeholders were not included although they could have variable information.

1.9 Basic assumptions of the study

This study had the following assumptions.

  i.   That communication is going to be professional and encouraging.
  ii. All respondents will cooperate and provide honest and reliable information.
  iii. Communication would be clear without any ambiquity.

1.10 Definition of significant terms

Communication champion refers to the headmaster willingness to answer challenging questions when delivering important messages to teachers and satisfying inspections of teachers

Communication form refers to the methods used in transmitting messages from one person to another.

Communication strategies refer to the forms of passing information such as verbal, non- verbal or written from the source to the receiver.

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

Dealing with bad news refers to the way the head teacher receives and shares bad news like delays and complains from the teacher.

Educational qualification refers to the highest degree obtained, qualification of the individuals and the educational level that qualifies them to a specific job description

Effective communication refers to a process by which a message is passed from the sender to the receiver and reaches as intended.

Inspiring shared vision refers to the way the headmaster communicates the school vision to teachers that they may believe, work hard and make it their own vision.

Job satisfaction refers to a positive emotional state resulting from the appraisal of one's job and is linked to the characteristics and demands of one's work.

Leader in this study refers to the headmaster.

T.S.C. refers to the national body that deals with the employment and management of teachers.

Timely communication refers to the headmaster's way of giving information to teachers on time even when the news is not what people might expect.

1.11 Organization of the study

The study was organized in five chapters. Chapter one has the introduction part which include background of the study, statement of the problem, purpose of the study, objective of the study, research question, significant of the study, basic assumptions of the study, limitations of the study, delimitation of the study and definition of significance terms. Chapter two contains literature review with the definition of communication, concept of communication, importance of communication, concept of job satisfaction, communication strategies, communication network, communication barriers, summary of related literature, theoretical perspective and conceptual framework. Chapter three is on research methodology which has research design, target population, sample size, sampling procedure, instrument validity and reliability, data collecting procedures, and data analysis techniques. Chapter four includes the introduction, data analysis interpretation and discussion of findings. Chapter five contains the summary of the study findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the literature on concept of communication, importance of effective communication, communication network, concept of job satisfaction, the role of communication on teachers' job satisfaction, communication strategies, communication barriers, summary of related literature and the theoretical conceptual framework.

2.2 Concept of communication

The term communication etymologically comes from the Latin word "Communism" that means common (Koontz & Weihrich, 1998). It facilitates sameness in the attitude and purpose among the parties involved. Effective communication is the information flow resulting in a shared meaning and common understanding for both the information sender and receiver.

Okumbe (1998) defines communication as the exchange of information and the transmission of meaning. Ayot & Patel (1992) define communication as an attempt to establish commonness with somebody. They further say that in communication, there must be a source, channel and a receiver. Communication is a chameleon of word changing the colour of its meaning with a change of speaker or listener/ more often than most communication is

11

the process by which information is passed between individuals and/or organizations by heads of prevailing agreed symbols.

2.3 Importance of communication

According to Becerra & Gupta (2003) communication serve four major roles. First is the informative role. The role of communication here is to provide information to the members in the organization. This information enables them to do their work for example head teachers need information for effective decision-making and implementation of programmes. Without communication no instructions or information can be given or received hence there could be no contact between administrators, students and subordinates. These informative roles can be achieved through regular meetings where different sections and departments report their progress and share their problems, (Gordon, 1987). Secondly, is the command and regulative role according to Gupta (1992) these comprises a whole network of manuals, policies, orders, instruction and directions. It is the means by which management exercises control of the system. This function lingers on management ability to coordinate all the activities of the organization and this ability depends on how well management executes control (Becerra & Gupta 2003)

According to Scott (2003) persuasion operate through the organization especially where people finds it's necessary to build their case for ideas and

behaviours. Lastly, the other role of communication is integrative. This refers to activities designed by management to cause employees identify with organization and to make them feel that they are vital part of an organization. In its simplest form communication can be seen as involving sender, message and receiver. This is shown in figure 2:1.

Sender generates and transmits   ⟶   Messages inform of ⟶ words, body language,   Receive interprets, and interpret the message

Feedback inform of words, body language in response to senders message.
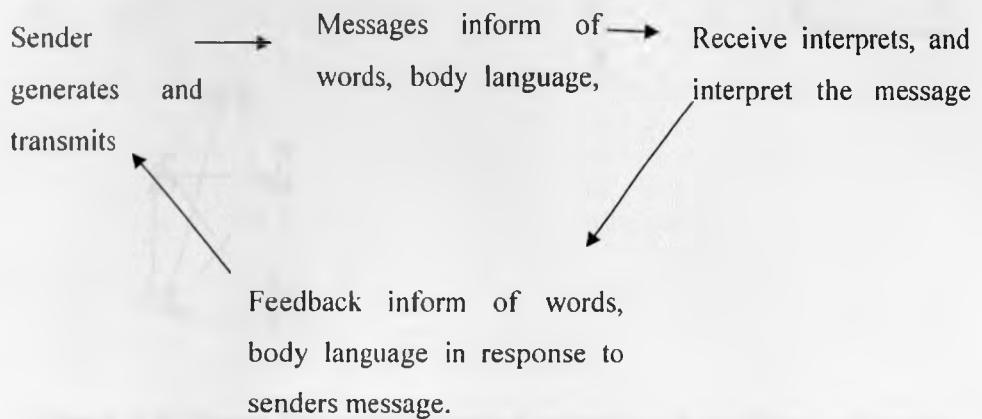
Source: Process of communication according to Okumbe (1998)

Figure 2.1: Process of communication

2.4. Communication Network

The two types of communication are; formal communication and informal communication. Formal communication is basically the official structure of communication in the organization. It is defined as communication that occurs through the established organizational hierarchy of authority. It includes the chain, wheel, "Y", circle and all channels (Okumbe 1998). In the chain network, communication flows upwards and downward only. It is found in the

13

formal organizations where direct line-authority exists. In this set-up, communication follows an arranged hierarchy.
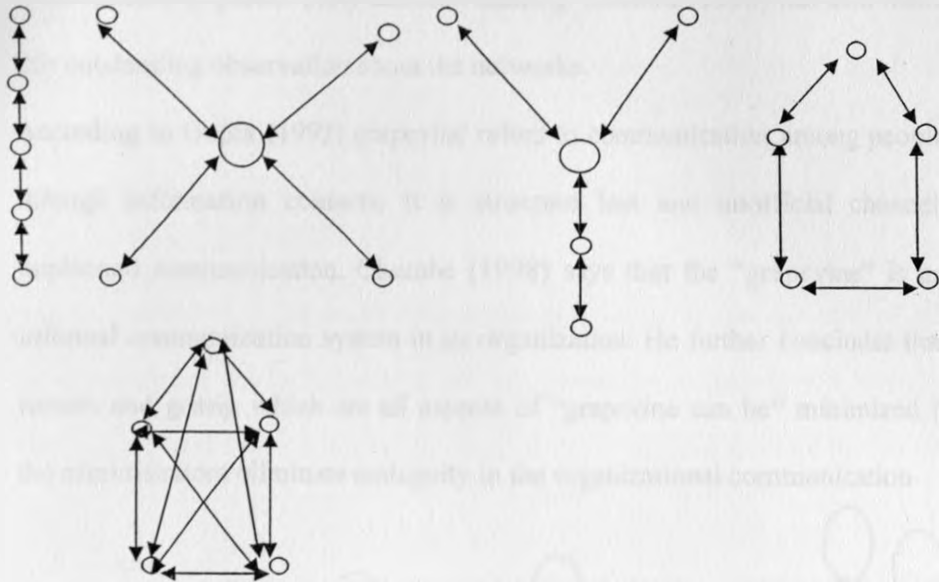
Figure 2.2: Shows the communication networks. According to Okumbe (1998)

The wheel network represent a situation where there exists one supervisor with several subordinates below his position it does not allow interaction between the subordinates. It is quick and accurate although it leads to dominations of the source. "Y" in "Y" network represents situations where two supervisors give directions to one office that relays it to those below him/her. It is slow and ineffective. Circle network allows members to interact only with the adjoining members. It is slow and noisy. All Channels Network allows each member to interact freely without in the organization. This is the fastest network and promotes higher human relations in the organization. The chain, wheel and "Y" represent the centralized network which leads to low

employees Job satisfaction while circle and all channel, represent decentralized network which yield high job satisfaction since workers output is recognized in partic: party decision making. Robbins (1998) has also made this outstanding observation about the networks.

According to Gupta (1992) grapevine refers to communication among people through information contacts. It is structure less and unofficial channel, unplanned communication. Okumbe (1998) says that the "grapevine" is an informal communication system in an organization. He further concludes that rumors and gossip which are all aspects of "grapevine can be" minimized if the administrators eliminate ambiguity in the organizational communication.

Single strand   Gossip   Probability   Cluster
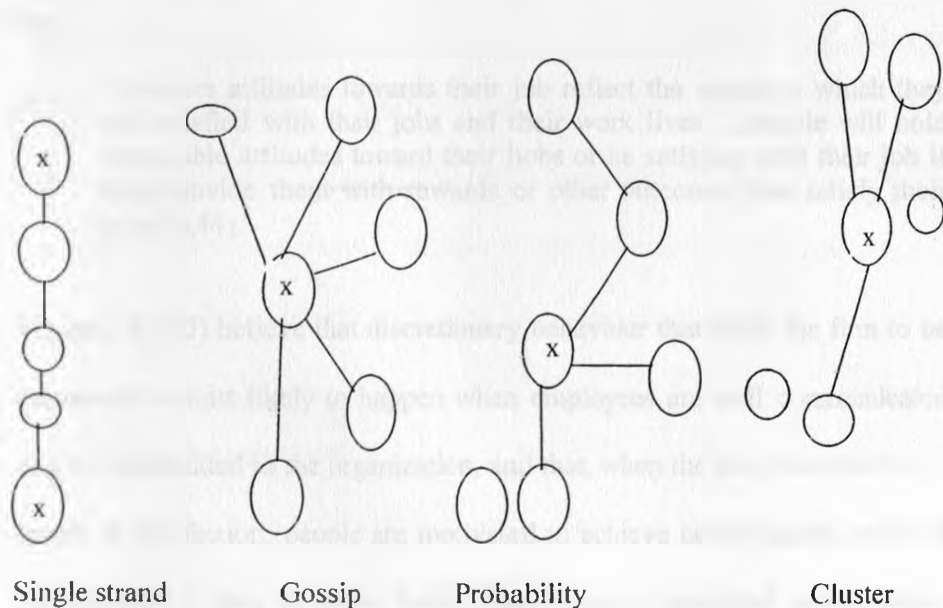
Figure 2.3: Informal communication networks according to Gupta (1992)

There are four types of informal communication as shown in figure 2.3. In a single strand network, an individual communicates with another individual through the intervenining persons. In the gossip network, the individual

15

communicates with every one non- selectively. In probability network, the individual communicate randomly with others according to the law of probability. In the cluster network, the individual communicates with only those individuals whom he trusts. Out of these informal /network the cluster is the most popular.

2.5. Concept of job satisfaction

Many authors have come up with many definitions of the concept of job satisfaction but these definitions are all generally related to the positive feelings one has towards his/her job (Locke 1976). Gilmer & Deci (1977) say that,

> "Workers attitudes towards their job reflect the extent to which they are satisfied with their jobs and their work lives.....people will hold favourable attitudes toward their hobs or be satisfied with their job if they provide them with rewards or other outcomes that satisfy their jobs"(p,44).

Michael (2005) believe that discretionary behaviour that helps the firm to be successful is most likely to happen when employees are well communicated and feel committed to the organization, and that, when the job gives them high levels of satisfaction, people are motivated to achieve certain goals, and will be satisfied if they achieve these goals through improved performance. Teachers' job satisfaction is also a source of motivation that sustains efforts in performing the many routine and necessary tasks required of good teachers (Joshua, 2001). Such tasks include preparation of schemes of work, daily lesson plans, careful working of students progress and monitor student progress

2.6. Communication strategies

Effective communication does not come naturally. It is a skill to be learned and practiced. To be an effective communicator, one should realize that the minds of human being filter information differently. Young & Post (1993) present seven indicators of effective corporate communication as, communication champion, matching actions and words, committed to two ways communication, face to face communication, shares responsibility, dealing with bad news, and communicating timely. The study of Castruita (1982) on the training needs of secondary school principals in California found that competence of the head teacher in open staff communication together with other areas are very important for schools administration. Asugo, (2002) studied the factors that influence secondary school head teacher's communication strategies in school administration in Nyando District found out that school administration was not addressing students problem properly due to lack of clear established channels of communication.

2.6.1 Timely communication

People need to know what is happening when it is happening or going to happen. Timeliness is vital. Headteachers should communicate what they know when they know it, they should not wait until every detail is resolved. The result of not communicating in a timely manner may lead to disaffection, anger and loss of trust. Communication should be continuous, particularly during periods of change or crisis so that subordinates get first hand information from the administrators' point of view (Young & Post, 1993). It is

17

quite understandable that if people do not receive information they need to get or are fuzzy (too concerned or worried) about what they do receive, they are quite likely to use the grapevine to help fill in the information gap (Eitington, 1997). Gossip and rumours are functions of lack of information from the leaders' point of view. This can be minimized or prevented by communicating to people to right information at the right time.

2.6.2. Face to face communication

Face to face communication has gained important elements in implementing total quality and employee involvement programs. Griffin (2002) describes vertical communication as information flowing up and down the organization usually along formal reporting lines. These means that, the communication that take place between leaders and the subordinate may involve several different levels of an organization.

Downward communication refers to the messages and information sent from top leadership to subordinate in a downward direction, (Daft & Maric, 2001). The communication from head teachers downward to the students is an example of downward communication. Upward communication includes messages that flow from the lowest to the higher levels in the organizations hierarchy. This is a channel through which employees air grievances, report progress and provide feedback on leadership initiatives (Daft & Marcic, 2001). Marzano (2003) supported that the most powerful single identification that enhances achievement is feedback. Feedback helps any organization to know

18

if goals are met. Feedback must be timely and specific to the content being communicated.

2.6.3. Sharing responsibility for employee communications

A leader of any organization should identify and address communication problems as part of his or her annual performance (Young & Post, 1993). According to Spears (1988) opening up is one way through which a leader shares responsibility for an employee communication. When a leader takes the responsibility to communicate, he is opening up himself to his employees. This allows subordinates to communicate freely to their leaders and leaders continue to communicate to them.

2.6.4. Dealing with bad news

Hunter (2004) holds that delivering bad news in an up-front, straight forward, and honest way is a perfect opportunity to develop trust and credibility with people. This direct approach shows you can be trusted because you shoot straight and do not shy away from the truth whatever it is, this is what leadership is about. However, Young & Post (1993) do caution that teachers' communication may be affected just because of the way the headteachers receive and share news, most especially if it is bad news, for example, when there is a complaint from a teacher, the head teacher needs to be very careful the way he will deal with bad news.

Eintington (1997) remarks that leaders find one of their less attractive chores in communicating bad news such as loss of a job,suspension of a student ,demoting a worker & death of a worker or a relative of a worker .Other bad news that are hard to communicate to a surbodinates are; cancelling a field trip,deffering an opportunity to attend along awaited workshop,eliminate a pet project,or a denial of a promotion.No one likes to be the messenger bearing such bad tidings.When a leader communicates such information without getting bad reaction from the subordinates ,then he has learned an art that balances his skills in communiocating information.

2.6.5. Matching action with words

A critical factor for effective employee communication is managerial action. Action definitely speak louder than words. Without a match of values in formal channels with values in practice, employee communication may be a waste of time (Young & Post 1993). Spears (1998) says action speaks louder than words is a simple reminder that a lot of talk about serving will do no good if all that others see are the same old attitude and behaviours. When leaders conduct themselves well towards those they lead, their core values, and principles can go along way towards making them understand the essence, purpose and practice of servant leadership through communication.

2.7. Influence of communication on teachers' job satisfaction

Hicks & Gullet (1975) observe that in any organization top-level executive devote 60-80 percent of their total working hours communicating.

20

Communication is, therefore, the sole means by which any organization functions. Mbiti (1974) stresses that successful communication of information to people is an essential part of the administrator's job. The communication process in a school links the head teacher, teachers, non-teaching staff and the students. Hicks & Gullet (1975) found that "job satisfaction in organization tended to be positively correlated with openness of communication between the administration and the teachers.

2.8 Communication barriers

There is wide number of sources of interference that can enter into the communication process. This can occur when people know each other very well and should understand the sources of error. In a work setting, it is even more common since interactions involve people who not only don't have years of experience with each other, but communication is complicated by the complex and often conflictual relationships that exist at work (Okumbe, 1998).

In a work setting, the following suggests a number of sources of noise;- language, defensiveness, distorted perceptions, misreading of body language, power struggles, self filling assumptions, distrusted source, perceptual biases, interpersonal relationships and cultural differences. The choice of words or language in which a sender encodes a message will influence the quality of communication. People attend to stimuli in the environment in very different ways (Robbins, 1988). How we perceive communication is affected by the organizational relationship that two people

have. Effective communication requires deciphering the basic values, motives, aspirations and assumptions that operate across geographical lines (Massie 1964).

Chege (2005) studied possible communication barriers and their effects on performance in schools. He recommended a change in the attitude of students to teachers and on the relationship among the teacher themselves. He concluded that there was no progress without effective communication which schools use to change the behaivour. O'Relly (1979) has shown that provision of good information enhances decision –making.

2.9 Summary of related literature

They are various studies that have been carried out on communication. Wanga (1987) observed that poor communication accounts for 30 percent of strikes in schools. It causes a considerable amount of misunderstanding between people in the school. It has a drastic effect on performance as it leads to confusion, mistakes, wastage and accidents. Teachers thus become frustrated and the morale drops leading to poor performance. Lunalo (1983) recommended that it would be useful to conduct a study on the kind of communication carried out in the school to establish the quality of education received by the students. According to Munyeira (2002) the form and way of communication used in a given school will affect the way people interact, and it will have an impact on the general atmosphere of the school, which in turn will affect the general quality of instruction that students receive. The work of O'Relly (1979)

established that interpersonal communication is affected by four main factors, which are; sender's trust of the receiver, receiver's influence over the sender, sender's mobility and aspirations norms and group sanctions to which senders or receiver belong. These factors will determine the openness, amount and type of information relayed between different parties.

2.10 Theoretical perspective

This study applied to systems theory by Weber (1947). System theory states that, a system is the sum total of parts working independently and working together to achieve required results or outcomes. It is a whole that consist of parts and sub parts which have dynamic relationships among themselves and the whole Scott (2003). Every part in the system has a function and all parts of the structure have to work cooperatively. Similarly in order to achieve the set goals and objectives of a school, headteachers, teachers, and students etc should work cooperatively. This can be achieved through the use of effective communication strategies.

A school as a social system was advocated by Getzels & Guba's (1957) conceptualization of administration as a social process. Getzels suggested that administration may be conceived structurally as a hierarchy or relationships within a social system. It is through this hierarchical relationship that the social system achieves it goals the basic advantages of system theory in that it provides the tools for out-come oriented schools management, rather than

23

concentration on mere administrative processes. It focuses on output and integrates administrative processes in a logical and manageable scheme through the use of effective communication strategies. Although system theory does not show dependencies or relationships between various activities in a school system, it will be adopted in this study because of its five essential elements that are linked together, these elements include, identifying the goals or needs of the system, translation of such goals into specific objectives that can be accomplished at the system level, coming up with a number of possible solutions, obtaining methods and means for implementing the selected solutions and evaluating the results whereby required revisions to all parts of the system are made on the basis of the available feedback, so that the problem or needs are eliminated or the goals are achieved.

The school is a social system and the different parts in the system can be seen as the different departments and different people who form the entire community. All the different teachers in the school are assigned different roles. It is only when each member plays his/her role well that harmony will be achieved. The head teacher, teachers, non teaching staff pupils and the neighbouring community are all parts at the whole system every sub- system has a functional and all parts of the structure have to work co-operatively in order to achieve the function, which in the case of a school is good performance.

A breakdown of communication in a school system could lead to misunderstanding, confusion and dissatisfaction among the members of the staff (Wanga, 1987). The headteachers stand or fall by the quality of their communication strategies. They have therefore no choice but to be the nerve center at the communication network situated in their schools, as they are the center of their own internal organization and also the link between the school and the outside world whereby the headteacher communicates schools goals to their deputy, head of departments, subjects heads, subjects teachers, class teachers, pupils and support staff. The head teacher also communicates outside the school to parents, school board of governors, teachers' service commission, K.I.E, M.O.E and school suppliers among others.

The theory has the following weaknesses −feminists denounce the theory as gender biased, second, the theory can produce boredom as a result of specialization with instances where such boredom leads to lower levels of productivity (Weber 1947). Third, impersonality may produce a rather sterile atmosphere in which people interact as "non-persons", resulting in low morale. Low morale, in turn, frequently impairs organizational efficiency (Hay 2008). Fourth, every level in the hierarchy produces a potential communication block because subordinates are reluctant to communicate anything that might make them look bad in the eyes of their superiors. (Blau & Scott, 2003). Fifth, disciplined compliance with the hierarchy, and particularly with the regulations, frequently produces rigidity and an inability to adjust. Such formalism may be exaggerated until conformity interferes with goal

25

achievement (Hay, 2008). Finally career orientation is healthy insofar as it produces as sense of employee loyalty and motivates employees to maximize effort, however, is based on seniority and achievement, which are not necessarily compatible. For example, rapid promotion of high achievers often produces discontent among the loyal, hardworking, senior employees who are as productive or creative (Blau & Scott, 2003).

Although the system theory has these weaknesses. It also has the following strengths: To Weber (1947) bureaucracy maximizes rational decision making and administrative efficiency. "Experience tends to universally show that the purely bureaucratic type of administrative organization…. is, from purely technical point of view, capable of attaining the highest degree of efficiency." Division of labor and specialization through communication produce experts, and experts with an impersonal orientation make technically correct rational decisions based on the facts. Once rational decisions have been made, the hierarchy of authority ensures disciplined compliance to directives and along with rules and regulations, a well- coordinated system of implementation, uniformity and stability in the operation of the organization. Finally, a career orientation provides the incentive for employees to be loyal to the organization and to produce extra effort. These characteristics function to maximize administrative efficiency because committed experts make rational decisions through effective communication that are executed and coordinated in a disciplined way (Hay 2008). The researcher has based her work on the strength of the theory. The headteachers stand or fall by the quality of their

communication. They have therefore no choice but to be the nerve centre of the communication network situated in their schools, as they are the centre of their own internal organization and also the link between the school and outside world.

2.11 Conceptual framework

Figure 2.2 shows the conceptual framework representing the relationship between headteachers' communication strategies on level of teachers' job satisfaction in Nyahururu District.

Communication strategies
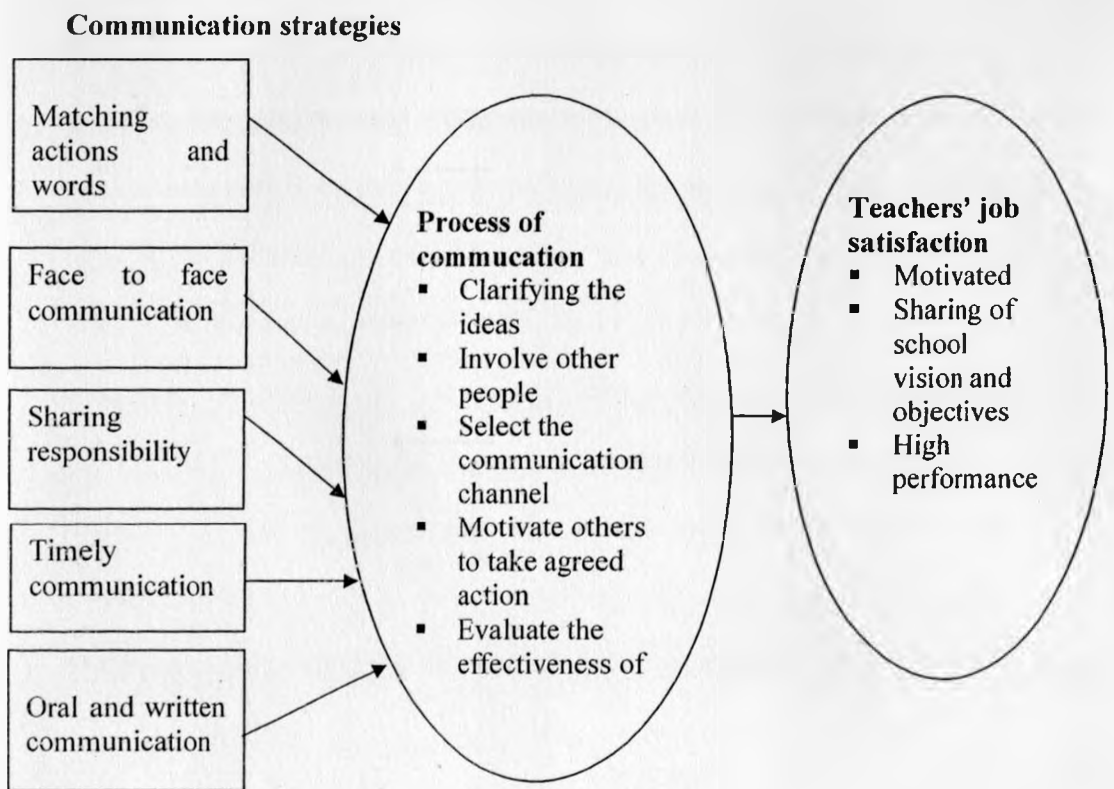
Figure 2.4: The relationship between headteacher communication strategy on teachers' job satisfaction

Figure 2.4 shows, A school as a social structure has the fundamental function of providing teachers with satisfaction as they are working. The headteacher is charged with responsibility of running all the activities of the school using effective communication strategies. His/her ability to communicate issues related to the running of the school contributes to achievement of the schools goals and objectives. If teachers are well motivated they rise their self-esteem and work hard. This will result to sharing of school vision, goals and objectives which leds to high productivity.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the description of the methods applied in carrying out the research study. It is organized under the following sections; research design, target population, sample size and sampling procedures, research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques.

3.2 Research design

Research design can be defined as the method the researcher wants to use in executing his or her research (Mugenda & Mugenda 2003). It is the roadmap of the researchers' investigation, the procedure the investigator wants to adopt to solve the identified problem. This study was conducted using Descriptive Survey. According to Orodho (2003) descriptive survey is a method of collecting information by observing, interviewing or administering a questionnaire to a sample of individuals. The research design enabled the researcher to collect original data from a wide range of respondents and provided an opportunity to collect systematic information on influence of headteachers communication strategies on level of teachers' job satisfaction in Nyahururu District.

29

3.3 Target population

Target population is the group of interest to the researcher, which would like to generalize the result of the study (Orodho & Kombo, 2003, Best & Kahn, 2004). It is also referred to as the universe. The target population for the study consisted of headteachers and teachers in 67 public primary mixed schools in Nyahururu District at the time of the research. There are a total of 788 teachers in the District, of whom 427 were females and 362 were males.

This was inclusive of the number of headteachers. Out of 67 head teachers, 6 were female while 61 were males (District Education office, Nyahururu 2012).

Table 3.1: Population of Teachers and Headteachers in public primary schools in Nyahururu District.

Headteachers	Number	Percentage	Teachers	Number	Percentage
Female	61	91.04	Female	427	54.19
Male	6	8.96	Male	361	45.81
Total	67	100	Total	788	100

3.4 Sample size and sampling procedure

Mugenda & Mugenda (2003) state that sampling is a process of identifying individuals to participate in a study. The individual should represent the large group from which they have been selected to allow for generalization of the findings. The sample size for this study was determined using Krejcie & Morgan (1970) formular:

$$n- \frac{x^2 NP(1-p)}{d^2(N-1) + r^2 p(1-p)}$$

Where n- desired sample size

X^2 – Chi-square value for 1 degree of freedom at the desired confidence level say 95%

X^2=3.84

N- The population size= 788

P= the population proportion (Assume o.5 since this would give the maximum sample size).

D= the degree of accuracy expressed as a proportion ie 0.05 for 95% level of confidence.

Thus sample size of teachers

$$N= \frac{3.84x788x0.5(1-0.5)}{0.05^2(788.1) + 3.84x0.5(1-0.5)} = \frac{756.48}{(1.9675 + 0.96}$$
$$= 258.4 = 258$$

Sample size of teachers was 258. Out of 258 teachers the researcher used a proportion of each category, male 45% which was 116 and female 55% which was 141 females. So from every school I took 45% of male teachers and 55% of women since each gender is a representative of the total population.

The sample size of schools

$$n = \frac{3.84x67x0.5(1-0.5)}{0.05^2(67-1) + 3.84x05(1-0.5)} = \frac{64.32}{0.165 + 0.96}$$

$$= \frac{64.32}{1.125} = 57.2 = 57$$

A total of 57 public primary schools was sampled. For the purpose of female headteacher and their schools, the researchers used purposive sampling. According to Mugenda & Mugenda (2003) purposive sampling allows a researcher to use cases that have the required information with respect to the objectives of the study and also where the population is small it is advisable to take all cases. All female headteachers and their schools were included in the sample size.

Simple random sampling was used to select 51 public primary schools. This was done by writing down the names of the other 61 schools on a piece of paper according to how they were listed down. The papers were then folded and put in the box. When the process was completed 10 schools were randomly selected by picking a paper. The papers were thoroughly mixed after every picking to make sure that all schools had equal probability of being picked. The remained schools in the box comprised the final sample. All the head teachers from the selected schools automatically become part of the study.

3.5 Research Instruments

The data for this study was collected using 2 sets of self administered questionnaire, observation guide and school document analysis. The questionnaires were administered to headteachers and teachers.

3.5.1 Questionnaires

This instrument was chosen because it helped the respondent to give issues even to very sensitive questions, as he/she was not required to give his/her name. It was also efficient in reaching a large group of respondents within a short time (Mulus 1998). According to Wiersma (1995) questionnaire studies were generally much less expensive and they did not consume a lot of time in their administration. Brevity in a questionnaire also encouraged response.

The questionnaires administered had both closed and open-ended items. Closed – ended questions allowed the generation of demographic information while the open-ended ones generated specific responses from individuals. The questionnaires were sub-divided into sections to capture the responses and details required.

3.5.2 Observation guide

Since communication is a continous process, observation guide was used to record facilities of communication that were observed during visits to the schools by the researcher. The record indicated the availability, adequacy, location, condition and the utilization of the devices such as notice board, suggestions box and assembly hall/ ground that enhances effective communication between headteacher and teacher in the school (Gupta 1992).

33

3.5.3 School document analysis guide

This was used by the researcher to find out whether school documents contain crucial information required for proper school administration were available in schools and whether they contained relevant information. These documents included, school vision and mission, school magazines, school logo books, end of year exam results, official correspondence files, class register, staff attendant register and staff written permission (Griffin, 2002).

3.6 Pre-test of instrument

Pretest study was conducted in five schools that were not part of the study sample. The researcher administered the isntrumetns to five headteachers and ten teachers. The respondents were asked to complete the questionnaires and give their comments on clarity of instruction and relevance of the individual questions as they appreared on the questionnaire. Pre-test study enabled the researcher to identify deficiencies in the questionnaires such as, unclear directions, insufficient space to write responses, clustered questions and wrong numbering among others.

3.7 Validity of the instruments

According to Best & Kahn (2004) validity is the degree to which a test measures what it purport to measure. For the purpose of this study content validity was applied. This type of validity shows whether the test items represent the content that the test is designed to measure. To enhance validity, pretest was carried out to help the researcher in identification of items in the

research instrument that were ambiguous in eliciting relevant information, modification of the items were then made where necessary.

3.8 Reliability of the instrument

Reliability enhances the dependability, accuracy and adequacy of the instrument through pre-testing. Mugenda & Mugenda (2003) defined reliability as a measure of the degree to which a research instrument fields consistent results or data after repeated trial. To obtain the reliability of the instrument a pre-test was conducted at Nyahururu District using 6 schools.The reliability of this instrument was calculated using the SPSS software.In using the SPSS software the split-half method was applied because the instrument was tested once.The odd-numbered items were correlated with the even-numbered items using the following pearson's product-moment correlation formula below.

$$r_{oe} = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{N\Sigma x^2 - (\Sigma x)^2}\sqrt{N\Sigma y^2 - (\Sigma y)^2}}$$

r_{oe} correlation coefficient between odd and even items

Σx Sum of the x scores

Σy Sum of the y scores

Σx^2 Sum of the squared x scores

Σy^2 Sum of the squared y scores

Σxy Sum of the products of paired x and y scores

N   Number of paired scores

To obtain the reliability of the entire test,the Spearman Brown Prophecy formula was applied as shown below;

Reliability of the whole test

$$= \frac{2r_{oe}}{1 + r_{oe}}$$

The instrument for the communication strategies of this study yielded a coefficient of reliability r=0.89. Best's(1981,p.255) explanation was taken as the criteria for the evaluation of the reliability coefficient as follows

Coefficient	Reliability
.00to .199	negligible
.20to.399	low
.40to .599	moderate
.60to .799	substantial
.80to 1.00	high to very high

According to the criteria above and the reliability coefficients found(0.89) for communication strategies,the questionnaire was very high reliable.

3.9 Data collection procedure

The researcher applied for a permit from the National Council of Science and Technology. Subsequent clearance to carry out the study was obtained from the District Commissioner (DC) and District Education Officer (DEO) in Nyahururu District. A visit to the participating schools was made to make appointment when the questionnaires could be administered in person. This was followed by delivering the questionnairs to the school by the researcher.

36

A time of collecting the questionnaires after completion was agreed upon with the respondents. The respondents were asked not to disclose their names or those of their schools to ensure that their responses identity were held with confidentiality. The researcher personally filled in the observation schedule and school document analysis.

3.10 Data analysis technique

The raw data collected was systematically organized to facilitate data analysis, the responses were categorized into themes based on the research questions. Quantitatively data gathered were tallied, tabulated, analysed and interpreted using the Statistical Package for Social Scientists (SPSS) software version 11.0 to create frequencies, mean and percentage charts of the manually coded data. Descriptive statistics was used in analyzing data. The levels of significance for all the statistical tests were set at the alpha level of 0.01 for highly significant and 0.05 for significant.

Issues requiring open ended questions were analyzed qualitatively. In this study, respondents on teachers possessive and headteachers suggestions on how communication can be made more effective in public primary schools were categorized in various classes, analyzed thematically and then coded to enable quantitative data. The Pearson product moment correlation model of analysis was used to analyze the degree of the relationship among categories and patterns that suggested generalization and conclusions as per objectives and research questions.

37

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presented the findings of the study. The researcher used primary headteachers, teachers, observation guide and school documents analysis guide in Nyahururu District to collect the require data for the study. The main issues included, the Questionnaires return rate, demographic information of the respondents while subsequent sections are each based on research questions.

4.2 Questionnaires Return Rate for Respondent

The study targeted 257 teachers and 57 head teachers out of which 150 teachers and 50 head teachers had returned their questionnaires dully filled in. This represented 58.36% and 87.7% return rate respectively. This response rate conforms to Mugenda & Mugenda (2003) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This commendable response rate was due to extra efforts were made personal calls and visits to remind the respondent to fill-in and return the questionnaires.

38

4.3 Demographic information of the respondents

4.3.1 Teacher's and headteachers' age

Effective communication is influenced by age of both the sender and the receiver (Robinson 2003). Age portrays the maturity of teachers and head teachers to decipher the basic values, motives, aspirations and assumptions that operate across geographical lines that are key to effect the respondents' age distribution is shown in table 4.1.

Table 4.1: Teachers and head teachers' age

Age	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
Below 30 years	19	12.8%	0	0%
30-35 years	30	20.5%	0	0%
36-40 years	82	53.8%	16	32%
Over 40 years	19	12.8%	34	68%
Total	150	100%	50	100%

Table 4.1 shows that the highest proportion of teachers 53.8% were between 36 -40 years 20.5% were between 30-45 years and a small proportion 12.8% were below 30 years and over 40 years. for the headteachers, however, the majority (685) were over 40 years and a slightly lower percentage (32%) were aged between 3 6-40 years with non below 35 years. This distribution of teachers and headteachers by age with higher propotion 53.8% and 68%

respectively above 36 years is a pointer to the experience in the provision of good information that would enhance decision-making in the school. In the case of headteachers headship experience this suggest that teachers are promoted to headship positions on the base of teaching experience among other reasons.

4.3.2 Respondents' gender

The study also sought to establish the respondents' gender as this was one of the key factors to determine the stiff competition that exist between male and female teachers towards leadership. The absence of a given gender among teachers, therefore, would have a negative influence on communication strategies that lead to job satisfaction in schools. Response are shown in table 4.2.

Table 4.2: Teachers and head teachers' gender

Gender	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
Male	69	46%	45	90%
Female	81	54%	5	10%
Total	**150**	**100%**	**50**	**100%**

Table 4.2 shows that the respondents for this study were predominantly male teachers and headteachers 54% and 90% respectively. A fairly low percentage

was female teachers and headteachers with 46% and 10% respectively. This concurs with Munene (2005) in her study on administrative and social economic factors hindering female access to leadership positions in secondary schools in Nyeri District. The study reviewed that many female teachers were tied up in domestic chores that they did not persue promotion to headship positions and the educational administrative structures was not condusive for female teachers.

4.3.3 Respondents' years of service

The teachers' and headteachers' duration in service was vital because enough experience in teaching and school management would give credible information with regard to the impact of communication strategies in school. The responses are shown in the table 4.3

Table 4.3: Respondents' years of service

Years of Service	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
1-5	11	7.3%	8	16%
6-10 years	19	12.7%	8	16%
More than 10 years	170	80%	33	66%
Total	**200**	**100%**	**50**	**100%**

The results indicate that the greatest number of teachers represented by 80%

41

had served in teaching profession for more than 10 years, whereas for the head teachers, majority (66%) had served for 10 years and above and a few (16%) had taught for 5 years and below. Headteachers teaching experience is indispensable of effective communication strategies that influence teachers' job satisfaction in school. Hence, headteachers whose teaching experience were 5 years and above would be able to apply good communication techniques, perform their responsibilities effectively and do more to assist their teachers. Mutune (2005) indicate that headteachers who had served as leaders more than five years were more effective in their roles as instructional leaders than those who had served for less than five years. According to Robbins (2003) communication is influenced by age, educational and cultural background of both the sender and the receiver.

4.3.4 Respondents' level of education

Level of education for both teachers and headteachers was also a key factor to be considered for effective communication by headteachers who would influence teachers through improved performance. Teachers' level of education is a service of motivation because it sustains efforts in performing the many routines required of good teachers. The teachers and headteachers' level of education are shown in table 4.4.

Table 4.4: Respondents' level of education

Level of Education	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
Graduates	18	6.7	24	48
Diploma	85	56	22	44
Masters	6	4	2	4
P1	41	28	2	4
Total	**150**	**100%**	**50**	**100%**

Table 4.4 shows that the higher proportion of the teachers were diploma (56%), P1 (28%) Graduate (6.7%) and Masters (4%). On the other hand, the higher proportion of the headteachers 48% were graduate, 44% diploma, 2% masters and 2% P1.This information shows that the respondents were well equipped with the knowledge they require to execute their duties as educational administrators. According to Mbiti (2007) academic qualifications will always affect the way individuals will perceive different ideas.

4.4 Head teachers' attendance of management course

The study also sought to establish whether headteachers had attended any course on school management. Management skills are vital for school leaders because they would be well equipped with human resource management knowledge which is the umbrella of motivation and job satisfaction. The response are shown in figure 4.1

43

Figure 4.1: Headteachers' attendance on management courses
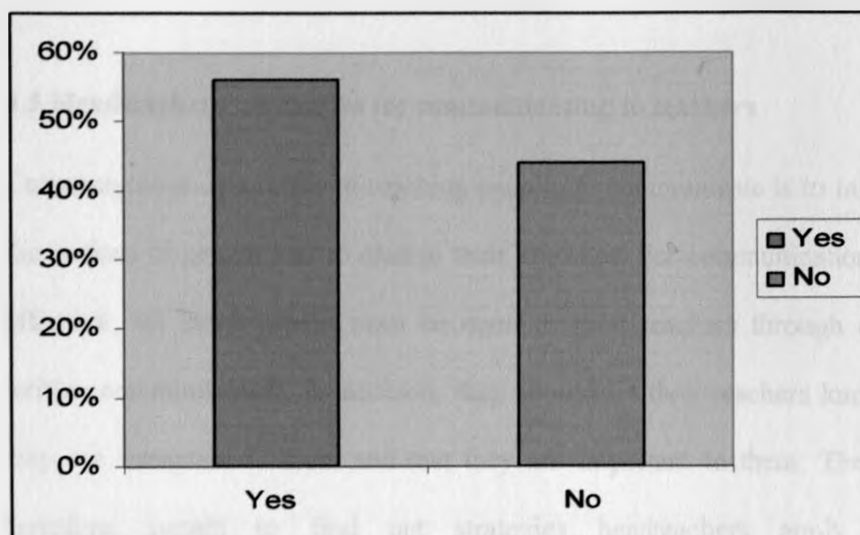
Figure 4.1 reveals that higher propotion (56%) of the headteachers had attended some training on school management and leadership. A fairly low percentage (44%) had never attended any management course. This information shows that although 56% of the headteachers had undergone some trainings, it took a period of three weeks. This period is somehow insufficient for a headteacher to have learnt effective communication skills in leadership. According to Okumbe(1999) a consciously design human resource, development effort is a must if the work motivation and job satisfaction are to be improved to make all educational managers "willing professionals". Lack of adequate training of headteachers concurs with Mbiti (2007) who indicate that many teachers have been and will be given headmastership without any formal preparation for it. It is therefore necessary for students, teachers to familiarize themselves with some ideas which are related to the work of headteachers so that they can be reasonabley be well equipped with basic

44

knowledge needed for the job.

4.5 Headteachers' strategies for communicating to teachers

Communication is a mode of reaching people, to communicate is to influence the actions of people and to change their attitudes. For communication to be effective, the headteachers must be open to their teachers through oral or written communication. In addition, they should let their teachers know that they are interested in them and that they are important to them. The study therefore, sought to find out strategies headteachers apply while communicating to their teachers for the purpose of job satisfaction.

4.5.1 Headteachers means of communication

To find out the manner in which the headteachers gave and received information in the school for the purpose of teachers' job satisfaction, the study sought for the headteachers responses. The higher propotion of headteachers 66% stated that oral communication was the most effective type of communication, hence 34% indicated that written communication was the most effective type of communication. This information is shown on the figure 4.2.

45

Figure 4.2: Headteachers means of communication
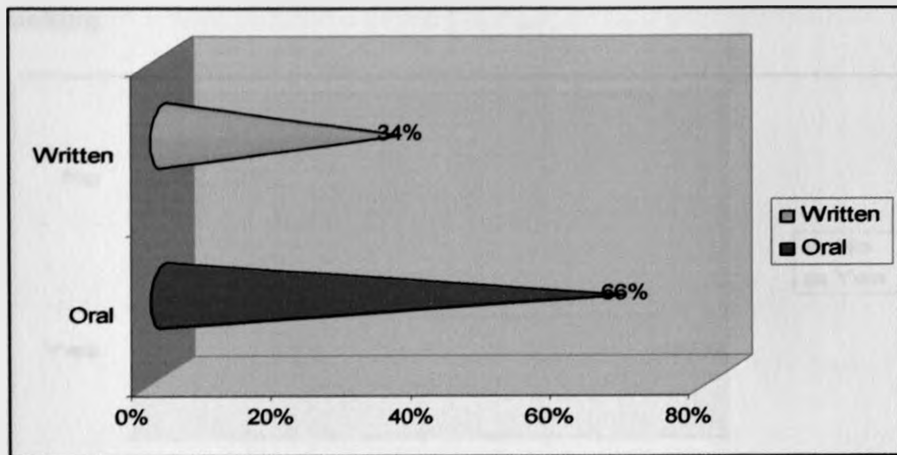
This findings concurs with Mbiti (2007) that letters, newspapers, books and magazines convey a lot of information not only from person to person but also from generation to generation. According to (Okumbe,1999) it sometimes for an educational manager to have frequent informal but friendly talks with staff at personal levels because this can forstall an unbecoming behaviors.

4.5.2 Headteachers' response on encouraging teachers to air their views

Autocratic heads of institutions would cause teacher dissatisfaction. The study sought to find out whether Headteachers give their teachers opportunity in the decision making for purposes of job satisfaction. The responses were as indicated in figure 4.3.

Figure 4.3: Headteachers' response on encouraging teachers in decision making
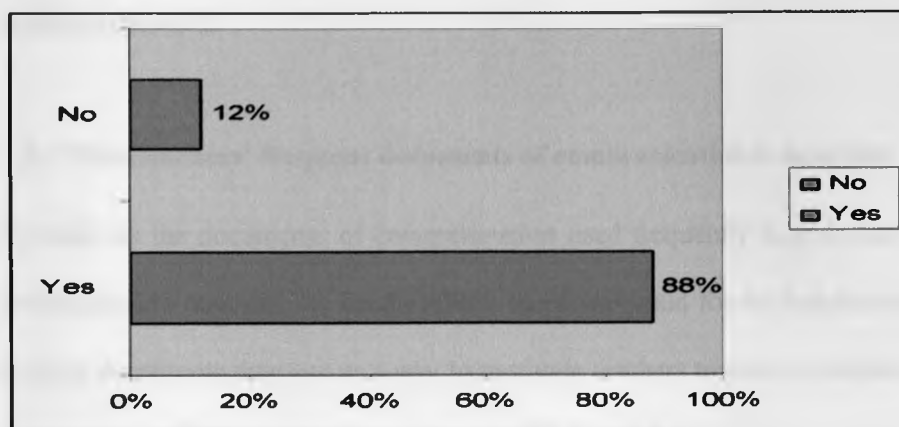
From the findings, higher propotion (88%) of the headteachers reported that they encouraged teachers to air out their views freely during meetings. Very few (12%), however, indicated that they never encouraged their teachers to air out views.

Table 4.5: Headteachers' means of communication

Issues	Percentage	Percentage
	Written communication	Oral communication
Changes in time table	80%	20%
About school routine	86%	14%
About staff meetings	25 %	75%

Table 4.5 indicates that all the headteachers communicated to their teachers via written communication when passing decisions on issues of changes in

time-table and school routine. However, during staff meetings, a good percentage (75%) used oral communication to pass decisions and delegate duties to teachers.

4.5.3 Headteachers' frequent documents of communication to teachers

To find out the documents of communication used frequently to pass current information to teachers, by headteachers, there was need for the headteachers to state documents they use as a way to motivate teachers towards constructive improvement. The responses were presented in figure 4.4.

Figure 4.4: Headteachers' Frequent Documents of Communication to Teachers
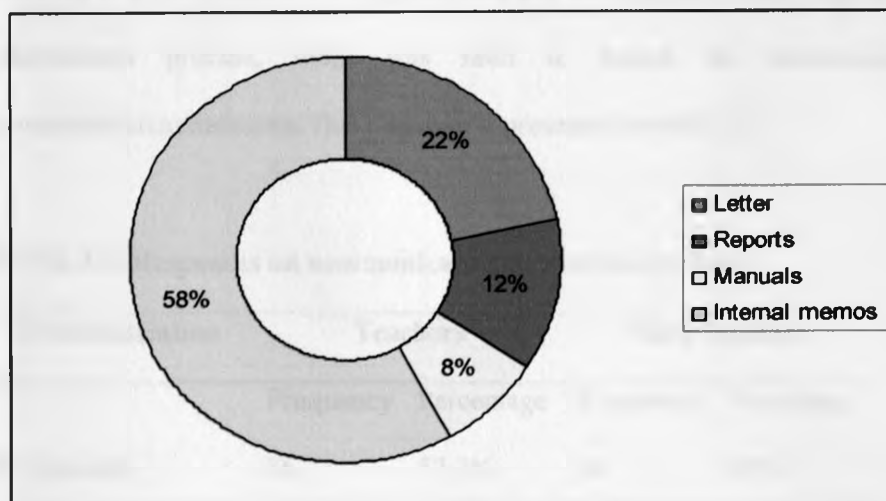
As shown in figure 4.4, high proportion (58%) indicated that they used internal memos to convey information to their teachers. A fairly low percentage (22%) used letters and the rest represented by 12% and 8% used reports and manuals respectively.

48

4.6 Headteachers' methods of sharing responsibilities to teachers

The relationships among teacher, students, support and service personnel depend largely on headteachers' communication networks. To harness positive relationships that would enhance job satisfaction among teachers therefore, the study sought to assess communication networks, used by headteachers when sharing responsibilities to their teachers.

4.6.1 Headteachers' communication networks

A school that has effective communication networks would, most probably, have teachers who like their headteachers whose role is essential for the improvement of educational programmes. To find out how headteachers ensures that their teachers feel appreciated and recognized for their role in the educational process, there was need to assess the headteachers' communication networks.This response is presented in table 4.6

Table 4.6: Responses on communication networks at school

Communication	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
Downward	86	57.3%	26	52%
Upward	46	30.7%	22	44%
Lateral (Horizontal)	18	6.7%	2	4%
Total	**150**	**100%**	**50**	**100%**

From the table, high proportion of the teachers (57.3% and headteachers (52%) indicated that the most common communication network used at school was downward. A fairly good percentage of teachers (30.7%) and headteachers (44%) indicated upward communication. Lateral communication was scarcely used in most schools in Nyahururu District.

4.6.2 Headteachers' preferred methods of communicating to teachers to convene meetings

Headteachers who trusts teachers would always appeal to their experiences, values and beliefs. This could be realized through sufficient communication method. The study, nevertheless, sought to establish the methods used by headteachers to convene meetings and the results tabulated

in table 4.7

Table 4.7: Responses on the headteachers method of convening meetings

Method	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
One-way communication	5	3.3	0	0
Two-way- communication	145	96.7	50	100
Total	**150**	**100**	**50**	**100**

The results from the table show that two-way communication method was highly preferred to convene meetings. The responses from teachers (96.7%)

50

suggest that they would be more satisfied if the head teacher converges a meeting and allows the staff to respond to the message as opposed to where the head teacher convenes a meeting, talks to teachers and leaves without giving them chance to respond.

4.7 Major communication strategies used by head teachers

As shown in table 4.8, two ways of communication and match words with action are the most significant communication strategies used by head teachers as shown by their means of 4.0333 and 3.9667 respectively. The others communication strategies used by head teachers were giving messages information on time, sharing responsibility and communicating continuously particularly during periods as shown by means of 3.8600, 3.7400 and 3.2667 respectively. According to Okumbe (1999) states that messages perform the noble task of stimulating action, it is therefore important that the transmission of a message be well timed in order appropriate action be taken promptly by the receiver. Messages should be communicated well ahead of time everyone involved in communication process should be considered, consulted and feedback should be obtained from the receiver. Nzuke (1999) this information is presented in table 4.8. Teachers were also given 5 communication strategies and asked to rate the frequency with which their headtecahers used. Staff meetings were often used with 78.0% rating, using staff reports, phone and messages were rarely used while facial expression and body movement are never used. It can be therefore be concluded that communication is a

paramount importance to the learning of the school and that influence teacher job satisfactions. The responses are shown in the table 4.8.

Table 4.8: Major communication strategies used by head teachers

Strategies	Mean	Std Deviation
Match words with action	3.9667	0.90053
Two way of communication	4.0333	0.64938
Sharing responsibility	3.7400	0.74573
Communicates continuously particularly during periods	3.2667	1.00112
Give messages information on time	3.8600	0.81948

4.8 Various communication facilities in schools

The study also inquired on the presence of various comnunications facilities in schools. The responses are shown in table 4.9.

Table 4.9: Various communications facilities in schools

Facitity	Frequency	Percentage
Notice boards	50	100
School magazine	2	4
Suggestion box	41	82
School motto	43	86
Total	50	100

From the results of the study, all the schools had notice board 100%, suggestion box 82% school vision and mission 86% while only 2% schools had school magazincs. Munyeira (2002) on his study on communication strategies used by hcadteachers and their effects on academic performance in Chelangani Division indicated that students whose principles encouraged information to flow from all directions and there is freedom of expression among members of the school community did well in national examinations than students whose principles curtailed freedom of expression.

Munyeira studies further indicated schools which made communication facilities available in schools such as suggestion boxes, notice boards and school magazines among others encouraged school community members to air their views related to school administration without fear of any form of intimidations, hence the study observed communication facilities and schools records in the surveyed schools. The findings are discussed as follows.

From the researcher use of observation guide to check on the availability, adequacy, location, conditions and the utilization of communication facilities such as noticeboard, suggestion box and assembly /ground reviewed that although these facilities were available in all schools majority placed infront of headteachers office and they were not in good condition.

From document analysis guide, the researcher analysed the following, school documents, school vision and mission, school motto, school magazines, school logo book, end of year and term examination results official correspondence

53

files, class registers, staff registers, handing over and taking over records and staff written permission forms. It was reviewed that all schools had records on pupils end of year examination results with proper entry of scores and class registeres indicated numbers of pupils in each class, their sex and days they were present in schools.

Only 10 schools had records of handing and taking over indicating teachers who had left schools for various reasons and those who took over from them and details of what they were teaching, this shows that many headteacher were not taking this exercise seriously. All schools had staff attendant register indicating the name of the teacher, day and date, time of arrival and departure and teachers signature. However, it was found to be effective in only 5 schools. All schools had school vision indicating schools' goals and objectives and ways of achieving them, but higher propotion of headteachers kept them inside their offices. Only 4 schools had schools magazines with columns for pupils to speak about how they felt about their schools, different subjects and their teachers. Twenty five schools had official correspondence files containing circulars from the Ministry of Education, DEO office, Kenya National Union of teachers, TSC, Staff correspondence files and schools committee minutes files.

All schools had school logo books whereby all schools' happens which take place when the school is in progress are reported, such happenings include visitors to the schools, major activities in schools such as games, national examination among others. Only 4 schools had written staff form whereby the

teacher filled in the details like the name, reasons for being away from schools, who will be incharge of their classes when they are away and how they will compensate for the time they will be away from school.

4.9 Communication barriers

The head teachers were also requested to indicate the communication barriers that they experienced. From the results of the study of the head teachers higher propotion (66%) reported that perception was the main communication barrier between them and the teachers while 22% chose distribution of information as the communication barrier between them and the teachers. Muka (2005) in her study on barriers of effective communication in the school management of public secondary schools in starehe division found out that although non-verbal communication had very little research, it plays a very important role in communication. This information is presented in figure 4.5.

Figure 4.5: Communication barriers
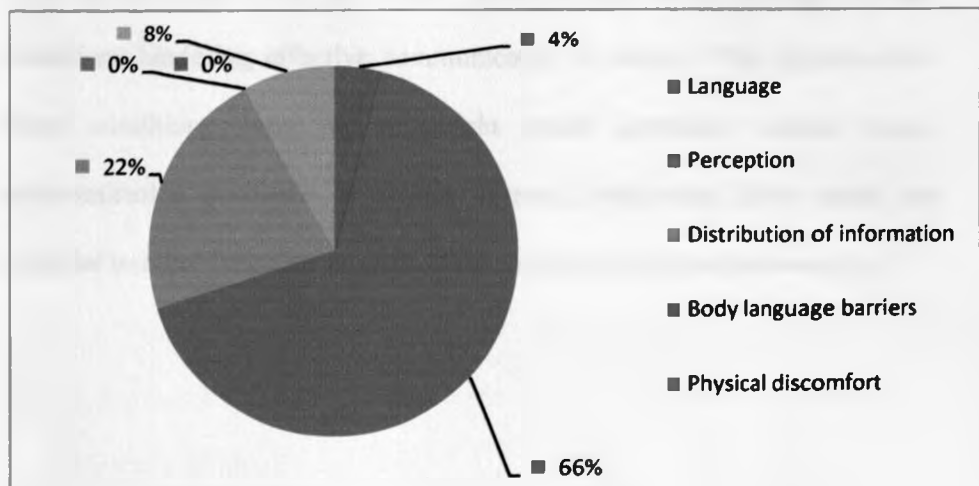
4.9.1. Teachers' view conditions that hinder effective communication

Teachers were asked to provide information on the conditions that hinder smooth flow of information in the school.This information is provided in the table 4.10.

Table 4.10: Teachers' view conditions hindering effective communication

Condition	Teachers	
	Frequency	Percentage
Lack of time for regular meetings	48	32.0
Authoritative headteachers	20	13.3
Lack of trust by the headteacher	30	20.0
Headteacher absenteeism	60	20.0
Headteacher favourism	20	13.3
Language barrier	2	1.3
Total	**150**	**100**

From the findings; there was a fair distribution of the percentages on the conditions hindering effective communication in school. This indicates that these conditions carry equal weight could drastically create major communication problems at school. Hence, information flow would be essential to other functions as unification, motivation and decision-making.

56

4.9.2 Teachers suggested possible remedies to communication barriers

Another issue that the study sought to identify was about the suggested possible remedies to communication barriers. The teachers were asked on how to avoid the barriers of communication and the findings are the following-

Information passed through suggestion boxes should be acted upon promptly but with necessary caution to encourage all members to use the facility. Administration should avoid victimizing those who air grievances. Sender of information should follow up to ensure the right information was delivered.

Respondents felt that for effective communication to be both informal and formal mechanism should be put in place to establish how the message was interpreted by the receiver. The feedback mechanism makes communication a two way process. An effective feedback should be specific in providing information, be well intended, well timed, reliable and valid, useful in providing the needed information for the receiver and applied when the receiver is ready to receive it.

Head teachers and teachers felt that, for effective communication to be enhanced, managers should be quite aware of grapevine (an informal type of communication in an organization) so that the positive aspect of rumours and gossip can be utilized in the management of their organization, and the negative consequences nipped in the bud. They should also minimize it by explaining decisions and behaviors in a transparency manner and ensuring that ambiguity is eliminated in schools.

57

Communication climate enhances effective communication in that, if communication in an organization with high degree of trust and openness it is more likely to produce a positive response whereas if communication is taking place where distrust prevails, even a well intended message can be negatively interpreted. Therefore head teachers and teachers felt that, schools need to develop a trustworthy climate by encouraging good human relations where their personnel will be motivated hence creating good communication climate. They also thought that, inappropriate use of non-verbal communication can impede effective communication, therefore it is important for people using it to be very careful rest they send unintended messages to their listeners, thus affecting effective communication negatively.

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSIONS AND

RECOMMENDATIONS.

5.1 introduction

This chapter presents the summary of findings, discussion, conclusion drawn from the findings, recommendations made and suggestions for further studies.

5.2 Summary of the study

The main purpose of the study was to determine the influence of headteachers' communication strategies on level of teachers' job satisfaction in public primary schools. The study focused on the stated objectives by targeting the teachers' headteachers' demographic data. In addition, the study focused on issues concerning teacher dissatisfaction at school. To achieve on the influence of headteachers' communication strategies on teachers' job satisfaction in public primary schools in Nyahururu District, Kenya. There after research questions were postulated.

In order to refine study ideas, the literature review was vital to enhance clarity to research questions formulated. The variables of the study were then summarized in the conceptual framework that showed their link.

The study used Descriptive Survey design and simple random sampling technique to select teachers and headteachers who would participate in answering questionnaire items. The target population was 67 headteachers

and 788 teachers. Thereafter, a sample size of 57 headteachers and 258 teachers was adopted by use of Krejcie & Morgan (1970) formular.

Data were collected using teachers' and headteachers' questionnaires, observation guide and school document analysis guide. The collected data were then analyzed using mainly descriptive statistics, particularly frequencies and percentages. The findings were presented and conclusions drawn.

5.2.1 Findings of the study

The study came out with the following research findings.

The relationship between job satisfactions and communication strategies is directly proportional, effective communication leads to good work performance and vice versa. The teachers stated that in cases where their headteachers communicated with them well they tended to improve their productivity.

Both oral and written types of communication are used in the schools. The written communication use is in the form of organizational charts, notice boards, filing systems, time table, the school vision, suggestion boxes, reports, letters and newspapers. The school assembly ground, staff meetings minutes showed that oral communication is also in use.

The headteachers does not address all the teachers' problems. The study revealed that a few headteachers always had meetings with teachers while majority occasionally had meetings with teachers. The school Administrators have a role of creating a condusive atmosphere for sharing views, ideas, problems and experiences through communication among teachers, pupils and entire community.

Communication channel and facility used to pass information affect the way the receiver of the message perceive information. Communication involves seeking to establish channels in all directions thus, communication channels includes, downward communication where information flows from superior to subordinates, in upward communication involves communication flow from subordinate to superiors and horizontal communication which take place among members of work groups at the same level. (Gordon 1987). All communication channels are important in their own rights depending on the situation under consideration (Okumbe 1999).

The factors which hinder effective communication in public primary school in Nyahururu District are;
Not having frequentl staff meetings, use of one way communication between headteacher and teachers, lack of cohesion among teachers as a result of headteachers favourism, absenteeism among headteachers, misintepretation of grievances.

61

On the other hand the research found out that the existing communication system used between primary schools and the ministry of education science and technology was fair but required great improvement to become effective.

The study established higher propotion of the head teachers had attended a course on school management and thus they were better placed to run the schools. However the head teachers were not well trained in effective communication as majority of them attested that they had never attended a course on communication which is fundamental in school management.

Among the various communications facilities in schools, the research established that all the schools had notice boards, and a majority of them also had suggestion boxes.

The teachers also suggested on how communication could be made more effective in their schools. The various recommendations they suggested includes enhancing two way communication between teachers and the head teachers, instituting regular communications forums and that the administration should give information on time.Sender of information should make a forum to ensure the right information was delivered. Freedom of expression should be improved and headteachers to avoid victimizing those who air grievances. Information passed through suggestion boxes should be worked upon promptly but with necessary caution to encourage all members to use the facility. They also suggested that the head teachers should use

modern means of communication like emails and mobile phones to enhance communication between teachers and the head teachers.

The study established the different ways put in place by head teachers which promote free flow of information between the teachers and the head teachers. These included open door policy, continuous communication, face to face communication, downward communication and feedback mechanisms.

The study further established that job satisfaction in schools positively correlated with openness of communication between the head teachers and the teachers. In addition the effective communication between them and the head teachers enhanced their productivity thus job satisfaction.

5.3 conclusions

The purpose of this study was to determine the influence of Headteachers communication strategies on level of teachers job satisfaction, in public primary school Nyahururu District. The research instruments that were used to collect data were 2 sets of Questionnaires, observation guide and school documents analysis.

The study reveals that both oral and written channels of communication are used is schools. Laters, reports organizational charts, notice boards, filing systems, time table, the school vision and suggestion boxes are the examples of written communication while the school assembly grounds and meetings

63

indicate that oral communication is also in use. Although both oral and written communication are in place head teachers should display good organization skills in communication. They should recognise what information is appropriate to be spoken and which is to be written.

It can also be concluded from the findings of the study that there are factors, which hinder effective communication in public primary school. These are infrequent staff meetings, use of one way communication between the headteachers and teachers, teachers not bothering to check for information on the notice boards, lack of cohesion as aresult of favourism among teachers, misinterpretation of information received and use of intimidating language and tone by the headteachers in meeting which makes teachers not air their views.

Another conclusion drawn from the study is that the school Administration does not address all the teachers' problem. This was proved by the infrequent meeting between the headteachers and some of the key teachers and pupils. The entire school community should strive to eliminate the conditions that reduce effective communication among them.

Though the study was conducted in Nyahururu District, It however presents general information on common systems and barriers of communication that exist in public primary schools. The findings and recommendations of the study might prove to be useful to the Ministry of Education Science and Technology (MOEST), headteachers, teachers and school committee in re-

examining and re-appraising their communication ssyetms. The information might also be significant to the Kenya Educational Mangement Institute (KEMI) as a body changed with the responsibility of organizing in-service training programmes for headteachers.

5.4 recommendations

Based on the study findings, the researcher makes the following recommendations aimed at enhancing teachers job satisfaction through head teachers communication strategies being adopted in public primary schools.

i. Communication should not only be a top- down arrangement but should travel upwards and lateral. Kountz & Weihrich (1988) emphasise the fact that if communication flows only downwards, problems will develop. All stakeholders, therefore need to be encouraged to contribute their views. This can be done if the administration encouraged freedom of expression and avoid victimizing those who air grievances.

ii. Teachers and pupils should be involved in decision making where necessary. Therefore, staff meetings and meetings between teachers and pupils should be frequent. Information passed through these meetings and other channels of communication should be acted upon promptly to encourage all members to use these channels. Senders of information should make a follow up to ensure the right information is

65

delivered and receive. When feedback is received from all levels within the school, it will encourage open communication.

iii. Kenya Education Management Institute (KEMI) formely mandated with teacher training should review the curriculum of the teachers training to train teachers on communication strategies and should incorporate modern communication methods and strategies of communication like the internet facilitated communication.

iv. Headteachers should not release sensitive information like transfers, promotions, term dates and examination prematurely. They should always seek timely communication to the targeted audience depending on the nature of information.

The government should initiate more training for headteachers and teachers through KEMI ,MOEST and QASO to enable efficient management of schools.

Communication system used in the school should be evaluated regularly on a checklist. Hay (2008) acknowledges that communication remains the most important way in which we make useful contact with our colleagues in school.

5.5 Suggestions for Areas of Further Studies

Since this study explored the effect of head teacher communication strategies on level of teachers' job satisfaction in public primary schools in Nyahururu Division, Nyahururu District, Kenya, the study recommends that;

i. A study similar to influence of headteachers'communication strategies on level of teachers'job satisfaction can be replicated on a larger population but with teachers as the centre of focus.

ii. Interviews should be used as data collection instrument in addition to questionnaires.

iii. Research on the factors influencing teachers' job satisfaction in the District should be carried out since communication strategies alone does not influence satisfaction.

iv. More studies should be carried out among private primary schools in Kenya to allow for generalization on the effect of head teacher communication strategies on teachers' job satisfaction in primary schools in Kenya.

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69

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APPENDICES

APPENDIX A

INTRODUCTION LETTER

<div align="right">

University of Nairobi

P.O Box 301097

Nairobi

10th February, 2012

</div>

The Headteacher_____ Primary School

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a postgraduate student in the University of Nairobi, pursuing Master of education degree course. I am carrying out a research on the **effect of headteachers' communication strategies on level of teachers' job satisfaction in public primary schools in Nyahururu Division, Nyahururu District, Kenya.**

Your school have been selected to participate in this study. I kindly request you to respond honestly to all the items in the instrument provided. Your identity will be confidential.

Your cooperation will highly be appreciated.

Yours faithfully,

Margaret Nyangati Macharia

APPENDIX B

HEADTEACHERS' QUESTIONNAIRE

The questionnaire seeks to determine the effect of head teachers' communication strategies on level of teachers' job satisfaction. The information you give shall be used for study purposes only. For this reason, even your names should not appear on the questionnaire. Your co-operation will be helpful to make the task possible.

PART (A) Personal Details

Please tick (√) the appropriate option

1. Indicate your age

    a) Below   30 years (   ) (b) 30-35   years   (   )

    c) 36-40   years (   ) (d) Over 40   years   (   )

2. Please indicate your sex Male   (   )   Female   (   )

3. How long have you served as head teacher?...

4. What are your academic qualifications?...

5. How many teachers do you have in your school?..

6. Have you attended any course on management?

    I. Yes (   )   No (   )

75

II. If yes specify where and the duration it took. ....

SECTION B: School information

7. (i) By using a tick, indicate the type of communication that find effective

    a)   Written ( )   (b) Oral ( )

(ii). Give reasons for your answer in

    (i) Above...

8.   In your school, which type of communication do you use to pass information to teachers? Indicate by using a tick whether oral, written.

	Oral	Written
Changes in time table		
About school routine		
About staff meetings		

9. (a) When you have meetings with teachers, do you encourage them to air their views freely? Yes ( )   No   ( )

10. Which of the following is used in your school frequently to pass current information to teachers?

    a) Letters ( ) b) Reports ( ) c) Manuals ( ) d) Internal memos ( )

11. (i) Have you attended any course in communication? Yes (   ) No   (   )

Give date and year ....

(ii) If yes, state venue and the duration it took.............................

12. Do you have the following facilities in your school? Indicate by using a tick.

Notice boards ( )   School magazine ( ) Suggestion box   (   )

13. How often do teachers of your school complain of not getting information that is believed to have been sent?

1. Always (   )   2. Sometimes (   ) 3. Rarely (   ) 4. Never   (   )

14. By use of a tick (√) indicates whether the following communications barriers can be contributed to the above problem.

Barrier	Yes	No
Language		
Perception		
Distribution of information		
Body language barriers		
Physical discomfort		
Part of the message is left out		

15.   (i) How do you rate the existing communication system used between primary schools and the ministry of education science and technology?

Excellent   (   )   Good   (   )   Fair   (   )   poor(   )

(ii) If it is not effective, what are the possible reasons for this?..

SECTION C: Communication strategies

16.   The following are major communication strategies used by the headteachers and the key used in rating.

1. strongly disagree   (SD) (2) Disagree (D) (3) undecided (U)

     (4) Agree (A)   Strongly Agree   (SA)

NO. Question	SD	D	U	A	SA
i. Communicate through actions					
ii. Look at others in their eyes while talking to them					
iii. Follows up the communication made					
iv. Matching actions with words					
v. Sharing responsibility					
vi. Gives messages/information on time even when the news is not what people might expect					
vii. Use face to face communication in handling					

sensitive issues					
viii. Messages are sent from top to teachers					
ix. Communicating not only what is happening but why and how it is happening					
x. Spends time talking to groups of teachers questioning and exchanging ideas					
xi. Listen carefully					
xii. Responds quickly to sensitive issues					
xiii. Solicits (asks for) teachers comment					
xiv. Delivers important messages yourself					
xv. Mixes freely with teachers in social interactions					
xvi. Use both verbal announcement and the bulleting board (s) to convey the same messages.					
xvii. Communicates continuously particularly during periods of change or crisis					

THANK YOU FOR PARTICIPATING

APPENDIX C

TEACHERS' QUESTIONNAIRE

The questionnaire is designed to collect information about yourself and your school environment. The information you give shall be used for study purposes only. Thus you are kindly requested not to indicate your name or that of your school.

PART A: Personal Details

Please indicate the appropriate option by a tick (√) kindly respond to all items.

1. Indicate your sex/gender. Male   (   )   Female(   )

2. What is your age bracket?

Under 30 years (   )   36 to 45 years (   )   45 and above (   )

3. What is your highest academic qualification?

PhD (Bachelors) Masters   (   ) Diploma (   )   Certificate (   )

Any other (specify

....

4. What is your professional experience in years?

....

Part B: School environment

5. Below is a listed communication strategy used in a school head teacher. Indicate by tick (√) the option applied frequently by the head teacher on the teachers.

Means of communication	Often	Rarely	New
Holding staff meetings			
Using phones			
Using facial expression and body movement			
using staff reports			
Use of messengers (secretary)			

What are the ways put in place by your head teachers which promote free flow of information between the teachers and the head teachers?..

6. What are the prevailing conditions in the school which hinders flow of effective communication between head teachers and teachers?

....

7. Does the school category (i.e. rural, urban, semi rural) affect the way your head teacher communicates?..

8. In your opinion, what is the relationship between effective communication and teachers job satisfaction

....

9. Give your suggestions on how you think communication can be made more affective in primary school

....

10. The following are major communication strategies used by head teachers and the key used in rating.

1.   Strongly disagree (SD) 2. Disagree (D)   3. Undecided (U)

4. Agree (A) 5. Strongly Agree (SA)

	SD	D	U	A	SA
i. Match words with action					
ii. Two way of communication					
iii. Sharing responsibility					
iv. Communicates continuously particularly during periods					
v. Give messages information on time					

THANK YOU FOR PARTICIPATING

APPENDIX D

OBSERVATION GUIDE

Communication devices	Observed	Not observed	Quantity	Comments
Notice board				
Suggestion Box				
Assembly/ground				
Teachers record of work				
School motto and vision				

APPENDIX E

DOCUMENT ANALYSIS GUIDE

document	Statement	Yes	No	comments
School vision	It is available			
School magazines	Are they available			
	Do they contain ideas from all members of school community			
School log book	Is it available			
	Is it providing significant happenings which take place in school			
Staff meeting records	Are they available			
	Are they containing necessary information			
Official correspondences fields	Do they contain circulars from MOE, TSC school committee book among others			
Teachers permission form	Is it available			

APPENDIX F

PUBLIC SCHOOLS IN NYAHURURU DISTRICT

1. 91 Municipality
2. Mt. Angels
3. Uaso Narok
4. Kinguka
5. Kiriko
6. Sironi
7. Losogwa
8. Ndindika
9. Laikipia Campus
10. Starehe
11. Kiheo
12. Rwathia
13. Igwamiti
14. Ngarenaro
15. Shamanei
16. Nyahururu D.E.B
17. Tandare
18. Ngeresha
19. Mungetho
20. Mayu
21. Muruku
22. Karandi
23. Maina
24. Olarabel
25. Kisima
26. Kirima
27. Lobere
28. Naigera
29. Ngarachi
30. Oljabetti
31. Thiru
32. Kianjogu
33. Muthengera
34. Kwawanjiku
35. Rungongo
36. Bustani
37. Kariaini
38. Lembus
39. Makutano
40. Milimani
41. Nguu
42. Nyakiamba
43. Kundarilla
44. Nyakinyua
45. Karangi
46. Salama
47. Marura
48. Muteta
49. Kigumo
50. Gituamba
51. Thama
52. Huho-ini
53. Kiwanja
54. Mahua
55. Gatero
56. Njorua
57. Gg.Kinamba
58. Ronda
59. Mbogoini
60. Ol ng'arua
61. Thigio
62. Kiambogo
63. Ndaragwiti
64. Muthiga
65. Mwenje
66. Gatirima
67. Ngano-ini
68. Manguo

APPENDIX G

RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Margaret Nyangati Macharia
of (Address) University of Nairobi
P.O. Box 30197, Nairobi
has been permitted to conduct research in

	Location
Nyahururu	District
Rift Valley	Province

on the topic. Influence of headteachers' communication strategies on teachers' job satisfaction in public primary schools in Nyahururu District, Kenya

for a period ending:30thMarch 2012.

PAGE 3

Research Permit No. *NCST/RCD/14/012/187*
Date of issue   *7th March 2012*
Fee received   *KSH.1,000*

Applicant's
Signature

Secretary
National Council for
Science &Technology

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

GPK6055(3mt10/2011

REPUBLIC OF KENYA
___

RESEARCH CLEARANCE PERMIT

(CONDITIONS—see back page)

86

APPENDIX H

LETTER OF AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254 020 2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

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

NCST/RCD/14/012/187

Our Ref:

7thMarch, 2012

Date:

Margaret Nyangati Macharia
University of Nairobi
P.O BOX 30197
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of headteachers' communication strategies on teachers' job satisfaction in public primary schools in Nyahururu District, Kenya"* I am pleased to inform you that you have been authorized to undertake research **Nyahururu District** for a period ending *30thMarch, 2012.*

You are advised to report to **The District Commissioner and the District Education Officer Nyahururu District** before embarking on the research project.

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

SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
Nyahururu District

The District Education Officer
Nyahururu District

87