WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

FACTORS AFFECTING EFFECTIVE COMMUNICATION BETWEEN THE PRINCIPALS AND TEACHERS IN SECONDARY AND PREPARATORY SCHOOL OF TEPPI TOWN

A SENIOR ESSAY SUBMITTED TO WOLKITE UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT FOR THE PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS IN EDUCATIONAL PLANNING AND MANAGEMENT

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Abstract

The main purpose of the study was to assess the major forms factors affect effective communication between principals and teachers at secondary and preparatory school of Teppi town. Here, the method of investigation of the study was as follow: the study was used the simple random sampling method to select 71 teachers respondents and a valuable sampling technique to select 9 leaders and 1 CRC supervisor and finally a total of 81 respondents. The data were gathered through two different sets questionnaires, and interviews; the techniques of data collection are researcher by itself and the data obtained from respondents were analyzed quantitatively and qualitatively by using table in percentage. Consequently, the main analyzed and interpreted findings was summarized as follow: the forms of communication factor those leaders to sharing simple information with teachers and the leaders ability to receive and give information on effective communication and experiences of leaders and teachers affects the school activities; the answers that couldn't be provided for the questions of teachers on time affects the relationship between them; despite the effect. The results of the analysis of data were concluded as the face to-face factor those leaders to sharing simple information with teachers hinders the effective task accomplishment and the leader's ability to receive and give information on effective communication factor those leaders to sharing simple information with teachers in school and to increases the leader's ability to receive and give information on effective leadership and experiences of leaders and teachers on the job training should be design by the Woreda Educational office for leaders and teacher of the school in order to create integrated and effective working environment, for answers that couldn't be provided for the questions of teachers on time from leaders it overcome by leaders of the schools in collaboration with different stakeholders should be given immediate response for the teacher's questions, to reduce problems of the misunderstanding information transmitted among teachers, from leaders to teacher and from teachers to leaders, the leaders of the school must be developing strategies of overcoming from the school community and leaders should have to give due attentions for their disturbance and control them so as to make easy the effectiveness of the task accomplishment, the leaders an. Finally, to get over for the problems of exchanging autocratic information transfer open, clear and democratic communication styles experience should be

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develop in the school environment.

Acknowledgements

My deepest gratitude's goes to my advisor assistant professor Habte Neri for his continuous advice and guidance starting form proposal writing to the completion of the research work. Since without his encouragement, suggestion, guidance and professional expertise, the completion of this work would not possible.

I would like to extend my gratitude to all tepi cluster resource center teachers, principals and supervisor who support in providing me with relevant and necessary information

Secondly, I would like to pronounce deepest thank to my families for their constant and concerned efforts and support financially and morally to complete this research successfully.

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ABBREVIATION

MOE =Ministry of Education

CRC = Cluster Resource Center

ICDR = Institute for Curriculum Development and Research

Edn = Edition

App-1 = Appendex-1

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CHAPTER ONE

1. INTRODUCTION

1.1. Back Ground of the Study

Communication is a process of passing information from one person to another which includes transmitting and receiving information to create mutual understanding. Pointed out the importance of communication say, “It serves as lubricant fostering the smooth operation of the management process.” It is the communication that can keep the personnel working in accordance with the desire of managers.(Edger,1982)

Leadership action is impossible without making communication between the principals and his followers. He/she can exert influence through covering ideas, feelings, suggestion and decision to his/her followers and vice versa. Many factors often interfere and cause failures in the communication process. As explained by Steven(2000) some of the communication process, habits, lack of feedback, grapevines, rumors and others are a barriers in communication process in which they affect the relationship of super –ordinates and subordinates in the organization. In addition, these barriers affect the smooth and effective flow of the school ultimate goal. proposed that the organizational communication has four primary functions: influencing, instructing or directing, evaluating and influencing others through communication. Agarawal (1982)

Even though the improvement of effective communication between principals and

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teachers might have the above mentioned and other problems, the problems of communication between principals and teachers of were less participation of teacher relative to principals in preparation of plan, lack of transparent in discussion making, lack of reliable data for school information and unfair performance evaluation result are the reason for the conflict raised between principals and teachers.(Annual school plan accomplishment report of Setoedo secondary school 2005 E.C)

Here different scholars say different about effective communications and effective principals. These are: building a relationship between school administrators and other school stakeholders requires effective communication successful communication by school administrators is the essence of a productive school organization (Lunenburg,2010).Effective principals knows how to communicate and they understand the importance of ongoing communication, both formal and informal; faculty and department meeting, individual conversations with parents, teachers, and students; and telephone calls and e-mail messages with various stakeholders(Lunenburg,2010).

Effective communication was a two way process that requires effort and skill by both sender and receiver (Luneburg, 2010). Effective communication was the responsibility of all persons in the organization, managers as well as non-managers, who work toward a common aim, whether communication effective could be evaluated by the intended results (Koontz &Weihrich, 2008).Communicating effectively helps group members build trust and respect, foster learning and accomplish goals. Effective communication is the way this diverse group of people will be able to understand the issues and make decision for effective change (Conway, 1994).In the notion of avoiding such kinds of problems principals need to take leadership action so as to improve the affecting factors that is the reason why this proposal to assess on the topic of “factors affecting effective communication between principals and teachers of Teppi town school, beko school, and teppi senior secondary and preparatory schools of teppi town principals and teachers

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Generally effective communication is refers to an exchange of ideas between two or more people and referring to the exchange of information between principals, teachers, supervisor and students in order to reach the desire objective of specific activities in a given period and it is a process of creating common understanding among each other in the school that sharing, transferring information between the sender and the receiver. It is two way of communication in the schools.

1.2. Statement of the Problem

It is the hand fact that without effective communication among and between members of any organization the success of the organization might be under question (Brun& summers, 2010).

Communication is power. A problem in any of the element like: sender, encoding, message, media, decoding, receiving and giving feedback can reduce the effective of communication(Pauley,2010;Keyton,2011).In addition scholars indicated that the major area where communication most frequently fail in the schools are: sincerity, empathy, self perception, role perception, efforts to distort the message, image, vehicle for message, ability to communicate, listening ability, culture, tradition, conditioning, noise and feedback (Abrell,2004;Auer,2011;Larson,2011;Shettle worth,2010;Weiss,2011).

Furthermore Kinicki and Willians(2008) described the major communication barriers as: sender barrier in which no message gets sent; encoding barrier in which the language used matters; medium barrier in which the medium is blocked; decoding barrier in which related to the understanding of the receiver and the likes which might challenge effective communication.

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Likewise, the communication between principals and teachers at any level might not be free of these barriers and thereby effective communication between these parties might be in a problem.

Davar (1994)also suggested that organizational blocks, status blocks, intentional blocks, faulty expressions and translation, faulty listening and the communication gap/semantics blocks are reason for the failure of effective communication. Every person's communication skills affect both personal and organizational effectiveness due to this and others reasons studying and solving factors affecting effective communication between leaders and teachers were very important for all secondary schools(Brun& Summers,2010).A study conducted by the Addis Ababa University for Ethiopia teacher association in 1990/91 identified complaints by teachers. This is like partiality in evaluation procedures and recognition; improper handling of transfer requests and improper evaluation method by unqualified individual are the factors that affect effective communication between leaders and teachers. According to Ethiopia progress report (2005) insufficiency inaccurate schools record keeping about the characteristic of the student, their status, and performance was identified as one of the reasons for in accurate reporting of the data by the schools. In addition, it hampers the management of schools. Thus these causes might affect effective communication between teachers and principals.

Hence, these studies raise the following basic questions.

1. What are the major forms of communication between the principals and teachers in secondary and preparatory schools of teppi town?

2. How effective are these forms of communication between teacher and principals?

3. What are the major barriers forms of communication between principals and teachers in secondary and preparatory school of teppi town?

4 What should be in place to improve communication between principals and teachers in secondary and preparatory school of teppi town?

1.3. Objectives of the Study

1.3.1. General Objective

The main objective of this study was to assess the major forms of communication

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between principals and teachers in secondary and preparatory schools in Teppi Town.

1.3.2. Specific Objectives

The specific objective of this study was the following:

1. Identify the major forms of communication that media hinder/encounter the effectiveness of communication between the principals and teachers in secondary and preparatory schools of Teppi Town.
2. To suggest the extent to which forms of communication barriers between principals and teachers in secondary and preparatory schools of Teppi Town.
3. To examine how effective forms of communication between the principals and teachers communicate with teachers and distinguish communication mechanisms that use.

1.4. Significance of the Study

The current practice of communication system between principals and teachers conducted at Tepii cluster center of secondary schools has paramount importance in the successful implementation of effective communication in the future.On particular, this in the view of the proposal may use as.

To increase the awareness of planners and other concerned bodies like teachers and principals regarding the importance of effective communication so that they give due attention and do their best for the implementation, with general goal of secondary school to pin point the major problems facing effective communication in order to that solution will be looked for its effective implementation.

To make principals and teachers necessary preparations for implementation communication effectively through the students and community of the schools as well as government are beneficiary this study concerns to increase transparency and self- confidences between principals and teachers to discuss among on one issue

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and agree on it and to get clear report on students achievement from teachers to principals to decrease threat of teachers on principals to their evaluation of work achievement and enhance common sense of belongings to achieve their objective.

1.5. Scope /Delimitation of the Study

Due to the time and financial constrain the study covers only the factors affecting effective communication between teachers and principals Teppi town secondary and preparatory schools among Teppi Town secondary schools and also the research included and observed all secondary schools found in Teppi town, however, it would have found to be unmanageable to the researcher in terms of finance and time to included all schools. Thus, the study delimited to only 3(50%) schools out 6 secondary schools found in the Teppi town which mentioned in the following. These are Teppi senior , Beko, and Teppi elementary and secondary schools.. And tried to list some major problems this is like major factors that affect communication between principals and teachers at secondary school of Tepii CRC, factors affecting teachers performances appraisal of Beko secondary schools and problems of plan of 2006 year can't meet the goals. Finally tried to identify the major factors that affect communication between principals and teachers at secondary and preparatory school of Teppi town was select because this problem *was the* basis for the rest of the problems and if this problem get solution the rest problems are get solution easily. Beside this, the school samples were selected with sample random sampling by lottery method from 3 primary school principals, vice principals and unit leaders) and CRC supervisors were selected by a available sampling method and finally teachers are selected with sample random sampling by lottery method sampling..

1.6. Limitation of the Study

The study conducted in Teppi town secondary and preparatory schools especially in the principals and teachers on the issue of factor affecting effects of communication barriers. One of the major limitations was lack of sufficient experience regarding the research. This problem was resolved by asking my advisor to guide, comment and suggest valuable enables to completed this research study from beginning to end on face to face and on telephone contact beside this by asking support others persons and collogues regarding the research study and by

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reading research study materials like teachers hand books NEK-international Consultancy vocation and special education curriculum development coordination institute for curriculum development and research MOE Addis Ababa April,1999 and Action research hand book prepared by research panel, ICDR curriculum evaluation and education researcher coordination institute for curriculum development and research MOE Addis Ababa February 2004.

1.7. Definition of Key Terms

Communication:-the process of transmitting information and common understanding from one person to another.

Principal:-the person that are representing at the higher hierarchies whom lead teachers in the schools.

Teachers: - a person whose job is teaching, especially in a school

Secondary and preparatory school:-school that have starting grade 9-12 students giving EASE examination.

Teppi Town:-One of the education offices in south west regional state

Factors:-one of several things that causes or influences some things or effective communication between leaders and teachers.

Effective communication:-is a two way process that requires effort and skill by both sender and receiver.

1.8. Organization of the Study

This research study contains five chapters. chapter one deals with the problem and its approach, the second chapter is deal with review of related literature, chapter three consists of research design and methodology of the study, the fourth chapter consists of presentation, analysis and interpretation data finally the fifth chapter contains summary, conclusion and recommendation.

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CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This review of related literature describes how to develop conceptual reviewing of the prominent scholars' previous work on very important issues/problems relatively similar with my study. In these sections we look things like meaning and concepts of communication, theories or models of communication, the communication process, importance of communication, communication channels in organization, communication barriers, and improving communication effectiveness one by one.

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2.1. Meaning and Concepts of Communication

Communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011).The word communication is derived from the Latin word, communist, which means common. The definition underscores the fact that unless a common understanding results from the exchange of information, there is no communication (Lunengurg, 2010).

Koontz and Weihrich(2008) argue that communication is the transfer of information from a sender to receiver, with the information being understood by the receiver. Communication is the process of meaningful interaction among persons in an organization (Koontz& Weihrich,2008). Wendy Bloisi. Curtis W. Cook and Phillip L. Hunsaker (2007) suggested that communication is the process of one person sending a message to another with the intent of evoking a response. Effective communication occurs when the receiver interprets the message exactly as the sender intended (Wendy Bloisi. Curtis W. Cook & Phillip L. Hunsaker, 2007).Communication is the crucial aspect of any situation where two or more people interact to accomplish an objective (Wendy Bloisi. Curtis W. Cook & Phillip L. Hunsaker, 2007).Communication is an activity that can take up most of a manager's time managers rarely find themselves alone their desks contemplating alternatives to problems (Wendy Bloisi. Curtis W. Cook & Phillip L. Hunsaker, 2007). The objective of communication is to be received (heard/read) to be understood, to be accepted and to get action (change) of behavior or attitude (Stanton, 2004).

Moreover, Koontz and Weihrich (2008) states that in an effective organization, communication flows in various directions: downward, upward and crosswise. Effective communication start with the subordinate and this means primarily upward communication. Communication also flows horizontally, that is between people on the same or similar organization levels and diagonally involving persons from different levels who are not indirect reporting relationships with one another(Koontz & Weihrich,2008).Whatever way it follows, communication is very crucial for all organization. The communication process will be good and effective if they are two ways, the oral and the written hand. It is one of the important qualities of

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administrative functions. The managers of today's school organization have a multifaceted job which includes setting objectives, organization tasks, motivating employees, reviewing results and making decisions. School manager plan, organize, staff, direct, coordinate and review. Tasks cannot be accomplished, objectives cannot meet and decisions cannot be implemented without adequate communication, due to this communication is the essence of organization (Kataz& Kahn, 1966).

Effective communication is very important in to achieve objective of the organization as planned that all school personal and community members participate efficiently and effectively by common understanding in all directions of communication channels

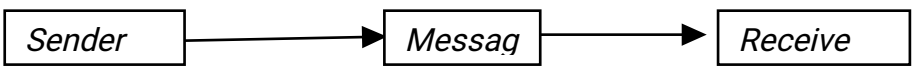
2.2. Theories or Models of Communication process

In their day to day life individual exchange ideas using several different verbal and non verbal forms while, lecturing, visiting, discussing, making visual displays, etc. This way of transaction is used to gain shared meanings that conceptualized as continuum from one-way to two-way communication (MucCutcheon Schaffer &Waycoff, 1994).

2.2.1. One –way communication

One-way communication is instilled by the speaker and determined at a listener. Lecture in class room, announcement over the public address system in a school or during meetings can be considered as one way-communication. Because of the receiver is passive, in such schools additional forms of communication are required for exchange ideas and goal achievement (MucCutcheon Schaffer and Waycoff, 1994).

Communicator A Communicator B



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Figure.1. Model of one- way communication. Source: McCutheon, Schaffer &Wycoff, 1994) Communication Matters. New York: West Publishing Company

2.2.2. Two-way communication

All participants in this process initiate and receive messages. In contract to the one-way approach, two-way communication requires continuous exchanges and transactions. Such interactive exchange can improve the communication process by reducing the change of major disparities between the ideas send and received. It creates mutual understanding through speaking and listening in turn.

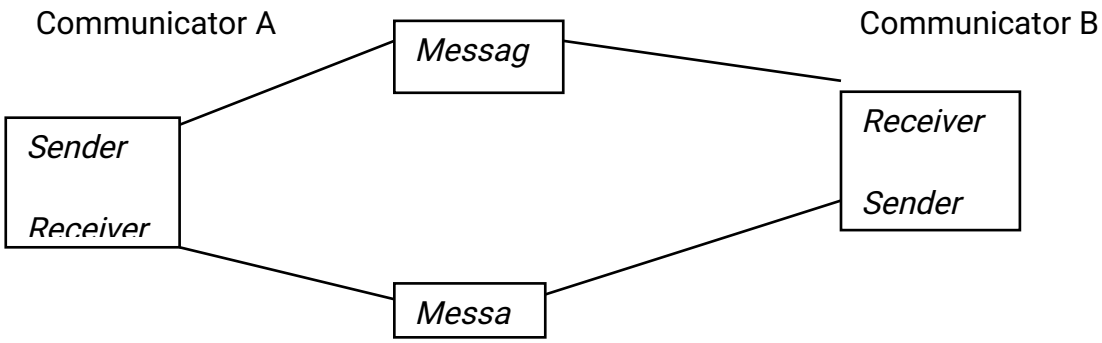


Figure 2.Model of two-ways communication Source: McCutheon, Schaffer &Wycoff, 1994).Communication Matters. New York: West Publishing Company

In general, the communication process must consist of the sender, the receiver, the message, and feedback.

SenderMessageReceiver

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Transmit

Message Words, body language and symbols that convey An idea

intercepts and interprets message transmits

Feedback

Words, body language

Symbols that respond to the sender's message

In the communication process, the sender transmits a message to the receiver who responds with feedback (MucCutcheon Schaffer &Waycoff, 1994).

In the communication process, the sender transmits a message to the receiver who responds with feedback (MucCutcheon Schaffer &Waycoff, 1994).

2.3. The Communication Process

The two common elements in every communication exchange are the sender and the receiver. The sender initiates the communication. In school, the sender is a person who has a need or desire to convey an idea or concept to others. The receiver is the individual to whom the message is sent. The sender encodes the idea by selecting words, symbols or gestures with which to compose a message. The message is the outcome of the encoding, which takes the forms of verbal, non verbal or written language. The message is sent through a medium or channel, which is carrier of communication. The medium can be a face-to-face Conversation, telephone call, e-mail or written report. The receiver decodes the received message into meaningful information. Noise is anything that distorts the message. Different perceptions of the message, language barriers, interruptions, emotions and attitudes are examples of noise. Finally, feedback occurs when the receiver responds to the sender's message and returns the message to the sender. Feedback allows the sender to determine whether the message has been received and understood (Cheney, 2011).

Wendy Bloisi. Curtis W. Cook & Phillip L. Hunsaker (2007) suggest that communication is a complex process and one of the best ways to try to understand it is from a theoretical stand point as detailed below. Encoding is translating the

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information in to format that will get the idea across. The result is the message, which is now ready for transmission to one or more of the receiver's senses through speaking, writing, pestering or touching. Transmission channel is the medium through which the message is transmitted. Oral communication via sound waves is the verbal channel utilized in speeches, meeting, telephone calls or informal discussions. Kiechel (1990) argue that non-verbal channels such as touch, facial expression and tone of voice, can convey nuances of meaning mere words are not capable of communicating. Although Wendy Bloisi. Curtis W. Cook & Phillip L. Hunsaker (2007) suggest that aware of non-verbal signals, many of us fail to recognize their importance in amplifying, changing or negating verbal communication. Written communication channels include letters, memoranda, reports, manuals, and forms. Decoding is the receiver function of perceiving communication stimuli and interpreting their meaning.

It encompasses both comprehending the content of the message and determining the sender's intention in transmitting it. The closer the receiver's decoding is to the sender's intended message, the more the effective the communication has been. Noise is anything that interferes, at any stage, with the communication process. The success of the communication process depends to a large degree on over coming various sources of noise. Some enlightened organizations are providing training to increase communication skills. A basic method to determine whether noise has occurred and to correct communication errors caused by noise is to use feedback. Feedback is the message that tells the original sender how clearly his or her message was understood and what affect it has had on the receiver. Feedback is the manager's primary tool for determining whether or not instructions have been understood and accepted. It can be transmitted through a variety of formal and informal organizational communication channels.

Both formal and informal organizational communication channels understood in the school clearly among sender and receiver of the principals and teachers to achieve their organizational goals.

2.4. Importance of Communication

Wendy Bloisi. Curtis W. Cook & Phillip L. Hunsaker (2007) argues that

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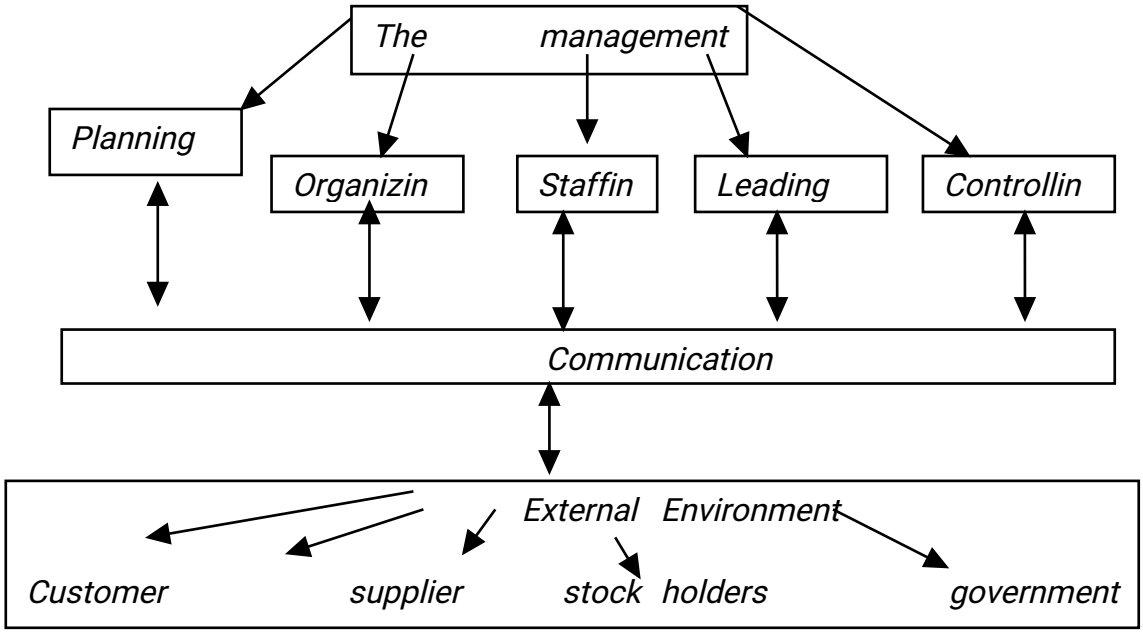
communication is important to keep employees informed about what, when, and how to act. It is also vital for enabling managers to discover and solve problems, and build trust and rapport with employees. An executive's working day is filled with communication of different types like orders, reports, conversations and rumors. Communication is vital in the relationship between executive and their subordinates. It is through effective communication that an executive ultimately gets work done by others. Whatever viewpoint is accepted, effective communication requires on appreciation of its meaning and objectives as well as of the barriers which spoil effective communication (Davar,1994).Koontz and Weihrich (2008) suggest that crosswise communication includes the horizontal flow of information that is used to speed information flow, to improve understanding, and to coordinate efforts for the achievement of organizational objectives.

Baskin and Aronoff(1980)suggest that communication in organization serves three major purposes. It allows members to co-ordination, share information and satisfy social needs. The purpose of organizational communication is providing the mean for transmitting information essential to goal achievement. Anyone who walks through a school will observe numerous communication activities taking place. The principal is in an evaluation conference with a teacher; other meetings are in session; teachers and students exchange information in class rooms and a number of other communication activities; using a variety of media is observable. Pincus (1986) argues that when employees are happy with how their supervisors communicate with them, their job satisfaction and work out put increase and they are more committed to the organization. According to Putti et al. (1990) listening to what employees have to say can also be a useful motivational tool. Wendy Bloisi. Curtis W. Cook & Phillip L. Hunsaker (2007) argue that the effective communication is essential for the functioning of any organization. Managers need to transmit orders and polices build co-operation and team spirit, and identify problems and their solutions. Employees need to clarify directives, provide feedback and make their problems known. Team members need to share feeling and perception to solve problems and resolve conflict. Communication breakdowns contribute to the host of organizational problems, from failure to carry out simple directives properly to low productivity and quality. To ensure that effective communication occurs, managers should encourage employees to express their feelings, acknowledge such

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expressions and be tactful when expressing their own feelings. Koontz and Weihrich (2008) argue that communication is important for the internal functioning of the organization and the interaction with the external environment.

Figure.3. the purpose and function of communication.Sources:Koontz, H. and Weihrich, H. (2008) Essentials of Management An International perspective (7thedn), The Tata McGraw- Companies.

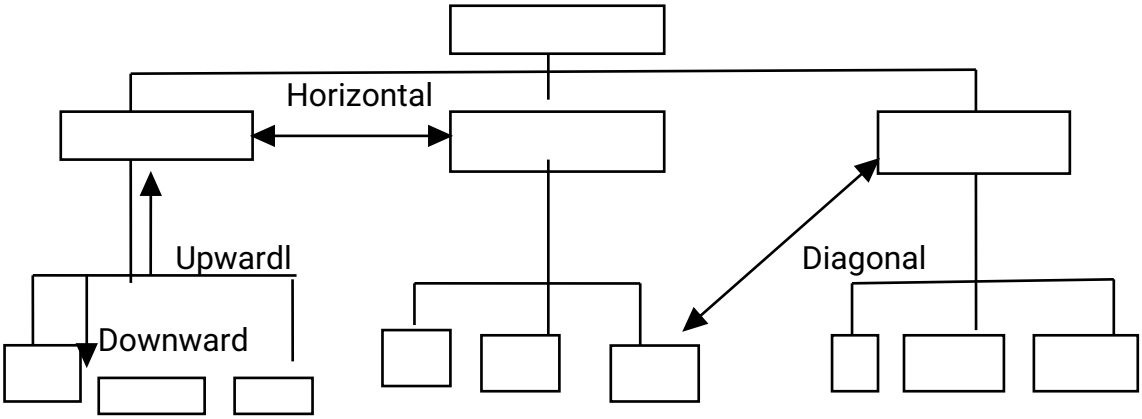


2.5. Communication Channels in Organization

Wendy Bloisi. Curtis W. Cook & Phillip L. Hunsaker (2007) argues that communication between organizational members can be vertical or lateral, formal and informal. Managers are responsible for establishing and maintaining internal communication channels in downward, upward, and horizontal directions. Just as important in most organizations are informal network, which convey feelings and reaction among employees.

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Figure .4.The information flow in an organization.Sources:Koontz, H. and Weihrich, H.(2008) Essentials of Management An International perspective(7th edn), The Tata McGraw- Companies.



2.5.1. Formal Communication Channels

Kinick and Willians (2008) argue that formal communication channels are follow the chain of command and are recognized as official. Communication is three types: vertical –meaning upward and downward; horizontal –meaning sideways and external-meaning outside the organization. Vertical communication is the flow of message up and down the hierarchy within the organization: bosses communicating with subordinates, subordinates communicating with boss. Daft and Steers (1986) suggest that formal communication channels are established within the organizations chain of command in order to accomplish task objectives. The three directions of formal communication flow, the types of information conveyed and the functions they perform.

2.5.1.1 Downward communication

Kinick and Willians (2008) suggest that downward communication is from top to bottom. Downward communication flows from a higher level to a lower level or levels. In the small organizations, top down communication may be delivered face to face. In large organization, it's delivered via meetings, e-mail, official memos, and company publications. Koontz and Weihrich (2008) argue that downward communication flows from people at higher levels to those at lower lever in the organizational hierarchy. This kind of communication exists especially in organizations with an authoritarian atmosphere. Downward flow of information

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through the different levels of the organization is time consuming. Katza and Kahn (1966) and Planty and Machaver (1952) argues that most downward communication involves one of the following kinds of information: instructions related to particular job tasks. For instance explanations of organizations procedures and practices, a manager feedback about a subordinates performance, attempts to encourage a sense of mission and dedication to the organizations goals. Daft and steers (1986) suggest that downward communication is used by managers to assign goals, provides job instructions inform about police, procedures and practices, provide performance feedback, point out problems, and socialize with employees. Howell (1991) suggests that even though nearly 90% of all instructions are considered routine, it is necessary for managers to confirm them repeatedly. Downward communication can take many forms. Surveys of employee by Maud (1991) show that they do not think the information in downward employee reports is relevant to them, and they have difficulty understanding it because it is communicated in head-office language.

2.5.1.2. Upward Communication

Koontz and Weihrich (2008) argue that upward communication travels from subordinates to superiors and continues up the organizational hierarchy. Upward communication is primarily non directive and is usually found in participative and democratic organizational environments. Typical means for upward communication beside the chain of command –are suggestion systems, appeal and grievance procedures complaint systems, counseling sessions, joint setting of objectives, the grapevine, group meetings the practice of open door policy, morale questionnaires, exit interviews, and the ombudsperson.

Kinicki and Willians(2008) suggest that upward communication flows from bottom to top. Often these types of communication are from a subordinate to his/her immediate managers, who in turn will relay it up to the next level, if necessary. Effective upward communication depends on an atmosphere of trust. Katza and Kahn (1966) and Planty and Machaver (1952) argues that most upward communication involves the following: reports of progress on the current projects, suggestion for improvement reports on employee attitudes and efficiency. Upward communication provides managers with information about current problems,

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updates on employees' progress toward goals, suggestion for improvement, proposals for innovations, employee grievances and feedback about employee attitudes. Upward communication can take the form of employee surveys, suggestion boxes, face-to-face encounters, open door policies or required reports (Daft &Steers, 1986).

2.5.1.3. Horizontal Communication

Koontz and Weihrich (2008) argue that crosswise communication includes the horizontal flow of information, among people on the same or similar organizational levels and the diagonal flow, among persons at different levels who have no direct reporting relationships with another. This kind of communication is used to speed information flow, to improve understanding, and to coordinate efforts for the achievement of organizational objectives.

Koontz and Weihrich (2008) suggest that horizontal communication is within and between work units. Its main purpose is coordination. As a manager, you will spend perhaps as much as a third of your time in this form of communication-consulting with colleagues and co-workers at the same level as you within organization. In this kind of sideways communication, you will be sharing information, coordinating task, solving problems, resolving conflicts, and getting the support of your peers. Horizontal communication is encouraged through the use of committees, task forces, and matrix structures. Goldhaber (1986) suggest that horizontal communication can be impeded in three ways: by specialization that makes people focus just on their jobs alone, by rivalry between workers or work units, which prevents sharing of information and by lack of encouragement from management. Daft and Steers (1986) suggest that horizontal communication takes place among peers and can cut across departments and work groups. These lateral communications benefit the organization by providing support, co-ordination and information more efficiently than could vertical channels. Some organizations form task forces and committees to facilitate information exchange and co-ordination between departments.

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2.5.2. In-formal Communication Channels

Kinicki and Willians (2008) suggest that informal communication channels develop outside the formal structure and do not follow the chain of command. They skip management levels and cut across lines of authority. Two types of informal channels are the grapevine and management by wandering around. Wendy Bloisi. Curtis W. Cook & Phillip L. Hunsaker (2007) argue that informal communication channels exist to serve the interests of those people who comprise them regardless of their position in the organization. Some typical informal channels are the grapevine, social gatherings, informal one –to-one discussion and small group networks.

2.5.2.1. The Grapevine

Kinicki and Willians (2008) suggest that the grapevine communication is unofficial communication system of the informal organization, a network of gossip and rumor of what is called “employee language.” Research shows by Davis et al. (1953) that the grapevine is faster than formal channels, is about 75% accurate, and is used by employees to acquire the majority of their on-the-job information. Wendy Bloisi. Curtis W. Cook & Phillip L. Hunsaker (2007) argue that the grapevine is the informal communication channel for gossip and rumors and is outside the control of the management. Modic (1989) suggest that it is perceived by most employees as more believable and reliable top management channels. The grapevine satisfies social needs, helps clarify orders and decisions, serves as a way of getting information that can’t be expressed adequately through normal channels. Simmons (1985) argues that about 80% of grapevine communication is work related and over 80%of time the grapevine is accurate. Studies by Davis (1953)have determined that only about 10% of managers actually pass on rumors and gossip-regardless of their importance to more than one other person. It is important that managers recognize that a grapevine will exist whether they want it to or not. Additionally, managers can do little to control the direction, speed and accuracy of grapevine rumors. What managers can do, however, is diminish the amount of grapevine rumors with effective communication. By clearly communicating in a timely, accurate manner, addressing all aspects of issues or a decision, managers can reduce the amount of

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anxiety employees have and, hence reduce the need for grapevine communication.

2.5.2.2. Social gatherings

Similar social opportunists for informal information exchange can be created at office parties, company Pinics and lunches (O'Boyle &Hymowitz, 1985).

2.5.2.3. Management by Wandering Around

Kinicki and Willians (2008) suggest that Management by Wandering around helps to reduce the problems of distortion that inevitably occur with formal communication flowing up a hierarchy. Management by Wandering around allows managers to listen to employees and learn about their problems as well as to express to employees what value and goals are important. Management by Wandering around is sort of reverse of employees exchanging information views with top managers at the water cooler. That is, by wandering around the organization, top managers can stop and talk to nearly any one and thus perhaps learn things that might be screened out by the formal up-the-organization reporting process.

Peters and Waterman (1982) suggest that managers can simply walk around their organizations and chat informally with all level of employees to learn about their concerns, ideas and problems. Informally talking with employees is commonly called management by wandering around.

2.5.2.4. Small Group Networks

Leavin (1972) argue that the patter and direction of communication flows have important consequences for both task accomplishment and personal satisfaction. The chain network types the organization with strong vertical hierarchy, where information travels only upward and downwards. It also exists between people working on a production line. In the circle network, people can communicate only to others on their side. This patter often occurs between people in departments at the same horizontal level in organization. The star configuration distributes the flow of communication most evenly. It prevails in informal groups with no assigned leaders or tasks to accomplish. The wheel represents the other extreme, where all communication is challenged through a central position.

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2.6. Communication Barriers

A school administer has no greater responsibility than to develop effective communication (Pauley, 2010). Pauley also identifying the elements of communication as follow:- the sender, the encoding, the message, the medium the decoding, the receiver and the feedback. If noise exists in these elements in any way, complete clarity of meaning and understanding does not occur. The author, George Bernard Shaw wrote "the great problem with communication is the illusion that it has been accomplished" (Shaw, 2011).Four types of barriers (called "noise," are process barriers, physical barriers, semantic barrier and psychosocial barriers (Eisenberg, 2010).

Process barriers: - every step in the communication process is necessary for effective and good communication. Blocked steps become barriers. Consider the following situations:-sender barrier a new administrator with an innovative idea fails to speak up at a meeting, chaired by the superintendent, for fear of criticism. Encoding barrier-Spanish –speaking staff member cannot get an English- speaking administrator to understand a grievance about working conditions. Medium barrier- a very upset staff member sends an emotionally. Medium barrier-a very upset staff member sends an emotionally charged letter to the leader instead of transmitting her feelings face-to face. Decoding barrier- older principals is not sure what a young department head means when he refers to a teacher as "spaced out." Receiver barrier –a school administrator who is preoccupied with the preparation of the annual budget asks a staff member to repeat a statement, because she was not listening attentively to the conversation. Feedback barriers- during meeting, the failure of school administrators to ask any questions causes the superintendent to wonder if any real understanding has taken place. Because communication is a complex, give-and-take process, breakdowns anywhere in the cycle can block the transfer of understanding. Physical barrier –people often take physical barriers for granted, but sometimes they can be removed. Semantic barrier –the problem is semantic, or the meaning of the words we use.

The same words we use. The same word may mean different things to different people. Today's complex school systems are highly specialized. Schools have staff and technical experts developing and using specialized terminology-jargon that only other similar staff and technical experts can understand. And if people don't

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understand the words, they can't understand the message. Psychosocial barriers: three important concepts are associated with the psychosocial and social barriers: fields of experience, filtering, and psychosocial distance (Antos,2011).Field of experience include:- people's backgrounds, perceptions, values, biases, needs and expectation. Filtering means that more often than not we see and hear what we are emotionally tuned in to see and hear. Filtering is caused by our own needs and interests, which guide our listening. Psychosocial barriers often involve a psychosocial distance between people that is similar to actual physical distance. For example, the school administrator talks down to a staff member, who resents this attitude, and this resentment separates them, thereby blocking opportunity for effective communication.

Several communicate ontheorists(Abrell,2004;Auer,2011;Lason,2011;Shettleworth,2010;Weiss,2011)have focused on majorareas where communication breakdowns most frequently occur in schools: Sincerity, empathy, self-perception, role perception, efforts to distort the message, images, vehicle for message, ability to communicate, culture, tradition, conditioning, noise and feedback.

Kinicki and Willians (2008) describe three barriers of communication: - physical barrier includes sound, time, and space; semantic barriers include unclear use of words or jargon; personal barriers include variation in communication skill, trustworthiness and credibility, stereotypes and prejudices and faulty listening skills. The nine personal barriers that contribute to miss communication as Scully (1995) are: variation skills in communicating effectively, variation in how information is process and interpreted, variation in trustworthiness and credibility break their trust, faulty listening skills, oversized Egos, tendency to judge other's message, inability to listening with understanding, stereotypes and prejudices and non verbal communication.

Kinicki and Willians (2008) also suggest that some barriers that happen within the communication process described as following: sender barrier – no message gets

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sent encoding barrier-the message is not expressed correctly, medium barrier-the communication channel is blocked, decoding barrier-the recipient doesn't understand the message, receiver barrier –no message gets received, feedback barrier- the recipient doesn't respond enough. Also Kinicki and Willians (2008) argue that barriers to communication are of three types: physical barriers, a semantic barrier, personal barriers –there are nine such barriers are:variable in communication effectively, variations in trustworthiness and credibility,oversized egos, faulty listening skills, tendency to judge others' messages, in ability to listen with understanding, stereotypes and prejudices and non-verbal communication.

According to Robbins (2000) see communication barriers can exist in the sender, in the transmission of the message, in the receiver or in the feedback. Specific communication barriers are: lack of planning, unqualified assumptions, semantic distortion poorly expressed messages, loss by transmission and poor retention, poor listening and premature evaluation, impersonal communication, distrust threat and fear, in sufficient period for adjustment to change and information overload. Stanton (2004) describe that some factors which can cause problems and which we must be aware of if we are to overcome then or communicate in such away as to minimize their effect. These factors area: a) differences in perception b) jumping to conclusions c)stereotyping d) lack of knowledge e)lack of interest f) difficulties with self expression g)emotions personality is one of the most common causes of communication failure. We may not be able to change the personality of others, but at least we should be prepared to consider our own personality to see if a change in our behavior may result in more satisfactory relations-however unpalatable this sort of sect analysis may be.

According to Davar (1994) point out that the following are some of the reasons or causes of communication failure: 1) organizational blocks, 2) status blocks, 3) intentional blocks, 4) faulty expressions and translation,5) faulty listening and 6)the communication gap/semantics blocks.

1. Organizational blocks: this can result in rigidity and hardships such members may then tap the resource of the informal organization and thus cut through the organizational lines causing rigidity.

2.Status blocks: This can harm the communication process in the upward direction.

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They become reluctant to report their own short comings and mistakes as they are afraid of the effects that might result from their frankness.

3. **Intentional blocks**: barriers are at times created intentionally to block the free flow of communications.

4. **Faulty expressions and translation**: before a person communicates, he perceives and translates something that has happened. There is always same loss by transmission in the message communicated.

5. **Faulty listening**: communication is complete only when it has entered the recipient's mind. There is no point in speaking if no one is listening. Listening is more difficult than speaking. It requires greater mental effort than speaking.

6. **The communication gap/semantics blocks**: Finally, a communication gap exists as mutual understanding is often presumed erroneously. There are again semantics blocks as words possess different meanings for different persons.

Wendy Bloisi. Curtis W. Cook & Phillip L. Hunsaker (2007) argue that the image and credibility of the sender, stereotyping, past experiences, overexposure to data,attitudes, mindsets, perceptual filters, trust and empathy all impact on what receivers of communication 'hear' and how they interpret its meaning. These communication barriers occur in everyday business communication. Many times these barriers to effective's communication can be neutralized or avoided altogether if the sender and receiver practice certain communication techniques.

2.7. Improving communication effectiveness

Effective communication is a two –way process that requires effort and skill by both sender and receiver (Lunengurg, 2010). Also Lunengurg suggest that guidelines for improving communication effectiveness including senders' and receivers' responsibilities, and listening.

Sender's responsibilities- several communication theorists (Cheney, 2011; Keyton, 2011; Tourish, 2010) have gleaned the ten Commandment of good communication which is particularly applicable to the sender. These commandments, together with a basic understanding of the communication process itself, should provide a good

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foundation for developing and maintaining an effective set of interpersonal communication skills, which school administrators can use when communicating with various school stakeholders. These effective set of interpersonal communication skills are: 1) School administrators need to clarity their ideas before communicating, 2) School administrators need to examine the true purpose of each communication, 3) School administrators need to consider the total physical and human setting,4)School administrators need to consult with others, when appropriate, in planning communications, 5) School administrators need to be mindful while communicating of the over stones as well as the basic content of the message , 6) School administrators need to take the opportunity, when it rises to convert something,7) School administrators need to following up their communication,8) School administrators need to communicate for tomorrow as well as to day,9) School administrators need to be sure that their actions support their communication and 10) School administrators need to not only to be understood, but to understand be a good listener.

Receiver's responsibilities- communication depend on the ability not only to send but also to receive message. So the ability to listen effectively greatly enhances the communication process. But many of us are not good listeners. Effective listening skills can be developing, however, summarized following are ten rules for good listening (Kneen, 2011): stop talking, put the taker at ease, and show a talker that you want to listen, remove distractions, empathize with talkers, be patient, hold your tempers, go easy on argument and criticism, ask questions and stop talking.

Active listening-there is five guide lines that can help school administrators to become more active listeners (Rogers &Farson,n.d): listen for message content the receiver must try to hear exactly what the sender is saying in the message.

Listen for feelings the receiver must try to identify how the sender feels in terms of the message content. Respond to feelings the receiver must let the sender know that her feelings, as well as the message content are recognized. Rephrase the sender's message- the receiver may restate or paraphrase the verbal and nonverbal messages as feedback to the sender. Active listening has several benefits Conway Bulletin EC 1510 (1994):It saves time because you cut through people's defenses and get more information without having to repeat the same conversation over and

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over, it helps you assess a situation accurately, it helps speakers clarify what they are saying and makes them feel hear, it reduces emotions that block clear thinking.

Koontz and Weihrich (2008) argue that the roles of managers to facilitate the free flow of information are as follows:-managers must create an informal climate that encourages upward communication. An open door policy is only useful when it is practiced, the formal structure of information flow must be clear; managers can learn a great deal by just wandering through the corridors. Besides the manager's skill with language, the effectiveness of communication also requires Jaques(1951) 1) a known and comprehensive communication structure 2) a code governing the relations among people occupying different roles 3) a quality of relationship among people immediately connected with each other. Jaques also indicates that for communication to operate effectively in hierarchical channels, '' there must be freedom from anxiety at the top, and a willingness not only to receive upward communications, but essentially to exert a continuous pull to ensure that subordinates bring crucial problems for ward.''

Stanton(2004) indicates that basic speaking skills like personal qualities (clarity, accuracy, empathy, sincerity, relaxation, eye contact, appearance posture) and vocal qualities. Reasons for improving listening are:-encouragement to others, possession of all the information, improved relationship, resolution of the problems and better understanding of people.

Davor (1994) suggest that the ten principles or fundamentals or guidelines for effective communications:1) communicate on objectives 2)A void the language barrier 3) watch the extent of communication 4) determine the adequate medium 5)the right climate particularly in case of upward communications 6)listen attentively 7)A void unintentional communication 8)realize that communication is two-way process 9)actions should not contradict the communication 10) communication training – improvement provided by this type of training in the desired skills results in more effective communication.

Leavitt (1972) suggests that the effectiveness of communication networks varies according to the task. The centralized wheel type formation provides more efficient and accurate problem-solving of simple and routine tasks. For ambiguous and complex problems, however, the more egalitarian star-net work is much more

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effective. Over all group satisfaction is greater in star-type networks because group members participate more evenly. In centralized wheel networks, individuals holding the central position are much more active, satisfied and likely to become leaders than those in those in peripheral locations.

Allen (2001) suggests that the principal activities the typical manager does have to do with communication: listening, 40%; talking, 35%; reading, 16%; and writing, 9%. Koontz and Weihrich (2008) argue that listening and speaking often take place in meetings, although they are not the only occasions regardless of the environment, we must now how you can be more effective at these four essential communication skills.

For instance, being an effective speaker, Koontz and Weihrich (2008) suggest that speaking or talking covers a range of activities, from one-on-one conversation, to participating in meetings, to giving formal presentations. As for the content of the speech, some brief and valuable advice is offered by speech writer Phil Theibet(1993) who says a speech comprises just three simple rules: tell them what you're going to say, say it tell them what you said.

Also Koontz and Weihrich says the following guide lines can help overcome the barriers to communication; sender of messages must clarify in their minds what they want to communicate; Effective communication requires that encoding and decoding be done with symbols that are familiar to the sender and receiver of the message, the planning of the communication should not be done in a vacuum, it is important to consider the needs of the receivers of the information there is a saying that the tone makes the music; To often information is transmitted without communicating, since communication is complete only when the message is understood by the receiver; The function is more than transmitting the information and effective communicating is the responsibility not only of the receiver of the information.

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Generally communication is the glue that holds the principals and teachers together in order to understanding, disseminating information among each other formal and informal to achieve their organizational goals or objectives individual or as group. Because it is the process of management functions of planning, organizing, staffing, directing and controlling organizational goals. Communication is effective or successful only when mutual understanding among the principals and teachers occurs in the schools and the whole community members around the school compound .So communication is the key factor for existence and effectiveness of the school. Because principals and teachers working together should have common understanding in order to achieve their organizational goals to attainment.

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CHAPTER THREE

3. STUDY DESIGN AND METHODOLOGY

This chapter includes: study design, sources of data, sample population, sampling techniques, and instruments of data Collection and methods of data.

3.1. Study Design

The major purpose of this study was to identify factor that affecting effective communication between principals and teacher of Teppi Town of secondary and preparatory schools,, a descriptive survey method used This design was selected because of it was the most popular and widely used study method in education and it was design to obtain precise information concerning the current status of phenomena and also because of conduct to improve teaching-learning process (NEK -international Consultancy, 1999).

3.2. Sources of Data

3.2.1 Primary Sources

This study was conducted from primary data directly collect from the target population of the study likes teachers, (principals, vice principals) and CRC supervisor.

3.2.2 Secondary Sources

Secondary Sources were supplementary in the absence of primary data (NEK-international Consultancy, 1999). The secondary data was collected from related books and relevant document like principle of the school prepared by MOE, 1994 as well as records

3.3. Sample size and sampling Techniques

The sample population of the study Teppi Town secondary and preparatory schools and the respondents for the purpose of the study were teachers, principals, vice principals and CRC supervisor. Among the respondents principals, vice principals and CRC supervisor were selected by using available sampling techniques because they were responsible in facilitating and coordinating all activities of effective communication between principals and teachers Teppi Town in 3 primary schools,

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3 Principals, 6 vice principals, and, 1 CRC supervisor total10 were selected as the respondents because of the assumption they have more information about the implementation of effective communication between principals and teachers and its challenges in the schools

To determine the sample size of teachers from 142 population of teachers 71 (50%) of them were in the sample size selected in Tepii 71 teachers were selected in this study as the respondents. This study would be believe that sample of 50% is sufficient to secure the data from teachers respondents the respondent teachers from Tepii CRC of 3 secondary schools were selected by using simple random sampling techniques. Particularly through lottery method. Because of all teachers have equal chance of selected and also representative sample.

The total size of teachers in each school was proportional to the probability proportional of the total sample size and finally the necessary information and tabulation percentage in both quantitatively and qualitatively.

Under simple random sampling each members of the population understudy had an equal chance of being selected. The study involves selected at random from all list of the population the required number of subjects for the sample. Because of population and chance, the sample would be contain subjects with characteristics similar to population as whole. Under this simple random sampling such as lottery method was included. This sample technique was widely used in education study for the reasons: it was highly reliable its degree of representatives was high and it is simple to list all population (NEK-international Consultancy, 1999).

To summarize, from 152 populations of 81 (53.3 %) of sample selected by simple random sampling using lottery method and available sampling techniques. These 3 schools include: Teppi senior secondary and preparatory school, Beko and Teppi elementary and secondary and preparatory schools. To get these three sample schools and sample teachers follows steps of a lottery method that can be stated below.

Step.1. Constracting a sample frame: a) all the names of the units in the target population should be alphabetically order and numbered accordingly b) the number of sample units to be selected should be decided.

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Step.2. Names are substituted by numbered marbles or tickets. And each marble or ticket corresponds to a name in the sample frame.

Step 3 marbles or rolled tickets are mixed well in a packet and one marbles or rolled tickets are drawn. The number of the marble or ticket and the corresponding name is registered.

This process continuous until all the required number of respondents identified was(NEK-international Consultancy, 1999). Here again 71sample teachers respondents were identify from 3 schools of 142 teachers by step above. But in these 3 schools there were (3principals, 6vice principals) and 1 CRC supervisor were selected by available sampling. Finally the sample select were 71teachers and (3 principals, 6vice principals) and 1 CRC supervisor totally 81respondents were selected from 3 population of primary schools of secondary and preparatory schools of Teppi Town of 3 sample selected schools.

Table.1. Table of more justification sampling techniques.

No	Respondents	Population	Schools			
			Teppi senior secondary school	Teppi elementary and secondary school	Beko	Sampling techniques
1	Teachers	Population	41	48	53	
		Sample	20	25	26	Simple random sampling techniques
		Percentage	50%	52%	49%	50%
2	Principals	Population	1	1	1	
		Sample	1	1	1	Available sampling techniques
		Percentage	100	100	100	100%
3	Vice principle	Population	2	2	2	
		Sample	2	2	2	Available sampling techniques
		Percentage	100	100	100	100%
4	CRC supervisor	Population	1			
		Sample	1			Available sampling techniques
		Percentage	100			

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	Total	Population	44	50	55	
		Sample	23	25	28	Available and simple random sampling techniques
		Percentage	52.2%	50%	50%	

3.4. Instruments and Techniques of Data Collection

3.4.1. Instruments of Data Collection

The instruments used to collect relevant data for the study includes:

3.4.1.1. Questionnaires

One of the instruments used to collect relevant data for the study was questionnaires. Questionnaires were both interview and closed ended for 71teachers and interview used were 6vice principals , 3 principals and 1supervisor and totally81 selected as respondents among these 71were used questionnaires because questionnaires were promise a wider coverage of data and get many information from the respondents by using close ended questionnaires..

Interview was a method of collected facts or information from respondents in face to face interaction and it is one of the most popular techniques in education research Robson cited in (NEK-international Consultancy, 1999). From types of interview structure interview is select in structure interview no freedom to make adjustment to the contents of the questions and the interview questions read by the interviewer and interviewer put down the real opinions of the respondents on his /her notes (NEK-international Consultancy, 1999). These interviews questions were prepare for three school principals, six vice principals and one CRC supervisor of selected schools.

3.4.2. Techniques of Data Collection

Walk in or in going to surrounding of selected primary schools of secondary and preparatory schools of in Teppi town.

3.5. Methods of Data Analysis and presentation

In order to provide full information, this study needs to collected data on the basis of different methods. The data obtained from respondents are analyzed quantitatively and qualitatively by using table and percentage. From descriptive method of data

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analysis, percentage was used in most of the case. Also they were present by using table to clearly indicate the findings on the effectiveness of communication between teachers and principals in Teppi town of secondary and preparatory schools. Also the researcher would be simple method descriptive statistics like table, and percentage in the way that the study could be easily understood by everybody the qualitative was presented by words and thematically to triangulate and the quantitative data could be presented in number and percentage .Finally this finding study would be collected from the respondents and interpret summer, conclusions and recommendations are made base on the finding of the study

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CHAPTER-FOUR

4. PRESENTATION, ANALYZATION AND INTERPRETATION OF DATA

This chapter includes: General characteristics of respondent data presentation in quantitative or percentage distribution of respondents; data presentation in quantitative or percentage distribution of respondents about factor affecting on effective communication between principals and teachers

This part of the research is concerned with the analysis of data collected from the respondents Accordingly ,the data collected from 71 teachers, one CRC sup,3 principals and 5 vice principals from three secondary schools of Tepii.

4.1. Back ground of the respondents and general characteristics

Questionnaires were distributed to teachers principals,vice principals and CRC sup were interview

As it was already stated under chapter one, the respondents of this research were teachers (principals, vice principals and unit leaders) and selective secondary schools. These is made to show the general picture of the respondents characteristics only and analysis in terms of sex,age, year of experience, level of education.

Table.2. Distribution of General Characteristics of respondents by sex, age , year of experience, level of education.

Item	*Category*	*Variables*	*Teachers*		*Principals*		*vice principals*		*CRC Supervisor*	
			NO	*%*	*NO*	*%*	*NO*	*%*	*NO*	*%*
1	*Sex*	*Male*	*44*	*62*	*2*	*67*	*-*	*-*	*1*	*100*
		Female	*27*	*38*	*1*	*33*	*5*	*100*	*-*	*-*
		Total	*71*	*100*	*3*	*100*	*5*	*100*	*1*	*100*
2	*Age in years*	*20-25*	*-*	*-*	*-*	*-*	*--*	*-*	*-*	*-*
		26-30	*9*	*13*	*2*	*67*	*4*	*80*	*1*	*100*
		31-35	*48*	*68*	*-*	*-*	*-*	*-*	*-*	*-*
		>35	*14*	*19*	*1*	*33*	*1*	*20*	*-*	*-*

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		Total	*71*	*100*	*3*	*100*	*5*	*100*	*1*	*100*

As indicated in Table 2, in terms of sex for teachers respondents 62% male and 38% female, for principals respondents male 67% and female 33% and CRC supervisor respondents 100% only male, for Vice principals 100% female. From this one can understand that for teachers there was more or less equal number of male and female. It appears that attention was given to gender equity, for principals and CRC supervisors only male, for vice principals and. In general the participation of female in leaders is very less.

As stated briefly in Table 2 in terms of age for teachers respondents were , 13 %, , 26 -30, 68% 31-35,>35 19% age respectively, with a view to principals67%, age 26-30 and 33% ,age>35, for vice principals 80% age 26-30, 20% age >35, and for CRC supervisors 50% age 21-25 and 100% age 26-30. From this one can see the meaning that teachers less than half young and greater than half were matured enough, for both vice principals and CRC supervisors almost yong and for principals were young only. In generally for teachers majority are mature enough and for principals almost all young.

Item	*Category*	*Variables*	*Teachers*		*principals*		*vice principals*		*CRC SUPERVISOR*	
			NO	*%*	*NO*	*%*	*NO*	*%*	*NO*	*%*
3	*year of experience*	*1-10*	*9*	*13%*	*-*	*-*	*-*	*-*	*-*	*-*
		11-20	*22*	*31%*	*2*	*67%*	*5*	*100%*	*1*	*100%*
		21-30	*26*	*37%*	*1*	*33%*	*-*	*-*	*-*	*-*
		>30	*14*	*19%*	*-*	*-*	*-*	*-*	*-*	*-*
		Total	*71*	*100*	*3*	*100*	*5*	*100*	*1*	*100*
4	*level of education*	*certificate*	*3*	*4%*	*-*	*-*	*-*	*-*	*-*	*-*
		diploma	*53*	*75%*			*5*	*100*		
		degree	*15*	*21%*	*3*	*100 %*	*-*	*-*	*1*	*100%*
		Total	*71*	*100*	*3*	*100*	*5*	*100*	*1*	*100*

As pointed out in Table 2, in terms of years of experience for teachers 13%, 31%, 37% and 19% were 1-10, 11-20, 21-30and >30 years of experience respectively for both

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principalsand CRC supervisors 100% were 11-20 years of experience. Finally majority leader's experience is not enough. From this one can understand that teachers were enough experience and majority leader's experience was not that much exaggerated.

As been a sign of in Table 2 in terms of academic qualification for teachers 4%, 75%, 21% were certificate, diploma and first degree holders respectively, for 100% principals, and CRC supervisors all degree holder where as the vice principals 100% diploma holder. From this one can understand that as the policy teachers of the schools are expected to be diploma holders in this regarded minority teachers in the system with less qualification than projected, for principals, vice principals, CRC supervisors were degree and diploma holders.

Table.3. Data presentation in quantitative or percentage distribution of respondents and data analysis and interpretation about media or channel of communication b/n principals and teachers in the schools to communicate effectively

No	Statement	Response	in	Rating				
				Always	often	Some times	Rarely	Never
1	How often do the teachers and principals face to-face interaction to each other communicate in the te schools	Teachers	No	7	20	34	6	4
			%	10%	28%	48%	8%	6%
		Leaders	No	2	1	4	2	1
			%	20%	10%	40%	20%	10%
1;2	How often do the teacher and principals communicate on meeting in the schools effectively	Teachers	No	5	20	38	7	1
			%	7%	28%	54%	10%	1%
		Leaders	No	1	3	2	3	1
			%	10%	30%	20%	30%	10%
1: 3	How often do the teacher and principals communicate on notice board in the schools effectively	Teachers	No	11	16	32	9	3
			%	15%	23%	45%	13%	4%
		Leaders	No	6	1	2	1	0
			%	60%	10%	20%	10%	0%

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1: 4	How often do the teacher and principals communicate each other on tale phone in the schools effectively	Teachers	No	7	23	36	5	0
			%	10%	32%	51%	7%	0%
		Leaders	No	7	1	1	1	0
			%	70%	1%0	10%	10%	0%
1: 5	How often do the teacher and principals communicate each other by letter in the schools effectively	Teachers	No	24	30	13	3	1
			%	39%	42%	18%	4%	1%
		Leaders	No	6	2	1	1	0
			%	60%	20%	10%	10%	0%
1: 6	How often do the teacher and principals communicate on each other by mobile in the schools effectively	Teachers	No	38	30	3	0	0
			%	54%	42%	4%	0%	0%
		Leaders	No	7	2	1	0	0
			%	70%	20%	10%	0%	0%

Based on (Table 3), item 1, above most of the teachers respondents responded that10%, 28%, 48%,8% and 6%, says Always, Often, sometimes, rarely and never respectively. And the leader's respondents responded that20%, 10%, 40%,20% and10%, said Always, often, sometimes, rarely and never respectively.

As to this table, the face –to-face interaction factor very less affects the teachers' relationship in the schools different task accomplishment. This was the way the relation ability of some teachers is difficult in the school setting. So,' the organization human resource personnel ought to prepare good orientation and socialization programs for the teachers of the school entering school and better to creating conductive working environment.'(See App-1)

As to above (Table 3), item 2 indicates most of the teachers respondents (51%) responded that the communicate on meeting could not affect much teachers to share information's freely with their principals and others 7%, 28%, 10% and 1% responded that Always, often ,relays and never respectively on the issue. And also most of the leaders respondents (30%) responded that the communicate on meeting affect less teachers to share information's freely with their leaders and others 10%, 20%, 1o% and 30% responded that Always, often, some times and never respectively on the issue.

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Moreover, from this we can understand that, there was factor affecting effective communication in the schools , but the factors as not that much exaggerated. So,' the work's environment was good and it was somewhat better if we create a creative conducive environment more and also giving orientations of rules and regulations for the teachers according to their department so as to make them to perform their tasks effectively, all teachers know their duties and responsibility and perform their tasks in accordant.' (See App-1)

From above (Table 3), item 3 indicates majority of teachers (45%) responded that communicate no notice board in the schools factor affect leaders in sharing simple information with teachers can highly affect in the school. And the other 15%, 23%, 13% and4% responded that always, me often, rarely and never respectively. Beside this, majority of leaders (45% communicate on notice board responded that the factor affect leaders in sharing simple information with teachers can highly affect in the school. And the other 15%, 23 %, 13% and4% responded that always, , often and never respectively.

On the other hand, the impact of working environment on principals in sharing simple information with teachers could highly affect. Hence, the working environment was not good then better to create attractive conductive environment with teachers. In addition to as Paluley (2010) identify, the element of communication like sender, encoding, the message, the medium, the decoding, the receiver and the feedback. If noise exists in any way, complete clarity of meaning and understanding does not occur. Moreover, the leaders doing things briefly and giving recognition for teachers and discussing with teachers and also short term meeting should used to develop effective communication and sharing information day to day.

Table.4. Data presentation in quantitative or percentage distribution of respondents and **data analysis and interpretation about How often do principals effectively communicate to teachers**

No	Statement	Response of	In	Rating				
				Always	Often	Some times	Rarely	Never
2:1	How often do the principals	Teachers	No	6	18	32	10	5

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	send the necessary information to all teachers		%	8%	25%	45%	14%	7%
		Leaders	No	3	2	3	1	1
			%	30%	20%	30%	10%	10%
2:2	How often do the principals take the feedback from the teacher	Teachers	No	6	5	32	24	4
			%	8%	7%	45%	39%	6%
		Leaders	No	4	2	2	1	1
			%	40%	20%	20%	10%	10%
2:3	How often do the principal discuss with teachers on the issues of school activity regularly	Teachers	No	6	18	32	10	5
			%	8%	25%	45%	14%	7%
		Leaders	No	3	2	3	1	1
			%	30%	20%	s30%	10%	10%
2:4	How often do the teacher receive the necessary information given from the principals	teachers	No	12	38	17	6	4
			%	16,9%	53,5%	23,9%	8%	6%
		leaders	No	2	3	2	2	1
			%	20	30	20	20	10
2:5	How often do the information that transmitted from principals to teachers are effective	teacher	No	8	32	28	2	1
			%	11,2%	45%	39%	2,8%	1%
		Lead Er	No	3	2	2	1	1
			%	30	20	20	10	10
2:6	How often do the teachers and principals are equally understand to each other about the school activity	teacher	No	26	31	11	2	1
			%	36.6%	43,6%	15%	2,8%	1%
		Leader	No	4	3	2	1	0
			%	40%	30%	20%	20%	0%
2,7	How often do the teachers relationship among other departments on their regular	teacher	No	**32**	**26**	**9**	**3**	**1**
			%	**45%**	**36.6%**	**12,6%**	**4%**	**1%**
		Leader	No	**3**	**2**	**2**	**2**	**1**

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	work		%	30%	20%	20%	20%	10%

The result of the analysis of the response of the teachers respondent on how often do principals effectively communicate to teacher's ability to in facilitating effective communication indicates that (45%) some times (Table 4), item 1. And the others 8%, 25%, 14% and 7% responded always, often, rarely and never respectively. On other hand, the leader's respondents responded that (30%) were always and some times. And the others 20%, 10%,% and 10% responded often, really and never respectively.

Furthermore, the teacher's ability of relation with others has an affecting effective communication in the school, but the factors affecting effective communication was not that much exaggerated. So' they have to prepare different panels to socialize the individual with others and discussing freely and developing culture communicates to each other' (See App-1)

As it can be seen in the (Table 4) item 2, majorities of the teacher's respondent (45%) responded that, the ability of the leaders to receive and give information the effective leadership skill of the individual's. And the other 8%, 39%, 7% and 6% respectively always, often, rearly , and never. On other hands, majorities of the leader's respondent (40%) responded that, the ability of the managers/ principals to receive and give information factor affecting the effective leadership skill of the individual's. And the others 40%, 20%, 20% and 20% says respectively always often, sometimes rearly and never.

From this one can understand that the abilities of the leaders on giving and receiving information can highly factor affecting the leadership skills of an individual. So, the individual leaders should have to take different leadership courses. Thus, as Kneen (2011) suggest that, "communication depends on the ability not only to send but also to receive messages." So, the ability to listen effectively greatly enhances the communication process, but many of us are not good listeners. So as Kneen suggest effective listening skills can be develop in principals. And also as (Keyton, 2011; Cheney, 2011) indicates school administration should provide a good foundation for developing and maintain all effective set of interpersonal communication skills to be a good sender. Besides that ' the leaders have to facilitate open communication to

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understand what the teachers want, the leaders communicated directing rules and guide line of the school and the leaders used short term training.'(See App-1)

Table.5. Data presentation in quantitative or percentage distribution of respondents and data analysis and interpretation about how often barriers of communication between teacher and principals

No	Statement	Response of	In	Rating				
				Always	Often	Some times	Rarely	Never
3:1	How often do the principals and teachers effective listening to each other reduce mis understanding of information	Teachers	No	25	26	8	4	8
			%	35%	36.6%	11%	5,6%	11%
		Leaders	No	2	2	3	2	1
			%	20%	20%	30%	20%	10%
3:2	How often do the principals and teachers use simple language as everyone to understand each other that means sender and receive	Teachers	No	28	16	25	1	1
			%	39%	22,5%	35%	1%	1%
		Leaders	No	4	2	2	2	O
			%	40%	20%	20%	20%	0%
3:3	How often do the principals first select the message	Teachers	No	37	24	3	5	2
			%	52%	33,8%	4%	7%	2.8%

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	before to send and understand it where correct or not	Leaders	No	4	3	2	1	0
			%	40	30	20	10	0
3:4	How often do the principals give Feed back to teachers and comment	Teachers	No	24	36	6	4	2
			%	33,8%	50,5%	8%	5,6%	2,8%
		Leaders	No	3	2	3	1	1
			%	30%	20%	30%	10%	10%
3:5	How often do the teacher receive feedback from principals	Teachers	No	36	24	8	2	1
			%	50,5%	38,8%	11,2%	2,8%	1%
		Leaders	No	2	3	2	2	1
			%	20%	30%	20%	20%	10%

According to (Table 5), item 1, above most of the teachers respondents (36,6%) responded that, reduce misunderstanding different directions should affect the task accomplishment of the schools between teachers. And the others 35%, 11%, 5,6% and 11% says always, sometimes rarely and never respectively. Again as (Table 5), item 1, above most of the leaders respondents (30%) responded that, the reduce misunderstanding of information transmitted through different directions should affect the task accomplishment of the s40hools between teachers. And the others 20%, 20%, 20% and 10% says always, often, rarely and never respectively.

As (Table 5), item 2 above, most of the teachers respondents (39%) responded that, every transmitted through different directions should affect the task accomplishment of the schools from teachers to leaders. And the other 40%, 20%, 20% and 0% says always, often , some times and never respectively. And again, most of the leader's respondents (30%) responded that, the rumours transmitted through different directions should affect the task accomplishment of the schools from teachers to leaders. And the other 20%, 20%, 20% and% says often, sometimes, rarely and never respectively

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According to (Table 5), item 3 above, most of the teachers respondent (40%) responded that, the rumours transmitted from leaders to teachers should affect the task accomplishment of the schools. And the others 20%, 20%, 20% and 20% says often, sometimes, rarely and never respectively. On other side, most of the leader's respondents (40%) responded that, the rumours transmitted from leaders to teachers should affect the task accomplishment of the schools and the others 20%, 20%, 20% and 0% says always, often , some times and never respectively.

Moreover from this (Table 5), items 1,2 and 3 one can understand that, the reduce mis understating transmitted among the teachers, from teachers to leaders and from leaders to teachers could affect the relations among teachers, between teachers and leaders on the task/job accomplishment of school. Wendy Bloisi.Curtis W.Cook & Phillip L.Hunsaker (2007) argue that the grapevine is the informal communication channel for gossip and rumours and is outside the control of the management. Studies by Davis (1953) have determined that only about 10% of managers actually pass on misunderstand and gossip-regardless of their importance to more than one other person. It is important that managers recognize that a grapevine will exist whether they want it to or not. Additionally, managers can do little to control the direction, speed and accuracy of grapevine misunderstand. What managers can do, however, is diminish the amount of grapevine misunder stands with effective communication. So' the leaders needs to manage the rumours effectively, managing informal groups formed by teachers and changing the attitudes of teachers, fulfilling the teachers facility as much as possible and finally rejecting working which may create vacancies between teachers and the leaders continuous and unplanned discussion should used for further improvement of communication between the principals and teachers of the school again involving all teachers of the school on social activities in the school.' (See

No	Statement	Response of	In	Rating				
				Always	Often	Some times	Rarely	Never
4:1	How often do principals communicates with teachers use meeting to solve school	Teachers	No	6	19	34	12	2
			%	24%	32%	8%	28%	8%
		Leaders	No	3	4	1	1	1

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	problems		%	30%	40%	10%	10%	10%
4:2	How often do principals communicates with teachers in area of teachers performance evaluation	Teachers	No	16	19	27	7	2
			%	22.5%	32%	38%	9.8%	8%
		Leaders	No	3	3	2	1	1
			%	30%	30%	20%	10%	10%
4:3	How often do principals to share their work experience to their teachers	Teachers	No	9	9	35	12	6
			%	12.6%	12.6%	49%	28%	24%
		Leade Rs	No	5	2	2	1	0
			%	50%	20%	20%	10%	0%

From the (Table 5), item 4 above, most of the teachers respondents (32%) responded that the in accurate transferred information from teachers affect the relationships of the leaders. And the others 24%, 8%, 28% and 8% says respectively very high, medium, low and very low. On other hand, as (Table 5), item 4 above, most of the leaders respondents (28%) responded that the in accurate transferred information from teachers not much affect the relationships of the leaders and the others 16.66%, 22.22%, 22.22% and 11.11% says respectively very high, high, low and very low.

Based on (Table 5), item 5 above, most of the teachers respondents (32%) responded that the meeting to improving communication that teachers affect the relationships principals. And the others 24%, 32%, 8% and 28% says always, often, some times and raerly respectively and beside of this as (Table 5), item 5 above, most of the leaders respondents (40%) responded that the meeting to improving communication from teachers affect the relationships of the vice principals. And the others 30%, 40%, 20% and 10% says always, often, sometimes and rarely respectively. From this we can understand meeting on communication of transmitted information from teachers to vice principals on effective communication on job accomplishment of the school is not much. So,' the leaders create an effective communication with teachers and others by solving problems based on accurate information.' (See App-1)

According to the (Table 5), item 6 above, majorities of the teachers respondents (32%) responds that, the transmitted meeting to communication from vice principals less affect the relationships of the Principals and unit leaders but there are some.

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And others says 12%, 36%, 8% and 0% respectively always, often, some times and never. On other hand, majorities of the leaders respondents (40%) responds that, the transmitted meeting on communication from less affect the relationships of the others leaders but there are some. And others says 30%, 40%, 20% and 1% respectively always, often some times and rarely respectively. Moreover, the transmitted information from vice principals to others leaders was affect their relationships of schools, but the factors was not that much aggregated.

4:2 Analyize of qualitative data

The interview was conducted with 10 members (CRC SUP, principals and vice principals) they were asked individually. the interviewee were answered the questions conducted to them as follows ,for the question :

The first questions: Mention any problems regarding on forms of effective communication between teachers and principals .They responds as lack of effective communication skills of principals to coordination, organization, monitoring ,and evaluating together and lack of closely relationship , lack of internal motivation of teachers and commitments .

When we see these ideas from line of managerial functions they cannot indicate that good management works. Because school management is the heart of overall changes of the school community and to sum up in order to translate the goal in to action communication is essential .in the school the principals can work with teachers in cooperation with his staff members and communication (feed back) response of the staff members is very important because if influence the behaviour of the principals and his approach of leadership

The second questions forwarded in the interview was concerned: mention any barriers of effective communication between principals and teachers are :

Lack o skill organizing and mobilizing the community, motivation, commitment and resources from this ideas one conclude that always cooperation and integration among each other is very necessary to get development.

The third questions are: what are the appropriate solution between principals and teachers effective communication.

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Giving continuous training, motivation, awareness, monitoring and evaluation and feedback giving,

The forth question are: How principals and vice principals communicate each other,

They are communicate for reporting system only because they cannot discus as leader together so their communication in the school are very poor

From this we can understand that the experience of teachers and leaders affect the relationship or effective communication. So 'the leaders should used short term training.' (See App-1)

CHAPTER –FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

After data were presented, collected, analyzed and interpreted the following Summary, Conclusion and Recommendation were forwarded.

5.1. Summary

This study was aimed at to assess the major factors that affect effective communication between principals and teachers at secondary and preparatory

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schools of Teppi Town. Beside this, the following basic questions were raised.

- What are the major forms of communication between the principals and teachers in secondary and preparatory schools of Teppi Town?
- How effective are these forms of communication between teachers and principals?
- What are the major barriers forms of communication between teachers and principals?

Consequently, different major finding was gained from the respondents and the analyzed and interpreted finding were summarized as follows.

- Both teachers and leaders who accounted for 34(48%) and 40%) respectively indicated that face to-face some times transmitted from teachers to leaders hinder effective communication to facilitating the teaching learning process.
- Majority of teachers and leaders who explained for 36(51%) and 1(10.%) respectively pointed out that the information and tasks by telephone affect the leaders to see cases quickly and fulfill the interest of the teachers/works in the short period of time
- Both teachers and leaders who accounted for 36(50.5%) and 3(10%) respectively stated briefly that answers not given on short period of time on the raised question by leaders with teachers delay effective communication to make easy the teaching learning process.
- The vital of the respondents who accounted for 26(36.6%) be a signed of that the mis understanding transmitted among teachers prevent on effective communication to easier the teaching learning process.
- Majority of respondents (teachers + teachers) who accounted for 35(49%)re sharing simple information with teachers on effective communication of school activity.
- Majority of teachers and leaders who overcome for 36(50,5%) made known that the leaders ability to receive and give information affect to make easy the teaching learning process.

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- The study found out that autocratic information transfer adopted which had affect communication effectiveness of the school tasks.

5.2. Conclusions

Communication is the key factor social, political and economic aspect of human life. The managers of today's school organization have a multifaceted job which includes setting objectives, organization tasks, motivating employees, reviewing results, and making decisions. School manager plan, organize, staff, direct, coordinate and review. Tasks cannot be accomplished, objectives cannot meet, and decisions cannot be implemented without adequate communication, due to this

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communication is the essence of organization (Kataz &Kahn, 1966). Davor (1994) suggest that the some principles for effective communications: communicate on objectives, a void the language barrier, determine the adequate medium, the right climate particularly in case of upward communications, listen attentively, realize that communication is two-way process, actions should not contradict the communication, communication training improvement provided by this type of training in the desired skills results in more effective communication.

Beside this, several communication theorists (Cheney, 2011; Keyton, 2011; Tourish, 2010) have pick up some commandment of good communication which are particularly applicable to the sender. These commandments, together with a basic understanding of the communication process itself, should provide a good foundation for developing and maintaining an effective set of interpersonal communication skills, which school leaders can use when communicating with various school stakeholders. These effective set of interpersonal communication skills are school leaders need to: clarity their ideas before communicating; examine the true purpose of each communication; consider the total physical and human setting; be sure that their actions support their communication and not only to be understood, but to understand be a good listener. Moreover, this routine activity is not carried out in effective way and it affected in different barriers/problems and connect to the findings of this study direct or indirect.

Therefore, the results of the analysis of data were concluded as the telephone forms of communication that principals to sharing simple information with teachers affect in school in which hinders the effective task accomplishment and the leader's ability to receive and give information on effective leadership and also experiences of leaders and teachers held the school activity.

On the other hand, the answers that couldn't be provided for the questions of teachers in the short period of time could be the main problem which affects the relationship between the leaders and vice versa from principals to teachers and this affect the effectiveness communication to facilitate the teaching learning process.

Despite that, effects of misunderstanding transmitted from principals to teacher, among teachers and from teachers to principals, on school effective task accomplishment and on the smooth communication, highly affect, so the school

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principals should have to give due attentions for their disturbance and control them so as to make easy the effectiveness of the task accomplishment.

Finally, the information and tasks overload on the principals can affect the teachers' morale whenever they couldn't responded in the short period of time for their questions, unlike this the misunderstanding information of tasks on teachers by principals on their relation held teaching learning process and exchanging information seems like autocratic information transfer is another problem and affect school tasks accomplishments.

5.3. Recommendation

In perceptive of the findings of the study and conclusions drawn the problems, the individuals for whom recommended and the possible recommendation were set out.

- To overcome the problem of the face to-face communication those leaders to sharing simple information with all teachers in school, to solve problems of principals' ability to receive and give information on effective leadership and to

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solve problems of experiences of leaders and teachers on the job training should be design by the Woreda educational office and others concerned body like education planners for the principals and teacher of the school in order to create integrated and effective working environment.

- Another problem faces is answers that couldn't be provided for the questions of teachers in the short period of time from principals in school affects the relationship between them. To overcome these principals of the schools in collaboration with different stakeholders should be given immediate response for the teacher's questions.
- To reduce problems of the mis understanding information transmitted among teachers, from principals to teacher and from teachers to leaders, the leaders of the school must be developing strategies or means of overcoming rumours from the school and also the school community must be by the role in order to reduce rumours in the school. Moreover, the school leaders should have to give due attentions for their disturbance and control them so as to make easy the effectiveness of the task accomplishment.
- Both leaders and teachers should manage their time effectively and /or delegate his /her authority to overpower task burden and develop his/ her skill to manage information overload by reading text book and others reading materials daily. Beside this, contact by report on a time with each other and for the concerned body to facilitate effective communication in the school and Clear and understandable information must be given to each others.
- Finally, to get over for the problems of exchanging information seems like autocratic information transfer open, clear and democratic communication styles experience should be develop in the school environment among the staff of the school.

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APPENDIX A

WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

Department of Educational Planning and Management

Items to be filled by Teachers, Principals, Vice Principals and CRC supervisor

Questionnaire for Respondents

Dear Respondents

This questionnaire is designed to gather data on determinants of school principals, vice principals CRC supervisor and teachers on factors affecting effective communication between principals and teachers in secondary and preparatory schools of Teppi Town and to increase the awareness of teachers, leaders and other concerned bodies and the expectation from the respondents are the exact information without any group forces.

Thank you in advance

Part -1 Personal Information

1. Sex A. Male ☐ B. Female ☐

2. Age A.20-25 years ☐ B. 26-30 years ☐ C. 31-35 years ☐

D. above 35 years ☐

3. Year of experience A. 1-1☐ B. 11-2☐ C.21-3☐ E. Above ☐

4. Level of education. A. Certificat☐ B. Diplom☐ C. Degr☐

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Part - 2 Closed Ended Questions for Teachers

5= Always 4= Often 3= Some times 2= Rarely 1= Never

No	Statements and Questionnaires	5	4	3	2	1
A	**Media or channel of communication b/n teachers and principals in the schools to communicate effectively**					
1;1	How often do the teachers and principals face-to-face interaction to each other communicate in the schools?					
1;2	How often do the teachers and principals communicate on meeting in the schools effectively?					
1;3	How often do the teachers and principals communicate on notice board in the schools effectively.?					
1;4	How often do the teachers and principals communicate each other on telephone in the schools effectively?					
1;5	How often do the teachers and principals communicate each other by letter in schools effectively?.					
1;6	How often do the teachers and principals communicate each other by mobile in the school effectively?					
B	**How often do principals effectively communicate to teachers on the followings?**					
2;1	How often do the principals send the necessary information to all teachers and communicate to each other at the same time					
2;2	How often do the principals take feedback from teachers what he send the information on time equally and communicate them to each other					
2;3	How often do the principal discuss with teachers on the issue of school activities regularly and make common					

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	understanding to each achieve the objectives of the school					
2;4	How often do the teachers receive the necessary information given from vice Principals, Principals and unit leaders on time and give feed back to them					
2;5	How often do the information that t transmitted from principal to teachers are effective and efficient to achieve their work					

5= Always 4= Often 3= Sometimes 2= Rarely 1= Never

No	Statements And Questionnaires	5	4	3	2	1
C	**How often barriers of communication b/n principals and teachers**					
3;1	How often do the principals and teachers effective listening to each other reduce misunderstanding of information					
3;2	How often do the principals and teachers use the simple language as everyone to understand each other that means the sender and receiver					
3;3	How often do the principals first select the message before to send and understand where it is correct or not appropriately					
3;4	How often do the principals give feedback to teachers and take comments					
3;5	How often do the teachers receive feedback from principals and common understand it					

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D	**How often do improve communication between the principals and teachers?**	5	4	3	2	1
4;1	How often do principals communicate with teachers use meeting to solve school problem?					
4;2	How Often do principals communicate with teachers in areas of teacher performance and giving feed back to them on their weakness?					
4;3	How often do principals to share their work experience to their teachers and take feedback from them their feeling?					
4;4	How Often do principals communicate with teachers and discuss on the issues of school annual plans to achieve and agree on it?					
4;5	How Often do principals communicate with teachers and discuss to improve student academic achievement and to solve the problems?					

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INTERVIEW

Open ended questions for principals, vice principals and CRC supervisor

1. Mention any problems regarding on form of effective communication between the teachers and principals.

A-_____

B_____

C_____

D_____

2 Mention any barriers of effective communication between the teachers and principals in the schools.

A_____
B_____
C_____
D_____

3What is the appropriate solutions to strength the teachers and principals on barriers of effective communication?

A_____
B_____

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C_____

D_____

4. How principals and vice principals communicate with teachers?

A_____

B_____

C_____

D_____

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