

**PRINCIPALS' EFFECTIVE COMMUNICATION TECHNIQUES ON TEACHERS' JOB  
SATISFACTION IN PRIVATE SECONDARY SCHOOLS IN JUJA, KIAMBU COUNTY,  
KENYA**

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Degree in Education to the Department of Educational Administration and Planning,  
Faculty of Education in  
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## DECLARATION

I, Perpetua Imaobong Samuel, declare that this thesis report is my own work and that all the sources that I have quoted have been indicated and acknowledged by means of complete references. I also declare that this thesis has not been presented to any other University other than the Catholic University of Eastern Africa for academic credit.

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## **DEDICATION**

This thesis report is dedicated to my Congregation, The Handmaids of the Holy Child Jesus

## ABSTRACT

The purpose of the study was to investigate Principals' Effective Communication Techniques on Teachers' Job Satisfaction in Private Secondary Schools in Juja, Kiambu County, Kenya. The study was guided by five research questions: To what extent does the use of channels of communication by the principals enhance teachers' job satisfaction in private secondary schools in Juja? In what ways do the use of leader-speech enhance teachers' job satisfaction in private secondary schools in Juja? To what extent does the use of feedback increase teachers' job satisfaction in private secondary schools in Juja? What are the communication challenges faced by the principals in private secondary schools in Juja? What are the possible ways of improving communication techniques of principals in private secondary schools in Juja? The study adopted a mixed method research paradigm (convergent parallel design). Cross sectional design was employed as quantitative design while phenomenology design was used as qualitative design. The target population was all principals, deputy principals, teachers and students in private secondary schools in Juja. Probability (stratified random) and non-probability (purposive) samplings were used to identify 210 respondents (140 students, 56 teachers, 7 deputy principals and 7 principals) to the study. The research was guided by Motivational Language Theory. Data was collected using questionnaires, interview guide and document analysis guides. Quantitative data was analysed using descriptive analysis such as frequencies and percentages and presented in tables and charts. Qualitative data was analysed using narratives, presented and summarized in themes. Findings revealed that effective communication techniques had influence on teachers' job satisfaction. Furthermore, communication challenges faced by the principals were identified as lack of ICT skills, listening, poor timing and delayed feedback. It was suggested that clear and precise verbal communication, focused listening, giving and receiving feedback can improve principals' communication techniques. Based on findings, the researcher recommended that awareness be created through workshops and seminars for principals to improve on their use of appropriate channels in communication.

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## **ABBREVIATIONS AND ACRONYMS**

ANOVA – Analysis of Variance

BOM – Board of Management

CEO – Chief Executive Officer

GO – Gratification Obtained

GRA – Ghana Revenue Authority

HESA - Higher Education for Sisters in Africa

HOD – Head of Department

ICT – Information Communication Technology

MoE – Ministry of Education

MTRH - Moi Teaching and Referral Hospital

MLT - Motivating Language Theory

MMUST - Masinde Muliro University of Science and Technology

NACOSTI – National Council of Science, Technology and Innovation

NETSA - National Educational Technology Standards for Administrators

SPSS – Statistical Package for Social Sciences

SPDC - Shell Petroleum Development Company

SSA – Sub-Saharan Africa

TSC – Teachers Service Commission

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Problem**

The emergence of information communication technology (ICT) has created easy access to communication even at the global level and as such, communication has become more popular and is regarded as an indispensable tool used to achieve success in every establishment especially in educational institutions. Ärlestig (2008) confirms the importance of communication in education by stating that in almost all school activities, communication plays an important role. Similarly, Otieno (2013), states that communication is the soul of any organization, without which the working of an organization will be paralyzed. Otieno further defines channels of communication as a medium through which messages travel. Through communication channels, like verbal, non-verbal, written, mobile and electronic communication, messages and information flow vertically and horizontally in the school.

Teachers are the most important assets in education and therefore teachers' job satisfaction is as important as the education system itself. A study carried out in Oman, Asia by Khan, Al-Shihi, Al-Khanjari and Sarrab (2015) assert that no country can progress, without talented, noble and good teachers. Teachers' devotion, love and sacrifice lead to personality and character formation as well as direct students on the right path that will lead them to meaningful lifestyles. In addition, Weingarten (2012) in a study in the United States of America confirms that educational reformation and improvement cannot take place without teachers. For the development to take place in any nation, special attention needs to be paid to education and learning as well as good morals, and these are impossible without the contributions of teachers.

Teachers are arguably the most important group of professionals for our nation's future.

Without teachers, the education system will be crippled (Nwosu, n.d.). Teachers are the main stakeholders of the school because they make holistic formation of the young possible. All careers and profession are nurtured by teachers and that is why they should be respected for the vital roles they play in the lives of the students in and outside the classrooms.

Ali (2016) carried out a research in the United States of America and describes job satisfaction as an extent to which an individual is pleased or comfortable with his or her job. Ali went further to relate job satisfaction of employees to job accomplishment, motivation, turnover, commitment and productivity. Similarly, Aziri (2011) in a study in North Macedonia, said that job satisfaction is one of the most complex areas facing managers in today's world. This implies that job satisfaction is globally identified as a challenge. In Ghana, Yirenkyi-Fiako and Chileshe (2012) affirmed that job satisfaction plays an important role in the overall productivity of the organization. They further added that little importance is given to finding ways to increase job satisfaction of workers especially in industries. More studies are demanded in order to discover some of the causes of job satisfaction especially in the education sector.

Though teachers are so important and their contributions to education significant to the development of a nation, Njiru (2015) in a research on Job Satisfaction and Motivation among Teachers in Kenya observed that approximately 6000 teachers leave the teaching profession annually. A research by Kinyua (2014) in Kenya posited that teachers feel cheated, are underpaid and made to work in insecure conditions where the government pays less attention to their dignity and self-esteem. Job dissatisfaction has been associated with monthly salaries, incapable and unsupportive administrators and lack of collegial relationship with co-workers.

Surveys by Teachers Service Commission (TSC) on customer and employee (2017) show that overall teachers' satisfaction index in Kenya stands at 62.5% and a poor score of teachers'



motivation at 31%. Furthermore, Emoja (2016) explained that this has led to an increase in student-teacher ratio in Kenya where some classrooms have about 75 students. It has also resulted in reduced individualized attention to slow learners thereby leading to a decline in the quality of education. Leadership in any organization is bounded by effective communication and that is why there is speculation; could there be a breakdown in communication which has affected the productivity and satisfaction of teachers negatively? Could it be that school administrators are unaware of techniques of communication like the use of meaning-making language or empathic language to motivate the teachers?

A study by Mutuku and Mathooko (2014) in Kenya stated that organizations' communication practices are revealed in the morale, motivation and degree of work accomplishment of the employees. They further posited that about 70% of change programmes flop because of lack of proper communication within the organization. Organizational goals can only be achieved if employees are effectively communicated to, on their specific roles and duties in the organization. That is why direction-giving speech by managers are important because it minimizes conflicts and aids the school principal to allocate duties, clarifies tasks, goals and rewards to employees.

The major constraints to achieve universal basic education, especially for the poor emanate from the costs, for example tuition fees, examination fees as well as charges for instructional materials, school uniforms, meals and transportation among others. Public schools therefore enable the government to provide free education to her citizens. Private schools in Kenya are as important in the provision of education because they ease the challenge of overcrowding in the public schools. This is noted by Kande (2007) who asserts that Kenyans have shown a lot of initiative in developing good private schools in Kenya and with some

support from the government, private school developers can do a lot more since this would ease pressure from public schools. Private schools are also mandated to not only increase access but also provide quality education through availability of essential resources as well as performance at national examinations. Hence private schools in Kenya have a big potential of helping to bridge the gap between the supply and demand of education. If private schools must effectively perform, then the flow of communication is the key factor to enhance this achievement since as stated earlier, communication cuts across every success in an organization.

From observation and experience, it seems private schools most often do not follow government policies strictly in the day-to-day management activities. This makes communication crucial and calls for highly seasoned principals who are able to manage administrative functions effectively and efficiently, of which communication is the key approach. Most studies on communication and job satisfaction have been carried out in public secondary schools that it appears either private schools are neglected or have no need for inquiry.

Ngini (2005) as cited by Wachira and Kamau (2014) states that private schools in Kenya insist on recruiting the best of the trained staff and their administrators are also keen on investing a lot into their work (this may however depend on the system of each country). Moreover with employment of the best teachers, they certainly give them attractive salaries than the public service can afford. This should have translated into having highly motivated and satisfied teachers in the private schools. However, in spite of assumed better pay in private schools, there are still cases of high turn-over of teachers. The question posed then is, why would there be a high turn-over when there is enough pay? Could it be that there are other important factors related to job satisfaction that have not been properly given attention or totally neglected?

Communication is the connection and coordination tool in the school since it is used every moment in interactions, giving directives, feedbacks formally or informally and is regarded as the key to all management functions; no function progresses without the conscious application of effective communication techniques. School administrators who lack communication skills face challenges and have set-backs in their administrative duties. These challenges can be curbed by the use of feedback, modern communication avenues like ICT and various techniques like motivational language with subordinates to encourage them.

A study by Madlock (2013) in the United States of America attests that motivational language can assist administrators to communicate effectively with workers to increase job satisfaction. Motivation of teachers depends on the techniques of communication used; according to Sullivan (1988) when an employer's language is clear, uncertainty reduces while motivation, job accomplishment and satisfaction increase. Everything in the organization operates in a continuous manner on the basis of communication and without communication it is difficult to organize and manage the work effectively (Uka, 2014). Effective communication of managers can lead to job satisfaction of subordinates in every organization, large or small and more so in an education system where all members are supposed to be linked with each other for the efficient and overall success and achievement of goals in education. Communication can be termed effective when it is two-way, this entails having a response or feedback from/to the sender of the message.

Feedback in communication is one of the strategies used to encourage employees' motivation, satisfaction and retention. Positive or negative feedback in schools enhances effective decision making. It is also utilized to inform members of desirable development and outcomes. MacArthur (2012) and McFadzien (2015) state that feedback allows one to respond to

insights, improve teaching practice and the inclusive nature of the classroom, and when used promptly and timely; feedback supports educational activities to meet the needs of both teachers and students. Good interpersonal relations thrive where everyone feels comfortable in a conducive atmosphere, this affects school climate, promotes morale and creates satisfaction.

Hills (2015) confirms that effective communication by leaders is an indispensable factor for motivating employees' job satisfaction; and employing effective communication strategies and techniques are equally important to organizational growth. A positive relationship was also found in the research carried out by Lampley, Sharma and Good (2015) on communication and job satisfaction. Giri and Kumar (2010) in their study relayed the impact of communication to job satisfaction in India and concluded that when there is an effective flow of communication, employees experience job satisfaction. Hajar and Kamal (2016) carried out a study on the Effectiveness of School Principal Communication on Teacher Job Satisfaction in the United Arabs Emirates and concluded that principal-teacher communication practices are closely related to teachers' job satisfaction and that where there are communication problems between teachers and school principals, there is reduction in teachers' job satisfaction. An example could be given in a situation where the principal uses e-mail as the main communication channel even when face to face communication is possible. The principal has to know exactly which type and channel of communication is the most appropriate in each circumstance.

In Kenya, Murugi's (2014) study on factors influencing job satisfaction among nutritionists in Nairobi County posits that there is poor communication both from managers to employees and from employees to managers, and there is no good communication among employees themselves. Dissatisfaction among teachers and the loss of interest in the teaching

profession is constantly taking a different turn in the society, if not taken seriously, will affect the education of the young generation adversely (Abdullah & Hui, 2014).

Wachira and Kamau (2014) observed that contrary to the common perception, (that teachers in private schools are better satisfied than their contemporaries in public schools in Kenya, as was the case in the 1990s since they had better conditions of service), teachers have now become a problem in private schools by constant movement from one school to another. There may be unresolved issues to be addressed in the private schools – specifically those that relate to job satisfaction. Even though lack of effective communication techniques has led to many adverse effects in the job satisfaction of teachers in the educational institutions, many educators are unaware of the challenges raised by it.

There are clear indications that there is no job satisfaction among workers in many areas including education, what could be the problem? Could lack of effective communication be a factor? It is therefore important to carry out an empirical study to determine if, and to what extent, effective communication relates with job satisfaction of teachers. The purpose of this study is to provide answers to educational stakeholders who would want to know if effective communication techniques of school principals affect job satisfaction of teachers in private secondary schools in Juja, Kiambu County, Kenya.

## **1.2 Statement of the Problem**

The debate on the relationship or otherwise, between effective communication and job satisfaction is increasingly relevant today, given a renewed concern over administrative and managerial challenges in many areas and especially in education. The blame-trade between management and employees, as per who is at fault, tends to reveal inadequacies in

communication management. This ranges from total lack, to insufficient or ineffective use of communication techniques.

Poor communication has been identified as one of the causes of unrest in secondary schools in Kenya (Muli, 2012). Similarly, in Kenya, Warimu (2016) notes that in school situations, poor communication between teaching staff and the administration can lead to conflict, staff sabotaging initiatives by the administration or administrators taking unnecessary disciplinary measures. Poor communication has been found not to only affect the education sector negatively but other organizations as well. In their study in Malaysia, Gamil and Rahman (2018) indicate that poor communication has many effects and consequences on the construction industry such as cost overruns, time overruns, dispute and finally project failure.

Previous studies have been carried out on the relationship between communication by principals and the corresponding effect on job satisfaction of teachers. These studies ascertained that effective communication is paramount to the attainment of goals, improvement, job accomplishment and job satisfaction (Totseva, 2015); (Uka, 2014) and when effective communication is absent, job dissatisfaction and turnover can be on the increase (Halawah, 2005); (Muchemi, 2015). In the same vein, other studies seem to point at poor communication by administrators as having a negative influence on job satisfaction (Hajar and Kamal, 2016); (Njenga, 2015). Even though the above studies centered on communication and job satisfaction, they did not focus on effective communication techniques of principals on job satisfaction of teachers. This concept therefore constituted the knowledge gap which was explored by the current research in which the researcher investigated the effective communication techniques of principals on job satisfaction of teachers in private secondary schools in Juja, Kiambu County, Kenya.

Observations and experiences during the researcher's teaching practice in one of the private secondary schools in Juja, Kiambu County, Kenya, from May 2–July 27, 2017 revealed that lack of communication techniques by the principal can have an alarming effect on job satisfaction of teachers. This was concurred by some informal probing of the teachers noting that the longest serving teacher in that institution served for only two years. From informal conversation during the researcher's three months' service in the institution, observation demonstrated that teachers had conflicts with the administration due to poor communication techniques which also had an adverse effect on their job satisfaction. On one occasion, the students almost went on strike because of the delayed information flow between the principal, the deputy and the teachers.

Another striking observation was complaints from parents on the frequent change of teachers each term in the said private school in Juja. Furthermore, a preliminary interview with some principals in private schools in Juja confirmed there was a serious teachers' turnover in schools. The danger of poor communication between the administration and teachers needs urgent and immediate attention which if not properly addressed might cause a serious crisis in the educational institutions.

### **1.3 Research Questions**

This study was guided by the following research questions:

- i. To what extent does the use of channels of communication by the principals enhance job satisfaction of teachers in private secondary schools in Juja, Kiambu County?
- ii. In what ways do the use of leader-speech enhance job satisfaction of teachers in private secondary schools in Juja, Kiambu County?

- iii. To what extent does the use of feedback increase job satisfaction of teachers in private secondary schools in Juja, Kiambu County?
- iv. What are the communication challenges faced by the principals in private secondary schools in Juja, Kiambu County?
- v. What are the possible ways of improving communication techniques of principals in private secondary schools in Juja, Kiambu County?

#### **1.4 Significance of the Study**

This research will be useful and significant to all who will have access to reading it especially those in the education sector. The findings will assist the Ministry of Education (MoE) and Teachers Service Commission (TSC) in Kenya to adopt effective communication techniques so as to achieve desired goals in Education. It will give education planners direction on areas to focus on, such as communication training skills, motivation, human-relations and personnel management. It will particularly bring about improvement of communication techniques by the principals who may not have been aware of the different techniques of communication and their effects on teachers' job satisfaction. Teachers will also benefit by having job security through derived satisfaction. It is hoped that the research findings will further have an outcome on the good performance of the students as a result of the creation of better relationships and high morale and motivation of teachers.

#### **1.5 Scope and Delimitations**

This study was carried out in Juja sub-county in Kiambu County, Kenya. Juja is a town in Kiambu located 30 kilometers north of Nairobi between Thika and Ruiru towns. The total number of secondary schools is 28; 10 public and 18 private. The target population was 18



private schools while the scope of the study was delimited to 7 selected by the use of stratified random sampling techniques.

The study was carried out among selected principals, deputy principals, teachers and students in 7 private secondary schools. The reason for purposively selecting the principals was because they are the key players of the communication flow in the school while the deputy and teachers are the intermediaries or channels mostly used by the principals to achieve goals. The teachers have experience on how effective communication by the principal affects their satisfaction. They were of a great resource to the research study. The students in form three and four were chosen considering their mental capacity to understand when there is effective flow of information within the school and the behaviour exhibited by a satisfied teacher. The junior students in forms one and two were excluded because they may not be in the position to understand clearly the information needed by the researcher.

### **1.6 Theoretical Framework**

This research was guided by the Motivational Language Theory (MLT), which is closely related to the area of study. Motivational Language Theory is a theory put forward by Sullivan (1988). MLT focuses on the coordinated application of three types of Leader-Speech (Sullivan, 1988): Direction-giving language, Empathetic language, and Meaning-making language- collectively known as Motivating Language (ML). Hills (2015) posited that through MLT, researchers are able to explore ways by which leadership communication can improve and motivate job satisfaction of workers. Motivating Language (ML) is an interactive and open communication process that allows critical thinkers to provide feedback and discuss ideas towards specified goals. MLT is a comprehensive theory for assessing communication between the leader and follower (Aionaaka, 2017).

There are four main norms involved in MLT (Sullivan, 1988). The first is that employee motivation is affected by how information is shared by leaders or the use of leader-speech. Secondly, effective and appropriate communication by leaders lessens uncertainty, raises employees' self-worth, increases employee knowledge, and gives direction towards job accomplishment. The third states that motivational theories focus on reducing uncertainty in managerial speech and finally the fourth states that leaders are to adopt various speech acts to improve communication and motivate employees' job satisfaction (Sullivan, 1988). The MLT (1988) emerged from the speech act theory of linguistics' (1969) three categories of utterances (a) empathetic (Illocutionary) language, (b) direction-giving (Perlocutionary) language, and (c) meaning-making (Locutionary) language (Mayfield & Mayfield, 2012).

#### **1.6.1 Direction-Giving Language (Perlocutionary Speech)**

Sullivan (1988) as cited in Mayfield and Mayfield (2016) stated that direction-giving language predominates in leaders' talk. Direction-giving language provides the context for job accomplishment towards the goals due to the specific nature of the instruction given. It also offers opportunity for clarification in doubtful situations and enhances responsibility and focused feedback. Example of direction-giving language is the principal providing a clear job description to the teachers with specified deadlines for accomplishment.

#### **1.6.2 Empathetic Language (Illocutionary Speech)**

Empathetic language strengthens the bond of relationship between the leader and the subordinates. It makes the leader to feel what subordinates feel. With the understanding, a leader is able to recognize and appreciate extra services rendered by an employee. The use of positive giving and receiving feedbacks by the principal can be an example of empathetic language.

### **1.6.3 Meaning-Making Language (Locutionary Speech)**

Meaning-making language also confirms each employee's personal contribution to the entire organization which is a motivational enhancement (Hackman & Oldham, 1980; Sullivan, 1988 as cited in Mayfield & Mayfield, 2016). Mayfield and Mayfield further posit that meaning-making language is particularly relevant during times of organizational assimilation and change. When organizations' cultural norms are understood by employees, they are able through the created awareness to perform better which further decreases anxiety in the work environment (Mayfield et al., 1998). Example of meaning-making language is an event when the principal communicates organizational and environmental culture to the teachers, especially the new teachers, to help them align their performance to the expectations.

### **1.6.4 Strengths of Motivational Language Theory**

Motivational Language Theory creates awareness in managers to focus on employees' satisfaction strategies through communication. Leaders' use of MLT regularly, especially in the daily use of speech act theory, increase employees' job satisfaction of workers (Sullivan, 1988). Some findings, such as MLT's positive links with innovation, team creative idea generation and employee self-efficacy is strongly tied to employee performance (Mayfield & Mayfield, 2012).

Motivational language theory provides specific, clear and practical means of promoting employee satisfaction through lively interaction. Comparatively, Motivational Language Theory stands out in comparison with other theories such as Path Goal Theory, Human Relation Theory, Management by Objectives Theory, among others, which though aim at providing ways by which leaders support and encourage their employees to achieve the set goals, do not offer the three utterances of speech management by the employers to enhance job satisfaction of employees. MLT helps managers to clarify their use of speech to realize productivity of

employees, because clear and meaning-making speech brings about understanding and instructions are carried out to achieve goals. MLT provides a comprehensive model for understanding how leadership language affects employees. Maslow's motivating theory also supports MLT because the theory enhances leaders' awareness for the need to provide basic necessities of life through effective leadership communication.

### **1.6.5 Weakness of Motivating Language Theory**

Despite the benefits of motivating language theory, there are limitations and uncharted territory that need clarification. One germane topic is the influence of ML on part time workers. A study showed that while ML improved part-time employee job satisfaction, it did not boost their performance (Mayfield & Mayfield 2006). Also MLT model is limited to oral leader communication. There is a strong relationship between ML and employee willingness to express voice (a follower's confidence to speak up about work issues), still voice cannot fully represent two-way communication (Mayfield & Mayfield 2017). This means that MLT may not promote employee feedback since it is limited to oral communication ignoring other channels of communication.

### **1.6.6 Justification and Applications of Motivating Language Theory to the Study**

In this study of principals' effective communication techniques on teachers' job satisfaction, motivating language theory provides a framework on how various communication techniques used by the principals can enhance teachers' job satisfaction. Motivating Language Theory is applicable to the present research because when various communications techniques are employed by the principal, it may have positive or negative effect on job satisfaction of teachers. Motivating language theory is a developed model of the leader-subordinate oral communication process (Mayfield and Mayfield, 2012; Sullivan, 1988) and is significantly and

positively related to such key organizational outcomes as worker performance, job satisfaction, perceptions of leader effectiveness and communication competence, innovation, team creativity, and self-efficacy (Mayfield & Mayfield, 2016).

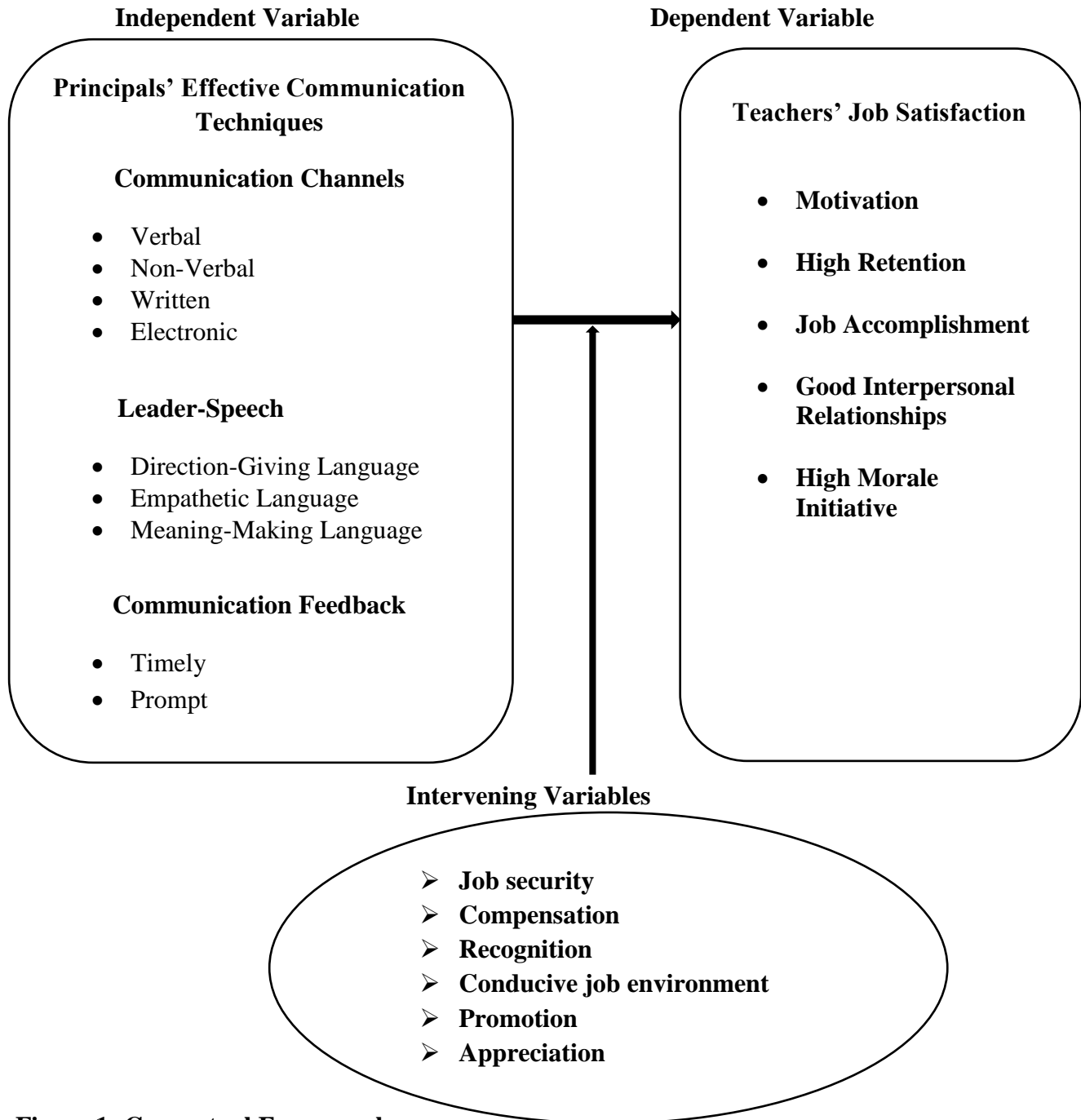
Sullivan asserts that, employee satisfaction, motivation and affective organizational commitments will be greater when all three types of speech-acts are incorporated into leader-to-follower-talk. Moreover, the theory assumes further that applications of oral communication by leaders have significant positive effects on employees' performance and satisfaction. In addition, Motivational Language Theory raises possible training and feedback applications in emerging fields such as telecommuting and network-based communications. ML will be more advantageous when it is integrated and attuned into leaders' behaviours, organizational vision, objectives, and culture. (Mayfield, Mayfield & Kopf, 1998).

MLT is also based on three key assumptions (Sullivan, 1988). First, ML (through speech acts theory) comprises the majority of leader to follower speech. The follower must understand and perceive leaders' messages correctly even though followers' interaction does not count. Secondly, the leader must walk-the-talk, in other words, the leader must exhibit through actions what he/she says. Leaders must convey integrity in words and actions. Thirdly, ML can be more profitable in enhancing motivation of employees when all three forms of languages are used properly and suitably (Mayfield, 1993; Sullivan, 1988).

## **1.7 Conceptual Framework**

According to Adom, Hussein and Agyem (2018), theoretical and conceptual framework describes the pathway of a research and grounds it firmly in theoretical constructs. The two frameworks aim at making research findings more meaningful, acceptable to the theoretical constructs and to ensure generalizability. They also posit that a conceptual framework is a

structure which the researcher believes can best explain the natural progression of the phenomenon to be studied. The conceptual framework between effective communication techniques and job satisfaction explains graphically the key factors or variables and the presumed relationships among them. The independent variable is Effective Communication Techniques of Principals while the dependent variable is Teachers' Job Satisfaction.



**Figure 1: Conceptual Framework**

## **Relationship among Variables**

The Independent Variables constitute the effective communication techniques of principals. In this study the term effective techniques of communication is made up of Communication Channels; verbal, non-verbal, written and electronic, Leader-Speech; Direction-giving, Empathetic and meaning making, and Communication Feedback; which should be timely and prompt. These techniques are alleged to have influence on teachers' job satisfaction. Job Satisfaction is defined in terms of Motivation, High retention of teachers, Job Accomplishment, Good interpersonal relationships and High Morale Initiative.

Intervening Variables are elements which when present, may allow teachers tolerate or ignore the communication behaviours used by the principal thereby making teachers satisfied. Effective and appropriate use of various channels of communication could possibly motivate teachers to accomplish their tasks with highly utilized initiative. In addition, use of empathetic language can create good interpersonal relationships within the school while timely and prompt release of information could make it possible for the institution to run smoothly thereby reducing low retention of teachers.

## **1.8 Operational Definition of Terms**

**Effective Communication Techniques:** This is the ability or expertise acquired by the principal/administrator, which enables him/her to give clear and concise information in an understandable manner to the teachers/employees, through the use of different channels of communication, leader-speech and feedback.

**Feedback:** This means concise, clear and understandable messages given and received, that spurs up a corresponding response/action from the receiver/giver of the message and gives direction and room for clarification. It also refers to timely, honest and prompt sharing of information between the principal and the teachers.

**High/Low Retention of Teachers:** High retention in the context of this research means teachers serving in a private school for six years and above before leaving to somewhere else. While low retention is regarded as teachers who serve for a length of one week to 5 years before leaving the school.

**Job Satisfaction:** Involves inner fulfillment experienced by an employee or a teacher after rendering services assigned to him or her. This could be seen from indicators like motivation, high retention of teachers, job accomplishments, good interpersonal relationships and high morale initiative.

**Leader Speech:** In the context of this research, leader-speech refers to the manner and attitude in which administrators convey information to their subordinates.

**Principal:** A Principal in this context refers to the head of administration in any educational institution or can also be referred to a manager in a non-educational sector.

**Private secondary school:** Includes secondary school run and managed by private individuals, church or organization other than the government.



**Teachers:** are school instructors who teach students/pupils or employees (any senior and junior employee) in an organization.

**Timely Information:** Involves information needed for action to attain goals and objectives.

Information made available before operation time.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter focused on related theories on effective communication techniques on job satisfaction. It examined critically past studies in the context of theoretical and conceptual framework and the five research questions, namely, the extent that the use of channels of communication by the principals enhance teachers' job satisfaction; ways by which the use of leader-speech enhance teachers' job satisfaction; the extent to which the use of feedback can increase teachers' job satisfaction; the communication challenges faced by the principals and finally the possible ways of improving communication techniques of principals in private secondary schools in Juja, Kiambu County. The chapter also made a summary of empirical and conceptual literature and knowledge gaps identified from the reviewed literature.

#### **2.2 Review of Related Theories on Effective Communication Techniques on Job Satisfaction**

##### **2.2.1 Two Factor Theory**

Two-factor theory was proposed by Frederick Herzberg in 1959. The theory states that certain identified factors can cause satisfaction while some other factors can lead to dissatisfaction in the work place. These motivating factors can range from the subordinates' recognition by the management to the relationship in the work place which is dependent on the effective communication techniques that exists in the organization. The theory was developed through data collected from 200 accountants and engineers to determine events and times when they felt good and when they felt bad while carrying out their assignments.

Herzberg discovered that factors associated with good feelings were those associated with the job itself, namely, staff achievement, responsibility, recognition, promotion and growth. He named these factors job satisfiers since they fulfill individuals' need for psychological growth (Herzberg, 1987). On the other hand, factors associated with bad feelings were those of environment surrounding the job context, known as physiological factors. Company policies, leadership style, supervision, interpersonal relations, working conditions and salary were the factors associated with bad feelings. Herzberg named them dissatisfiers or hygiene factors. In their study, Neves and Eisenberger (2012) established that managerial communication and employee performance must be in a mutual relationship. This means, open, downward and upward communication by management create support and satisfaction among employees whereby both the company and the employee benefit at the long run.

Herzberg Two-factor theory helps employers to identify and maximize factors that lead to job satisfaction and minimize those that lead to job dissatisfaction. The theory proposes that administrators should focus and ensure the availability of hygiene factors in order to eliminate job dissatisfaction while simultaneously providing job-enrichment to enhance high morale and satisfaction. Herzberg's finding is related and has impacts on educational management by the principals. Okumbe (2013) states that teachers should be provided with direct, clear and regular feedback on their performance by educational managers. Feedback is very important in management because it provides satisfaction to well performing staff and creates opportunity for update for low performed staff to raise their morale and satisfaction. Educational administrators have to make sure motivating factors which according to Herzberg lead to job satisfaction are present since they lead to job satisfaction.

There have been criticisms of Two-Factor theory. Critics of Herzberg's theory argue that the two-factor result is observed because it is natural for people to take credit for satisfaction and to blame dissatisfaction on external factors. Furthermore, job satisfaction does not necessarily imply a high level of motivation or productivity (Griffin, 2011). In spite of the fact that the two-factor theory lacks a comprehensive theory of work motivation and does not adequately describe the complex motivational process of organizational participants, Okumbe continues, it is of great help to explain factors that can affect both the context and content of job satisfaction. The principals' effective communication techniques in private secondary schools in Juja can be improved through recognition, appraisals, training and development of teachers and quality feedback can enhance job satisfaction of teachers also.

### **2.2.2 Systems Theory**

The system theory was proposed by Ludwig Von Bertalanffy, a biologist, in 1968 (Ludwing Von Bertalanffy, 1974). A system is a set of elements or parts which possess some degree of independence or identity but which at the same time form an integral part of a larger whole. The systems theory has more valid and applicable stance in internal communication because the systems approach recognizes the role that communication plays in facilitating efficient functioning between the various components of the organizations (Otoo, 2016). Whole systems are composed of parts or sub systems which can be decomposed further into component elements. It involves thinking in terms of the whole problem, task, operation or group and its interacting sub-parts, as well as analyzing, selecting, implementing and monitoring the optimum alternative sequence, interactions, functions or component part in order to achieve the desired outcome (Rice, 2013).

According to this theory, education has various players which include the administration, teachers, students, quality assurance and standards officers, alumni, donors and parents. If any party fails in their role, it affects the system because everyone is important and the overall success depends on individual efforts and contribution. Even though everyone in the system has to play his/her part effectively for the system to arrive at its goals, in the education system, the principal is the main player and must set pace on how the system operates and if his/her communication techniques are ineffective, working towards the common goal may not be successful.

Lunenburg (2010) further stresses that it is the principal's job to secure and use inputs to schools and transforms them. The theory is related to the current study because a school is an organization, with the principal playing the key role in improving the school through effective communication between the administration and the teachers and working together in harmony to enhance job satisfaction. A principal who communicates with the teachers, delegates duties and gives them independence that will allow for initiative, attracts high morale and high retention. Systems theory is advantageous in creating interdependence, adaptability and co-responsibility within workers in an organization. When workers in organizations have the awareness that they are a part of the system and their contribution is important in the organization, it encourages high productivity and satisfaction. The theory also expresses that needs of sub system can be satisfied within the overall system. Though system theory proposes that unity and harmony must exist in the system for it to run smoothly, most often, it is not very realistic, which is the limitation of the theory.

## **2.3 Review of Conceptual and Empirical Studies**

### **2.3.1 Channels of Communication Used by the Principals**

The channels used to convey information have to a great extent, effect on the understanding of the message by the receiver. In the recent technological era, there are so many available channels of communication for use in organizations especially in the educational system. Channels are means, ways or avenues that messages can reach the intended receiver. Channels used vary depending on the situation involved.

In the United States of America, Cox (2012) conducted a study on school communications. It was a qualitative, multiple-case study which also examined communication by principals and superintendents with their stakeholders using social media. Research tools were semi-structured interviews by which data was collected from 12 principals and 12 superintendents purposively selected from the United States of America and Canada. Research findings sustained that social media tools used as communication channels promote more effective relations between administrators and their stakeholders and can provide stronger connections and interactions internally and externally to stakeholders.

In conclusion, Cox recommended blogs, twitter, social networking sites, podcasts and online videos to modern administrators since the results shows that they were effective tools and channels to engage with stakeholders in a two-way communication. Social media was also found to provide greater transparency regarding decision making process. Cox left a gap by limiting the approach to qualitative approach and also failing to seek the opinion of the stakeholders when carrying out survey. The present study sought the opinions of deputy principals, teachers and students to enrich the findings while using both qualitative and quantitative approach to validate the findings.

Men (2015) carried out a study on the internal communication role of the chief executive officer in America. Using a web survey on 545 employees from different corporations, findings showed that Chief Executive Officers (CEO) use email and face-to-face channels most frequently to communicate with employees. There was a strong and positive correlation between the social media presence of CEOs and their ability to respond in an effective communication manner which also led administration-employee positive relation outcomes. In contrast, assertive communication style of CEOs displayed a little significantly positive relationship on the quality of employee–organization relationships but non-significant effect on the quality of CEO communication.

Findings from investigations revealed that face to face communication is preferable, more reliable, and immediate and can be used more frequently by the school administrators. Direct channel of communication reveals emotions and body language and ensures recognition and respect from the giver of the message. There was a gap which needed to be bridged in Men’s (2015) study. The present researcher included the principals, deputy principals, teachers and students. The instruments for data collection were prepared by the researcher to ensure validity.

Menichelli and Ling (2018) conducted a research on modeling relevance of mobile communication services by social setting dimensions in Norway. The study was to examine the setting for communication which includes what is communicated and the channel used in communication. There were 627 respondents from smartphone users selected as the study sample. The study employed a quantitative survey design. Results show that probability of using a mobile communication service is based on the effects of social group, communication purpose, communication channel, and their interaction. The relationship to the mobile phone user was found to have the strongest effect on channel choice. From the results, it was established that the

main factors that influence the quality of internal communication are participation in decision making, use of face to face and online communication channels and dedication of the communication practitioner. It was recommended that careful choice of communication setting (which includes what is communicated, that is the type of messages) was important since it affects the relationship between the sender and the receiver of the message.

Findings by Menichelli and Ling are in support of the study carried out by Men (2015) on the importance of face to face communication and email as the most efficient communication channels in enhancing job satisfaction. But also, use of email as an effective communication technique could be attributed to the location where the study was carried out. In the sub Saharan Africa (Kenya inclusive), email is yet to be regarded as an effective means of communication due to obvious reasons that some schools and organizations in the remote areas are yet to embrace ICT usage as immediate and common in their day to day duties. Menichelli and Ling carried out their research in a social (mobile phone company) but the present research was carried out in a private educational setting.

Zizka (2014) carried out a study on Communication Channels: The Effect of Frequency, Duration, and Function on Gratification Obtained (GO) in Switzerland. The study was guided by gratifications theory and a cross sectional survey design was used while participants (currently employed alumni from an international hospitality school) were randomly selected as respondents. Findings showed that the choice and frequency of the use of channels of communication can have a significant effect on the relationship of both the sender and the receiver of the message if not done properly and correctly. The study further established that though there are several communication channels such as e-mail, letters, phone, or face-to-face, one must choose the best channel for the message to be communicated and how often the



particular channel needs to be used. If an administrator habitually uses a wrong channel to convey information it might be wrongly interpreted by the employees.

From the results, it was established with 52% variance, that the regression model of use of frequency, duration, and function can predict GO. This study concluded with implications for positive social change for employees in higher education and the workplace. Zizka's study was carried out in Switzerland to determine the effect of frequency, duration, and function on gratification obtained on the use of communication channels. The previous study was guided by gratification theory while the current study employed motivational language theory.

Sanina, Balashov, Rubtcova and Satinsky (2017) carried out a study in Russia on the effectiveness of communication channel in government and business communication. A qualitative analysis of the effects of different channels of communication and multi-channel communication strategies were presented. The study further compared the use of different channels to analyze reliability, speed and effectiveness of communication. Another consideration by the study was to consider the impact of cultural factors on the efficiency of the communication channels. Data drawn from 1065 individual government disclosed the use of specific channels to reach small, medium or large-scale business.

The study by Sanina et al. is agreeable to the current researcher who opined that for communication to be effective, the channel used should take into consideration, the situation and the message to be delivered. Descriptive statistics was used for analysis of data collected. Findings showed that (1) Direct or indirect personal contact is the most efficient and most preferred means of communication with Russian business. (2) When the chain of steps in communication is smaller feedback is easily realized (3) "Mediated contact" can be used to reach most types of businesses in Russia. (4) There is need for government organizations to select the

proper communication channels to achieve the most efficient results. The study by Sanina et al. (2017) was carried out in a business and public setting thereby creating a gap in carrying out the same study in a private and an education setting to understand if channels of communication have any relevance or effect on job satisfaction.

Hajar and Kamal (2016) carried out a research on the effectiveness of school principal communication on teacher job satisfaction in the United Arabs Emirates. A quantitative methodology used a five Likert scale questionnaire on 196 teachers who were selected to participate in the research. Findings disclosed a significant relationship between principal-teacher communication practices and teachers' job satisfaction. These practices as specified by Hajar and Kamal, are the use of direct and continuous communication, in addition to listening to teachers.

The research findings could mean that though the use of media tools promote effective relations between administrators, listening and face to face communication can make communication effective especially in the education sector. It was concluded that improving principal-teacher communication increases their job satisfaction and provides new insights to job accomplishments. Though the previous research was carried out in a school setting, participants to the study were only teachers. The present study bridged the gap by interviewing the deputy principals and principals and also including the students as participants. Channels of communication have to be frequently and habitually used by the principals to achieve its effectiveness. This means it should be part and parcel of the principals' administrative duties to employ the correct channels in his/her day to day interactions with the subordinates.

In Nigeria, Daniel and Eze (2016) carried out an investigation on the role of formal and informal communication in determining employees' affective and continuance commitment in

oil and gas companies. The purpose of the study was to examine the extent to which formal and informal communication relates with affective and continuance commitment in shell petroleum development company (SPDC). The study employed a cross-sectional design with a sample size of 400 employees. Findings showed that formal communications have significant impact on the affective and continuance commitment of employees. Over 80% of employees recorded that they valued informal communication through colleagues and friends within the organization. Findings further showed that high positive relationship existed between formal communication, affective commitment and continuance commitment. These findings brought out the fact that appropriate use of informal communication can be effective in horizontal circumstances where employees have opportunity to interact among themselves while maintaining formal communication in business related discussions.

From findings, Daniel and Eze confirmed that, duration, frequency of use and functions were important in predicting the effectiveness of the channels of communication. Daniel and Eze support Zizka who suggested that appropriate use of channels should be habitual for effective communication to take place. The research by Daniel and Eze was carried out in Nigeria to investigate the role of formal and informal communication in oil and gas companies but the current research was done in Kenya to determine if effective communication techniques by principals can influence job satisfaction of teachers in private secondary schools.

Otoo (2016) carried out an investigation in Ghana on the role of effective communication on organizational performance using Ghana Revenue Authority (GRA) as a case study. The study also examined communication systems available in GRA and the relationship between effective communication and employees' performance. In addition, the study sought to discover the most useful channels of communication as preferred by the employees. By the use of a

descriptive survey design, it was gathered from findings from data collected from 200 staff members that several communication systems were in use in GRA which includes both formal and informal channels, face-to-face, telephone, written, email/internet, and at times grapevines. Face-to-face communication was regarded as a more useful channel of communication, and was recommended for more use because it offers management opportunity to involve all the workers irrespective of class in the formulation of policies and decision making to enhance job satisfaction. Nwosu (n.d.) embarked on a study in Nigeria to discover how principals' communication strategies enhance teachers' work performance in secondary schools. A descriptive research design was adopted while self-administered questionnaire tools were used for data collection from 191 randomly selected teachers. Findings established that 24.7% of teachers' job satisfaction depends on principals' communication strategies. It was concluded that teachers' performance appraisal was as significant as assessing students in schools; and that teachers' job performance to a large extent depends on factors like the principal communication strategies and resources. Otoo and Nwosu adopted a descriptive survey design in their research while the present study used a mixed method design. Another gap bridged by this study was that Otoo and Nwosu sampled only teachers/staff but the present study also used students as participants. Their studies were carried out in West Africa (Ghana and Nigeria) while the present research was done in East Africa (Kenya).

In Uganda, a research on communication competence was carried out by Pacuto and Ayebale (2017) to examine the relationship between communication and staff performance in Muni University. The study used a descriptive cross-sectional survey design with a sample size of 109 drawn from the university council members, academic staff, administrative staff, support staff and guild officials. Respondents were selected through purposive, stratified and systematic

sampling techniques. Analysis of data was done using descriptive statistics, spearman's rank order correlation and coefficient of determination and regression.

The findings showed that clear, correct, concise, concrete communication correlates positively with staff performance. The study recommended the use of complete communication techniques by the administrators to enhance job satisfaction and performance of staff. To arrive at a clear and concise communication, certain communication techniques must be applied, like the use of proper channels. In trying to investigate the relationship between communication competences and staff performance, the previous researcher used only a descriptive survey but the current researcher employed a mixed method design to explore findings. Pacuto and Ayebale failed to involve the students of the university who are mature enough to observe communication flow between the workers and management. In addition, in the current research motivational language theory was used to guide the study but Pacuto and Ayebale's study was guided by competence-based strategic management theory.

Njenga (2015) carried out a study on School Factors Influencing Teacher Job Satisfaction in Public Secondary Schools in Limuru, Kiambu County, Kenya. The design adopted was a descriptive survey design. Simple random and purposeful sampling techniques were used to identify 144 teachers and 7 deputy principals, and 7 principals as respondents. This resulted into a sample size of 158 respondents. The study found that recognition influences job satisfaction of teachers. This is because recognition by the Board of Management is an important factor on motivation of teachers to perform, since most teachers said they feel very happy when their efforts are recognized. The study found that rewards influence job satisfaction of teachers. Shared responsibility between teachers and the principals have a positive influence on the job satisfaction of teachers leading to a more satisfied teacher. It was interesting to note that Nwosu

established that 24.7% of teachers' job satisfaction depends on principals' communication strategies but Njenga in contrast attributed job satisfaction of teachers to recognition by the Board of Management because recognition can lead to motivation. Njenga sampled teachers, deputy principals and principals but the present study in addition sampled the students on the principals' effective communication techniques on job satisfaction of teachers. Though Njenga's study was carried out in Kiambu County, it was not carried out in Juja, this created a gap which the present research closed.

Njiru (2015) conducted a study to evaluate the effect of formal internal communication in organizational cohesion in Kenya using a descriptive design. The research employed stratified random sampling by which 79 employees were selected to participate in the study. A self-administered structured e-questionnaire was used in conducting the study while the data collected was analysed using descriptive statistics. The findings indicated that they desired and would prefer more interactions with their supervisors instead of strict top down communications. Findings further revealed that upward communication gave freedom to individual employee to make decisions regarding their work and gave them room to clarify vague information or instructions concerning their work. Furthermore, upward communication helped employees to make suggestions to their supervisors regarding their work.

In conclusion based on findings, the researcher confirmed that top down communication does not lead to high organizational cohesion. Peer to peer communication had great impact, strong effect and positive correlation with organizational cohesion while upward communication had a small effect on the organizational cohesion. This is because either the employees were not free to advise top management or they felt management does not respect their opinion. The previous study by Njiru (2015) adopted a descriptive survey design and investigation was done

in an industrial setting but the present study employed a mixed method design to conduct the study in an education setting.

Otieno (2012) carried out a research on the evaluation of head-teachers communication channels on job satisfaction in public primary school in Langata, Kenya, using a descriptive research design. Stratified random sampling technique was used to select 15 public primary schools while questionnaires were used as data collection instruments. Data was analysed using qualitative and quantitative techniques. Findings showed that all four main communication channels (verbal, written, non-verbal and electronic media) were used by the head-teacher, the most commonly used being verbal communication. It was also found out that non-verbal communication had effect on job satisfaction.

A research was embarked on by Kamanda (2014) with the purpose of investigating the influence of internal communication channels on effective management of university's academic programmes with specific focus on Aga Khan University, Kenya. The study examined if face to face communication, telephone communication, written communication and computer mediated communication improves effective management. The sample size was 106 staff and data was collected and analysed both qualitatively and quantitatively using descriptive statistics and content analysis. Findings revealed that Aga Khan University employed formal communication techniques which allowed information to flow and be exchanged from top management to lower level staff and across departments which were very significant in the smooth running and growth of the university. It was therefore established that Aga Khan University used appropriate techniques which promoted coordination and continuous feedback. The study recommended that young, informed and computer literate personnel should be retained to promote modern technological modes of communication like social media.

Otieno highlighted the importance of using the different channels of communication with care in order to achieve the maximum satisfaction of the receivers but failed to specify when and which of the channels could be used to ensure appropriateness. The current researcher delved into finding out if channels of communication used can affect job satisfaction of teachers. Kamanda specifically investigated the impact of formal communication techniques on management without paying much attention to the employees' satisfaction. This generates some questions like, even though the use of internal communication channels aids effective management, does it lead to job satisfaction of staff? This question was answered by the findings from this research.

Nyagaya (2015) conducted a study on the factors influencing teachers' level of job satisfaction in public primary schools in Nairobi County, Kenya. The study adopted a descriptive survey design. A simple random technique was used to identify 196 teachers as participants to the study while questionnaires were used as data collection instruments. From the data collected, 27% of teachers stated they were dissatisfied due to too many lessons a week (31-40) while 65% said their dissatisfaction was caused by poor salaries. It was only 10% of teachers who agreed they were satisfied with fringe benefits. The findings therefore revealed that dissatisfaction of teachers were caused by heavy work-load and environmental conditions of the school. The research recommended that teachers' unions should assist them in soliciting for better pay.

Even though most findings showed that communication has influence on job satisfaction, Nyagaya (2015) in contrast found that salaries and fringe benefits were some of the causes of job satisfaction. But the gap identified in most of the studies lie on the design, sample size and the type of organization used for the study. While Nyagaya conducted a study on the factors influencing teachers' level of job satisfaction in public primary schools in Nairobi County,



Kenya, the present researcher conducted a study on effective communication techniques on teachers' job satisfaction in private secondary schools in Juja, Kiambu County, Kenya

### **2.3.2 Leader Speech Used by the Principals to Enhance Teachers' Job Satisfaction**

Leader-speech is a very important contributor to the smooth functioning of an organization. What the leader says and how it is said have effect on the climate of an organization. It can either build or destroy. Even though Yaffe (2018) asserts that verbal communication is only 7%, this little percentage is powerful enough to give direction, meaning, understanding, feedback, motivation and satisfaction to employees and place the organization on a competitive scale. A leader's speech should have the ability to inspire, motivate and influence the feelings and thoughts of subordinates. According to Mayfield and Mayfield (2012), the three types of leader-speech which are direction-giving language, empathetic language and meaning making language can be used to clarify speech to accomplish actions and enhance employee job satisfaction.

In the United States of America, Holmes and Parker (2017) carried out an annual online survey administered to teachers from 2011 to 2014 at an elementary school to determine the motivational language used by the principal. The school population was 950 students and 75 personnel. A survey was administered to the entire population of 75 teachers. Findings showed that there was statistically significant correlation between behavioural integrity and motivating language, credibility and motivating language. It was also proven from the results that leader speech communication [leader talk] is an important factor in both employee and organizational success. With the results from findings, it was recommended that it is important for leaders to be careful with their speeches and make conscious effort so that their behaviour is coherent with their speech communication.

Holmes and Parker (2017) adopted an online survey administered annually from 2011-2014 to teachers in an elementary school in the United States of America, the current research adopted a mixed method design for the purpose of triangulation, that is, to ensure reliability and validity of results. The sample size was 210 participants comprising principals, deputy principals, teachers and students of seven private secondary schools in Juja, Kiambu County, Kenya. The primary data was collected by the researcher through structured and unstructured questionnaires, in-depth interview guide and document analysis.

In the Philippines, Refozar, Buenviaje, Perez, Manongsong and Laguador (2017) investigated on the extent of leader motivating language on faculty members' job satisfaction from a higher education institution. The study examined the effect of leader motivating language on the job satisfaction of staff considering factors like, direction-giving, empathy and meaning-making language. The design used was a descriptive design. The sample size was 61 full-time faculty members. There was a conclusion that direction-giving language by the leaders in terms of keeping the faculty members informed about the organization's accomplishment and giving them opportunity for creativity and innovations with the organization leads to job satisfaction and accomplishment. Results of findings on emphatic language by the leaders showed that emphatic language supports employees' development and promotes recognition which makes them feel satisfied with their work. To a great extent, meaning-making language helped in giving orientation about the regulations and progress of the organization because the language was used clearly in an understandable way.

Refozar et al. examined the extent of leader motivating language on faculty members' job satisfaction from a higher education institution. The study examined the effect of leader motivating language on the job satisfaction of staff in a company setting in the Philippines but

the current study concentrated on principals' effective communication techniques on teachers' job satisfaction carried out in a private secondary schools in Kenya.

Holmes and Parker are of the opinion that administrators need not only to make direction-giving speeches, empathic and meaning making statements, they are to show integrity through their behaviours and credible attitude. This supports Refozar, et al. who assert that direction-giving, empathic and meaning-making language were important for creating conducive organization climate, commitment, development and recognition of the employees.

Alqahtani (2015) conducted a study in Kuwait on teachers' perceptions of principals' motivating language and public school climates with a purpose to create awareness to the principals on the relevance of language choices. The approach used involved survey responses and correlational analysis. The study sample was 100 men and 100 women selected randomly from secondary schools. Findings from participants who were teachers showed that school climate and motivational language used by principals were good and effective respectively. Based on the study findings, it was recommended that principals should be trained on the use motivational language for effective management. The research setting, locale, title and sampling of the previous study created a gap for the current research to bridge by the use of both probability and non-probability sampling, mixed method design and the research carried out in Kenya on principals' effective communication techniques on teachers' job satisfaction.

Singh (2014) carried out a research in South Africa on employees' use of empathy to improve their job behaviour. The purpose of the study was to verify the need for teachers to develop and acquire empathy as a social skill in their job as teachers. The study assumed that in order to create positive relationships in an organization, social interactions through encouraging words, affirmations, patience, understanding and empathy were important. The research adopted

a descriptive survey design. The sample was made up of six schools by which six teachers were purposively selected from each school to participate in the study. They were therefore a total of 36 respondents who were all teachers. The instruments used for data collection were structured questionnaires. Data collected was further analysed using descriptive and inferential statistics.

Findings showed that empathic behaviour among employees encourage cooperative attainment of goals in their different roles. Furthermore, the findings suggest that it is essential for teachers to develop empathy as a skill to enhance their job behaviour since this will reduce their anxiety and make the environment conducive for learning. It was also affirmed that employees who have acquired some sense of empathy will also possess techniques in managing different situations encountered among learners. Singh (2014) used a descriptive survey design to investigate the study while the present researcher closed the created gap by employing a mixed method design to ensure validity and reliability of the research instruments. The respondents of the present study were taken among principals, deputy principals, teachers and students.

A research by Acheck (2015) on strategies used by principals to motivate workers was carried out in some secondary schools in Fako Division, Cameroon. Acheck adopted a descriptive survey design. Questionnaires were administered to a sample of 178 respondents comprising of teachers and principals in selected secondary schools in Fako Division of Southwest Region of Cameroon. Collected data were analysed by the use of means and standard deviation and presented in the form of tables and histograms. The research findings disclosed that motivational strategies of principals include empathetic, supportive, caring behaviours and transformational leadership style and had significant influence on teaching and learning process. The current research employed a mixed method design which enabled the researcher to use

questionnaires, in-depth interview guide and document analysis guides to collect information from respondents made up of principals, deputy principals, teachers and students.

Wangai (2015) conducted a study in public secondary schools in Nairobi County, Kenya to create a relationship among leadership behaviours, namely, directive, participative, supportive and achievement behaviours in relation to job satisfaction of teachers. The research design used was a correlational design. The target population included all the principals and teachers of public secondary schools in Nairobi County while the sample size was 270 participants, 45 principals and 225 teachers purposefully and randomly drawn from 45 schools. Data was collected by the aid of questionnaires. Results from data collection demonstrated a positive and significant relationship between principals' leadership behaviours and teacher job satisfaction. It was therefore recommended that principals should adopt leadership styles which will give clear direction to the teachers, encourage participative leadership and support the teachers to achieve job satisfaction.

A research carried out by Wangai used data from public secondary schools in Nairobi County, while the present research was conducted in the private secondary schools in Juja, Kiambu County to determine the effective communication techniques on job satisfaction of teachers. Wangai's study employed a correlational design and data was collected using only questionnaires but the present study adopted a mixed method design and data was collected using close and open-ended questionnaires, in-depth interview guide and document analysis guides, for the purpose of triangulation.

In Kenya, a study was conducted by Wangithi (2014) on how head-teachers' leadership styles influence teachers' job satisfaction in public primary school in Kajiado County, Kenya. The study explored the effects of leadership styles like autocratic, democratic, laissez faire and

transformational on job satisfaction. A descriptive survey design was used to plan the research. The target population was 86 head-teachers and 844 teachers in 86 public primary schools but the researcher randomly selected 26 head-teachers and 169 teachers as sample size for the study. In analyzing data, SPSS software was used to analyze quantitative data while qualitative data was analysed using content analysis. Findings showed that among various leadership styles, the most preferred style was democratic leadership style because it had positive influence on teachers' job satisfaction. Democratic leadership style embraces participation, communication and recognition and creates conducive environment which aids job satisfaction of teachers. The study recommended that school managers should uphold democratic leadership and specialized management and leadership training for people aspiring for management posts. The study by Wangithi's (2014) was carried out in a public primary school using a descriptive survey design but the current study was done in private secondary schools using a mixed method design. Questionnaires were administered to head-teachers and teachers in public primary school in the previous study but the current study administered questionnaires to principals, deputy principals, teachers and students in private secondary schools.

Mukami (2013) conducted a study in Kenya with the purpose of examining the influence of head teachers' motivational practices on job satisfaction of public primary school teachers. The study adopted descriptive survey design on a population of 57 head teachers and 741 teachers while a sample of 25 principals and 206 teachers were selected to take part in the study. Questionnaires were used to gather information which was analysed using descriptive statistics.

Findings revealed that (80%) of head-teachers motivate the teachers through staff training. It was therefore concluded and confirmed that staff training had great influence on teachers' job satisfaction. Though majority of researches done on the effective use of leader-

speech on job satisfaction affirm a positive relationship between leader-speech and motivation, improvement and commitment of employees, Mukami is of the opinion that staff training leads to motivation of teachers and has a great influence on job satisfaction also. It can also be argued that trained staff are also faced with job dissatisfaction. This means apart from training and development of employees, there is something more that needs to be uncovered about job satisfaction. The gaps created by Mukami's study were filled by the use of mixed method design and participation of students in the current research.

**2.3.3 Use of Feedback by Principals to Increase Teachers' Job Satisfaction** Principals are saddled with the duty of ensuring effective administration in the school; this entails organization and coordination of activities within the school. Communication becomes indispensable tool for achieving success. Communication is incomplete without feedback since feedback is the response the sender gets from the receiver of the message and which makes communication meaningful and complete.

A research was carried out by Burnham (2016) in South Carolina on principal and teacher perceptions of principal leadership behaviours as it relates to teacher evaluative feedback and recognition. The purpose of the study was to determine how evaluative feedback and recognition can motivate competent teachers. The research adopted a qualitative approach and data was collected from teachers and principals in three elementary schools. Findings based on data analysis indicated that teachers can be motivated by principals who effectively utilize evaluative feedback and recognition. The interviews of 6 principals revealed that Evaluative feedback was best received by teachers when it was direct, specific, and timely. Recognition was an important component and manifested itself in many forms. Public praise, private praise, extrinsic rewards, and increased responsibility were all ways in which the principal could demonstrate appreciation,

thereby, increasing teacher motivation. Gaps were identified in the previous research from the approach of qualitative design used, the type of respondents, the locale and the research topic. The current research bridged these gaps.

Rigby, Larbi-Cherif, Rosenquist, Sharpe, Cobb and Smith (2017) conducted an 8 year longitudinal studies in America to examine the content and efficacy of instructional leaders' expectations and feedback. A mixed method design was used while data collection instruments were transcripts of interview data, surveys, and video recordings from of 271 instructional cases. Findings show that policies mandating principals to spend substantial time in classrooms in order to give feedback to teachers are unlikely to result in significant improvements in the quality of instruction. In the current researcher's opinion, the principal having to spend time in the classroom in order to provide feedback to teachers cannot sustain proper and appropriate feedback because of the wrong technique employed since it will attract a negative reaction and feedback from the teachers. The current study used a mixed method design (convergent parallel designs) to investigate principals' effective communication techniques on teachers' job satisfaction in Kenya while study conducted by Rigby et al. was a longitudinal studies carried out in the United States of America.

Lochmiller (2016) conducted a study in the United States of America on examining administrators' instructional feedback to high school mathematics and science teachers. The study employed a multi-case qualitative design, with 50 school administrators and teachers selected from five comprehensive high schools in the United States of America. Data analysis found out that administrators give feedback based on their past experiences as teachers. The study suggested that feedback should be given by administrators in order to enhance improvement in their instructional methods. It was further recommended that awareness be



created to enable administrators recognize that subject subculture could have a great influence on their feedback practices. The study advised that administrators should be careful and not allow their subject subculture to influence their attitude when giving feedback to teachers who are in disciplines other than theirs. The previous research had 50 participants (school administrators and teachers) but the current study had the investigation done using 210 (principals, deputy principals and students).

Khachatryan (2015) carried out a case study on a secondary school in the Northern California on feedback on teaching from observations of teaching. Data was collected through interviewing four teachers. Results revealed that majority of feedback comments were received positively by the teachers, validating and affirming teaching practices. A second set of feedback comments prompted reflection among teachers and some led to plan to improve teaching. A third set of feedback comments were met with skepticism, raising questions about the meaning and accuracy of the feedback comments.

The findings on types of feedback communication reveal that the sender always needs feedback to check whether the message effectively reached or not, and without feedback it is difficult for communication to effectively take place. Feedback should be direct, specific and timely. There are similarities on all literature findings on nature of feedback positing that different types of feedback help organizations to achieve goals. The identified gaps from different methodologies employed by the past studies have been bridged by the use of mixed method design to conduct the present study.

In Portuguese, Perista and Baptista (2012) conducted a study on feedback from boss has positive impact on worker satisfaction with the purpose to establish the relationship between an employees' job and the corresponding rewards from employers. The study employed a

descriptive survey design by which 400 workers were selected from a public service to participate in the study. The study compared attitudes in a public sector organization in similar surveys in 1996 and 2007. Findings showed that superiors' feedback communication was positively significantly related to job satisfaction of workers; in contrast, the nature of work had negative effect on workers' satisfaction in addition to rewards received. On recommendations based on findings, management was advised to undergo training on how best feedback communication can be appropriately used. The previous research limited its investigations to only workers in the public service organization while the present study investigated using private schools and data was collected from principals, deputy principals, teachers and students.

Kaymaz (2011) conducted a study in Turkey on performance feedback: individual based reflections and the effect on motivation. A survey design was adopted for the study. Research data was collected by means of questionnaires and face to face interviews among managers. Findings showed that performance feedback has a great effect on motivation by reducing the performance ambiguity, improving the manager-subordinate relationships, making it easier to achieve goals and supporting the personal development; and when all these are realized subordinates are satisfied. The previous research carried out in Turkey specifically on the performance feedback employed a survey design but the present study used a mixed method design and the research involved investigating the effective communication techniques on teachers' job satisfaction.

Kaymaz in support of Perista and Baptista stated that performance feedback given in the right way, in meaningful and constructive manner, yields exceedingly effective results in solving problems at work, increasing motivation and stimulating learning. It can therefore be understood that feedback on job performance creates opportunity for employees to be more competent while

revealing areas where improvement is needed. It is difficult to predict if employees meet the expectations in an organization without feedback communication, hence, when employees are given feedback which is also timely, it enhances job accomplishment, goals realization and satisfaction.

Nwankwo and Okonkwo (2015) conducted a study to examine the role of effective communication on organizational performance in Nnamdi Azikiwe University, Awka, Nigeria. The study adopted a descriptive survey design using both primary and secondary data. Taro Yamane technique and stratified random sampling were used to select 166 academic and non-academic staff. Hypothesis was tested by the use of Chi-square revealing a significant relationship between effective communication and employee performance. It was found that effective communication can enhance efficient management in an organization. Based on findings, it was recommended that organizations should adopt effective communication as an essential strategy in minimizing conflict in the organization, reducing misunderstanding and enhancing information management. The gap which was filled by the present research was that the study was carried out in a public university in Nigeria but the present study was done in private secondary schools in Kenya.

Seniwoliba (2013) carried out a study in Ghana on teacher motivation and job satisfaction in senior high schools in the Tamale metropolis of Ghana. A descriptive design was used and sample was drawn from 178 respondents from seven 7 Public Senior High Schools in the Tamale Metropolis using interview and self-administered questionnaires to teachers. Findings revealed that the most important factors affecting teachers' motivation were salary, working conditions, incentives, medical allowance, security, recognition, achievement, growth, students' indiscipline, school policy and status and these could enhance, retain or cause them to leave. Nevertheless,

participatory management decision making processes was recommended for adoption in order to help resolve the issues concerning these stated factors especially those pertaining to intrinsic aspects of their teachers' motivation. Seniwoliba's study was carried out in Ghana to investigate teacher motivation on job satisfaction using a descriptive survey design while the current study done in Kenya employed a mixed method design to investigate the effective communication techniques of principals on teachers' job satisfaction.

Apondi (2014) carried out a research on forms of communication in schools in public secondary schools in Nairobi County, Kenya. The purpose of this study was to assess forms of communication in Nairobi secondary schools. The study employed two step flow of information theory and organizational information theory to describe the relationship between the study variables. A descriptive survey design was used and the target population was members of the students' council, teachers and deputy principals. There were 130 respondents, (constituting 10 deputy principals, 40 teachers and 80 members of the students' council) which formed the study participants. Data collection tools were questionnaires and interview guide while analysis of data was done both qualitatively and quantitatively. Findings established that members of the students' council contribute in decision making in schools through students' welfare, students' discipline, food and making of school calendar. Apondi's research concentrated on forms of communication used in public secondary schools while the current study investigated the effective communication techniques of principals on teachers' job satisfaction in private secondary schools.

Sang (2016) carried out a study on communication channels as implementation determinants of performance management framework in Kenya. The purpose was to assess communication channels as implementation determinants of performance management

framework in Kenya at Moi Teaching and Referral Hospital (MTRH). The study adopted an explanatory design and sampled 510 respondents through simple random and stratified sampling. Data was collected and analysed by means of descriptive and inferential statistical tools. The study was based on communication theory.

Results of hypothesis testing indicated that communication has a significant relationship with implementation of performance management. This was supported by a strong correlation between communication and implementation of performance management. The study established that communication determines employee relationship with the implementation of performance management framework. It was therefore recommended that, to effectively manage the implementation of performance framework, an organization should put in place: the right communication strategies. Sang (2016) carried out the research in a medical setting using an explanatory design while the present study was conducted in an education setting using a mixed method design.

#### **2.3.4 Challenges Faced by Principals in Communication**

There are many challenges faced by the principals in the course of communicating with other education stakeholders. Some of these challenges have evolved due to lack of knowledge/technical skills by the principals while some are caused by other factors. To understand different challenges experienced by principals, Sincar (2013) conducted a study in Turkey to determine the challenges faced by school principals in the context of technology leadership. It was a qualitative study using the National Educational Technology Standards for Administrators (NETSA) as a case study. The researcher used 6 elementary school principals to participate in the study. Data was collected through face-to-face interviews in a semi-structured

interview. The analysis of data collected was done using thematic approach while peer review was employed for validity and reliability.

Results from the findings showed that principals encountered various challenges like: lack of resources, bureaucracy, resistance to innovation, lack of service training and poverty. The study therefore recommended that sustainable in-service training should be given to overcome the challenges facing the school principals. Sincar (2013) carried out the research using a qualitative case study design but the current study employed a mixed method design to investigate the effective communication techniques on teachers' job satisfaction. In the previous study the sample size comprised of 6 principals of elementary school while the present study sampled 7 principals, 7 deputy principals, 56 teachers and 140 students.

A research was carried out by Alkahtani (2017) in Saudi Arabia to examine the challenges faced in the integration of ICT teaching in secondary schools. A mixed method design of (qualitative) grounded theory and (quantitative) descriptive survey was used for the study. Data was collected through purposeful sampling from 200 secondary school students; 50 teachers and 4 head-teachers from four schools in two cities. Interviews and open-ended questionnaires were used as tools to collect data from respondents. A mixed method approach was utilized in data collection and thereafter analysed using both techniques. The researcher recommended intervention from the government in the provision of training, facilities and repairs to enhance modern communication in secondary schools.

Alkahtani's research was conducted in Saudi Arabia; though it is related to the present study, it centered on the challenges facing the integration of ICT teaching while the present study centered on the effective communication techniques used by the principals in private secondary schools to enhance teachers' job satisfaction in Kenya. Findings from Alkahtani supported

Sincar (2013) who posited that lack of mastery of electronic equipment, lack of training, lack of availability of resources are the main challenges faced by the principals both in the use and in the promotion of ICT in communication, teaching and learning in secondary schools in Saudi Arabia.

Ugwoke, Onu, Agangan, and Ugwuanyi (n.d.) conducted a research in Nigeria to investigate the challenges faced by the principals in the use ICT in the administration of secondary schools. A descriptive survey design was used to carry out the study. Since the population was 59 principals, there was no need for sampling; therefore the whole population was used as respondents for the study. Structured questionnaires were used as a tool for data collection. The results from the findings showed that even though there are computer laboratories, the equipment are unavailable. Principals used telephones and ICT medium to contact stakeholders like parents and security agents for action. The constraints were identified as lack of finance and personnel. It was therefore recommended that principals need to liaise and collaborate with alumni association in order to source for both financial and physical resources.

Ugwoke et al. obtained data from the principals on what challenges they encounter while employing the use of ICT in administration but the present study went further by sampling the opinions of the other stakeholders, the deputy principals, teachers and students. In addition, the previous study differs from the present study in the design; while the previous study used descriptive survey design; a mixed method design was employed in the current study.

A case study to explore barriers to effective communication in public institutions was carried out by Mpunga (2014) in Tanzania. Data was collected and analysed both quantitatively and qualitatively. Findings reveal that there were barriers of communication such as different perceptions among staff, emotional barriers, information overload, feedback barriers, and

psychological barriers. A total of 100 respondents who were all employees identified meetings as the main source of communication between the manager and employees. They further identified scalar chain as one of the causes of barriers because of delay of information. Mpunga's research was to explore barriers to effective communication in public institutions in Tanzania but the present study is on principals' effective communication techniques on teachers' job satisfaction in private secondary schools in Kenya.

A research conducted by Mwambebule (2013) on the factors hindering effective communication between top management and employees in Tanzania, adopted a descriptive design. Information was gathered by means of questionnaires, structured interview and document analysis from top management staff and employees in Ilala Municipality who were purposively and randomly selected. Based on data collected, it was established that both top management and employees lacked effective communication skills which further affected relations among them. Training on communication skills was recommended for management and staff to enable them improve on their commitment to work and relations among them. The above study was carried out in a non-educational sector in Tanzania while the present study examined the effective communication techniques of principals on teachers' job satisfaction in private secondary schools in Kenya.

Nduta (2014) carried out a case study on challenges facing effective communication as a public relation tool in academic institutions in Kenya. Questionnaires were administered to 100 university employees and analysed through qualitative statistics. Findings reveal that barriers of communication arise from cultural misunderstanding since different cultures have different norms, values or behaviours peculiar to that culture. This different norms and values further lead to differences in interest, knowledge, value and tradition. It was of interest to find that University



employees did not find the poor use of ICT as a barrier to effective communication as other findings showed. The gaps created by the previous study were found in the research design which was qualitative but the current research adopted a mixed method design to bridge the gap.

Njoki (2015) carried out a research on barriers to cross-cultural communication in international organizations: A Case Study of the British Council, Kenya. A qualitative design was used to carry out the research while cluster sampling aided in grouping of correspondents into Kenya Team and Sub-Saharan Africa (SSA). Interviews were designed for different categories of staff. A total of 8 staff were selected for interview. The findings indicated that the barriers of communication come from the national cultures' influence at the work place and behaviours of people with different identity. It was also established that culture also influences people's way of thinking and behaviour, resulting in different understandings toward vision and purposes of the organizations. Njoki's findings supported Ndutua (2010) who asserted that barriers of communication can emanate from cultural backgrounds. Njoki's study was a case study which centered on communication within the British Council in Kenya but the current study delved into communication techniques on teachers' job satisfaction using a mixed method design.

**2.3.5 Possible Ways to Improve Communication Technique by the Principals** Principals may experience challenges in their daily running of secondary schools especially in terms of administrative duties and having to deal with the staff, students and other stakeholders of the school. Effective communication techniques become an essential tool in the organization and coordination of activities. Combining the traditional and modern communication channels and techniques can greatly improve the school's flow of activities which can further improve the climate, achievement of goals and job satisfaction of teachers. According to Wilson, Christine,

Foltz and John (2013), Communications skills include speaking, writing, reading, and listening. For improved communication techniques, the school principals need to utilize all the available skills depending on the situation and taking cognizance of the most important and probably the most neglected ones – listening and feedback.

In a study by Ismail (2012) on impact of principals' leadership styles on teacher job satisfaction as perceived by teachers in Malaysia and the United States of America, a qualitative design was utilized with a sample population made up of 12 teachers within different disciplines in four schools. It was found out that when principals employ collaborative leadership styles, a positive environment in schools was created. However, teachers generally had great expectations that principals would give them autonomy and freedom in terms of decision making within their classrooms. It was recommended based on findings that respect and support of teachers by the principals would go a long way to improve their satisfaction. Ismail (2012) failed to sample the principals, deputy principals and students, a gap which was bridged by the current study.

A study by Ariratana, Sirisookslip and Ngang (2015) measured the development of leadership soft skills among educational administrators in Malaysia. The study employed a mixed method of qualitative and quantitative design approach. The sample size was 477 school administrators and teachers and 15 administrators were further engaged in focused group discussions. Data was analysed using statistical techniques of mean, median and mode and presented in percentages. Study findings showed that educational administrators needed to improve their communication skills through the use of technology in monitoring, evaluating and promoting team work within the internal milieu of the school. As a result, Ariratana et al. recommended that school administrators should adopt proper technological means in communicating with their employees and stakeholders.

Ariratana et al. study centered on leadership skills of school administrators and their mode of communication while the present study concentrated on how effective communication skills influenced job satisfaction of teachers. A gap created by the failure of the previous study to involve students in the sample group was bridged by the present study which engaged the students in data collection procedures.

Sahito and Vaisanen (2017) carried out a study on the effects of ICT skills on job satisfaction of teacher educators. They utilized a qualitative design approach for the study which used Universities of the Sindh Province of Pakistan as evidence. Sampling was done by the use of purposeful and snowball techniques. Data was collected from Teacher Educators from the office of the Dean through semi-structured interview. Analysis of data was made possible by the use of inductive thematic analysis using a six-phase procedure. The analysis and interpretation of findings revealed that there were updated electronic devices available and teacher educators found them useful in the teaching and learning activities. These devices were seen to also promote job satisfaction of teacher educators.

It was reassuring to discover findings by Sahito and Vaisanen which is more or less different from other findings because teachers were aware of the importance of ICT and were ready to utilize it. It was recommended that teacher educators indulge fully and more in the use of electronic devices for easy job accomplishment. Sahito and Vaisanen carried out their study in Pakistan. They employed a qualitative approach for its findings on how ICT influence job satisfaction of University staff. The present study was carried out in private secondary schools' environment by which a mixed design was used to conduct the study.

An exploratory research conducted by Vrgovic and Pavlovic (2014) in Serbia, on the relationship between the school principal leadership style and teachers' job satisfaction, used 22

primary and secondary schools for the study. It was shown through findings that the leadership style by the principals influences teacher's satisfaction. Principals who are people-oriented positively influence teacher's satisfaction in the areas of school development, management, relationship with colleagues and teamwork. Tasks-oriented principals had negative influence on teacher's satisfaction in terms of communication, administration, development and safety. The study findings reveal that safety, working skills, and nature of work are the factors that influence teachers' job satisfaction. Findings by Vrgovic and Pavlovic (2014) seem to differ though not in contrast with other findings who established that satisfaction of teachers depends more on leadership behaviours and communication styles of the principals.

Buthelezi (2016) examined participative management at secondary schools in the Uthungulu district, South Africa. A mixed method design was employed. Population for the study comprised of 250 public schools in Uthungulu district of KwaZulu-Natal. Data was collected through questionnaires and interview guides. The principals were randomly chosen through simple random sampling while the HODs were selected through purposeful sampling. Findings concluded that there was a great need for management to utilize participative management style in schools in Uthugulu district. It was recommended that improved management styles can be achieved through better communication techniques. Buthelezi's (2016) study carried out in South Africa was particularly to examine the techniques of participative management in public schools. The present study concentrated on the techniques of effective communication used by principals in private secondary schools in Juja, Kiambu County, Kenya.

In Zimbabwe, Masuku, Chitsika and Moyo (2014) embarked on a study to assess the organizational communication strategies used by Unki Mine for community engagement and

development. The researchers used a mixed method approach and applied triangulation during the interpretation of the data. Qualitative data collection was carried out through document analysis; interviews were conducted with 17 village community members and focused group discussions while quantitative data was collected using questionnaires and structured interview guides.

Findings revealed that newsletter and meetings were not very effective in dissemination of information between the company and the surrounding communities. As a result of the findings, social and human/public relations were encouraged and newsletters were to be made more available to the community members. The study by Masuku et al. (2014) carried out in a mining company in Zimbabwe concentrated on the communication relations between the mining company and the community while the present study critically engaged in analyzing the relationship between the principals' communication techniques on teachers' job satisfaction in private secondary schools in Juja, Kiambu County, Kenya.

Warimu (2016) conducted a study on the effectiveness of communication on conflict resolution between administrators and teaching staff in public secondary schools in Gatanga Sub-County, Muranga County, Kenya using a descriptive survey design. The target population was 629 TSC teachers from 46 schools in the sub-county. These were sampled using stratified random sampling to select 69 respondents to participate in the study. Qualitative data collected was analysed thematically while SPSS was used to analyze quantitative data.

Results from findings revealed that communication was one of the main causes of conflict between the school administrators and the staff. It was further determined that having regular meetings was one of the ways that could be used to relay information to solve conflict between the administration and the staff. Silence was seen as a method of communication

between the administration and the staff for fear of being victimized. It was therefore conclusively established that communication is one of the major causes of conflict and as a result it was recommended that administrators should employ variety of channels and means of communication available to relay information instead of relying only on meetings as a means of communication.

These findings can be likened to the study by Buthelzi, who established that participative leadership style can be used to improve communication techniques. A principal who uses participatory leadership involves the staff in decision making, gives and receives feedback thereby creating an environment conducive for coexistence of all within the school. The research by Warimu (2016) differ in the design and data collection procedures because the present study employed a mixed method design and investigations were carried out among principals, deputy principals, teachers and students.

Mulwa, Kanori and Njagi (2017) carried out a study on the effects of round table meetings on public technical training in Kenya using a descriptive design to guide the study. Population comprised three training institutes in Nairobi County, Kenya, which are 54 BOMs, 3 bursars and 3 principals. Due to the small population of the principals and bursars, census technique was used for their participation into the sample size of the study. The selection of 51 BOM members was done by the use of simple random sampling. Data was collected through semi-structured questionnaires and interview guides. Findings support that having round table meetings was one of the means of communication which assisted and had great influence on the management of the technical training institutes. It was therefore recommended that since round table meetings were found useful, management should continue to hold round meetings regularly to improve management of public technical training.

Findings by Masuku et al. established that newsletters and meetings were less effective communication techniques in an organization. However, in the researcher's view, there are situations where meetings are the best channel of communication. For example, in a school situation, meetings are appropriate and effective means for planning and organizing school activities. It is therefore imperative for school administrators to identify the most effective and the most appropriate channels of communication according to the situation and demands of the occasion. Newsletters can be very useful means of communication with parents. It is with the aid of newsletters that school activities are communicated to parents and other stakeholders like alumni

Mulwa, Kanori and Njagi (2017) findings are in consonance with Warimu's findings who maintained that round table meetings were effective means of communication which assisted and had great influence on the management of the technical training institutes. Leadership style of the administrator determines the information flow and discussions within the meeting. Administrators were also advised on careful delivery of information at meetings in such a manner that direction and meaning will be derived by the employees. After all, the gap created by Mulwa et al. (2017) in the previous research is that of design and methodology. While the previous study employed descriptive survey design, census and simple random techniques, the current study was carried out using a mixed method, purposeful sampling of principals and stratified random sampling of teachers and students.

A study conducted by Wanjiru (2016) on the influence of head teachers' leadership styles on teachers' job satisfaction in public primary schools in Kirinyaga, Kenya used a descriptive survey design for the study. Findings from 24 head teachers and 168 teachers who were selected to participate in the study through stratified sampling technique showed that majority of head-

teachers in primary schools used democratic leadership style in the discharge of their duties and this had a positive influence on teachers' job satisfaction. Moreover, it was discovered that while autocratic leadership style had negative influence on primary school teachers' job satisfaction, laissez faire leadership style had moderate influence on teachers' job satisfaction. Wanjiru's findings are in support of Warimu (2016) and (Buthelezi (2016) who concluded that democratic leadership style by the principal influences job satisfaction of teachers. Deputy principals and students were selected by the current research to bridge the gap identified in the previous research.



## **2.4 Summary of Literature and Knowledge Gap**

Studies related to effective communication techniques and job satisfaction have been extensively reviewed globally, regionally and locally and presented in themes according to research questions. Although most available literature focused on commercial or business organizations and public institutions, findings are relevant to this present study. Of useful note is the fact that in all the literature reviewed, there still remains a gap to be bridged on how effective communication can be ensured and used to promote job satisfaction of teachers especially in private secondary schools.

Another striking observation is that most of the reviewed studies employed the use of either qualitative or quantitative approach to conduct the researches while the current research bridged this gap using a mixed method design. In addition, in almost all reviewed studies, data were collected either from the administrators alone or with the staff but the present study gathered information from the students in addition. Furthermore, majority of the reviewed studies used descriptive analysis but the present study analysed data both descriptively and thematically between effective communication techniques and job satisfaction. Most findings and recommendations which are mainly in industrial setting seem to establish that different techniques of communication have relationships with job satisfaction, job accomplishment, motivation and high morale of staff. The gaps created in the education system and in private schools have been bridged through the current study.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter describes and presents the design and methodology used by the researcher to investigate the research problem. It identifies and describes the design and methods employed in carrying out the research such as target population, locale of the study, description of samples and sampling procedures, description of data collection instruments, description of data collection procedures, pilot study, validity and reliability of research instruments, description of data analysis procedures and ethical consideration.

#### **3.2 Locale of the Study**

Juja sub-county is found in Thika District, Kiambu County and is about 30 km from Nairobi city. The sub-county covers an area of 318 km<sup>2</sup> with a population density of 118793. The area of Juja Zone covers Kalimoni, Weteithie, Komo and Juja locations. There are 28 secondary schools according to Divisional Education Office in Juja. Juja town was chosen because it covers both urban and rural areas, hence people from mixed cultures are found there. Its socio-economic setting is also heterogeneous, given its nearness to Nairobi County. The inhabitants are of different social-economic levels ranging from macro to micro business and those employed in both public and private sectors. Consequently, different factors need to be explored on causes of job dissatisfaction in private schools in the environs which consist of mixed population. In addition, Juja was one of the sub-counties in Kiambu which was found to have more private schools than public schools despite the undocumented cry of high teachers' turnover. The sub-county, Juja, therefore offered a better ground for accurate information needed by the researcher.

### **3.3 Research Design**

The study employed a mixed method design for the purpose of triangulation. Durrheim (2006) states that a research design serves as a strategic framework, a bridge to the research question and the execution of the research. Mixed design allowed the researcher to gather both quantitative and qualitative data on the same occurrences in relation to the research questions. According to Creswell (2014), the two types of data can be integrated by merging the data collected using both quantitative and qualitative techniques. The researcher chose a mixed method research paradigm because of its special advantage of drawing and comparing qualitative and quantitative data to minimize the limitations which could arise from both or either of the approaches. In addition, using quantitative and qualitative approaches concurrently provided a better understanding of the importance and effects of communication on the job satisfaction of teachers.

Creswell and Clark (2007) attest that convergent parallel design helps to directly compare and contrast quantitative statistical results with qualitative findings. Another advantage of parallel convergent design is that it helps to confirm and validate results obtained. In addition, the method encourages the use of multiple worldviews through the combination of inductive and deductive logical thinking. Specifically, the researcher employed a cross sectional descriptive survey for the quantitative research and phenomenology design was used as a qualitative method. Cross sectional survey in quantitative research guided the researcher to collect enough information from teachers and students using questionnaires. Phenomenology helped the principals and deputy principals to talk freely in a natural setting without manipulation. Converse (2012) asserts that phenomenological design allows researchers to focus on humans expressing the experience of life through their physical surroundings. In conclusion, the blend of

quantitative and qualitative research paradigms assisted the researcher to collect enough data from principals, deputy principals, teachers and students on principals' effective communication techniques on teachers' job satisfaction.

### **3.4 Target Population**

The population for this research comprised all principals, deputy principals, teachers and students in private secondary schools in Juja sub-county. According to Orodho (2012), a target population is generally a large collection of individuals or objects that is the main focus of a scientific inquiry and it is for the benefit of the population that research is done. Orodho defined population as a group of persons having a common characteristic. The principals and their deputy were in position to avail the researcher of the information to the findings desired on what types or channels of communication they employ in their daily management activities of the private secondary schools.

The teachers being the focal point of this study were able to sincerely give information about the real causes of their dissatisfaction and high turnover from the teaching job. The students in form three and form four have been in the secondary school environment for more than two years and were therefore able to make contributions on what were the causes. The students in form three and form four were also mature enough in their thinking and reasoning to understand the indicators of effective communication and job satisfaction within the school community.

### **3.5 Sample and Sampling Procedure**

A sample is defined by Kombo and Orotho (2010) and Maina (2012) as a set of respondents selected from a large population for the purpose of the research study. Creswell (2009) states that sampling is the technique of selecting a suitable representative part of

population for the purpose of determining the characteristics of the whole population. Gay, Lorraine, Mills and Airasian (2011) state that probability or random sampling procedure gives every member of the population equal chance to be included in the sample while Creswell (2009) added that 30% of the total population is a good representative for quantitative data. This research employed both probability (stratified and simple random sampling) and non-probability (purposive sampling) techniques to sample the target groups.

### **3.5.1 Sampling of Schools**

The researcher employed stratified random sampling in selecting 7 schools to participate in the study. According to Kothari (2004), stratified random sampling is a process of selecting a sample such that identified subgroups in the population are presented in the sample in the proportion that they exist in the population. Mugenda and Mugenda (2009) further explained that in sampling, subjects are selected in such a way that existing subgroups in the population are more or less reproduced in the sample. This method or process guarantees that all the key groups are involved. Stratified random sampling allowed the researcher to create three categories of schools based on Boys, Girls and Mixed schools.

From the list of 18 private schools in Juja, the researcher selected schools from 2 Boys schools, 8 Girls schools and 8 Mixed Schools. The researcher prepared 8 pieces of paper for the Girls' schools and randomly picked 3 schools. Next, the researcher prepared another 8 pieces of paper for the mixed schools and randomly picked 3 schools. And finally for the boys' schools; since they are only two boys' private schools, the researcher prepared two pieces of paper and randomly picked one school.

Table 1 represents how schools were sampled for data collection.

**Table 1:**

**Sampling frame for private secondary schools in Juja**

<b>Target Population</b>	<b>Population</b>	<b>Sample</b>	<b>Sampling Technique</b>	<b>Percentage</b>
Girls' Schools	8	3	Stratified	37.5%
Boys' Schools	2	1	Stratified	50%
Mixed Schools	8	3	Stratified	37.5%
<b>Total</b>	<b>18</b>	<b>7</b>		<b>38.8%</b>

**3.5.2 Sampling of Students**

In the selection of students, stratified random sampling was used. According to Mathers, Fox and Hunn, (2009), stratified random sampling entails splitting the population into homogeneous sub-groups and the applying of a simple random sampling to get a sample from each homogeneous group. In this study form three and form four students were initially stratified, after which a simple random sampling was used. This entailed the students picking small rolled papers, written 'yes' or 'no' from 1 to 10 in each form three and four class of the selected 7 schools. The students who picked 'yes' were allowed to take part in the study while those who picked 'no' were excluded from participation. Forms three and forms four were chosen to participate in this study because they are mature and well-informed enough to respond to the questions within the limited time given. A total of 140 students participated in this study.

**3.5.3 Sampling of Teachers**

Teachers were selected according to their departments using stratified random sampling. The choice of selecting teachers among departments was to understand information flow across all departments within the school and balanced information from the teachers. After stratifying the teachers into departments, purposive sampling was used to select from Science, Art,

Languages and ICT departments in each school. Length of service of teachers was also considered while purposively selecting them. Demanding information from teachers according to departments helped to identify gaps in overall flow of information within the school. It also helped the researcher to understand if upward and downward communication flow was effective within each school. Participation in the study comprised 56 teachers, 8 teachers from each of the 7 targeted schools.

### **3.5.4 Sampling of Principals and Deputy Principals**

Automatic inclusion sampling was used to choose deputy principals and principals. Since all the selected schools have one deputy principal and principal in each school, all the deputy principals and principals were therefore allowed to participate in the study. Deputy principals provided important information in this research because as assistants to the principals, they understood more on whether communication within the school was effective or not or if the teachers were satisfied or not. Their contribution was paramount for the success of this study. The selection of principals was based on the overall leadership and responsibilities as the chief user of communication techniques to influence the job satisfaction of teachers.

### **3.6 Description of Data Collection Instruments**

Three instruments were employed for data collection in this study: structured and unstructured questionnaire; in-depth interview guide and document analysis guide.

#### **3.6.1 Questionnaire**

The researcher designed tools for data collection. Mathers, Fox and Hunn, (2009) assert that questionnaires are very convenient and useful in collecting comparable information from a large number of persons. Questionnaires was appropriate for this study because it was straightforward and less time consuming and was also a good instrument for data collection on

motivation, satisfaction, feelings and experiences of teachers. The questionnaires consisted of six sections each. Section A focused on demographic information such as gender, age, class, qualification and length of service. Section B focused on channels of communication used by principals to enhance teachers' job satisfaction; section C gathered information on job satisfaction of teachers; section D determined how the use of leader-speech by the principals affect teachers' job satisfaction; section E concentrated on how the use of feedback enhances teachers' job satisfaction; section F investigated communication challenges encountered by the principals and section G considered possible ways utilized to improve effective communication techniques by the principals.

#### **3.6.1.1 Questionnaire for students**

The students supplied information through closed-ended and open-ended questionnaires in four sections. Section A consisted demographic details such as age, gender, form (class), section B gathered information from students regarding extent of use of channels of communication by the principal, section C collected data relating to teachers' job satisfaction and section D was questionnaires on effect of leader-speech by the principal on teachers' job satisfaction. The main idea behind sections B, C and D was to obtain information on the channels of communication regularly used by the principals, Job satisfaction of teachers and the affective language used by the principals as can be noticed by the students.

#### **3.6.1.2 Questionnaire for Teachers**

Questionnaires were administered to teachers because of their capacity and ability to understand what was demanded by the questionnaires. Questionnaires for teachers comprised seven sections. Section A focused on demographic information such as gender, marital status, age, level of education, work experience and years of teaching experience in the current school.



Section B focused on extent of use of channels of communication by the principals to enhance teachers' job satisfaction; section C gathered information on job satisfaction of teachers; section D focused on the use of leader-speech by the principals and its effect on teachers' job satisfaction; section E concentrated on the use of feedback by the principals and how it enhances teachers' job satisfaction; section F investigated communication challenges encountered by the principals and section G considered possible ways utilized to improve effective communication techniques by the principals.

### **3.6.2 Interview Guide**

This study used in-depth interview guide as a tool for data collection. Collis and Hussey (2003) assert that interviews help researchers to gain more insight on the context of topic. Interview guide has the ability to probe for information which could be impossible to understand using other data collection methods. The motive for using interview guide is to collect more detailed and comprehensive information from deputy principals and principals who are directly involved as the main focus of this study.

#### **3.6.2.1 Interview Guide for Deputy Principals and Principals**

Interview guide was used to gather information based on research questions. Since they were open-ended questions, it helped the respondents to expatiate on how the extent of use of communication techniques by the principals to improve or encourage teachers' job satisfaction, motivation, high morale and high retention. Information was collected in seven sections. Section A was on personal information like, gender, age, marital status, level of education, work experience and years of administrative experience in the current school.

The interview discussions were in six sections each. Section B probed on the extent of use of channels of communication by principals to enhance teachers' job satisfaction; section C

comprised interviews on job satisfaction of teachers; section D focused on the use of leader-speech by the principals and its effect on teachers' job satisfaction; section E explored how the use of feedback enhances teachers' job satisfaction; section F investigated communication challenges encountered by the principals and section G considered possible ways utilized to improve effective communication techniques by the principals. The researcher used interview for the principals and deputy principals because of their experiences and the key position they hold in the provision of knowledge that were needed for this study.

### **3.6.3 Document Analysis Guide**

According to Creswell (2012), document analysis is a critical examination of recorded information connected to the issue under study. This means a document analysis guide is therefore a schedule of documents that the researcher purposively wishes to review as a qualitative data collection technique. The researcher used documents to ascertain communication flow and techniques to enhance job satisfaction by the principal. The first document that was reviewed was teachers' appraisal forms. This was to ensure feedback communication between the principal and the teachers. By analyzing teachers' appraisal forms, the researcher was able to understand the different techniques used by the principals to encourage teachers in their career to improve in their daily duties.

The second document analysed was departmental circular file. The document unearthed meetings and information passed from the principals to the teachers through heads of departments. The file was also very useful in giving information on trainings/workshops attended by the teachers. The third document made available to the researcher was teachers' reward book. Four out of the seven schools were able to release the reward files to the researcher. The fourth reviewed document was contract forms. This was of two types, school contract forms and

housing agreement. Document analysis was carried out to assist the researcher on investigating the principals' effective communication techniques on teachers' job satisfaction. The researcher was able to confirm some of the responses given by the participants in the questionnaires and interview guide by the use of document analysis guide.

### **3.7 Validity, Pilot Testing and Reliability**

Validity, pilot testing and reliability of research instruments was carried out according to the descriptions below.

#### **3.7.1 Validity of Research Instruments**

To be able to get accurate data, it was important to validate the instruments and therefore researchers must test for validity of instruments. According to Tromp (2013), validity of the research instruments is the capacity of an instrument to measure what it was intended or designed to measure accurately. Consequently, the research instruments were subjected to validation by three experts, two supervisors from the department of Educational Administration and Planning and one expert from the department of research at the Catholic University of Eastern Africa.

The experts assessed the face and content validity to see whether the instruments measured what they purported to measure according to the researcher's subjective judgments. They assessed the extent to which the items were related to the topic and also judged the importance of the various parts of the instrument. Triangulation also played a very important role to ensure validity. Crowe, Cresswell, Robertson, Huby, Avery and Sheikh (2011), assert that source triangulation involves the use of multiple sources of data at different situations and checking the consistency of different data sources.

### **3.7.2 Pilot Testing**

Pilot testing was carried out in order to detect any challenges that respondents will likely encounter when responding to the items. Pilot testing is a preliminary survey (Kothari, 2011), and involves trying out the research instruments on a small number of samples (Kombo & Tromp, 2013). Pilot testing in this study was conducted by giving questionnaires to 2 principals 4 teachers and 10 students from two private secondary schools that were not part of the sample. These pilot testing findings were used to determine the reliability of the research instruments.

### **3.7.3 Reliability of Research Instruments**

Reliability of the research instruments was carried out to check their consistency in yielding the same results. A measuring instrument is said to be reliable if it provides consistent results and little error is experienced (Macmillan, 2012). Mugenda (2013) assert that, reliability measures the degree to which research tools yields results in a consistent manner. Cronbach's Alpha Co-efficient was used to compute reliability of the data through the use of Statistical Programmes for Social Sciences (SPSS) version 25.0. When using Likert Scale, it is imperative to calculate and report Cronbach alpha coefficient for internal consistency reliability for any scale or subscale.

Macmillan and Schumacher (2010) recommend the value of 0.6 to 0.85 as an acceptable value for Cronbach Alpha and values that are substantially lower indicate an unreliable scale. The Cronbach's Alpha was used to determine the reliability of the items on principals' effective communication techniques on job satisfaction of teachers. Looking at the scales for different variables measuring the same construct, the obtained average alpha was 0.836 for teachers' questionnaire and 0.866 for students' questionnaire.

**3.7.4 Trustworthiness of Qualitative Data** Trustworthiness of qualitative data entails credibility, transferability, confirmability and dependability. The trustworthiness of the instruments is demonstrated by researcher's credibility through the use of triangulation, peer debriefing, and member checks which makes the research findings credible, or truth-value, which is referred to as the confidence in the findings from informants and the context in which the study was undertaken. The researcher ensured that the study findings were based on the respondents' responses and that they are not biased. The researcher ensured that the interpretation of the data was not skewed toward certain knowledge or prior information.

### **3.8 Data collection procedures**

Relevant permissions were sought in order to collect data from the respondents. A letter from the Department of Post Graduate Studies in Education at the Catholic University of Eastern Africa assisted the researcher to obtain an approval/permit issued by the National Council of Science, Technology and Innovation, (NACOSTI). Approval/permission letter was therefore presented to the respective principals, who in turn permitted the researcher to administer the questionnaires in their different private schools in Juja. The researcher was assisted by teachers appointed by the principals in each school in the distribution of questionnaires. Questionnaires were administered on different days and the tasks were completed within two weeks. The process of supervision was done by the researcher and teachers who were delegated to assist. The researcher also arranged time to interview deputy principals and principals in their respective private schools in Juja to enhance the collection of primary data for the research.

### **3.9 Description of Data Analysis Procedures**

Maina (2012) defines data analysis as the process of looking at and summarizing data with the intention of extracting useful information for the purpose of making inferences and conclusions. Since this study adopted a mixed method design, data was also analysed using both quantitative and qualitative techniques.

Quantitative data from questionnaires were coded and keyed into the computer through the use of SPSS version 25.0 data analysis software. Descriptive statistics was presented using frequencies, percentages, tables and charts.

In Qualitative data, analysis was done thematically. Data collected were read and condensed. It was further edited and summarized by sieving out ambivalent information. Categories were thereby created and selected data were assigned into different categories with the use of coding method. Findings were presented in themes while interpretation was made following findings from data collected.

### **3.10 Ethical Consideration**

Ethical issues were observed throughout this research, this means ethical issues were adhered to during the preparation to carry out the research, while carrying out the research, during the analysis of data collected from respondents and while making conclusions. The first and foremost ethical consideration was that the researcher adhered to all legal procedures guiding conducting of research in Kenya. Generally, this involved informed consent of respondents, confidentiality, privacy, anonymity, responsibility, competence and honesty in report/facts finding. This is supported by Oso and Onen (2007) who state that ethical consideration is necessary in conducting and reporting research in social sciences and that researchers have an ethical obligation to protect the welfare of the people they study.

Kombo and Tromp (2013) urge researchers whose subjects are people to consider the conduct of their research and pay attention to the ethical issues regarding carrying out their research. This research was carried in consideration of dignity and respect of all participants because they were all treated humanely. Informed consent was guaranteed by having enough time and forum to explain the objective and purpose of the study to the respondents and ensuring that the respondents fully understand the items they are to respond to. As Oso and Onen (2011) assert that the researcher needs sufficient time to explain to the participants the aim and purpose of the research. Another important ethical issue was that the respondents were allowed to choose if they wanted to participate in the study or not and to freely omit items they may be unable/chose not to respond to.

Ethical issues on privacy, confidentiality and anonymity were handled by assuring participants that their identities will remain confidential and their anonymity will be shielded. This means their names or responses will never be made public. Confidentiality and anonymity was also ensured as recommended by (Creswell and Clark, 2007). Regarding data analysis, reporting and conclusions, the researcher ensured that during presentation of findings, important information provided by the respondents are neither omitted nor falsified to suit the researcher's opinion or pre-supposed outcome (Best and Khan, 2011). The researcher presented only information as evolved from the respondents and avoided any biased or pre-supposed conclusions. Competence and credibility were the watchword of this study. Plagiarism was avoided to make the research original and all quoted authors were acknowledged.

## **CHAPTER FOUR**

### **PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS**

#### **4.1 Introduction**

This chapter presents research findings on principals' effective communication techniques on job satisfaction of teachers in private secondary schools in Juja sub-county, Kiambu County, Kenya. Questionnaires were used to collect data from 140 students and 56 teachers while interview guides were used to gather information from 7 deputy principals and 7 principals. Analysis of quantitative data was done statistically using Statistical Package for Social Sciences, SPSS version 25. Descriptive statistics used were frequency distributions and charts. Qualitative data were analysed and presented using narrations and quotations. The demographic information of the participants was presented first, while the other findings are presented according to the research questions.

#### **4.2 Return Rate of Questionnaires and Interview Guide**

This refers to rate of return of tools used to gather data. The total questionnaires distributed to teachers and students in 7 private schools in Juja were 196 in number (1 boys' school, 3 girls' schools and 3 mixed schools). Questionnaires given to students were 140 while questionnaires distributed to the teachers were 56. The total number of filled questionnaires collected from students were 133 giving 95.0%, and responses received from teachers were 52 accounting for 92.8%. There was a 100% response rate from the principals and deputy principals.



The return rate of questionnaires and interview guide distributed to respondents is presented in table 2

**Table 2: Return Rate of Questionnaires and Interview Guide**

<b>Target Respondents</b>	<b>Sample Size</b>	<b>Response Rate</b>	<b>Response Rate in %</b>
Students	140	133	95.0
Teachers	56	52	92.8
Deputy Principals	7	7	100
Principals	7	7	100
<b>Total</b>	<b>210</b>	<b>199</b>	<b>94.7</b>

Mugenda and Mugenda (2009) specified that a response rate of 50% is adequate; 60% is good while 70 and above is classified as excellent for analysis and statistical reporting. It is important to ensure that the response rate is suitable because if it is low, it might affect the validity of result findings. From the data in table 2, the response rate at 94.7% was excellent and the responses can be used to make conclusions for the study.

### **4.3 Demographic Information of Respondents**

The personal information of the students, teachers, deputy principals and principals are presented using frequency distributions and charts. The demographics for students include gender, age and form (class), while that of teachers, deputy principals and principals include gender, marital status, age, level of education, years of experience and years of teaching/administrative experience in the current school.

### 4.3.1 Gender of Respondents

Table 3 presents gender of students, teachers, deputy principals and principals who were participants of this study.

**Table 3:**

**Gender of Students, n=133; Teachers, n=52; Deputy Principals, n=7; Principals, n=7.**

Gender	Students		Teachers		Deputy Principals		Principals	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Female	83	62.4	25	48.1	2	28.6	3	42.9
Male	50	37.6	27	51.9	5	71.4	4	57.1
<b>Total</b>	<b>133</b>	<b>100</b>	<b>52</b>	<b>100</b>	<b>7</b>	<b>100</b>	<b>7</b>	<b>100</b>

More female students participated in the study than male students as shown in table 3.

This is because schools were stratified into girls, boys and mixed. Stratification of schools was based on the number and types of schools situated in Juja. There are 8 mixed schools, 8 girls' schools and 2 boys' schools. For the sake of proper representation, 3 girls' schools, 3 mixed schools and 1 boys' school were selected to participate in the study. Having more female schools in Juja could mean that more emphasis is placed on girl-child education.

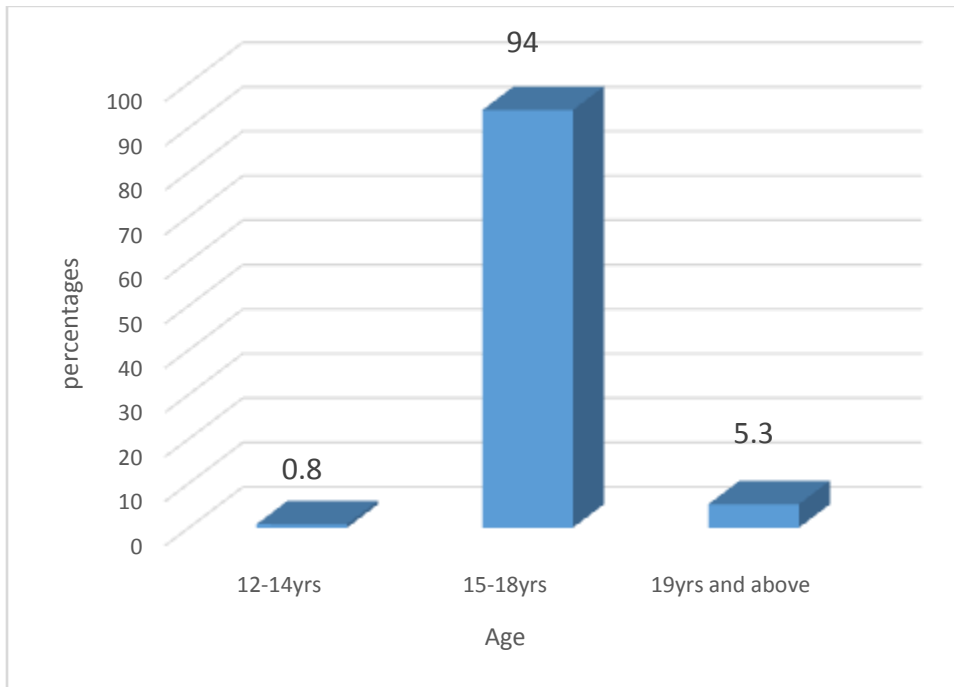
Female teachers were 25 (48.1%) while male teachers were 27 (51.9), even though teachers were purposefully selected to create a balance according to departments. This means the percentage of teachers' participation according to gender was almost the same with only a difference of 2. Table 3 further depicts that there are more male deputy principals than females, which could point to gender imbalance in appointment to administrative posts in Juja private secondary schools. This could also mean that female teachers do not apply for these positions since some areas in Juja sub-county are quite remote or due to family commitments. On the other

hand, the gender of principals seems to balance with only a difference of 1 male principal. This could mean that females prefer the posts of the principals rather than being the deputy.

### 4.3.2 Age of Respondents

Information concerning the age of the students, teachers, deputy principals and principals were gathered, summarized and presented as shown in figure 2 and table 4

#### Age of Students n=133



**Figure 2: Age of students**

Students were stratified into forms. Form three and form four formed part of respondents and this accounts for why most of the students fall in the age bracket of 15-18 years. Majority of the students, 125 out of 140 belonged to this age bracket making a percentage of 94% while 7 students were in the age bracket of 19 years and above with a percentage of 5.3 and only 1 was in the age bracket of 12-14 years with 0.8%. The age brackets where majority of the students belonged confirm that they were mature enough to understand the communication behaviours of their principals and the indicators of job satisfaction of their teachers. Their brains are highly

developed for wider thinking and understanding. Moreover, these students have spent three and four years in these schools and have had adequate knowledge and experience on communication activities among and between the principal, teachers and students. Therefore, would supply the needed information to the researcher.

The researcher sought to know the different age brackets of participants who were teachers, deputy principals and principals. Information concerning their age is represented in table 4

**Table 4:**

**Age of Teachers, n=52; Deputy Principals n=7; Principals n=7**

Age	Teachers		Deputy Principals		Principals	
	Frequency	%	Frequency	%	Frequency	%
25-29years	30	57.7	3	42.9	2	28.6
30-34years	7	13.5	3	42.9	2	28.6
35-39years	4	7.7	1	14.2	1	14.2
40 years and above	11	21.1	-	-	2	28.6
<b>Total</b>	<b>52</b>	<b>100</b>	<b>7</b>	<b>100</b>	<b>7</b>	<b>100</b>

Table 4 above indicates that majority of teachers were in the age bracket of 25-29 years, making a percentage of 57.7. It is clear that most of the teachers are young and actively involved in educating the younger citizens, with zeal and youthful exuberance. In terms of communication, such young adults tend to concentrate on social media as the only means of communication and probably neglecting other forms especially traditional methods. Age bracket of 40 and above were 11, with a percentage of 21.2, pointing to the fact that only a few teachers were above 40 years and would be able to direct the younger teachers in terms of their expectations in their career. It is also noted that 7 teachers were in the age brackets of 30-34 at 13.5 % and the least number belonged to the age bracket of 35-39 with only 4 teachers, making a percentage of 7.7.

The ages of teachers revealed that most of them are still in the early age in their careers and have just entered into the teaching career. This could also mean most of the teachers resign or abandon their services in private schools before they become older. The above data further reveals that most of the teachers are young university graduands who may be inexperienced and have high expectations from their principals especially in terms modern communication skills to enhance their satisfaction in the job.

This is supported by Okumbe (2003) who states that younger employees give higher expectations and aspirations, which may not be met by the organization. When these expectations are not met, they may tag the principal as ineffective. In addition, Kioko (2013) however noted that majority of internet users are aged below 40 years, insinuating that people above 40 years may be inclined to using other techniques of communication more often than the social media. Another reason for high percentage in the age bracket of 25-29 could be that new graduates are not employed immediately by the government; therefore they get employed in the private schools while waiting to be employed by the government.

Table 4 further shows that out of the 7 deputy principals interviewed, 3 were in the age category of 25-29 years representing 42.9%. Similarly, another 3 were in the age grade of 30-34 years representing 42.9% and the last person belonged to the category of 35-39 years making a percentage of 14.2. No deputy principal was in the age category of 40 and above. This shows that they are mature enough to be given posts of responsibility. Moreover, most people below 40 years tend to use only modern communication techniques without a balance on the traditional methods too. This could be responsible for imbalance or ineffective communication in the private education sector.

As illustrated in table 4, 2(28.6%) principals are in the age group of 25-29 years, another 2(28.6%) in the age group of 30-34 years and yet another 2(28.6%) belonged to the category of 40 and above while only 1(14.2%) principal belonged to 35-38 years. Even though all the principals are in their prime of life and as such are strong and active to serve effectively and efficiently in terms of communication and coordination, they may lack experience in administrative duties which can invariably affect their ability to utilize all techniques of communication effectively.

Kotur and Anbazhagan, (2014) assert that work experience has influence on performance. This supports the earlier statement that few years or lack of experience could influence work output. Private school owners may however prefer to employ young and strong people to groom them into good administrators for better performance and output in their institutions, or otherwise, may also be for the sake of low pay.

#### 4.3.3 Marital Status of Teachers, Deputy Principals and Principals

Marital status of respondents who were teachers, deputy principals and principals is represented in table 5

**Table 5:**

**Marital status of teachers, n=52; deputy principals, n=7; principals, n=7**

Marital Status	Teachers		Deputy Principals		Principals	
	Frequency	%	Frequency	%	Frequency	%
Married	28	53.8	6	85.7	6	85.7
Single	24	46.2	1	14.3	1	14.3
<b>Total</b>	<b>52</b>	<b>100</b>	<b>7</b>	<b>100</b>	<b>7</b>	<b>100</b>

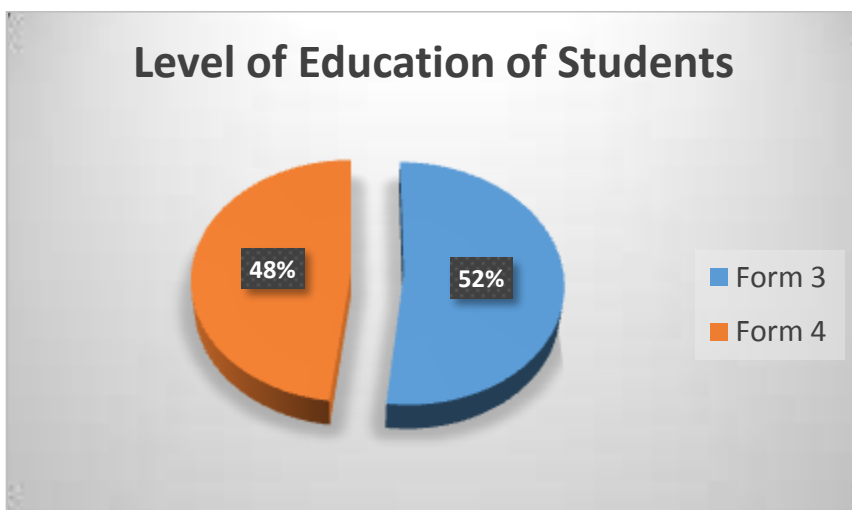
The information displayed in table 5 revealed that majority of teachers 28 (53.8%), deputy principals 6 (85.7%) and principals 6(85.7%) were married. According to Blanchard,

Hawkins, Baldwin, and Fawcett (2009) married people show less negativity in observed contexts than in natural setting. In a situation such as school environment, communication relations among married people as the majority may demand greater skills because some married people tend to be more sensitive towards the way they are addressed and communicated with. The expectations at times are higher than the unmarried in terms of approach and respect. Marital status of teachers, deputy principals and principals shows that they may have better experiences, more committed and perform better due to their responsibilities in their homes and families. Thus the experience in their homes in terms of planning and organization can help them in their teaching/administrative duties better.

#### 4.3.4 Level of Education of Respondents

The researcher considered level of education of respondents since this was necessary in the authenticity of information to be collected from them, especially in terms of communication experiences they have had, based on their qualification. Figure 3 presents qualification of students who were participants in this study.

Level of Education of students, n=133



**Figure 3: Level of Education of Students**

Students were selected from the highest classes who through their leadership positions in schools allowed them access and regular contact with teachers and school administrators. Form 3 made up a percentage of 52%, while form 4 was 48%. Thus, they offered the researcher the needed information which enriched the findings needed by the researcher.

### **Level of Education of Teachers**

Table 6 presents information regarding qualification of principals, deputy principals and teachers.

**Table 6:**

#### **Level of Education of Teachers, n=52, Deputy Principals, n=7; Principals, n=7**

<b>Level of Education</b>	<b>Teachers</b>		<b>Deputy Principals</b>		<b>Principals</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Diploma	6	11.5	1	14.3	-	-
B. Sc with PGDE	6	11.5	1	14.3	1	14.3
B. Sc	6	11.5	1	14.3	-	-
B. Ed	32	61.5	4	57.1	4	57.1
M. Ed	2	4.0	-	-	1	14.3
Ph. D Candidate	-	-	-	-	1	14.3
<b>Total</b>	<b>52</b>	<b>100</b>	<b>7</b>	<b>100</b>	<b>7</b>	<b>100</b>

Majority of the teachers who participated in the study had bachelor's degree in education (B.Ed.) as represented in table 6. Teachers with B. Ed were 32 out of 52, accounting for 61.5% while those who had diploma were 6, making a percentage of 11.5. Some teachers (6), had Bachelor of Science degree (B. Sc.) with post graduate diploma in education (PGDE), which certify them as science teachers. Another set of teachers were those who had B.Sc., these were also 6 (11.5%) and those with Masters in Education (M. Ed) were only 2. Teachers were stratified according to departments to establish if information also circulated through heads of departments to the teachers. The researcher from findings regarding level of education of



teachers deduce that majority of teachers in Juja private secondary schools are well educated and trained to carry out the teaching tasks effectively and successfully. They also have the capability to understand effective leadership in terms of communication and expectedly would be able to offer sound information to the researcher.

Table 6 further shows that data collected from respondents indicated that deputy principals, that is, 4(57.1%) of them had bachelor's degree in education. The other 3 deputy principals held diploma degree, B.A and PGDE, and a B.Sc., making 14.3% each. Their level of education is satisfactory enough to carry out administrative duties in terms of communication with their subordinates to enhance their satisfaction. This could imply that the deputy principal with the diploma degree and B.Sc. could be hoping to acquire the needed certificate through in-service training to become more productive administratively. This is in accordance with what Smith and Koltz, (2015) stated, that leadership's genuine concern for employee professional wellness is important in enhancing job satisfaction and workplace support among leaders and employees. Employers' care and concern in training and development of employees increase their job satisfaction, raise morale and enhance better productivity.

The principals with bachelor's degree in education were 4(57.1%) as shown in table 6. One of the principals is pursuing a Ph. D 1(14.3%), another one holds both bachelor in education and masters in science 1(14.3%) while yet another one holds bachelor of science with a post graduate diploma in education 1(14.3%). It can be deduced from findings that principals in Juja private secondary schools are qualified teachers, knowledgeable enough in their tasks as administrators, but that notwithstanding, their level of education may not always assist in their administrative duties without experience. However, Jepsen and Sheu (2003) posit that education level has an impact on employee communication and motivation, which means highly educated

employees are more motivated by intrinsic rewards than the less educated ones who have a higher preference for extrinsic rewards. The principals' high education level implies that they would be able to carry out their duties satisfactorily with or without external rewards.

#### 4.3.5 Work Experience of Teachers, Deputy Principals and Principals

The number of years spent in teaching career by the principals, deputy principals and teachers was studied and findings are as shown in table 7.

**Table 7:**

**Work Experience of teachers, n=52; deputy principals, n=7; principals, n=7**

<b>Work Experience</b>	<b>Teachers</b>		<b>Deputy Principals</b>		<b>Principals</b>	
	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
1-5 years	32	61.5	5	71.4	-	-
6-9 years	7	13.5	2	28.6	2	28.6
10-14 years	3	5.8	-	-	5	71.4
15 years and above	10	19.2	-	-	-	-
<b>Total</b>	<b>52</b>	<b>100</b>	<b>7</b>	<b>100</b>	<b>7</b>	<b>100</b>

The highest number of teachers 32 (61.5%) had work experience between 1-5 years. While 10 (19.2%) had experience for 15 years and above, 7 (13.5) had worked between 6-9 years, and only 3 (5.8%) had 10-14 years' experience. Long years in teaching profession could indicate the magnitude and wealth of experience the teacher has, since more working periods enhances commitment and work accomplishment. The data on work experience could be an indication that most new graduates in education gain employment in private schools while waiting to be employed either by the government or other organizations. This can also explain the low retention of teachers since most of them are more or less, working in private schools pending their employment elsewhere.

Findings from deputy principals showed that work experience were found in only two categories. It was clear from findings that 5 deputy principals had between 1-5 years' experience while 2 others had work experience between 6-9 years. This reveals that deputy principals in private secondary school, though strong and active may not possess enough work experience and may only be learning on their jobs, this can be responsible for the challenges faced by the school administrators in their pursuit to embrace all forms of communication which in turn can improve motivation and job satisfaction of teachers. According to table 7, 5 principals had work experience of 10 years and above while the other 2 had 6-9 years' experience.

Findings from Kotur and Anbazhagan (2014) attest that an employee with good experience in his job can be made a leader because of his wealth of experience and moreover, that lack of knowledge and education renders the worker ineffective. This reveals that most principals who were involved in the study were well experienced in teaching profession and therefore were invited to carry out administrative duties. They had enough experience to share with the researcher in terms of effects of communication on teachers' job satisfaction.

### 4.3.6 Years of Teaching/Administrative Duties of Teachers, Deputy Principals and Principals in the Current School.

Table 8 summarizes the length of stay of principals, deputy principals and teachers in the current schools.

**Table 8:**  
**Years of Experience of Teachers, n=52; Deputy Principals, n=7; Principals, n=7 in the Current School**

Years of teaching/administrative experience in the current school	Teachers		Deputy Principals		Principals	
	Frequency	%	Frequency	%	Frequency	%
1-5 years	44	84.6	7	100	5	71.4
6-9 years	3	5.8	-	-	-	-
10-14years	2	3.8	-	-	2	28.6
15 years and above	3	5.8	-	-	-	-
<b>Total</b>	<b>52</b>	<b>100</b>	<b>7</b>	<b>100</b>	<b>7</b>	<b>100</b>

The teachers who have spent 15 years and above in the schools were only 3 at 5.8% value. This shows that some of the 7 sampled schools had no teacher with such length of service. Similarly, teachers with 6-9 years' experience were 3 with 5.8% and 3.8% had spent 10-14years in the schools while 44 teachers out of 52, making 84.6% were in their current schools for a period ranging between 1-5 years. These findings point to high rate of teachers' turnover in private secondary schools in Juja.

This could also imply that most of the teachers are new graduates from the university; comparing the percentage of years of experience of teachers in the current school, 84.6% with work experience of 71.4%. When majority of the teachers are new in the school, in as much as they could bring with them new ideas and innovations, they may lack experience, thereby demanding more supervision and coordination. Principals' expertise in communication may be

required to enhance both academic performance of students and teachers' job satisfaction which could be overwhelming for the principals without delegation of duties.

All the deputy principal who participated in this study were in the category of 1-5 years' experience in administrative duties as presented in table 8. The researcher notes that the few years' experience in administrative duties could account for poor communication and therefore advises that seminars and workshops could be internally arranged on communication behaviours expected of a school administrator.

It was evident from the findings that five principals have stayed in their current schools for a period of 1-5 years. The remaining 2 principals accounting for 28.6% have stayed for 10-14 years in administration in their current schools. Hoole and Vermeulen (2003) explain that, when years of service in an organization increase, better communication and additional responsibility, authority, prestige, more promotion and socialization opportunities are more enhanced. It furthermore increases remuneration and employee's motivation. With the majority of principals serving in their current schools between 1-5 years, they are yet to learn and be more conversant with the culture and demands of their work as principals in their current schools. This lack of experience may be responsible for the challenges the principals face in their communication techniques and also part of the causes for teachers' job dissatisfaction.

#### 4.4 Use of Channels of Communication by Principals

The students were requested to respond to the issue on the mode of communication that the principal uses to communicate to different stakeholders. Their responses on whether they agree or disagree to the mode used are presented in table 9.

**Table 9:**

#### **Responses from the Students on Channels of Communication used by the principals n=133**

<b>Ways that the principals use to communicate</b>	<b>SA %</b>	<b>A %</b>	<b>UN %</b>	<b>D %</b>	<b>SD %</b>
Information is given to parents through newsletters	69 51.9	51 38.3	2 1.5	5 3.8	64.5
The principal communicates with teachers through the use notice boards	25 18.8	25 18.8	13 9.8	43 32.3	27 20.3
Our principal posts notices to students on notice boards	45 33.8	33 24.3	14 10.5	20 15.6	21 15.8
The principal gives announcements to teachers at assembly	17 12.8	23 17.3	7 5.2	56 42.1	30 22.6
I receive information sometimes from the principal through the teachers	35 26.3	58 43.6	96.8	22 16.5	96.8
Our schools announcement at assembly concerns only the students	31 23.3	31 23.3	14 10.5	32 24.1	25 18.8

It is evident from table 9 that the principals made effective use of different channels of communication in their administration. Majority of the students as represented by 120 (90.2%) agreed that the principals used newsletters to send information to parents and 50 (37.6%) affirmed that the principals made use of notice boards. Effective use of communication channels requires appropriate utilization of different modes of communication with different school stakeholders. It is essential for principals to adopt verbal, non-verbal, written and electronic communication techniques in order to satisfy the needs of stakeholders and enhance free flow of information within and outside the schools. Use of newsletters and social media to communicate with parents who may be residing far from the schools and adoption of face to face

communication and probably use of non-verbal communication with teachers who are in the same vicinity with the principals enhance smooth running of the institution.

This is in line with findings from Cox (2012) who assert that different channels of communication promote effective relations between the administrators and stake-holders. Cox found social media effective in disseminating information because it provides transparency and aids in decision making process. The findings is however consistent with a study carried out by Sanina, Balashov, Rubtcova and Satinsky (2017) who in a research on effects of communication channel, established that use of multi-channel communication strategies in government and business entities can have a positive influence on and is related to job satisfaction of employees.

Majority of students, 86 (64.7%) did not support that the principal gives information to teachers at assembly. This could be due to the fact that most information at assembly concerns only the students as they further agreed, 62 (46.6%). For communication to be effective, correct channels must be used in sending and receiving information, that is why 93 (69.9%) students agreed that they receive information from the principals through their teachers. In other words, principals sometimes delegate duties through the teachers by using them as channels of communication when it is necessary. Moreover, such communication behaviours by the principals can improve job satisfaction of teachers, uplift and raise their morale while simultaneously enhancing high performance. This is in line with findings from Semren (2017) who posited that styles of communication when exchanging information with different stakeholders should be different. Semren went further to say that communication among colleagues, family members, employees, parents, salesmen should be done in the manner that suits the situation and occasion.

Table 10 is a representation of responses from the students on different methods of communication used by the principals to interact with the teachers.

**Table 10:**

**Principals' Communication with Teachers as Perceived by the Students n=52**

<b>Some of the ways the principal communicates with teachers</b>	<b>Frequency</b>	<b>%</b>
Meeting	123	85.0
Social media	3	2.3
At Assembly	2	1.5
Notice Boards	2	1.5
No response	13	9.7
<b>Total</b>	<b>133</b>	<b>100</b>

Principals use various ways to interact with the teachers as observed by the student on table 10. Majority of the students, 123 (85.0%) attested that principals' communication with the teachers is mostly through meetings and a small percentage of students (2.3%) said the principals communicate using social media, notice boards (1.5%) and announcement at assemblies (1.5%). Data displayed in table 9 shows that principals use variety of channels of communication, but table 10 seem to depict that meetings are the most popular verbal communication used by the principals to disseminate information especially to teachers. Interaction through meetings is good because there is room for the teachers to share in the vision of the school and also contribute to the decision making for the progress of the school.

Furthermore, the data shows that the principal rarely interact with the teachers through social media, announcements at assembly and posting of information through the notice boards. It can therefore be deduced that, the relationship between the principals and teachers is limited to official communications, excluding social interactions, friendliness and human relations.



The findings on table 10 can be likened to findings from Mpunga (2014), who identified meetings as the main and effective source of communication between employers and employees. Mpunga however noted that communication through meetings was an effective way to curb barriers of communication since it gives room for employees to air their feelings. On the other hand, Masuku et al. (2014) found out that meetings and newsletters were not very effective in dissemination of information between companies and surrounding communities but rather encouraged social and human/public relations between the two groups.

The researcher however notes that data from the students showing that meetings were the most preferred method used by the principal in communication with teachers could actually be the only comfortable and convenient way the principal can communicate with the subordinates. Furthermore, the principals can also explore other means like social and human relations in addition to constant use of meetings to communicate with teachers.

The use of different means to communicate, in the researcher's view reveals the seriousness by which principals share responsibility with other stakeholders. Moreover, information shared with employees, encourages, motivates and empowers them to take initiative as share-holders of the institutions; which means in a situation where one medium of communication is unavailable, effort is made to utilize another in order to get information across to the stakeholders.

The teachers were asked to respond on the principals' use of channels of communication. The outcome of data collected is as summarized in table 11.

**Table 11:**

**Teachers' Perceptions of Use of Channels of Communication by Principals n=52**

<b>Use of Different Channels</b>	<b>SA</b>	<b>%</b>	<b>A</b>	<b>%</b>	<b>UN</b>	<b>%</b>	<b>D</b>	<b>%</b>	<b>SD</b>	<b>%</b>
I communicate with my principal through email.	5	9.6	4	7.7	0		19	36.5	24	46.2
The principal uses direct face to face communication with teachers in my school.	37	71.2	13	25	0		2	3.8	0	
Traditional communication methods (memos, school magazines, board announcements, or official meetings) are the most common ones used by my principal.	15	28.8	26	50	23.8		6	11.5	3	5.8
Modern methods of communication, example- emails, whatsapp, phone calls and social media are commonly used by my principal	24	46.2	21	40.4	0		5	9.6	2	3.8
I go through a long process to communicate with my principal.	4	7.7	3	5.8	0		22	42.3	23	44.2
I feel happier when my principal communicates with me directly because it is more effective.	24	46.2	26	50	0		1	1.9	1	1.9
Channels of communication used by my principal affects my job satisfaction	9	17.3	27	51.9	4	7.7	10	19.2	2	3.8

Analysis of use of various modes of communication during interaction between principals and teachers was rated by the teachers. The data presented in table 11 reveals that principals use mostly verbal, electronic and written communication. This is evident from the number, 50 (96.2%) of teachers who agreed that the principal uses face to face communication with the teachers. In addition, 50 (96.2%) agreed that they are happier when principals interacts with them directly. This supports the earlier percentage of 85.0 from the students that the principals communicate mostly through meetings with the teachers.

Similarly, Warimu (2016) revealed through findings that communication was one of the main causes of conflicts between administrators and staff and recommended regular meetings as one of the ways to convey information to the staff. In contrast, Masuku, Chitsika and Moyo (2014) found that newsletters and meetings were not effective in disseminating information but recommended social and human relations. In other words, while Warimu recommended regular

meetings, Masuku et al. said newsletters and meetings were not as effective as social and human relation.

Most of the items on the Likert scale had significant positive responses to affirm that principals use different channels of communication except social media which 43 (82.7%) teachers disagreed. The teachers also disagreed that they go through a long process to communicate with their principals with a percentage of 86.5 (45), meaning that they easily have access to their principal when they need to. This is an indication that there is a good rapport existing between the principals and the teachers and effective communication is also present. The data further shows that 69.2 % of teachers agreed that channels used by the principals affect their satisfaction in their career. The researcher identifies from responses from teachers that majority of them are influenced by communication behaviours of their principals. It is therefore expected that the principals need to be more sensitive when using specific methods of communication by making sure the techniques employed are appropriate and effective.

The researcher sought to find out from the teachers which channels of communication are the most preferred by them. Responses are represented in table 12

**Table 12:**

**Responses from Teachers on Preferred Channels of Communication n=52**

<b>Preferred Channels</b>	<b>Frequency</b>	<b>Percentage</b>
Verbal	34	65.4
Written	13	25
Non-Verbal	0	0
Electronic	5	9.6
<b>Total</b>	<b>52</b>	<b>100</b>
Reasons for the choice		
Able to read body language	4	7.7
Feedback is immediate	24	46.2
It is more reliable	6	11.5
It is more effective	12	23.1
For future reference	6	11.5
<b>Total</b>	<b>52</b>	<b>100</b>
Rating of communication channels used by the principal		
Excellent	19	36.5
Very Good	20	38.5
Good	6	11.5
Poor	3	5.8
No answer	4	7.7
<b>Total</b>	<b>52</b>	<b>100</b>

Data analysis as indicated in table 12 showed that most of the teachers prefer verbal communication 34 (65.4%) and the reasons put forward were that verbal communication offers immediate feedback and was regarded as the most effective 24 (46.2%) and 12 (23.1%) respectively. Table 10 had earlier revealed that principals communicate with their teachers mainly through meetings. It is therefore confirmed that the most preferred channels by both teachers and principals are various forms of verbal communication ranging from, face-to-face, meetings and consultations. The responses from the teachers are in agreement with Men (2015) whose investigations revealed that face to face communication is preferable, reliable and more immediate, and recommended same to educational administrators. The next preferred channel

was written communication 13 (25.0%) with the reasons that it provides future reference. A minimal percentage of 9.6% (5 respondents) preferred electronic communication because it is delivered instantly. No teacher preferred non-verbal communication.

Verbal communication being preferred by the teachers could imply mean that some teachers and principals lack ICT/modern communication skills and would want information to be given to them face to face for immediate action. Furthermore, direct communication from the principals can give room for immediate feedback and this can also provide security to the teachers in terms of work accomplishment. However no teacher preferred non-verbal communication which can be attributed to vagueness of it. In addition, it can also indicate that when non-verbal communication, like, facial expressions, gestures and body postures is not used appropriately, it can be misunderstood and can create conflict within an establishment.

Findings from the teachers confirm that channels used by the principals are good with 45 (86.5%) and only 3 (5.8%) stated that channels used were poor while 4 (7.7 %) made no response. This could mean that principals in private schools in Juja have acquired more communication skills and humane relations with their teachers and more so, teachers have also become more advanced and experienced recently than previously. The education levels of the principals, deputy principals and teachers as presented earlier could also contribute to their high rate of co-existence and tolerance of both teachers and the administration. This is in congruent with Webb-Halpern (2003) who found that higher education level may increase tolerance and co-existence among specific groups of workers.

Table 13 demonstrates influence of communication techniques on teachers' job satisfaction.

**Table 13:**

**Teachers' Perception of Effects of Principals' Communication Techniques on Teachers'**

**Job satisfaction n=52**

<b>Principals' Communication Techniques affect Job Satisfaction</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	42	80.8
No	5	9.6
No response	5	9.6
<b>Total</b>	<b>52</b>	<b>100</b>
<b>Reasons</b>		
Motivates or demotivates me	23	44.2
Encourages or discourages me	16	30.8
Lack of communication brings confusion	4	7.7
No effect	4	7.7
No response	5	9.6
<b>Total</b>	<b>52</b>	<b>100</b>

It is evident that communication techniques by the principals affect job satisfaction of teachers. According to data displayed in table 13, majority of teachers, 42 (80.8%) affirmed this fact, stating that, principals' manner of communication can either motivate or demotivate and can also encourage or discourage them. This implies that it motivates and encourages when it is positive but demotivates and discourages when it is negative. This reveals a high influence of communication techniques on job satisfaction. Hajar and Kamal (2016) posited that there is a significant relationship between principal-teacher communication practices and teachers' job satisfaction; these practices, according to them are, use of direct and continuous communication, and listening. The researcher assumes from the findings that teachers' dissatisfaction can be induced by unhealthy communication behaviours by the principals. In other words, if the principals communicate appropriately and effectively, teachers' job satisfaction can be enhanced.

Analysis of departmental files in 6 out of the 7 sampled schools reveal that principals use meetings and verbal communication as channels and also occasionally circulate information through the heads of department. In line with findings from students and teachers on the extent of use of channels of communication, one of the deputy principals noted:

We communicate with the teachers mostly during briefings and to convey urgent messages to them. When urgent information needs to be communicated we make use of social media like phone calls. But when teachers are in class, we usually delay the information until break time (January 22, 2019)

When the principals were probed, majority of them said same thing though in different ways, that they communicate mostly during meetings, both general and departmental meetings. The principals confirmed data from the students that most times information is passed from the principals through the heads of department to the teachers and students. Importance of staff meetings can be likened to findings from Menard (2010), who said that staff meetings are essential because it aids in perpetuating organizational culture. Similarly, Cosman (2013), in his study found that oral communication enhances meetings, interviews, and group discussions in both formal and informal settings. In addition, written communication enhances development of reports, manuals, memo in both formal and informal formats. On non-verbal communication, the principals 5(71.4), confirmed the earlier data from the teachers that they do not use non-verbal communication. One of the principals said:

“I really do not use gestures or non-verbal channel since it might be misinterpreted. The teachers may not understand” (January 22, 2019)

Based on findings, the researcher consents that principals may have acquired skills of communication through frequent workshops and trainings which has enabled them to adopt direct communication channels as preferred by the teachers. Okumbe (2013) defined training as

the process of providing junior employees with skills to assist them in accomplishing specific tasks while senior employees can be provided with conceptual skills through development.

Training is important in investing human resources for increased productivity. It is an essential factor in increasing motivation and satisfaction of employees and increases stability especially in the education sector while at the same time maintaining high retention of teachers. Direct communication as established through data collection, helps teachers to receive immediate feedback on their performance and feel more secure and satisfied about their jobs and that is why it is the most preferred.

#### 4.5 Effect of Principals’ Leader-Speech on Teachers’ Job Satisfaction

The researcher sought to establish if leader-speech by the principal has effect on job satisfaction of teachers. Responses from students are represented in table 14

**Table 14:**

**Students’ Perception on Effects of Principals’ Leader-Speech on Job Satisfaction n=52**

<b>Leader-Speech on Job Satisfaction</b>	<b>SA</b>	<b>%</b>	<b>A</b>	<b>%</b>	<b>UN</b>	<b>%</b>	<b>D</b>	<b>%</b>	<b>SD</b>	<b>%</b>
The principal set clear vision and system to enhance effective achievement of the school’s mission.	67	50.4	40	30.1	4	3.0	5	3.8	13	9.8
Job accomplishment is enhanced by the principal through giving of deadlines	33	24.8	48	36.1	28	21.1	7	5.3	11	8.3
Principal appreciates the teachers openly when they perform well	51	38.3	40	30.1	6	4.5	11	8.3	21	15.8
The Principal promotes spirit of commitment among all the teachers	53	39.8	39	29.3	15	11.3	10	7.5	12	9.0
The principal has never spoken angrily to the teachers in front of students	61	45.9	46	34.6	4	3.0	5	3.8	14	10.5
Exceptionally performed teachers are recognized by the principal	27	20.3	47	35.3	16	12.0	15	11.3	24	18.0
The principal sets clear goals and objectives to be followed by the teachers	45	33.8	50	37.6	15	11.3	8	6.0	12	9.0

In table 14, majority of the students, 107 (80.5%), acknowledged the system of clear goals and vision set by their principals, while 18 (13.6%) were of the opinion that clear goals are



not set. Setting clear goals and objectives by principals invariably promotes clarity, job accomplishments and initiative among teachers. Teachers who work in such environment feel motivated and satisfied. Clear goals and vision can be seen as means to diminish confusion and disruptions in an organization. The findings from the students are similar to findings by Acheck (2015) who posited that leaders who communicated using clear instructions motivated employee job satisfaction in times of challenges especially those related to their jobs. This implies that challenges in schools can be overcome by clear and precise language by leaders. It was also interesting to note from the data collected, that some students, 107 (80.5%) were able to perceive that principals never spoke angrily to the teachers in their presence. A total of 91 (68.4%) students agreed that the principals do not speak angrily to the teachers in their presence, while a low degree of disagreement, 32 (24.1%) was recorded.

The findings imply that there is a good organization and coordination by the principals, in other words, communication flow is effective enough to enhance clear attainment of goals and vision set by the schools. Furthermore, 91 (68.4%) students agreed that the principal openly appreciates teachers with high achievements while 74 (55.6%) said exceptionally performed teachers are recognized by the principals. This supports findings by Mayfield and Mayfield (2012), who stated that direction-giving language, empathetic language and meaning making language can be used to clarify speech to accomplish actions and enhance employee job satisfaction.

In the researcher's view, the data attests that principals have become more aware of the need for clarity in giving instructions and setting clear goals which can boost job accomplishments, better human relations and high productivity. They are therefore doing

everything in their power to retain their teachers by the use of leader-speech and good inter-personal relations to enhance job satisfaction of teachers.

The researcher requested the students to give information regarding job satisfaction of teachers.

Table 15 illustrates responses given on whether teachers are satisfied or not and reasons for their choices.

**Table 15:**

**Students' Perception of Teachers' Satisfaction with their jobs      n=133**

<b>Students' Perception on whether teachers are satisfied with their jobs</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	68	51.1
No	60	45.1
No response	5	3.8
<b>Total</b>	<b>133</b>	<b>100</b>
<b>Indications</b>		
They teach with passion	50	37.6
They assist weak students	17	12.8
They relate well with students	11	8.3
Poor salaries	14	10.5
Principal is harsh with them	18	13.5
They are not given lunch	10	7.5
Their attitude shows	8	6.0
No response	5	3.8
<b>Total</b>	<b>133</b>	<b>100</b>

Students were given opportunity to comment on job satisfaction of teachers. Their perception as shown in table 15, demonstrates that 68 (51.1%) teachers are satisfied with their jobs while 60 (45.1%) are seen as being not satisfied. The reasons stated by the students point to numerous factors; 37.6% of students agreed that teachers are satisfied because they teach the students with passion, while 12.8% of students observed that some teachers assist weak students as indication that they are happy with their jobs. Conversely, 13.5% stated that teachers are not satisfied because the principal is harsh with them and 10.5% said it was due to poor salaries.

Findings displayed on table 14 which shows 14.3% of students accepting that the principals speak angrily to teachers in their presence coincides with 13.5% of teachers being seen as unsatisfied. This could imply that principals' communication has effects on teachers' satisfaction, happiness and contentment.

Naturally, satisfaction, contentment and happiness can be provoked by many factors. Teacher's job satisfaction is not an exception. Findings as presented by the data from students is consistent with a research by Kinyua (2014), who stated that teachers feel cheated, underpaid and made to work in insecure conditions where the government pays less attention to their dignity and self-esteem. This is also in line with the conceptual framework which illustrated that conducive job environment is one of the intervening variables between effective communication techniques and job satisfaction of teachers. This could imply that the aforementioned factors from students have contributed to teachers' satisfaction and dissatisfaction, including the harshness by the principals. The principals' harshness can demotivate the teachers because the school climate depend largely on the communication behaviours of the leader.

Moreover, though the data in table 15 reveals that more teachers are satisfied, 51.1% than those who are not, 45.1%, the researcher opined that job dissatisfaction and loss of interest in teaching profession needs better attention because considering teachers' contribution to the development of every country, preference should be given to them. However, 13.5% of teachers who are not satisfied due to principals' harshness show clearly that in as much as some principals have acquired more skills in human relations, some are yet to acquire it; because if this 13.5% leaves the teaching job yearly due to unfair treatment by the principals, it could crumble the education sector.

The perception of students regarding causes of high/low retention of teachers was sought by the researcher. Their responses are presented in table 16

**Table 16:**

**Causes of High/Low Retention of Teachers as Rated by the Students n=133**

<b>Causes of Retention of Teachers</b>	<b>Frequency</b>	<b>Percentage</b>
Cooperation with the principal	15	12.3
Friendly environment	18	13.5
Greener pastures	11	8.3
No motivation	32	24.0
Unsatisfactory administrative styles	23	17.3
Unfair treatment	8	6.0
Low salaries	9	6.8
No response	17	12.8
<b>Total</b>	<b>133</b>	<b>100</b>

Table 16 represents information about retention of teachers according to students. Students were very passionate concerning this particular question. One student wrote:

Our teachers do not stay for long, some even stay for two weeks and leave, some for a week or few days; in fact we have had 5 principals in four years, maybe the administration is not treating them well, they are not even given lunch, they have no staff room.

This corresponds with findings by Kimani (2017) who posits that work environment has to a great extent effect on employee retention. In the researcher’s view and as mentioned earlier, while many factors can be responsible for employees’ satisfaction, communication remains the key drive in job satisfaction. This is a reasoning from the fact that, even if work environment does not measure up to the expected standard of the teachers, good interpersonal relationship, timely explanation and feedback which can both be built by verbal and non-verbal communications can supply for the lag.

The students who agreed that teachers are not motivated were 24% while 17.3% attributed low retention to unsatisfactory administration. From demographic information of

respondents, it is deduced that majority of teachers, including deputy principals and principals fell in the category of 1-5 years' experience in their current schools. From the reasons stated in table 16 as causes of high or low retention, it is obvious that principals' communication behaviours have effect on retention of teachers. These challenges may be due to lack of experience by the principals who are mostly within the range of 1-5 years in administration. It is expected that as their years of experience increase, there would be a better understanding of practices to improve and enhance high retention through better communication techniques by the principals.

Table 17 shows responses from teachers who were requested to either agree or disagree to the modes used by the researcher on how leader-speech can impact on job satisfaction.

**Table 17:**  
**Teachers Perception on the Effect of Leader-Speech on Job Satisfaction n=52**

<b>Leader-Speech on Job Satisfaction</b>	<b>SA</b>	<b>%</b>	<b>A</b>	<b>%</b>	<b>UN</b>	<b>%</b>	<b>D</b>	<b>%</b>	<b>SD</b>	<b>%</b>
The principal gives clear, direct, and concise messages.	21	40.4	22	42.3	0		7	13.5	1	1.9
Our principal discusses school issues with teachers regularly	19	36.5	22	42.3	1	1.9	8	15.7	1	1.9
The principal gives me adequate and timely information and instructions.	12	23.1	22	42.3	1	1.9	14	26.9	2	3.8
Our principal listens to me when I discuss issues with him/her.	15	28.8	24	46.2	0		10	19.2	2	3.8
The principal welcomes and appreciates my thoughts and ideas when I give them.	11	21.2	28	53.8	0		11	21.2	1	1.9
The principal stimulates me to adopt a leader's role as a teacher.	13	25	22	42.3	0		12	23.1	2	3.8
The principal encourages me and gives me assurance so I feel comfortable when communicating with him/her	9	17.3	30	57.7	0		10	19.2	2	3.8
Good interpersonal relations exist in my school	12	23.1	29	55.8	0		7	13.5	3	5.8
I am allowed by my principal to use my initiative in decision making in my assigned duties	10	19.2	31	59.6	0		10	19.2	0	

Majority of the teachers agreed that the principals' leader-speech is satisfactory. This is noted in the responses; principals give clear, direct and concise messages which stands at 82.7%

and good interpersonal relationship exists in the school at 78.9%. This is confirmed by another 75% of ‘yes’ presented on table 18 on teachers’ response that principals show empathy to teachers in times of need. Most of the teachers went further to explain that principals give permission as required. Satisfactory empathy behaviour by any leader is important because apart from the fact that it makes the leader compassionate and understanding towards employees, it endears the leader to the employees also. Subordinates are comfortable sharing their problems with the leader because of the assurance that they will be listened to and this is realized when leader-speech behaviour is effective. This is in line with a study by Artz and Kaya (2014) who found that effective leadership communication may create stronger mutual trusting relationships and can increase employee success.

Table 18 represents responses from the teachers who were further asked to rate principals’ leader-speech behaviours.

**Table 18:**

**Teachers’ Perception on Leader-Speech by the Principals n=52**

<b>Leader-Speech</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	39	75
No	11	21.2
No response	2	3.8
<b>Total</b>	<b>52</b>	<b>100</b>
<b>Indications</b>		
By consoling	6	11.5
Giving permission as required	18	34.6
Financial support	5	9.6
Listening	7	13.5
Refuses to give permission	9	17.4
Teachers’ welfare is active	6	11.5
No answer	1	1.9
	<b>52</b>	<b>100</b>

A small percentage of 17.4% which should not be ignored also stated that principals refuse to give permission in times of need. In table 16, which displayed data from students on retention of teachers, they observed that lack of motivation, unsatisfactory administrative styles, unfair treatment among others, were the main causes of low retention. This could imply that some principals are still yet to adopt empathetic language in their administrative responsibilities which has caused many teachers to leave their teaching career.

The high percentage of positive leader-speech behaviours could mean that principals are more aware of empathetic techniques and have noticed that teachers work better and are more satisfied when they are treated humanely. It could also mean that when the principals give clear, direct and concise messages, they receive a corresponding positive feedback from the teachers. This can create awareness in the principals, a realization that when good interpersonal relations exist, work accomplishment, motivation and job satisfaction are enhanced. This is in accordance with Mehta, Mehta and Mishra (2011) who asserted that effective leadership communication has impact on organizational growth and consequently supports employee motivation, work accomplishment, empowerment, morale, and job satisfaction.

The finding is also in line with motivational language theory by Sullivan (1988) as cited in Mayfield and Mayfield (2016) that, direction-giving language provides the context for job accomplishment towards the goals due to the specific nature of the instruction given. The data could mean that clear, concise and direction-giving instructions contribute to high productivity, motivation and job satisfaction. It also offers opportunity for clarification in doubtful situations and enhances responsibility. Furthermore, principals have come to the realization of the fruitfulness of it and have decided to employ it in their administrative duties.

In terms of clear vision of the school and security of teachers, contract files were viewed to justify the terms of appointment and security appropriated to the teachers. It was discovered from contract files made available to the researcher by 4 schools that there were clear contracts provided to the teachers to sign during employment negotiations. Some conditions were fair while some were not, this was interpreted by the researcher as being part of the causes of low retention. Housing contracts were also reviewed from 3 schools who had housing system for their teachers. The deputy principals and principals on probing, mentioned that they employ different techniques in showing empathy to the teachers. Some of the techniques mentioned were assigning teachers distinct roles, listening and focusing on their strengths rather than weakness.

One of the principals said:

“We organize a common lunch from time to time to accord us time to be together, we also have teachers’ welfare that sees to the wellbeing of teachers and reports to the administration regularly” (January 24, 2019)

Another also said:

“By emphasizing core values, because everything here is based on Christian values. I also try to give them clear and concise orientations and expectations after employment. Some who think they cannot conform usually leave” (January 25, 2019)

Based on the data analysed both qualitatively and quantitatively, it is evident that principals have used empathetic communications with their teachers and this accounts for the 87.2% who are satisfied in terms of leader-speech. This is in support with the theoretical framework of this study which says that empathetic language (Illocutionary Speech) strengthens the bond of relationship between the leader and the subordinates and makes the leader to feel what subordinates feel.



#### 4.6 Use of Feedback by Principals to Increase Job Satisfaction of Teachers

Information on how the use of feedback can increase job satisfaction was obtained from teachers and the results are as summarized in table 19 and table 20. Two -way communication serves to make communication cycle complete and enhances better understanding, work accomplishment, and motivates satisfaction. The researcher sought to establish if feedback techniques could increase job satisfaction.

Table 19 is a representation from the teachers on use of feedback by the principals.

**Table 19:**

**Teachers' Responses on Use of Feedback to Increase Teachers' Job Satisfaction n=52**

Whether Feedback Increases Teachers' Job Satisfaction	SA %	A %	UN %	D %	SD %
The principal accepts teachers' suggestions and communicates back to them using effective communication methods.	1528.8	29 55.8	0	713.5	1 1.9
The principal discusses with me the expectations from my work promptly.	13 25	27 52	0	1121.1	1 1.9
Direct feedback is given by my principal to teachers.	1630.8	2344.2	0	1223.1	11.9
The principal gives me timely feedback about my instructional practices in school.	1223.1	25 48.1	0	1426.9	11.9
The principal praises me for my effective teaching practices.	815.4	20 38.4	0	2140.4	35.8
The principal gives all round feedback.	9 17.3	21 40.4	0	2140.4	11.9
I receive feedback from my principal only when I fail in my duties.	59.6	20 38.5	0	1936.5	815.4
The channels of communication adopted by my principal give room for feedback.	815.4	30 57.7	0	1121.1	35.8

From the findings, as shown in table 19, 44 teachers agreed that principals' feedback techniques are effective with 84.6%, stating that principals accept teachers' suggestions. In addition, 30 (57.7%) agreed that principals give all-round feedback, 25 (48.1%) agreed that they receive feedback from principals only when they fail in their duties. This disparity could mean that, principals take for granted when the teachers perform well and forget to appreciate them appropriately through positive feedback.

Notably, 46.2% of teachers disagreed with the statement ‘my principal praises me for my effective teaching practices’ which is close to 48.1% who agreed that they receive feedback from principals only when they fail in their duties. This could mean that though most of the principals are effective in their feedback communication, yet still a few are found wanting in their feedback techniques. This could also be attributed to lack of administrative and communication skills and inexperience of the principals which could be related to findings from Pulakos and O’Leary (2011) who noted that feedback exchanges between administrators and workers can enhance performance effectiveness.

To support these findings, the teachers were further asked to rate their principals and give reasons for their rating, as presented in table 20.

**Table 20:**

**Teachers’ Rating of Principals’ feedback communication      n=52**

<b>How Principals’ Feedback is Rated</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	9	17.3
Very Good	18	34.6
Good	13	25.0
Poor	8	15.4
No response	4	7.7
<b>Total</b>	<b>52</b>	<b>100</b>
<b>Reason for the choice above</b>		
Message is received on time	14	26.9
Gives room for opinion to be aired	9	17.3
Information is not timely	13	25.0
Feedback is delayed	12	23.1
No answer	4	7.7
<b>Total</b>	<b>52</b>	<b>100</b>

As shown in table 20, 40 (76.9%) teachers confirmed that principals’ feedback techniques are good which agrees with what was found in table 19 that there is timely feedback. Teachers who opined that feedback is delayed and information is untimely were 25 (48.1%). This could

mean that even though principals may be prompt in giving feedback related to methods of instructions, there may be a lag in relaying other information related to administrative duties. According to Corrias, Choy, Soong, and Gan, (2016), feedback is essential for improving performance quality, but different types of feedback can be differently effective depending on the level of attention paid. Corrias et al. noted in addition that provision of quality feedback on management practice tends to be compromised recently.

Further exploration revealed various reasons for their rating. While 14 (26.9%) teachers were of the opinion that messages were received on time, 9 (17.3%) said the techniques give room for opinion to be aired. Conversely, 13 (25%) teachers said information is untimely and 12 (23.1%) judged that feedback was delayed. The researcher assumes that there may be times when principals were unable to meet up with ministry of education deadlines due to delay in communication with the teachers. Work experience may be responsible for delayed feedback to the teachers. Kotur and Anbazhagan (2014) attest that a worker with good experience has a special gift acquired during years of experience. This knowledge supplies expert power which can be dependable and efficient and where this experience is lacking, there may be a challenge in communication.

The researcher requested information from teachers on the need for feedback and their responses are presented in table 21

**Table 21:**

**Teachers' Responses on Importance of Feedback Communication by the Principals n=52**

<b>Whether there is need for feedback</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	51	98.1
No	1	1.9
<b>Total</b>	<b>52</b>	<b>100</b>
<b>Reasons for the need</b>		
To understand strength and weakness	15	28.8
It aids improvement	19	36.5
Allows rating of oneself	8	15.4
Completes communication	9	17.3
No answer	1	1.9
<b>Total</b>	<b>52</b>	<b>100</b>
<b>Feedback Practices</b>		
Feedback is delayed	21	40.4
Personal feedback is generalized	4	7.7
Facial expression scares people	10	19.2
Giving feedback through gossips	15	28.8
No response	2	3.8
<b>Total</b>	<b>52</b>	<b>100</b>

In table 21, majority of teachers, 51 (98.1%) agreed that there was need for a two-way communication in an organization. The reasons stated vary according to their experiences; 28.8% said feedback reveals strengths and weaknesses, 36.5% noted it aids improvement of productivity and 15.4% stated that feedback allows self-rating. On the question, what teachers' don't like about principals' method of giving feedback, 40.4% responded that feedback is delayed, others, 28.8% said feedback is given based on hearsay, (which is a form of gossip) and 19.2% mentioned that facial expression during feedback scares people. This is in support of Burnham (2016) who posited that feedback was best received by teachers when it was direct, specific, and timely because it gave room for opinion to be aired, it helps teachers to understand

their strengths and weakness, aids improvement, allows rating of oneself and gives clarity, job accomplishment and attainment of goals.

From the above information, it is understood that delayed feedback, judging teachers on hearsay and non-verbal communication are key factors to pay greater attention when giving feedback because if not handled properly, they could cause conflicts and reduce productivity. However, 76.9% of teachers agreed that their principals' feedback communication is good; this could be because principals have discovered that dealing directly through verbal communication with teachers offers accurate information transfer and provides more understanding of teachers' needs and desires that affect their satisfaction. It could also mean that principals have realized that lack of giving and receiving feedback have adverse effect on the smooth running and coordination of activities within the school.

Findings by Khachatryan (2015) posited that feedback communication is important because the sender always needs feedback to check whether the message effectively reached or not and moreover, feedback makes communication complete. In the researcher's view, feedback communication by leaders promotes commitment, efficiency, effectiveness and high productivity. Principals who habitually give and receive feedback gain better and more effective employees in their various fields. The teachers established that they appreciate the need for feedback from their principals in order to be better in their duties as teachers.

This is in line with Kaymaz (2011), who found that performance feedback has a great effect on motivation by reducing the performance ambiguity. Moreover, it is possible that if all the necessary factors are present, especially feedback communication, teachers would love their career and work happily. This is mirrored in a study by Perista and Baptista (2012) on feedback from boss and its positive impact on workers' satisfaction. They established that feedback from

superiors had a statistically significant positive effect on the level of job satisfaction and also impacted positively on a worker's satisfaction in addition with the rewards received.

Document analysis reviewed using teachers' appraisal/evaluation forms received from 5 schools show that there is a feedback system in place in the schools whereby teachers are allowed to assess themselves at the end of each academic year, after which the administration also evaluates them on their performance. Another document reviewed was teachers' reward information which was extracted from departmental circular files. This document revealed that teachers were given bonuses yearly at Christmas and at the release of Kenya Certificate of Secondary Examination (KCSE). Rewards were stipulated to teachers according to subject performance of each teacher. But the loophole noticed by the researcher was that teachers who laid the foundation in forms one, two and three were not appreciated alongside form four teachers in the reward system of KCSE. The explanation given was that it was meant to motivate teachers in the examination class to perform better.

During investigation and interview from the deputy principals and principals on feedback, the researcher probed on methods of feedback communication used by the principals and deputy principals. One principal said:

“I give feedback honestly to teachers, no sugar-coating. This is because I want them to become better performers. I desire that my school achieve more and this may be impossible without feedback communication” (January 23, 2019)

Another said:

“I give feedback honestly because my intention is to help and not to victimize. I try to give feedback clearly so that the teachers will benefit from the corrections I have made”(January 18,2019)

These findings could mean that strategies for effective feedback communication exist in private secondary schools in Juja despite occasional delay in feedback and feedback being given on hearsay.

#### 4.7 Communication Challenges Faced by the Principals

The researcher sought to determine what type of communication challenges are being faced by the principals. Some challenges were identified as being responsible for ineffective flow of information. Barrier in communication are caused by several factors, which if not remedied can cause conflicts in the education sector. Responses and ideas from teachers as the closest collaborators to the principals are given in table 22 and 23.

Table 22 presents data gathered from teachers on communication challenges faced by the principals.

**Table 22:**

#### **Perceptions of Teachers on Communication Challenges Exhibited by the Principals n=52**

<b>Challenges of Communication</b>	<b>SA %</b>	<b>A%</b>	<b>UN %</b>	<b>D%</b>	<b>SD %</b>
Lack of ICT skills	713.5	12 23.1	0	18 34.6	15 28.8
Wrong choice of communication channels	35.8	1528.8	2 3.8	22 42.3	1019.2
Poor communication skills	59.6	1123.1	1 1.9	22 42.3	1325
Premature release of information	23.8	1019.2	2 3.8	21 40.4	1732.7
The type of language used by my principal	35.8	1223.1	1 1.9	21 40.4	1528.8
Last minute communication by my principal	713.5	1630.8	2 3.8	15 28.8	1223.1

It is evident from table 22 that principals exhibited some communication challenges. The teachers identified them as lack of ICT skills, wrong choice of communication channels, poor communication skills, type of language used by principals and last minute communication.

Public relations techniques help organizations to excel in their productivity and marketing (Mutua, 2010). In an educational institution, good relations or effective communication helps in the attainment of schools' vision, objectives and mission. Challenges and barriers of communication can mar the progress and achievement of the set goals. Mpunga (2014) identified scalar chain as one of the causes of information delay in institutions and recommended that these challenges can be overcome by frequent release of information to teachers and decentralization through delegation of duties.

Table 23 illustrates teachers' description on challenges faced by principals through open-ended questions.

**Table 23:**

**Teachers' Perceptions of Communication Challenges Faced by the Principals n=52**

<b>Description of Challenges faced by Principals</b>	<b>Frequency</b>	<b>Percentage</b>
Lack of ICT knowledge	4	7.7
Use of social media	2	3.8
Selective communication	8	15.4
Listening	11	21.2
Respecting views of others	13	25.0
No challenge at all	6	11.5
Lack of feedback	7	13.5
No response	1	1.9
<b>Total</b>	<b>52</b>	<b>100</b>
<b>Challenges are present</b>		
Yes	32	61.6
No	18	34.6
No response	2	3.8
<b>Total</b>	<b>52</b>	<b>100</b>
<b>Explanation</b>		
All communication channels are available	15	31.3
Use of wrong channels	12	23.1
Poor timing	13	25.0
No communication for fear of response	8	15.3
No response	4	7.7
<b>Total</b>	<b>52</b>	<b>100</b>



In table 23, 61.6% of teachers agreed that they were difficulties with regards to effective communication in their schools and 34.6% said they had no difficulties. From the greater percentage of teachers who accepted principals had communication challenges, it was deduced from their further explanation that poor timing, 25% which concurs the percentage (44.3%) of last minute communication could be a major reason for poor communication skills. The reasons as stated before could be due to inexperienced principals and deputy principals because they are young and have neither longer work nor administrative experience. It could also be due to lack of delegation of duties which makes the principals tend to forget to circulate information through the heads of departments. Iqbal (2007) enumerates benefits of delegation of duties as easing unnecessary burden on leaders, making them more confident of the capabilities of their workers, raising the morale of employees and creating a culture of getting-it-done-through-others. Iqbal further stated that some administrators fear to delegate because they are unwilling to take risks and probably are unable to accept the inadequacies of their subordinates

It could further be due to fear as the data indicated that some principals are afraid to release information to avoid being challenged by the teachers. However, further findings clearly highlighted challenges as respect of another's view, listening, selective communication and lack of feedback. These factors enumerated as observed by the researcher are all human-relations-related factors. This may be attributed to lack of training in administrative skills and inexperienced school administrators. Mpunga (2014), in exploring barriers to effective communication in public schools, acknowledged information overload as one of the problems principals faced due to lack of delegation.

Documents from departmental files showed that circular letters from ministries of education inviting teachers for training and workshops were sometimes released at the last

minutes, without giving teachers prior information for adequate preparation. In support of the above information from the teachers, majority of the deputy principals said that some of them have little ICT skills and this hinders them from immediate release or circulation of information through emails. One of the principals said:

I rarely use ICT for communication because some teachers are yet to learn the skills or are not competent in the use of ICT. But most importantly, I am not a fan to ICT especially since I have my teachers around always. At times if I need a teacher urgently I send my secretary to call the said teacher. It appears also that my teachers prefer to sit with me to talk (January 23, 2019)

On timely information one principal said:

Most of the time teachers are busy so I have to wait until tea break to give a message which would have been circulated earlier. I hate to disrupt classes. Information that I consider private or confidential may be delayed while waiting for the appropriate time and also depending on the circumstance (January 23, 2019)

This is in line with Mpunga (2014) who identified communication challenges as wrong perceptions among staff, emotional barriers, information overload, feedback barriers, and psychological barriers. The researcher however deemed that challenges in communication can also emerge mostly in situations where the principals do not delegate duties. Lack of delegation of duties makes the principals the custodian of all information thereby causing information overload. Moreover, it can further lead to conflicts and an unhealthy school environment, as Mintzberg(2007) wrote that when the manager refuses to delegate he may suffer from either overwork or frustration and this may become a subject of gossip and unhealthy environment.

#### 4.8 Possible Ways of Improving Communication Techniques by Principals

The researcher also looked into possible ways of improving communication techniques used by the principals. This information was sought from teachers whose findings are presented in table 24 and table 25.

**Table 24:**

**Teachers' Perception on Possible Ways of Improving Communication Techniques by the Principals n=52**

Ways of Improving Communication	SA %	A%	UN %	D %	SD %
Giving clear and straightforward instructions to the teachers	22 42.3	27 51.9	11.9	1 1.9	1 1.9
Staying focused when conversing with the teachers individually or in a group	20 38.5	27 51.9	35.8	23.8	0
Giving feedback	25 48.1	24 46.2	2 3.8	1 1.9	0
Receiving feedback	25 48.1	24 46.2	0 2	1 1.9	0
Giving timely information to the teachers	26 50	24 46.2	2 3.8	0	0
By using appropriate channels of communication depending on the situation	25 48.1	26 50	0	1 1.9	0
Listening to the teachers	20 38.5	28 53.8	2 3.8	2 3.8	0

Data analysis as indicated in table 24 presents several ways which teachers felt can be used to improve communication behaviours by the principals. The researcher noted that the highest recommendation as perceived by teachers was the use of appropriate channels with a 98.1% while the lowest was staying focused when conversing with teachers, rated with 90.3%. This implies that use of appropriate channels, staying focused, giving and receiving feedback and giving timely information are factors desired by teachers as effective communication by their principals. The above findings are in line with findings by Daniel and Eze (2016), who stated that use of appropriate channels of communication has positive effects on employees' behaviours, and Burnham (2016), who further established that teachers were more comfortable

when feedback was communicated in specific, direct and timely manner. It can also mean that these may be lacking and that is why they have expressed the need by stating them as ways of improving communication behaviours.

Teachers' recommendations on how to improve principals' communication techniques were sought by the researcher. Responses are presented in table 25.

**Table 25:**

**Teachers Perception on Ways to Improve Principals' Communication Techniques n=52**

<b>Recommended ways to Improve Communication</b>	<b>Frequency</b>	<b>Percentage</b>
Use of notice boards	7	13.5
Memos	7	13.5
Listening	14	26.9
Use of email	6	11.5
Release of school calendar at the beginning of term	15	28.8
No response	3	5.8
<b>Total</b>	<b>52</b>	<b>100</b>

Majority (28.8%) of the teachers felt that release of school calendar at the beginning of the term was one way of improving communication. This was followed by listening. This shows that the teachers crave for early knowledge of activities of the schools to enable them plan and contribute productively. This is congruent to findings from Green, Whitten and Inman (2007), who posited that information provided at the right place and at the right time leads to a minimum waste. In other words, knowledge released and given on time saves the organization from loss and increases productivity. Other suggestions included use of notice boards, memos and emails. Table 23 and 24 presented earlier were consistent concerning timely information by the principals, while 50 (96.2%) teachers recommended timely information as one of the ways of improving effective communication in table 24, 13 (25%) which was the second highly rated stated that timely information was one of the challenges faced by the principals in table 23.

Moreover, data presented in table 22 showed that 23(44.3%) teachers strongly agreed and agreed that last minute communication was one of the challenges faced by the principals. Comments from the deputy principals and principals supported findings from the teachers because all deputy principals and principals recommended using appropriate channels and when they were probed further, they described appropriate channels as right method of giving information through the correct medium, person, right language and at the right time. The comments also affirmed findings by Otieno (2012), who highlighted the fact that use of appropriate channels of communication by the principals can achieve maximum satisfaction of the receivers. One of the deputy principals said:

It is doing away with all distractions when listening, like switching off mobile phones during meetings and private discussions, and again, instructions and guidelines should be given clearly and precisely, written communication should be used for official communication like warnings, after verbal warnings have been given (January 23, 2019)

Based on the analysed data, the researcher established that focused listening, appropriate channels and timely release of information were recommended as interventions to curb ineffective communication techniques by the principals. These recommendations are stated based on their experiences in their daily activities and interactions with the principals. It could also mean that these suggestions are some of the factors lacking in communication and bringing down the rate of job satisfaction in private secondary schools in Juja; and if they are made available teachers would be more satisfied with their jobs.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the research findings, conclusions and recommendations based on research questions on principals' effective communication techniques on teachers' job satisfaction in private secondary schools in Juja Sub-County, Kiambu County, Kenya. Furthermore, it presents recommendations made in view of findings, conclusions of the research and suggestions for further research.

#### **5.2 Summary of the Study**

The purpose of this study was to investigate principals' effective communication techniques on teachers' job satisfaction in private secondary schools in Juja Sub-County, Kiambu County, Kenya. Effective communication techniques as identified by this study were categorized into three, namely, channels of communication, leader-speech, and feedback. The study further identified communication challenges faced the principals and ways of improving the challenges.

Five research questions were used for this study. The first was to find out the extent of use of channels of communication by the principals in order to enhance job satisfaction of teachers. The second question sought to discover how use of leader-speech can affect job satisfaction of teachers. The third examined how feedback communication can be utilized to increase job satisfaction; the fourth determined communication challenges faced by the principals and finally, the fifth dwelt on how to improve communication techniques by the principals.

The study made use of a mixed paradigm, combining quantitative (cross sectional design) and qualitative (phenomenology design). It was a convergent parallel mixed design which

allows a combination of data collected both quantitatively and qualitatively to be analysed at the same time to provide a comprehensive analysis of the research problem. The target population was students, teachers, deputy principals and principals in private secondary schools in Juja Sub-County. The research sampled 140 students through the use of stratified and simple random sampling. Stratified and purposive sampling techniques were used to identify 56 teachers as participants, while automatic inclusion was used to sample 7 deputy principals and 7 principals.

In the sampling of the 7 private schools, stratified random sampling was used and data were collected from participants using three instruments; questionnaires, interview guides and document analysis guides. Validity of the research instruments was determined by a team of experts in the department of educational administration and planning at the Catholic University of Eastern Africa. A pilot study was conducted to help the researcher identify research instruments that could have been ambiguous or poorly worded. To establish reliability of quantitative instruments, the researcher used the Cronbach Alpha technique which helped to reduce chance of error.

In order to embark on data collection successfully and legally, the researcher first obtained a clearance letter from the Head of Department of Postgraduate Studies in Education of the Catholic University of Eastern Africa; this letter aided the researcher to be given an authorization from National Commission for Science, Technology and Innovation (NACOSTI) to conduct a research in Kenya. Quantitative data collected were analysed using descriptive analysis (SPSS for windows, version 25) while qualitative analysis was done using thematic approach. The research was guided by the motivational language theory, a theory which creates awareness in managers to focus on employees' satisfaction strategies through communication. The theory further provides specific, clear and practical means of promoting employee

satisfaction through lively interaction. The theory which focuses on the coordinated application of three types of leader-speech; direction-giving language, empathetic language, and meaning-making language, supports findings which revealed that teachers preferred verbal communication because it was immediate and provided room for airing of one's feelings.

The study findings from participants showed that the principals use all channels of communication in their administrative duties but in varying degrees; the mostly used channel being verbal communication especially during meetings and briefings while the least used channel was non-verbal communication. Furthermore, teachers were satisfied with the extent of the use of different channels of communication by their principals. Based on similar findings from all respondents on how the use of leader-speech by the principals enhances teachers' job satisfaction, participants accepted and agreed that principals give clear, concise and precise instructions which have created good interpersonal relations within the schools. The findings also confirmed that feedback can increase teachers' job satisfaction because when teachers are given feedback concerning their instructional practices, improvement is sustained, better productivity is enhanced and job satisfaction is increased.

Communication challenges faced by the principals were lack of ICT skills, listening, selective communication, poor timing (otherwise called) last minute communication and lack of feedback. Further findings confirmed that most principals lack ICT skills and at times principals delayed in giving or sending information across to the teachers due to one reason or another. Another challenge identified from findings was selective communication by the principals, which was attributed to fear of being challenged by some teachers. Use of wrong channels in communication and lack of respect for the views of others were stated as part of communication challenges faced by the principals.



Possible ways of improving communication techniques by the principals included listening and release of school calendar, provision of instructions to the teachers, staying focused when discussing with teachers, giving and receiving feedback and using appropriate channels. Written communication should be used for official communications only, for future reference while verbal communication was agreed on as the best and the most effective communication techniques.

### **5.3 Conclusion of the study**

Based on the study findings, the study concluded that principals' communication techniques are effective and interaction with teachers are done through the use of verbal, written and electronic channels, which enhance teachers' job satisfaction and very rarely use non-verbal communication. The study further concludes that modern method of communication are commonly used by the principals.

The study concluded that principals in private secondary schools in Juja set clear goals and vision for the teachers to follow and in addition promoted good interpersonal relations within the schools. Conclusions were further arrived at that teachers in private secondary schools in Juja are satisfied with communication techniques of principals. Low retention of teachers was partly due to lack of motivation, unsatisfactory administrative styles, unfriendly environment, seeking greener pastures and unfair treatment. This points to the fact that communication by the principals was not the major causes of job dissatisfaction of teachers but only a contributory factor. The study however concluded that when principals used varied and appropriate communication channels, empathetic behaviours and feedback techniques, teachers' motivation, productivity and morale were enhanced. Prompt supportive feedback was seen to be critical for teachers because it enabled them to fully engage in their jobs and also led to job satisfaction. The

study further concluded that effective communication by the principals could be improved by the use of appropriate channels of communication, focused listening to teachers, giving timely information especially by releasing school calendar at the beginning of the term and feedback. In other words the study concluded that principals' communication behaviours and practices are related to teachers' job satisfaction. This means that job satisfaction of teachers can be enhanced if principals utilize appropriate communication techniques in their administrative duties.

#### **5.4 Recommendations**

To increase job satisfaction of teachers in private secondary schools in Juja, the researcher recommends that the ministry of education, through various leadership trainings should help principals become aware that, though communication behaviours/techniques may not be the only factor affecting teachers' job satisfaction, using various positive leadership communication behaviours can contribute in motivating the teachers, consequently impacting on job satisfaction. This can be done through workshops, seminars and trainings. Institutions of higher learning should prepare teachers to be self-confident and intrinsically satisfied with their jobs as experts in their own fields.

Principals are to be more direct and straightforward in giving instructions to the teachers and be more empathetic and humane about the feelings of teachers. Principals should create healthy work environment, embrace good administrative styles, be fair in their dealings with teachers, and encourage them to work as a team rather than giving information to a selected few in a bid to avoid being challenged. Principals should introduce evaluation/Appraisal forms so that the teachers would have a forum to assess the principals and suggest what they expect from them. Honest feedback communication by both the principals and teachers should be upheld thereby creating opportunity for collaboration and team work.

In order to deal with communication challenges faced by the principals, both principals and teachers should endeavour to acquire ICT skills through training. Principals should adopt focused listening culture in their schools and use more of verbal communications since it is the preferred channels by the teachers. The researcher also recommends that principals should give information to teachers promptly without much delay especially information that needs immediate attention, using the appropriate channels of communication as situation requires.

### **5.5 Suggestions for Further Study**

The research sought to investigate principals' effective communication techniques on job satisfaction of teachers in private secondary schools in Juja Sub-County, Kiambu County, Kenya. The study focused on how channels of communication by the principals can enhance teachers' job satisfaction, how leader-speech by the principals can enhance teachers' job satisfaction, how the use of feedback by the principals can increase job satisfaction, communication challenges faced by principals and ways of improving effective communication techniques by the principals. Based on findings from this study, the researcher recommends the following for further investigations:

- 1) A research needs to be carried out in Juja private secondary schools to unveil the key factors responsible for job dissatisfaction and low retention of teachers.
- 2) Another study needs to be carried out to find out if good communication techniques used by the principals in private secondary schools in Juja is as a result of high education level or work experience of principals.
- 3) A study needs to be carried out on criteria for employment of teachers and school administrators in private secondary schools in Juja.

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**APPENDICES**

**APPENDIX 1: QUESTIONNAIRE FOR STUDENTS**

The Catholic University of Eastern Africa

Faculty of Education

P.O. Box 62157 – 00200 Nairobi, Kenya

**RE: INVITATION TO PARTICIPATE IN RESEARCH**

Dear Student,

I am Sr. Perpetua Samuel, a master’s degree student, in education at the Catholic University of Eastern Africa (CUEA). As a requirement for award of the master’s degree, I am conducting a research project titled, *Principals’ Effective Communication Techniques on Teachers’ Job Satisfaction in Private Secondary Schools in Juja, Kiambu County, Kenya*. You have been privileged and selected as one of my respondents in this study; therefore, I am requesting you to fill this questionnaire, giving as much detailed information as you are able to; all information you give will be treated confidentially; and your benevolent cooperation would be very much appreciated for the success of the study.

Many thanks for your cooperation and assistance

God bless you.

Perpetua Samuel (Sr.)

Signature: -----

Date:-----

## **Section A: Demographic Information**

### **1. Gender:**

a) Female [  ]

b) Male [  ]

### **2. Age:**

a) 12 to 14 years [  ]

b) Age 15 to 18 years [  ]

c) Age 19 years above [  ]

### **3. Form:**

a) Form 3 [  ]

b) Form 4 [  ]

**Section B: Section B: Extent of Use of Channels of communication to Enhance Job**

**Satisfaction of Teachers.**

Please indicate whether you strongly agree (SA), Agree (A), Undecided (UN) Disagree (D) or Strongly Disagree (SD) with the statement on the extent of use of channels of communication used by your principal. Indicate with a tick (√)

Statements	SA	A	UN	D	SD
4. The principal gives information to our parents through newsletters.					
5. The principal posts information on notice boards for teachers.					
6. The principal posts notices to students on notice boards.					
7. The principal gives announcements to teachers at assembly.					
8. I receive information sometimes from the principal through the teachers.					
9. Information at Assembly concerns only the students.					

10. Explain in your own words, ways your principal uses to communicate with the teachers in the school -----

-----



**Section C: Job Satisfaction of Teachers**

Please, respond to the items given below by putting a tick (√) in the appropriate space using the following scales: Strongly Agree (SA), Agree (A), Undecided (UN), Disagree (D) and Strongly Disagree (SD).

Statements	SA	A	UN	D	SD
11. The teachers come to class on time and leave at the end of the lesson.					
12. The teachers in my school give assignments to students.					
13. The teachers mark assignments given to students.					
14. The teachers relate well with students.					
15. Most of the teachers have stayed for more than 4 years in my school.					
16. The teachers in my school use resource materials to demonstrate when teaching.					
17. The teachers are interested in the academic performance of the school.					
18. The Teachers in my school assist academically weak students during their free periods.					
19. The teachers in my school are interested in students' co-curricular activities.					

20. In your opinion, do you think the teachers in your school are satisfied with their jobs as teachers-----, if yes, how do you know?-----  
 if no, how do you know?-----

21. What are the causes of low [ ] high [ ] retention of teachers-----  
-----

**Section D: Effect of principals’ Leader-Speech on teachers’ Job Satisfaction**

Please select as appropriate the extent to which you strongly agree (SA), Agree (A), Undecided (U), and Disagree (D) or Strongly Disagree (SD) with the statements concerning the effect of leader-speech on teachers’ job satisfaction.

Items	SA	A	UN	D	SD
22. Our school has clear vision and system to enhance effective achievement of the school’s mission.					
23. The principal ensures job accomplishment by giving deadlines to teachers.					
24. The school’s principal appreciates the teachers openly when they perform well.					
25. The school’s principal promotes spirit of commitment among all teachers through coordination.					
26. The principal has never spoken angrily to the teachers in front of students.					
27. The principal recognizes exceptionally performed teachers.					
28. The principal sets clear goals and objectives to be followed by the teachers.					

Thank you very much.

## **APPENDIX 2: QUESTIONNAIRE FOR TEACHERS**

The Catholic University of Eastern Africa

Faculty of Education

P.O. Box 62157 – 00200 Nairobi, Kenya

### **RE: INVITATION TO PARTICIPATE IN RESEARCH**

Dear teacher,

I am Sr. Perpetua Samuel, a master's degree student, in education at the Catholic University of Eastern Africa (CUEA). As a requirement for award of the master's degree, I am conducting a research project titled, *Principals' Effective Communication Techniques on Teachers' Job Satisfaction in Private Secondary Schools in Juja, Kiambu County, Kenya*". You have been privileged and selected as one of my respondents in this study; therefore, I am requesting you to fill this questionnaire, giving as much detailed information as you are able to; all information you give will be treated confidentially; and your benevolent cooperation would be very much appreciated for the success of the study.

Many thanks for your cooperation and assistance.

Perpetua Samuel (Sr.)

Signature: -----

Date:-----

## **Section A: Demographic Information**

### **1. Gender:**

- a) Female [ ]
- b) Male [ ]

### **2. Marital Status:**

- a) Married [ ]
- b) Single [ ]

### **3. Age:**

- a) 25 to 29 years [ ]
- b) 30 to 34 years [ ]
- c) 35 to 39 years [ ]
- d) 40 years above [ ]

### **4. Level of education:**

- a) Secondary certificate [ ]
- b) Diploma [ ]
- c) B.Sc. with PGDE [ ]
- d) B. Sc. [ ]
- e) B. Ed [ ]
- f) M. ED [ ]
- g) Ph.D. [ ]
- h) others please specify.....

### **5. Work experience:**

- a) 1-5 years [ ]

b) 6-9 years [ ]

c) 10-14 years [ ]

d) 15 years above [ ]

**6. Years of teaching in your current school:**

a) 1-5 years [ ]

b) 6-9 years [ ]

c) 10-14 years [ ]

d) 15 years above [ ]

**Section B:Section B: Extent of Use of Channels of communication to Enhance Job**

**Satisfaction of Teachers.**

Please rate the extent to which you strongly agree (SA), Agree (A), Undecided (UN), and Disagree (D) or Strongly Disagree (SD) with the statement by putting a tick (√) in each box.

Below are statements concerning channels of communication used by your principal to communicate with you.

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>UN</b>	<b>D</b>	<b>SD</b>
7. I communicate with the principal through email.					
8. The principal uses direct face to face communication with teachers in my school.					
9. Traditional communication methods (memos, school magazines, board announcements, or official meetings) are the most common ones used in my school.					
10. Modern methods of communication, example- emails, whatsapp, phone calls and social media are commonly used by my principal.					
11. I go through a long process to communicate with my principal.					
12. Direct communication with my school principal is more effective than indirect ways of communication.					
13. Channels of communication used by my principal affects my job satisfaction.					

14. Which of these channels do you prefer Verbal ( ) Written ( ) Non-Verbal ( ) Electronic ( )

State the reason for your choice above?-----

15. How do you rate communication channels used by your principal? Excellent ( ) Very Good

( ) Good ( ) Poor ( ) Very Poor ( )

**Section C: Principals’ Effective Communication and Teachers’ Job Satisfaction**

Please rate the extent to which you strongly agree (SA), Agree (A), Undecided (UN), and

Disagree (D) or Strongly Disagree (SD) with the statement. Please tick (√) as appropriate in each

box on how satisfied you are as a teacher.

Statements	SA	A	UN	D	SD
16. I am satisfied with the way my principal communicates with me as a teacher.					
17. I like my principal’s style of communication that I will not think of leaving teaching carrier.					
18. I am satisfied with my job as a teacher in my school.					
19. The principal recognizes my achievements in the school.					
20. I feel motivated when my principal involves the teachers in decision making.					
21. Work accomplishment gives me satisfaction as a teacher.					
22. My morale is usually raised when my principal praises me.					

23. From your experience, does the principal’s communication behaviour affect job satisfaction of teachers? Yes ( ) No ( )Please explain-----

-----

**Section D: Use of Leader-Speech by Principals to Enhance Teachers' Job Satisfaction**

Please rate the extent to which you strongly agree (SA), Agree (A), Undecided (UN), and Disagree (D) or Strongly Disagree (SD) with the statement by putting a tick (√) in each box. The different statements are about the effects of language use by your principal on you as a teacher.

Statements	SA	A	UN	D	SD
24. The principal gives clear, direct, and concise messages.					
25. The principal discusses school issues with teachers regularly.					
26. The principal gives me adequate and timely information and instructions.					
27. The principal listens to me when I discuss issues with him/her.					
28. The principal welcomes and appreciates my thoughts and ideas when I give them.					
29. The principal stimulates me to adopt a leader's role as a teacher.					
30. The principal encourages me and gives me assurance so I feel comfortable when communicating with him/her.					
31. Good interpersonal relations exist in my school.					
32. I am allowed by the principal to use my initiative in decision making in my assigned duties.					

33. Our principal shows empathy to teachers who are in any kind of trouble. Yes ( ) No ( )

please, briefly, explain how? -----

-----



## Section E: Use of Feedback communication by the Principal to increase teachers' Job

### Satisfaction

Please tick (✓) as appropriate in each box on the feedback communication used by your principal to communicate with you. Please rate the extent to which you strongly agree (SA), Agree (A), Undecided (UN), and Disagree (D) or Strongly Disagree (SD) with the statement.

Statements	SA	A	UN	D	SD
34. The principal accepts teachers' suggestions and communicates back to them using effective communication methods.					
35. The principal discusses with me the expectations of my work promptly.					
36. Direct feedback is given by the principal to teachers.					
37. The principal gives me timely feedback about my instructional practices in school.					
38. The principal praises me for my effective teaching practices.					
39. The principal gives all round feedback.					
40. I receive feedback from the principal only when I fail in my duties.					
41. The channels of communication adopted by the principal give room for feedback.					

42. How do you rate the methods/techniques used by your principal to give feedback to the teachers in your school: Excellent ( ) Very Good ( ) Good ( ) Poor ( ) Very Poor ( ) Terrible ( )

43. State the reason for your choice above?-----  
-----

44. Do you support the need for feedback on your job? Yes ( ) No ( )

Why?-----

45. Please state in your own words what do you not like about your principal's method in giving feedback -----  
-----

**Section F: Communication Challenges faced by the principals**

Which of the following challenges affect your principal in communication with the teachers?

Please rate the extent to which you strongly agree (SA), Agree (A), Undecided (UN), and Disagree (D) or Strongly Disagree (SD) with the statement. Please indicate with a tick (√)

<b>Communication Challenges</b>	<b>SA</b>	<b>A</b>	<b>UN</b>	<b>D</b>	<b>SD</b>
46. Lack of ICT skills.					
47. Wrong choice of communication channels.					
48. Poor communication skills.					
49. Premature release of information.					
50. The type of language used by my principal.					
51. Last minute communication by my principal.					

52. Describe briefly in your opinion the communication challenges faced by your principal in your school-----  
-----

**Section G: How can Communication Skills be Improved by the Principals**

Which of the following ways do you think can improve effective communication techniques if it is employed by your principal? Please rate the extent to which you strongly agree (SA), Agree (A), Undecided (UN), and Disagree (D) or Strongly Disagree (SD) with the statement by putting a tick (√) in each box.

<b>Effective communication can be enhanced by the principal through</b>	<b>SA</b>	<b>A</b>	<b>UN</b>	<b>D</b>	<b>SD</b>
53. Giving clear and straightforward instructions to the teachers.					
54. Staying focused when conversing with the teachers individually or as a group.					
55. Giving feedback.					
56. Receiving Feedback.					
57. Giving timely information to the teachers.					
58. By using appropriate channels of communication depending on the situation.					
59. Listening to the teachers.					

60. Are there some difficulties facing effective communication in your school? Yes ( ) No ( )

Briefly explain?-----

-----

-----

61. In your view, what would be the most effective technique to improve communication in your school?

-----

-----

-----

62. What are your recommendations for improving the principal communication so you are more satisfied in the school?

Thank you very much.

**APPENDIX 3: INTERVIEW GUIDE FOR DEPUTY/PRINCIPALS**

The Catholic University of Eastern Africa

Faculty of Education

P.O. Box 62157 – 00200 Nairobi, Kenya

**RE: INVITATION TO PARTICIPATE IN RESEARCH**

Dear Principal/Deputy,

I am Sr. Perpetua Samuel, a master’s degree student, in education at the Catholic University of Eastern Africa (CUEA). As a requirement for award of the master’s degree, I am conducting a research project titled, *“Principals’ Effective Communication Techniques on Teachers’ Job Satisfaction in Private Secondary Schools in Juja, Kiambu County, Kenya”*. I am please requesting you to fill this questionnaire, giving as much detailed information as you are able to; all information you give will be treated confidentially; and your benevolent cooperation would be very much appreciated for the success of the study.

Many thanks for your generous cooperation and assistance.

Perpetua Samuel (Sr.)

Signature: -----

Date:-----

## Section A. Demographic Information

### 1. Gender:

a) Female [ ]

b) Male [ ]

### 2. Marital Status:

a) Married [ ]

b) Single [ ]

### 3. Age:

a) 25 to 29 years [ ]

b) 30 to 34 years [ ]

c) 35 to 39 years [ ]

d) 40 years above [ ]

### 4. Level of education:

a) Secondary certificate [ ]

b) Diploma [ ]

c) B.Sc./BA with PGDE [ ]

d) B. Sc. [ ]

e) B. Ed [ ]

f) M. ED [ ]

g) Ph.D. [ ]

h) others please specify.....

**5. Work experience:**

- a) 1-5 years [ ]
- b) 6-9 years [ ]
- c) 10-14years [ ]
- d)15 years and above [ ]

**6. Years of administrative experience as principal/Deputy principal in your current school:**

- a) 1-5 years [ ]
- b) 6-9 years [ ]
- c) 10 and above [ ]

**Section B: Extent of use of Channels of Communication the Principals to enhance**

**Teachers' Job Satisfaction**

7. How would you describe the channels of communication you use to give information to the teachers in your school? (probe on the circumstances and how often the principal uses verbal, non-verbal, Written and electronic)

a) Verbal

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b) Non-verbal (body language, symbols, gestures)

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c) Written (formal, informal, official)

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d) Electronic (probe on: email, phone, fax, social media newsgroups, whatsapp groups, chat rooms, video conferencing, instant messaging)

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**Section C: Job Satisfaction of Teachers**

8. As a school administrator, how do you ensure that your teachers are satisfied with the job they are doing in school? (probe on: concerns for the teachers welfare, recognition, motivation, involvement in decision making, support on their professional development)

a) Concern for teachers' welfare (compensation, security, training?)

---

---

---

b) Recognition on achievement

---

---

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c) Involvement in decision making

---

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---

d) Motivation

---

---

---

**Section D: Use of Leader-Speech by the Principals to Enhance Teachers' Job Satisfaction**

9. How would you describe your leadership style in terms of communication and use of language? (Probe on: direction-giving language, empathic language, meaning-making language)

a) How do you ensure the teachers have clear vision and mission of the school?

---

---

---

b) Explain how you enable constructive relationships with and among your teachers?

---

---

---

c) How do you build a positive school culture or climate?

---

---

---

d) In what ways do you respond empathetically to your teachers

---

---

---

**Section E: Use of Feedback by the Principals to Increase Teachers' Job Satisfaction**

10. What strategies do you use in giving and receiving feedback to/from your teachers? (probe on: timely/promptness, honest, achievements, critique)

a) Timely Feedback

---

---

---

b) Feedback on achievements and successes

---

---

---

c) Honest feedback

---

---

---

**Section F: Communication Challenges Faced by the Principals**

11. What are the challenges you face when communicating with your teachers? (Probe on: personal contact, release on information, promptness, use of ICT)

a) Use of ICT

---

---

---

---

b) Face to Face communication

---

---

---

---

c) Promptness of release of information

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---

**Section G: How can Communication Techniques be Improved by the Principals**

12. What do you think should be done to enhance communication channels (probe on use of appropriate channels, listening, feedback, clear message

a) Use of appropriate channels to communicate

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---

---

b) Focused listening

---

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---

c) Feedback

---

---

---

d) Clear and precise message

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**Thank you very much.**

#### APPENDIX 4: DOCUMENT ANALYSIS GUIDE

No	Document to be Analyzed	Analysis Detail	Remarks
1	Teachers Evaluation/Appraisal Forms	Check out if teachers' evaluation forms are available in the school	
2	Departmental Circular File	Check out if teachers are sent for training and workshop and messages are passed through the departmental heads to the teachers	
3	Teachers' Reward Book	To check if there are promotion policies in the school and compensation	
4	Contract File	Check out if teachers have clear contract on their employment	

## APPENDIX 5: RELIABILITY STATISTICS FOR TEACHERS AND STUDENTS

### Teachers:

<b>Case Processing Summary</b>			
		N	%
Cases	Valid	49	94.2
	Excluded <sup>a</sup>	3	5.8
	Total	52	100.0

### **Reliability Statistics**

Cronbach's	
Alpha	N of items
.836	45

### Students:

<b>Case Processing Summary</b>			
		N	%
Cases	Valid	133	100.0
	Excluded <sup>a</sup>	0	.0
	Total	133	100.0

### **Reliability Statistics**

Cronbach's	
Alpha	N of Items
.866	22

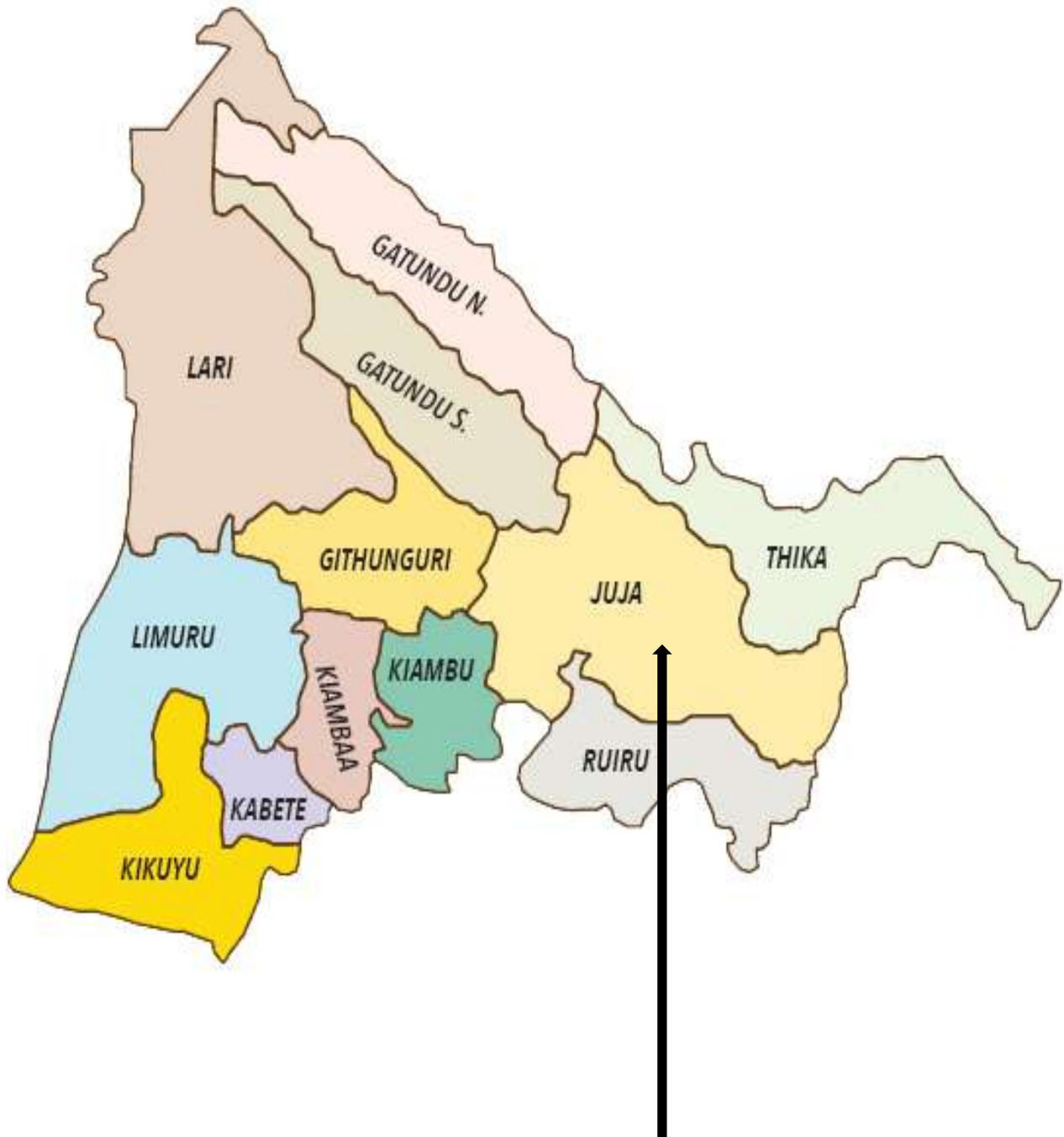
## APPENDIX 6: MAP OF KENYA REPUBLIC



Source: Retrieved from [http://www.nationsonline.org/oneworld/map/kenya\\_map.htm](http://www.nationsonline.org/oneworld/map/kenya_map.htm) on

12/12/2018

**APPENDIX 7:MAP OF KIAMBU COUNTY**

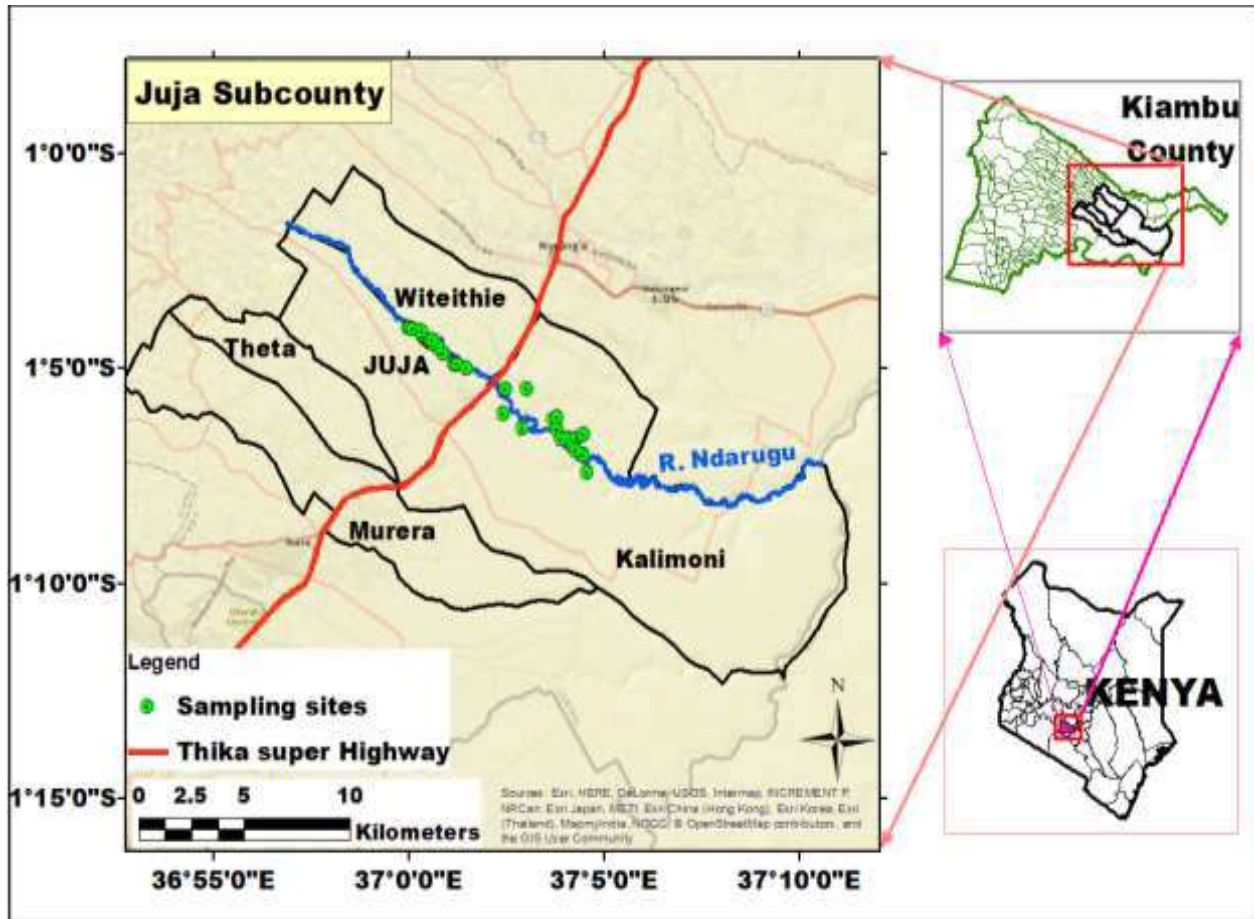


**Area showing Juja as a Sub-County of Kiambu**

**Source: Retrieved from <http://www.informationcradle.com> 12/12/2018**



APPENDIX 8: MAP OF JUJA SUB-COUNTY



Source: Retrieved from <http://www.researchgate.net> on 12/12/2018

**APPENDIX 9: RESEARCH PERMIT FROM THE CATHOLIC UNIVERSITY OF  
EASTERN AFRICA**



**THE CATHOLIC UNIVERSITY OF EASTERN AFRICA**

**Faculty of Education**

**Department of Postgraduate Studies in Education**

CUEA/DVC-ACAD/FOE/PGSE/NACOSTI/008/December 2018

18<sup>th</sup> December, 2018

**The Director,  
National Commission for Science, Technology and Innovation (NACOSTI)  
NAIROBI, KENYA**

**RE: PERPETUA IMAOBONG SAMUEL (SR) – REG. NO. MED/1033083**

I am writing to introduce to you **Perpetua Imaobong** who is a final year MED student at The Catholic University of Eastern Africa, Nairobi – Kenya, and to request you to assist her to accomplish her academic research requirements.

Perpetua's Master's Degree in Education specialization is Educational Administration and Planning. She has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a report/dissertation submitted during the final years of studies.

Accordingly, Perpetua's research topic has been approved. She will conduct research on the following topic:

**“Principals’ Effective Communication Techniques on Teachers’ Job Satisfaction in Private Secondary Schools in Juja, Kiambu County, Kenya”.**

Thanking you in advance for any assistance you give to Perpetua.

Sincerely,



**Prof. Marcella Momanyi**  
**HEAD OF DEPARTMENT - POSTGRADUATE STUDIES IN EDUCATION**



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA  
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: [pgse@cuea.edu](mailto:pgse@cuea.edu), Website: [www.cuea.edu](http://www.cuea.edu)  
Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)

## APPENDIX 10: RESEARCH PERMIT FROM KENYAN GOVERNMENT



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref. No. **NACOSTI/P/19/38417/27644**

Date: **14<sup>th</sup> January, 2019**

Perpetua Imaobong Samuel  
Catholic University of Eastern Africa  
P.O. Box 62157-00200  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Principals' effective communication techniques on teachers' job satisfaction in private secondary schools in Juja, Kiambu County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **14<sup>th</sup> January, 2020.**

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

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

A handwritten signature in blue ink, appearing to read 'G. Kalerwa'.

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Kiambu County.

The County Director of Education  
Kiambu County.



**APPENDIX 11: RESEARCH PERMIT CARD**

**THIS IS TO CERTIFY THAT:**

**MISS. PERPETUA IMAOBONG SAMUEL  
of THE CATHOLIC UNIVERSITY OF  
EASTERN AFRICA, Catholic University of  
Eastern Africa, Nairobi-00200  
Nairobi, has been permitted to conduct  
research in Kiambu County**

**Permit No : NACOSTI/P/19/38417/27644**

**Date Of Issue : 14th January,2019**

**Fee Received :Ksh 2000**

**on the topic: PRINCIPALS' EFFECTIVE  
COMMUNICATION TECHNIQUES ON  
TEACHERS' JOB SATISFACTION IN  
PRIVATE SECONDARY SCHOOLS IN JUJA,  
KIAMBU COUNTY, KENYA**

**for the period ending:  
14th January,2020**



*Samuel*  
.....  
**Applicant's  
Signature**

*Palenwa*  
.....  
**Director General  
National Commission for Science,  
Technology & Innovation**