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COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**FACTORS AFFECTING PRINCIPALS' COMMUNICATION IN SELECTED
SECONDARY SCHOOLS OF WOLKITE TOWN ADMINISTRATION**

**A RESEARCH PAPER SUBMITTED TO DEPARTMENT OF EDUCATIONAL
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LETTER OF APPROVAL

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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 schools. Here, the method of investigation of the study was as follow: the study was used the simple random sampling method to select 25 teachers respondents and purposive sampling technique to select 12 leaders and 1 supervisor and finally a total of 41 respondents. The data were gathered through two different sets questionnaires, and interviews; the data obtained from respondents were analyzed quantitatively and qualitatively. 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 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. Finally, to get over for the problems of exchanging autocratic information transfer open, clear and democratic communication styles experience should be develop in the school environment.

CHAPTER ONE 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. Effective communication usually requires a two way flow of information rather than simply delivering message work on creating a flow of message and feedback. A sender convey a message, and receiver responds with feedback and perhaps anew message (MUDPHY, 1991). Meaningful communication informs and educates employees at all levels and motivates them to support the strategy (Barrett, 2002).

Effective communication underpins the knowledge; skills and dispositions principals require having a direct and indirect influence on student outcomes, as identified in the Best Evidence Synthesis on leadership. Taking time to review your communications strategy and ideas will be time well spent. Many problems, in and out of schools, can be directly traced to the effectiveness of your and your school's communications – whether information was communicated or not, what was communicated, how it was communicated, and who communicated it. Taking time to think about what you want to say will also ensure you maintain your integrity and professionalism, that of your school, and of the wider educational community (Lunenburg, 2010).

Leadership action is impossible without making communication between leader 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.

Principals apply a range of formal and informal communication skills every day. Communications may be deliberately planned or ad hoc; face to face or virtual; written, video or verbal; digital or non-digital. Principals can't just stay in their offices, opening their doors only

to dispense commands to the staff then locking themselves in and burying their heads in paperwork once more. To communicate effectively, principals must continuously be cognizant of the goings-on in their schools by listening to their staff, students and parents. When seeking input, principals should ask meaningful questions, dedicating their attention to the people to whom they are speaking and seeking clarification when they don't understand (Weiss, 2011).

Even though the improvement of effective communication of principals might have the above mentioned and other problems, the problems of communication of principals of both Hidase Fire and Abba Fransoa secondary school of Wolkite town are less participation of 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.

Here different scholars say different about effective communications and effective principals. These are: building a relationship between principals' and other school stakeholders requires effective communication successful communication by principals 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 is a two way process that requires effort and skill by both sender and receiver (Lunenburg, 2010). Effective communication is the responsibility of all persons in the organization, managers as well as non-managers, who work toward a common aim, whether communication effective can 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 study to assess on the topic of "factors affecting principals' communication" in wolkite town administration Abba Fransoa secondary school, and Hidase Fire secondary schools of principals and teachers.

1.2. Statement of the Problem

Effective communication among and between members of any organization is 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).

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. 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.

1.3 Basic Research Questions

1. What are the major (types) forms communications that are used by secondary schools principals?
2. To what extent principals communicate effectively?
3. What are the major challenges that affect principals' communication in secondary school?
4. What type of communication mechanisms principal have used solve the challenges they face?

1.4. Objectives of the Study

1.4.1. General Objective

The main objective of this study is to assess the major factors that affect principals' communication at Wolkite town selected secondary schools.

1.4.2. Specific Objectives

The specific objective of this study is the following:

1. Identify the major (types) forms communications that are used by secondary schools principals.
2. To suggest the extent to principals communicate effectively.
3. To examine the major challenges that affect principals' communication in secondary school.
4. To examine communication mechanisms that the principals use solve the challenges they face.

1.5. Significance of the Study

The current practice of principals' communication system will be conducted at Hidase Fire and Abba Fransoa secondary schools has paramount importance in the successful implementation of effective communication in the future.

On particular, this in the view of the study 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 schools.
- 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 this students and community of the schools as well as government are beneficiary.

1.6. Definition of Key Terms

Communication:-the process of transmitting information and common understanding from one person to another (Hener, 2010).

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.

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

1.7. Scope /Delimitation of the Study

Due to the time and financial constrain the study covers only the factors affecting principal's communication in wolkite town administration selected secondary schools.In the town there are

four secondary schools this study was delimited in three schools and also the study was included and observe secondary schools found in wolkite town secondary schools, however, it will be find to be unmanageable to the in terms of finance and time to include schools.

1.8. Limitation of the Study

The study conducted in wolkite town secondary 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.

1.9. Organization of the Study

This study was able to be five chapters. Chapter one deals with the problem and its approach, the second chapter is deal with review of related literature, and chapter three consists of design and methodology. Chapter four deals data analysis and interpretation, and finally chapter five deals with summary of the funding, conclusion and recommendation.

CHAPTER TWO 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.

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, *communis*, which means common. The definition underscores the fact that unless a common understanding results from the exchange of information, there is no communication (Lunenburg, 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). 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 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.

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).

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.

In general, the communication process must consist of the sender, the receiver, the message, and feedback.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 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, peering 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. A basic method to determine whether noise has occurred and to correct communication errors caused by noise is to use feedback. It can be transmitted through a variety of formal and informal organizational communication channels.

2.4. Importance of Communication

Wendy Bloisi. Curtis W. Cook & Phillip L. Hunsaker (2007) argues that 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.(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. 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. Koontz and Weihrich (2008) argue that communication is important for the internal functioning of the organization and the interaction with the external environment.

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.

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. Downward flow of information 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.

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.

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

2.5.2. In-formal Communication Channels

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

2.6. 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 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 principals' to ask any question causes the superintendent to wonder if any real understanding has taken place. Semantic barrier the problem is semantic, or the meaning of the words we use. Today's complex school systems are highly specialized. Schools have staff and technical experts developing and using specialized terminology-jargon that only other similar staff and technical experts can understand. And if people don't understand the words, they 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 communication theorists (Abrell, 2004; Auer, 2011; Lason, 2011; Shettleworth, 2010; Weiss, 2011) have focused on major areas 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.

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 a way 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. 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 some 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.

2.7. Improving communication effectiveness

Effective communication is a two-way process that requires effort and skill by both sender and receiver (Lunenburg, 2010). Also Lunenburg suggests 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 Commandments 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 foundation for developing and maintaining an effective set of interpersonal communication skills, which principals can use when communicating with various school stakeholders. These effective set of interpersonal communication skills are:

- 1) Principals' need to clarify their ideas before communicating,
- 2) Principals' need to examine the true purpose of each communication,
- 3) Principals' need to consider the total physical and human setting,

- 4) Principals' need to consult with others, when appropriate, in planning communications,
- 5) Principals' need to be mindful while communicating of the over stones as well as the basic content of the message,
- 6) Principals' need to take the opportunity, when it rises to convert something,
- 7) Principals' need to following up their communication,
- 8) Principals' need to communicate for tomorrow as well as to day,
- 9) Principals' need to be sure that their actions support their communication and
- 10) Principals' 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 principals'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.

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.”

Davor (1994) suggest that the ten principles or fundamentals or guidelines for effective communications:1) communicate on objectives 2)Avoid 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)Avoid 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.

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.

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; the responsibility not only of the receiver of the information.

CHAPTER THREE 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. Description about the study area

Wolkite town is one of the seven towns under Gurage zone in South Nations and Nationalities of Peoples Regional State. Particularly it is found to the north west of South Nations and Nationalities of Peoples regional state in Ethiopia. In the north and east it is bounded by Oromia regional state.

Wolkite town is between Jimma and Addis Ababa. The administrative center of the gurage zone of the Southern Nation ,Nationalities and People's Region(SNNPR),this town has a latitude and longitude of 8° 17' N 37°47' E and an elevation between 910 and 935 above sea level. It is surrounding by Kebena woreda and it is a part of former Goro woreda. Thus, majority of the rural kebeles of Gurage zone are locating far away from the town. Currently, the total area of the district is 2,203.32 Sq.

3.2. Study Design

This study was aimed to identify factor that affecting principals' communication of wolkite town administration, a descriptive survey method used. This method is select because of it is the most popular and widely use study method in education and it is designed to obtain precise

information concerning the current status of phenomena and also because of conduct to improve teaching-learning process.

3.3. Sources of Data

3.3.1 Primary Sources

This study will be conducted from primary data directly collect from the target population of the study teachers,principals,vice principals and unit leaders and supervisor. Because, to obtain full information of principals' effective communication this source will be the best one.

3.3.2 Secondary Sources

The secondary data is collect from related books and relevant document like principle of the school prepared by MOE, 1994 as well as records. Specifically, documents in the schools of supervisors note, records of school administrators and records of school community meeting were assessed for the successful of this study.

3.4. Sample Population

The population of this study was Yaberus, Hidase Fire and Abba Fransoa secondary schools teachers,principals,vice principals, unit leaders and supervisor. In wolkite town administration there are 4 secondary schools, also in these secondary schools there are 4 Principals,12 vice principals, 6 unit leaders, 1 supervisor and 298 teachers totally 321 total population were present. Data is collects by using primary sources with the help of instruments data collection like questionnaire from 25 teachers, 3 principals, 6 vice principals, 6 unit leaders and structure interview from 1 supervisor and by using secondary sources from related book, other documents. And finally this is collects the necessary information and tabulation, percentage in both quantitatively and qualitatively.

3.5. Sampling Techniques

Hence two different sampling techniques use to select the respondents. The first is Simple random sampling is use to select,vice principals and teachers; the second is a Purposive sampling for principals,unit leaders and supervisor.

Under simple random sampling each members of the population understudy has an equal chance of being select. The method involves selecting at random from all list of the population they require number of subjects for the sample. Because of population and chance, the sample were contained subjects with characteristics similar to the population as whole. Under this simple random sampling such as lottery method is include. This sample technique is widely used in education study for the reasons: it is highly reliable its degree of representatives is high and it is simple to list all population.To summarize, from 4 populations of secondary schools 20% of 3 schools are select by simple random sampling using lottery method.These 3 schools include:Yaberus,Hidase Fire and Abba Fransoa secondary schools. Here again 25 sample teachers respondents were identify from 3 schools of 298 teachers by the above step. In addition to this from these 3 schools there are 3 principals, 12 vice principals and 6 unit leaders and 1 supervisor were selected by available sampling. Finally the sample select are 25 teachers, 3 principals, 6 vice principals and 6 unit leaders) and 1 supervisor totally 41 respondents were selected from 4 population of wolkite town of 3 sample select schools.

Table 1. Table of sampling techniques

No	Select sample schools	Level of school	Total staff of the select schools	Total staff of the select schools by position				
				Leaders			Supervisor	Teachers
				Principals	vice principals	unit leader		
1	Hidase Fire	9-12	76	1	2	2	1	8
2	Abba Fransoa	9-12	66	1	2	2		8
3	Yaberus	9-12	156	1	2	2		9
	Total		298	3	6	6	1(sample)	25
				Total= 15 leaders (samples)				
				Totally 41 Respondents				

3.6. Instruments and Techniques of Data Collection

3.6.1. Instruments of Data Collection

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

3.6.1.1. Questionnaires

One of the instruments used to collect relevant data for the study is questionnaires. Both open and closed ended questionnaires were distributed for 25 teachers and 6 vice principals and 6 unit leaders and 3 principals of totally 41 selected respondents are use because questionnaires are promise a wider coverage of data .

3.6.1.2. Interviews

Interview is a method of collecting 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 constancy, 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 are prepare for three school principals and one supervisor of select schools.

3.6.2. Techniques of Data Collection

Techniques of data collection are some by supervisor, some by researcher by itself, and some by walk in or in going to surrounding of select secondary schools of wolkite town administration.

3.7. Methods of Data Analysis

In order to provide full information, this study needs to collect data on the basis of different methods. The data obtained from respondents are analyzed quantitatively and qualitatively by using table in percentage. From descriptive method of data analysis, percentage is used in most of the case. Also they are present by using table to clearly indicate the findings on the

effectiveness of communication between teachers and principals in wolkite town administration secondary schools.

CHAPTER-FOUR 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 25 teachers, one supervisor, 6 principals and 6 vice principals from three secondary schools of wolkite town.

4.1. Back ground of the respondents and general characteristics

Questionnaires were distributed to teachers, principals, vice principals and supervisor were interview. As it was already stated under chapter one, the respondents of this research were teachers (principals, vice principals and unit leaders) and supervisor in wolkite town of 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		Supervisor	
			No	%	No	%	No	%	No	%
1	Sex	Male	14	56	4	67	-	-	1	100
		Female	11	44	2	33	6	100	-	-
		Total	25	100	3	100	6	100	1	100
2	Age in years	20-25	-	-	-	-	--	-	-	-
		26-30	11	44	4	67	4	67	1	100
		31-35	10	40	-	-	-	-	-	-
		>35	4	16	2	33	2	33	-	-
		Total	25	100	6	100	6	100	1	100

As indicated in Table 2, in terms of sex for teachers respondents 56% male and 44% female, for principals respondents male 67% and female 33% and 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 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 , 44 % , , 26-30, 40% 31-35,>35 16% age respectively, with a view to principals67%, age 26-30 and 33% ,age>35, for vice principals 67% age 26-30, 33% age >35, and for supervisors 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 1 supervisors almost young 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		SUPERVISOR	
			NO	%	NO	%	NO	%	NO	%
3	year of experience	1-10	9	36%	-	-	-	-	-	-
		11-20	6	24%	4	67%	6	100%	1	100%
		21-30	4	16%	2	33%	-	-	-	-
		>30	6	24%	-	-	-	-	-	-
		Total	25	100	3	100	5	100	1	100
4	level of education	diploma	3	12%	-	-	-	-	-	-
		Degree	16	64%			6	100		
		Masters	6	24%	6	100%	-	-	1	100%
		Total	25	100	3	100	5	100	1	100

As pointed out in Table 2, in terms of years of experience for teachers 36%, 24%, 16% and 24% were 1-10, 11-20, 21-30 and >30 years of experience respectively for both principals and 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 12%, 64%, 24% were first degree and masters holders respectively, for 100% principals, and supervisors all masters holder whereas the vice principals 100% degree holder. From this one can understand that as the policy teachers of the secondary schools are expected to be masters holders in this

regarded minority teachers in the system with less qualification than projected, for principals, vice principals, supervisors were degree and masters 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	Res pon se	in	Rating
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				Always	often	Some times	Rarely	Never
1	How often do the teachers and principals face to-face interaction to each other communicate in the schools	Teachers	N ₀	5	8	6	3	2
			%	20%	32%	24%	12%	8%
		Leaders	N ₀	4	1	4	3	1
			%	30.8%	7.7%	30.8%	23.1%	7.7%
1.2	How often do the teacher and principals communicate on meeting in the schools effectively	Teachers	N ₀	3	7	9	5	1
			%	12%	28%	36%	20%	4%
		Leaders	N ₀	1	5	3	3	1
			%	7.7%	38.5%	23.1%	23.1%	7.7%
1.3	How often do the teacher and principals communicate on notice board in the schools effectively	Teachers	N ₀	3	7	10	2	3
			%	12%	28%	40%	8%	12%
		Leaders	N ₀	6	3	3	1	0
			%	46.2%	23.1%	23.1%	7.7%	0%
1:4	How often do the teacher and principals communicate each other on tale phone in the schools effectively	Teachers	N ₀	4	8	11	2	0
			%	16%	32%	44%	8%	0%
		Leaders	N ₀	7	2	2	2	0
			%	54%	15%	15%	15%	0%
1:5	How often do the teacher and principals communicate each other by letter in the schools effectively	Teachers	N ₀	10	8	3	3	1
			%	40%	32%	12%	12%	4%
		Leaders	N ₀	6	4	2	1	0
			%	46.2%	30.8%	15.3%	7.7%	0%
1:6	How often do the teacher and principals communicate on each other by mobile in the	Teachers	N ₀	12	8	5	0	0
			%	48%	32%	20%	0%	0%

	schools effectively	Leaders	No	7	4	2	0	0
			%	53.8%	30.8%	15.3%	0%	0%

Based on (Table 3), item 1, above most of the teachers respondents responded that 20%, 32%, 24%, 12% and 8%, says Always, Often, sometimes, rarely and never respectively. And the leader's respondents responded that 30.8%, 7.7%, 30.8%, 23.1% and 7.7%, 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 conducive working environment.'

As to above (Table 3), item 2 indicates most of the teachers respondents (36%) responded that the communicate on meeting could not affect much teachers to share information's freely with their principals and others 12%, 28%, 20% and 4% responded that Always, often ,relays and never respectively on the issue. And also most of the leaders respondents (38.5%) responded that the communicate on meeting affect less teachers to share information's freely with their leaders and others 7.7%, 23.1%, 23.1% and 7.7 % responded that Always, often, some times and never respectively on the issue.

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.'

From above (Table 3), item 3 indicates majority of teachers (40%) 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 12%, 28%, 8% and 12% responded that always, me

often, rarely and never respectively. Beside this, majority of leaders (46.2% 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 23.1%, 23.1 %, 7.7% and 0% 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 use to develop effective communication and sharing information day to day. Teachers in general are highly satisfied with their principal's communication with a high score for the mean for teachers' satisfaction was the approach their principals use to communicate with them that seemed to be the only statement that placed in the range of “always”.

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 send the necessary information to all teachers	Teachers	No	2	7	9	5	2
			%	8%	28%	36%	20%	8%
		Leaders	No	6	2	3	1	1
			%	48.2%	15.3%	23.1%	7.7%	7.7%

2:2	How often do the principals take the feedback from the teacher	Teachers	No	3	2	11	8	1
			%	12%	8%	44%	32%	4%
		Leaders	No	5	2	3	2	1
			%	38.5%	15.3%	23.1%	15.3%	7.7%
2:3	How often do the principal discuss with teachers on the issues of school activity regularly	Teachers	No	3	6	9	5	2
			%	12%	24%	36%	20%	8%
		Leaders	No	3	4	3	2	1
			%	23.1%	30.8%	23.1%	15.3%	7.7%
2:4	How often do the teacher receive the necessary information given from the principals	teachers	No	4	10	8	2	1
			%	16%	40%	32%	8%	4%
		leaders	No	4	3	2	3	1
			%	30.8	23.1	15.3	23.1	7.7
2:5	How often do the information that transmitted from principals to teachers are effective	teacher	No	4	12	6	2	1
			%	16%	48%	24%	8%	4%
		Leader	No	5	2	3	1	1
			%	38.5	15.3	23.1	7.7	7.7

2:6	How often do the teachers and principals are equally understand to each other about the school activity	teacher	No	6	9	5	3	2
			%	24%	36%	20%	12%	8%
		Leader	No	5	3	2	1	2
			%	38.5%	23.1%	15.3%	7.7%	15.3%
2.7	How often do the teachers relationship among other departments on their regular work	teacher	No	10	5	9	3	1
			%	40%	20%	36%	12%	4%
		Leader	No	3	2	2	4	2
			%	23.1%	15.3%	15.3%	30.8%	15.3%

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 (36%) some times (Table 4), item 1. And the others 8%, 28%, 20% and 8% responded always, often, rarely and never respectively. On other hand, the leader's respondents responded that (48.2%) were always and some times. And the others 15.3%, 23.1%, 7.7% and 7.7% 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.'

As it can be seen in the (Table 4) item 2, majorities of the teacher's respondent (44%) responded that, the ability of the leaders to receive and give information the effective leadership skill of the

individual's. And the other 12%, 32%, 8% and 4% respectively always, often, rarely, and never. On other hands, majorities of the leader's respondent (38.5%) 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 15.3%, 23.1%, 15.3% and 7.7% says respectively always often, sometimes rarely 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 understand what the teachers want, the leaders communicated directing rules and guide line of the school and the leaders used short term training.'

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 misunderstanding of information	Teachers	No	8	9	3	2	3
			%	32%	36%	12%	8%	12%
		Leaders	No	4	2	4	2	1
			%	30.8%	15.3%	30.8%	15.3%	7.7%

3:2	How often do the principals and teachers use simple language as everyone to understand each other that means sender and receive	Teachers	N ₀	8	6	5	2	4
			%	32%	24%	20%	8%	16%
		Leaders	N ₀	6	2	1	2	0
			%	48.2%	15.3%	23.1%	15.3%	0%
3:3	How often do the principals first select the message before to send and understand it where correct or not	Teachers	N ₀	9	7	3	5	1
			%	36%	28%	12%	20%	4%
		Leaders	N ₀	4	6	2	1	0
			%	30.8	48.2	15.3	7.7	0
3:4	How often do the principals give Feed back to teachers and comment	Teachers	N ₀	8	11	3	2	1
			%	32%	44%	12%	8%	4%
		Leaders	N ₀	3	4	3	2	1
			%	23.1%	30.8%	23.1%	15.3%	7.7%
3:5	How often do the teacher receive feedback from principals	Teachers	N ₀	11	9	3	1	1
			%	44%	36%	12%	8%	8%
		Leaders	N ₀	4	3	2	3	1
			%	30.8%	23.1%	15.3%	23.1%	7.7%

According to (Table 5), item 1, above most of the teachers respondents were responded that, 36% reduce misunderstanding different directions should affect the task accomplishment of the schools between teachers. And the others 32%, 12%, 8% and 12% says always, sometimes rarely and never respectively. Again as (Table 5), item 1, above most of the leaders respondents

(30.8%) responded that, the reduce misunderstanding of information transmitted through different directions should affect the task accomplishment of the schools between teachers. And the others 15.3%, 15.3% and 7.7.% says always, often, rarely and never respectively.

As (Table 5), item 2 above, most of the teachers respondents (32%) responded that, every transmitted through different directions should affect the task accomplishment of the schools from teachers to leaders. And the other 24%, 20%, 8% and 16% says always, often , some times and never respectively. And again, most of the leader’s respondents (48.2%) responded that, the rumours transmitted through different directions should affect the task accomplishment of the schools from teachers to leaders. And the other 15.3%, 23.1%, 15.3% and 0% says often, sometimes, rarely and never respectively

Moreover from this (Table 5), items 1, 2 and 3 one can understand that, the reduce misunderstanding 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. CurtisW. 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 misunderstands 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	In	Rating
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		of		Always	Often	Some times	Rarely	Never
4:1	How often do principals communicates with teachers use meeting to solve school problems	Teachers	N ₀	3	7	10	4	1
			%	12%	28%	40%	16%	4%
		Leaders	N ₀	3	6	2	1	1
			%	23.1%	48.2%	15.3%	7.7%	7.7%
4:2	How often do principals communicates with teachers in area of teachers performance evaluation	Teachers	N ₀	6	7	7	3	2
			%	24%	28%	28%	12%	8%
		Leaders	N ₀	3	3	4	2	1
			%	23.1%	23.1%	30.8%	15.3%	7.7%
4:3	How often do principals to share their work experience to their teachers	Teachers	N ₀	4	4	12	3	2
			%	16%	16%	48%	12%	8%
		Leade Rs	N ₀	6	3	2	1	1
			%	48.2%	23.1%	15.3%	7.7%	7.7%

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. 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.

Communication in organization serves three major purposes. It allows members to co-ordination, share information and satisfy social needs. 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. 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. Communication is important for the internal functioning of the organization and the interaction with the external environment

4:2 Analysis of qualitative data

The interview was conducted with 10 members (SUP, principals and vice principals) they were asked individually. The interviewees 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 principal's .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 (feedback) 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 solutions between principals and teachers effective communication.

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 discuss 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 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 Hidase Fire and Abba Fransoa Beside this, the following basic questions were raised.

- What are the major forms of communication between the principals and teachers in secondary schools of wolkite 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 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 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 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 signed of that the misunderstanding transmitted among teachers prevents on effective communication to easier the teaching learning process.
- Majority of respondents who accounted for sharing simple information with teachers on effective communication of school activity.
- Majority of teachers and leaders made known that the leaders ability to receive and give information affect to make easy the teaching learning process.
- 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 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 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 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

WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Items to be filled by Teachers, Principals, Vice Principals and unit leaders

Introduction

Objective of this proposal is to assess factors affecting principals' communication in secondary Schools of wolkite town administration 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. Position A. Teacher B. Principal C. vice Principal D. unit leaders

E. supervisor

4. Year of experience A. 1-10 B. 11-20 C.21-30 E. Above 30

5. Level of education. A. Diploma B. Degree C. Masters

Part - 2 Closed Ended Questions

5= Very high 4= High 3= Medium 2= Low 1= Very low

No	Statements and Questionnaires	5	4	3	2	1
	Influence of environment on effective communication					
1	To what extent the environment affect the relationship among a teachers on sharing simple information <input type="checkbox"/>			<input type="checkbox"/>		
2	To what extent the environment affect teachers in sharing simple information with Principals <input type="checkbox"/>					
3	To what extent the environment affect Principals to sharing simple information with teachers <input type="checkbox"/>	<input type="checkbox"/>				
B	Influence of ability of teachers and principals on effective communication					
4	Influence of teacher ability in facilitating effective communication					
5	Influence of leaders ability to receive and give information on effective leadership					

C	Influences of rumors, misinformation, teacher and poor work accomplishments on effective communication.					
1	Influences of rumors transmitted between teachers on effective communication					
2	Influences of rumors transmitted from teacher to principals on effective communication					
3	Influences of rumors transmitted from leaders to principals on effective communication					
4	Influences of transmitted misinformation from teachers to principals on effective communication					
5	Influences of transmitted misinformation from teachers to vice Principals on effective communication					
6	Influences of transmitted misinformation from vice Principals to Principals and unit leaders on effective communication					
7	Influences of transmitted is-information from leaders to teachers on effective communication					
8	Influence of teachers on their good or bad relationship with leaders					
9	Influence of teachers on poor task accomplishment according their time scale and responsibilities on their relationship with leaders					

5= Very high 4= High 3= Medium 2= Low 1= Very low

No	Statements And Questionnaires	5	4	3	2	1
D	Influence of information, and over burdening of tasks					
1	Influence of information, and over burdening of tasks affects the leaders to see cases quickly and fulfill the interest of the works in the short period of time					
2	Influence of over burdening the teachers by different tasks by leaders on their relation between them					

3	Influence of the complete follow-up by the leaders on the vice principal and teachers on their relationship					
E	Influence of answers not given for the questions on effective communication					
1	Influence of answers not given the short period of time on the raised questions by teachers with leaders					
2	Influence of answers not given the short period of time on the raised questions by leaders with teachers					
3	Influence of received information is not correctly from leaders to teachers for effective communication					
4	Influence of speech leaders and teachers					
5	Influence of experience of leaders and teachers					

INTERVIEW

1. Mention any problems regarding the effectiveness communication of principals.

A _____

B _____

C _____

D _____

2. What are the appropriate solutions to strength the principal of effective communication?

A _____

B _____

C _____

D _____

3. How principals communicate effectively?

A _____

B _____

C _____