

**INSTITUTIONAL FACTORS IN INFLUENCING COMMUNICATION BY
PRINCIPALS IN PUBLIC SECONDARY SCHOOLS IN KITUI
CENTRAL SUB-COUNTY, KITUI COUNTY, KENYA**

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**A research project report submitted to the department of education
Administration and planning in partial fulfilment for the
Requirement of the award of master's in education
South Eastern Kenya University.**

FEBRUARY, 2015

DECLARATION

I hereby declare that this research project is my original work and has not been submitted for award of Master's Degree in any other institution

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RECOMMENDATION

This project is submitted for examination with our approval as University supervisors.

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DEDICATION

This research project is dedicated to my beloved husband JohnKatong'oi and my beloved sons Bernard and Steve for their financial, moral and emotional support they accorded me during the whole period of the study.

ACKNOWLEDGEMENT

I thank God for the protection, guidance and wisdom He has blessed me with throughout this period. My sincere gratitude to my supervisors Dr.JoashMigosi and Dr. JosephMetetfor their timely advice and guidance which helped toshape this project. I would like to appreciate my colleagues and everyone who contributed to the realisation of this milestone. Thank you and God bless you.

ABSTRACT

The aim of this study was to investigate on the institutional factors influencing communication by principals in public secondary schools in Kitui Central Sub-County, Kitui County. The study employed a descriptive survey research design. The target population comprised of 254 respondents which comprised of 31 School principals and 223 teachers. Stratified random sampling method was used to select schools and then simple random sampling method was used to select respondents from various strata. The sample size comprised of 127 respondents which comprised of 15 principals and 112 teachers. Questionnaires and interview guide were used in data collection. The researcher sought the assistance of the University supervisors to ensure validity of research instruments. To determine reliability, the researcher used split-half test method. Research permit was obtained from the National Commission for Science, Technology and Innovation (NACOSTI). Thereafter the researcher visited the Kitui Central Sub- county Education Officer to get permission before the start of the study. Data was analysed by use of both descriptive and inferential statistics by Statistical Package for Social Sciences (SPSS) program. The statistical techniques used were the mean, standard deviation and chi-square (χ^2) to establish the relationship that exists between the variables under study. The significance of the chi-square was tested at alpha level 0.05 or 95% confidence level. The study established that, school environment, the organizational structure and personal individual differences and culture influence communication by principals in secondary schools. Further the study revealed that communication by principals is important in the schools because it constitutes one of the chief means through which organizational members work together, and also helps to hold the school together. The study concludes that communication system in any organisation like the school is very vital to the survival and smooth running of the organization. Further the study recommended that principals should ensure that communication is effectively carried out to enhance discipline and maintain law and order. Principals should communicate with their teachers irrespective of their gender so that the goal of education can be achieved, experienced Principals should be appointed to head secondary schools to facilitate effective communication in the school system as regard teaching and learning, The Ministry of Education Science and Technology (MoEST) should develop programmes to help in building secondary schools capacities on effective communication in the management of schools, The principals should improve communication through understanding of the background and culture of the receiver, expectation of feedback, formal training in oral and written communication.

ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
ICT	Information Communication Technology
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Educational Management Institute
MoEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The term communication refers to the exchange or interchange of ideas, attitudes, thoughts, feelings, activities, behaviour or objects between two or more people. Communication is a process that involves the sender, message, medium, receiver and feedback. Kimemia et al, (2007) if any of the above elements is missing, there is no communication. This is because communication is not an end in itself but a process by which ends are accomplished in the sense of transmitting messages from one person to another may be affected in various forms Anand, (2012).

According to Nakkazi, D. (2012) communication should produce the desired effect. It results in what the communicator wants. Communication generates the desired effect, maintains effect and increases effect. Kimemia et al., (2007) also argue that communication serves its purpose for which it was planned or designed. The purpose could generate action, inform, create understanding or communicate a certain idea/point. Communication in secondary schools would ensure that students' attitude, values and beliefs are shaped.

Communication remains a unique instrument that integrates management functions in an organization. In any organization, formal or informal, communication leads to good management which aids achievement of organizational goals as indicated by Thomas, (2009). The realization of the goals of a secondary school as an educational organization hinges on communication among the various operating personnel as indicated by Onyeiwu, (2010).

Ideal communication produces lasting outcomes affecting all corners of the educational process La Plant, (2009). According to Pitner and Ogawa (2008) "superintending is communicating" (p. 49). They studied a number of school leaders on communication skills and concluded that an essential element of the school leader's job is the ability to communicate effectively with people. In another study by Mazzarella and Grundy, (2009) with a sample of school principals based on interviews and surveys, it was revealed that successful school leaders are particularly distinguished as communicators and have the skill and aptitude.

The basic function of education itself relies almost entirely on communication. A school manager cannot organize his staff, coordinate and control their activities as well as delegate responsibilities without communication Ijaiya, (2010). Communication helps to build relationships and facilitates achievement of goals. Thus the need for communication strategies for the improvement of a secondary school cannot be overemphasized.

School change is impossible without strong leaders collaborating and communicating the guiding beliefs and goals for their schools Harris, (2007). Anderson (2006) concurred that communication can help shape the culture of the school and the communication structures define the culture of the school through the interpretation of goals, values, standards, and beliefs. A school leader must have knowledge and understanding of communication strategies Sorenson, (2005). According to Webb and Norton (2003) communication is essential in developing trust, mutual respect, and clarity of function.

In almost all school activities, communication plays an important role. How and what we talk about both construct and form our reality as indicated by Zarniawska and Joerges, (2010). How the aims of schooling are understood and communicated, become prerequisites for what activities and perspectives are valued and lead to further actions. This implies that communication can be both a way to analyse and understand processes in schools and a process to influence others' actions and understanding.

In the school system, the principal does not work alone. He has to share information, transfer ideas and feelings through communication to enhance the collective cooperation of others within the school Sevan and Ross, (2010). Communication helps education administrators to get a feedback from all the stakeholders who represent an important source of ideas for improvement Merihue, (2008).

The communication network therefore, is seen as being very significant to the life of the school. This is because it is a major avenue through which the school personnel gets an opportunity to identify and appreciate what the school is doing, the atmosphere in which it operates, what is expected from the school and the public Jike, (2007). On the bases of these, principals 'designs programme that could make or mar the school system. Communication is thus important in schools because it constitutes one of the chief means through which schools members work

together, and also helps to hold the school together by making it possible for members to influence one another. This study sought to investigate on the institutional factors influencing communication by principals in public secondary schools in Kitui Central Sub- County, Kitui County, Kenya.

1.2 Statement of the problem

Communication is very important in school management Thomas, (2009). There has been a problem of communication in public secondary schools in Kitui Central Sub- county resulting to poor academic performance, strikes, misunderstanding among teachers, parents and student dropouts. Kitui Central Sub-County Education officer reported to the researcher that the problem might be associated with communication in schools although there might be other factors. Communication has been of great concern to school administrators, Principals, Teachers, parents, and education officers in public secondary schools in Kitui Central Sub-county, Kitui County, Kenya.

The institutional factors include the organizational structure, the school working environment and individual differences and culture of the principal as factors that influence communication by principals in the school. Both Principals and Teachers need be aware of these factors in order to enhance communication and performance in the school as indicated by Anderson, (2006). This study therefore sought to establish the institutional factors influencing communication by principals in public secondary schools in Kitui Central Sub-County, Kitui County, Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate on the influence school-based factors on communication by principals in public secondary schools in Kitui Central Sub-county, Kitui County, Kenya.

1.4 Objectives of the study

1. To establish the influence of organizational structure on communication by principals in public secondary schools in Kitui Central Sub-county, Kitui County, Kenya.

2. To establish the influence of school environment communication by principals in public secondary schools in Kitui Central Sub-county, Kitui County, Kenya.
3. To establish the influence of individual differences and culture on communication by principals in public secondary schools in Kitui Central Sub-County, Kitui County, Kenya.

1.5 Research hypotheses (Null)

Ho₁: There is no significant relationship between organizational structure and communication by principals in public secondary schools in Kitui Central Sub-country, Kitui County, Kenya.

Ho₂: There is no significance relationship between school environment and communication by principals in public secondary schools in Kitui Central Sub-county, Kitui County

Ho₃: There is no significant relationship between individual differences and culture and communication by principals in public secondary schools in Kitui Central Sub-County, Kitui County.

1.6 Significance of the study

The findings of the study may be significant in many ways. The Ministry of Education and secondary school Principals will be informed on how to eliminate those factors contributing to poor communication hence low academic performance. The school principals, education officers and members of Board of Management (BOM) could be made aware of school-based factors influencing communication for better administration of secondary schools in Kitui Central Sub-county, Kitui County, Kenya.

The information gathered may provide very useful reference for the Ministry of Education Science and Technology (MoEST), Principals and Board of Management (BOM) in re-examining and re-appraising their communication systems. The study may form a basis for further research and the findings will add to the body of knowledge as very little has been done on the influence of school-based factors on communication in public secondary schools.

1.7 Delimitation of the study

The research was conducted only in public secondary schools in Kitui Central Sub-county. Private schools were not considered because they operate under different settings that affect the way in which principals communicate. The research also majored on institutional factors such as supervision, Principal's characteristics and organizational structure though there may be other varied factors that may influence communication like psychological and cultural issues just to mention but a few. Public secondary school Principals and Teachers participated in the study. Data was collected through questionnaires for Principals and Teachers and interview guide for Education officers.

1.8 Limitations of the study

The study was limited by the fact that it is not possible to control some moderating variables. For example, there was variation in the capacity of the principals due to experience and training. Some had more work experience and could handle the challenges better than others and therefore the generalization of findings to all schools required to be considered basing on this possible diversity. To overcome this, the researcher conducted pilot study to other schools with similar case.

In data collection, the study relied mostly on questionnaires, which include self-assessment measures for principals and teachers. As pointed out by Sharma (2008), research has shown that individuals tend to over rate themselves on desirable traits and under-rate themselves on undesirable traits. This means that some principals could over rate their competence in some areas of school management, which may lead to the wrong conclusion that there is no influence on communication in the administration of secondary schools. To overcome this, the researcher collected information from many schools as possible to get a wider picture of the subject.

1.9 Assumptions of the study

This study was based on the following assumption:-

- i. All the respondents would give genuine, truthful, and honest responses to the questionnaire

ii. Communication has an influence in the administration of secondary schools

1.10 Definition of significant terms

Administration The act or process of administering, especially the management of a large institutions like a public secondary school.

Communication Refers to the exchange and sharing of information, attitudes and ideas among principal, teachers and students.

Influence The capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.

Principal Refers to the administrator of a school appointed by the Teachers' Service Commission (TSC) in accordance with Education Act Cap 211

Culture Culture consists of beliefs, behaviour, objects and other characteristics common to members of particular group or society.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

There is growing evidence that communication is the key for keeping an enterprise, as a system of individuals, working together for objectives, successful and integrated. In the 21st century, charged with challenges and change, an organization needs the ability to respond fast. In order to be aware and effective, organization members need clear, pertinent, and full information. Research suggests that effective communication is seen of prime importance at any organization today, since securing open interaction with a free flow of information, managing organizational communication processes, and creating an open and adaptive communication system does bring large-scale organizational benefits Szukala, (2001); Zaremba, (2003); Tourish and Hargie, (2004); Eisenberg et al., (2009).

This section reviews literature on similar research works done by scholars. It reviews different types including; books, grey notes books and journals. Theoretical review of research work done by other scholars shall be presented in order to find the gap. Finally the conceptual framework presentation of the variables of the study shall be shown.

2.2 Communication and organizations

A traditional way to describe communication is as a process including a sender, a message, channel(s), a receiver and feedback as indicated by Dimpleby and Burton, (1998). According to Johansson and Begley, (2009) there was one dominating perspective in organizational communication, the classic and normative perspective, which meant a positivistic transmission perspective building on classical organizational theories Johansson and Begley, (2009). New perspectives such as interpretative, critical, postmodern, and feminist perspectives have changed the rhetoric and understanding of organizational communication May and Mumby, (2005).

Communication can have several purposes, to satisfy individual and social needs, to cooperate and understand the world, as well as a way to distribute information and messages. Communication therefore becomes more than distributing messages, it becomes an interplay

between actors; this is according to Dimleby and Burton, (1998). The findings of Johansson, (2003) concur with the findings of Owen (2006), that Communication involves both the body and the mind. Misinterpreted signals are often the source of difficulties in communication depending on how communication is conducted, in what circumstances and with what actors, it can render different outcomes. The communication quality is dependent on both the actors, such as principals and teachers, and the actual situation and its prerequisites. A variety of variables are interacting which means that communication is created in the actual moment and therefore hard to predict.

Communication within an organization differs in some respect from other communication processes. Organizations have objectives to fulfil and expected results to achieve. How the tasks and meetings are organized form other structural prerequisites that contribute to how communication is conducted. Organizations are dependent on the actors and their history, values and attitudes as indicated by Hoy and Miskel, (2007).

As indicated by Christensen et al., (2005), schools as public, politically governed service organizations have their own prerequisites. Different values and attitudes such as having transparency in processes and institutional factors affect the daily work. This means that organizations such as schools cannot be expected to function as one actor instead it consists of tensions and dilemmas. Building a relationship between school administrators and other school stakeholders requires utilization of communication. Research indicates that principals spend seventy to eighty per cent of their time in interpersonal communication with various stakeholders. Principals know how to communicate, and they understand the importance of on-going communication, both formal and informal; for example, departmental meetings and individual conversations with parents, teachers and students.

Communication generates the desired effect, maintains effect and increases effect as indicated by Onyeiwu, (2010). Communication serves its purpose for which it was planned or designed. The purpose could generate action, inform, create understanding or communicate a certain idea/point. Communication in secondary schools would ensure that students' attitude, values and beliefs are shaped. Communication remains a unique instrument that integrates management functions in an organization. In any organization, formal or informal, communication leads to management

which aids achievement of organizational goals. The realization of the goals of a secondary school as an educational organization hinges on communication among the various operating personnel.

Basic function of education itself relies almost entirely on communication. A school manager cannot organize his staff, coordinate and control their activities. Delegation of responsibilities cannot be done without communication as indicated by Onyeiwu, (2010). Communication helps to build relationships and facilitates achievement of goals. Thus the need for communication strategies for the improvement of a secondary school cannot be overemphasized.

One way to describe organizations like schools is like open social systems combining a rational-system perspective with focus on structure and the present environment and situation with a natural system perspective with focus on the actors in the system as indicated by Hoy and Miskel, (2007). In his study, Bredeson, (2003) showed that Communication in organizations viewed as social systems are often expected to contribute, to create a professional and be responsive to community. Examples of elements in a responsive community that needs support in the communication process is a wholeness that welcome diversity, strong core values, mutual trust and care, teamwork and participation and affirmation.

In contrast with Hoy and Miskel's findings, Weick, (1982), emphasized that organizations can be described as loosely or tightly coupled. A tightly coupled system shares four characteristics; "there are rules, there is agreement on what those rules are, there is a system of inspections to see if compliance occurs and there is feedback designed to improve compliance." A loosely coupled system has more processes that affect each other and are harder to control which means that at least one out of the four characteristics is missing. He further urges that schools can be described as loosely coupled systems. Loosely coupled systems, require even more sense making and communication than tightly coupled systems.

As illustrated by Hall, (2007) in his study, more people and idea intense an organization gets the more important the communication processes are. Communication helps us better understand a person or situation and enables us to resolve differences, build trust and respect, and create environments where creative ideas, problem solving, affection, and caring can flourish. As simple as communication seems, much of what we try to communicate to others and what others

try to communicate to us gets misunderstood as a result causing conflict and frustration in personal and professional relationships. This concurs with Zhang's, (2006) study on organizational communication.

A study suggested that in the information age, we have to send, receive, and process huge number of messages everyday Fagan and Desai, (2003). But communication is more than just exchanging information; it's much about understanding the emotion behind the information. Communication can improve relationships at home, work, and in social places by deepening your connections to others and improving teamwork, decision-making, and problem solving. It enables you to communicate negative or difficult messages without creating conflict or destroying trust. Communication combines a set of skills including nonverbal communication, attentive listening, the ability to manage stress in the moment, and the capacity to recognize and understand your own emotions and those of the person you're communicating with.

While communication is a learnt skill, it is more when it's spontaneous rather than formulaic. A speech that is read, for example, rarely has the same impact as a speech that's delivered (or appears to be delivered) spontaneously. It usually takes time and effort to develop these skills and become a successful communicator as noted by Pentz, (2001). The more effort and practice you put in, the more instinctive and spontaneous your communication skills will become. Ference, (1970) in his research on organizational decision-making process touches upon the concept of the communication system of an organization but equals it to the process of information exchange between persons, which is in line with a linear model of communication. Greenbaum, (1972) in his study found out that organizational communication system has been among the most structured though, it presents a constricted view.

The author combines management techniques of planning and control with the fundamentals of organizational communication theory establishes an effective communication system, primarily stressing a coordinative internal communication segment. The model explicates the levels of the communication system and personnel communication activities, and determines the possibilities for a communication system appraisal at an organization.

Effectiveness of organizational communication touches upon the open systems model producing an 'Ideal Communication Model'. His analysis, based on a broad supposition that 'the

communication system may be synonymous with the organization itself, is limited to only two components of a system, namely, adaptation, allowing adjusting to changes in the organization's environment, and production, concerned with the input/output ratio of the products or services offered by the organization Hickson, (1973).

Visual model of organizational communication system, primarily conceptualizing the variables influencing organizational communication and placing organizational communication within a larger context. The communication system is characterized by a communication climate and depends upon interpersonal skills and intergroup relations Schmidt and Gardner, (1995). The model does not specify essential communication parameters in public secondary schools. Bovee and Thill, (1999), in their study showed that, an organizational communication system as five elements, namely, the environment, employees, relationships and interaction, and the aims of the organization as basic elements of such a system. The perspective reveals neither structural variables nor the processes of communication public secondary schools.

The theoretical model focuses on the internal sub-system of organizational communication and attempts to outline the basic structure of effective communication in an organization. The researcher concurs with the model by Jaciniene, (2008), that communication is very important in any organization but the model did not come out clearly on factors that can influence communication in an organization.

2.2.1 Influence of organizational structure on communication.

A study in San Francisco described Organizational culture as a set of shared values, beliefs and norms that influence the way employees think, feel and behave in the work place. Culture is transmitted to an organization's members through socialization and training, communication networks and symbols Schein, (2011). Ravasi and Schutz, (2006) in their study outlined the four main functions of an organization as giving the members a sense of identity, increasing member's commitment, reinforcing organizational values and serving as a control mechanism for shaping behaviour.

A simple conservancy organizational structure will make communication easier; an overly complex structure, on the other hand, will create the potential for communication breakdown.

The number of hierarchical levels should be as few as possible. System design faults refer to problems with the structures or systems in place in an operation. Examples might include an organizational structure that is unclear and therefore makes it confusing to know who you are to communicate with. Other examples could be inefficient or inappropriate information systems, lack of supervision or training, and lack of clarity in roles and responsibilities that can lead to employees being uncertain about what is expected of them as indicated by Ravasi and Schutz, (2006).

According to Bolman and Deal, (2003) organization's structure can be described as a skeleton or architecture of the workplace. Policies, goals, environment, and hierarchical levels frame what the organization can accomplish. External frames are a starting point for the structures within the organization. These include curriculum, syllabus, time-schedules, and administrative rules in schools. Heide et al., (2005) concur with formal structures shape informal structures and relations that are closely linked to the organizational culture. Examples of such informal structures in schools can be routines about how to collaborate and divide responsibility as well as how to use time in relation to teaching and learning. This means that it sometimes can be hard to categorize a phenomenon as structure or culture dependent because both structure and culture have influenced the activities.

Structures are necessary to coordinate and facilitate everyday work and avoid conversations about issues that are a matter of routine. At the same time, structure can be limiting and negative if it becomes too bureaucratic and controlling as indicated by Hoy and Miskel, (2007). Structural views of organizations often lead to formal, technical and instrumental solutions to different problems. Senge, (1994) criticised research that favours the structural perspective that it is rigid, hard to change, and that the focus is on details rather than the overall picture.

Functionalist approach that organizational structure exists prior to organizational activities, the interpretive approach claims that actors within the organizations have the ability to change and construct structures as indicated by Putnam and Paganowsky, (1984). Organizational structures such as meetings give prerequisites for how to communicate in schools. Examples of structures that can affect communication are how objectives and goals are taken into account in conversations, how teachers and students teams are organized, how meetings are conducted, and

how time is provided for different kind of conversations. Depending on what kind of meetings and their frequency, different content and communication forms will be highlighted as indicated by Weick, (1995).

Culture is a wide range of influences on how people behave in organizations, communities and even nations as indicated by Schein, (2011). In general, it refers to a set of common values, attitudes, beliefs and norms, some of which are explicit and some of which are not. People in a particular culture may or may not be conscious of its influence and may or may not be able to articulate its elements.

Leaders influence culture of the school and culture shapes teachers' views of reality, of teaching and the purpose of schooling Peterson, (1989). Depending on what goes on, the culture within the school will support, preserve and/or hinder different initiatives and ideas. This can lead to that some behaviour are not questioned or changed while other behaviours are easily changed. The culture is often manifested through symbols and provides the organization with an identity.

The influence of the leadership process, organizational and social practice becomes visible school culture. Instead of seeing culture as what an organization is, it can be more useful to look at culture as something an organization has. This includes a view that an organization's culture is emergent and changing. Individualism, collaboration, formal, informal, control-support and stability change are examples of values that form cultures in school organizations as noted by Starrat, (2004).

Communication becomes the medium where the culture becomes visible. By communicating some values and emphasizing certain aspects the communication reveals what is accepted or not. Culture emerges and is sustained through the communication processes of all involved actors. At the same time communication is the only process that can identify and challenge the invisible patterns that exists in organizations. Since communication and culture is so closely connected, both concepts are interesting when analysing schools Clegg et al., (2004).

2.2.2 Influence of school environment on communication

A study done in Okpe, Delta state by Jake, (2007) showed that school environment like poor lighting in a place where the meeting is held can bring about communication barrier. Any number

of physical distractions can interfere with the effectiveness of communication, including a telephone call, drop-in visitors, and distances between people, walls, and static on the radio. People often take environmental factors hampering communication for granted but sometimes a remedy can be found. For example, he recommended that an inconveniently positioned wall can be removed, interruptions such as telephone calls and drop-in visitors can be stopped by issuing instructions to a secretary, and an appropriate choice of media can overcome distance barriers between people.

Poor out-dated equipment for example, failure of the principal to introduce new technology like solar, use of Information Communication Technology (ICT). Failure to having an office and lunch room area where teachers gather can bring about communication breakdown. One natural factor to communication is when managers and employees are located in different buildings or on different sites of the operation. Employees' shortage is another factor that frequently causes communication difficulties for an operation as indicated by Prien, (2010). Distractions like noise or an environment that is too hot or cold can all affect people's spirits and concentration, which in turn interfere with communication, Ministry of Education, (1979).

Research done on communication skills showed that the several school environmental factors influence communication in an organization; channel of communication, space and place. Channels of communication means School administrators need to choose fast means of communication with good alternatives as indicated by Kimemia, (2007). The researcher thinks one may choose face-to-face, oral communication to give instruction to a worker, a public address system to reach a large number of people, for example during parent's day.

Space plays an important role in communication or acts as a barrier to communication. Experts classify an oral communication situation on the basis of the distance between the sender and the receiver as intimate, personal, official and public. For official situation the space should be at least four to five feet depending on the message or information. Any reduction of this minimum space parameter will lead to awkward and embarrassing situation. Place or where the communication process takes place can degenerate into a barrier to communication. Inconvenient place, rickety furniture, inadequacy of space is all factors that make people irritable and annoyed as indicated by Maynard, (1991).

Communication should be held in a cordial atmosphere and climate. Though the word climate refers to the human relation prevailing there, it is no exaggeration to say that the actual room temperature helps people to keep their heads cool! Unfavourable climate can lead to wrong perception or decision. Noise is a factor that influences communication. Noise may have its part of the message lost at every stage. This is because of poor retention on the part of the receiver, thus incomplete message is conveyed as indicated by Cheney and Christenson, (2001).

2.2.3 Influence of individual differences and culture on communication

Individual differences and culture of a leader influence communication in schools. Personal characteristics are individual differences among people like traits, attitudes and ideas as indicated by Greenblatt, (2007). Socio-economic conditions of individual may cause one not communicate with each due to difference in the status they hold in society. For example people holding higher ranks or posts or those with higher positions in the society may experience difficulty in communicating with individuals holding lesser ranks or those in lower social status. In the same way, those in good economic status may not communicate openly with people in a relatively lower status in both personal and professional levels Fagan and Desai, (2006).

A poor economic condition or lower status in the society can make one feel inferior. Similarly a very good economic condition or higher social status can make one feel superior thus creating communication gap between two groups. Comfort in communicating with one another, communication etiquette differs across the different countries thus making it difficult for communication to start as indicated by Johanson, (2003)

Further study showed that language and accent is one cultural factor that is observed in people coming from different parts of the world. Many of us hesitate to communicate with a foreigner because we are unable to understand his language or accent. For example an Asian may not feel comfortable talking to an Australian owing to his or her heavy English accent. Here in Kenya ethnic groups have different accents that can affect communication.

Behaviour and human nature can be a factor influencing communication. Culture influences one's personality and the persona in turn impacts the way one thinks, behaves and communicates. For example, egoistic people may keep themselves away from communicating

with others. Similarly people with inferiority complex may find it difficult to communicate freely. Coming from different countries may not find comfort in communicating with one another because communication etiquette differs across the different countries making it difficult for communication to start. The researcher concurs with Fagan and Desai, (2006) that in Kenyan schools, teachers may come from different regions hence affecting their communication.

In accordance with Lee and Jablin, (1995) gender is another factor that affects communication. Gender means male or female. Some communities do not allow women to address men. In such a case a female Principal may find herself in an awkward situation to communicate with male colleagues. Likewise the males may dominate in the school making the female feel unworthy in terms of communication. The researcher suggests that communication should consider everyone's views regardless of gender Pavitt and Haight, (1985). Being from different religions can act as a barrier to communication on a personal or professional level. This is because of difference in beliefs they share. However due to globalization and spread of education the negative impact of this kind of barrier seems to be decreasing.

Teacher's work within a cultural context that influences every aspect of their pedagogy, yet this pervasive element of schools is elusive and difficult to define. Culture influences all aspects of schools, including such things as how the staff dresses, what staff talk about in the teachers' lounge, how teachers decorate their classrooms, their emphasis on certain aspects of the curriculum, and teachers' willingness to change Peterson and Deal ,(1998).

School culture is not a static entity as indicated by Kothari, (2004). It is constantly being constructed and shaped through interactions with others and through reflections on life and the world in general. School culture develops as staff members interact with each other, the students, and the community. It becomes the guide for behaviour that is shared among members of the school at large. Culture is shaped by the interactions of the personnel, and the actions of the personnel become directed by culture.

A study done in Upper Saddle River asserts that the governance of schools also shapes culture. The hierarchy of leadership at the state, district, and school levels creates the parameters within which cultures can be created. In other words, teachers are expected to follow the dictates of the principal and other administrators regardless of other cultural aspects of the school. Furthermore,

students are expected to follow the dictates of teachers (and all other adults in the school) as well. This hierarchy contributes to the culture of schools heedless of individual teaching or leadership styles Hall, (2005).

Research done in London by Heide and Johansson, (2005) indicated that schools are shaped by cultural practices, values and reflect the norms of the society for which they have been developed (p. 31). The general ideologies of society at large and the communities surrounding individual schools become reflected in the culture of schooling. Anyone, (1995) in a study of inner-city schools; identified three factors that vitiated reform efforts in the school involved in her study: socio-cultural differences among participants, an abusive school environment, and educators' expectations of failed reform. These three factors combined to create a school culture that negated any attempt at reform. Efforts at reform continually failed in those schools because the underlying stream of values and norms was indicative of the poverty, negativity, and abuse of the surrounding community.

A study by Anyone, (1995) suggests that in order to reform the schools, the community's expectations and values would have to be reformed which will be reflected in the culture of the school. The rituals and procedures common to most public schools also play a part in defining a school's culture. For example, having children stand or walk in lines, ringing bells to move children from one place to another, organizing the students and curriculum by age and grade level and systematically rewarding or punishing children for behaviour and/or academics all add to the confluence of the culture of schools. These are examples of traditional ways of manipulating time and activity.

Culture of the school can have positive influence on learning or it can seriously inhibit the functioning of the school as indicated by Hansen and Childs, (1998). In any working environment, employees and clientele prefer to be in a situation that is appealing and invitational. Further they described a school with a positive school climate as "a place where students and teachers like to be" (p.15). It is a place that has a climate of support and encouragement.

Leadership influence school culture in that a school with a positive school culture is a place with a "shared sense of what is important, a shared ethos of caring and concern, and a shared commitment to helping students learn" (p. 29). Schools that are conducted in a culture exhibiting

these positive qualities have teachers and staff members who are willing to take risks and enact reforms as indicated by Peterson and Deal, (1998). Schools with a negative culture are places where teachers are unwilling to change and where the tone is oppositional and acerbic. These are the types of places where nobody prefers to be. They are “places where negativity dominates conversations, interactions, and planning; where the only stories recounted are of failure.

All of the above factors contribute to a school’s culture and they each interact uniquely with students, teachers, administrators, parents, and everyone else involved with particular schools. This interaction is unique to each school, and sets the foundation for whether or not reform efforts will be successful. Anand, (2012) in a study in London outlined three important concepts associated with social factors namely: fields of experience, filtering, and psychological distance

Fields of experience include people's backgrounds, perceptions, values, biases, needs, and expectations. Senders can encode and receivers decode messages only in the context of their fields of experience. When the sender's field of experience overlaps very little with the receiver's, communication becomes difficult. Filtering means that more often than not we see and hear what we are emotionally tuned in to see and hear. Filtering is caused by our own needs and interests, which guide our listening. Psychosocial barriers often involve a psychological distance between people that is similar to actual physical distance. For example, the school administrator talks down to a staff member, who resents this attitude, and this resentment separates them, thereby blocking opportunity for communication as indicated by Anand, (2012).

Successful communication by school administrators is the essence of a productive school organization. However, as discussed previously, communications do break down. Several communication theorists Abrell, (2004); Auer, (2011); Larson, (2011); Shettleworth, (2010); Weiss, (2011) in their study focused on the major areas where failures in communication most frequently occur in schools.

Nearly all communication theorists assert that sincerity is the foundation on which all true communication rests. Without sincerity, honesty, straightforwardness, and authenticity, all attempts of communication are destined to fail as indicated by Eriksen, (2001). Research shows that lack of empathy is one of the major obstacles to communication. Empathy is the ability to put one's self into another's shoes. The empathetic person is able to see the world through the

eyes of the other person. Self-perception shows we see ourselves and it affects our ability to communicate.

A healthy but realistic self-perception is a necessary ingredient in communicating with others. Unless people know what their role is, the importance of their role, and what is expected of them, they will not know what to communicate, when to communicate, or to whom to communicate. Efforts to distort the message are called pitfalls in communication and often occur in our efforts both consciously and unconsciously to distort messages as indicated by Greenbaum, (1972).

Study done in New Delhi by Thomas, (2005) indicated that obstacle to successful communication is the sender's image of the receiver and vice versa. For example, on one hand, school administrators are sometimes viewed as not too well informed about teaching, seen as out of touch with the classroom, and looked on as paper shufflers. On the other hand, some school administrators view teachers as lazy, inconsiderate of administrative problems, and unrealistic about the strengths and weaknesses of their students. Such views lead to a "we-they" attitude. The vehicle by which we choose to send messages is important in successful communication. In most cases, the vehicle to be used is defined by the situation.

Research done by Johanson and Begley, (2009) found out that some of the ways we communicate raise barriers by inhibiting discussion or causing others to feel inferior, angry, hostile, dependent, compliant, or subservient. Frequently, people fail to appreciate the importance of listening, do not care enough to become actively involved with what others are saying, and are not sufficiently motivated to develop the skills necessary to acquire the art of listening.

Our cultural heritage, biases, and prejudices often serve as barriers to communication. The fact that we are African-American or white, young or old, male or female have all proved to be obstacles in communicating. Past practice in a school or traditions, helps determine how, when, and what we send and receive. For example, a school administrator who has an authoritative style may find that his staff will not share information readily. If a new administrator with a collaborative style replaces the authoritarian one, the new administrator may find that it takes a while for his colleagues to speak out on important issue as indicated by Johanson and Begley, (2009).

The manner in which communication is conditioned by the environment influences the accuracy of messages sent and received. If we work for administrators who set a climate in which we are encouraged to share information, we soon become conditioned to communicate accordingly. The staffs tell their leaders that they want feedback. However, feedback improperly given can impede communication rather than improve it. Administrators and followers need more training on how to use feedback more productively. The words we choose, how we use them, and the meaning we attach to them cause many communication barriers. The problem is semantic, or the meaning of the words we use as noted by Sorenson, (2005).

Some word may mean different things to different people. Words and phrases such as efficiency, increased productivity, management prerogatives, and just cause may mean one thing to a school administrator, and something entirely different to a staff member. Technology also plays a part in communication. Today's complex school systems are highly specialized. Schools have staff and technical experts developing and using specialized terminology—jargon that only other similar staff and technical experts can understand. And if people don't understand the words, they cannot understand the message Sorenson, (2005).

2.3 Measures of communication

Study done in Lanham by Kowalski, Petersen, and Fusarelli, (2007) concluded that communication is a multidimensional process where the combination of variables and perspectives can be more important than a single variable. One way to become more aware of the different parts of communication is to separate individual communication skills from leading a communicative system. To use communication as a multidimensional process implies creating and maintaining structures that involve interpretation and affirmation/feedback rather than only transmission of information. It also involves creating a trusting culture that contributes to collaboration, learning and directing communication content towards teaching and learning issues and student outcomes.

It cannot be taken for granted that principals have enough knowledge and experience about how to lead a communicative system and how to use their individual communication skills effectively.

Communication as an active leadership tool possibly learnt and ought to be part of principals' education and training. Communication in successful schools is a joint venture where many variables need to be taken into account to contribute to the work towards good educational outcomes as indicated by Peterson and Fusarelli, (2007).

Listening is one of the most important aspects of communication. Successful listening means not just understanding the words or the information being communicated, but also understanding how the speaker feels about what they're communicating. Listening can make the speaker feel heard and understood; this can help build a stronger, deeper connection between you as indicated by Prein, (2010).

Leaders should create an environment where everyone feels safe to express ideas, opinions and feelings, or plan and problem solve in a creative ways. Save time by helping clarify information, avoid conflicts and misunderstandings. Relieve negative emotions. When emotions are running high, if the speaker feels that he or she has been truly heard, it can help to calm them down, relieve negative feelings, and allow for real understanding or problem solving to begin as noted by Scarso, (2001).

When communicating things that we care about, we do so mainly using nonverbal signals. Wordless communication, or body language, includes facial expressions, body movement and gestures, eye contact, posture, the tone of your voice, and even your muscle tension and breathing. The way you look, listen, move, and react to another person tell them more about how you're feeling than words alone ever can as indicated by Sanders and Stewart, (2010)

Developing the ability to understand and use nonverbal communication can help you connect with others, express what you really mean, navigate challenging situations, and build better relationships at home and work. A school principal can improve on how to deliver nonverbal communication by using nonverbal signals that match up with his/her words, Adjusting nonverbal signals according to the context and using the body language to convey positive feelings even when not actually experiencing those as noted by Dunn and Goodnight, (2008).

In the journal of hospitality by Jameson, (2007) asserts that stress can make a person perform under pressure. However, when stress becomes constant and overwhelming, it can hamper

communication by disrupting your capacity to think clearly and creatively, and act appropriately. When someone is stressed, he is more likely to mislead other people, send confusing or off-putting nonverbal signals. It is only when you are in a calm, relaxed state that you will be able to know whether the situation requires a response, or whether the other person's signals indicate it would be better to remain silent.

Jameson's further recommendation is that school principal can deal with stress during communication by recognizing when he is becoming stressed. Taking a moment to calm down before deciding to continue a conversation or postpone it. Bringing his senses to the rescue and quickly managing stress by taking a few deep breaths, clenching and relaxing muscles, or recalling a soothing, sensory-rich image, etc. Looking for humour in the situation, be willing to compromise, agree to disagree, if necessary, and take time away from the situation so everyone can calm down.

Emotions play an important role in the way we communicate at home and work. It is the way you feel, more than the way you think, that motivates you to communicate or to make decisions Jameson, (2007). The way you react to emotionally driven nonverbal cues affects both how you understand other people and how they understand you. If you are out of touch with your feelings, and don't understand how you feel or why you feel that way, you'll have a hard time communicating your feelings and needs to others. This can result in frustration, misunderstandings, and conflict Prien, (2010).

Emotional awareness provides you with the tools needed for understanding both yourself and other people, and the real messages they are communicating to you. Although knowing your own feelings may seem simple, many people ignore or try to sedate strong emotions like anger, sadness, and fear. But your ability to communicate depends on being connected to these feelings Dunn and Goodnight, (2008). The researcher believes that a school principal can deal with the emotions by understanding and empathizing with what is really troubling other people, understand himself, staying motivated to understand and empathize with the person he/she is interacting with, communicating clearly and freely, even when delivering negative messages and building strong, trusting, and rewarding relationships, thinking creatively, solve problems, and resolve conflicts

2.3.1 Principals' communication as educational leader

Study in Harvard school by Kotter, (1996) indicated that Principals' communication and tasks includes many different issues. Beside issues more directly related to teaching and learning, budgeting, administration, issues related to students in need of special care, and information to parents are examples of tasks that are linked to running a school. According to the curriculum the principal is expected to be a pedagogical leader and also responsible for the school results. Despite that clear statement, there is a risk that other issues can overshadow conversations about the schools core tasks.

Study done in inner-city school indicated that many conversations that are intended to strengthen classroom practice become too general or are connected to individual students. To be recognized as a main process, communication ought to include more than transmission of information. Conversations interpreting how the current work relates to the school objectives and conversations that affirms and provides feedback become necessary for leading a school towards good outcomes as noted by Anyon, (1995).

2.4 Theoretical review

2.4.1 Organizational theory

Organizational culture is a set of shared values beliefs, and norms that influence the way think, feel, communicate and behave in the workplace Schein, (2011). Culture is transmitted to an organization's members by means of socialization and training, rites and rituals, communication networks and symbols. Culture and overall environment was first approached with the notion of organizational climate in the 60s and 70s.

The organizational communication perspective views culture in different ways. One of them is traditionalism which views culture through networks such as stories, rituals and symbols. Interpretivism views culture through a network of shared meaning as well as the power struggle created by similar network

Organizational culture has four main functions which includes giving members a sense of identity, increasing members' commitment reinforcing organizational values and serving and as control mechanisms for shaping behaviour Hofstede and Geert,(1980)

Cultural differences existing in different nation reflects difference in thinking and social interaction. Hofstede relates culture to ethnics and regional groups but also organizations and professionals. He suggested that national and regional grouping affect the behaviour of organization and came up with four dimensions of culture in his study. Mank, (1977) suggested there is social inequality in organizations due to power inequality of the boss-subordinate which can affect communication in organizations such as school. Second, uncertainly avoidance means coping with uncertainly about the future so society should change with technology, law and religion. Thirdly, individualism/ collectivism are reflected by employees inside the organization. Collectivism has more emotional dependence of members on their organization which shows responsibility on members.

According to Mank, (1977) masculinity verse femininity reflects whether certain society is predominantly male or female in terms of cultural values, gender roles and power relations. According to Deal and Kennedy, (1982) organizational culture is defined as the way things get done around here. Their model culture was based on four different types of organizations which focus on how quickly the organization receives feedback, members are rewarded and the level of risk taken.

2.4.2 Contingency theory

Contingency leadership is a philosophy that a manager's leadership style is Contingency on the surrounding environment. It is influenced by external and internal constraints. Wiio and Goldhaber, (1993) illustrated that communication effectiveness are dependent on type of organization and composition of the workforce like age, sex, education and tenure. In any organization communication is influenced by external and internal constraints. The constraints determine the status of the organization and the environment suprasystem.

Some of the internal contingencies are structural output, demographic spatiotemporal and traditions of the organization. On the other hand external contingencies include economic, technologies, legal, socio-political, cultural and environmental.

Communication in public secondary schools should consider external and internal contingencies under which organization communication is best when confronting their environment. Different organizations have different communication needs. Wiio and Goldhaber, (1993) come up with different demographic variable that shows significant relation with communication variables.

Two contingency theories were analysed by Vroom and Yetton, (1998). One of them is contingency theory on leadership. This model states that the success of the leader is a function of many contingencies in form of subordinate task and/or group variables. The theory stresses on use of different styles of leadership appropriate to the needs created by different organizational situation.

The second contingency theory is on decision making. It was developed by Vroom and Yetton in their model of (1998). It states that the effectiveness of a decision quality and acceptance; the amount of relevant information processes by the leader and subordinates acceptance likelihood. They suggest that subordinate will accept decisions they have participated in making.

Rule contingency theory is based on persuasion. According to this theory rules are used to create responses to persuasive messages. Self-evaluation rules are associated with our self-concept and image. Adaptive rule apply effectively in particular situation to generate a positive outcome. External threats and rewards are meaningful only if they apply to one's personal goals. Contingency theory is very important in this research because it is related to the variables of the study. Communication by principals in public secondary schools is dependent on factors like organizational structure, school environment and individual differences and culture. Schools need to embrace the contingency theories so as to communicate effectively as indicated by Smith, (1994).

2.5 Conceptual framework

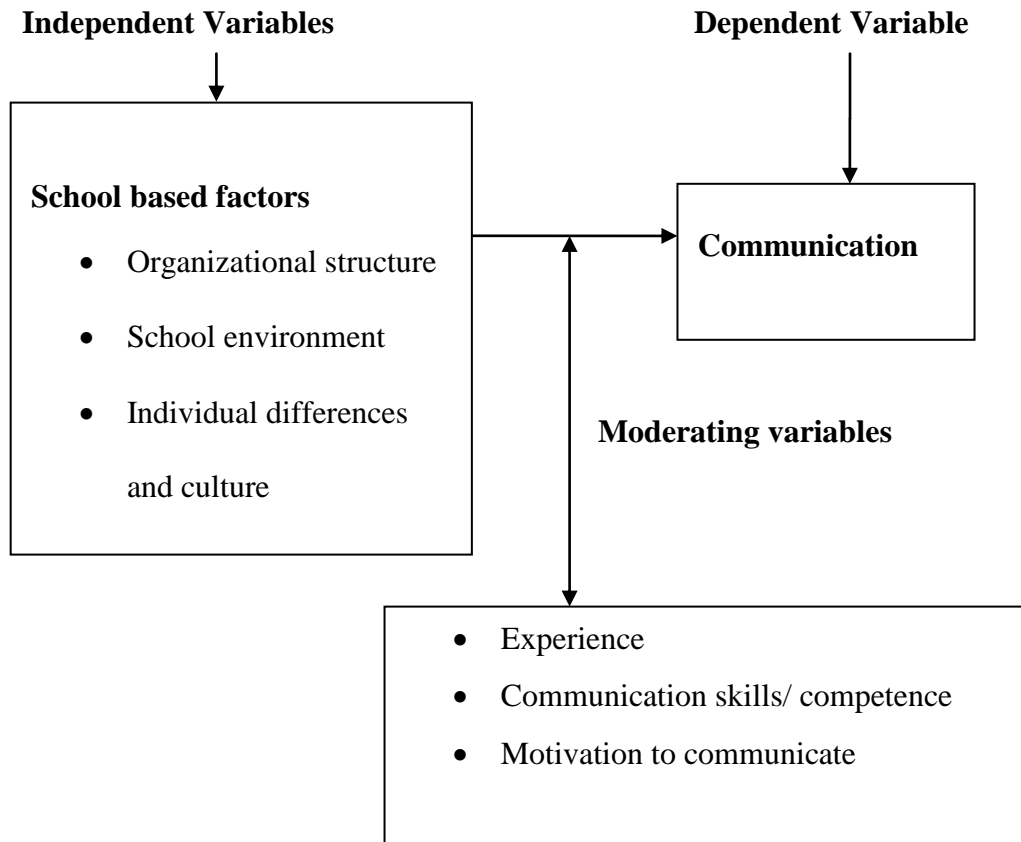


Figure 1: Conceptual framework

Figure 1 shows the interrelationship between independent variables and dependent variables. The school principal acts as a nerve centre for communication in secondary schools. Schools with positive culture, well defined organizational structure (Policies, goals, environment, and hierarchal levels frame) and good school environment can enhance communication in public secondary schools.

2.6 Summary of the literature review

This chapter looked institutional factors that may influence communication by principal's hence poor academic performance such as organizational structure, school environment and individual differences and culture like stress, cultural beliefs, gender discrimination and availability of physical facilities.

Communication system as a fundamental structure helps to attain high levels of organizational effectiveness. System levels discerned to investigate internal personnel internal, coordinative communication. Conceptual structure for the appraisal of organizational communication sub-systems are suggested by Greenbaum, (1972)

External environment and internal organizational elements outlined organizational effectiveness elements are singled out. System depends upon communication climate as well as interpersonal skills and intergroup relations Schmidt and Gardner, (1995). As illustrated by Bovee and Thill, (1999) interrelation of five elements: environment, employees, relationships, interaction, and the aims of the organization systematized. Organizational communication system as a management tool; model designed to evaluate the effectiveness of the internal organizational communication parameters Jaciniene, (2008). According to Blackburn et al., (2009), organizational communication system presented as a practical empowerment of employee - customer feedback is designed to facilitate effective organizational functional improvement.

Literature review showed that there is need for research on principal's communication to be carried out in public secondary schools since most of research done is based on health and business sector. Principal's communication and tasks includes many different issues. The communication quality is dependent on both the actors, such as principals and teachers, and the actual situation and its prerequisites. The available literature had not looked at how principals have been able to manage communication in public secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter the research presents methodology through which data was collected and analysed so as to answer the research questions and attain the set objectives. These methodologies are guided by the study objectives. The sub-sections were geared towards describing the research design, target population, sampling, research instruments, data collection, data analysis techniques and research questionnaire.

3.2 Research design

The study employed a descriptive survey research design. Descriptive survey design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals hence suitable for extensive research. It is an excellent vehicle for the measurement of characteristics of large population Orodho, (2002). It maintains a high level of confidentiality, it is convenient and enables data to be collected faster, enables questions to be asked personally in an interview or impersonal through a questionnaire about things which cannot be observed easily. It also gives the study an opportunity to get accurate view of response to issues as well as test theories on social relationship at both the individual and group level Kothari, (2003).

3.2.1 Research variables

Independent Variables were institutional factors such as organizational structure, school working environment and individual differences and culture while the Dependent Variables included communication. The intervening variables were experience motivation to communicate and acquaintance of communication skills.

3.3 Location of the study

This study was carried out in Kitui Central District, Kitui County, Kenya. It borders Kitui West District to the east, Kitui South District to the South and Kitui Rural District to the West. Its capital town is Kitui town. The district has 31 secondary schools and 254 teachers with an

enrolment of 17654 students. Singleton, (1993) advises that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. Kitui Central Sub-county was chosen by the researcher because it is within the reach and has the most number of secondary schools compared to any other within Kitui County.

3.4 Target population

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study as indicated by Borg and Gall, (1989). The target population for this study consisted of 31 school Principals and 223 teachers from public secondary schools in Kitui Central Sub-county, Kitui County. The target population comprised of 254 respondents.

3.5 Sampling procedure and sample size

According to Mugenda and Mugenda, (1999), a sample is a small group of accessible population. Sampling refers to a process of selecting a sample from a finite population with the intent that the sample accurately represents that population Borg and Gall, (1996).

Sampling procedures and sample size are important to establish the representativeness of the sample for generalization. Stratified random sampling method was used to select schools to ensure that all different subgroups are adequately represented in the sample, and then simple random sampling method was used to select respondents from various strata as indicated by Kombo, (2006). The researcher identified random sampling as the best form of sampling as it allows all members of population to have an equal and unbiased chance of appearing in the sample.

When the target population is small (less than 1000 members), a minimum sample of 50% is adequate for educational research. From the 254 members of the target population, the researcher will use a proportionate sampling to select 127 respondents. This formed a 50% of the target population, which is in line with Gay's, (1992) recommendation. The sample comprised of 127 respondents (15 Principals and 112 teachers).

Table 1: Representation of the sampling matrix

Description	Population	%	Sample Size
Principals	31	50	15
Teachers	223	50	112
TOTAL	254	100	127

3.6 Research instruments

The data was collected using questionnaires for principals, teachers and interview for education officers.

3.6.1 Questionnaires

The questionnaire was used for data collection because it offers considerable advantages in the administration. It also presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. The researcher believes that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. It is also anonymous. Anonymity helps to produce more candid answers than is not possible in an interview.

3.6.2 Interview schedule

The researcher interviewed education officers such as County Director of education, Sub County Education officer and District quality assurance officer.

3.7 Pilot study

Pilot Study involves testing the research instruments in conditions as similar as possible to the research, but not in order to report results but rather to check for problems in wording or content of questions or lack of clarity of instructions Mugenda and Mugenda, (2003). Pilot study should be conducted systematically, with potential respondents and using the same method of

administration. The pilot study assisted the researcher to determine the validity and reliability of the instruments. In this study, the pilot study of the instruments was done in the neighbouring Kitui West Sub-county, Kitui County. Kitui West Sub County shall be chosen by the researcher because it reflects the same characteristics as those of Kitui Central Sub-county.

3.7.1 Validity of the instruments

Validity is appropriateness, meaningfulness, and usefulness of the inferences a researcher makes Orodho, (2002). This was established to ensure clarity and suitability of language used in pilot study by the researcher. Validity refers to the extent to which a test measures what the researcher actually wishes to measure Kothari,(2001). To ensure that the instruments are valid that is, whether they measure what they ought to measure, the researcher sought assistance of the university supervisors.

3.7.2 Reliability of the instruments

Reliability is the degree to which a research instrument yields consistent results after repeated tests Mugenda andMugenda,(2004). Test-retest is a technique of applying the same test twice to the same group Mugenda andMugenda, (2004). The researcher selected a school in the neighbouring Sub-County and administered 5 questionnaires each for Principals and Teachers. The research instrument was administered twice with a one week lapse between the first and second tests. Spearman rank order correlation was employed to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaires are consistent in eliciting the same responses, every time the instrument was administered.

The Kuder and Richardson Formula 20 test checks the internal consistency of measurements with dichotomous choices. It is equivalent to performing the split half methodology on all combinations of questions and is applicable when each question is either right or wrong. A correct question scores 1 and an incorrect question scores 0. The test statistic is

$$\rho_{KR20} = \frac{k}{k-1} \left(1 - \frac{\sum_{j=1}^k p_j q_j}{\sigma^2} \right)$$

Where

k = number of questions

p_j = number of people in the sample who answered question j correctly

q_j = number of people in the sample who didn't answer question j correctly

σ^2 = variance of the total scores of all the people taking the test = VARP (R1) where R1 = array containing the total scores of all the people taking the test.

Values range from 0 to 1. A high value indicates reliability; while too high a value (in excess of .90) indicates a homogeneous test.

The study reliability was computed as follows;

$$\rho_{KR21} = \frac{k}{k-1} \left[1 - \frac{\mu(k-\mu)}{k\sigma^2} \right]$$

Where μ is the populations mean score (obviously approximated by the observed mean score).

$\mu = 5.75$, and so

$$\rho_{KR21} = \frac{k}{k-1} \left[1 - \frac{\mu(k-\mu)}{k\sigma^2} \right] = \frac{11}{10} \left[1 - \frac{5.75(11-5.75)}{11(6.5208)} \right] = .637$$

3.8 Data Collection

Upon the proposal approval by the university, a research permit was obtained from the National Commission for Science, Technology and Innovation (NACOSTI). Thereafter the offices of the Sub-county Education Officer, Kitui County were contacted before the start of the study. The researcher personally administered the questionnaires to the sampled schools and interviewed the

selected education officers. The selected respondents were visited in their schools and the questionnaires were administered to them. The respondents were assured that strict confidentiality will be maintained in dealing with the responses.

3.9 Data analysis

Data analysis is the process of bringing meaning to raw data collected Mugenda and Mugenda, (2003). After the data was collected, there was cross-examination to ascertain their accuracy, competences and identify those items that were wrongly responded to, spelling mistakes and blank spaces. Qualitative data was analysed qualitatively using content analysis based on analysis of meanings and implications emanating from respondents' information. On the other hand, quantitative data was analysed using various statistics including measures of central tendency and dispersion.

Description and inferential statistics was used to answer the research questions and objectives in relation to the topic. The research questions sought to establish the influence of the institutional factors (independent variables) on communication (dependent variable) by Statistical Package for Social Sciences (SPSS) program. The statistical techniques used were mean, standard deviation, percentages and chi-square test to establish the relationship that exists between the variable under study. The significance of the chi-square was tested at alpha level 0.05 or 95% confidence level.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter outlines the findings of the survey and presents them in tables, frequency charts and graphs. The chapter also contains the analysis and interpretations of the descriptive research findings. The general objective of the study was to investigate on the institutional factors influencing communication by principals in public secondary schools in Kitui Central Sub-County, Kitui County, Kenya

The findings of the research are presented based on the following three research hypothesis:-

Ho₁: There is no significant relationship between organizational structure and communication by principals in public secondary schools in Kitui Central Sub-country, Kitui County.

Ho₂: There is no significance relationship between school environment and communication by principals in public secondary schools in Kitui Central Sub-county, Kitui County, Kenya.

Ho₃: There is no significant relationship between individual differences and culture and communication by principals in public secondary schools in Kitui Central Sub-County, Kitui County, Kenya.

Data analysis was done through Statistical Package for Social Sciences (SPSS). Frequencies, percentages and likert scales were used to display the results which were presented in tables, charts and graphs.

4.2 Response rate

Completion rate is the proportion of the sample that participated as intended in all the research procedures. From the targeted population of 127 respondents who were all drawn from 10 public secondary schools in Kitui Central Sub-county, Kitui County a total of 122 responded, forming a response rate of 96.1%. This is shown in table 2 below.

Table 2: Respondents' response rate

Category	Administered	Returned	Percentage
Principals	15	14	93.3
Teachers	112	108	96.4
Education Officers	3	3	100
Total	130	125	96.2

Table 2 shows that out of the 127 questionnaires administered majority 14(93.3%) and 108(96.4%) of the principals and teachers respectively returned the questionnaires. The research managed to interview all the three educational officers (County Director of education, Sub County Education officer and District quality assurance officer).Berg (2004) states that response rate of 70% and above is good. Therefore the questionnaires return rate was commendable at 96.2% mainly because the researcher was able to establish direct contact with the respondents.

4.3 Demographic data

The respondents' background information was based on gender, age, years of experience, education level and the average number of students per class.

Figure 2 Distribution by gender of the principals

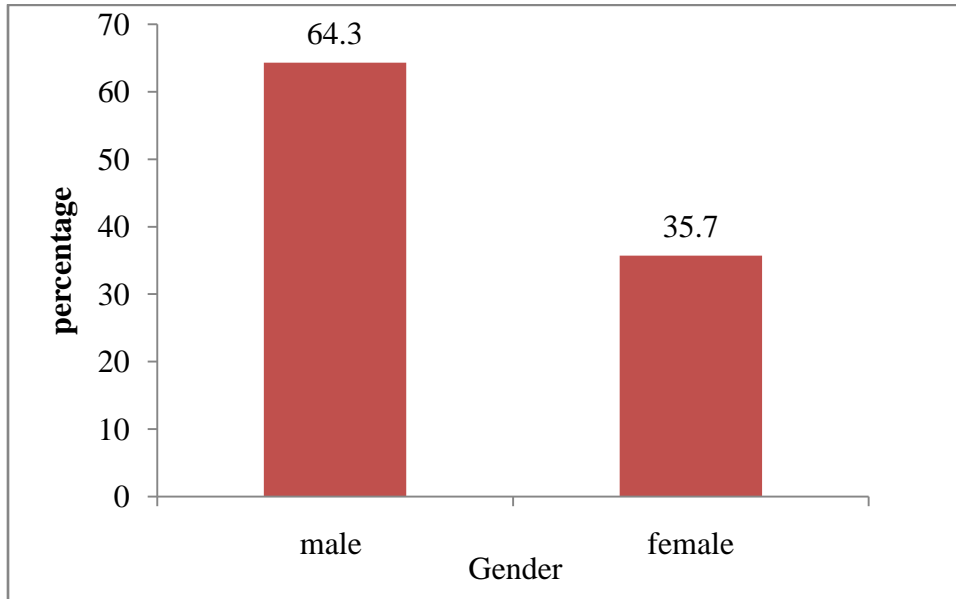
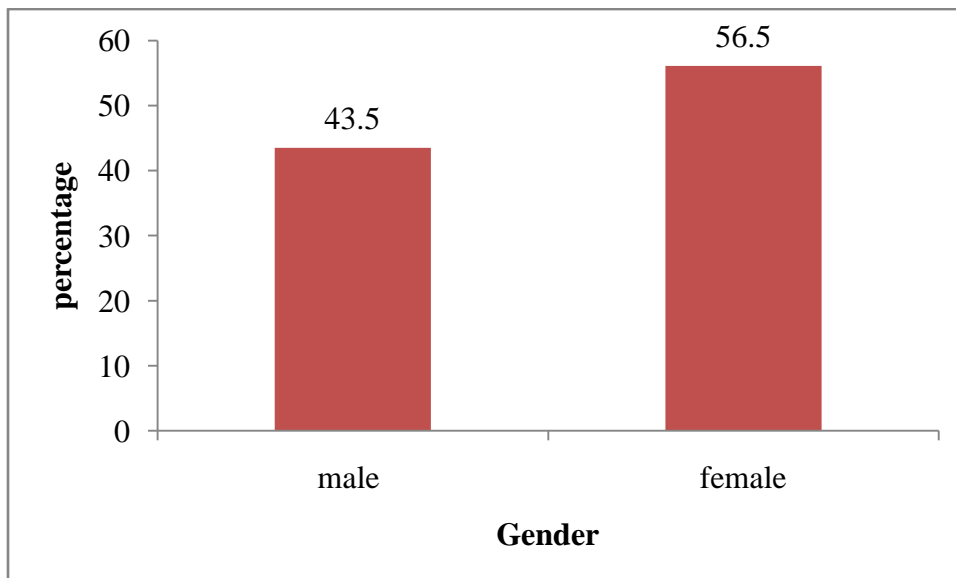


Figure 2 shows that majority 9(64.3%) of the principals were male and 5(35.7%) were female. This implies that majority of the secondary schools were headed by males even though the gender gap was not so large.

Figure 3 Distribution by gender of the teachers



Majority 61(56.5%) of the teachers were female and 47(43.5%) were male. It can therefore be said that most of the principals heading secondary school in Kitui Sub-County were male. It can be concluded that the gender ratio was well represented.

4.3.1 Respondent age

Table 3: Respondents' age of principals

Years	F	%
<25	0	0.0
25 – 30	0	0.0
31 – 35	1	7.1
36 – 40	5	35.7
>40	8	57.1
Total	14	100

Table 3 shows that, principals aged above 40 years were rated 8(57.1%), between 36 and 40 years were rated 5(35.7%) and between 31 and 35 years were rated 1(7.1%). The study found that there were no principals aged 30 years and below

Table 4: Respondents' age of teachers

Years	F	%
<25	3	2.8
25 – 30	37	34.3
31 – 35	33	30.6
36 – 40	27	25.0
>40	8	7.4
Total	108	100

Table 4 shows that teachers aged between 25 and 30 were rated 37(34.3%), between 31 and 35 years were rated 33(30.6%), between 36 and 40 years were rated 27(25.0%), above 40 years were rated 8(7.4%) and the least 3(2.8%) were aged below 25 years. It can be concluded that

majority of the principals were aged above 40 years. Age could have an impact on communication skills of the principals in secondary schools since previous researches such as Rabkin, (2006) have shown that age tends to affect administrative performance of institution administrators.

4.3.2 Educational level for principals and teachers

Training of teachers is essential in enabling them acquire necessary skills and thereby implement educational programmes competently. Figure 4 and 5 indicates the level of education of principals and teachers respectively.

Figure 4: Education Level of the principals

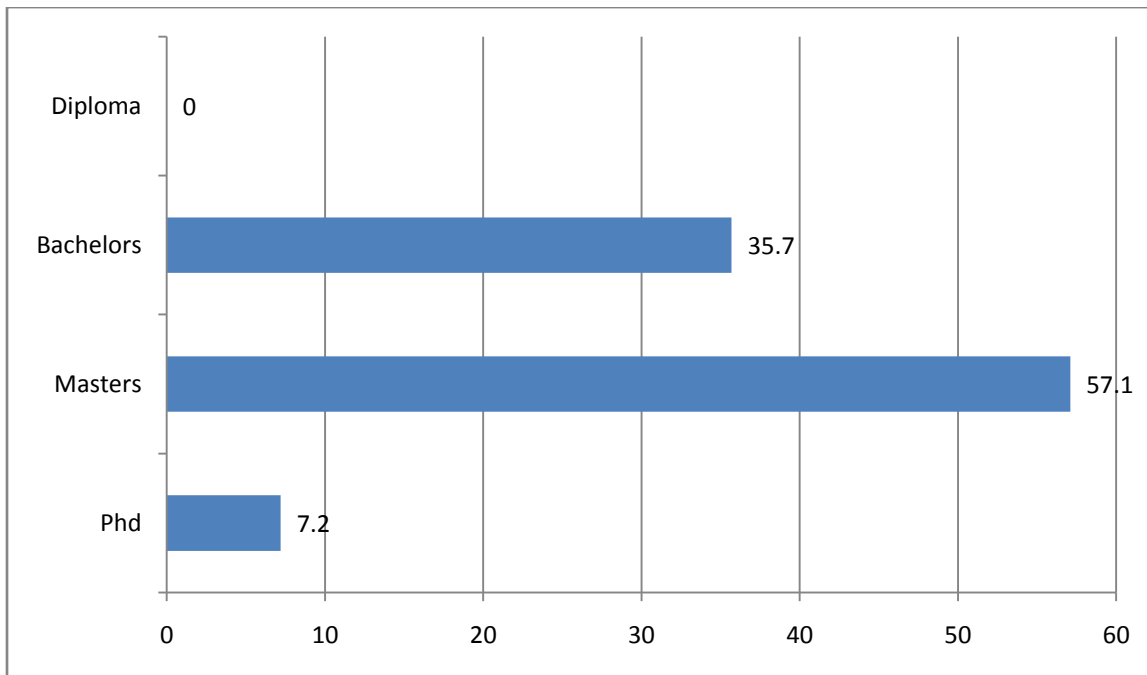


Figure 4 shows majority 8(57.1%) of the principals had attained Master's level, 5(35.7%) had Bachelor Degree while only 1(7.1%) was a PhD holder. None of the principal had diploma certificate.

Figure 5: Education Level of the teachers

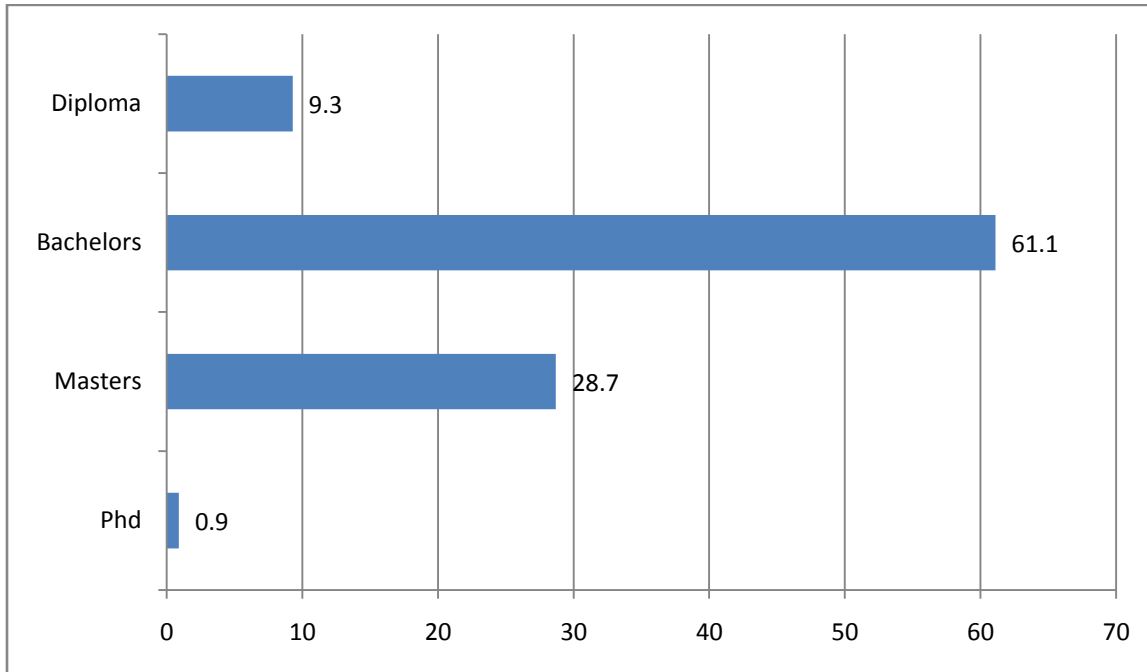


Figure 5 shows, majority 66(61.1%) indicated they had Bachelor degree, 31(28.7%), 10(9.3%) had Diploma certificate and only 1(0.9%) indicated had attained PhD level. Hence, the findings show that the principals and teachers were qualified to lead their school effectively and also skilled to solve challenges encountered in their leadership and management of human resources.

4.3.3 Teaching experience

The principals and teachers were asked to indicate their work experience, to which they responded as shown in table 5 and 6 below.

Table 5: Teaching Experience of the principals

	F	%
<5	3	21.4
5 – 8	2	14.3
9 - 10	4	28.6
>10	5	35.7
Total	14	100

Table 5 above shows that majority of the principals 5(35.7%) had served for a period of over 10 years, 4(28.6%) had served for 9 to 10 years, 3(21.4%) for a period below 5 years and 2(14.3%) for period between 5 and 8 years

Table 6: Teaching Experience of the teachers

	F	%
>5	23	21.3
5 – 8	41	37.9
9 - 10	26	24.1
<10	18	16.7
Total	14	100

Table 6, indicated that 41(37.9%) had served for a period between 5 and 8 years, 26(24.1%) between 9 and 10 years, 23(21.3%) below 5 years and 18(16.7%) for over 10 years. Further, the respondents indicated that they had served for a period between 6 - 12 years in the current station. This is an indication that the sampled school principals and teachers had been in the teaching profession long enough to give reliable information on factors influencing communication by principals in public secondary schools

4.4 Influence of institutional factors on communication by principals

4.4.1 Organizational structure

The first research hypothesis sought to find out whether there is any relationship between organizational structure and communication by principal in public secondary schools in Kitui

Central Sub-country, Kitui County, Kenya. To establish this, the Principals and teachers were given a list of items in a table regarding influence of organizational structure on Principals communication in public secondary schools. They were required to rate their agreement levels with the items on a five-point Like scale ranging from strongly agree to strongly disagree. The mean and standard deviation of their responses are presented in Table 7.

Table 7: Organizational structure and Influence on Communication by Principals

Statement	A UD			M	SD
	f (%)	f (%)	f (%)		
The school Policies	51(41.8)	3(2.5)	58(47.8)	3.95	0.756
Stakeholder's involvement in decision					
Making	83(68.0)	1(0.8)	38(31.1)	3.52	0.782
The school hierarchal levels	59(48.4)	3(2.5)	60(49.2)	3.21	0.714
Type of leadership	70(57.4)	2(1.6)	50(40.9)	3.03	0.654
Delegation of duties	91(73.8)	4(3.3)	27(22.1)	2.89	0.715
Empathize with others	71(58.2)	9(7.4)	42(34.4)	2.51	0.565
Not giving feedback	93(76.2)	1(0.8)	28(22.9)	2.49	0.842

Key: **A**– Agree; **U** – Undecided; **D** – Disagree; **M** – Mean; **SD** – Standard Deviation; **f** – Frequency

The findings of this research show that the overall mean obtained for the student factor is 3.09 and SD=0.72 (Table 6). This means that the organizational structure is a very strong factor in influencing communication. The item “The school Policies” scores the highest mean (mean =3.95, SD = 0.756). This implies that external frames are a starting-point for the structures within the organization. While item that have low mean scores are "Not giving feedback " (mean = 2.49, SD = 0.84).From the interviews, the County Director of Education confirmed that, “organizational structure factors influence communication by principals in the formal channels

of communication, authority Structure, job specialization and information Ownership. Effective communication is needed for productivity. Open or effective communication is not always obtained as Diwan, (2000) asserts that, “the problem of effective communication is unfortunately greater than just the recognition of its scale and importance. People may be unaware that their attempts at communicating have not been successful.” On the other hand, Koontz, (2001) summarizes the barriers against communication, saying that, “communication problems are often symptoms of more deep-rooted problems. For example, poor planning may be the cause of uncertainty about the direction of the organization. “In all organizations, the transfer of information from one individual to another is absolutely necessary.

It is the means by which behaviour is modified, change is effected, information is made productive and goals are achieved. It could be seen that without communication, the organisation cannot exist, for there is no possibility of others. Communication from the viewpoint of Koontz, (2001) “is to effect a change, to influence action towards the welfare of the enterprise; and as such the need for an effective channel of communication becomes imperative for the attainment of the organisational goals. To them, communication is the means by which people are linked together in an organisation.

To work with improvement often requires both restructuring and recapturing Fullan, (2001b). Since communication can contribute to preserve or change existing patterns it becomes relevant for principals and teachers to be able to analyse what is connected to such organizational factors as structure and culture, what is related to the individual leader and the leadership process and finally what is dependent on the communication processes? The distribution of the relationship between the communications by principals in secondary schools among the respondents was significant depending on the organizational structure. Hence, the hypothesis that there is no significant relationship between organizational factors and communication by principals was therefore rejected.

4.4.2 School environment

The second research hypothesis sought to find out whether there is any relationship between the school environment and communication by principal in public secondary schools in Kitui Central Sub-country, Kitui County, Kenya. To establish this, the principals and teachers were given a list

of items in a table regarding influence of school environment on communication. They were required to rate their agreement levels with the items on a five-point Like scale ranging from strongly agree to strongly disagree. The mean and standard deviation of their responses are presented in figure 6.

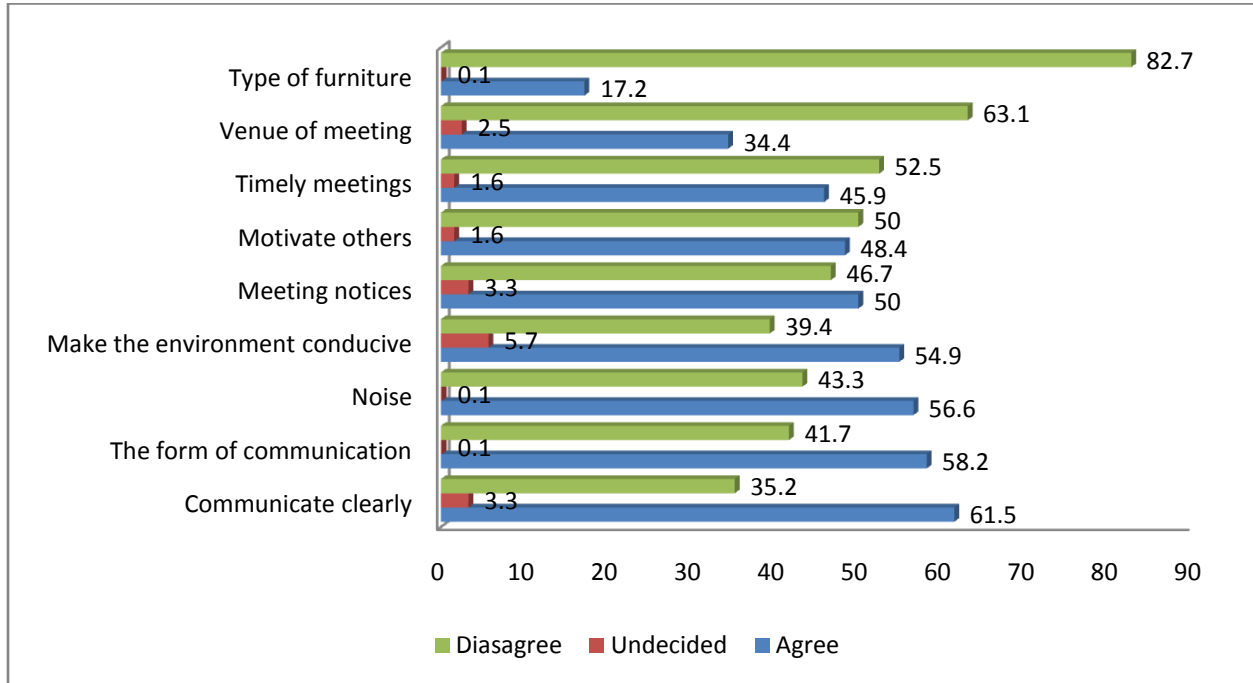


Figure 6: Influence of school environment on communication by principals

Figure 4.3 shows that principals and teachers scored highly on the statements; ‘communicate clearly and the form of communication.’ On the other hand, the respondents disagreed most on the statements; ‘type of furniture’ and ‘venue of the meeting.’ This shows that poor working environment may also be a factor to affect the purpose of a meaningful communication between two groups (the sender and the receiver). The environment in which communication is seriously taking place should be organized and relaxed. It should also be as good to promote ease in communication and also quiet enough to encourage purposeful communication. Also, the location, environment and distance between the receiver and the communicator can also explain the effectiveness of communication. As indicated by Ijaduola, (2006a), much of the job done in secondary schools is conversational in nature, which requires good interpersonal relationship between the workers and the various institutions communities as well as with other co-workers

and the society at large. However; people understand and interpret messages differently. In communication, noise, or unwanted interference can distort a message. Noise is always a potential threat to effective communication because it can interfere with the accuracy of a message. Noise creates a barrier for effective transmission and receiving of message Olarinde, (2005). From the interviews, the Kitui Sub-county Education officer indicated that poor “*physical setting or a noisy environment can adversely affect communication in all ways.*” The closeness of the communicator and the receiver is another factor that will reveal the effectiveness of communication in a particular area over time. They stated noise as the major barrier to communication. Noise consists of the external factors in the channels and the internal perceptions and experiences within the source and the receiver that affect communication.

4.4.3 Individual differences and culture

The third research hypothesis sought to find out whether there is any relationship between individual differences and culture on communication such as paying attention, listening skills, trust, accent and use of non-verbal signals by principal in public secondary schools in Kitui Central Sub-country, Kitui County, Kenya. To establish this, the Principals and teachers were given a list of items in a table regarding influence of socio-cultural factors on communication. They were required to rate their agreement levels with the items on a five-point Likert scale ranging from strongly agree to strongly disagree. The mean and standard deviation of their responses are presented in table 8.

Table 8: Influence of individual differences and culture on Communication

A	UD					
Statement		f (%)	f (%)	f (%)	M	SD
The accent		26(21.3)	8(6.6)	87(71.3)	3.75	0.564
Does not pay attention to others		93(76.2)	1(0.8)	28(22.9)	3.19	0.933
Not being aware of individual differences		59(48.4)	6(4.9)	65(53.3)	3.03	0.714
Good listener		54(44.3)	1(0.8)	67(54.9)	2.99	0.703
Use non-verbal signals		49(40.2)	4(4.9)	69(56.6)	2.89	0.678
Respect other peoples opinion		91(74.6)	0(0.0)	31(25.4)	2.59	0.777
Use of rewards		27(22.1)	5(4.1)	90(73.8)	2.45	0.933

Key: **A**– Agree; **U** – Undecided; **D** – Disagree; **M** – Mean; **SD** – Standard Deviation;

f – Frequency

The third most important factor contributing to communication is the individual differences and culture. The item related to this factor that has the highest mean score is “accent” (mean = 3.75, SD =0.564). This is consistent with the study carried out by Payne & Carlin (2001) who stated that the main aim of communication is to ensure that the communicator gets his or her information to the receiver in an effective manner or in an effective way. This is followed by the item "Does not pay attention to others" (mean = 3.19, SD = 0.933).

Language barriers may emanate from both the communicator and the receiver. For instance, when both of them come from different ethnic backgrounds, it may be possible that they have different language proficiency as indicated by Payne and Carlin, (2001).

There may also be a form of language barrier where the receiver or communicator uses a particular language known to people of the same occupation or profession. In this way, both the receiver and the communicator will find it difficult to achieve the purpose of communication. Some people may also have a particular taste of information that they wish to listen to. So if the

communicator is using or communicating some message that is not important to the receiver, then he or she can choose not to be keen on what is being said. This is mainly a belief for some group of people.

From the interviews, the County Director of Education indicated that *Cultural and religious barriers may be a factor that leads to communication not achieving its goal purpose. For instance, people of different cultures may have different opinions on what kind of communication to involve in, the kind of topics to discuss and more so, culture may create prejudice which will affect communication at long last.*” They further indicated that, racial differences are also reasons that may cause ineffectiveness in communication by the principals but not in Kitui Central sub-county. People of different racial backgrounds may have some blocks to effective communications, for instance, through their varied cultures and language.

High level of individual success at work was characterised by ‘emotional intelligence’, or skills of social awareness and communication. Typically, these included the ability to motivate and influence others, to give honest feedback sensitively, to empathise and develop relationships, to monitor one’s own behaviour, to handle emotions both of self and others and to read interpersonal situations and organisational politics as noted by Goman, (2002). However it is important to note that emotional intelligence or the skills of social awareness and communication can be developed and honed.

The researcher further sought to determine measures of communication used by the principals, to which the respondents indicated as shown in figure 4.4.

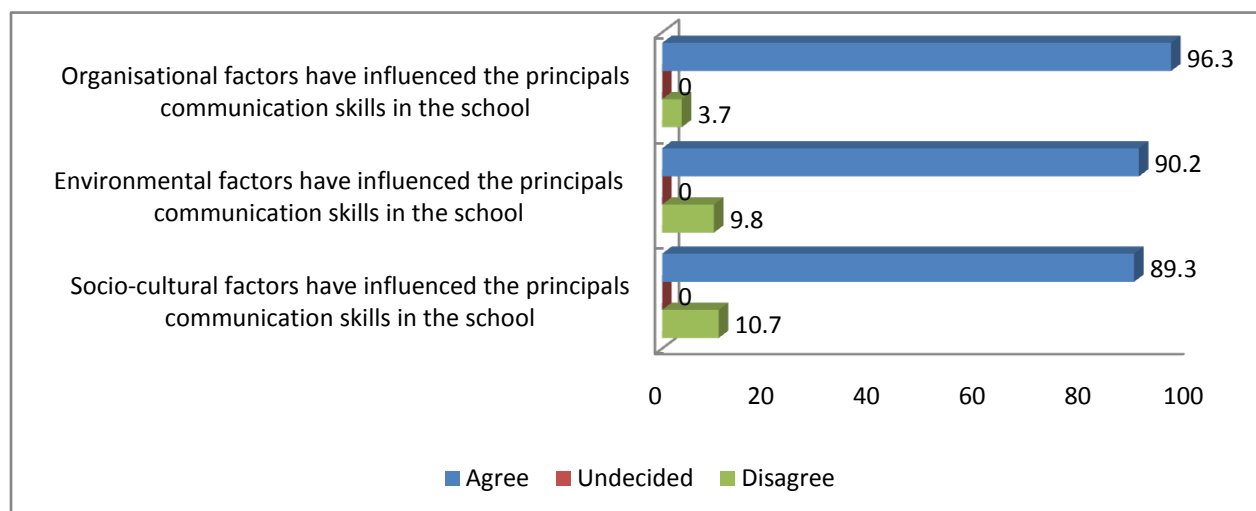


Figure 7: Measures of Communication by school principals

The respondents scored high on all the statements that Organisational structure factors have influenced the principals' communication skills in the school (96.3%), school environmental factors have influenced the principal's communication skills in the school (90.2%) and individual differences and culture factors have influenced the principal's communication skills in the school (89.3%).

4.5 Test of hypotheses

The study used Chi square test of importance to evaluate the independence as follows;

Ho₁: There is no significant relationship between organizational structure and communication by principals in public secondary schools in Kitui Central Sub-country, Kitui County, Kenya.

Ho₂: There is no significance relationship between school environment and communication by principals in public secondary schools in Kitui Central Sub-county, Kitui County

Ho₃: There is no significant relationship between individual differences and culture and communication by principals in public secondary schools in Kitui Central Sub-County, Kitui County.

Table 9: Influence organizational structure on Communication

	Agree	Disagree	Total	χ^2 value
Organizational structure	90	32	122	16.2
School environmental	101	21	122	19.32
Individual differences and culture	80	42	122	21.89
Total	271	95	366	

Then the null hypothesis independence tells us that we should "expect" the number of Organizational structure agreeing to be

$$(271/366) * (122/366) * 366 = 90.33$$

$$\chi^2 \text{ value} = (\text{Observed} - \text{Expected})^2 / \text{Expected}$$

$$\chi^2 \text{ value} = (90 - 90.33)^2 / 90.33 = 0.1089$$

Since tabulated ($\chi^2 (1) = 2.45, p < 0.05$) which is larger than 0.1089, then we reject the null that there is no significant relationship between organizational structure and communication by principals in public secondary schools in Kitui Central Sub-country, Kitui County, Kenya. Thus organizational structure affects school communication.

Then the null hypothesis independence tells us that we should "expect" the number of School based factors agreeing to be

$$(271/366) * (122/366) * 366 = 90.33$$

$$\chi^2 \text{ value} = (\text{Observed} - \text{Expected})^2 / \text{Expected}$$

$$\chi^2 \text{ value} = (101 - 90.33)^2 / 90.33 = 1.26$$

Since tabulated ($\chi^2 (1) = 2.45, p < 0.05$) which is larger than 1.26, then we reject the null that there is no significant relationship between school organizational structure and communication by principals in public secondary schools in Kitui Central Sub-county, Kitui County.

Then the null hypothesis independence tells us that we should "expect" the number of individual differences and culture factors agreeing to be

$$(271/366) * (122/366) * 366 = 90.33$$

$$\chi^2 \text{ value} = (\text{Observed} - \text{Expected})^2 / \text{Expected}$$

$$\chi^2 \text{ value} = (80 - 90.33)^2 / 90.33 = 1.17$$

Since tabulated ($\chi^2 (1) = 2.45, p < 0.05$) which is larger than 1.17, then we reject the null that there is no significant relationship between individual difference and culture and communication by principals in public secondary schools in Kitui Central Sub-County, Kitui County.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The chapter presents the summary of the study's findings, conclusions, recommendations, and suggestions for further studies.

5.1 Study Summary

The general objective of the study was to investigate on the Institutional influencing communication by principals in public secondary schools in Kitui Central Sub-County, Kitui County, Kenya. 122 respondents participated in the study comprising of 14 Principal, 108 Teachers and 3 Education officers. Given below is a summary of the key study findings.

5.1.1 Organizational structure

The study revealed that organizational structure has an influence in communication by principals in secondary schools. The mean scores ranged from 3.95 to 2.49. The principal and teachers scored highly on the statements that; 'school policies', 'Not giving feedback' and 'Delegation of duties'. Kitui Central Sub-county Education Officer confirmed that the *“organizational structure influence communication by principals in the formal channel of communication, authority Structure, and job specialization and information ownership.”* The hypothesis that there is no significant relationship between organizational structure and communication by principals was therefore rejected.

5.1.2 School environmental factors

Principals and teachers scored highly on the statements; 'communicate clearly and the form of communication.' On the other hand, the respondents disagreed most on the statements; 'type of furniture' and 'venue of the meeting.' The education officer indicated that poor physical setting or a noisy environment can adversely affect communication in all ways. They stated noise as the major barrier to communication. Noise consists of the external factors in the channels and the internal perceptions and experiences within the source and the receiver that affect

communication. The distribution of the relationship between the communication by principals in secondary schools among the respondents was significant depending on the environmental factors ($\chi^2 (9) = 16.02, p < 0.05$). The hypothesis that there is no significant relationship between school environment and communication by principals was therefore rejected.

5.1.3 Individual differences and culture Factors

The mean scores ranged from 4.88 to 2.43. The principals and teachers scored highly on the statements that; ‘accent’ and does not pay attention to the others’. The education officers confirmed that “*Cultural and religious barriers may be a factor that leads to communication not achieving its goal purpose.*” For instance, people of different cultures may have different opinions on what kind of communication to involve in, the kind of topics to discuss and more so, culture may create prejudice which will affect communication at long last. They further indicated that, racial differences are also reasons that may cause ineffectiveness in communication by the principals. People of different racial backgrounds may have some blocks to effective communications, for instance, through their varied cultures and language. The distribution of the relationship between the communication by principals in secondary schools among the respondents was significant depending on the individual differences and culture ($\chi^2 (15) = 19.32, p < 0.05$). The hypothesis that there is no significant relationship between individual differences and culture and communication by principals was therefore rejected.

5.2 Conclusion

From the study findings, all the hypotheses were rejected. The researcher concludes that organizational structure factors, school environmental factors and individual differences and cultural factors influence communication by principals in secondary schools in Kitui Central Sub-County, Kitui County. Communication system in any organisation like the school is very vital to the survival and smooth running of the organization. For better communication in school, the principal must first and foremost conceive an idea and relate such idea to his/her staff and expect response. The principal should not work alone. He/ She have to share information, transfer ideas and feelings through communication to enhance the collective cooperation of others within the school. The school principal must not only communicate downward

management in thoughts and in decisions but also upward reactions and development in the ranks. In fact, in order to persuade, instruct, direct, request, inform, stimulate, the principal must engage in upward and downward communication.

Communication by principals is important in the schools because it constitutes one of the chief means through which organizational members work together, and also helps to hold the school together by making it possible for members to influence one another and to react to one another.

5.3 Recommendations

Based on the research findings, it is recommended that:-

- i. Principals should ensure that communication is effectively carried out to enhance discipline and maintain law and order.
- ii. Principals should communicate with their teachers irrespective of their gender so that the goal of education can be achieved. Experienced Principals should be appointed to head secondary schools to facilitate effective communication in the school system as regard teaching and learning.
- iii. The principals should improve communication through understanding of the background and culture of the receiver, expectation of feedback, formal training in oral and written communication, knowing and understanding the sender, make the receiver's level of understanding clear to the sender and understand the language and practices of the organizational unit to improve listening and interpretation.
- iv. The Ministry of Education (MoEST) should develop programmes to help in building secondary schools capacities on communication in the management of schools.

5.4 Suggestions for Further Studies

The study recommends further studies on the influence of organizational structure factors, school based factors and socio-cultural factors be carried out in other sub-counties in Kenya. Finally, it is suggested to future researcher to conduct a study on influence of principals' communication on teacher performance in public secondary schools.

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APPENDICES

Appendix I: A letter of introduction

Charity K. Musyoka

South Eastern Kenya University

School of Education

P.O Box 57-Kitui

May 28th, 2014

Dear Respondents,

RE: LETTER OF INTRODUCTION TO THE RESPONDENTS

I am a Master of Education (M.Ed.) student in school of education in South Eastern Kenya University, Kitui Campus.

As part of the requirement for the award of the degree, I'm expected to undertake a research study on factors influencing communication by principals in Kitui Central Sub-county, Kitui County.

I'm therefore requesting you to respond to the questionnaires/ interview guide. All the information you provide will be treated with at most confidentiality and to be used only for academic purpose.

Yours sincerely,

Charity K. Musyoka

Appendix II:

Questionnaires for principals

The aim of this study is to investigate on the institutional factors influencing communication by principals in public secondary schools in Kitui Central District, Kitui County, Kenya.

You are kindly requested to respond to the items in the questionnaire as honestly as possible and do not to write your name anywhere in the questionnaire. Please feel free and respond, for the information you provide will be confidential. It is meant only for this study.

Part 1: Demographic Information

Please tick the appropriate answer in the boxes provided

Age in years:

Below 25 [] 25-30 [] 31-35 []

36-40 [] Above 40 []

Gender: Male [] Female []

Your present professional qualification

Diploma in Education [] B.Ed [] B.Arts [] M.Ed [] PhD []

Others specify

How long have you served as a principal?

Below 3 yrs. [] 3-5 yrs. [] 5-8 yrs. []

9-12 yrs [] Above 12 yrs

How long have you been in this school as a head?

1- 3 yrs [] 4-8 yrs [] 9-12 yrs [] Above 12 yrs. []

Part 2: Organizational structure factors

Organizational structure has influenced my communication skills in the school.

Yes

No

Indicate the extent to which the following organizational structure has influenced communication in your schools in a scale of 1-5.

Key: 1 - Strongly Disagree, 2-Disagree, 3- Undecided, 4-Agree, 5- Strongly Agree

	1	2	3	4	5
The school Policies has shaped my communication skills in the school					
The school goals has shaped my communication skill in the school					
The School beliefs, values and norms has shaped my communication skills in the school					
The school hierarchal levels as influenced my communication skills in the school					
The type of leadership style has influenced my communication skills in the school					
Delegating of duties has influenced my communication skill in the school					
Stakeholders involvement in decision making has shaped my communication skill in the school					

Part 3: School environmental factors

School environmental factors have influenced my communication in the school

Yes

No

Indicate the extent to which the following school environmental factors hasinfluenced communication in your schools in a scale of 1-5.

Key: 1 - Strongly Disagree, 2-Disagree, 3- Undecided, 4-Agree, 5- Strongly Agree

	1	2	3	4	5
Time the meetings are held has influenced my communication in the school					
Type of furniture used by teachers during meeting has influenced my communication in school					
Venue of meeting has influenced my communication in the school					
Giving meeting notices has influenced my communication in the school					
Noise in the compound as influenced my communication in the school					
Formofcommunication used has shaped my communication in the school.					

Part 4: Individual differences and culture

Individual differences and culture has influenced my communication in the school

Yes No

Indicate the extent to which the following individual difference has influenced communication in your schools in a scale of 1-5.

Key: 1 - Strongly Disagree, 2-Disagree, 3- Undecided, 4-Agree, 5- Strongly Agree

	1	2	3	4	5
The principal's accent has influenced communication in the school					
Paying attention to others has shaped my communication in school					
Use of appropriate language has shaped my communication in the school					
Use of non-verbal signals has shaped my communication in the school					
Use of body language has shaped my communication in the school					
Being a good listener has shaped my communication in the school					
Giving feedback to teachers has shaped my communication in the school					

Part 5: Measures of Communication by school principals

Listed below are some of the measures of communication used by principals.

With respect to your school, please indicate the extent to which you have utilized each of the listed approaches in maintaining communication in your schools in a scale of 1-5.

Key: 1 - Strongly Disagree, 2-Disagree, 3- Undecided, 4-Agree, 5- Strongly Agree

	1	2	3	4	5
1. Organizational structure factors has shaped my communication skills in the school					
2. School environmental factors has shaped my communication skills in the school					
3. Individual differences and cultural factors have shaped my communication skills in the school					

Thank You

Appendix III: Questionnaires for teachers

The aim of this study is to investigate on the institutional factors influencing communication by principals in public secondary schools in Kitui Central District, Kitui County, Kenya.

You are kindly requested to respond to the items in the questionnaire as honestly as possible and do not to write your name anywhere in the questionnaire. Please feel free and respond, for the information you provide will be confidential. It is meant only for this study.

Part 1: Demographic Information

Instruction: Tick where Appropriate

Age in years:

Below 25 [] 25-30 [] 30-35 []

35-40 [] Above 40 []

Gender: Male [] Female []

Your present professional qualification

Diploma in Education [] B.Ed [] B.Arts [] M.Ed [] PhD []

Others specify

Teaching experience?

1 – 5 years [] 6 – 10 years []

11 – 16 years [] above 16 years []

Part 2: Organizational structure factors.

Organizational structure factors have influenced the principal’s communication in the school

Yes No

Indicate the extent to which your principal utilizes the following organizational structure factors to influence communication in your school in a scale of 1-5.

Key: 1 - Strongly Disagree, 2-Disagree, 3- Undecided, 4-Agree, 5- Strongly Agree

	1	2	3	4	5
The school Policies has influenced communication in the school					
The school goals has influenced communication in the school					
Stakeholders involvement in decision making has shaped communication in the school					
The school hierarchal levels has influenced communication in the school					
Type of leadership has shaped communication in the school					
Delegation of duties has influenced communication in the school					
School believes, values and norms has influenced communication in the school					
Empathizing with others has shaped communication in the school					
Giving feedback has shaped communication in the school					

Part 3: School environmental factors

School environmental factors have influenced the principal in the school

Yes

No

Indicate the extent to which your principal utilizes the following school environmental factors to influence communication in your school in a scale of 1-5.

Key: 1 - Strongly Disagree, 2-Disagree, 3- Undecided, 4-Agree, 5- Strongly Agree

	1	2	3	4	5
Time the meeting is held has influenced communication in the school.					
Venue of meeting has influenced communication in the school					
Type of furniture used during meeting has influenced communication in the school					
Giving meeting notices has shaped communication in the school					
Form of communication used has shaped communication in the school					
Noise in the school compound has influenced communication in the school					
Motivating teachers has shaped communication in the school					

Part 4: 3.Individual differences and culture factors

Individual difference and cultural factors have influenced the principal’s communication in the school

Yes No

Indicate the extent to which your principal utilizes the following individual differences and cultural factors to influence communication in your school in a scale of 1-5.

Key: 1 - Strongly Disagree, 2-Disagree, 3- Undecided, 4-Agree, 5- Strongly Agree

	1	2	3	4	5
The form of communication used has influenced communication in the school					
Paying attention to others has shaped communication in the school					
Not being aware of individual differences has influenced communication in the school					
Being a good listener has shaped communication in the school					
Use non-verbal signals has influenced communication in the school					
Respect for other people’s opinion has shaped communication in the school					
Use of rewards has shaped communication in the school					

Part 5: Measures of Communication by school principals

Listed below are some of the measures of communication used by the principals. With respect to your school, please indicate the extent to which your Principal has utilized each of the listed approaches in the maintaining communication in a scale 1-5

Key: 1 - Strongly Disagree, 2-Disagree, 3- Undecided, 4-Agree, 5- Strongly Agree

	1	2	3	4	5
1. Organizational structure factors have influenced the principals communication skills in the school					
2. School environment has influenced the principals communication skills in the school					
3. Individual differences and culture have influenced the principals communication skills in the school					

Thank You

Appendix IV: Interview guide (Education officers)

1. Do organizational structure factors influenced communication by principals in public secondary schools?
2. Do school environmental factors have influenced communication by principals in public secondary schools?
3. Do individual difference and cultural factors influenced communication by principals in public secondary schools?