

**THE INFLUENCE OF HEAD TEACHERS' COMMUNICATION PRACTICES
ON SCHOOL MANAGEMENT PERFORMANCE IN PUBLIC PRIMARY
SCHOOLS IN THIKA WEST SUB-COUNTY, KIAMBU COUNTY, KENYA**

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DECLARATION AND APPROVAL

Declaration by the Student

This thesis is my original work and has not been presented in any other University or for any other award

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DEDICATION

I dedicate this thesis to my spouse, Simon and progenies, Allan, Regina, Wanjiku and Jane, for their immense motivation throughout my education.



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ABSTRACT

Communication is critical in any organizations' operations with hitches encountered reflecting poorly on the organization. The administrators are usually taken into account to report to relevant stakeholders. Primary schools, like organizations, encounter challenges mostly bordering on school management such as unhealthy staff relations, late decision making and unclear flow of information to which the head teachers as the schools' administrators are usually held accountable. This study sought to assess the influence of head teachers' communication practices on public primary schools' management performance specifically in Thika West Sub-county, Kiambu County, Kenya. Specific objectives were; to assess the influence of communication planning, bureaucratic communication practices, using different forms of communication and communication feedback practices on management performance in primary schools. It was guided by communication and school management theories applying a concurrent triangulation model with descriptive survey designs. The target population totaled 1446 respondents comprising of 36 head teachers, 744 teachers, 180 support staff and 486 members of the school Board of Management (BOM) where a sample of 300 respondents was selected using Central Limit Theorem. A questionnaire was used to collect data from

teachers and interview guides to gather information from head teachers, support staff and members of school BOM. To establish validity, reliability, credibility and dependability, piloting was conducted amongst 30 respondents (10% of the study sample) from primary schools in the neighboring Thika East Sub-county. Expert judgment was used to establish validity whereas reliability was established using a split-half technique and a reliability coefficient, $r = 0.86$, obtained using Cronbach Alpha Method indicative of high internal reliability. Qualitative data were evaluated thematically along the objectives and displayed in narrative forms, quantitative data were investigated descriptively using frequencies and percentages and inferentially using Statistical Packages for Social Science (SPSS Version 23) and presented in tabular format. Among the respondents, majority (71%) were of the opinion that head teachers rarely practice communication planning through identifying recipients and message content to be relayed. A fair percentage of the teachers, 60%, maintained that head teachers usually communicate directly to recipients; a view not shared by the MSBOM and the support staff who said that communication from the head teachers is usually relayed through a third party. Use of varied forms of delivery were preferred, 88.7% of the teachers rather than one form of communication – supported by head teachers, support staff and MSBOM. Feedback in communication is usually practiced with 79% of the teachers of the opinion that head teachers usually adopt immediate feedback. In conclusion, the findings show that head teachers’ communication practices influence the management performance of primary schools. The study recommends that head teachers should ensure they design the content of the message to be relayed and also identify the specific recipients of their information to be communicated. They should adopt layers of communication that are efficient and provide immediate and objective feedback; adopting forms of communication to suit every occasion to avoid interruptions. Head teachers should adopt a feedback mechanism that guarantees efficiency and prudence in school management.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM	:	Board of Management
CDs	:	Compact Disks
KNBS	:	Kenya National Bureau of Statistics
MSBOM	:	Members of School Board of Management
SMS	:	Short Messaging Services
SPSS	:	Statistical Package for Social Sciences
SSS	:	School Support Staff
TV	:	Television

US : United States



CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter highlighted the study background, problem statement, purpose of the study, objectives, research interrogations, rationale, significance, scope, delimitations, limitations, and assumptions of the study. The conceptual definition of terms is also provided.

1.2 Background to the Study

Communication is so striking in individuals' day-to-day activities; it is effectively forgettable the amount it influences what and how individuals direct their activities (Tenuto & Gardiner, 2018). A historical genesis of communication points to the fact that a conventional method to portray communication is a process inclusive of a dispatcher, a message, conduits, a recipient and criticism (Alvesson, 2013).

Institutions, individual instructors, and head teachers all contribute significantly to the research by Sammons (2006). Since school activities are complicated and intertwined, like those of many organizations, it is challenging to determine what is usually relevant. Practically, communication plays a key part in all educational operations. The manner of communication and understanding of school objectives therefore become essential in order to ascertain what activities and viewpoints are appreciated and motivate extra efforts. This indicates that communication may be used as a method for examining and comprehending educational processes as well as a method for influencing the actions and comprehension of others. For head teachers and instructors, a typical day involves several meetings, communications, and debates.

Cognizant of these assertions, Scherp and Scherp (2007) posit a more complicated assessment of communication. It has a number of usages, to fulfill interpersonal and societal wants, to liaise and appreciate the world, also to dispense facts and messages

(Scherp & Scherp, 2007). It's, therefore, easier than circulating messages, turning into an interaction amid players. Bolden, (2011) assert that successful communication is critical for managers in their capacities to perform the fundamental functions of management; planning, organizing, leading and controlling.

(Scherp and Scherp 2007) claim that communication has several benefits. First and foremost, it meets interpersonal needs by promoting social interactions and helping people to form and nurture relationships. People can communicate their thoughts, feelings, and desires through communication, which promotes empathy and ties between people. It is essential for fostering cooperation, settling disagreements, and fostering trust in social environments. Second, communication enables people to interact with their environment. It allows for communication, idea sharing, and the exploration of various viewpoints. People's knowledge and awareness are increased and their understanding of the world is expanded through communication. It enables the sharing of cultural beliefs, customs, and values, promoting harmony among people and mutual respect. Thirdly, communication can be used to spread knowledge and deliver messages. It is essential for conveying information, expertise, and breaking news or significant developments. Information must be accurately presented, comprehended, and acted upon in order for individuals and groups to make decisions and take the necessary actions.

Bolden (2011) emphasizes the need of effective communication for managers in carrying out their fundamental tasks of planning, organizing, leading, and controlling. Bolden builds on Scherp & Scherp's approach. For managers, good communication is essential since it makes it easier to coordinate activities, encourages teamwork, and makes it possible to realize organizational objectives.

Managers use communication to acquire data, establish goals, and develop strategies in the planning function. They must ensure that their subordinates understand their vision and objectives by clearly communicating them to them. Without adequate communication, there could be misunderstandings and misalignments, which would make the planning process less efficient and more prone to mistakes. Additionally crucial to management's organizing function is communication. Roles, duties, and expectations must be explained by managers to their teams. Task delegation, responsibility, and building a productive workplace are all made easier with clear communication. Additionally, good communication allows managers to get input and feedback from their staff, which improves decision-making and problem-solving.

Managers use communication to inspire and motivate their teams in the leading role. In order to provide a sense of direction and purpose, they must successfully convey their vision, values, and expectations. Managers may establish a healthy work environment, increase employee engagement, and develop trust by communicating clearly.

Last but not least, good communication is crucial to management's controlling function. Progress must be tracked, performance must be assessed, and feedback must be given to employees. Regular and constructive communication makes it easier to spot and resolve any problems or deviations from the intended results, enabling prompt adoption of corrective measures. Bolden (2011) also emphasizes the value of effective communication for managers in carrying out their core management responsibilities, including planning, organizing, leading, and controlling. In order to clearly express their vision and goals, assign tasks, give direction and feedback, and track progress, managers rely on excellent communication. To coordinate efforts, promote teamwork, and guarantee that organizational goals are met, communication must be clear and precise.

In India, (Lukyanenko, Parsons, Wiersma and Maddah, (2019) posit that communication aids leaders to execute their roles and obligations; serving as a footing for planning. All the necessary information must be conveyed to the bosses who then ought to communicate the plans to act on them ((Lukyanenko, Parsons, Wiersma and Maddah, 2019). Different results may arise depending on how the circumstances and actors involved. In the school management context, communication is a key dimension of school management.

According to Arlestig (2008), effective communication emphasizes the know-how, skills and temperaments head teachers require to influence the management of schools. Accordingly, Ankita & Nair (2015) argues that most issues, in and out of schools, are traceable to the effectiveness of school communication, whether the information was delivered or not, what was communicated, how, and who communicated it. According to Englund (2015), quality of school communication is dependent on a variety of practices within a school, and the actual situation and its prerequisites. Cognizant of these assertions, in a study conducted in Australia in a sample of 17 schools, Eriksen (2010) reported that effective school managers do understand why it is important to create alliances and engage in constant communication with all levels of the school.

For any school to be successful in reaching its goals, an atmosphere of collaboration is essential. In order to remove barriers that stand in the way of this type of atmosphere, effective communication skills are required. Eriksen (2010) shown that effective classroom communication and the ability to solve problems go hand in hand with one another. Because of this, it is extremely unlikely that a school manager who has no discretion will be able to earn the trust necessary to address concerns relating to coworkers' conflicts, poor performance, or substance addiction. The incapacity to handle

these conditions, on the other hand, puts the institution's capacity to fulfill its mission and its overall production in jeopardy.

According to the Swedish school commission, the head of the school should be in charge of academic activities and should have sufficient power to impose their will on the institution as a whole and the work that is done there (Greenbaum, Hellweg, & Falcione, 2012). This is in accordance with the fact that the head of the school should have the authority to exert their will on the work that is done there. In a number of countries situated in sub-Saharan Africa, school communication continues to play an important role as a unique tool that combines administrative responsibilities at schools. This provides an explanation for why communication is ensured and plays such an important role in the institutional framework of an effective school administration system. For example, the results of a research that was carried out in Ghana by Obo (2011) indicated that, in each given school, effective management is a direct consequence of effective communication, which in turn leads to the accomplishment of planned objectives. Obo's study found that this relationship holds true. Further, Obo (2011) contends that in order for the different members of the operational crew to have a solid knowledge of the school's objectives, there must be communication that is both clear and consistent. Gimbert and Kimani (2013) emphasize the fact that in Kenya, and Thika West Subcounty in particular, the ability of an administrator to influence the development of the school set-up is considerably dependent on managers' communication abilities as well as the use of a number of channels of communication. This is something that Gimbert and Kimani (2013) point out. Gimbert and Kimani (2013) emphasize the significance of this discovery as a crucial finding.

It was mentioned by Gimbert and Kimani (2013) that interaction is important for a school the manager to understand their own roles and projects; planning and carrying out

learning undertakings; guiding styles with students; providing data to instructors on learner advancement as well as behaviors; as well as cultivating positive connections with learners, instructors, and various other employees. In spite of this, there was still a significant amount of work that needed to be done in order to explore the degree to which the different communication strategies of head teachers interact with one another to impact management performance in public primary schools.

1.3 Statement of the Problem

According to Tenuto and Gardiner (2018), communication is an essential component of the relationship between any two living creatures, whether they human or animal. It is essential in humans for recognizing roles and responsibilities, planning and carrying out activities, coordinating methods, giving information on progress and behaviors, and cultivating constructive relationships among various stakeholders. Nevertheless, this has not been the case since there has not been good communication accomplished across the majority of sectors (Obo, 2011). This has resulted in a number of difficulties in schools, which have been felt by the head teachers, teachers, support staff, students, and other stakeholders. These problems are a bad reflection of the management techniques that are used in the schools.

As noted earlier, effective school management is a direct consequence of effective communication (Eriksen, 2010). Head teachers bear the largest load in passing communication amongst stakeholders and are most often than not held responsible for any lapses in communication whether from them or other personnel in their schools. In public primary schools, the main problem lies in the delivery of the message to its intended recipient characterized by several mishaps. First, adoption of casual communication marred with contradicting non-verbal signals, and ignoring the essence of confidentiality creates a sense of disharmony. Timing of communication is also a

challenge with head teachers reaching out at inconvenient times such as after-hours and during lessons to pass on a message, calling for stakeholder meetings impromptu or communicating in a medium not easily accessible to all such as WhatsApp.

Past studies have solely focused on communication in various institutions and how to improve it with little regard how the administrators' chiefly head teachers' communication practices impact management performance. Informed by this knowledge gap, this study sought to investigate how the head teachers' communication practices such as planning, feedback, bureaucracy and forms of communication contribute to prudent management performance in mainly public primary schools.

1.4 Purpose of the Study

The study sought to assess the influence of head teachers' communication practices on management performance in public primary schools in Thika West Sub-county, Kiambu County, Kenya.

1.5 Objectives of the Study

The specific objectives were:

- i. To examine the influence of communication planning on management performance in public primary schools in Thika West Sub-county.
- ii. To determine the influence of bureaucratic communication practices on management performance in public primary schools in Thika West Sub-county.
- iii. To establish the influence of using different forms of communication on management performance in public primary schools in Thika West Sub-county.
- iv. To examine the influence of communication feedback practices on management performance in public primary schools in Thika West Sub-county.

1.6 Research Questions

The study was guided by the following research questions:

- i. What is the influence of communication planning on management performance in public primary schools in Thika West Sub-county?
- ii. To what extent do bureaucratic communication practices influence management performance in public primary schools in Thika West Subcounty?
- iii. What is the influence of using different forms of communication on management performance in public primary schools in Thika West Subcounty?
- iv. How do communication feedback practices influence management performance in public primary schools in Thika West Sub-county?

1.7 Rationale of the Study

In the Thika West Sub County, many of the primary schools struggle with problems that are related to the administration of the schools and the making of decisions. There has been an increase in the number of instances of dysfunctional personnel interactions and poor information flow. In many elementary schools, there is still room for improvement in terms of managerial efficiency. This is shown by the inappropriate actions that have been seen in recent times, such as relationships between teachers and students and students who drop out of school because they are required to provide for the economic requirements of their families. A memorandum was issued by the Ministry of Education in Kenya to require chiefs and head teachers to answer for student enrollment and absence, both of which are indicators of administrative inefficiencies in Kenya's public schools.

Despite these assertions, many studies have not interrogated how head teachers' practices on communication affect management performance in public elementary learning institutions. This study sought to contribute to the bulk of awareness by advising primary

school managers on the effectiveness of communication as a strategy for effective school management and decision-making.

1.8 Significance of the Study

Head teachers may use the study to understand the crux of good communication as a strategy for effective school management and thus a means to ultimately refining their schools' performance. Teachers may benefit from the study in inculcating a culture of healthy communication which is meant not to breed any form of conflict with learners, parents and school management. Teachers experiencing short-term results in classrooms may not be aware of its larger shortcomings. Regular communication between the administrator and faculty members can help bring these issues to light. Education stakeholders may benefit from the study in that providing progressive and meaningful chances for communication and input allows stakeholders to bring their expertise, have their issues heard, and add to the decision-making process.

Good communication and commitment can also result in stakeholders who are increasingly encouraged to collaborate to build a system of backings that reacts to the needs of learners and their families. Through this dialogue, stakeholders can share ideas and concerns regarding certain plans or programs. Regular dialogue can help stakeholders feel their voices are heard and important in the planning process. Researchers and academicians may benefit from the study in providing possible directions for the improvement of the same on the application of modern curriculum design and implementation theories and practices.

1.9 Scope of the Study

The research was only conducted in public elementary schools in the Thika West Sub-County because, according to the education bulletin published by the county in 2018, this part of the county had the greatest rate of people experiencing communication issues.

The data collecting for this research was finished in the year 2020, and it focused on the impact that the communication strategies of head teachers have on the performance of school administration in public primary schools. The delay in the submission was caused by the effect that COVID-19 had on the overall system of the schools. The research was conducted using a contemporaneous triangulation research paradigm with a descriptive survey design, using both quantitative and qualitative approaches. Questionnaires were used to obtain quantitative data from teachers, and interview schedules were used to acquire qualitative data from head teachers, support personnel, and members of the school BOM.

1.10 Delimitations of the Study

- i. The study only concentrated on the influence of communication planning, bureaucracy, forms of communication and feedback on management performance in public primary schools.
- ii. Data for this study were collected from head teachers, teachers, support staff and members of school BOM.

1.11 Limitations of the Study

The research was centered on the aspect of head teachers' communication practices which influence management performance in community primary institutions and thus, the results of this research may not be a conclusive representation of other primary schools as there may be other practices which influence management performance in primary schools other than head teachers' communication practices. The study thus recommended extensive studies on management performance in primary schools incorporating practices other than communication.

The respondents were unwilling to provide required information on the forms of communication which they apply at school for fear of maltreatment. The researcher assured the respondents of their anonymity in terms of personal identity and institutions.

The researcher also elaborated that the study targeted at supplementing their energies in improving school management through effective head teachers' communication practices.

1.12 Assumptions of the Study

The following assumptions are made in this study:

- i. That head teachers' communication practices influence management performance in primary schools.
- ii. That communication planning influences management performance in schools.
- iii. That communication bureaucracy influences management performance in primary schools.
- iv. That forms of communication influence management performance in schools.
- v. That communication feedback influences management performance in schools.
- vi. That the respondents would be able and willing to offer the required information.

1.13 Operational Definitions of Key Terms

Bureaucracy in Communication: refers to the adding of layers on which information

is intended to pass from school staff to management. It entails sending information directly to recipients or sending information through several departments.

Communication Practices: these are communication factors that influence management performance in an organization. In this study, these include; communication planning, bureaucracy, forms and feedback practices that affect the performance management of public primary schools.

Communication Feedback: refers to the response obtained after sending information to recipients. In this study, feedback was perceived as either immediate or delayed.

Communication Planning: refers to a process to make certain that the information is received, deciphered, acted upon by the recipient. These include; sending information to the right recipients, organizing meetings with prior notice or sending intended communication content.

Forms of Communication: refer to diverse styles of communication in which school information is transferred to staff; whether oral, written or non-verbal. Different forms may be used concurrently while communicating.

Management Performance in Primary Schools: refers to the extent to which school objectives are realized along the set objectives. In this study, 'management' is used to imply the head teachers in charge of public primary schools. It is measured using the level personnel relationships, on-time decision making and smooth flow of information.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The researcher presents past studies about the area of study. It is subdivided into different sub-sections as the empirical literature review, the concept of head teachers' communication practices, the concept of primary school management and the influence of communication planning, bureaucracy, using different forms and feedback practices on management performance in primary schools. The chapter discusses theoretical and conceptual frameworks and a summary of the literature reviewed citing the gaps identified.

2.1 Empirical Literature Review

In this section, the variables under investigation were reviewed against studies from other scholars on head teachers' communication practices, the aspect of primary school management and the effects of communication planning, bureaucratic practices, using different forms and feedback on management performance in primary schools.

2.1.1 The Concept of Head Teachers' Communication Practices in Primary Schools

Effective communications begin with good management, a strong organization, and a focused mission. Communications practices are a set of factors that guide school heads through an organizational assessment, strategic planning, channels, forms and feedback processes. According to May and Mumby (2005), head teachers' communication practices are processes whereby school staff is informed about their school and the daily happenings.

Seashore (2007) concluded that communication is a dynamic and complicated process in research he did in the Netherlands. Understanding the array of scenarios, agents,

variables, and relationships that the study of human communication exposes us to is crucial. As in any scientific profession, it is challenging to strike a balance between abstraction and meticulous study and the necessity to present things in all their complexity and depth. As a result, certain simplifications and flaws are unavoidable (Seashore, 2007).

In order to analyze such a broad and ubiquitous topic as school communication, a path must be chosen, analytic methodologies must be defined, and specific questions must be formulated (Seashore, 2007). This implies that school communication is a practice of sharing work-related information from the school to school heads to other staff members. This is attributed to the fact that effective communication enlightens and instructs at all levels motivating them to support the approach. However, much still needs to be done to interrogate the different communication strategies adopted by school heads for effective management.

In a study carried out in Australia, Canary, Blevins and Ghorbani (2014) documented that the success of the diffusion and alteration of school change greatly depends on the interpersonal skills of administrators at all levels. Canary, Blevins and Ghorbani (2014) noted that, although school heads appear cognizant of the rapid changes within the school, elaborating that change is difficult. In other words, the role of management includes the contribution of the employees to the looming change, dissemination of information, and actual communiqué regarding the necessity for the change and the objectives of the reform in school. This points to the fact that the school communication style should match the general phases of the adjustment process and the appropriate requirements. However, studies have not enunciated the efficacy of such communication stages on management performance in primary schools. In many primary schools in SubSaharan Africa, Akinnubi (2010) underscores the fact that communication poses a

challenge in many schools and thus there is a need for school heads to adopt a dynamic communication style which also extends to how leaders engage their listeners.

A significant number of primary school head teachers still fail to effectively manage communication, which is one of the essential components of transformative leadership. Ijaiya (2012) found that good communication during school transition decreases resistance to such a change in a sample of primary institutions in Nigeria. The sample consisted of elementary schools in Nigeria. According to Ijaiya (2012), schools that have lower levels of resistance to change likely to be more successful in their efforts to implement change. This suggests that the distribution of information to employees about imminent change is a critical and integrative aspect of the change processes, as it is necessary in light of the fact that school reform is associated with a difference in the responsibilities that are assigned to staff. In addition, one of the most essential components of effective school communication is the exchange of feedback amongst students.

There are specific skills that can enhance feedback; however, empirical studies are yet to interrogate how communication feedback effectively improves primary school management. In Kenya and Thika West Sub-county, head teachers make use of an array of formal and informal communication skills day in day out (Wafula & Njuguna, 2011). Communications may either be intentionally scheduled or ad hoc, in person, virtual, transcribed, video, verbal as well as digital or non-digital. However, the effectiveness of such strategies was yet to bear any fruit since it was not clear the extent to which head teachers' communication practices impact on management performance in primary schools.

2.1.2 The Concept of Management Performance in Primary Schools

The modules of management practices that are crucial to the success of primary schools are categorized as human resources, school facilities, financial planning, and control and decision-making in the research that has been done on the subject of primary school management (Atrill, 2020). Butt (2015) asserts that accounting systems provide primary school administrators with a repository that can be used in the process of quantifying the success of their schools. Therefore, it is very necessary for the management practices of school head teachers to give information that is exhaustive as well as important. This will allow them to increase the effectiveness of the judgments they make, as well as their ability to meet deadlines and better manage their time.

Kennedy (2005), in a review of effective schools in the US, discovered proof that institutions with a common sense of purpose and solid common association including friendly interactions among employees and positive relationships amongst student are operative in advancing a range of scholarly and social conclusions mirroring students' duty and commitment. There are factors that scholars and educational structures point when portraying quality schools and highlights of schools that have enhanced inadequacy. Nicholson (2010) and Sutton (2011), describe such features including a pledge to success for all; adaptability and responsiveness; shared vision; a challenging and stimulating teaching atmosphere; solid and reasonable disciplinary environment.

Leadership, communication, the ability to make decisions, and the proper distribution of resources are only few of the components that are essential to efficient administration in elementary schools. Brown and Jenkins (2019) underline the significance of leadership in the administration of primary schools. They emphasize the role that principals play in developing a supportive and collaborative school culture, establishing a common vision for the school's future, and setting a good tone for the whole school. According to Brown

and Jenkins (2019), one of the most important factors for good management is effective communication among school administrators, instructors, students, and parents.

Jones and Johnson (2018) highlight the relevance of decision-making in regards to the administration of elementary schools. In order to cater to the various educational requirements of their charges, principals need to make well-informed judgments on the creation of curricula, the implementation of instructional methodologies, and the distribution of available resources. According to Jones and Johnson (2018), maintaining an ideal learning environment and guaranteeing equal access to educational opportunities both require the effective allocation and exploitation of available resources.

The favorable influence that successful management techniques have on student accomplishment has been established by a significant number of research. Smith et al. (2017) discovered that there is a significant connection between leadership practices and the results for students. Principals that demonstrate transformational leadership skills, such as establishing high standards for their students, offering assistance and mentorship, and encouraging a culture of continuous improvement, are more likely to be found in schools with better levels of student accomplishment.

In their article from 2020, Johnson et al. stress the significance that organizational structures and processes have in the administration of elementary schools. Schools that have clearly defined structures, distinct lines of authority, and effective systems for communication and decision-making are more likely to generate an atmosphere that is favorable to learning, which in turn leads to better student results.

In addition, research has shown that successful management methods have a favorable affect on the morale of teachers and their level of work satisfaction, both of which have an effect on student accomplishment. According to Smith et al. (2017), a climate at work

that is supportive and collaborative, in which instructors have the feeling that they are respected and have chances for professional advancement, correlates to improved teaching practices and increased student engagement.

According to Smith et al. (2017), leadership is one of the most essential components of effective management performance. Principals and administrators play a crucial part in the process of establishing objectives, offering guidance, and fostering a constructive school culture. According to Johnson et al.'s 2020 research, strong leadership is connected with greater levels of teacher morale, improved student conduct, and enhanced academic success.

One further essential component of effective administration is effective communication among all members of the school community. According to Brown and Jenkins (2019), effective communication channels make it easier to communicate information, develop cooperation among educators, parents, and administrators, and instill a feeling that all parties involved are working toward the same goals.

Primary school decision-making procedures have an impact on the distribution of resources, the creation of curricula, and the provision of support services for students. According to Jones and Johnson (2018), the implementation of evidence-based decisionmaking methods is critical for guaranteeing the effective use of resources and fostering the success of students.

Research reveals that there is a substantial positive association between effective management practices in elementary schools and student success (Smith et al., 2017).

This correlation has been shown regularly. According to Johnson et al.'s research from 2020, schools that have effective management systems often have greater levels of academic achievement and improved student outcomes.

According to Brown and Jenkins (2019), effective management practices provide a conducive learning environment by defining clear expectations for students and instructors, providing the required resources, and giving support for the teachers' professional growth. These kinds of settings encourage student involvement and motivation, which eventually leads to increased academic achievement.

In addition, efficient administration makes a contribution to a healthy school atmosphere, which in turn improves overall school satisfaction, promotes the health and well-being of students, and lowers the number of disciplinary problems that occur (Jones & Johnson, 2018). A feeling of belonging and safety may be fostered in a school by maintaining a friendly and well-managed atmosphere. This can lead to the development of strong connections between students, instructors, and administrators.

According to Lamb (2007), the most successful projects were those that did the following: fostered connectivity; expanded the trust put in learners via learner council; provided tasks with immediate benefits; and created places inside learning centers and educational programs for a variety of learner requirements. Because perceived profitability and accomplishment in fulfilling school goals are strongly connected with planning detail, this suggests that strategic planning is an essential component in enhancing school discipline, administration effectiveness, and students' performance. Due of the unpredictable and ever-shifting nature of the typical educational setting, planning is an extremely important activity.

In Kenya and Thika West Sub-county, most primary institutions are allowed greater flexibility and self-sufficiency in managing their activities and resources for school growth to create a continuous improvement environment (Okumbe 2001, as cited in

Kiprop, 2012). Schools are also required to improve transparency in elementary institutions' management through the involvement of stakeholders in decision-making under the management structure. The end goal of primary school management is to increase managerial efficiency, learners' performance and levels of discipline in primary schools.

2.1.3 Communication Planning and Management Performance in Primary Schools

In its communication plan, a society says what it wants to do with the knowledge it gives and how it wants to do it. It describes the goals, the ways that words are made, and the people who are supposed to get them. Abdel-Rahim and Liu (2021) say that a communication plan decides what information will be shared and how it will be shared. Also, the plan identifies the people who are in charge of gathering and keeping track of information, as well as the times and places where records are kept (Abdel-Rahim and Liu, 2021).

Every group, including educational institutions, needs a clear plan for how to talk to each other. With the help of an all-encompassing communication plan, directors can promote their schools to parents and the community, join in networking activities with current students, attract new students, and even get their employees involved. To back up these claims, Bharadwaj (2014) says that even the best speakers need a solid, realistic plan for school communications to work, even though things are changing quickly. Bharadwaj (2014) says that an up-to-date school communication plan helps head teachers get the most out of the growing number of tools they have. This is a way to help schools get better.

Goodman and Dean (2014) did a study in San Francisco to back up these claims. The results of this study showed that planning and allocating resources has never been more

important because there are so many different kinds of knowledge and so many new ways to share educational information. Goodman and Dean (2014) say that a communication plan makes it much easier for a school head to do his or her job. This includes putting lunch menus and making a speaker's unit for their schools. It also includes emergency contacts and problems that need to be solved quickly. These data explain more about how schools handle websites, social media, disaster alerts, and small school papers, all of which depend on an all-encompassing communications plan and should be included in it.

Even simple ways of talking should be able to fit into a complete framework for school communication. In these kinds of plans, the source, the users, the time, and the types of information that will be sent are all well explained. To put it another way, school officials need to know who they are talking to, what information needs to be shared, and when it is the right time to do so. In their second idea, Goodman and Dean (2014) said that schools could work together to come up with and get the right materials. After defining the objectives of the institution and compiling a comprehensive profile of all the stakeholders with whom it must engage in conversation, school administrators in Germany, for instance, are required to determine the messages that need to be conveyed in order to achieve their objectives, as well as the when and how of the situation. This comes after they have established the objectives of the institution and compiled this profile. In the book that Jablin and Putnam published in 2005, they use Germany as an example. According to Jablin and Putnam (2005), the first stage in the process of developing a communication strategy for a school head is to determine what sort of information his or her target audience need from the project in order to make appropriate judgments as rapidly as possible.

The majority of nations in Sub-Saharan Africa are of the opinion that effective strategic communication planning is an essential component of efficiently operating schools.

According to Lewis (2008), many school administrators in Africa agree that having a communication strategy in place is an effective method to ensure that the appropriate information is shared with the appropriate individuals at the appropriate time. For instance, Adeniyi (2003) discovered that the communication strategy need to specify the individuals who are in charge of communication, in addition to the frequency with which information is updated and sent. The research for this study was carried out in Nigeria. According to Adeniyi (2003), when schools take the time to prioritize their communication requirements, it enables them to better understand how those needs relate to the larger context of planning for the organization as a whole. According to the findings of the research, a communication strategy should also take into consideration the various types of communications as well as the individuals who should receive each one. According to Adeniyi (2003) and Hallinger and Kovacevic (2019), it is simpler to compose a message when one is familiar with both the recipient of the message and the requirements of the recipient. For example, school circulars sent to staff should include information about upcoming events, thank people for good work, and ask for comments on any other school-related topics that are up for discussion. Adeniyi (2003) went on to say that communication goals need to show what the audience is supposed to do as a result, such as becoming more aware or taking the desired action. Kindiki and Stewart (2011) say that most primary schools in Kenya, and especially those in the Thika West Sub-county, have realized that strategy planning for communication is an important part of running a school well.

They proved how vital it is for a school's tactical messaging plan to include both internal and external components by doing research in a few primary schools in Machakos

County, Kenya, which Musyoka and Peterson (2012) completed. The research was done to illustrate how important it is for a school's plan to have both internal and external components. This was carried out as a component of the research. According to Musyoka and Peterson (2012), an internal messaging strategy is intended for use by anybody who contributes to the planning of your project. This comprises the initial members of the staff and board who were instrumental in the conception of the project, as well as members of the planning team, the advisory council, members of the community who have ever attended a planning meeting, and any other parties who have an interest in the project. (Musyoka & Peterson, 2012).

Internal communication strategies are used to ensure that all members of the planning team are aware of the activities being carried out by the other members. These methods will involve making preparations to get in contact with any additional individuals who are unaware of the job that you conduct. Because the principals of primary schools in the Thika West Sub-county communicate with their employees in a variety of various methods, it is necessary for them to devise a method that is well-organized. According to Okoth and Anderson (2010), the majority of primary school head teachers do not use a communications structure that outlines the communication channels and operational capabilities of all actors in order to expedite communication between the school division, the school, and the general public. despite the fact that Okoth and Anderson claim that the majority of principals of primary schools only sometimes make use of any form of communication technology.

Okoth and Anderson (2010) say that the communications plan must change along with the growing number of ways to communicate in the modern world. It might be hard to come up with a good plan that can be put into action while keeping up with changes in technology, getting around problems in the hiring process, and solving worries about

privacy and security. Every organization, from public elementary schools, which are under more pressure to spend public money wisely, to private universities, which must be good at marketing in order to compete for students, has a responsibility to make the most of the limited funds that have been set aside for communications costs. Unlike previous empirical researchers, Okoth and Anderson (2010) did not look into how the different ways that primary school heads communicate affect how well they run their schools. This was a big thing that their study didn't include.

2.1.4 Bureaucratic Communication Practices and Management Performance in Primary Schools

In a school set-up, effective reporting includes sharing information with guardians and other education partners through both formal reports and informal give-and-take exchanges of information. According to Howard (2009), the key motivation behind formal written reports is to assess the viability of management, progress and accomplishments comparable to valued outcomes and to recognize patterns that may be supporting or repressing learning. Kitchen and Finnbar (2002), in a study carried out in the Netherlands, showed that evaluative decisions on biannual written reports fortify learning-centered connections between students, teachers and guardians.

Kitchen and Finnbar (2002) posit that numerous layers of management create different levels among workers and upper management, bringing about ineffective and out-of-place revealing mechanisms that bring out a certain measure of disengagement between various levels and zones within the association, ultimately become a restricting factor for the business. This focuses on the fact that the problem of reporting procedures and communication in an organization with numerous layers of management is multifaceted.

Keeping with these assertions, Gibson (2005), in a study did in the Czech Republic, asserted that, as a fundamental piece of any working organization, these layers can create

multifaceted drawbacks. This hierarchical structure adversely influences reporting and communication by constraining the flow of information within the organization (Gibson, 2005). As such, when different channels and dividers exist, workers can without much of a stretch become disheartened from spreading information effectively and efficiently. That is, an offshoot of this issue happens when information does transfer but is imparted erroneously.

Because of the managerial layers, this external information can be difficult to penetrate and such a situation places the school organization at a detriment by making it more difficult for the organization to adapt to improvements and modernizations in the market (Miller, 2005). Such a scenario thus relates to a dragged pace of decision-making. As any variations must get authorization from the management, accepting the changes comes leisurely, disadvantageous to the company.

In a study carried out in Austria, Jablin (2010) revealed that vertical authoritative structures with many layers of management are costlier to maintain than leveled hierarchical structures. There exist more levels of managers the more the layers (Jablin, 2010) which also costs the businesses a considerable amount of money (Jablin, 2010). At the end of the day, a manager-heavy school creates extra expenses; substantiating the fact that a company with managerial multi-layers is often said to have a vertical organizational structure implying that between top management and fore-workers, one has a few layers of middle management. While this structure may profit from a general administration point of view, they present some particular shortcomings for the organization; typically mean greater expenses. To lend credence to these findings, Morgan, William and Schieman (2011) conducted a study in Kuala Lumpur which revealed that reporting and communication of resolutions and variations are often more complex when it flows through multiple levels.

Morgan et al (2011) reported that, in a central school system where most decisions come from a control center, it takes longer for information to be disseminated to all management and staff and departmental ranks. Morgan et al (2011) further reported that in a school bureaucracy, a collective staff issue is having too many people to whom they report. Which can lead to frustration, especially when different level managers deliver conflicting messages (Morgan et al, 2011). This points to the fact that top school management, for instance, may express certain philosophies or policies to regional, district and school unit managers, who then present them to staff. Hence, employees are compromised if the direct school manager puts forward that they do something different than a higher-ranking officer expects, leading to confusion and uncertainty on the part of the workers.

Most schools in Sub-Saharan Africa are not different where channels of reporting are numerous and sometimes complex (Tucker, Mary, Dale, James & Westerman, 2006). Fletcher (2011), in a study conducted in South Africa, indicated that the more the school staff, the more reporting channels occur, both in terms of methods staff and management use and the place, timing and how messages are relayed. Fletcher (2011) revealed that channels of reporting include a chain-of-command that requires school staff and other education stakeholders to report only to their direct managers rather than conveying comments or concerns directly to leaders higher on the organizational chart. Fletcher (2011) argued that such strict and bureaucratic chain of command might make staff "cocoon" in their sections, leading to fewer dealings and communication with fellow staff in various sections. Additional channels of multi-layer reporting might entail specific reporting procedures. Kenya is not quite different where school policies, goals, environments, and hierarchal levels are framed in a manner that schools can achieve.

External surrounds are a preliminary fact for the systems within the organization inclusive of schools, curriculum, syllabus, time-schedules, and administrative rules.

According to Mwaniki (2010), formal structures provide a framework for informal structures and connections that are inextricably linked to the values and beliefs held by the school. Mwoshi (2012) revealed in a research that was carried out in Mombasa County that examples of such informal structures in schools might include timetables on how to work together and share responsibilities as well as how to maximize time regarding teaching and learning. This indicates that it might be difficult to categorize an occurrence as being subservient to either structure or culture in certain situations since both structure and culture have impacted the happenings.

Structures are required in order to avoid conversations about routines while also facilitating organization and simplification of routine tasks. However, Mwoshi (2012) found that structure might be restrictive and harmful if it turns out to be too bureaucratic and controlling of its constituents. Perspectives offered by organizations' auxiliaries often result in formal, highly specialized, and significant responses to a variety of topics. Helpless detailing channels inside schools may sometimes lead to "observable mistakes, delay, motivational issues, and other inadequacies" (Mwoshi, 2012). Because communication is inevitable, it reveals the actors' expertise both as a correspondent and how the individual understands the structure and culture of the company. This focuses emphasis on the ability of head teachers to lead a multi-layer reporting system as well as the individual's capacity to listen or relay information about specific concerns and nuances. Additionally, this draws attention to the head teacher's ability to communicate.

Considering schools in Nairobi County, an important element of the reporting process is the feedback mechanism between the school management and staff as well as learners

(Kipetuan, 2012). In this mechanism, the staff and learners inform school managers that they have understood the task at hand while school managers provide staff and learners with comments and directions on the success of different academic programs being undertaken. In a study carried out in sample two schools in Thika West Sub-county, Karimi (2013) established that management of schools and attendant policies are made countrywide and it is here that record educational structures take their lead.

Most of the knowledge yields from research, development and advocacy agendas are focused on this level where donors and the international education community exchanges commonly occur at this level. Hence, communications are deemed multi-dimensional and multi-directional. Karimi (2013) noted the presence of reporting around the policymaking processes: why and how certain policies are pursued; involvement of various participants; the role of research and development advocacy in these procedures. However, Karimi (2013) as do other empirical researchers failed to articulate how different bureaucratic layers of communication influence management performance in primary schools; hence the need for the study.

2.1.5 Using Different Forms of Communication and Management performance in primary schools

There are three main types of communication: written communication, where you read what they mean, nonverbal communication, where you watch someone and figure out what they mean, and vocal communication, where one person talks and the other listens to figure out what they mean. Arnold (2009) says that texting is the best way to send a worker or cell a word that doesn't require contact. Lazega's (2010) study showed that school rules, emails, memos, guides, notices, and messages are all good ways for this network to communicate. He went on to say that colleges and universities that had started using these means of communication had seen an improvement in how well they ran.

Coman, Curșeu, Fodor, Oțoiu, Rațiu, Fleșteș, and Bria (2019) did research in Austria and found that a pen, paper, papers, electronic messages, SMS, and anything else that is sent with written symbols is necessary for official school communications and giving instructions. They went on to say that primary school leaders spread information about school choices through direct communication in a number of informal ways, such as the gossip, and official ways, such as talks and workshops. Teddlie and Reynolds (2014) say that the success of verbal conversation depends on a number of things, such as how clear the speech is, how the voice changes, how loud it is, how fast it is spoken, and even how the person moves.

The ability to communicate clearly and effectively is one of the most important factors in determining how well elementary schools are managed. The purpose of this literature review is to investigate the usage of various modes of communication in elementary schools and the influence that these modes have on management performance.

Effective management practices may be made easier to implement in primary schools by using a variety of communication modes. According to Smith and Johnson (2018), these types of communication include interacting face-to-face, communicating in writing, communicating electronically, and using collaborative platforms. Direct contacts between students, instructors, and administrators as well as parents and teachers are included in face-to-face communication. According to Brown et al.'s research from 2020, it enables the provision of quick feedback, the explanation of expectations, and the development of connections within the school community.

Written communication is a technique of disseminating information to a large audience. Some examples of written communication are notifications, newsletters, and memoranda. According to Jones and White (2019), it promotes consistent messaging and helps

stakeholders to keep informed about school policy, events, and critical updates. Emails, online platforms, and messaging applications are examples of the types of electronic communication tools that provide a quick and easy way of contact. They make the interchange of information, the working together of many stakeholders, and communication at a distance easier (Smith & Johnson, 2018).

Platforms that facilitate collaboration, such as shared documents and tools for project management, make it possible for instructors and administrators to work together effectively and in teams. According to Brown et al.'s research from 2020, they improve the effectiveness of communication, foster cooperation, and expedite management procedures.

The Influence That Various Methods Of Communication Have On The Overall Performance Of Management The effectiveness of management in elementary schools may be significantly improved by using a variety of communication strategies. According to Jones and White (2019), practices of effective communication lead to better decision-making, higher organizational efficiency, and increased satisfaction among stakeholder groups.

Face-to-face contact makes it possible to provide instant feedback and explanation, which helps to develop a management culture that is supportive and responsive. According to Brown et al.'s research from 2020, it enables administrators and instructors to address problems in a timely manner, which results in more effective problem-solving and decision-making. Written communication guarantees that messages are sent in the same way each time and helps avoid misunderstandings and cases of misinterpretation.

According to Smith and Johnson (2018), well produced written communication may effectively give clear instructions, rules, and expectations, hence increasing effective collaboration and avoiding misunderstanding.

The use of electronic communication tools makes the sharing of information more efficient, which is particularly helpful in schools that are geographically spread out or have a big student body. According to Jones and White (2019), they make it possible for school administrators and instructors to communicate swiftly with one another, to provide parents and kids with timely information, and to interact with one other. Platforms designed for collaborative work encourage successful cooperation and collaboration among school administrators and instructors. They make it possible to collaborate on the editing of documents, the delegation of tasks, and the monitoring of progress, all of which contribute to improved coordination and more effective management practices (Brown et al., 2020).

Primary schools use a wide variety of communication methods in order to make it easier for kids, parents, teachers, and administrators to engage with one another. According to Jones and Smith (2019), these kinds of communication include verbal communication, written communication, and computer communication technologies. Direct connection, fast feedback, and tailored communication are all possible via verbal communication, such as in face-to-face meetings, staff briefings, and parent-teacher conferences (Johnson et al., 2021). It assists in the building of connections, clarifies expectations, and expedites the resolution of difficulties. According to Brown and Jenkins 2020, written communication includes the dissemination of information, policies, and announcements via the use of documents like as memos, newsletters, and reports. It not only keeps a record of communications but also guarantees that messages are delivered consistently and reaches a large number of people.

In elementary schools, the use of electronic communication tools including emails, online platforms, and messaging applications has grown more common (Smith & Williams, 2022). These technologies make communication easier, faster, and more effective; they also permit distant cooperation and provide assistance with information exchange.

The performance of management has been shown to be significantly influenced by effective communication techniques in elementary schools. According to Jones and Smith (2019), having communication channels that are open and transparent encourages cooperation, openness, and shared decision-making. They make it possible for administrators to effectively communicate objectives, expectations, and procedures to teachers, which ultimately results in enhanced alignment and coherence within the community of the school. In addition, communication is an essential component in the development of constructive connections and trustworthy partnerships among stakeholders (Johnson et al., 2021). The morale of teachers is boosted, a pleasant school atmosphere is encouraged, and successful cooperation is fostered when administrators participate in active listening, give chances for feedback, and appreciate varied opinions.

In addition to supporting the execution of management plans and initiatives, effective communication is essential to their success. According to Brown and Jenkins's research from 2020, when administrators successfully explain changes in rules, procedures, and instructional methods, it makes it easier for teachers to comprehend and implement the changes. This, in turn, has a favorable influence on the learning outcomes of students as well as the performance of the school as a whole.

They went on to say that management chose to use a range of ways to communicate in order to make decisions because this makes it easier and faster to pass on ideas and has been shown to be the most effective way to talk. Teddlie and Reynolds (2014) said that

a lot of head teachers started using other ways to talk to their students, like tone of voice, touch, waves, pointing fingers, and pointing fingers. According to the results of a study that Weick (2015) did in Kosovo, body emotions are the most effective form of nonverbal communication and can affect how people make decisions. He said that a smile or a frown can show thoughts that are hard to put into words. He also said that body language makes up about 55% of all conversations.

In Sub-Saharan Africa, important messages about emergencies are often sent through a method for sending messages. For example, in Nigeria, these kinds of frameworks may or may not be used with other methods to get ideas across, but their goal stays the same. Most of the time, stakeholders can choose how they want to talk to each other. On the other hand, Obu (2011) says that institutions should be careful when they send this kind of message. These results show that how something is said is just as important as what it says. This includes speech quality, phrasing, pitch, feeling, and speaking style, and it shows whether someone is giving permission or care, or not. Effective speakers need to be able to use all three types of conversation so they can get the most out of each one.

Kamau and Kinyanjui (2010) say that when it comes to passing on choices, most officials in Kenya and the Thika West Sub-county use visible communication. Also, they say that if head teachers know a lot about the different ways people communicate, they will be better able to recognize and deal with each person, which will prevent confusion and pain and help the school do well. Kamau and Kinyanjui (2010) also pointed out that there has been a lot of use of internet contact in elementary schools in recent years so that staff can share information. The goal of this study was to find out how well these different kinds of dialogue work to improve primary school management. But the fact that many heads use different ways to talk to each other fits with what this study found.

2.1.6 Communication Feedback Practices and Management Performance in Public Primary Schools

Feedback can be defined as a means comprising of transfer of information followed by an appropriate reply. This can be immediate where it is an active process or delayed – more passive method of communicating. In immediate feedback, information is given in context and on-demand in immediate response to ones' actions unlike in delayed where feedback is given after a period of time. Immediate feedback is perceived to reinforce knowledge, affirm communicators' proficiency and set straight any misunderstandings relating to a communication aspect (Thomas & Arnold, 2011).

Communication feedback in educational settings is an essential component of the learning process since it reinforces and supplements the students' knowledge, abilities, and mindset. It encourages the improvement of students' academic performance with the fundamental objective of aiding students in achieving their goals in addition to their educational goals (Schartel, 2012; Thomas & Arnold, 2011). This view is supported by research. Students are required to depend on their own self-evaluations in the absence of feedback from their instructors in order to determine what aspects of their work were successful and what aspects may need improvement.

According to the findings of a research that Adcroft (2011) carried out in Colombia, the educational bureaucracy in that country has been plagued by cases of disordered feedback. The available works on feedback have indicated an increase in records of reports of disapproval both from students' as well as school managers' and instructors' aspects (Adcroft, 2011). This is despite the consensus that feedback is an important component of enhanced learning skills. Specifically, despite this consensus, there has been a rise in the number of recordings of reports of disapproval. These results highlight

the fact that in the field of communication, feedback may be considered useful in the process of learning if it is provided at the appropriate time and handled with care.

In the region of Central Saudi Arabia, Al-Haqwi, Al-Wahbi, and Abdulghani (2012) found that the majority of school administration required the feedback to be delivered in an appropriate context, and that the feedback should have a better aim on the performance of the school rather than the individual receiving it. It should be clear, explicit, and identifiable; provided in a manner that is nonbiased and nonjudgmental; should emphasize on the strengths; descriptive rather than evaluative, and it should start with enhancing self-assessment. According to Al-Haqwi et al. (2012), feedback should identify and reinforce the model behavior of the recipient, which will in turn give them confidence in their abilities. Feedback should also highlight areas in which the recipient may improve and offer measures for doing so.

In other words, for an ideal result, the sender and recipient of criticism should cooperate as a group and thus help to accomplish a superior output for the school managers and staff (Al-Haqwi et al, 2012). To advance the quality of school management, qualitative and quantitative tactics were utilized to get feedback from the staff, learners, school managers and other education stakeholders. Al-Haqwi et al (2012) recommended meeting some pre-requirements specifically; establishing a proper relational climate; using a suitable area; establishing commonly settled upon objectives; evoking the pupil's thoughts and sentiments; being open-minded and offering development proposals to give input adequately.

In schools in countries in Sub-Saharan Africa, Ashford, Blatt and Vande Walle (2003) posit that regardless of whether the feedback is only there to be grasped or is given by someone else, accommodating criticism is goal-referenced, tangible and straightforward,

actionable, easy to use, ideal, ongoing and predictable. For example, in a study carried out in Nigeria amongst 13 school managers, Hattie and Timperley (2012) reported that effective school feedback for managers needs that one with a goal, acts to attain the set objective, and obtains goal-related information about their actions. Hattie and Timperley (2012) further indicated that this level of feedback incorporates feedback about how well an errand is being practiced or performed, for example recognizing right from mistaken answers, acquiring more or distinctive information, and building increasingly surface knowledge. Hattie and Timperley (2012) reported that schools that received positive feedback which is often called remedial feedback or familiarity of outcomes, manifested impressive instances of conduct or some other condition related to task success. That is, feedback on school management, when effective, is widely considered to be integral to the performance.

In Kenya, the task of managerial work placed on head teachers is to learn to know the learners, teachers and support staff well to put their hidden talents into maximum use for the achievement of the schools' primary goals (Walberg, 2010). This role expects the school manager to be the leading person who organizes a network of relationships and creates prerequisites for synergy. Feedback enables school managers to acquire including fostering a partnership for joint critical thinking, empathic comprehension, expression of remorse for obstructions to the scholar's prosperity, respect for quality and decisions, the legitimization of sentiments and intentions, and backing for endeavors at rectification (Walberg, 2010).

In Thika West Sub- County, schools have recognized feedback as an essential part of effective school management (Mwaniki, 2013). According to Mwaniki (2013), feedback is the most powerful but cheapest, yet, greatly ignored management tool at the disposal of school managers. He indicated that feedback is influential as it aids most school

managers to get on track and aids as a monitor to assist people to understand how they and others recognize their performance. In a study carried out amongst 21 schools in Kiambu County, Nafula, Halima and Wachira (2010) indicated that feedback in schools is very motivating and energizing. Nafula et al (2010) reported that feedback has strong links to staff satisfaction and productivity. However, Mwaniki (2013) observed that in primary schools with strict bureaucratic tendencies, there are high instances of disjointed feedback which has had implications on the management of such primary schools. Other researchers, however, have not articulated how the nature of disjointed feedback would have deleterious implications on management performance in primary schools.

2.2 Theoretical Literature Review

This research was guided by two theories; the communication and school management theory.

2.2.1 The Communication Theory

The concept of communication was first presented by Anderson (1996, as cited in Robles & Rich, 2021), and it postulates that all living creatures on earth interact with one another, although in a variety of diverse ways. Anderson was the first person to say that people could talk to each other. This theory says that all living things, including plants and animals, talk to each other in any way that is most likely to get their thoughts, feelings, problems, happiness, or other kinds of information across. Some of these ways are through sound, words, changes in what you see, body moves, actions, or a mix of these. This thought also says that sound is the main way that all living things—both plants and animals—communicate with each other. Robles and Rich (2021) think that communication theory is to blame for this clarity because it helps people understand how different parts of arguments about making decisions are important. Robles and Rich (2021) say that their belief that communication theory is to blame for this clarity is based on the following.

Anderson made a significant contribution to the study of communication by his discovery of the pervasiveness of communication across a variety of animals and through his comprehension of the fact that communication is not limited to interactions between humans. Anderson drew attention to the significance of researching communication processes in a wide variety of contexts by highlighting the all-pervasive nature of communication. These contexts include animal communication, interpersonal communication, organizational communication, and a wide variety of other contexts.

It is crucial to note that Anderson's contribution likely set the groundwork for other researchers to construct and expand upon a variety of communication theories and viewpoints. Anderson's exact theoretical framework or model of communication is not addressed in the cited citation; nonetheless, it is vital to note that his contribution likely built the foundation.

The idea of communication has developed throughout the course of history, and many different theories and models have been suggested to describe the intricacies of this topic. Scholars such as Shannon and Weaver (1949), who developed the influential Shannon-Weaver model of communication, and Harold Lasswell (1948), who introduced the concept of the "who says what in which channel to whom and with what effect," have made significant contributions to the understanding of communication processes in human contexts. These contributions include the development of the Shannon-Weaver model of communication. In addition, the study of communication has developed into a number of sub-disciplines, including interpersonal communication, mass communication, intercultural communication, and organizational communication. Each of these sub-disciplines has its own set of theories and frameworks to investigate the complexities of communication in a variety of settings.

There are many ways to look at this theory, and each one gives a different way to understand and talk about topics linked to communication practices and problems. These are based on common beliefs about communication and play on those beliefs while calling into question other dogmas that are related to the topic. Anderson (1996) says that communication is the process of getting information from the sender to the listener, who then decodes the information and takes the appropriate action. Communication theory works well in this study's setting because head teachers need to talk to different people involved in education in order to run their schools well. This theory stressed that the biggest social problems have to do with who is interested in what classes, the social demand, and the rules of school communication. This was made clear by the fact that this theory showed that the main social problems have to do with which classes people are interested in.

Even though hypothetical ideas about communication have been developed in different academic fields with different scholarly goals, it is a safe bet that all of these ideas could help run a school well. To make this happen, it is important to think about things like school bureaucracy, the right ways to communicate, thorough planning, and expected comments.

2.2.2 School Management Theory

Kuo's (2009) idea about how to run a school was also used as a guideline for the study.

It talks about how managers and officials deal with their companies in terms of how well they know the company's goals, how to put together successful plans to reach those goals, and how to get workers to work at their best. Even though school administrators in different parts of the continent could have been successful without knowing the basics of management theory, those who have used this theory in their daily work have had a better chance of running their organizations well by focusing on communication to ensure good

management. The main point of this study is that school managers could have been good at their jobs even if they didn't know basic things about management, but they didn't.

The viewpoint of Kuo emphasizes how essential it is for managers to be aware of the objectives of their respective organizations, to be able to devise effective strategies for achieving those objectives, and to be able to motivate their employees to do their best job. Because there are many parallels between managing a school and managing other types of organizations, these guiding principles illustrate how management theory may be used in the context of the educational environment.

Even if a school administrator knows very little about management theory, they may nevertheless be effective in their role. However, the findings of this research imply that individuals who use management principles in their day-to-day work have a greater chance of successfully operating their firms, particularly if they prioritize communication as a means to ensure excellent management practices. This is particularly true in cases when the managers in question put communication first. School administrators may make it easier for themselves to accomplish their duties effectively by first gaining an awareness of the significance of communication in the processes of forming positive relationships, resolving issues, and disseminating information.

The primary premise of the research is that it is possible for school administrators to be successful in their positions despite having little knowledge of management theory. However, if they don't apply fundamental management concepts to their job, they run the risk of missing out on helpful strategies and techniques that might make their management more efficient and successful. When managers have a fundamental understanding of management theory, they have a framework within which to make choices, find solutions to issues, and expand their businesses. If school administrators

educate themselves on management theory and put it into practice in their jobs, they will increase their chances of being successful in many different ways. They are able to establish objectives and targets that are more transparent, formulate plans that are capable of being carried out, make effective use of resources, and communicate with staff members on these plans and what is expected of them. Additionally, managers who use management theory have the ability to establish an environment that values open communication, cooperation, and teamwork, all of which contribute to improved corporate success.

As a result, the main idea behind this theory is that, in order to improve the efficiency of school management in public primary schools, head teachers should know how to organize the school's communication needs and effectively communicate them to teachers, students, and other education stakeholders both inside and outside of the schools. This is because success is directly linked to good school management. For the head teachers to understand this idea, they need to first find out how their current teaching methods affect how well their students do in school. These ways should include, but not be limited to, planning, using different ways to talk to each other, and having good feedback systems.

2.3 Theoretical Framework

The fact that these theories highlighted the need of communication with education stakeholders served as justification for the use of these theories in this research. Head teachers are unable to successfully administer school operations without such communication. These theories highlight the fact that the most prevalent social issues have to do with the question of who participates in what ways in the social processes that form individual personalities, the societal order, and the norms of school communication. According to these theories, in order to improve the quality of school management

performance in public primary schools, head teachers need to have an understanding of how to effectively organize and manage school resources, as well as how to effectively communicate this information to teachers, students, and other education stakeholders both inside and outside of the schools.

2.4 The Conceptual Framework

The conceptual framework was based on head teachers' communication practices reflected through communication planning, bureaucratic practices, using different forms and feedback practices as the independent variables whereas management performance in primary schools was the dependent variable as illustrated in Figure 1.



Independent variables

Dependent variable

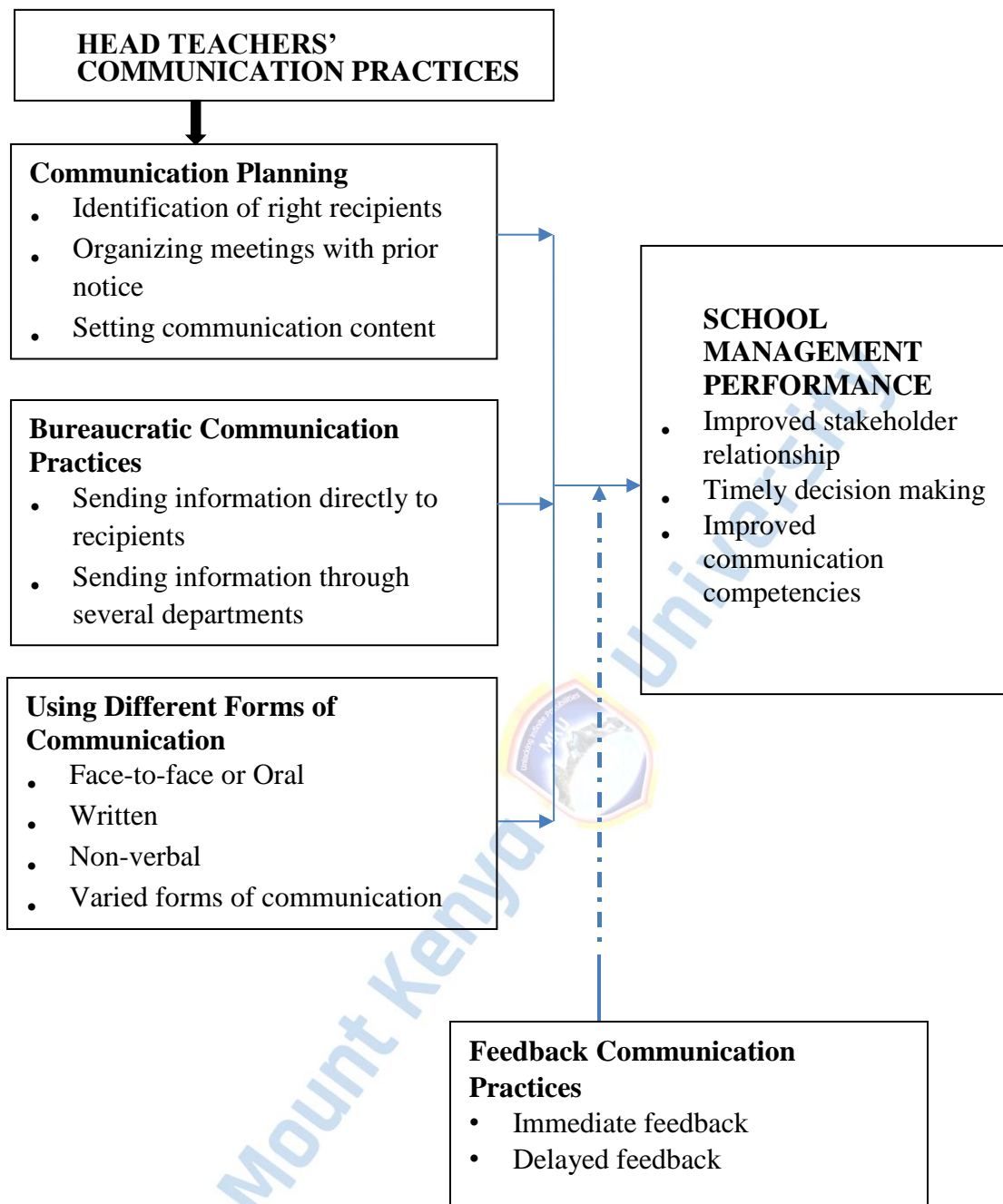


Figure 1: The Conceptual Framework

Source: Field data (2019)

2.5 Research Gaps

Because of the review of the empirical literature, a number of holes in both the study and the body of knowledge have been uncovered. In terms of communication planning, Okoth and Anderson (2010), in addition to other empirical researchers, did not investigate the degree to which different components of communication plans developed by primary

school heads effect management performance in primary schools. This is a significant omission on their part. Within the scope of the communication planning process, this was carried out. Regarding the procedures of bureaucratic communication, Karimi (2013) and other empirical investigations have come to the conclusion that it is impossible to determine how the several layers of bureaucratic communication influence the management performance of elementary schools.

On forms of communication, Kamau and Kinyanjui (2010) stressed the fact that emails in primary institutions have become very communal and is a very critical element for information sharing with as many as possible of the school staff. Although many school heads embrace numerous correspondence, it was not clear how actual these forms of communication enhance management performance in primary schools.

On communication feedback, Nafula, Halima and Wachira (2010) indicated that feedback in schools is very motivating and energizing. Mwaniki (2013) reported that feedback has strong links to staff satisfaction and productivity. However, Nafula et al (2010) observed that in primary schools with strict bureaucratic tendencies, there are high instances of disjointed feedback which has had implications on the management of such primary schools. However, other researchers have not articulated how the nature of disjointed feedback would have damaging implications on management performance in primary schools.

2.6 Summary of Literature Review

From the foregoing, the review has revealed that head teachers' communication practices influence management performance in primary schools. The review revealed that communication planning, bureaucratic practices, using different forms and communication feedback are critical practices that influence management performance

in primary schools. However, much still needed to be done to interrogate how each practice influences the management of primary school schools, hence the need for the study.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter highlights the study methodology of the study and the data management and analysis techniques used in conducting the study.

3.1 Research Methodology

The study adopted both quantitative and qualitative methods. In the quantitative method, the researcher decides what to study; asking specific and narrow questions, analyzes the numbers generated using figures; and does the analysis impartially and objectively. Hence, data were collected using questionnaires. In the qualitative approach, the researcher relied on the participant opinions, asked wide-ranging queries, and collected data comprising mostly of words which the researcher described and examined based on the objectives of the study; and collected data using interviews.

3.2 Research Design

Since the study had a single phase and the researcher used both quantitative and qualitative approaches concurrently and equally, the concurrent triangulation model was used with descriptive survey designs. To accomplish its goals, a concurrent triangulation model and descriptive survey approaches were deployed. According to Garg and Kothari (2014), this design allows the researcher to simultaneously use quantitative and qualitative research approaches. Generally, the design is convenient for concurrent, but isolated, collection as well as processing of statistical and narrative data for detailed understanding of the subject of study. Merging of the two datasets helped in clearly interpreting the results. Concurrent triangulation model was supported by descriptive survey research design that helped in describing prevailing state of affairs at any given time (Garg and Kothari, 2014).

Qualitative description research approach was utilized in non-numerical investigation for researches which are naturally describing. In this design, investigators usually draw from a naturalistic viewpoint and examine a spectacle in its normal state. The goal of qualitative descriptive researches is a complete summary, in everyday terms, of specific events experienced by persons or groups of persons. The other goal of descriptive investigate is describing a phenomenon and its behaviors’.

Survey research is a numerical method that demonstrates the use of self-report measures on samples that have been thoughtfully defined. The design of a survey may be used to collect information from a predetermined set of participants in order to get information and insights into a variety of topics of interest. There are a variety of advantages that may accrue to investigators who use survey methods to acquire information. To begin, surveys are an excellent tool for collecting massive amounts of data from a large number of individuals. Second, when someone wants to acquire a picture that is typical of the characteristics and perspectives of a large group, survey research is probably the best method to use. Survey methods lend themselves to probability sampling approaches (Converse, 1987). This is due to the fact that researchers are able to gather data from extremely large samples for a very cheap cost when using surveys.

The concurrent triangulation technique made it possible to compile information that describes occurrences, which was then arranged, tabularized, shown, and defined. In order to better help the reader in grasping the information being disseminated, it typically makes use of graphical aids such as graphs and charts. After this, there was a detailed and narrative-style explanation of a few instances that followed.

According to Creswell (2009), this approach often comprises the contemporaneous but separate collecting and analysis of both quantitative and qualitative data. This is done so

that the researcher may have a comprehensive understanding of the subject matter under investigation.

By combining the various outcomes in the interpretation, the researcher combined the two data sets. The process is illustrated in Figure 2:

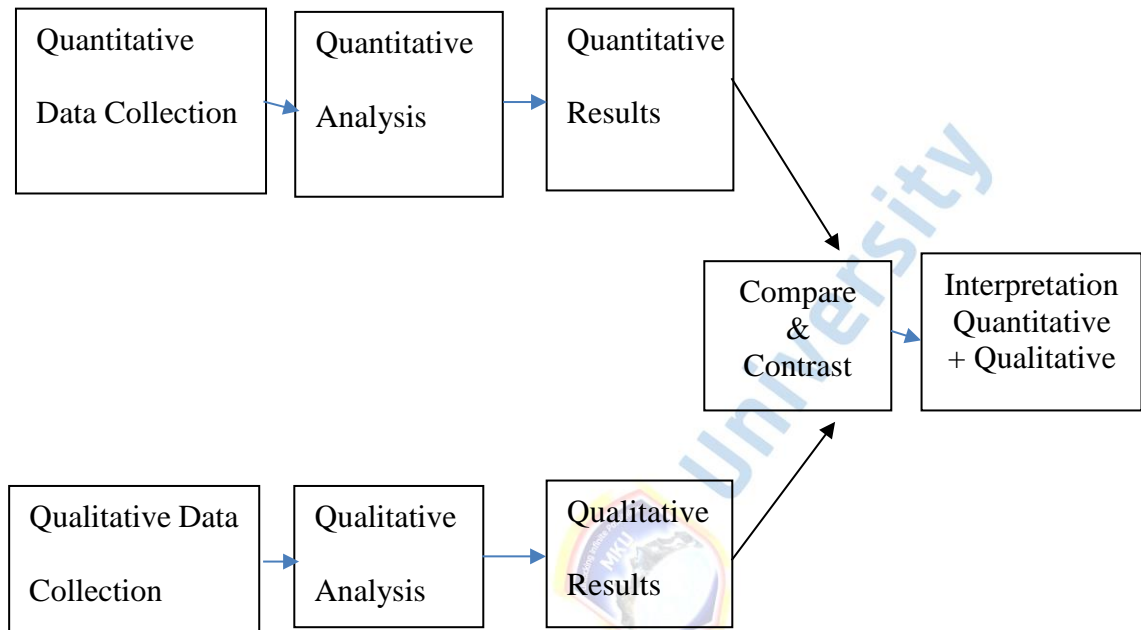


Figure 2: Research Design

Source: Adopted from Creswell (2009).

3.3 Location of Study

The research was conducted in the Thika West Sub-County, which has an area of 8.80 km² and an estimated population of 211,991 people, yielding a population density of 24,090 people per km² according to the Kenya National Bureau of Statistics (KNBS, 2009). Farming, the processing of food, and both wholesale and retail commerce are among the most important contributors to Thika's economy. One of the problems that the Sub-County has is that some of its citizens live in impoverished conditions. This has resulted in difficulties in the educational system of the Sub-county, including instances of poor school accessibility and high dropout rates in places that are characterized by dense urban slums.

Many elementary schools in the Thika West Sub-County continue to struggle with problems that are related to the administration of the schools and the making of decisions. The number of instances involving poor staff relationships, sluggish decision making, and inefficient information flow is considerable. In addition, Kamau and Kinyanjui (2010) found that many elementary schools still have room for improvement in terms of their management efficiency. In spite of these claims, a large number of empirical studies have not investigated how the communication practices of head teachers impact management performance in public primary schools. This is one of the reasons why the research decided to concentrate on Thika West Sub-county as the study locality.

3.4 Target Population

There were a total of 1446 respondents inclusive of 36 head teachers, 744 teachers, 180 support staff and 486 members of the school Board of Management represented in Table 1.

Table 1: Target Population of the Study

Categories	Target Population
Head teachers	36
Teachers	744
School Support Staff	180
Members of School Board of Management	486
Total	1446

Source: Thika West Sub-County Education Office (2019)

3.5 Sampling Procedures and Sample Size

A sample of 10 elementary schools was selected using the Central Limit Theorem, which states that regardless of the parent population, for any sample size $N \geq 30$, the sampling distribution of means is basically a normal distribution. This was done in order to represent 27.8% of 36 and 300 respondents, or 20.7% of 1446. (Kothari, 2005). As a consequence of this, the researcher was able to choose N people from the target group,

with their percentages ranging from 10 to 30 percent. Through the use of stratified sampling, we were able to generate five strata that were focused on the zones in the Thika West Sub-County.

Purposive sampling was used to select two head teachers, nine (9) members of the school support staff, and five (5) members of the school Board of Management from each zone, taking into consideration primary schools that have had reported cases of managerial challenges. Simple random sampling was used to select 44 teachers from each zone. Simple random sampling was used. This was permissible due to the fact that using a straightforward random sample method would help eliminate feelings of bias. In order to determine the individual head teachers, instructors, support staff, and members of the Board of Management who had prior experience working at the school, a method called purposeful sampling was used. Purposive sampling, which is also known as judgement sampling, is when a researcher decides what needs to be known and then goes out to identify individuals who are able to and are ready to supply the information as a result of their knowledge or experience (Cresswell and Plano Clark, 2011). In order to make sure that the language used in the research was clear and understandable, background information on the respondents, including their educational level, was gathered. In order to guarantee that gender equality was maintained, we took into account the respondents' respective genders.

This enabled the researcher to get a sample of 10 head teachers, 220 teachers, 45 school support staff and 25 members of the Board of Management represented in Table 2.

Table 2: Sampling Grid

Categories	Target Population	Sample Size	Sampling Techniques
Head teachers	36	10	Purposive sampling
Teachers	744	220	Simple random sampling
School Support Staff	180	45	Purposive sampling
Members of School Board of Management	486	25	Purposive sampling
Total	1,446	300	

Source: Field data (2019)

3.6 Research Instruments

The tools, questionnaires and interview guides, were used to collect information about the established themes of research objectives.

3.6.1 Questionnaire for Teachers

The questionnaire used closed-ended questions to gather quantitative data about the views of teachers. According to Creswell (2009), a questionnaire is useful for collecting quantitative data. Nominal, ordinal, and ratio data were also collected from the location of the study.

3.6.2 Interview Guide for Head teachers, Support Staff and Members of School BOM

In order to obtain qualitative data from headteachers, school support personnel, and Members of the school Board of Management, we employed structured interviews with open-ended test questions on the study goals. These interviews focused on the research objectives. To conduct the interviews, prior consent was sought from the respondents, and explanations were provided to reword any questions that the respondents felt uncomfortable answering. Kothari (2005) asserts that interviews are important because they provide the researcher the opportunity to ask probing questions.

3.7 Piloting of Research Instruments

The use of a limited number of participants in a pilot test allows for the evaluation of the appropriateness and clarity of the questions on the created instruments, as well as the significance of the information that is being sought, as well as the testing of the reliability and validity of the instruments. According to Connelly (2008), a pilot sample has to comprise 10% of the research sample in order for it to be considered valid. Because of this, a study pilot was carried out with thirty participants drawn from a selection of primary schools in the surrounding Thika East Sub-County. The test items were only provided to the responders one time, and they were given the opportunity to ask any questions they had about the research instruments and the items that were contained in them. In order to prevent bias in the final report, the respondents who participated in the piloting were not included.

3.7.1 Validity of the Instruments

According to Kothari (2005), validity is defined as the degree to which a research instrument assesses what is intended to be measured. The architecture and substance of the instruments, in addition to consultation with industry professionals, were used to evaluate the validity of the research. The content's legitimacy was investigated in order to weed out anything irrelevant, ambiguous, or inadequate. For the purpose of making the instruments better, certain unnecessary components were eliminated while others were added and adjusted.

3.7.2 Reliability of the Instruments

Reliability may be defined as the accuracy or degree to which a research instrument provides repeated or similar outcomes. Bland (2012) Using the split-half method, the researcher, in conjunction with the supervisors, conducted an in-depth analysis of the dependability of the responses obtained from the piloted instruments in order to reach a conclusion about their reliability. This was done in order to improve the dependability of

the device. The test questions were presented to the respondents just once, and the answers were then divided into two groups, or "halves." The Cronbach Alpha Method was used to estimate the reliability index between the two "halves," which were determined based on the results of the split. When the Cronbach Alpha Coefficient is closer to 1, it indicates that the test items on the scale have a greater degree of internal consistency. In this investigation, the Cronbach Alpha Coefficients $r_1 = 0.958$, $r_2 = 0.582$, $r_3 = 0.955$, and $r_4 = 0.944$ were obtained, which produced, $r = 0.86$, for all four goals. This suggested that the study had a high level of internal reliability and was thus acceptable.

3.7.3 Credibility of Research Instruments

Creswell (2009) argues that safeguarding credibility is one of the most crucial practices in establishing trustworthiness. Credibility was involved in establishing that the results of the research are dependable and rely more on the abundance of the information gathered, rather than the amount. The researcher used data triangulation through multiple analysts. The following provisions were adopted by the researcher to promote confidence that they had accurately accorded the phenomenon under scrutiny.

3.7.4 Dependability of Research Instruments

Dependability ensures that research findings are reliable and repeatable; measured by the standard of which the research is steered, evaluated and presented (Creswell, 2009). To address dependability more directly, the procedures within the study were extensively stated to achieve similar results allowing the reader to evaluate the extent to which appropriate research practices have been adhered to and cultivate a thorough understanding of the approaches and their effectiveness.

3.8 Data Collection Procedures

A letter of introduction from Mount Kenya University's School of Postgraduate Studies, as well as an authorization letter and research permit from the National Commission for Science, Technology, and Innovation. In addition to this, the researcher attempted to get a letter of permission from both the County Commissioner of Kiambu and the County Director of Education. After that, the researcher scheduled time with the head teachers to conduct interviews and to administer questionnaires to the teachers with the assistance of a research assistant who was trained for three days. After that, the interviews and questionnaires were gathered and carefully maintained for the purpose of data analysis.

Table 3: Data Collection Procedures

Research Questions	Questionnaire Questions	Interview Guides
What is the influence of communication planning on management performance in primary schools?	Teachers Section C: Q1 & 2	Head teachers Support Staff School BOM Section C: Q1 & 2
To what extent does communication bureaucracy influence management performance in primary schools?	Teachers Section D: Q1 & 2	Head teachers Support Staff School BOM Section D: Q1 & 2
What is the influence of forms of communication on management performance in primary schools?	Teachers Section E: Q1 & 2	Head teachers Support Staff School BOM Section E: Q1 & 2
How does communication feedback influence management performance in primary schools?	Teachers Section F: Q1 & 2	Head teachers Support Staff School BOM Section F: Q1 & 2

3.9 Data Analysis Procedures

The first step in data analysis is to identify recurring patterns in both qualitative and quantitative information. The important information was broken up into sentences, and each phrase showed a different way of thought. The answers to the closed-ended questions were coded and labeled, and frequency counts and percentages were collected so that summary statistics could be made about the respondents and the general trend of the results on the study variables could be shown. With the help of Statistical Packages for the Social Sciences (SPSS Version 23), descriptive and inferential analyses of quantitative data were done with the help of rates and percentages, and tabular data was

given in a format. The qualitative data were examined and presented in a way that was directly related to the study goals. Table 4 shows the steps that were taken to look at the data.

Table 4: Data Analysis Procedures

Research Questions	Independent Variable	Dependent Variable	Quantitative Data Analysis	Qualitative Analysis
What is the influence of communication planning on management performance in primary schools?	Communication planning	Management performance in primary schools Analysis	Descriptive statistics Inferential statistics	Thematic analysis
To what extent does communication bureaucracy influence management?	Communication bureaucracy	Management performance in primary schools Analysis	Descriptive statistics Inferential statistics	Thematic analysis
What is the influence of forms of communication on management?	Forms of communication	Management performance in primary schools Analysis	Descriptive statistics Inferential statistics	Thematic analysis
How does communication feedback influence management?	Communication feedback	Management performance in primary schools Analysis	Descriptive statistics Inferential statistics	Thematic analysis

3.10 Ethical Considerations

These involve charting the content of research participants' requirements, how informed consent was attained and confidentiality safeguarded.

3.10.1 Confidentiality and Privacy

The researcher committed to maintaining the confidentiality of any information provided by respondents that pertained to their private lives. The researcher assuaged the concerns of the responders by assuring them that their personal information would not be disclosed to any other parties. Concerning the respondents' right to privacy, they were assured that

the information they provided would not be disclosed to any other parties and would be used only for the purpose for which it was originally gathered.

3.10.2 Anonymity

The researcher ensured and assured the respondents that their identities would not be revealed whatsoever and no identifying information about the person or the organization would be publicized in written or other communication.

3.10.3 Informed Consent

In order for the respondents to voluntarily participate, the researcher made sure that they understood the nature and aim of the research as well as the steps that would need to be taken during data collecting.

3.10.4 Storage of Data Collected

To make finding the raw data collected and analyzing it simpler, hard copies of the data were saved on CDs and flash drives while soft copies were kept on computer printouts.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presented the study findings according to the research questions that the study desired to respond to.

4.1 Response Rate

There were 220 questionnaires administered to the teachers, with 218 questionnaires completed and returned. Concurrently, the researcher also interviewed eight head teachers, 20 members of the school Board of Management and 39 school support staff.

This produced reaction rates displayed in Table 5.

Table 5: Response Rates

Respondents	Sampled Respondents	Those Participated	Who Achieved Return Rate (%)
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Head teachers	10	8 218	80.0
Teachers	220		99.1
Members of School BOM	25	20	80.0
School Support Staff	45	39	86.7
Total	300	285	95.0

Source: Field data (2019)

A response rate of 95.0% was recorded from the head teachers, teachers, members of the School Board of Management and school support staff which according to Creswell (2009) a reaction rate above 75.0% is sufficient and of appropriate levels to allow for generalization of the results to the target population.

4.2 Respondents' Background Information

Respondents' background information which included gender and level of education was sought out.

4.2.1 Gender of the Respondents

Info about the respondents' gender distribution was collected and the outcomes are shown in Table 6.

Table 6: Distribution of the Respondents by Gender

Gender	HT		TR		MSBOM		SSS	
	f	%	f	%	f	%	f	%
Male	5	62.5	127	58.3	14	70.0	22	56.4
Female	3	37.5	91	41.7	6	30.0	17	43.6
Total	8	100.0	218	100.0	20	100.0	39	100.0

Key: HT-Head teachers; TR-Teachers; MSBOM-Members of School Board of Management; SSS-School Support Staff

Source: Field data (2019)

Table 6 indicates that the majority (62.5%) of the head teachers were male whereas slightly more than a third (37.5%) were female. However, teachers were evenly distributed with male teachers constituting 58.3% whereas female teachers consisted of 41.7%. The majority (70.0%) of the members of the Board of Management were male

and 30.0% being female. Slightly more than half (56.4% of the school support staff were male with their female counterparts constituting 43.6%. These results agreed with the statements of Kardia and Wright (2014) that teaching and communication require skills, insight, intelligence and diligence; traits that are possessed by both male and female teachers. This information indicates adequate gender uniformity at all stages of the study and that the scope to which head teachers' communication practices adopted by head teachers influence management performance in public primary schools is of great concern to head teachers, teachers, members of Board of Management and school support staff.

4.2.2 Respondents' Levels of Education

The level of education of head teachers, teachers, members of the Board of Management and support staff was displayed in Table 7.

Table 7: Respondents' Levels of Education

Educational Qualifications	HT		TR		MSBOM		SSS	
	f	%	f	%	f	%	f	%
Primary Education	0	0.0	0.0		0.0		10.3	
Secondary Education	0	0.0	0.0		30.0		33.3	
Craft certificate	1	12.5	65.1		45.0		56.7	
Diploma	4	50.0	25.2		15.0		0.0	
Bachelors'	2	25.0	5.5		5.0		0.0	
Postgraduate	1	12.5	4.2		5.0		0.0	
Total	8	100.0	100.0		100.0	39	100.0	

Source: Field data (2019)

According to Table 7, fifty percent of the head teachers had diplomas, twenty-five percent held bachelor's degrees, twelve and a half percent held trade certificate qualifications, and twelve and a half percent held postgraduate degrees. However, the bulk of the

instructors (65.1% of them) had certificates, slightly more than a quarter (25.2% of them) held diplomas, 5.5% of the teachers held bachelor's degrees, and 4.2% held postgraduate credentials. The majority of the members of the school's Board of Trustees had certificate qualifications, while another 45.0 percent held secondary education degrees, 30.0 percent held diplomas, 5.0 percent held bachelor's degrees, and 5.0 percent held post-graduate qualifications.

In the same token, 56.7% of the school support staff had a craft certificate, a third (33.3%) had secondary education whereas 10.3% had primary education. These data are consistent with the assertions of Andrade (2015) that communication is supreme in education and basic training and education are needed to understand the efficacy of communication as a management means. This shows that the respondents met the minimum qualification to reinforce the expectations that they were qualified to answer the research questions on the questionnaires and interview schedules.

4.3 Status of School Management Performance

The study aimed at determining the status of head teachers' school management performance. The descriptive data gathered from the respondents is presented in Figure 3:

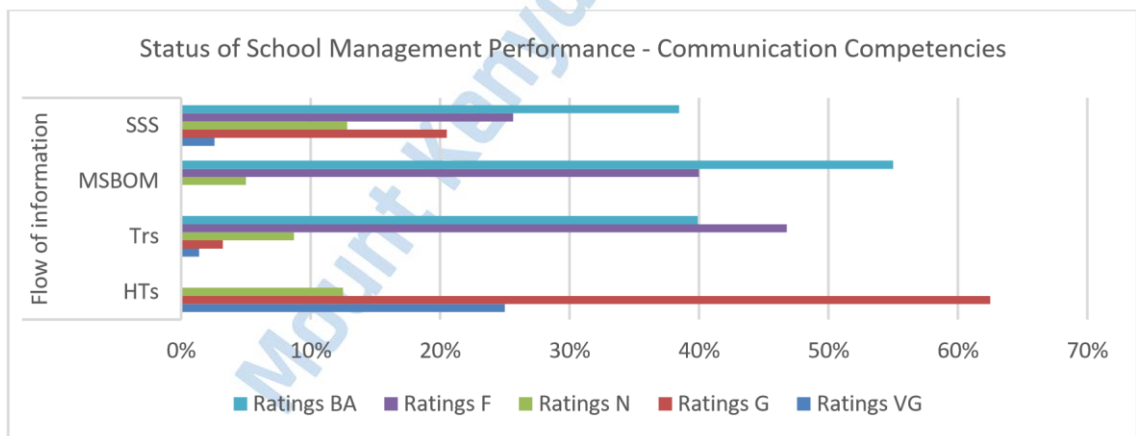
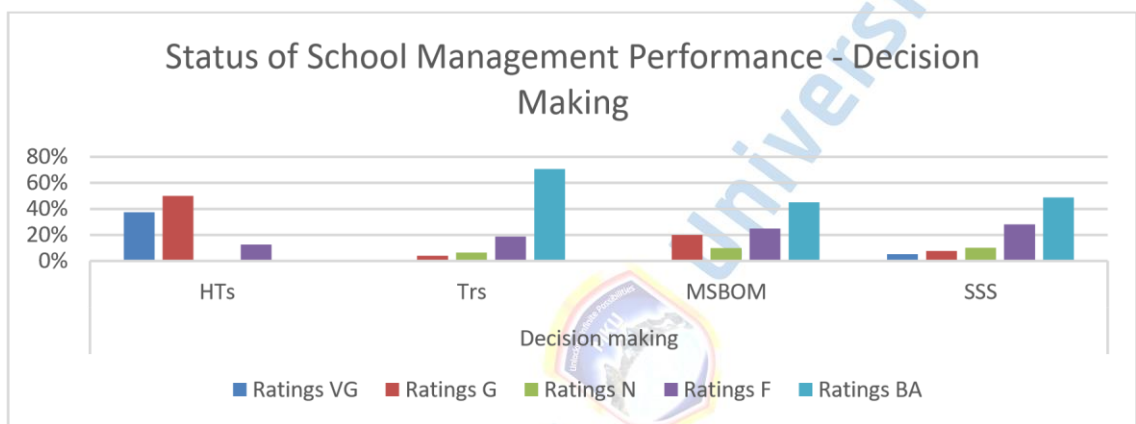
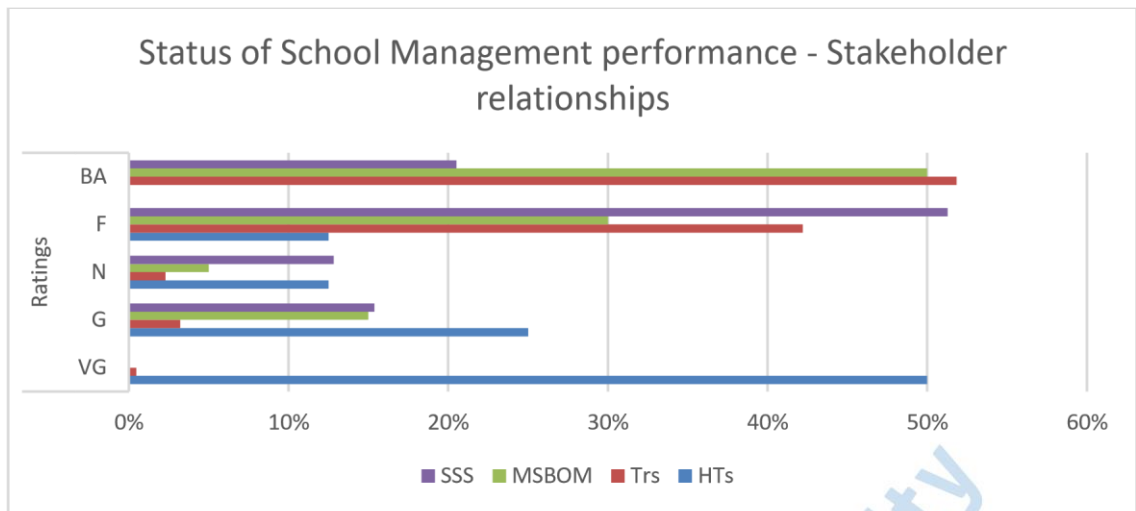


Figure 3: The Status of School Management Performance Source: Field data (2019)

Figure 3 shows a strong conflict between the head teachers and the other stakeholders involved in the study. Majority of the head teachers, 75% felt the personnel relationships were at least good unlike 52% of teachers who upheld that it was below average. The teachers were supported by the schools' support staff and MSBOM at 48% and 50% respectively. This is an indicator of how the head teachers' performance in enhancing

good personnel relationships in their schools which is currently wanting in the public primary schools.

In decision making, 25% and 45% of the MSBOM respondents rated head teachers' performance as fair and below average supported by SSS, 28% and 49% and teachers 19% and 71% as fair and below average respectively. This was in high contrast with the head teachers who rated their performance as 38% and 50% good and very good respectively. Majority of the MSBOM, 55% were of the view that the flow of information by head teachers was below average while 40% and 38% of the teachers and SSS were of the same view. The head teachers were of the opposite view with 25% stating that it was very good and 63% good.

As a result, our results show that, even though it's hard to keep track of a lot of different things in primary schools, it's important to keep track of school materials well if you want to be successful in this type of school. In other words, planning detail is related to how productive people think they are and how well school goals are met. This shows that strategic planning is important for improving school discipline, management efficiency, and students' performance. In order to get meaningful data, interviews were also done with the head teachers, members of the school's Board of Management, and members of the school's support staff. The head teachers, unlike the teachers, thought that human resource ties in state primary schools were good. Head teacher, H8 noted;

“There are good relationships between teachers and students at my elementary school. We haven't had many cases where staff members and students seemed to be getting along badly.”

These views were also echoed by members of the school Board of Management as well as school support staff. The school support staff were of the view that in moments of conflict, communication is usually strained amongst themselves, head teachers, teachers

and the BOM causing miscommunication and sometimes leading to a go-slow amongst them which would have been avoided had there been good personnel relationships.

SBOM₂ noted;

“Cases of interpersonal conflict greatly affect the working environment for both teaching and non-teaching staff. Healthy relationships have enabled the Board of Management to work well with the head teachers, teachers and support staff.”

As was said earlier, these perspectives also demonstrate that human resources, such as teachers, students, and staff, comprise a significant component of school administration, and as a result, the quality of the relationships between these groups is essential to the accomplishments of any primary school.

These additional pieces of evidence provide credibility to assertions made by Butt (2015), which assert that accounting systems offer primary school administrators an information repository that can be used in the assessment of school success. According to Butt (2015), the management practices of school head teachers are needed to give complete and suitable information that is necessary to enhance efficiency in the judgments they make, fulfill deadlines, and improve time management. The findings also provided support for the need of this research by highlighting the obvious disconnect that exists between principals and the main stakeholders in the schools. In contrast to the teachers, MSBOM, and SSS, who believe that the management performance needs further development, head teachers are of the opinion that their managerial performance, based on the measured factors, is excellent. The majority of these teachers rate the managerial performance as being fair or below average.

4.4 Head teachers' Communication Planning Practices and Management Performance in Primary Schools

The purpose of this research was to investigate whether or not the communication planning strategies of head teachers had an effect on the management performance of public primary schools. In order to make this determination, descriptive data were gathered from several educators, and the results are shown in Table 8.

Table 8: Views of Teachers on the Influence of Head teachers' Communication Planning on Management Performance in Public Primary Schools

Summary of Test Items	SA %	A %	U %	D %	SD %
Head teachers sometimes send information to wrong recipients during communication	71.1	12.1	1.3	10.1	5.3
Head teachers rarely organize meetings with a prior notice affecting school management	66.9	13.2	2.4	12.7	4.8
Staff usually receive information from head teachers without taking into consideration their schedule	80.5	12.4	1.6	3.3	2.2
In public primary schools, sometimes head teachers send wrong information content to staff affecting school management	67.4	19.7	3.5	5.3	4.1

Source: Field data (2019)

According to Table 8, 71.1% of the instructors strongly agreed with the statement that head teachers occasionally communicate with the inappropriate receivers, and 12.1% agreed with the statement. On the other side, 1.3% of respondents were on the fence, 10.1% disagreed, and 5.3% strongly disagreed with the statement. In addition, the survey found that 66.9% of respondents strongly agreed with the statement that head teachers seldom plan meetings with advance notice, which has harmed school management as 13.2% of the instructors. The teachers' responses were as follows: 2.4% were uncertain, 12.7% disagreed, and 4.8% strongly disagreed with the statement.

These findings agreed with those of a study conducted by Jablin and Putnam (2005), who demonstrated that once head teachers have described the goals of the school and ensured that all of the individuals with whom they will need to communicate have a comprehensive understanding of those goals, it is time to plan the communications; more specifically, it is time for them to determine the messages that will be necessary to achieve their goals, when those messages will be sent, and how they will be sent. This suggests that the first stage in the process of developing the school head's communication plan is to determine the kind of communication that his or her target audience need from the project in order to be able to make judgments that are both excellent and timely.

According to Table 8, 81.5% of the instructors strongly agreed with the statement that staff members often get information from head instructors without taking into mind their schedule, whereas 12.4% of the instructors agreed with this statement. Despite this, 1.6% of the instructors were on the fence about it, 3.3% were against it, and 2.2% were completely against it. This is in keeping with the assertions that were made by Lewis (2008), who said that many school heads in Africa acknowledge that a communication strategy functions as a hands-on method to ensure that everyone adequately obtains the right information.

The poll also found that 67.4% of teachers strongly agreed with the idea that, in public primary schools, occasionally head teachers convey the improper information content to staff, and that this has a detrimental effect on school administration, with 19.7% of teachers agreeing with this statement. Nevertheless, 3.5% of the instructors were on the fence about it, 5.3% were against it, and 4.1% were completely against it. These findings do not align with the findings of a study that was conducted in Nigeria by Adeniyi (2003). That researcher discovered that the communication strategy identifies the producer of

each sort of communication as well as the frequency with which it is updated or distributed. These findings do not make sense.

According to Adeniyi (2003), prioritizing the communication needs enables schools to more accurately define the time requirements of various jobs so that enough time may be allocated for overall organizational planning. The research also found that the communication strategy specifies the sorts of messages and the suitable receivers for each type of message. These findings lend support to the premise that it is possible to simplify written communication by accurately identifying both the receivers of the message and the requirements of the recipients. This suggests that the goals of communication should convey the expected results for the audience, such as enhanced awareness or a desired individual action. To put it another way, various aspects of communication plans have an impact on the level of prudent management performance in primary schools, despite the fact that their implementation is not a standard practice for principals of public elementary schools.

Table 9: Frequency of Communication Planning, Status of Personnel Relationship, Decision making and Flow of information in Primary Schools

Frequency of Communication Planning	of Status of personnel relationship	of Decision making	Flow of information
1	1	1	1
1	1	1	3
1	1	1	3
2	1	2	3
2	2	2	3
3	3	3	4
4	3	5	4
5	5	5	5

Source: Field data (2019)

According to what is shown in Table 9, public primary schools with management that is both efficient and sensible are those in which the head teachers create communication plans regularly or very frequently. That is, primary schools that have favorable conditions for the state of personnel relationships, decision making, and the flow of information. Communication planning occurs extremely often in these schools. These findings provide further support for the claims made by Adeniyi (2003), which state that rating the communication needs helps schools better define the time requirements of various jobs, which is essential for overall organizational planning. To put it another way, the objectives of communication planning should indicate the results that are sought from the addressees, such as greater awareness or a certain individual behavior that is intended to improve the effective and prudent management performance in primary schools. These observations were then analyzed using an inferential methodology, and the results are shown in Table 10.

Table 10: Frequency of Communication Planning, Status of Personnel Relationship, Decision making and Flow of Information – Inferential Analysis

	Sum of Squares	Df	Mean Square	F	Sig
Frequency of Communication Planning	39.667	7	5.667		
Status of Decision Making	9.667	5	1.933	8.120	.000
Personnel Flow of Relationship Information	8.333	35	.238		
Total	18.000	40	.450		
Total	57.667	47	1.227		

Grand Mean = 2.4167

Source: SPSS Generated (2019)

The statistical analysis reveals a significance level of 0.000, which is ideal for making the assumption that the population's parameter as the value of significance (p-value of

0.000) is lower than 5%. It demonstrates that the findings were statistically significant as well as the fact that there is a considerable difference between the means of the frequency of communication planning, the state of personnel connection, decision making, and the flow of information. These findings highlight even further to the idea that rating the communication needs helps schools define various activities' time requirements to be provided in overall organizational planning. This is shown by the fact that overall organizational planning has been completed.

Therefore, the goals of communication planning should indicate the expected consequences for the addressees, such as improved awareness or a desired individual behavior, in order to improve management performance in primary schools that is both efficient and prudent. In addition to interviewing head teachers, members of school BOMs, and school support workers, the researcher also conducted focus groups. The head teachers denied the assertions made during the interview that they seldom identify the sources and receivers of information when they are communicating. Head teacher, H1, noted:

“At the elementary school where I am enrolled, it is customary for me to determine who the information is intended for, transmit it to the appropriate recipients, and schedule a window of time during which I anticipate receiving feedback. There are messages that are intended for the whole staff as well as those that are intended for a specific member of the team. Therefore, in order to prevent any mistake, I must specify who will get my information.”

Members of school BOM as did the school support staff concurred with the head teachers.

School support staff, SSS1, indicated:

“Sometimes, the head teacher at my school would send material to the incorrect recipients, and he or she will also plan meetings without giving previous warning.”

These points of view are in agreement with the assertions made by Jablin and Putnam (2005). They found that once the heads of the school have spelled out the school intents

and gotten complete comprehension from the listeners, they need to work out the communications that are desired to meet their objectives, as well as the timing and the manner in which such messages will be conveyed.

According to the findings by Jablin and Putnam (2005) the role that school leaders have in properly conveying the aims and goals of the school to its audience is very important. The leaders of the school are required to plan the precise communications that are essential in order to accomplish the school's goals after the goals of the school have been properly established and the listeners have a complete understanding of those goals. This requires taking into consideration things like the order in which the messages will be delivered as well as the time of those deliveries.

The study conducted by Jablin and Putnam highlights how important it is for students to be able to communicate with one another in a school setting. Leaders may guarantee that all stakeholders have a full awareness of the institution's aims and direction by clearly defining the school's intentions and ensuring that they are communicated in an understandable manner. This clarity is essential for building alignment, encouraging involvement, and preventing misconceptions, all of which are very important.

Going beyond just declaring the goals of the school is necessary for the leaders of the school if they want to accomplish successful communication. In addition to this, they are responsible for planning and determining the particular messages that are necessary to promote and progress those goals. This requires careful consideration of the content, tone, and delivery techniques in order to guarantee that the messages will connect with the targeted audience and successfully transmit the needed information.

In addition to this, the timing of the message is quite important. The leaders of the school should carefully choose when to communicate critical messages in order to get the most

out of them. For instance, in order to make sure that the appropriate information is communicated to the appropriate individuals at the appropriate time, they can opt to provide updates or significant announcements at certain periods, such as at staff meetings, parent-teacher conferences, or community events.

In addition to considering when communications should be sent, leaders need to think about how those messages should be delivered. This involves choosing the routes and techniques of communication that are most suitable, such as in-person meetings, printed memos, emails, newsletters, or social media platforms. In order to ensure that the messages are effectively received and understood by the target audience, the choice of communication medium should be tailored to the preferences and requirements of that audience.

According to these points of view, the first thing that needs to be done in order to define the school head's communication strategy is to determine the kind of communication that his or her target audience requires from the project in order to be able to make sound choices. The head teachers argued with the teachers that they seldom establish information that is to be transmitted or communicated to any member of the staff. The teachers said that they rarely set content to be conveyed. Head teacher, H2, noted:

“At the elementary school where I work, it is my responsibility to plan what should be conveyed to any member of the faculty or staff to whom the information is directed.”

Members of the school Board of Trustees and school support staff had opinions that were comparable to those of the head teacher. They noted that the head teacher often decides on the substance that is conveyed before passing on the information to parties or parties that are worried about it. Despite the inconsistencies, these points of view point out that

the most important aspect of any communication planning process is the act of establishing or creating the content or message that will be sent to any receiver.

These opinions are also in contradiction to the results that were discovered by Adeniyi (2003) in Nigeria. Adeniyi found that a communication strategy should designate communication originators as well as the frequency of updating and distribution of information. In a nutshell, these results point to the fact that communication goals should include the intended audience outcomes, such as greater awareness or a specific individual behavior that should be adopted. However, the performance of prudent management is affected differently by the many components of communication plans in primary schools, despite the fact that this is not a practice that is prevalent among head teachers of public primary schools.

The contradictory results suggest that the communication planning procedures of head teachers, as well as activities like the identification of sources and receivers of information during communication and the set of material to be transmitted, are seldom performed. In spite of this reality, preparing communication is essential. Once school administrators have clarified the goals of the institution and ensured that all of the different addressees have a thorough understanding of those goals, it is time to plan communications to match the objectives of the institution in terms of timeliness and the manner in which such messages will be sent. To put it another way, the first thing that has to be done in order to define the school head's communication strategy is to determine the kind of communication that his or her target audience need from the project in order to be able to make sound choices.

These contradictory results suggest, therefore, that it is essential in the process of communication planning to establish or design the content or message that is to be sent

to any receiver. It is important that the goals of communication indicate the anticipated consequences for the audience, such as improved awareness or a certain particular action.

Thus, different components of communication plans influence prudent management performance in primary schools.

4.5 Bureaucratic Communication Practices and Management Performance in Public Primary Schools

In a similar vein, the purpose of the research was to determine how the various communication bureaucracies implemented by head teachers effect the management performance in public primary schools. Data of a descriptive nature were collected from the lecturers, and the findings are shown in Table 11.

Table 11: Views of Teachers on the Influence of Bureaucratic Communication Practices on Management Performance in Public Primary Schools

Summary of Test Items	SA %	A %	U %	D %	SD %
Head teachers usually send information directly to recipients as a way of refining school management	55.9	15.1	2.8	16.8	9.4
In primary schools, head teachers rarely send information to recipients through different departments	59.1	23.5	2.7	5.9	8.8
In primary schools, head teachers usually send information to staff either directly or through different channels as a way of increasing efficiency in management	58.9	17.2	2.0	19.3	2.6

Source: Field data (2019)

Table 11 shows that 55.9% of the teachers strongly agreed and 15.1% agreed with the view that head teachers usually send information directly to recipients as a way of refining school management. However, only 2.8% of the teachers were undecided, 16.8% disagreed and 9.4% strongly disagreed. These uphold the findings of a study carried out in Thika West Sub- County in which Karimi (2013) established that

management of schools and attendant policies are made nationwide and it is here that most education structures take their lead. 59.1% of the teachers strongly agreed as did 23.5% who agreed with the opinion that, in primary schools, head teachers rarely send information to recipients through different departments. 2.7%, 5.9% and 8.8% of the teachers were undecided, disagreed and strongly disagreed respectively. Likewise, 58.9% of the teachers strongly agreed and 17.2% agreed with the view that, in primary schools, head teachers usually send information to staff either directly or through different channels as a way of increasing efficiency in management. 19.3% disagreed while 2.6% strongly disagreed with only 2.0% of the teachers been undecided.

These results uphold the conclusions of a study carried out by Kitchen and Finnbar (2002) indicated that numerous layers of management create different levels among workers and upper management, bringing about ineffective and out-of-place revealing mechanisms which bring out a certain measure of disengagement between various levels and zones within the association, ultimately become a restricting factor for the business. This points to the fact that the problem of reporting procedures and communication within an organization with numerous layers of management is multidimensional.

These findings also agree with a study carried out in the Czech Republic in which Gibson (2005) revealed that, as a fundamental piece of any working organization, these layers can create multifaceted drawbacks. This hierarchical structure adversely influences reporting and communication by constraining the flow of information within the organization (Gibson, 2005).

As such, when different channels and dividers exist, workers can without much of a stretch become disheartened from spreading information effectively and efficiently. That is, an offshoot of this issue happens when information does transfer but is imparted

erroneously. Therefore, an outgrowth of this issue happens when information transferred, albeit erroneously. This implies that, due to the multiple levels of management, this external information can have a difficult time penetrating the numerous management layers inside the school. Such a situation places school organization at a detriment by making it more difficult for the organization to adapt with improvements and modernizations in the market.

This is attributed to the fact that reporting and communication of conclusions and alterations are harder when it must flow through numerous management levels. To confirm the possibility of any variations between communication bureaucracy and management performance in public primary institutions, data was collected on the number of layers of communication schools have and a number of staff cases, status of decision making and flow of information in primary schools presented in Table 12.

Table 12: Results of Number of Communication Layers, Status of Personnel Relationship, decision making and Flow of Information in Primary Schools

Number of Communication Layers	Status of Personnel Relationship	of Decision Making	Flow of Information
4	1	1	1
3	1	1	3
3	1	1	3
3	1	2	3
3	2	2	3
2	2	2	4
1	3	3	4
1	4	4	4

Source: Field data (2019)

Table 12 shows that bureaucracy or layers of communication in public primary schools affect school management. In primary schools where communication channels are many,

the management of such school resources is imprudent. In other words, primary schools with a higher number of layers of communication, the status of Personnel relations, decision making and flow of information are not good. As noted earlier, these results agreed with Kitchen and Finnarr (2002) in a study in the Netherlands that indicated that many layers of management create differences between workers and the management, bringing in unproductive and out-of-place reporting mechanisms. This results in a certain amount of interruption within the organization and eventually becoming a restrictive feature for the operations within schools. The results were exposed to inferential analysis and outcomes are shown in Table 13.

Table 13: Difference Between Number of Communication Layers, Status of Personnel Relationship, Decision making and Flow of Information – Inferential Analysis

	Sum of Squares	df	Mean Square	F	Sig
No. of Communication Layers	12.979	7	1.854		
Status of Decision making	9.688	5	1.938	2.498	.049
Personnel Relationship	27.146	35	.776		
Flow of Information					
Total	36.833	40	.921		
Total	49.813	47	1.060		

Grand Mean = 2.4375

Source: SPSS Generated (2019)

The administered data produced a significance level of 0.049 showing that the fact is ideal for deciding on the population's factor as the value of significance is less than 5%, that is, $p\text{-value}=0.049 < 0.05$. It also shows that there is a significant difference amongst means of the number of communication layers, the status of personnel relationship, decision making and flow of information. As indicated earlier, these results further affirm the fact that several layers of management create different ranks between workers

and management, resulting in fruitless and out-of-place reporting mechanisms resulting in a certain amount of disruption between different ranks and areas within primary schools which, in turn, becomes a limiting factor to prudent management performance in primary schools. Throughout the interviews, the head teachers said that they often adopt single-layer communication which, according to them, has improved management of their schools. Head teacher, H3, indicated:

“In my primary school, I send information directly to whom it is meant without having to go through other different departments or other staff members. This makes it easy for information to reach the recipient fast and get immediate feedback, thus, improving the management of school operations”

Similar views were echoed by the school support staff and the MSBOM who also indicated that head teachers usually use a single-layer form of communication bureaucracy where information goes directly to whom it is intended without diversions to other staff members.

The statement draws attention to the parallels between certain ideas and quantitative data, as well as the congruence with Karimi's (2013) points of view about the administration of schools and their respective policies. According to Karimi, the primary location for the administration of schools as well as the formulation of educational policies is the national level. These activities, which provide education systems with a directional framework, are carried out at this level. These hypotheses are given more credence by the quantitative data, which point to a connection existing between the national level and the creation of management strategies and policies in schools.

National authorities have a crucial role in many educational systems, both in terms of setting the general direction that schools are headed in as well as creating the regulations that dictate how schools should operate. These rules include a wide range of topics, such as assessment frameworks, administrative norms, budget distribution, and curricular

requirements. The management and policies established at the national level act as a template for schools, providing them with a framework within which they may conduct their business and make choices. In addition, the statement draws attention to the fact that, when it comes to communication techniques, head teachers have a tendency to make insufficient use of a multi-layered approach. This indicates that they often depend on a more centralized type of communication, which occurs most of the time from the top down, without combining different channels or engaging many levels within the school community. Specifically, this means that they communicate from the top down. Karimi (2013)

Engaging multiple stakeholders at different levels within the school community is required in order to take use of the full potential of a multi-layered communication strategy. This may be accomplished by encouraging open lines of communication between instructors, students, parents, and administrators; implementing feedback systems; and making decision-making processes more collaborative. By adopting such a strategy, educational institutions have the ability to cultivate a feeling of inclusiveness, improve openness, and guarantee that pertinent information successfully reaches all important stakeholders.

Karimi (2013) There are a variety of possible explanations for the low rate of multilayered communication implementation among school administrators. A lack of understanding about the advantages of such an approach, time limits, restricted resources, hierarchical structures within the school, or a typical top-down management style are all examples of potential barriers. Having said that, it is of the utmost importance to acknowledge that efficient communication is a crucial component of good school administration. Through the promotion of communication on several levels, principals and other school leaders may foster an atmosphere that is more inclusive and

participative, so improving the quality of relationships within the school community and, as a result, the educational results as a whole.

These views resembled the quantitative findings which agreed with the viewpoints held by Karimi (2013) that management of schools and attendant policies are formulated at the national level where most education structures take their lead. On adoption of multilayer communication, head teachers admitted that they rarely use this approach.

Head teacher, H4, observed:

“I rarely adopt this approach since it is time-consuming which delay decision making and leads to distortion of information by the time reaches the recipient”

However, these views were not supported by the school support staff who noted that sometimes a multi-layer communication approach is adopted in their school. School support, SSS2, reported:

“In primary school, I have sometimes received information to undertake a task from a fellow staff who was sent by the head teacher. In some occasions, we are required to undertake delegated tasks to other staff members on the instruction of the head teacher”

Members of school BOM also expressed similar views as the school support staff.

Member of school BOM, SBOM1, reported:

“In my primary school, sometimes the head teacher communicates the information on committee meetings through the chairperson or parents’ representatives”

Despite these contradictions, these views also indicate the communication bureaucracy is critical in the communication process and determines the extent to which primary schools are being prudently or not. Just like quantitative results, these opinions also lend credence to the views by Kitchen and Finnbar (2002) that several layers of leadership create levels among employees and administration, resulting in useless and out-of-place reporting mechanisms which result in a certain amount of interruption amongst different

levels and areas within the institution and eventually becoming a restraining factor for school management.

In summary, these views indicate that, due to the many levels of management, outside information may have a tough time penetrating the many layers of management inside the institution and such a situation places school organization at a bottleneck by making it more challenging for the school to move speedily to keep up with prudent management of school activities. From these mixed findings, it is evident that primary school head teachers adopt single-layer communication and alternatively with multi-layer. However, these approaches have not been so effective in the management of school operations. This implies that the management of schools and attendant policies are made nationally where education structures take their lead.

Both quantitative and qualitative findings are indicative of the fact that, due to the numerous levels of management, external information may have a hard time penetrating the various layers of management within the school placing the organization at a drawback making it very hard for it to keep up with prudent management of school activities.

4.6 Using Different Forms of Communication and Management Performance in Public Primary Schools

The study intended to define how forms of communication adopted by head teachers influence management performance in public primary schools. Descriptive data were collected from teachers and outcomes are displayed in Table 14.

Table 14: Teachers' Views on the Influence of Using Different Forms of Communication on Management performance in public primary schools

Summary of Test Items	SA	A	U	D	SD
	%	%	%	%	%
Written communication is commonly practiced in 58.8 primary schools		21.6	4.1	10.4	5.1

Verbal communication is commonly used by head teachers to communicate with staff and learners	61.6	17.7	3.9	10.5	6.3
Use of non-verbal communication has not effectively enhanced management performance in primary schools	59.9	19.8	2.5	12.2	5.6
My head teacher uses various forms of communication when addressing the staff and pupils in the school	73.3	15.4	3.6	5.2	2.5

Source: Field data (2019)

Table 14 discloses that 21.6% agreed and 58.8% strongly agreed with the opinion that written communication is commonly practiced in primary schools, 4.1% of the teachers were undecided, 10.4% disagreed while 5.1% strongly disagreed. The findings corresponded with the claims of Arnold (2009) that written communication is regularly put in use especially when physical interaction is not needed.

These outcomes uphold the findings of a study in the Netherlands where Lazega (2010) established that school guidelines, letters, manuals and notices work well for this passage. According to Lazega (2010), institutions that have successfully embraced these forms of communication have observed cases of enhanced managerial effectiveness. In a nutshell, these findings indicate that any information transferred through the written form is crucial for formal communications and delivering instructions and directives.

The study also revealed that 61.6% of the teachers strongly agreed with the opinion that verbal communication is commonly used by head teachers to communicate with staff and learners, as did 17.7% of the teachers. Nevertheless, 3.9% were undecided, 10.5% disagreed while 6.3% strongly disagreed. These outcomes lending credence to the results of a research carried out in Venezuela where Teddlie and Reynolds (2014) recognized that the success of spoken chats relies on the precision of speech, voice variation, pitch, volume, swiftness, gestures and facial expressions. Teddlie and Reynolds (2014), stated that head teachers favor using oral communication to pass institutional decisions since it

eases the process of transmission of views, remaining the most effective form of communication.

Similarly, 59.9% and 19.8% strongly agreed and agreed respectively that the use of nonverbal communication has not effectively enhanced management performance in primary schools. Nonetheless, 2.5% of the teachers were undecided, 12.2% disagreed while 5.6% strongly disagreed. These results also support the assertions of Teddlie and Reynolds (2014) that many managers embrace the use of nonverbal communication including facial expressions, eye contact, body pose, gestures such as a wave, pointed finger, tone of voice and touch amongst others.

These outcomes also concurred with the conclusions of research carried out in Kosovo where Weick (2015) recognized that use of facial expressions is the most commonly used non-verbal communication and is operative in passing organizational decisions. According to Weick (2015), a smile or a scowl conveys discrete emotions hard to express through uttered communication. These outcomes verify the statement that the way something is said, rather than what is said, is an essential element of communication. These findings further indicate that the capability of heads to partake a decent comprehension of the sorts and styles of communication can aid head teachers to handle staff in a better way, deal with misinterpretations and errors and influence the school's success.

In the same vein, 88.7% of the respondents agreed that communication is most effective when using varied forms of delivery rather than one form of communication when addressing the staff and pupils in schools while 3.6% of were undecided, 5.2% disagreed while 2.5% were in strong disagreement. These results uphold a study carried out by Teddlie and Reynolds (2014) in Venezuela in which most respondents agreed that the

best communicators use several forms of communication to deliver information; and they tend to be more receptive.

To substantiate the likelihood of any variance between forms of communication and management performance in public primary institutions, data were collected on the number of forms of communication often used by head teachers and the number of staff cases, status of decision making and flow of information in public primary schools. The outcomes are displayed in Table 15.

Table 15: Number of Forms of Communication, Status of Personnel Relationships, Decision Making and Flow of Information in Primary Schools

Number of Forms of Communication	Status of Personnel Relationships	of Decision Making	Flow of Information
1	1	1	1
2	1	1	3
2	1	1	3
2	1	2	3
3	2	2	3
3	2	2	4
3	3	3	4
3	4	4	4

Source: Field data (2019)

Table 15 indicates that forms of communication such as written, verbal or non-verbal used by head teachers affect management performance in primary schools. From these data, in primary schools where head teachers use more than one form of communication, the management of such school resources is prudent. In other words, primary schools where head teachers use more than one form of communication, the status of personnel relationships, decision making and flow of information is good. As indicated earlier, these results agree with the statements of Kamau and Kinyanjui

(2010) that forms of communication such as written, verbal and non-verbal have become very common in public primary schools and are indispensable tools for distribution of information with school staff. These results were subjected to inferential analysis and outcomes presented in Table 16.

Table 16: Difference Between Number of Forms of Communication, Status of Personnel Relations, Decision Making and Flow of Information – Inferential Analysis

	Sum of Squares	df	Mean Square	F	Sig
No. of Forms of Communication	29.333	7	4.190		
Status of Personnel Relations	9.667	5	1.933	10.150	.000
Decision Making	6.667	35	.190		
Flow of Information	16.333	40	.408		
Total	45.667	47	.972		

Grand Mean = 2.4167

Source: SPSS Generated (2019)

Table 16, indicates that the processed data generated a significance level of 0.000 which hence the data is suitable for concluding the value of significance (p-value) is less than 5%. The results were statistically significant with a significant difference between means of the total forms of communication, the status of staff relations, decision making and flow of information. They further uphold that the ability of head teachers to have a decent comprehension of the various communication forms can help them discern and deal with persons better, deal with misconstructions and discomfort, and influence the achievement of the school.

The researcher also conducted interviews among other head teachers and support staff on different forms of written communication. Head teachers were in favor that they adopt varied forms of written communication such as letters, placards, memos and circulars among others in their daily administrative activities. Head teacher, H5, indicated:

“In my primary school, I usually use several forms of written communication including; letters, memos, posters and circulars. No one can use exclusively one form of written communication”

These views were supported by the school support staff and the members of the school BOM who also indicated that head teachers adopt at least more than one form of written communication. To them, this has improved management performance in primary schools. These views support those of Arnold (2009) that written communication is often utilized when the dispatch doesn't necessitate physical dealings that need to be relayed. These views further corroborate the findings of Lazega (2010) that school policies, letters, memos, manuals, notices and announcements are all messages that are efficient for this conduit. Written communication can be referred later in case clarity is needed since it is easy to preserve as a permanent and accurate record.

As indicated earlier, these assessments further uphold the fact that the use of pen, paper, letters, e-mails, SMS and anything else transmitted through written symbols are vital for formal school communications and giving directives. On oral and non-verbal forms of communication, interviewees were in favor of the opinion that they are commonly used by head teachers to communicate with staff and learners. Further agreeing with Teddlie and Reynolds (2014) that the efficacy of vocal conversation is dependent on speech clarity, voice inflection, pitch, volume, speed, and even gestures.

They further stated that management opted to apply various communication styles to pass decisions since it eases the method of passing on thoughts remaining the most fruitful communication form. According to Teddlie and Reynolds (2014), head teachers also adopted the use of signals including facial expressions, eye contact, body posture, wave, pointed finger, tone of voice and touch amongst others. Hence, these observations indicate that the knack of heads to have a good comprehension of the various communication types and styles that can aid head teachers handle staff in better, address mix-ups, misunderstandings while contributing to successful management of the administrative activities. In summary, both quantitative and qualitative findings affirm the fact that head teachers adopt different forms of communication. These include written, verbal (oral) on non-verbal while undertaking their daily management tasks. Many times, the communicator is forced to use all the three forms of communication for better clarity and understanding.

From these mixed findings, different forms of written communication are often used by primary school heads to communicate with staff and pupils. This indicates that the use of pen, paper, documents, electronic messages, SMS and anything else transmitted through transcribed symbols are vital for formal school communications and giving directives. From the mixed findings, verbal and non-verbal forms of communication are also common among school heads, though their effectiveness in the management performance in primary schools remains a challenge.

4.7 Communication Feedback Practices and Management Performance in Public Primary Schools

The study intended to establish how communication feedback practices adopted by head teachers influence management performance in public primary schools. Descriptive data were collected from teachers and outcomes presented in Table 17.

Table 17: Views of Teachers on the Influence of Communication Feedback Practices on Management performance in public primary schools

Summary of Test Items	SA %	A %	U %	D %	SD %
Immediate feedback during communication is commonly practiced.	68.1	14.8	3.7	8.4	5.0
Head teachers rarely provide long-term feedback affecting management performance in primary schools	59.6	19.2	4.1	10.9	6.2
Head teachers rarely provide long-term feedback influencing the meeting of deadlines and use of school resources	61.3	15.8	5.5	9.7	7.7

Source: Field data (2019)

Table 17 divulges that 68.1% of the teachers strongly agreed and 14.8% agreed with the view that immediate feedback during communication is commonly practiced as a way of improving management performance in primary schools. 8.4% disagreed whereas 5.0% strongly disagreed with only a small proportion of 3.7% been undecided. These outcomes are in agreement with Adcroft (2011) in a study carried out in Colombia in which established that, in communication, criticism can be reflected as beneficial in the learning process if conveyed instantly and sensitively. This indicates that the effectiveness of any communication processes in primary schools depends on the immediacy of its feedback.

A fair majority (59.6%) were in strong agreement that head teachers rarely provide long-term feedback which has affected management performance in primary schools as did 19.2% of the teachers. 4.1% were undecided, while 10.9% and 6.2% disagreed and 6.2% strongly disagreed respectively.

Similarly, 61.3% of the teachers strongly agreed while 15.8% agreed that head teachers rarely provide long-term feedback which has influenced the meeting of deadlines and the use of school resources. However, 5.5% of the teachers were undecided, 9.72% disagreed whereas 7.7% strongly disagreed. These lend confidence to the conclusions of research carried out in Kiambu County in which Nafula et al (2010) established that long-term and disjointed feedback with strict bureaucratic tendencies, there are high instances of disjointed feedback which has had implications on the management of such primary institutions. These attest to the point that, for a perfect outcome, the parties to feedback should team up to attain a superior output for the school managers and staff. In other words, to enhance the quality of school management, qualitative and measurable tactics have been utilized in getting feedback from the staff, learners, school managers and other education stakeholders.

To substantiate the chance of any variance between communication feedback and management performance in public primary schools, data was gathered on the number of communication feedback often used by head teachers and the number of staff cases, status of decision making and flow of information in public primary schools. The outcomes are presented in Table 18.

Table 18: Number of Communication Feedback Used, Status of Personnel

Relationship, Decision making and Flow of Information in Primary Schools				
Number of Communication Feedback	Status Personnel Relationship	of Decision Making	Flow of Information	of
1	1	1	1	
1	1	1	3	
1	1	1	3	
2	1	2	3	
2	2	2	3	

2	2	2	4
2	3	3	4
2	4	4	4

Source: Field data (2019)

Table 18 indicates that communication feedback such as immediate or long-term use by head teachers affects management performance in primary schools. From these data, in primary schools where head teachers use more than one communication feedback, the management of such school resources is prudent. In other words, primary schools where head teachers use more than one communication feedback, the status of personnel relations, decision making and flow of information is good. These results further verify the findings of Nafula et al (2010) that long-term and disjointed feedback with strict bureaucratic tendencies, there are high instances of disjointed feedback which has had implications on the management of such primary schools. These results were subjected to inferential analysis and results are presented in Table 19.

Table 19: Difference Between Number of Communication Feedback, Status of Personnel Relationship, Decision making and Flow of Information – Inferential Analysis

	Sum of Squares	df	Mean Square	F	Sig
No. of Communication Feedback	26.583	7	3.798		
Status of Decision making	13.917	5	2.783	13.135	.000
Personnel Flow of Information	7.417	35	.212		
Relationship Total	21.333	40	.533		
Total	47.917	47	1.020		

Grand Mean = 2.2917

Source: SPSS Generated (2019)

The processed data significance level was 0.000 indicative of an ideal data set for making a deduction on the population's parameter as the value of significance (p-value of 0.000) is less than 5%; statistically significant and that there is a significant difference between means of the number of communication feedback, the status of personnel relationship, decision making and flow of information.

The outcomes agree to the fact that communication feedback is key to management performance in primary schools and adopting different forms of communication feedback helps schools achieve a better output for the school managers and staff. In other words, to advance the excellence of school management, qualitative and quantitative methods have been utilized to get criticism from staff, learners, school managers and other education stakeholders. Head teachers, in the interviews, favored that they often expect immediate feedback during communication and has been a common practice to improve management performance in primary institutions. Head teacher, H6, noted:

“In my primary school, I often prefer providing or getting immediate feedback from my recipients since some information requires immediate response”

Related assessments were stated by the school support staff who noted that their head teacher usually expects immediate feedback. These views further credence the views of Adcroft (2011) who established that, in communication, criticism can be treated as productive in the learning process if it is given soonest and tenderly. This indicates that the effectiveness of any communication processes in primary schools depends on the immediacy of its feedback. On the question of long-term feedback, the interviewees concurred with the teachers that head teachers rarely provide long-term feedback. Head teacher, H7, indicated:

“In my primary school, I do not provide or expect long-term feedback since it delays decision making and other school operations”

These views further support the viewpoints held by Nafula et al (2010) that long-term and disjointed feedback with strict bureaucratic tendencies, there are high instances of disjointed feedback that has had implications on the management of such primary schools. Hence, as noted in quantitative findings, these views further indicate that head teachers, the sender and recipient of criticism should cooperate as a group and thus help to accomplish a superior output for the school managers and staff. In other words, to advance the quality of school management, qualitative and quantitative tactics have been used to obtain criticism from the education stakeholders. From these mixed findings, head teachers usually adopt immediate feedback strategy which has become a common practice as a way of refining management performance in primary schools.

In other words, the effectiveness of any communication processes in primary schools depends on the immediacy of its feedback. From quantitative and qualitative findings, long-term feedback is rarely practiced by primary school head teachers in their management activities. This is attributed to the fact that long-term and disjointed feedback with strict bureaucratic tendencies, there are high instances of disjointed feedback which has had implications on the management of such primary schools.

4.8 Discussion of Research Findings

In this section, the study presents discussions of research findings based on specific study objectives to address the research gaps.

4.8.1 Head teachers’ Communication Planning and Management Performance in Primary schools

The data make it abundantly clear that the communication planning practices of head teachers, as well as procedures such as the identification of sources and receivers of

information during communication and a set of material to be transmitted, are seldom used, despite the fact that head teachers have denied that these practices are routinely used. In spite of this reality, communication planning is essential (Kindiki and Stewart, 2011). Once the school heads have clarified the school's intentions and obtained a full comprehension of the people who are intended to receive the messages, they need to work out the messages that are necessary to meet their goals, as well as the timing and the method by which such messages will be transmitted.

To put it another way, the first thing that has to be done in order to define the school head's communication strategy is to determine the kind of communication that his or her target audience need from the project in order to be able to make sound choices. This ties in with Anderson's communication theory from 1996, which asserts that communication is the process by which information is sent from a sender to a receiver, who then interprets the information and acts in accordance with that interpretation. Not just with the teaching staff, but also with the non-teaching education stakeholders who are directly or indirectly engaged in the operation of their schools, head teachers are required to maintain open lines of communication.

These results also suggest that an essential component of any communication planning process is the act of determining or creating the content or message that will be sent to any receiver. According to Okoth and Anderson (2010), this implies that ranking the communication needs helps schools identify necessary time allotments to these activities in overall organizational planning and helps schools keep up with an ever-changing landscape. This is supported by the fact that ranking the communication requirements helps schools identify required time allotments to these tasks. It is important that the goals of communication indicate the anticipated consequences for the audience, such as improved awareness or a certain particular action. Consequently, the success of prudent

management in elementary schools is influenced by several components of communication strategies.

4.8.2 Bureaucratic Communication Practices and Management Performance in Public Primary Schools

According to Kuo's (2009) school management theory, head teachers need to have an understanding of how to arrange school management resources and effectively communicate the same to teachers, learners, and other educational stakeholders both inside and outside of schools. From these study findings, primary school head teachers adopt single-layer communication and alternatively with multi-layer. However, these approaches have not been so effective in the management of school operations. This implies that the management of schools and attendant policies are made nationally and it is here that utmost education structures take their lead (Karimi,2013).

Both quantitative and qualitative results are suggestive of the fact that, due to the several levels of administration, external information may have a hard time penetrating the layers within the organization and such a condition places the organization at a disadvantage by making it hard for the institution to keep up with prudent management of school activities. These findings corroborate the findings carried out by Fletcher (2011), which recognized that the channels of reporting include a chain of command which might make staff 'cocoon' in their sections with no dealings and connections with colleagues in other areas.

4.8.3 Using Different Forms of Communication and Management Performance in Public Primary Schools

Head teachers, from the findings, adopt different forms of communication including written, verbal (oral) or non-verbal while undertaking their daily management tasks consistent with the assertions of Teddlie and Reynolds (2014). The findings show that

varied forms of written communication are often used by primary school heads to communicate with staff and pupils. This notably agrees with Kamau and Kinyanjui (2010) that head teachers' comprehension of various types and styles of correspondence aids them understand and deal with persons better, address misinterpretation and misunderstanding hence influence the institution's accomplishment.

This indicates that the use of pen, paper, documents, electronic messages, SMS and anything else conveyed through written symbols are crucial for formal school communications and giving directives a finding shared by Obu, 2011. In his study findings, Obu (2011) noted that, although these structural types may or may not assimilate with other conduits, serving the purpose for emergency messages. From the study findings, verbal and non-verbal forms of communication are also common among school heads, though their effectiveness in the management performance in primary schools remains a challenge.

4.8.4 Communication Feedback Practices and Management Performance in Public Primary Schools

Head teachers usually adopt immediate feedback strategy which has become a common practice as a way of enhancing management performance in primary schools consistent with Adcroft (2011) who showed that criticism can be deemed beneficial in the learning process if immediately soonest and sensitively. Adcroft (2011) noted that school bureaucracy has been confronted with instances of disjointed feedback. That is, despite the agreement that feedback is a significant part of better-quality learning experiences, the accessible works on feedback has shown a rise in records of reports of disapproval both from pupils' as well as school managers' and instructors' aspects. In other words, the effectiveness of any communication processes in primary schools depends on the immediacy of its feedback.

From quantitative and qualitative findings, long-term feedback is rarely practiced by primary school head teachers in their management activities in agreement with the statements of Mwaniki (2013) that feedback is the most powerful but cheapest, yet, greatly ignored management tool at the disposal of school managers. Mwaniki (2013) also indicated that feedback is influential as it aids most school managers to get on track and aids as a monitor to assist people to understand how they and others recognize their performance. These findings further lend credence to Anderson's communication theory (1996 cited by Robles & Rich, 2021) who assert that for communication to be deemed effective, recipients must decode the information and act accordingly.

This is attributed to the fact that long-term and disjointed feedback with strict bureaucratic tendencies, there are high instances of disjointed feedback which has had implications on the management of such primary schools. These outcomes further uphold the statements of Nafula et al (2010) that in primary schools with strict bureaucratic tendencies, there are high instances of disjointed feedback which has had implications on the management of such primary schools. From study findings, head teachers, as senders and staff, as recipients of feedback ought to work in a team to achieve enhanced productivity for the school managers and staff.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter details a brief of research findings, conclusions, recommendations and suggestions for further research as evaluated under the research objectives.

5.1 Summary of Research Findings

This provides a thorough brief of the research conclusions based on the study objectives inclusive; assessing the influence of head teachers' planning, bureaucratic communication practices, using different forms and communication feedback practices on management performance in public primary schools.

5.1.1 Head teachers' Communication Planning and Management Performance in Primary Schools

The study found that most head teachers don't plan their communication in advance by deciding who will get the information, what information will be shared, and when it will be shared. Most of the teachers, 71.1%, strongly agreed that head teachers sometimes send information to the wrong people when communicating, and 80% agreed that head teachers usually set up meetings without telling anyone in advance. This means that communication planning is very important. Once the school leaders have explained the school's goals and figured out who they are talking to, they need to plan the messages they need to send, when they need to send them, and how they will give them.

More than 80% of the people who answered the survey said that head teachers do send the wrong information to staff. This shows that setting or creating the content or message to be sent to any receiver is an important part of any communication planning process. Most of the people who answered (93%) thought that head teachers usually tell staff about things without taking their schedules into account. This means that sorting the communication needs helps schools figure out how much time they need to set aside for general group planning. Communication goals should say what you want the audience to do, like become more aware of something or act in a certain way. So, the success of wise management in primary schools is affected by different parts of communication plans.

5.1.2 Bureaucratic Communication Practices and Management Performance in Public Primary Schools

The study established that head teachers adopt single-layer communication and alternatively with multi-layer. A large number (71%) of the teachers indicated that head teachers usually send information directly to recipients while 83% upheld that they rarely send information to recipients through different departments. The head teachers admitted that they rarely use multi-layer communication as it is time-consuming which delay decision making and leads to distortion of information by the time it reaches the recipient. However, these views were not supported by the school support staff and members of school BOM who noted that sometimes a multi-layer communication approach is adopted in their school.

However, these approaches have not been so effective in the management of school operations. This implies that the management of schools and attendant policies are made at the nationwide level subsequently, where most education structures sprout. These findings are indicative of the fact that, due to the numerous layers of management, external correspondence may have experienced great difficulty in going through the

numerous internal management layers; placing the institution at a handicap in keeping astride with prudent management of school activities.

5.1.3 Using Different Forms of Communication and Management Performance in Public Primary Schools

The study established that head teachers adopt different forms of communication including written, verbal (oral), and non-verbal while undertaking their daily management tasks. Majority of the teachers (80.4%) agreed with the opinion that written communication is commonly practiced in primary schools while 83% supported the notion that verbal communication is commonly used by head teachers to communicate with staff and learner. 59.9% and 19.8% strongly agreed and agreed respectively that the use of non-verbal communication has not effectively enhanced management performance in primary schools.

Use of varied forms of delivery were preferred, 88.7% rather than one form of communication. Head teachers were in favor that they adopt varied forms of written communication such as letters, placards, memos and circulars among others in their daily administrative activities – views that were supported by the school support staff and the members of the school BOM. From these study findings, different forms of written communiqué are often used by primary school heads to communicate with staff and pupils. From the study findings, verbal and non-verbal forms of communication are also common among school heads, though their effectiveness in the management performance in primary schools remains a challenge.

5.1.4 Communication Feedback Practices and Management Performance in Public Primary Schools

The study established that head teachers usually adopt immediate feedback strategy which has become a common practice as a way of improving management performance

in primary schools. More than 80% of the teachers agreed that immediate feedback is commonly practiced during communication while a fair majority (59.6%) were in strong agreement that head teachers rarely provide long-term feedback affecting management performance in primary schools. A fair percentage 61.3% of the teachers strongly agreed while 15.8% agreed that head teachers rarely provide long-term feedback which has adversely influenced the meeting of deadlines and the use of school resources.

This implies that feedback can be beneficial in the learning process if it is timely delivered and in a humane manner. In other words, the effectiveness of any communication processes in primary schools depends on the immediacy of its feedback. From findings, long-term feedback is rarely practiced by primary school head teachers in their management activities. This is attributed to the fact that long-term and disjointed feedback with strict bureaucratic tendencies, there are high instances of disjointed feedback which has had implications on the management of such primary schools.

5.2 Conclusions

In light of the data presented above, it is clear that the communication planning practices of head teachers, as well as practices such as the identification of sources and receivers of information during communication and the set of material to be conveyed, are seldom put into reality. It is important that the goals of communication indicate the anticipated consequences for the audience, such as improved awareness or a certain particular action. Consequently, the success of prudent management in elementary schools is influenced by several components of communication strategies.

It is also evident that head teachers adopt single-layer communication and alternatively with multi-layer. However, these approaches have not been so effective in the management of school operations. These findings are suggestive of the point that, due to the numerous managerial layers, external information would have great difficulty in penetrating the many layers within the institution placing the school at a drawback in keeping up-to-date with prudent management of school activities. It is also evident that head teachers adopt varied forms of communication including written, verbal (oral) or non-verbal while undertaking their daily management tasks.

From these study findings, various forms of written communiqué are often used by primary school heads to communicate with staff and pupils. Hence, verbal and nonverbal forms of communication are also common among school heads, though their effectiveness in the management performance in primary schools remains a challenge. It is also evident that head teachers usually adopt immediate feedback strategy which has become a common practice as a way of enhancing management performance in primary schools. It is also clear that long-term feedback is rarely practiced by primary school head teachers in their management activities. Thus, head teachers, as senders and staff, as recipients of feedback need to be in harmony to better help in the achievement for the school managers and staff.

5.3 Recommendations for Practice

The study makes the following recommendations:

- i. When it comes to communication planning and management success in primary schools, the study suggests that school heads make sure to plan the content of the message to be sent and the specific people who will receive it in a clear and objective way. This could help staff and school managers escape misunderstanding and fights that don't need to happen.

- ii. The study says that when it comes to bureaucratic communication practices and management performance in primary schools, school heads should use layers of communication that are efficient and give objective feedback, with few or no changes to the original version of the information being communicated, to make sure that information flows smoothly.
- iii. The study says that heads of primary schools should use different kinds of contact depending on the situation so that they don't have to deal with interruptions. For example, head teachers use verbal in school gatherings; in classes, both verbal and written are very useful; and in staff meetings, written, verbal, and non-verbal all work.
- iv. When it comes to communication feedback practices and how well management works in primary institutions, the study says that institution heads should use a feedback system that makes sure schools are run efficiently and wisely.

5.4 Recommendations for Further Research

- i. Further study may be carried out to assess the extent to which head teachers' training on communication approaches influence management performance in primary schools.
- ii. There should be deeper studies to establish the influence of head teachers' communication experience on management performance in primary schools.

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APPENDICES

Appendix I: Letter of Introduction

October 2018

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a student pursuing a course in Master of Education in Administration, Leadership and Management at Mount Kenya University. My research topic is **The Influence of Head Teachers' Communication Practices on Public Primary Schools' Management Performance in Thika West Sub-county, Kiambu County, Kenya.**

Your school has subsequently nominated to contribute to the study. This information will be purely for educational purpose and your identity will remain confidential in the report. Upon request, the findings of the study shall be availed to you.

Your support and assistance will be greatly esteemed.

Thank you in advance.

Yours faithfully,

Margaret Wairimu Mbirua

The researcher is a scholar pursuing a degree course in Master of Education in Administration, Leadership and Management at Mount Kenya University Researching **the Influence of Head Teachers' Communication Practices on Public Primary Schools' Management Performance in in Thika West Sub-county, Kiambu County, Kenya.**

Section A: General Information

Kindly select beside your most applicable answer.

1. Gender: Male Female
2. Highest educational level
 Primary education Secondary education Craft certificate
 Diploma Bachelors' Degrees Postgraduate

Section B: Ratings of the Status of Management Performance in Public Primary Schools

1. How do you rate the status of management of your primary school in terms of the following indicators?

Key: **VG** – Very Good **G** – Good **N** – Neutral **F** – Fair **BA** – Below Average

Test Items	VG	G	N	F	BA
	5	4	3	2	1
Personnel relationships					
Decision making					
Flow of information					

Section C: Communication Planning and Management Performance in Primary Schools

1. How often does your head teacher undertake communication planning in your primary school?

Very Often (5) []

Often (4) []

Sometimes (3) []

Rarely (2) []

Never (1) []

2. Please, tick factors usually considered when planning for school communication

Sending information to right recipients []

Organizing meetings with prior notice []

Setting communication content []

Others (Specify).....

3. How far do you concur with the following on the influence of communication planning on the management of your primary school?

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

Test Items	SA	A	U	D	SD
	5	4	3	2	1
My head teacher sometimes send information to wrong recipients during communication					
In my school, head teacher rarely organize meetings with prior notice and has not improved school management					
Staff in my school usually receive information from head teachers without taking into consideration their schedule					

In my school, sometimes head teachers send wrong content to staff and have negatively affected management					
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Section D: Bureaucratic Communication Practices and Management

Performance in Primary Schools

1. How many layers of communication are often adopted in primary school?

1 []

2 []

3 []

4 []

2. What level are you in agreement with the following accounts on the influence of communication bureaucracy on management?

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

Test Items	SA	A	U	D	SD
	5	4	3	2	1
My head teacher usually sends information directly to recipients					
In my primary school, head teacher rarely send information to recipients through different departments					
In my primary school, head teacher usually sends information to staff either directly or through different channels as a way of increasing efficiency in management					

**Section E: Using Different Forms of Communication and Management Performance
in Primary Schools**

1. How many forms of communication are frequently used in your primary school?

1 []

2 []

3 []

2. Rate your agreement to the statements on the influence of using different forms of communication and management of your school?

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly

Disagree

Test Items	SA	A	U	D	SD
	5	4	3	2	1
Written communication is commonly practiced in my primary school, though has not been effective for the management					
Verbal communication is commonly used by my head teacher to communicate but has not been effective for school management					
Use of non-verbal communication has not effectively enhanced the management of my primary school					
My head teacher uses various forms of communication when addressing the staff and pupils in the school.					

Section F: Communication Feedback Practices and Management Performance in

Primary Schools

1. How many types of communication feedback are usually adopted in your primary school?

1 []

2 []

2. To what level do you concur with the statements below on the influence of communication feedback practices on management?

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

Test Items	SA	A	U	D	SD
	5	4	3	2	1
Immediate feedback during communication is commonly practiced in my school					
My head teacher provides long-term feedback which has not been effective in school management					
My head teacher provides long-term feedback which has not been effective in meeting deadlines and making on-time decisions.					

Thank you, Margaret Wairimu Mbirua

Appendix IV: Interview Guide for Head teachers

Dear participant,

The researcher is a scholar pursuing a degree course in Master of Education in Administration, Leadership and Management at Mount Kenya University Researching **the Influence of Head Teachers’ Communication Practices on Public Primary Schools’ Management Performance in in Thika West Sub-county, Kiambu County, Kenya.**

Section A: Demographic Information

1. Gender: Male Female
2. Highest educational level
 Primary education Secondary education Craft certificate
 Diploma Bachelors’ Degrees Postgraduate

Section B: Rate the Status of Management Performance in Public Primary Schools

1. Rate the status of management of your primary school in terms of the following indicators.

Key: **VG** – Very Good **G** – Good **N** – Neutral **F** – Fair **BA** – Below Average

Test Items	VG	G	N	F	BA
	5	4	3	2	1
Personnel relationships					
Decision making					
Flow of information					

Section C: Communication Planning and Management Performance in Primary Schools

1. How often do you undertake communication planning in your school?

2. Which factors do you always consider when planning for communication?
3. What is the influence of communication planning on management?

Section D: Bureaucratic Communication Practices and Management Performance in Primary Schools

1. How many layers of communication do you usually apply to your primary school?
2. How does communication bureaucracy influence management?

Section E: Using Different Forms of Communication and Management Performance in Primary Schools

1. How many forms of communication do you adopt in your primary school?
2. Which forms of communication do you always use in school?
3. What is the influence of different forms of communication on management?

Section F: Communication Feedback Practices and Management Performance in Primary Schools

1. How many types of communication feedback do you provide or expect from staff in your primary school?
2. Which kind of feedback do you always expect after any communication?
3. How does communication feedback influence your ability to manage your school?

Thank you,

Margaret Wairimu Mbirua

Appendix V: Interview Guide for Support Staff and Members of School BOM

Dear participant,

The researcher is a scholar pursuing a degree course in Master of Education in Administration, Leadership and Management at Mount Kenya University Researching

the Influence of Head Teachers’ Communication Practices on Public Primary Schools’ Management Performance in Thika West Sub-county, Kiambu County, Kenya.

Section A: Demographic Information

1. Gender: Male Female
2. Highest educational level
 Primary education Secondary education Craft certificate
 Diploma Bachelors’ Degrees Postgraduate

Section B: Rate the Status of Management Performance in Public Primary Schools

1. Rate the status of management of your primary school in terms of the following indicators.

Key: **VG** – Very Good **G** – Good **N** – Neutral **F** – Fair **BA** – Below Average

Test Items	VG	G	N	F	BA
	5	4	3	2	1
Personnel relationships					
Decision making					
Flow of information					

Section C: Communication Planning and Management Performance in Primary Schools

1. How often does your head teacher undertake communication planning in your primary school?

2. Which factors does your head teacher always consider when planning for communication?
3. What is the influence of communication planning on the management of your school?

Section D: Bureaucratic Communication Practices and Management Performance in Primary Schools

1. How many layers of communication does your head teacher usually apply in your primary school?
2. How does communication bureaucracy influence management?

Section E: Using Different Forms of Communication and Management Performance in Primary Schools

1. How many forms of communication does your head teacher adopt in your primary school?
2. Which forms of communication does your head teacher use in the school?
3. What is the influence of different forms of communication on management?

Section F: Communication Feedback Practices and Management Performance in Primary Schools

1. How many types of communication feedback does your head teacher provide or expect from you?
4. Which kind of feedback does your head teacher expect after any communication?
5. How does communication feedback influence your ability to manage the school?

Appendix VI: Certificate of Ethical Clearance from Mount Kenya University



NOVEMBER 28, 2018

Ref. No. MKU/ERC/1088

CERTIFICATE OF ETHICAL CLEARANCE

This is to certify that the proposal titled “AN INVESTIGATION OF INFLUENCE OF COMMUNICATION DYNAMICS ON MANAGEMENT OF PUBLIC PRIMARY SCHOOLS IN THIKA WEST SUB-COUNTY, KIAMBU COUNTY, KENYA” Whose Principal Investigator is Ms Margaret Wairimu Mbirua (MED/45096/2016) has been reviewed by Mount Kenya University Ethics Review Committee (ERC), and found to adequately address all ethical concerns.

Dr. Francis W. Makokha
Secretary, Mount Kenya University ERC

Sign:  Date: 28.11.2018

Prof. Francis W. Muregi
Chairman, Mount Kenya University ERC

Sign:  Date: 28/11/2018

~~The Chairman~~
Mount Kenya University
Ethics Review Committee
P.O. Box 342-01000 Thika

**Appendix VII: Letter of Introduction from the School of Postgraduate Studies of
Mount Kenya University**



SCHOOL OF POSTGRADUATE STUDIES

MED/45096/2016

29th November, 2018

*The Director, Research Coordination Division
National Commission for Science, Technology & Innovation
Utalii House, 8th & 9th Floor
P.O Box 30623- 00100
NAIROBI*

Dear Sir/Madam,

RE: MARGARET WAIRIMU MBIRUA - REGISTRATION NO. MED/45096/2016

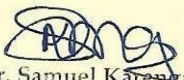
The purpose of this letter is to introduce the above named student who is pursuing Master of Education in the Department of Educational Management & Curriculum Studies in the School of Education.

The title of her research is "*An Investigation of Influence of Communication Dynamics on Management of Public Primary Schools in Thika West Sub-County, Kiambu County, Kenya.*"

She has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for her research between November, 2018 and January, 2019.

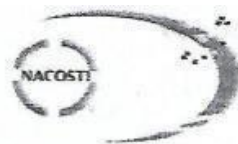
Any assistance accorded to her will be highly appreciated.

Thank you.


Dr. Samuel Karenga, Ph.D
Dean, School of Postgraduate Studies
Enc.

Mount Kenya University
Dean, School of Postgraduate Studies
P. O. Box 342 - 01000

**Appendix VIII: Authorization Letter from National Commission for Science,
Technology and Innovation, NACOSTI**



75

**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No **NACOSTI/P/18/59369/27275**

Date: **12th December, 2018**

Margaret Wairimu Mbirua
Mount Kenya University
P.O. Box 342-01000
THIKA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*An investigation of influence of communication dynamics on management of public primary schools in Thika West Sub-County, Kiambu County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **12th December, 2019.**

You are advised to report to the **County Commissioner and the County Director of Education, Kiambu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO
Copy to:



The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.

Appendix IX: Research Permit from NACOSTI

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and Innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation
RESEARCH LICENSE

Serial No.A 22386

CONDITIONS: see back page

THIS IS TO CERTIFY THAT
MS. MARGARET WAIRIMU MBIRUA
of MOUNT KENYA UNIVERSITY, 0-1002
THIKA, has been permitted to conduct
research in Kiambu County

Permit No : NACOSTI/P/18/59369/27275

Date Of Issue : 12th December, 2018

Fee Received :Ksh 1000

on the topic: AN INVESTIGATION OF
INFLUENCE OF COMMUNICATION
DYNAMICS ON MANAGEMENT OF PUBLIC
PRIMARY SCHOOLS IN THIKA WEST
SUB-COUNTY, KIAMBU COUNTY, KENYA

for the period ending:
12th December, 2019



Mbina
.....
Applicant's
Signature

Galena
.....
Director General
National Commission for Science,
Technology & Innovation

Appendix X: Research Authorization Letter from County Commissioner, Kiambu



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT
COUNTY COMMISSIONER, KIAMBU

Telephone: 066-2022709
Fax: 066-2022644
E-mail: countycommkiambu@yahoo.com
When replying please quote

County Commissioner
Kiambu County
P.O. Box 32-00900
KIAMBU

Ref.No:ED.12 (A) /1/VOL.II/76

Date: 14th January, 2019

Margret Wairimu Mbirua
Mount Kenya University
P.O.Box 342- 00100
THIKA

RE: RESEARCH AUTHORIZATION

Reference is made to National Commission for Science, Technology and Innovation letter Ref No. NACOSTI/P/18/59369/27257 dated 12th December, 2018.

You have been authorized to conduct research on *"an investigation of influence of communication dynamics on management of public schools in Thika West Sub-County, Kiambu County, Kenya."* The research will be carried out in *Kiambu County* for a period ending 12th December, 2019.

You are requested to share your findings with the County Education Office upon completion of your research.

Festus Kimeu
For: County Commissioner
KIAMBU COUNTY

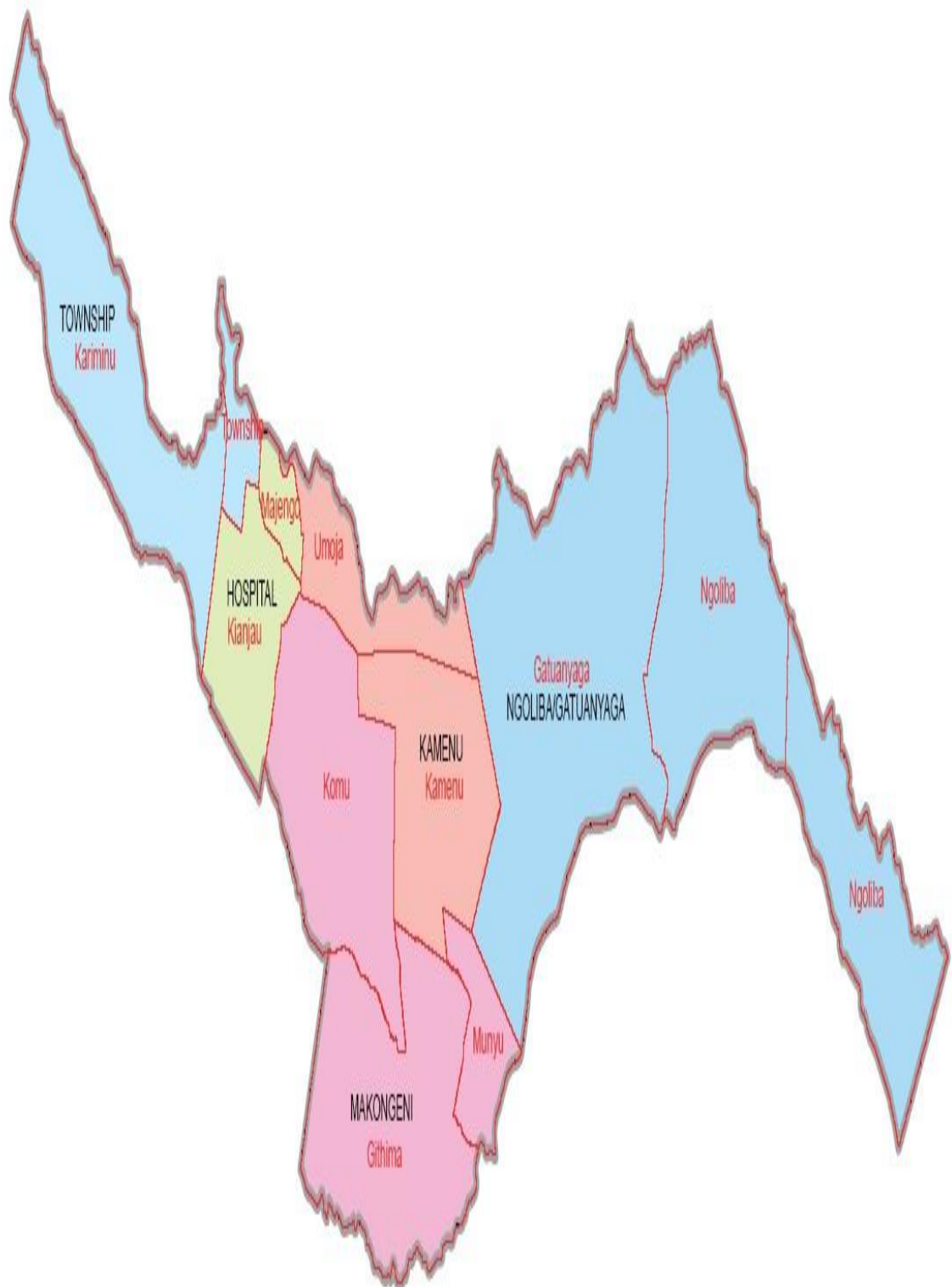
Cc ✓ County Director of Education
KIAMBU COUNTY

National Commission for Science, Technology and Innovation
P.O. Box 30623-00100
NAIROBI

Deputy County Commissioner
THIKA WEST SUB-COUNTY

"Our Youth our Future. Join us for a Drug and Substance free County".

Appendix XI: The Map of Thika Town Constituency



Source: Independent Electoral and Boundaries Commission (2012)

Appendix XII: Similarity Index Report

THE INFLUENCE OF HEAD
TEACHERS' COMMUNICATION
PRACTICES ON SCHOOL
MANAGEMENT PERFORMANCE
IN PUBLIC PRIMARY SCHOOLS
IN THIKA WEST SUB-COUNTY,
KIAMBU COUNTY, KENYA

by Margaret Wairimu Mbirua

Submission date: 29-May-2023 12:09PM (UTC+0300)

Submission ID: 2104450276

File name: Margaret_Mbirua_Thesis_26th_May_2023.docx (1.28M)

Word count: 30485

Character count: 172166

THE INFLUENCE OF HEAD TEACHERS' COMMUNICATION PRACTICES ON SCHOOL MANAGEMENT PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN THIKA WEST SUB-COUNTY, KIAMBU COUNTY, KENYA

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