

**THE EFFECTS OF HEADTEACHER'S CHANNELS OF  
COMMUNICATION ON INFORMATION FLOW IN  
PRIMARYSCHOOLS IN PETETE  
SUB-COUNTY PALISA  
DISTRICT**

**BY**

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### **Declaration**

I Opio David Ariebe declare that this research is my own work and it has never been presented in any other institution for the award of degree in primary Education.

**Sign:** .....

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### **Dedication**

I dedicate this book to my late mother Ichulet Tabitha, my wife Takali Beatrice and my children; Caroline, Patience Ian and the entire members of the family.

**Approval**

This research report has been submitted for examination with my approval as university supervisor.

Sign: ..... 

Name: Namugali .F. Kuloba

(SUPERVISOR)

Date: ..... 14/10/2016 .....

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### **Abstract**

This research examined the effects of headteachers channels of communication on information flow in primary schools in Petete Sub-county, Palisa district.

The objectives of this study were to identify the common channels of communication use by headteachers of primary schools in Petete sub county, to find out how the channels of communication affect the teachers participation on school administration and to show how schools in Petete sub county, Palisa district.

The data collection tools used are questionnaires for headteachers and another for teachers.

The major findings in this study was that there are multiple channels of communication used in primary schools in Petete sub county, each channels has related advantages and disadvantages, meetings are important in communication, headteachers involve teachers in decision making.

The recommendations in this study is that important information to pupils should be communicated through teachers, prefects and other committees, school heads should communicate to their staff in a number of ways both direct and indirect, and headteachers should prepare themselves before communicating.

Conclusively, communication at all levels depends on the channels or media used.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study**

The school head as we know is the key person in the total operations of the school. He is the generator of the power source from which the activities flow once the office of the school head has been properly organized and duties have been delegated, one of the primary functions left to the head is that of communicating to various individuals and groups. The head spends most of his time communicating with people orally, he make school announcements in the assembly, he talks to members of staff, individually and collectively in staff meetings, and he also talks to students individually over important matters. Thus, the school head must be an effective speaker and should have the ability to communicate his ideas through a variety of channels or media.

It is from this lack of educational survey that this research became of interest with hope that it will establish the effects of headteachers' channels of communication of information flow in some selected primary schools in Petete Sub-County – Palisa District.

#### **1.2 Statement of the problem**

It is commonly accepted that for a headteacher to derive the basic minimum managerial control over his or her staff at school, he or she must be adequately prepared to manage the constraints that may arise as a result of the interaction with the school population. On the influence or interaction, communication is a significant factor.

Communication breakdown sometimes occur because the sender of the message chooses a poor channel or medium

for transmission. At time a written message may be the most effective at other times a spoken is best. When people are threatened by the message they react defensively as a method of reducing tension and protecting their ego. In doing so the message may be distorted.

Understanding human behaviour is another factor which can easily cause communication break down. The researcher therefore, is interested in finding out the existing headteachers channels of communication and how they affect the information flow in primary schools in Petete sub-county- Palisa district.

### **1.3 Purpose of the study**

The research seeks to asses the effects of channels of communication used by headteachers on the flow of information amongst the staff members.

### **1.4 Research questions**

This study was guided by the following research questions.

1. What are the most common channels of communication used by headteachers in primary schools in Petete sub-county?
2. How do the channels of communication affect the teacher's participation in school administration?
3. How does communication breakdown affect the smooth running of schools in Petete sub-county Palisa district?

### **1.5 Specific Objectives**

This study was guided by the following objectives;-

1. To identify the common channels of communication used by headteachers of primary schools in Petete sub-county, Palisa district.

2. To find out how the channels of communication affect the teachers' participation in school administration.
3. To show how communication breakdown affect smooth running of schools in Petete sub-county Palisa district.

### **1.6 Significance of the study**

If this study is accomplished, the researcher believes that the results and findings will go a long way within helping:-

- a) School heads to apply some common principles regarding communication in order to maximize their performance.
- b) School inspectors to see the need for seminars to improve on the skills, knowledge and competence of school heads.
- c) Curriculum developers to learn that there is a great need to make some improvement in the syllabus of grade III primary teachers' colleges and emphasize educational administration.

### **1.7 Definition of terms**

In this study the following terms have been used as indicated:-

Channel: any way in which information may travel.

primary schools:- The seven years of formal education in the Uganda's system of education, thus from primary one to primary seven.

Communication – The use of language or mere gestures or both.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

##### **2.1 Communication problems**

Communication problems are ever-present both in work and personal life. These problems exist because there are many barriers to communication. The limited understanding of human behaviour is a major one. Many managers think that their primary function is to inspect and check up on subordinates and to maximize production. This limited perspective, which ignores the human factor, results in very brief sporadic communication and limited personal contact. The result is an environment not conducive to two-way communication.

Sometimes the varying meaning people attach towards (semantics) also creates barriers to communication. A word that you think is simply descriptive (such as calling somebody obese) might create a communication barrier between that person and yourself. A continuing problem with word connotation is that the meaning of some word change overtime. Even more baffling different generation many attach different meanings to the same word at the same point in time.

##### **2.2 How people communicate**

A manager can coordinate the work of others only if he or she receives information from some people and transmits to others. A convenient point in understanding how people communicate is to examine the steps involved in the transmission of a message from one person to another. Andrew .J. Dubrin (1981) says;

improper transmission by the sender of the message creates communication break-downs which sometimes occur because the sender of the message chooses a poor medium for transmitting the message. At times a written message may be the most effective, at the other times the spoken message is the best.

Repetition usually enhances learning. Repetition also enhances communication particularly when different channels are used to convey the same message.

Effective communicators at many job levels follow up verbal (spoken) agreements with written documentation. Since most communication is subject to at least some distortion, the chances of a message being received as intended increase when two or more channels are used. It has also become standard practice in several organizations or managers to use a multiple-channel approach to communicating the results of a performance appraisal.

The content within which a message is transmitted may have a greater influence on the meaning attached by the receiver than the words used. Oral written words are the most frequently used channels within an organization. A wide variety of variables external to the words will influence the message received. If the words are oral and face to face, the non verbal ones, such as voice infraction and body language, must be conserved. For example, a supervisor may tell a subordinate that he or she wants to hear about the subordinate's problem and proceed to open the mail while the subordinate is relating his or her story. The message transmitted by the nonverbal behaviour is that the supervisor really does not want to hear about the problem.

Comparing the oral, written, oral/written and written/oral communication, it seems reasonable to suggest that oral communication is appropriate in conflict resolution efforts,

when confidentially desired, when precision is not essential or in some organizational intergration effects. Written communication is sufficient for general information, when impersonality is desires, when a record is required, or for required action at some future date oral/written or written/oral is preferred when immediate action is required, work progress in being reviewed a specific policy change or directive is being communicated, or an employee accomplishment is being recognized. Ralph B Kimbrough and Michael Y. Nunney 1983 state that;

*Organizational communication is enhanced when the choice of the channel (s) to be used takes into account the purpose of the communication. In general for most purpose, and in most settings, some combination of oral and written communication is likely to be most effective.*

### **2.3 Flow of information**

Messages in organizations flow in three primary direction-down wards, sideways and upwards. The purpose of down ward communication is to send information from higher levels of the organization (management) to lower levels (subordinates) through down word communication; management is able to carryout its basic functions of planning, organizing, controlling and directing. When you receive an evaluation of your performance, you are the recipient of downward communication. Sideways communication occurs among employees at the same level.

Good co-ordination is a product of good communication. However, poor communication between co-workers can create problems within an institution.

Upward communication is the flow of information from lower levels (subordinates to higher levels (management). Without upward communication, management works in a vacuum, not knowing if messages have been received

properly, or if other problems exist in the organization. Virtually an effective manager recognizes the importance of soliciting input from below. Without such input, a major source of ideas for innovation will be lost.

In such downward and upward communication needs of the superiors and subordinate(s) are not always congruent in other words, what a superior wants to find out may not be what a subordinate wants to reveal. Therefore, to the extent the sideways receptability is limited, there is likely to be a tendency to turn the peers or those at a different level but in other organizational units. It is not argued that increased communication with peers and superiors or subordinates in other units has a negative impact, in fact, it can serve to provide and organizational business. Rather, the intent is to alert administrators to a likely result of the inability of persons to communicate vertically. Joseph L. Massie 1987 says; Horizontal channels provide means by which managers on the same level of an organization coordinate their activities without referring all matters to their superior. Therefore many matters can be handled on the same level thereby speeding action and relieving superiors of unnecessary problems.

#### **2.4 Barriers to effective communication**

If messages are poorly transmitted, or if the action is not effected, management can not plan or control activities properly and therefore the barriers of good communication require constant attention. Communication problems involve the effectiveness of the communication usually the more direct the communication, the more effective it will be. In a school, the number of levels through which a communication travels affects the action that is finally taken. Of course effectiveness of communication depends upon both efficient transmission of messages and the



understanding of their meaning. In the final analysis, the acceptance of the communication is the key to effectiveness.

Problems of communication directly retard the success of managers in the performance of their functions. Distortion as one of the problems may be a matter of noise in transmission or it may result from inadequacy of the words in carrying the precise ideas of the sender. If for instance an accountant submits a report on "costs" to an economist, distortion may result because of differences in meanings of the word "costs". If the industrial engineer receives the report, he may get ideas entirely different from those of the accountant or economist.

Filtering is a barrier to communication that takes the form of internationally sifting the information so that the receiver will look favourable on the message.

No one likes to admit mistakes to some one else, especially to the boss about what is actually going on, especially those actions that need attention.

If management is not careful, it may encourage a free flow of just messages that provide little information.

Over loading of communication channels can cause the network to be jammed with irrelevant messages. Newer methods of processing and transmitting data have increased the number of communications which flow to executives.

Managers can literally be buried in memoranda and reports with no hope of digging themselves out. The answer to this problem lies in monitoring the channels to clear messages in order of priority and importance. More messages do not necessarily mean more information.

Joseph L. Massie. 1987 continues to say:

“Determination of the flow of communication and recognition of man barriers to good communication is basic to the communicating function”.

Communication network, communication channels, and barriers to communication must continually receive attention.

## **2.5 Channels of communication**

Many different channels of communication are available lectures, meetings gossip, memos, reports letters, trade papers and video tapes are some of the common ones which can be used in an organization like a school. However, each of these channels has its own characteristics which may make it suitable for various types of messages. One of the most important characteristics of a channel is its capacity. Managers themselves, are channels of communication and they differ in many respects. For example they clear their in-trays at different rates. One manager may be able to give comments on a report by his subordinate within a day of its submission, while another manager may take several weeks.

Whatever channel is available, it is important not to overload to channel by exceeding its capacity.

When ever channel capacity is overloaded, the message is distorted and so the meaning is lost.

If communication channels depart too far from the planned organizational channels, authority and responsibility in the organization may be impaired and certain persons with established positions in the formal structure may find themselves by passed, thus reducing their information flow and possibly affecting their ability to perform their jobs adequately. JCS Musaazi 1985 this to say; “Good communications help to stimulate enthusiasm and raise the

interest and motivation of those to whom they are directed such as staff, students parents friends and so on”.

In summary, therefore, it is inevitable that schools and other organizations do require leaders to utilize the abilities of their followers so that goals may be accomplished. A good leader in this regard is that one who has the ability to convey information, instructions, advices, feelings, options and facts correctly and accurately from one person to another from one person to another person or group of people.

Communication does not take place unless the receiver interpretes exactly the information is transmitted. Schools depend on human action to accomplish their goals, therefore the clearer the communication. The more likely teacher and students’ actions will proceed in fruitful directions.

## **2.6 Statement of hypothesis**

This study will be guided by the following hypothesis

The channels of communication used by headteachers have no effect on information flow amongst teachers in Petete Sub-county Primary schools.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 INTRODUCTION**

Before the field study, the researcher realized that there were several factors that affected primary school administration in Uganda. Some of these factors are the differences in staffing, pupils enrollment, buildings, religious and disciplinary standards. Many of these factors do finally determine the character of the school.

The staff population in the primary schools particularly in Petete Sub-county is still heterogeneous. The reason being that the general population increase in Uganda is not directly proportional to the increase of the Teacher Training Colleges. For along time there was only one college in present South-Eastern region which trained grade one teachers a Vernacular teacher.

Training College (V.T.T.C) at Iganga. It later trained grade two teachers who were primary seven leavers.

Before 1990, some of the primary schools in Petete Sub-county were headed by grade III head teachers. There was a mixture of both race and sex among the pupils. At the beginning of 2000 there were seven primary schools in Petete Sub-county but right now there are twenty one primary schools in the categories shown below;- expected to have better knowledge and experience of the problems related to the effective leadership in the schools.

**Table I showing category of schools**

Government aided	Private (primary)	Community faded	Total
9	8	4	21

All the above factors were borne in mind when designing the research instruments and sampling the population.

### **3.2 Criteria for sampling procedures**

The undertaken research was a survey one designed to study headteachers channel of communication and their effect on information flow in primary schools, in Petete Sub-county.

The population that was used as subjects for data collection included headteachers of primary schools and the teaching staff in these schools.

The headteachers sampled were considered as subject for data collection because they are supposed to be acquainted with the problems affecting their school administration and the general teaching in their respective schools.

The teachers were taken as subjects for data collection because they are expected to be acquainted with the problems of teaching. Since they are the direct delegates of the heads and the practical implementers in the classrooms, they are expected to have better knowledge and experience of the problems related to the effective leadership in the schools.

### **3.3 The target population**

Petete sub-county has a total of twenty one primary schools thirteen governments aided and eight private. These schools are graded into three main groups or grades according to their population and other schools facilities that match with the population.

The researcher would have liked to visit all these schools in the area of study. But he was unable due to some

limitations, the major ones being finance and time. A sample of six schools therefore was used during the study.

The schools were selected using proportional stratified sampling in order to have all the three categories of schools represented. All the schools in Petete sub-county were first grouped by the researcher in their respective categories. Here three containers were used. All the name of grade one school were written on pieces of paper and put in one container, and all grades two and three in the same way. The simple random sampling of the schools was then carried out. This resulted into selecting the schools as follows;-

Government	3 schools
Private	2 schools
Community	1 schools
<b>Total</b>	<b>06</b>

The selected schools were then assigned numbers which the researcher used in the following chapters instead of their names, as shown in the table below;

**Table ii showing the sampled schools**

Name of school	Nature	Ownership	Number
Kibuyai P/S	Mixed day	Government	01
Sadanyi P/S	Mixed day	Government	02
Kachocha P/S	Mixed day	Private	03
Petete P/S	Mixed day	Government	04
Nasuleta P/S	Mixed day	Private	05
Kachabali P/S	Mixed day	Community	06

### **3.4 Description of research instruments**

The researcher used the descriptive questionnaires to collect data. One questionnaire was for headteachers and the other for teachers.

## **CHAPTER FOUR**

### **PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA**

In this chapter, the return rates of questionnaires according to the school heads and teachers are displayed and the obtained data is presented and analysed as follows.

**Table iii showing the general return rates of the two categories**

<b>Category</b>	<b>Number given out</b>	<b>Number returned</b>	<b>Percentage of return</b>
Headteachers	6	6	100%
Teachers	40	6	90%

A total percentage of the return rates per category was as shown in the last column of the above table. The results show a very good response suggesting very strongly that no bias was introduced by those few who did not respond. The impression of the researcher is that those who did not respond must have had personal fears or interests or else they did not understand the purpose of the questionnaire. This was exhibited in some few questions or spaces left unanswered.



**4.1 Teachers’ responses**

In try to look at how the teachers receive information, a question was asked.

“How do you receive information from the school head?”  
and below are the results.

**Table IV showing information from school heads**

How information is received from school heads.	Number of respondents	Percent of respondents
Formal meetings	8	22.2%
Written	11	30.5%
Oral	9	25.0%
Deputy heads	8	22.2%
	36	100.0%

It is therefore evident that the majority of the teachers receive information from their headteachers. This information at times is in writing, at times it is only a small percentage which indicated that they receive information from deputy heads. The use of different methods of passing out information enhances information flow and of course when teachers receive this information with less distortion then it becomes easy for them to be more effective in their performance.



When teachers were asked how often they had staff meetings in a term, the results were as follows;-

**Table v showing teacher's response on staff meetings**

<b>Frequency of staff meetings</b>	<b>Number of respondents</b>	<b>Percentage</b>
Frequently	1	2.7%
Twice a term	14	38.8%
Three times a term	12	33.8%
Once a term	3	8.3%
When ever there is need	1	2.7%
No answer	5	13.8%
	36	100.0%

From the above results, it is clear that the majority of these schools have staff meetings where important information is passed on to them. In such meetings there is always mutual understanding between the school head and the teachers which can easily create harmony among the workers. If subordinates are kept a loot about the objectives and functions of the organization like a school, then fulfilling these objectives becomes a problem.

Communication by word of mouth and by written words are some of the affected channels through which

information can be transmitted. In schools headteachers can speak directly to teachers orally or they can pass circulars are common. Circulars forms the ministry of education to the school are distributed by the district education officer. The headteacher in turn, ensures that the teachers and students understand the content of the circulars.

The teachers were asked the common channels of communication used in their school and the responses were as shown in the table below:

**Table VI showing teachers response on common channels of communication**

<b>Channels used</b>	<b>Number of respondents</b>	<b>Percentage</b>
Verbal	5	13.8%
Written	2	5.5%
Both	29	80.5%
None of the above	0	0.0
	<b>36</b>	<b>100.0%</b>

This is quite evidence that the majority of the teachers receive both verbal and written information from their headteacher. The impression, the researcher got is that

most of those teachers hardly receive information which is distorted.

In order to maintain good public relations with staff, the headteacher should keep them well informed on the events affecting the school and education in general. He should do it by circulars or notices or at staff briefings. This kind of information should be done in advance to avoid taking teachers by surprises or frustrating them. Such notices should be pinned at the staff notice board for the teachers and pupils to react. When teachers were asked how many of them had staff notice boards where information and important notices are pinned for them to read, the responses were as follows;-

**Table VII show teachers response on staff notice boards**

<b>Staff notice board</b>	<b>Number of respondents</b>	<b>Percentage</b>
Yes	30	83.3%
No	5	13.3%
No answer	1	2.7%
	<b>36</b>	<b>100.0%</b>

The results in the table above do indicate that in the schools sampled, staff notice boards are being used maximally, because the majority of schools have them and they are well utilized which means that the teachers do

receive information comfortably. Further more when the teachers where asked to give the purpose of these notice boards. Only two responses which are similar to each other were given. The first general response was that the notice board was for communication purposes. The other general one was that the notice board serves the purpose of availing information to both the teachers and the pupils.

Any form of communication involves two people, sender and receiver. Generally there is no communication if the receiver does not respond. It means that no communication has taken place, and a fresh attempt should be made by the sender. A manager can co-ordinate the work of other officers if he receives information from these concerned and then transmits it also to others in the organization.

Likewise, headteacher should also receive a feed back from either his teachers or pupils. In other wards information should be flowing forward, backward and side ways. When the teachers were asked how the headteachers receive or feedback from either teachers or pupils, the following were the results obtained.

**Table viii showing headteachers feed back from teachers**

<b>Feed back from pupils</b>	<b>Number of respondents</b>	<b>Percentage</b>
Class teachers	13	36.1%
Interview	10	27.7%
Prefects	8	22.2%
Assemblies	5	13.8%
	<b>36</b>	<b>100.0%</b>

It is evident that not only does the information follow downwards but also there is an upward flow which makes it very easy for each of the members to be aware of what is doing on and to act accordingly.

**Table IX showing feedback from teachers**

<b>Feed back from teacher</b>	<b>Number of respondents</b>	<b>Percentage</b>
Teachers representatives	20	55.5%
Verbally	8	22.2%
Deputy heads	6	16.6%
Rumours	2	5.5%
	<b>36</b>	<b>100.0%</b>

The downward and upward flow of information promotes unity and co-operation amongst the staff.

The teachers were further asked whether the headteachers are well informed as far as issues concerning schools are concerned.

They were also asked whether headteachers encourage them to discuss in meetings. The results are shown in the table below;

**Table x showing teachers discussion in meetings**

<b>Headteachers' involvement</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
a). Getting and using up to date information	29	7	36
b).Encouraging discussions and reaching resolutions	25	11	36
c). Following norms of staff meetings	35	1	36
d). Knowing how to obtain and using teacher's views	29	7	36

It is evident that headteachers get and use up to date information because those who responded yes in that part were 81%. It is also shown that headteachers encourage discussions and reach resolutions with the staff. When there is no staff meeting in schools there is always a gap between teachers and the school head. The percentage of those who responded "Yes" in that section was 69.4% not only do headteachers use verbal communication but the norms of staff meetings are followed and the biggest percentage is shown of 97.3%.

It is further indicted by teachers that their headteacher do obtain and use teachers' view which means the information flow is systematic.

#### **4.2 Headteachers' responses**

Among the questions asked to the headteachers was that of stating how many times they have staff meeting in a term in order to discuss matters concerning the school. It is believed that important information can be discussed or passed on to the teachers during such meeting. The results are as shown in the table below:

**Table xi: showing headteachers responses on staff meetings**

Numbers of times	Number of respondents	Percentage
Once a year	Nil	00
Twice a term	5	85.03%
Once a term	1	16.6%
None of the above	Nil	00
	<b>6</b>	<b>100.0%</b>

According to the response obtained it is evident that headteacher have regular meetings to communicate issues pertaining the progress of the school. In another

development, they were asked as to whether they have assemblies where information is passed on to the pupils, the results are in the table below;-

**Table Xii Showing Headteachers Response on Assemblies**

<b>Numbers of times</b>	<b>Number of respondents</b>	<b>Percentage</b>
Fortinigtly	1	16.6%
Daily	3	50.0%
Once a week	1	16.6%
Twice a week	1	16.6%
	6	100.0%

The results in the above table reflects the existence of assemblies in the school at least where headteachers talk to school and pass on information verbally.

In response to the question which required the headteachers to state the channels of communication which they always use to disseminate information downwards, the following were the results as shown in the table below.



**Table xiii showing headteachers response on channel of communication**

<b>Channel</b>	<b>Number of respondents</b>	<b>Percentage</b>
Verbal	1	16.6%
Written	Nil	00
Both	5	83.3%
None	-	00
	6	100.0%

As expected not all the pupils have the same level of understanding some of the fact maybe forgotten. Therefore it is of paramount importance to use a multi-purpose, approach in order to be effective in information flow.

The school heads were asked how many times they attend departmental meetings to share experiences and guide the teachers, the following were the results as shown in the table below;

**Table xiv showing headteachers response on attending departmental meetings**

<b>Attendance of dept. meetings</b>	<b>Number of respondents</b>	<b>Percentage</b>
Once a month	3	50.0%
Twice a term	2	33.3%
Whenever necessary	1	16.6%
Rarely	6	100.0%

From the above response it is evident that since these headteachers do attend departmental meetings they do pass on information verbally which narrows the gap between administrators and the subordinates who are the teachers.

The headteachers were further asked to assess the usefulness of the following categories of people in the school.

The table below shows the results.

**Table xv showing headteachers response on assessment on usefulness of categories of people in school**

<b>Category</b>	<b>Very useful</b>	<b>Useful</b>	<b>Somehow useful</b>	<b>Not useful</b>	<b>Non – existence</b>
School prefects	3	2	1	-	-
Staff meetings	6	-	-	-	-
Disciplinary committee	3	3	-	-	-
Subject committee	1	4	-	-	-
Academic committee	4	2	2	-	-

It is evident that headteachers are not working alone. They make use of the prefects body to disseminate information to pupils.

Staff meetings as shown above are well utilize were very important matters' are discussed. Of course in staff meetings the school head gives his messages directly to the teacher which means there isn't any distortion of information.

In the next chapter a discussion of the teachers and the head teacher responses is to be done. Some specific conclusions and recommendations will be given by the researcher at the end of the chapter.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Discussion & Conclusions**

The purpose of this study was to assess the headteacher's channels of communication and they affect information flow in primary schools in Petete sub-county Palisa district.

The hypothesis was that the channels of communication used by headteachers have no effect on information flow amongst the teachers and pupils. It was realized from the previous chapter that if communication channel depart too far from the planned organizational channels, authority and responsibility in the organizational may be impaired and certain persons with established positions in the formal structure may find themselves by passed, thus reducing their information flow and possibly affecting their ability to perform their jobs adequately.

The teachers' responses about channels used by their headteachers when communication to indicate that multiple channels are used. it is believed that each of these channels has advantages and disadvantages but as a

school head, it is of paramount important to use as many channels as possible so that the information gets to the people who need it.

There are messages which can be communicated verbally and quickly but there are some which may require writing it was also realized from the headteacher that they were in view of using many channels.

School administration is effective if communication channels are clear and understood by all the concerned. Through this research it has been discovered that the teachers are pupils are not very much affected as far as information flow is concerned because, they do receive the information from top and they are also able to send the feed back through their class teachers.

Prefects and at ties talking to the headteacher through oral interview. The headteachers also confirmed this in their responses that there is a give, take and feed back method. In doings so the headteachers are able to know what is going on at the grassroots.

It is true that staff meetings contribute a lot to the effective running of the school. At times strikes takes place because of communication break down. A headteacher, who avoids staff meetings and only gives instructions from his office, is most likely to be misunderstood. There is always need to have these meetings so that queries may be answered by

the school head to avoid duplication of information. It has been realized that the majority of headteachers of the sampled schools have meetings atleast twice a term as indicated in table eight of the previous chapters. In these meetings teachers are informed about events affecting the school and education.

It is also important to have day-to-day communication with the entire school. The school community should be kept well informed of any important activities going on in the school. This should be done either at assemblies or written notices.

This communication should be made in good time. However, this was realized when headteachers and teachers were asked whether assemblies do exist in their schools and what takes place during that time. The results proved 50% of headteachers have assemblies daily and 16.6% once a week and twice a week respectively.

A good headteacher must keep the area Education officer informed on important events in the school. At the same time he has to collect important information which may concern his school. The teachers are supposed to know matters which concern them from the education office. For instance teachers may be invited for seminars, refresher courses or conferences and times promotions or further studies. It is the responsibility of the school head to see to

it that his/her teachers are well informed. In this investigation it was proved from the headteachers when they were asked how often they visit the education office. The response indicated that 80% do visit the office once a week. This means that they are well informed. They collect information regularly and pass it easily to the concerned teachers.

This was also found out through the teachers' responses. They were asked whether school heads easily get. Send and use up to date information. The results as indicated in table seven show that 80.5% of the information is received and well used by both teachers and pupils.

A headteacher who is good at disseminating information will always stimulate enthusiasm and raise the interest and motivation of those to whom he is directed such as staff, pupils, parents and so on. Communication is not an in born this but has to be learned. For example, teachers are trained in various methods of transmitting skills and knowledge to pupils. These methods include clear speaking, writing, the use of aids for teaching like boards, televisions, and take recorders. The students are also encouraged to observe carefully, listen attentively and express themselves clearly.

It was therefore realized from the inquiry that headteachers do involve their teachers in decision making and in doing so; the staff will always work together because every body feels that he or she is part and parcel of the school. They will always like to maximize their performance collectively as a team.

## **5.2 Recommendations**

Following the study, the researcher made the following recommendations;-

1. Schools as we have already said, depend on human actions to accomplish their goals. goal oriented behaviour is elicited through communication, the clearer the communication the more likely teachers and pupils actions will proceed in fruitful directions. When viewed this way, channel of communication are beneficial because they facilitate the achievement of goals of the school.
2. Effective communication among staff and students is essential for good discipline in the school. It is recommended that information which is important to pupils should be communicated to them through teachers, prefects and various committees. The school head should always work closely with these established means of communication between staff and pupils. Prefects are extremely important in management of



pupils affairs. They help teachers and school head in matters of discipline. Since the authorities can not be with the pupils all the time, they representatives are the prefects they can assist in controlling them.

3. It is also recommended that the school head should communicate with his staff in a number of ways. He can use staff notices, which are items of information or instruction from his office, such staff notices are normally pinned on the staff notice boards. He can also communicate with staff during meetings. It should be noted that staff meetings are some of the most important ways through which a school head can communicate with the staff of matters of the school management and the improvement of school instruction.

4. It is recommended that the two methods of passing on messages from one person to another should be borne in mind the direct methods and the indirect method. When a headteacher uses a direct method he is able to interact with its staff and pupils, he can address the pupils on assemblies. This method is very effective and most reliable because its results for both sender and receiver are immediate.

The indirect method is also good to be used if planned well. Here the message must be relayed to other officers

due to organisational structure of an institution. For instance a letter from the district education officer through headteacher to the teachers. If this method is applied it relieves the headteacher from talking all the time and over loading one method. a single method of communication tends to be monotonous.

5. As administrators, we are always looking for effective communication and good information flow. It is therefore recommended that, the headteachers should prepare themselves before they communicate. Prior preparation requires full consideration of the following questions

- a) What is the purpose of communication?
- b) Who is the audience? (as a headteacher, are you going to speak about discipline, punctuality, dedication to work?
- c) Where is the communication going to take place?

The above questions will determine how best can present your information and how best it can flow amongst the staff. You will need to decide whether your message will be presented orally, in a face to face meeting or in writing.

### **5.3 Areas for further research**

This study was concerned with the headteachers' channels of communication and their effects on information flow in primary schools in Petete sub-county. However, because of some limitations the researcher was not able to investigate into how best communication as a skill can retard or promote efficiency and effectiveness of both headteachers and teachers in primary schools.

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**College of Education, Open and Distance Learning**

1<sup>st</sup> September, 2016

TO WHOM IT MAY CONCERN:

REG. NO. \_\_\_\_\_

Dear Sir/Madam,

**Re: Research/Project:**

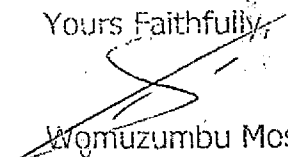
The above named is our student in the College of Open Education and Distance Learning (COEDL), pursuing a Bachelor of \_\_\_\_\_

He wishes to carry out research in your Organisation on: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The research is a requirement for the Award of a Bachelors degree in \_\_\_\_\_

Any assistance accorded to him regarding research will be highly appreciated.

Yours Faithfully,

  
Womuzumbu Moses  
BRANCH DIRECTOR – 0782572505  
**KIU- TORORO STUDY CENTRE**

## APPENDIX II

### TEACHERS' QUESTIONNAIRE

The purpose of this questionnaire is to assess the existing headteachers' channels of communication and how they affect information flow in primary schools in Petete Sub-county.

You have been selected to help in this study. Please kindly help the researcher by answering all the questions as precisely as possible. Indicate your answers by writing in the spaces provided according to the instructions given.

Be Frank and honest, your answer will be treated strictly confidential.

1. When did join this school?

.....

2. How often do you have staff meetings in a term?

.....

3. To what extent does the school head involve his teachers in decision making at school?

.....

4. What is the common channel of communication used in your school?

.....

5. What is the common channel of communication used in your school?

.....

Verbal

a) Written

b) Both

c) None of the above.

6. How does the headteacher receive information from:

a) Pupils .....

b) Teachers .....

7. How often do you have assemblies?

.....

8. Do you have a staff notice board?

a) Yes

b) No

9. If yes, for what purpose is it used?

10. Does the headteacher (answer Yes/No)

a) Get and use upto date information? .....

b) Know how to obtain assistance from school? .....

c) Follow the norms of a staff meeting? .....

d) Encourage discussions and reach collective resolutions? .....



11. Indicate the most outstanding source of your frustration in your school

- a) The pupils
- b) Social economic factor
- c) The parents
- d) The headteacher

12. Give reasons for the answer given above

.....  
.....

*Thank you, for your contributions.*

## APPENDIX III

### HEADTEACHERS' QUESTIONNAIRE

The purpose of this questionnaire is to assess the existing headteachers' channels of communication and how they affect information flow in primary schools in Petete Sub-County.

You have been selected to help in this study. Please kindly help the researcher by answering all the questions as precisely as possible. Indicate your answers by writing in the spaces provided according to the instructions given.

Be Frank and honest, your answer will be treated strictly confidential.

1. Category of school .....

2. No. of teachers .....

3. For how long have you been a headteacher?

Less than year

One to two years

Three to five years

Six to ten years

More than ten years

4. How many times do you have staff meetings in a term? .....
5. Do you have a staff secretary?  
.....
6. Does she/he have a minute record book?  
.....
7. How often do you visit the education office?  
.....
8. Do you have a notice board for teachers?  
.....  
Pupils? .....
9. How often do you have assemblies?  
.....
10. Are there heads of departments in your school?  
.....
11. Which are these departments  
.....
12. How often do you attend departmental meetings as a school head?  
.....

13. Which channel of communication do you always use with your staff?

(Please tick)

- a) Verbal
- b) Written
- c) Both
- d) None of the above

14. How do you get information from your teachers?

.....

15. Are the teachers involved in decision making?

.....

If so, give examples:

.....

16. How do you as a headteacher assess the usefulness of the following in your school?

- a) Very useful
- b) Useful
- c) Some time useful
- d) Not useful
- e) None existent
- 1. School prefects
- 2. Staff meetings
- 3. Disciplinary committees
- 4. Subject committees
- 5. Academic committees

*Thank you, for your contributions*