

Assessing the Nature and Impact of Organisational Communication in Government Secondary Schools in Tanzania

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Abstract

This study was conducted in order to investigate the behaviour of heads of secondary schools in how they use the administrative competence of communication and the impact of the observed communication practices to the objectives of organizational communication. Specifically, the study assessed how heads of schools are utilising specific skills for communication and how communication in schools is impacting teachers' performance. The study involved 326 teachers, twenty head of secondary schools, from twenty government secondary schools and two educational officers from Makete and Morogoro districts in Tanzania. Questionnaires and interviews were used to collect data. The quantitative data were analysed using computer software, Statistical Package for Social Sciences, version 18, in which frequencies and percentages of responses from respondents were computed. Qualitative data gained from interviews were analysed in themes according to the research objectives. The findings indicated that poor communication dominated in most of studied schools and heads of schools were found not competent in effective communication. On the ways of improving organisational communication in schools, Heads of secondary schools recommended, among other things, training organisational communication because they acknowledged the importance of communication in carrying out day-to-day administrative responsibilities.

Key words: Organisational Communication, Communication objectives, school Effectiveness

Introduction

Organizational communication is indispensable in any organization due to the fact that it allows each member in the organization to know the objectives of the organisation and what contribution is expected from each of them for the attainment of the organisational objectives. People in organization can generally increase production and commitment if they are able to communicate both horizontally and vertically to share information, experience and expectations. It is clearly explained that organisations, including schools cannot be effective if the issue of effective communication is not taken seriously (Lombardo, 2018; Juneja, 2016). Managers and administrators of the education system and schools, through communication, are required to ensure that the curriculum is understood and effectively implemented; resources are mobilised and equitably distributed and expended and policies for the school infrastructures are well understood and adequately implemented (URT, 2010). To manage organisations, schools included, require effective administrators who possess communication skills and competencies enabling them to function efficiently. It is through effective organisational communication, queries are clarified, trust is built, commitment is gained, community spirit is augmented, uncertainties are reduced, participation is enhanced and constructive feedback at work place is nurtured (Femi, 2014).

Referring to administrative competences, Koschmann (2012) clearly stipulated that an effective administrator must be competent in organisational and communication skills, client and business sensitive, planning skills, team builder and player and should possess judgement skills. It is now clear that effectiveness of schools, as organisations, will largely depend on how heads of schools apply the competence of communication. It is through effective communication, trust, commitment, satisfaction and motivation, to mention few, can be achieved. Thus, this study was specifically designed to investigate the impact of organizational communication on secondary school effectiveness. Specifically, the study sought to achieve two specific objectives: first, to assess how organizational communication in

secondary school is taking place and secondly, to analyse the bearing of the observed communication practises on the objective of organisational communication of conflict resolution, building community, trust, commitment, career development, participation and feedback in an organisation.

Literature Review

In the social context, two or more people cannot stay together without communicating. As such communication is very important employers, management and employees in any organisation to enable successful performance of different organisational duties. Kreps (1990) defined Organizational communication as the process whereby members gather important information about their organization, their duties and changes the organisation is expecting to bring about so as to ensure the objectives of the organisation are achieved. It is accepted that organisational communication has two main objectives: providing information to employee on what the organisation expecting from them and about policies guiding their performance and relationships and the second objective is form a community of members of the organisation (De Ridder, 2003; Chen et al., 2005).

Organisational communication is one of management aspects which have been widely studied to check on its effect on organisational effectiveness. Morley, et al. (2002) asserts that organisations which develop effective communication processes are more likely to both have positive work environment and more effective in achieving their objectives. Zwijsze-Koning and de Jong (2005) emphasized the central position of communication to the achievements of any organisation. At the same time, Schyns and Schilling, 2013; Tourish, 2013 underscore that dysfunctional or destructive communication in organisations are always disastrous to organisational performance and success. In addition, (Husein, 2013) argue that communication is one of the major elements for successful change or reform. Organisations in general and schools in particular have two forms of communication. The first form of communication is external

communication which is directed to the actors in the business environment such as parents, the school board members and system managers at district, regional and system levels (Eunson, 2016). Those who are served by the school should know what, how and what means the school is doing and for what objectives to be achieved. At the same time, system managers and other school resources provider should be aware of how resources in schools are used. Also, the beneficiaries of schools, e.g., employers should know the quality of education being provided by the school and all of these are achieved through external communication. The second form of communication is internal communication which is directed to employees, meaning between head of the school and his or her staff members. Staff members should know policies guiding schools, their tasks and responsibilities and to whom and the school is accountable.

Lombardo (2018) stipulated out two typologies of organizational communication which are upward communication and downward communication. Upward communication is the type of communication in which information flows upward in an organization and usually feedback is required. If heads of an organization are able to listen to their employees and give feedback, this leads to an increase in employee job satisfaction and effectiveness in daily activities. The other type is downward communication in which information flowing down from heads of organization to different parts of the organisation. However, the dominance of upward communication reduces work efficiency and staff members feel not part of decisions. Alshurideh, *et al.* (2016) identifies the third type of communication in organisation as horizontal communication in which the flow of information is shared among employees who are on the same level of the organization. This type of directional communication enables people to interact with their peers without involving people at upper levels in the organisation. In schools, such communication allows teachers from different units and departments to share experiences related to their teaching responsibilities and tasks, students and resources. This type of

communication reinforces cooperation, commitment and teamwork on matters related to teaching, students' discipline and talents and the joint use of resources which are scarce. As a tool of management, organizational communication needs managers to establish an effective communication system which will connect all members of organization (Spaho, 2007). Downward, upward and horizontal communication networks are important in an organisation if communication has to be effective. In a school for example, staff members and other stakeholders are expected to communicate within themselves in different departments and units of the school, with parents and with the head of school (Lombardo, 2018). According to Lombardo, effective organisational communication motivates employee and increases morale, productivity and commitment.

As Spaho, (2007) pointed out, for communication to be effective, it has to target to achieve a number of objectives which are enshrined in the positive organisational culture. Femi (2014) outlines seven objectives of an effective organisational communication which include community spirit, trust, employee participation, employee commitment, lesser uncertainty, settling employees' queries and feedback. If organisational communication is not addressing these objectives, the effectiveness of organisations will remain a wishful thinking. It is by addressing these objectives for communication, administrator and managers of organisations, including schools can demonstrate to be competent in communication. In the first place, communication should address the queries of employees. A good manager is also a good communicator because communication addresses the information of employees, the management of changes and the motivation of employees (Dolphin, 2005). Effective communication means that all members of the organization, at all levels, understand the need for organisational change and that change is the only way to bring about organisational competitiveness and development. As such, communication should address queries of employees on matters of what each member should do, with what, when and to achieve which objectives. Another aspect

communication should address is how to generate community spirit. According to De Ridder (2003), community spirit is an important precursor of the self-categorization process, which helps to define the identity of individuals in a group and to generate a community spirit, resulting into the organisational culture of performance and commitment. It this community expressed by De Ridder, (2003) and Postmes *et al.*, (2001) as the community of which fits into organizational requirements of a school. Back in 1994, Sergiovanni argued for a school community which will bind together teachers, parents and students and other stakeholders. The school community of which is described as one which is self-understanding committed to higher performance and bound together by shared values, and by ideals of togetherness as opposed to individualistic tendencies. Schools should not be conceived as formal organisations but they should strive to become communities by kinship, which means transforming from being mere organisations to become communities of kinship which he called *gemeinschaft*, meaning communal, with shared values; democracy in which all stakeholders will be invited to share the responsibility for regulating their own behaviour.

As such, the head of the school through communication will be redefining their relationships to build a caring community with support from parents and other stakeholders. Furthermore, to become an effective communicator, the manager should build trust between management and subordinates. Trust is said to be the dominant perspective in literature (Dirks & Ferrin, 2001) which results in unique outcomes of positive attitudes, higher levels of cooperation, and higher levels of performance (Jones & George, 1998). Chia (2005) affirmatively states that trust makes subordinates to be keen on information they receive related to work, making them committed because communication makes the relationship among employees good. Trust is built and conveyed through effective communication through openness and concern (Mishra & Mishra, 1994). Communication practices within an organization are expected to have an important influence on the degree to which employees trust

their managers and the organization's top echelon, as well as their commitment to the organization. Organisational communication should also target at motivating the employees. Motivation is a drive in an individual which consistent with energy, direction and sustainability (Kroth, 2007). It is argued with support from research findings that good or effective communication is an effective tool for commitment of employees to the work to improve performance. This relationship of good communication and improved performance is proved by studies which show that adequacy of information which is provided by the organization becomes an encourager and contributes to an employees' job satisfaction (Luecke, 2003). This is quite obvious since, as observed previously, communication addresses employees' queries which might hinder satisfaction and motivation.

Furthermore, communication should aim at facilitating, encouraging and empowering employees to participate and be involved in decision making. A study by Parker et al. (1997) showed that employee participation is associated with higher job satisfaction and improved performance when they have opportunities to provide input into how decisions are made. Hyo-Sook (2003) stated that excellent organizations enclose management structures that empower employees' participation in decision-making. It is argued by Parker et al. (1997) that increased participation in decision-making by junior staff has been found to have a positive effect on the efficiency of the decision-making process. Employees who participate in the decision-making process have higher levels of satisfaction and commitment to the organization. It goes without saying that participation is facilitated by communication. When discussing some issues that effective communication should address, we have cited employee commitment. A number of studies have highly associated commitment employee with voice, ideas and arguments which are related to their concerns (Husein, 2013). It will be impossible for employees to be committed to work when they have little knowledge and understanding of what to do and what they will gain from the work. Communication needs to be effective so that at any time in the

production process confusion is avoided through clear, accurate and honest information, by using a variety of media with high coverage and impact (Abraham et al., 1999). For example, it is impossible for teachers, even students, to be committed to a school project if they lack information on what the project wants to achieve and what will be the benefits from the project. Reduction of uncertainty is another important issue communication should achieve especially during the time of introducing change. It is pointed out by Terry and Jimmieson, (1999) that information is not only a pre-requisite to the ability of influencing the outcomes. In education for example and in developing countries in particular, change and reforms are inevitable. As such, knowledge about the motives for change and reforms will definitely facilitates reducing uncertainty and creating readiness for change. Effective change communication can be viewed as a way to manage uncertainty. Unfortunately, many reforms in education have failed to achieve their objectives because teachers at the school level who are implementers of change, are not well informed of change process and of the objective of change or reform (Mulengeki, 2014).

The last but not least is the provision of feedback. A good communicator waits and sometimes solicits feedback to be assured that communication has taken place. Without feedback, one cannot be sure whether the information has reached the receiver and whether it has been properly understood (Husein, 2013). The feedback can tell the sender either to supplement the earlier provided information to make it clear and avoid distortion. Without feedback, different employees can have different perception on the information given and thus, different responses taken and this will definitely result into the failure to achieve the objective of the organisation. An effective administrator will wait for feedback before implementation is started and when implementation is taking place. If feedback is not sought, heads of schools might think they are saying one thing while teachers and other stakeholders feel they mean something entirely different. This can have detrimental effects on the organisation performance (Korde, 2018). For example, teachers can get halfway

through a school project and find out they misheard the directions. This impacts time and money spent for the teacher to finish the project. Communication contributes to the overall bottom line, so heads of schools should recognize its connection to teachers' performance, and create strategies to improve lapses in communication. It is this type of the situation of not waiting for feedback when education stakeholders in Tanzania had different understanding of the vision which was expressed in Education for Self-reliance (ESR) (Mosha, 1983). According to Mosha, some thought ESR is *shamba* work, others thought it is about culture and traditional dances, some understood ESR as outside the classroom activities and others perceived it as a political initiative to prepare Tanzanians for rural life.

Research on organisational communication has revealed a number of things including lack of communication competence among managers (Johansson, 2007); majority of managers perceiving communication as only means of transmission of information rather than a management tool (Spaho, 2007); downward (top-down) communication to dominate other types of communication, making managers unable to exploit other types, media and modes of communication which are effective in making the organization improve (Spaho, op ct.); middle managers or supervisors at different levels in organizations not having enough knowledge of co-workers or other middle managers responsibilities and their boundaries in the organization, things which bring gap of information vital for whole organisational development (Richmond *et al.*, 2005). Studies on the contribution of organisational communication to school effectiveness revealed that effective organisational communication depend on school culture, communication abilities of the head of school and the school structure (Arlesting, 2008). Papescu and Olteanu (2014) studied the effect of internal communication in educational institutions and discovered the underutilisation of some modes of communication especially information technology (IT) in developing dialogue on important organisational issues which required

involvement of majority of employee but which require immediate decisions. While organisational communication is observed as vital to organisational development due to improved performance of employees, still this competence is not exploited because administrators and managers, including heads of schools, are lacking skills for effective communication.

Methodology

The mixed approach was used in this study in which both quantitative and qualitative methods were used to collect and analyse data. The adoption of this approach was based on two reasons: First, one among the objective of this study sought to collect data which were in numerical form from the participants. Secondly, the study sought to collect data on the perception of members on communication process and the value judgement of staff members on how good or bad is the head of the school when it comes to communication. Descriptive survey design was used and this allowed the researchers to collect data leading to an in-depth understanding of a phenomenon (Gall, et al.1996). The study was conducted in two districts of Makete and Morogoro located in Njombe and Morogoro regions respectively. Participants in this study were 326 teachers from twenty government secondary schools, twenty heads of secondary schools and two district education officers from Makete and Morogoro districts. The two regions were randomly selected to represent rural (Makete) and urban (Morogoro) environment. Questionnaire to teachers and interviews to heads of schools and education officers were the instruments used to collect data. The quantitative data were analyzed using computer software: Statistical Package for Social Sciences, version 18, in which frequencies and percentages of responses on the communication behaviours of heads of schools and on the impact of organizational communication to the communication objectives were computed. The qualitative information collected through interview were organised in themes according to research objectives.

Findings

Findings are presented in two subsections. The first subsection presents data on how heads of school are using the communication competence in their schools, i.e., the nature of communication. The second subsection is on the extent to which the organisational communication objectives have been achieved in schools.

The use of Communication Competence

Competence in communication can be demonstrated through a number of behavioural characteristics known as skills or abilities. In this study, nine behavioural characteristics related to communication were studied. Teachers were asked to agree or disagree to the statements which assessed the way heads of schools were communicating to subordinates and other stakeholders. Table 1 provides the assessment of teachers on the behaviour of heads of schools on the aspect of communication.

Table 1: Nature of Organisational Communication in Schools

Behaviour	Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree	Total
Provides information timely, accurately and appropriately	50 (15.3%)	99 (30.4%)	4 (1.2%)	144 (44.2%)	29 (8.9%)	326 (100.0%)
Expresses well both orally and written	41 (12.6%)	104 (31.9%)	9 (2.8%)	143 (43.9%)	29 (8.9%)	326 (100.0%)
Builds convincing arguments	29 (8.9%)	99 (30.4%)	10 (3.1%)	151 (46.3%)	37 (11.3%)	326 (100.0%)
Listen ideas very carefully and respectfully	28 (8.6%)	91 (27.9%)	6 (1.8%)	150 (46.0%)	51 (15.6%)	326 (100.0%)
Ensure information is correctly understood	37 (11.3%)	85 (26.1%)	6 (1.8%)	135 (41.4%)	63 (19.3%)	326 (100.0%)
Very open when explaining issues	39 (12.0%)	70	7 (2.1%)	123 (37.7%)	87 (26.7%)	326

		(21.5%)				(100.0%)
Ready to be asked and ready to provide answers	31 (9.5%)	85 (26.1%)	8 (2.5%)	111 (34.0%)	91 (27.9%)	326 (100.0%)
Always involve others in generating new ideas	36 (11.0%)	75 (23.0%)	13 (4.0%)	95 (29.1%)	107 (32.8%)	326 (100.0%)
Ready to accept defeat by juniors	26 (8.0%)	68 (20.9%)	18 (5.5%)	105 (32.2%)	109 (33.4%)	326 (100.0%)

Table 1 summarises the findings on the nature of communication in surveyed schools in Makete and Morogoro districts in Tanzania. On the communication skill of providing information timely, accurately and appropriately, the data revealed that less than half of participants (149 out of 326) either agreed or strongly agreed that their head of schools provides information timely, accurate and appropriately. However, the majority of respondents assessed their heads of schools not providing information timely, accurately and appropriately since 53% either disagreed or strongly disagreed heads of schools to provide information timely, accurately and appropriately. The above finding can be interpreted that either information was provided late giving employees no time to prepare themselves for tasks ahead and sometimes, falsified, meaning some information was suppressed.

Effective heads of schools are expected to be good in expressing themselves. As such, this study wanted to find how heads of secondary schools express themselves both orally and in writing. Results in Table 1 indicated that very few which is 12.6% who makes a total number of 41 respondents out of 326 strongly agreed that the heads of their secondary schools are able to express themselves well both orally and in writing. Nevertheless, 104 respondents out of 326 which make total percent of 31.9 agreed that their head of secondary school can express themselves both orally and in writing. Also, very few participants which are nine out of 326 which make a total percent of 2.8 they were not decided whether their head of secondary school

are able to express themselves. Generally, the results indicate that 55.6% of respondents disagreed that heads of their secondary schools can express themselves well.

Good expression goes together with convincing language and arguments. Convincing language and arguments is a sign of confidence and competence in leadership. A leader cannot build and shared a vision if she/he fails to explain and convince. Table 1 indicates that very few respondents who are 29 respondents out of 326 respondents which is 8.9% strongly agreed that their head of secondary school can builds convincing arguments. Also 99 respondents out of 326 respondents which are 30.4% agreed on the statement that their head of secondary school can builds convincing arguments. Ten respondents out of 326 respondents were not decided on whether their head of secondary school do builds convincing arguments or not. More than half of the respondents either strongly disagreed (37) or disagreed (150) on the statement which said that head of secondary schools builds convincing arguments. This makes the percentage of those who are on the negative side of the statement to be 60.7%.

In management, you either convince or force and to convince requires confidence. These observations had an indication of having a good number of heads of schools who, instead of convincing, they confuse and command and builds fear to subordinates because, they themselves have no confidence. Lack of confidence to some of heads of schools was confirmed by data from interviews. In interviews, teachers showed that a good number of heads of schools are incompetent, lacking confidence and always defensive, a sign of inferiority complex. One teacher said: *"I have come to conclude that heads of schools are appointed without ensuring they are good academically and professionally"*. Another said that competent, qualified and experienced teachers are not appointed and instead, inexperienced or incompetent are appointed heads. *"How do you expect one not understanding himself give meaningful information to others which is clear, constructive and straightforward? He will resort to giving orders and*

confusing statement and when it is too late. Experienced and confident teachers are seldomly appointed as heads”.

Being incompetent and not confidence is some of behaviours which were observed to some of heads of schools. Being doubtful and feeling inferior felt by some heads of school could be signs of inexperience and incompetence. On this aspect, one teacher said what seems to summarise what others said. He said:

.... In providing information you need to be sure of what you are communicating and being careful because we teachers are always teasing. In many cases we see no difference between some of inexperienced teachers in this school and our head and, he [the head aster] knows this. In many schools you find subordinate teachers to be good than their boss. In about three schools which I happened to teach, heads fail to communicate and cannot choose words or explain something clearly. They will wait until they are asked by the DEO it is when they will give orders which cannot be clarified because they avoid challenge.

This type of communication was confirmed by one head of school when he said: *Teachers always resists and I have to order them if they don't comply, I will simply report them to the authority. What can I do when something or a report is soon needed?* This language is of the helpless individual, the one who cannot convince others, implementing orders mechanically because of failure to internalise and contextualise some of the directives from the upper level of the school system. Lack of ability to convince others and the use of convincing language and the logical arguments makes some of the heads of schools to give orders which are met by resistance from teachers, as one teacher said:

He always gives commands and we simply keep quiet. We know he will report and the most he can do is to make some of us transferred to another schools.

This study has revealed that a significant majority of head of secondary school cannot contextualise directives from upper levels of the school system, know the importance of these directives to the achievement of education objectives and make convincing arguments before fellow subordinates. The Results in Table 1 indicates the same pattern of responses along the remaining six communication skills of listening to others, ensuring the information provided is correctly understood, being open when explaining issues, be questioned and provide answers, involving others to generate new ideas, and being ready to accept defeat, the majority disagree or strongly disagree while the minority agree or strongly agree.

Thus, in all nine skills of organisational communication which were assessed, the pattern of responses is skewed toward the negative side of communication and the pattern is consistent. This made the researcher to disaggregate the data to individual schools in both districts. The results indicated that schools that their teachers assessed communication to be positive in the first aspect of communication, assessed the same in all other aspects except two schools in Makete district and three schools in Morogoro municipality. The implication of such findings is that there are few schools in which organisational communication was assessed better and in the majority of schools, such communication was poor.

Achievement of Organisational Communication objectives

After observing the nature of communication in sample schools, the study wanted to know how the objectives of communication, which are indicators of effective management, are achieved. Table 2 summarises the findings on how organisational communication in these schools have achieved the objectives of conflict resolution, building community, trust, commitment, career development, participation and feedback.

Table 2: Achievements of the Objectives of Effective Communication

Communication Outcome	Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree	Total
Queries and conflict are quickly and constructively resolved	48 (14.7%)	83 (25.5%)	2 (0.6%)	161 (49.4%)	32 (9.8%)	326 (100.0%)
We live as community, helping each other when fulfilling our responsibilities and on social issues	56 (17.2%)	93 (28.5%)	12 (3.7%)	131 (40.2%)	34 (10.4%)	326 (100.0%)
We trust each other. Teachers trust the school administration which also trust teachers	22 (6.7%)	108 (33.1%)	12 (3.7%)	144 (44.2%)	40 (12.3%)	326 (100.0%)
We are committed to teaching and the school administration is very supportive	30 (9.2%)	104 (31.9%)	5 (1.5%)	139 (42.7%)	48 (14.7%)	326 (100.0%)
We are assured of our development in the teaching career.	54 (16.7%)	56 (17.2%)	80 (24.5%)	120 (36.8%)	16 (4.9%)	326 (100.0%)
We are involved in making decisions related to our work and on management issues	40 (12.3%)	70 (21.5%)	6 (1.8%)	133 (40.8%)	77 (23.6%)	326 (100.0%)
On school policy	41	65	9	123	88	326

issues, we have a common understanding and when clarification is needed it is willingly provided by the school administration.	(12.6%)	(19.9%)	(2.7%)	(37.8%)	(27%)	(100.0%)
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As it was on the nature of communication in these schools, the pattern of the results on the outcomes of communication seems to be the same, i.e., negatively assessed. Majority of respondents were negative in all seven outcomes of communication. More than 55% of respondents in all aspect either disagreed or strongly disagreed that their schools resolve conflict quickly, living as a community, trusting each other, being committed to their work and developing their career. Also, the majority disagreed to participate in decision making and to have a common understanding on school policy issues. Since communication was not effective as observed in the nature of communication, it was not surprising to also observe the negative outcomes of communication.

Discussion of Findings

It was observed that communication in secondary schools is not effective at all. Opinions from teachers strongly suggest that information, to the majority of schools, is not timely and accurately provided, feedback is not sought and the majority of heads of schools are not open and listening. As argued by a number of scholars (e.g., Abraham, et al, 1999; Arlesting, 2008; De Ridder, 2003; Femi, 2014 & Koschmann, 2012), communication plays a vital role in the performance of any business, so the success of any organization is generally depending on communication. Communication helps the organization members to achieve both personal and organizational goals. Yamaguchi (2009) pointed out that ineffective communication makes the organization less effective due to underperformance.

Bradshaw (2011) clearly explained that among the most central aspects of any organization is communication and the success of any organization has much to do with effectiveness in communication. Through communication, knowledge is shared, ambiguities are clarified and contradictions in the performance process are solved. In schools where this study was conducted on 60.7% of respondents disagreed that goals and objectives were effectively communicated. It is argued that human activities are always directed by a want or need which is essentially an objective. As such, all activities in the organisation should be contributing to the achievement of certain need. That is why it is properly argued that the first task of any administrator is to ensure the organisational goals and objectives are effectively communicated to all members in the organisation (Balyers, 2012). Goals which are properly communicated to all school stakeholders leads to effective schools because those goals are the ones which draws the map on what should be done and at what time it should be done. An employee can know if he/she is doing the right thing if what is intended to be achieved is known.

Teachers will know they are in the right direction if they know where they are going. Also, in the study area teachers felt that their head of secondary schools does not communicate effectively instead they only giving orders on what is supposed to be done and how to be done instead of allowing discussion with others on what and how to be done. Basing on that teachers felt that there is no effective communication in their secondary schools, it can be concluded that performance in these schools is negatively affected. In addition, it was observed in the findings that heads of schools are not open to develop health internal communication. Proctor (2014) in his study based on how organizational communication can bring about effectiveness in an organization, stipulated out that effective communication at all levels and directions of the organization improve organizational success and employee relations and vice versa is true.

Conclusions and Recommendations

Effective organisational communication is positively related to trust, satisfaction, motivation, commitment and good relations among employees, things which are central to organisational effectiveness. In this study, these outcomes of communication are absent, putting doubts on school effectiveness. Generally, schools cannot meet their objectives unless heads of these schools adopt and enhance effective communication practices. Organisational communication, which is the exchange of information between head of secondary schools, staff members and other school community members will play a significance role in making school administration effective and this will result into school effectiveness. Without effective communication, we should not expect schools to be effective. Although there are other factors which may affect school effectiveness, ineffective communication is one of these factors which affect school effectiveness

Recommendations

Theoretical Recommendation

In most cases and as the practice shows, heads of the school are appointed from among the serving teachers in school. Most of the literature in educational administration suggests that those to be appointed as heads of schools should be professionally qualified, with good behavioural background and sufficient experience and good performance as a teacher in school. Other qualities which are mentioned include disciplined person with positive attitude. Findings in this study show that although these qualifications are basic and necessary, they are not sufficient. Education and training in management and administration is another indispensable qualification for one to be appointed the head of the school. The findings in this study also emphasize an important area for education and training of educational and school administrators in particular, the area of administrative competences.

Policy Recommendations

Heads of secondary schools are the major actors in their schools and success or failure of schools will depend on how competent they are in carrying out their responsibilities. To administer and manage is to make sure that each individual in the school is fulfilling his/her responsibilities which is done through communication. As such appointment of heads of school should ensure that those appointed have qualifications not only in the teaching profession but also in management and administration. Another recommendation is that, since heads of schools are appointed from among teachers in schools, the curriculum for teacher education and training of pre-service and in-service teachers should include a substantive dose in management and administration of education.

Recommendation for Further Study

Since this study was conducted in two regions and on one administrative competences of communication, a study on a large area and on other administrative competences is recommended. Also, the recommended study can include private schools which, for the past decade have been performing better in examinations if compared to public schools.

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