THE INFLUENCE OF MANAGEMENT AS A STRATEGY FOR MANAGING COMMUNICATION IN SCHOOLS

A mini-dissertation by
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SUPERVISOR: PROF. K.C. MAMPURU

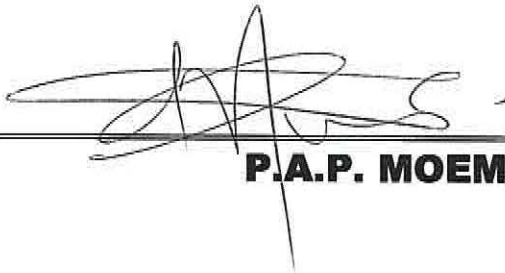# DECLARATION

I, Punie Alfred Peter Moemise, declare that " **THE INFLUENCE OF MANAGEMENT AS A STRATEGY FOR MANAGING COMMUNICATION IN SCHOOL**" is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references and this mini-thesis was not previously submitted by me for a degree at another University.

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TO WHOM IT MAY CONCERN

I the undersigned hereby confirm that I have completed the editing of the ORIGINAL MANUSCRIPT (and made recommendations for corrections to be made in respect of the final copies) of the dissertation entitled:

THE INFLUENCE OF MANAGEMENT AS A STRATEGY FOR MANAGING COMMUNICATION IN SCHOOLS

by Mr .P A P MOEMISE, a student of Professor Mampuru, for the degree of Master of Education at Vista University.

Yours faithfully

DR GRACE REELER

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SUMMARY

THE INFLUENCEE OF MANAGEMENT AS A STRATEGY FOR MANAGING COMMUNICATION IN SCHOOLS

The purpose of this mini-thesis is to investigate communication as a management strategy in schools. An attempt was made to define communication and to determine the possible barriers that could exist to prevent effective communication. The investigator examined ways by which management could encourage effective communication in order to stimulate efficient schooling. Various types of communication, such as up down, down up, lateral and horizontal communication as well as non-verbal communication received attention

The roles of both principals as well as teachers in a number of schools in the Moutse East Circuit. in the Mpumalanga Province were ascertained by means of questionnaires and interviews. The data obtained indicated deficiencies in communication between the principals and their subordinates. As communication skills can be learned, it is recommended that more attention should be paid to the training of managers to become effective communicators and thereby facilitating more effective communication in their schools.

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION, PROBLEM STATEMENT , AND BACKGROUND STUDY

CHAPTER 2: LITERATURE REVIEW OF

MANAGEMENT CONCEPTS

CHAPTER 5   FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

LIST OF FIGURES

LIST OF TABLES

CHAPTER 1

INTRODUCTION, PROBLEM STATEMENT AND BACKGROUND STUDY

1.1   INTRODUCTION

"Injobo ithungelwa ebandla". This is a Zulu saying depicting the success of managing communication in a traditional council. The importance of effective communication cannot be ignored as one of the central ethos to implement an organizational strategy. Similarly, the success of schools and their educational programmes will be driven by good communication programme. Jordan, Mckeon, Salmon and Webb (1995:387-388) allude by saying communicating about schools poses a continuing challenge, for the focus should be placed on the educational programme.

Communication forms the central aspect of successful and competitive schools and their educational programmes. All stakeholders such as principals, teachers, students, governing bodies etcetera, spend most of their time communicating. Thus school management has a challenge to ensure that the schools communication programme is implemented effectively. " Establishing a communication network and process, becomes the first task of the organizer and the continuos task of the administrator" (Hoy and Miskel; 1991: 343).

It is against this background that this thesis explores the influence of management as a strategy for managing communication in schools. This is part of a broad societal problem as identified by Hanson (1995:259) when he says " our social reality is embedded in communication- the information we receive and the way we receive it –

therefore examine the act of communication and trying to improve upon it should play a central role in knowledge generation in the social sciences".

1.2   PROBLEM STATEMENT

It is a common cause that the majority of our schools are faced with inefficiencies and a high level of dissatisfaction amongst schools' stakeholders. One of the root causes of this is lack of proper communication management.

Boone and Kurtz (1992: 304) identify the four most important qualities for manager as follows: intelligence, integrity, empathy and the ability to communicate. They contend that it is essential that those who aspire to a leadership position acquire the skills of effective communication. The following come to mind:

- Are our principals in schools able to communicate with their subordinates effectively?
- Does communication always work in schools?
- Is effective communication a fundamental aspect of task performance and, managerial effectiveness?
- Does organizational and individual performance improve when managerial communication is effective?

These are basic identified questions, which the school manager must consider from time to time as a strategy to manage communication.

1.3 AIM AND OBJECTIVES OF THE STUDY

• Aim

The aim of this study is to create an understanding of the need for managing communication. This is one of the strategic interventions by school managers to achieve their objectives.

• Objectives

❖ To explain what is meant by communication.

❖ To list the barriers to effective communication in schools .

❖ To identify ways that management can use to encourage effective communication in schools .

❖ To understand ways of improving upward, downward and horizontal communication in schools.

1.4 RESEARCH DESIGN AND METHODOLOGY

1.4.1 Research Design

According to McMillan and Schumacher (1993:31), a research design refers to a plan and structure of the investigation used to obtain evidence to answer research questions. Welman and Kruger (1999:46) define a research design as a plan

according to which we obtain research participants (subjects) and collect information from them.

The purpose of a research design is to determine, as unambiguously as possible, whether or not hypothesis is true. A research design is based on logic and common sense. The critical skill of a research design is to decide upon a question that is important and to choose research methods that will answer that question as unambiguously as possible, even when limited resources are available.

Other purposes of research design are:

- To provide answers to research questions- to provide answers to specific research questions. Research should be valid, which includes being able to interpret results and, through those results answer the research question or problem being posed.
- To control variance. Controlling variance means being able to explain or account for variance caused by variables being studied (Wiersma, 1995:92).

A research design is not a replacement for careful measurement, careful analysis, and careful reasoning. It is rather an important component of the research process- of the process of establishing cause and effect relationships.

A research design, as viewed by Wiersma (1995: 91) is a plan or strategy for conducting the research. As a plan, a research design deals with matters such as selecting participants for the research and preparing for data collection –activities that comprise the research process.

➢ Population

Gay (1992:124) defines population as the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable, while Ary, Jacobs and Razavieh (1990:169) define a population as all members of any well-defined class of people, events, or objects. Fraenkel and Wallen (1993:80) view the population as the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study.

The populations for this study were schools in Moutse East Circuit. In this instance primary schools were the population for this study. The targeted group were managers and teachers of primary schools. Primary schools were selected because this is where the fundamentals of education commence. Thus it is at this level that good school managers must ensure that the education programme implemented is an effective and sustainable one .To that end an effective communication programme is one of the strategies to ensure the realization of this objective.

➢ Sample

Gay (1992:123) views sampling as the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. Fraenkel and Wallen (1993: 79) state that a sample refers to any group on which information is obtained, while Borg and Gall (1989: 216) maintain that sampling means selecting a given number of subjects from a defined population

as representative of that population. Thus the sample of this study consist of 10 primary schools in Moutse East Circuit.

In simpler terms a sample is part of a larger whole or can be termed a subgroup. The most important principle in sampling is that each member of the population from which the sample is drawn should have an equal and known probability of being selected.

1.4.2   RESEARCH METHODOLOGY

According to Mcmillan and Schumacher (1993:8), research is a systematic process of collecting and logically analyzing information (data) for some purpose while Reader's Digest Oxford define research as the systematic investigation into and study of materials, sources, etcetera, in order to establish facts and reach new conclusions.

It is against this background that the definition of research , developed for this study, will be the collection, analyzing and systematic investigation of information in order to reach a new conclusion about the influence of management as a strategy for managing communication in schools.

Research could either be quantitative or quantitative .The type of research that will be used in this study will be quantitative research.

- ## Quantitative Research

Borg, Gall and Gall (1993:194-198) contend that the purpose of quantitative research is to make objective descriptions of a limited set of phenomena and also to determine whether the phenomena can be controlled through certain interventions. Quantitative researchers seek to understand a complex phenomenon like instruction, by analyzing it into its component parts (called variables). Quantitative researchers attempt to keep their personal value from influencing the design of their investigations.

According to Mcmillan and Schumacher (1993:14), what distinguishes quantitative research from qualitative research is " the form of data presentation" in that "quantitative research presents statistical results represented with numbers; qualitative research presents facts in a narration with words". Mcmillan and Schumacher (1993:14) identify such distinctions of research methods as follows:

1) *Assumptions about the world* .Quantitative research is usually based on what is called a " logical positivist" philosophy, which assumes there are social facts with a single objective reality , separated form the feelings and the beliefs of individuals.
2) *Research purpose.* Quantitative research seeks to establish relationships and explain causes of changes in measured social facts.
3) *Research methods and process.* In quantitative studies there is an established set of procedures and steps that guide the research.
4) *Prototypical studies* . The quantitative researchers employ experimental or correctional designs to reduce error , bias, and extraneous variables.

7

5) *Researcher role* . The ideal quantitative researcher is detached from the study to avoid bias .

6) *Importance of the context in the study* . Most quantitative research attempts to establish universal context-free generalization.

Quantitative research has its roots in positivism and is more closely associated with scientific method. Quantitative researchers place a great value on outcomes and products.

This research method, because of its deductive nature, tends to be more theory – based. Quantitative research relies heavily on statistical results represented with numbers. This type of research is conducted to determine relationships, effects and causes.

Consequently the research method of this study was guided by these six distinctions in research method mentioned in the following areas;

1) Research hypothesis. The hypothesis which alludes to the influence of management as a strategy for managing communications in schools was influenced and guided by the principles of assumptions about the world and research purpose.

2) Collection , interpretation and analysis of data . The formulation of questionnaires was done to reduce biases by adhering to prototypical studies, objective researchers role, and research methods and process.

3) Findings, conclusion and recommendations. All assumptions mentioned above, save the prototypical studies, influenced and guided the research to reach quantitative findings and conclusion. It is against this background that the researcher was able to give recommendations.

1.5   DERMACATION OF STUDY

The research was conducted in selected primary schools, found in the Moutse East Circuit. Moutse is situated in Dennilton a town found in Mpumalanga Province. Moutse East Circuit is classified under Nkangala Region as per educational dermacations. "Mpumalanga is located in the North-Eastern part of South Africa. The province is bordered by Mozambique to the East and the Kingdom of Swaziland to the South and East" (Burger and Beard, 1999:67).

1.6   CLARIFICATION OF CONCEPTS

The concepts that will be clarified for the purpose of this study are management , planning and communication. These concepts form the core and the purpose of the study which centres on the desirable effective communication for efficiency and effectiveness in schools.

1.6.1   MANAGEMENT

Management may be defined as the use of people and other resources to accomplish objectives. Such people are all stakeholders, (such as learners, educators, school governing bodies etc.) in an educational system that school management interact with from time to time. Equally , school managemnt will utilise the following types of resources for efficient school functionality; human financial , information technology etc. Management involves the creation of an environment in which people can most effectively use other resources to reach stated goals (Boone and Kurtz, 1992:4) define management as : "the process of working with and through others to achieve organsiational objectives in a changing environment". Bateman and Snell (1996:6) also define management as : " the process of working with people and resources to accomplish organizational goals".

In the light of these definitions , it may be concluded that management involves people, resources ,and the achievement of organizational goals .

1.6.2   PLANNING

Bateman and Zeithaml (1993:138) view planning as : "a conscious , systematic process during which decisions are made about goals and activities that an individual , group , work unit , or organization will pursue in the future".

Megginson , Mosley and Pietri (1992:153) define planning as : " the process of establishing objectives or goals and determining how best to achieve them", while

Mondy, Shaplin and Premeaux (1991: 136) define planning as: " the process of determining in advance what should be accomplished and how it should be realized".

These definitions give guidelines to school managers for running the schools effectively by means of planning as one of their strategic management tool. Once school management has identified what their strategic position is , then management will be able to attain the strategy by means of effective communication.

1.6.3.   COMMUNICATION

According to Hoy and Miskel (1991:345) communication means, "sharing messages, ideas or attitudes" in order to produce a degree of understanding between a sender and receiver. Weihrich and Koontz (1993:537) define communication as : "the transfer of information , ideas , understanding , or feelings" and this obviously takes place among people. Griffin (1993:444)averts that it is " the process of transmitting information from one person to another".

This study will attempt to reveal the absence and the importance of effective communication , that is essential for the school's efficiencies. To that end ,this study will attempt to define communication and its importance as a process of sharing information horizontally , vertically and across all levels amongst all stakeholders in schools. This will be displayed as one of the core strategic interventions for efficient functionality of schools.

1.7 CONCLUSION

Communication is essential for the internal functioning of the school because it integrates the managerial functions and any other processes by all stakeholders. The absence of effective communication in schools is of major concern that it warrants immediate intervention. The magnitude of the problem is evident in most schools , particularly in the Moutse East District.

The study attempts to identify such communication challenges by means of a research methodology, as mentioned in paragraphs 1.4.1 and 1.4.2 . The hypothesis formulated , that " the influence of management as a strategy for managing communication in schools' is a challenge in most schools can be solved by the approach of injobo ithungelwa ebandla as depicted in the introduction.

1.8 CHAPTER DIVISION

Chapter One has dealt with the introduction to the study , the problem statement, a background to the problem and some concept definitions.

Chapter Two will give the outcome of the literature review concerning management concepts.

In Chapter Three , a conceptual analysis of management , its styles, activities and leadership will be undertaken.

In Chapter Four, the research methodology to be employed will be explained as well as how data will be collected and interpreted.

Chapter Five will deal with the findings of this investigation and conclusions to be reached. Recommendations for further research will be suggested. The complete summary of this research project will also be given.

CHAPTER 2

LITERATURE REVIEW OF MANAGEMENT CONCEPTS

2.1   INTRODUCTION

It is important that school managers have the basic knowledge of management because without such knowledge, it will be impossible for them to run their schools effectively. Without this basic understanding, many misconceptions may arise that could hinder the school's performance. Effective management is critical for every organization's success. To be effective, managers must plan, organize, influence and control. They should keep in mind how individuals, groups and the entire organization are affected. Managers must understand management concepts and properly apply management functions to achieve organizational goals. However to realize the overall objective, they need to effectively communicate successfully with all school's stakeholders.

In a school, management situations are not as exciting and often not as successful as in other organizations. In many organizations the cause of failure is ineffective management. Not only are financial and physical resources wasted, but also individuals often suffer psychological damage from organizational failures. It is therefore important that effective management techniques be instilled into everyone who wishes to become a manager. Proper and effective communication systems are essential to the success of this endeavor.

For one to understand the influence of management as a strategy for managing communication in schools effectively, it is imperative that one would need to clearly understand and define literature review of management concepts. To that end, this chapter will provide the required details as mentioned above as follows: definition of the concept of management, goals and purpose of management, the components of managemnt – which are planning, organizing, leading and controlling (POLC) management as an integrating activity, the systems approach to operational management, management information, management styles, and different characteristics of management styles.

According to Bennett, Crawford and Riches (1992: 5), the work of managers can be divided into five key tasks: planning the work of the organization, organizing the work force so that it can be done in the best way; coordinating the work of those responsible for the different elements of the work process; giving commands to ensure that things are done properly, and controlling the work as it turns out. Because this is seen to be the best way of organizing, a manager's work is about searching for stability and continuity, avoiding breakdowns and sustaining production.

2.2   WHAT IS MANAGEMENT?

Some people identify management as a body of sytematized knowledge, based on general principles, which are verifiable in terms of business practice. Angus and Gundersen(1997:119) view management as : " the name given to the role of guiding and coordinating the activities of a project team"

The group of people known as mangers must plan projects , organize them , encourage workers , and control projects to ensure quality performance within allotted time and budget.

Management deals with organizational goals which are in the process of being defined and with making decisions about the effective use of organizational resources in order to ensure high organizational performance .

Educational management is a field of study and practice concerned with the operation of educational organizations (Bush , 1995 :1) , while Van der Westhuizen (1991:38) views educational management as ; " an umbrella term which refers to the structural and functional aspects of an education system".

Everard and Morris (1996:4) identify five stages of management, namely:

- Setting direction, Aims and objectives ,
- Planning how progress will be made or a goal achieved ,
- Organizing available resources (people, time , materials) so that the goal can be achieved in a planned way,
- Controlling the process (that is , measuring achievement against the plan and taking corrective action where appropriate), and
- Setting and improving organizational standards.

Management has been operating from time immemorial and it is also seen operating as part of people's everyday lives. Parents have the task of running another organization : the family. Their task is to provide a reasonable quality of life for its

members and to give support where needed. Parents have to manage the family budget and make decisions on how to use available income. Hence, managers have to resolve conflict and negotiated differences. They have to be boundary managers between the family system and outside world.

According to Bowman and Jarrett (1996:2), management is within the realms of everybody's experiences and potential (be it in the family or school's situation). Some people will be able to apply their experiences to different factors of the management tasks to different levels of competence and at different levels of sophistication and complexity. Management, according to Bowman and Jarrett (1996:2), is clearly about making the best of the resources one has and maximizing staff potential, equipment, time, money and space. Management is also about working with ideas. Understanding the nature and relationship of organizations is also part of the scope of management. The management task is also concerned with managing people. People are the major resource in carrying out the organizational tasks and making the organization what it is. Thus, management can be described as managing resources, ideas and people.

Figure 2.1:
Management is about Ideas, People and Resources.
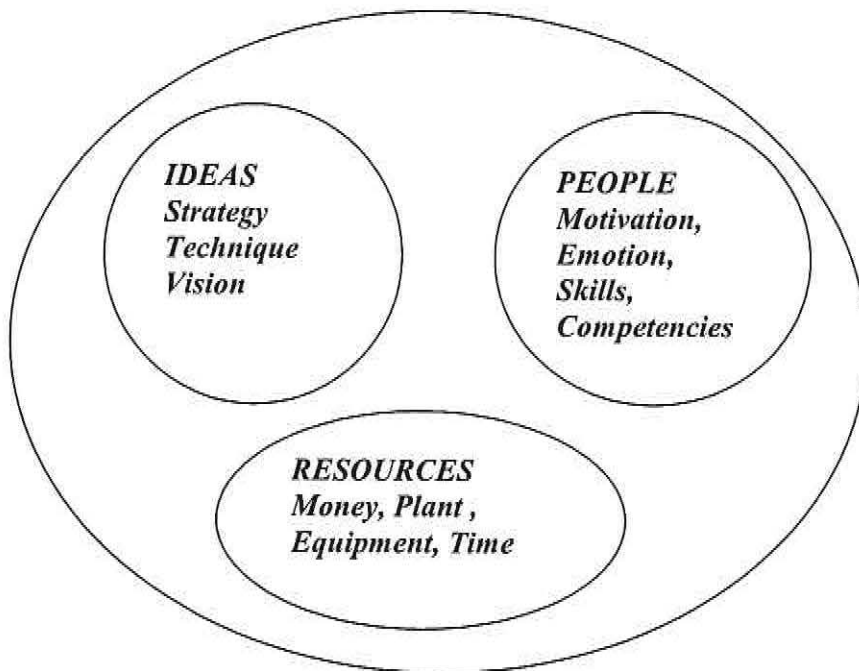
2.3   THE GOAL OF MANAGEMENT

According to Angus and Gundersen (1997:120), the goal of management is to obtain the optimum quality output from individuals and groups by performing the four key management functions for the least investment of time, money and other resources.

The four key management functions are as follows:

➢ The ideas created and the work accomplished during the conception phase will set the tone of the entire project. The manager must encourage all involved workers to be as creative as possible.

➢ The plans that evolve during the study phase will directly affect the direction and cost of the remainder of the project. Additional human and material resources are being applied at this time. Planning becomes important so that all tasks will be accomplished and the project will stay within budget and schedule.

➢ The Design Phase must proceed as organized. A plan for the Implementation Phase, that is, the most effective plan for the proposed design must be prepared even while the design details are being formulated. Control assumes greater importance because the cost of redesign will cost the cost of the project to increase considerably.

➢ Control is vital during the implementation phase. All theoretical work is now being converted to actual practice; this phase seldom proceeds smoothly without careful control of the tasks and budget being implemented.

Consequently, it is imperative that the school manager obtains optimum qualitative output from the educators, he/she must motivate and encourage educators to perform their work to the best of their ability. The school manager must apply management principles, must lead, and encourage initiative freedom of expression and optimal creativity.

2.3.1   The purpose of Management

An organization can best satisfy the unlimited needs of society by means of the judicious application of the community's limited resources. This endeavor to achieve the highest possible need satisfaction with scarce resources is known as the fundamental economic principle. The reason for management's existence, according to Smit and Cronje (1992:7) is to direct the organization in its pursuit of the basic economic principle.

Smit and Cronje (1992:8) also contend that management exists for certain reasons. Management is necessary to enable the organization to attain its goals at the highest possible level of productivity. This is also a measure of management's effectiveness in carrying out its task.

Management is necessary to keep the organization directed towards its goals. Without the inputs of management, the organization's resources will not be channeled in the direction of the goals.

Management is necessary to keep the organization in balance with its environment. Management adapts the organization to the environment by accommodating environmental change. However, it also endeavors to maintain the equilibrium between the organization and the environment can attain their goals more easily.

2.4   COMPONENTS OF MANAGEMENT

2.4.1   Planning

Wright and Noe (1996:5-6) state that all managers carry out four basic activities, namely, planning, organizing, leading and controlling. Even in organizations that allows employees a large role in planning, organizing and controlling, the manager must understand these functions well enough to recognize when employees are carrying them out effectively and to guide them when improvement is necessary.

Organizations cannot do everything, so they need to determine what is most important and where they should focus their time and energy. The process of setting goals and determining how to achieve them is called planning. The form that planning takes varies from one manager to the next.

At the top levels of the organization, managers must develop a vision of the organization's overall direction and priorities, a process that requires a large share of the manager's time.

By planning, managers specify how everyone involved will carry out the strategy. Planning is not only a way to decide on future activities, it is also a way to coordinate employees efforts. Formal planning may follow a path from the top of the organization downward or from the bottom up. Some organizations involve several or all levels of employees in all levels of the planning process. Planning as the first among the equals of the basic management functions, prepares the way for organizing, activating and controlling. " Meaningful planning should be carried out

from a systems perspective and should take into account the role of the past, present and future in the planning process" (Kroon, 1990:132).

According to Smit and Du Plessis (1994:27), planning is the starting point in the management process. It is a process of establishing goals and deploying resources as productively as possible. Planning provides a basis for the management functions, namely, organizing, leading and controlling.

Also, according to these authors, planning starts with the formulation of organizational goals. They list five planning premises which should be present when considering the formulation of realistic attainable goals:

- The purpose of the organization.
- The mission of an organization.
- The environment of the business.
- Managerial values.
- Managerial experience.

"Planning is the process of establishing objectives and specifying how they are to be accomplished in an uncertain future. Planning helps individuals and groups visualize desired future outcomes and anticipate the behaviors necessary to make them a reality", (Coffey, Cook and Hunsaker, 1994:444).

Newly appointed managers and aspiring managers may improve their planning and control by learning to think strategically. Thinking strategically involves planning a workable fit between organizational competencies and limitations on the one hand and opportunities and threats on the other. Thinking strategically, according to

Coffey, Cook and Hunsaker (1994:444), means anticipating what actions are most likely to help the organization prosper under conditions of environmental change.

The dynamics of planning and managing strategically cannot be distilled into a predetermined set of steps. Managers usually draw upon common elements to give direction and meaning to their plans. Managers have a primary responsibility for planning. Planning is essential if organizations are to achieve effective levels of performance.

- **Elements of planning**

The planning function, according to Donnelly, Gibson and Ivancevich (1995:154), requires managers to make decisions about four fundamental demands of plans: objectives, actions, resources and implementation.

➢ Objectives specify future conditions that a manager hopes to achieve.

➢ Actions are the means, or specific activities, planned to achieve the objectives. Establishing objectives and choosing courses of action also require forecasting for the future. A manager cannot plan without giving consideration to future events and factors that could affect what will be possible to accomplish.

➢ Resources are constraints on the course of action. Specifying resource constraints also involves budgeting; identifying the source and the levels of resources that can be committed to the course of action.

➤ Implementation involves the assignment and direction of personnel to carry out the plan. A plan must include ways and means to implement intended actions.

In some organizations, planning is the combined effort of managers and other personnel. Planning activities can range from complex, formal procedures to simple and informal ones. Good planning involves the art of making difficult things simple. Through planning, the future state of the organization can be improved if its managers take an active role in moving the organization toward that future. Planning, according to Donnelly, Gibson and Ivancevich (1995:158) implies that managers should be pro-active and make things happen rather than reactive and let things happen.

Planning as a management task is the starting point of all the management tasks. Without effective planning a school cannot develop. The task of planning is a universal one but each individual task is unique. Each task in planning is individually unique since both the particular situation and values and norms present will influence planning (Van der Westhuizen, 1991:225).

According to Mondy and Premeaux (1995:148), the next step in the planning process is the creation of plans. Plans are statements of how objectives are to be accomplished. Planning is a task that every manager must perform. A plan must be developed to inform people about what to do in order to fulfill the objective. The plan states, which approach, is to be taken. Planning should answer the following questions:

• What activities are required to accomplish the objectives?

- When should these activities be carried out?
- Who is responsible for doing what?
- Where should the activities be carried out?
- When should the action be completed?

2.4.2   Organizing

According to Van der Westhuizen (1991:162-163), organizing is that management task which is performed to initiate planning, and to establish connections with the various parts so that goals may be realized and attained effectively. Organizing endeavors to introduce order, and this ordered planning must be done by people. This means that the educational leader must organize his tasks, create an organizational structure, delegate and co-ordinate.

Van der Westhuizen (1991:162-163) provides the following characteristics of organizing:

- It is a tasks which has to be executed.
- It is a tasks which has to be executed so that objectives are realized in an orderly fashion.
- The smooth running of the organization (school) should be ensured.
- Effective communication channels should be created.
- It is concerned with relationships between people so that they collaborate in the execution of tasks.
- It should bring about the maximum utilization of sources.

To achieve the above, the following questions have relevance to the task of organizing (Ibid. 1991:163)

* ❖ What must be done? (Task)
* ❖ How should the work be divided? (Delegation)
* ❖ Who will do the work? Who is competent? (Competency)
* ❖ By which means will the work be done? (Resources)
* ❖ When should the work be finished? (Time schedule)
* ❖ How well should the work be done? (Qualities)
* ❖ Who must communicate with whom, in what way and about what?(Communication)
* ❖ Who will co-ordinate and check the work? (Leadership)

2.4.3   Leading

Leadership involves influencing others to achieve specific objectives in specific situations. According to Dubrin and Ireland (1993:269), leadership and management can be differentiated by their outcomes. Management produces a degree of predictability and order while leadership produces change. Effective leadership skills help managers do a better job of planning, organizing and controlling. Therefore every organization needs leaders.

Leadership is closely associated with management but is not the same. A good manager is a good leader, but a good leader may not necessarily be an effective

manager. Leadership occurs when one person induces others to work toward some predetermined objective.

- **Attributes of leadership**

Bain (1995:17-19) called the attribute of leadership "defining a vision, commitment to success, communication, challenging the status quo and personal characteristics".

First, *defining a vision* is the initial stage, which is absolutely essential if the team is to perform to reach the common goal. The best leaders are capable of thinking the unthinkable and of picking up innovation even though the initial ideas may not have originated with them. They are not afraid of change, but rather view this as an environmental factor that can provide the initiative for their own organizations. Once the vision has been defined the means to its realization must be provided.

The second attribute of leadership is a *commitment to success*. The leader typically has high energy and drive. The commitment to success is not just about enthusiasm, drive and the will to win, it is also about the work of preparation.

Third is the need to *communicate openly and freely*. There is a requirement to share information on the goals, any adjustment to the pathway towards the goals. Communication, as a two-way event, should be styled to have the appropriate impact.

Fourth, is *challenging the status quo*. Young managers are still put off by the old managerial hands that remind them that 'we don't do things like that around here' and so there is a need to challenge the status quo.

Finally, it is necessary to determine what personal characteristics are found in successful leaders. The personal characteristic most frequently highlighted in successful leaders by Bain (1995:19) are:

- Flexibility.
- Ability to inspire others.
- Enthusiasm.
- Ability to build relationship.
- Ability to inspire trust.
- Ability to communicate.
- Ability to delegate.
- Willingness to experiment.
- Frankness.
- Integrity.

Leadership focuses on vision, strategic development, and initiative, whereas management deals with the implementation of vision. Managers are more concerned with short-term problems in the organization, whereas leaders take a much broader perspective and concern themselves with the environment, internal and external to the organization. "Leadership in an organization unlike management, is not restricted to people in specific positions or roles, but is related to all people with the ability to influence and inspire others to attain a goal" (Nel, Gerber & Van Dyk, 2001:350).

Dimensions of leadership

Bain (1995:18) indicated five dimensions of leadership, namely:

- Defining vision.
- Commitment to success.
- Communicate freely (sharing goals, insights and approaches).
- Challenging the status quo.
- Develop personal characteristics of leadership (learn the skills).

2.4.3.1 Leaders and Managers

Almost every organization has managers, but as indicated before, not every manager is a leader. Effective managers are not necessary true leaders. While managers engage in planning, and budgeting routines, leaders set the direction of the organization. According to Bateman and Zeithaml (1993:413), management requires structuring of the organization, staffing it with capable people, and monitoring activities; leadership goes by these functions by inspiring people to attain the vision. Great leaders keep people focused on moving the organization toward its ideal future, motivating them to overcome whatever obstacles lie in the way.

2.4.3.2 Contingency models

- **Fidler's Contingency Models**

According to Wright and Noe (1996:405), Fidler devised a model of leadership that combines elements of trait and behavior theory. He identified two basic leadership styles: task-oriented and relationship-oriented. These describe leadership in terms of behavior, but Fidler considers them an extension of a leader's personality.

According to Wright and Noe (1996:405) ,Fidler assumes that either a relationship or a task-orientation will be more effective, depending on the "favorableness" of the situation. Favorableness in this sense refers to three variables;

◆ Leader-member relation- how the leader and followers relate to one another. If they like, trust, and have confidence in one another, the situation is more favorable.

◆ Task structure-The extent to which the group's task is well defined. From the leader's vantage point, the situation is more favorable with high task structure. When task structure is low, the group will need more guidance.

◆ Possible-power-The authority and control over resources associated with the person's position within the organization. The higher the leader's position, however, the more favorable the situation.

Figure 2.2

Distinction between Managers and Leaders

	Managers	**Leaders**
Three Basic Tasks	Coping with complexity	Coping with change
Deciding what needs To be done	Planning and budgeting	Setting a direction
Creating networks and Relationships	Organizing and staffing	Aligning people to the vision emphasizing communication
Ensuring people do Their jobs	Controlling and problem solving	Motivating people
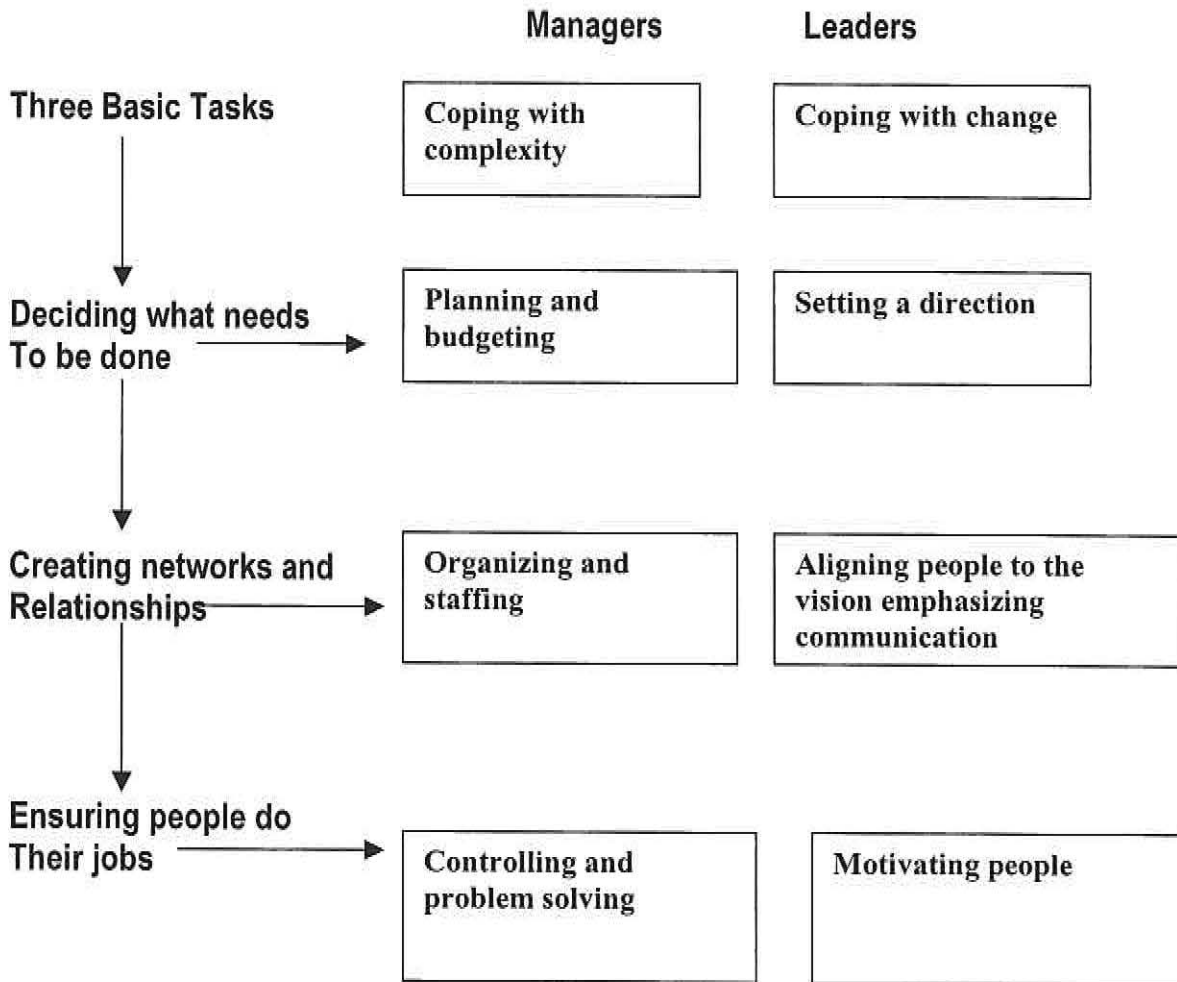
Source: Coffey, Cook and Hunsaker, (1994:290).

2.4.4   Controlling

Managers must continually check to ensure their organization is meeting its objectives. The process of measuring performance, comparing it with objectives, and making any necessary adjustments, is called controlling. The word control often suggests that managers check up on people and force them to behave as desired. A manager who control effectively is able to spot problems and make changes before poor performance does great damage-: By involving employees in the control process, the manager may create a system in which errors are corrected faster or prevented altogether.

Organizations set up formal control processes because they improve long-term performance. Controls do this in four basic ways; by helping the organization adapt to change; limiting the consequences of an error; helping the organization cope with complexity, and improving efficiency (Wright and Noe, 1996:111-113):

- **Adapting to change**

Between the time an organization formulates a plan and carries it out, the organizational environment may change significantly. A well-designed control system enables managers to monitor the environment and respond appropriately.

- **Limiting Consequences of Error**

Monitoring performance before the organization implements its plan allows managers to correct errors before the problem balloons out of control. Problems are easier and less embarrassing to correct when they are still small.

- **Helping the Organization Cope with Complexity**

Almost any organization is so complex that it would be impossible for managers to keep track of all-important areas of performance on the basis of intuition alone. Organizations set up control systems to observe the environment as well as the organization, financial results, employee satisfaction, and so on.

- **Improving Efficiency**

Effective use of controls can minimize costs and enhance output-the result is greater efficiency. Among the controls that help improve efficiency is budgets. Bovee, Thill, Wood and Dovel (1993:602) define control as "the regulatory process that directs the activities an organization conducts to achieve anticipated goals and standards". According to Bovee et al. (1993:602), the control function requires managers to "establish appropriate performance standards, compare actual performance standards, and remedy problem areas". Controls are required to manage every organizational function.

- **The Importance of Control**

According to Bovee et al (1993:603-604), the control function is "the ongoing process used to determine if an organization is meeting its goals". By tracking progress toward meeting the organizational goals and using the feedback on performance wisely, the control function provides managers with a method to improve their plans and changing conditions. If an organization does not perceive environmental changes or internal problems that affect its ability to achieve goals, it could be faced

with a major crisis. Routine feedback gives managers time to respond to problems while they are still small, thus preventing a major organizational tragedy.

Control can assist organizations in their endeavors to improve quality both in tighter work activities and in the end product delivered to the customer. Controlling includes all activities the manager undertakes in attempting to ensure that actual results conform to plan results. According to Donnelly, Gibson and Ivancevich (1995:272) managerial control is effective when standards can be established for the variables that are to be controlled, when information is available to measure the established standards, and when managers can take corrective actions whenever the variable deviates from its desired state, or standard.

The control function involves the implementation of methods that provide answers to three basic questions: what are the planned and expected results? By what means can the actual results be compared to planned results? What correct action is appropriate from which authorized person? All planning in the world will be of little value if management fails to establish some type of control system.

- **TYPES OF CONTROL**

Donnelly et al (1995:273) describe three types of managerial control based on the focus of the control as:

- **Preliminary Control**

Focuses on preventing deviations in the quality and quantity of resources used in the organization. Human resources must meet the job requirements as defined by the organization: Employees must have the physical and intellectual capabilities to perform assigned tasks.

Further, these employees must be made aware of the importance of control, procedures and therefore view the control function as a critical corporate undertaking. The material must meet acceptable levels of quality and must be available at the proper time and place. Financial resources must be available in the right amounts and at the right times.

- **Concurrent Control**

Concurrent control, ongoing operations to ensure that objectives are pursued. The standards guiding ongoing activity are derived from job description and from policies resulting from the planning function. Concurrent control is implemented primarily by the supervisor activities of managers. Delegation of authority provides managers with the power to use financial and non- financial incentives to effect concurrent control.

Feedback control methods focus on end results. Corrective action is directed at improving either the resource acquisition process or the actual operations. This type of control derives its name from the fact that historical results guide future actions. The feedback methods employed include budgets, financial statements, and performance evaluation.

Control, as a management task, aims at ensuring that all planned goals and objectives are attained. Control is therefore centered on achieving a common goal, the realization of teaching and education. Control is necessary because an educational leader can never really be certain that matters will take the planned course. Control originates because there is an authority-respect relationship between an educational leader as the person in authority and the subordinate person (Van der Westhuizen, 1991:232).

FIGURE 2.3

THE CONTROLLING FUNCTION

Human , Material , Capital and financial resources acquired and combined in organization	→	Within which planned activities occur	→	Leading to result achieved

Preliminary control	→	Concurrent control	→	Feedback control
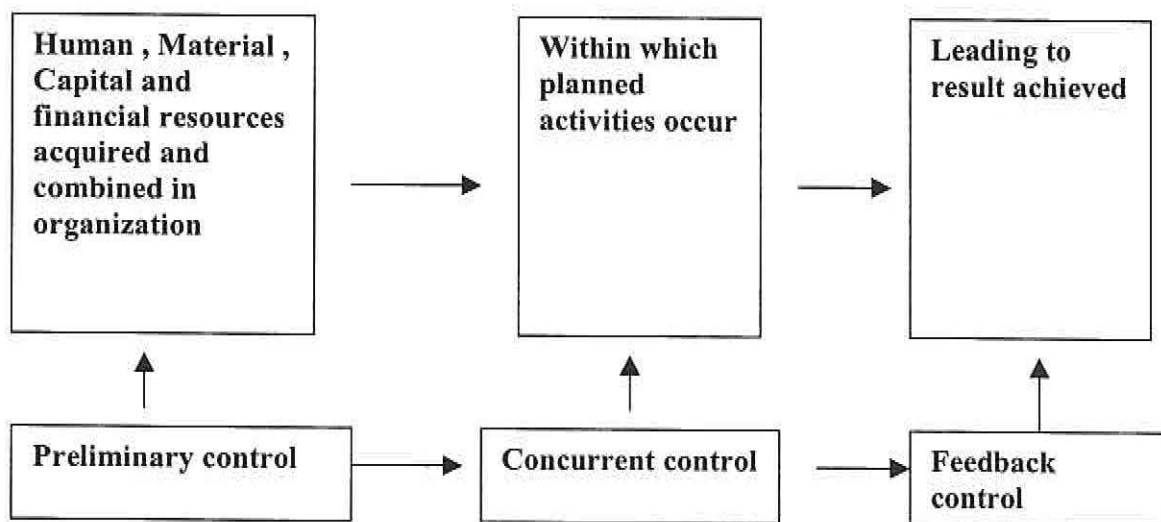
Source: Donnelly, Gibson and Ivancevich (1995:273).

2.5 MANAGEMENT AS AN INTEGRATING ACTIVITY

Whatever the individual's orientation to work is, it is through the process of management that the efforts of members of the organization (educators) are coordinated, directed and guided towards the achievement of organizational goals. This is all about efficient management and leadership in school's governance. Management is an integral part of, and fundamental to the successful operations of the organization. Management is therefore the cornerstone of organizational processes and the execution of work (see fig 2.2) (Mullins, 1999:22).

Management is tasks. Management is a discipline but management is also people. Every achievement of management is the achievement of the manager. There are many aspects of management in work organizations, but one essential ingredient of any successful manager is the ability to handle people effectively. The manager needs the ability to work with and through other people. Without peopple there can be no organization and no meaningful activity (Ibid. 1992: 22-23)

2.6 THE SYSTEMS APPROACH TO OPERATIONAL MANAGEMENT

Koontz and Weihrich (1990: 18) describe the systems approach to operational management as follows:

" An organized organization does not exist in a vacuum. It is dependent on its external environment. Thus the organization receives inputs, transforms them and exports the outputs to the environment".

- **Inputs and Claimants**

The inputs from the external environment may include people, managerial skills, technical knowledge and skills. Other claimants to the organization may include financial institutions and labor unions; even competitors have a legitimate claim for fair play (Ibid. 1990:19)

- **The Communication System**

Communication is essential to all phases of the managerial process mainly for two reasons: Firstly, it integrates the managerial functions for an example; the objectives set in planning are communicated so that the appropriate organizational structure can be devised. Communication is essential in the selection, appraisal, and training of managers to fill the roles in this structure. Similarly, effective leadership and the creation of an environment conducive to motivation depend on communication. It is through communication that one determines whether events and performance conform to plans. (Ibid: 1990: 19).

The second purpose of a communication system is to link the organization with its external environment, where mainly claimants are. It is through an effective communication system that the organization becomes aware of competition and other potential threats and constraining factors.

- **External Variables**

Effective managers will regularly scan the external environment. While it is true that managers may have little or more power to change the external environment, they have no alternative but to respond to it (Ibid: 1990: 19).

- **Outputs**

It is the task of managers to secure and utilise inputs to the organization, to transform them through the managerial functions - with due consideration for external variables – to outputs. The organization must indeed provide many "satisfactions" if it hoped to retain and elicit contributions from its members. It must contribute to the satisfaction not only of basic material needs but also of needs for affiliation, acceptance, esteem, and perhaps even self-actualization so that individuals can use their potential in the workplace (Ibid: 1990: 31).

2.7.   MANAGEMENT INFORMATION

A personal discipline of managerial behavior is openness to information whether pleasant or unpleasant stretched to ensuring that adequate information is generated and flows to where it is wanted by appropriate means. Information may be regarded as a single system because it is subject to increase, decrease, direction and application .It may be formal or informal. There is always the need for the managers to exercise skill in the gathering, analysis and use of available information for the good of the organization (Paisey: 1992: 76).

Paisey (1992: 76) continues, stating that a management information system has two dimensions: inflow and outflow. The inflow provides management with information on which to base two kinds of decisions:

- For taking corrective action immediately or in the short-term future.
- For reformulation objectives and devising a strategy to reach them in the medium or long-term future.

The outflow provides management with the means to communicate chosen information to enable everyone concerned to sustain or take corrective action so that the objectives of the organization can be fulfilled. The management information system exists for the purpose and should not exist for its own sake. The information required by management is primarily for the identification of actual or potential problem. It can be confined to the use of a reactive management, information which shows that the problem already exist .It may constructively be used in the interests of a pro-active management to show that a problem is on its way with time to anticipate it (Ibid: 1992: 76-78).

2.8. DIFFERENT MANAGEMENT STYLES

2.8.1. Leadership

Leadership is a human characteristic, which includes the ability of the leader/manager to motivate others to complete set, activates willingly.

2.8.2 Management Style

Management style refers to the way in which the leader / manager manages. Buchel (1995: 2) refers to the following leadership styles:

➢ Authoritarian: This is the best way to achieve a preset goal. Workers, however, are tense, unhappy and stressed.

➢ Democratic: This is a good way to achieve set goals. Workers are normally happy, relaxed and motivated.

➢ Laissez-faire: This is the least productive method. Workers are normally unhappy and frustrated because they do not know what is expected from them.

➢ Altruistic: No leadership. The organization is run in a haphazard way.

2.8.3   Characteristics of different management styles

The characteristics of different management styles as mentioned by Bain (1995:3–4) are

▪ **Authoritarian managers**

The following are the characteristics of authoritarian managers: They
➢ Make all decisions themselves.
➢ Decide on the programme of group activities.
➢ Use their managerial position to force their authority on others.
➢ Do not tolerate initiative from members of the group.

➢ Act as the only spokesman of the group.

➢ Put their own interest before those of the group.

➢ Give rise to frustration, aggression, stress and conflict by their attitude.

- **Democratic Managers**

Democratic managers have the following characteristics: They

➢ Acknowledge the uniqueness of group members and involve everybody in-group activities according to their abilities.

➢ Make decisions in consultation with group members.

➢ Participate as members' in-group actives.

➢ Encourage interpersonal dialogue between group members.

➢ Encourage group members to take the initiative and responsibility in the realization of group objectives.

➢ Create a motivated work force with good results.

- **Laissez-faire Managers**

The laissez-faire manager is more permissive, and is characterizes by the following:

➢ A lack of leadership and management.

➢ Has no organized group activities.

➢ Lacks objective goals (no aims and objectives).

➢ Members are free to do as they please (management lacks direction).

➢ Causes unhappiness and uncertainty, nobody know what is expected of him/her.

➢ Very poor management result.

- **The Altruistic Manager**

The altruistic manager is:

➢ Unselfish and helpful.
➢ Everyone's friend.
➢ Scared to make a decision because he/ she is afraid of offending someone.
➢ Responsible for poor management results because of indecisiveness.

2.9   SUMMARY

Management is critical to effective operations of any organization. Managers are the people who make things happen in schools. An effective manager will implement a systems approach to operational management. Communication management will assist the school manager to be able to manage his /her information properly and effectively. The school manager should always adhere to the four managerial processes, which consist of planning, organizing, leading, and controlling.

Management should be aware of all-internal and external forces, opportunities, threats and strength and weaknesses that exist and which can influence the organization. Exceptionally high demands are made on management's abilities. Changes and uncertainties should be taken into account in the strategic planning process.

This chapter has indicated the significance of communication management. Management is supposed to be about achieving particular goals or objectives without minimum delay and inconvenience. Educational management is about facilitating teaching and learning, and managers who forget this basic fact, or who act in ways which interfere with teaching and learning should not be deemed competent.

CHAPTER 3

A CONCEPTUAL ANALYSIS OF THE CONCEPT OF COMMUNICATION

3.1 INTRODUCTION

This study was written for you to read, understand, analyze, interpret, and possibly relate to someone. As you are reading this study you are evidently communicating with the writer. This is the process of communicating whereby you receive information, however, for you to understand the information in the study, the writer should have been informed by all the guidelines, processes, the essence etceteras of communication as will be explained in this chapter.

Thportance of communication in schools and school management cannot be overemphasized. If all school's stakeholders are ignoring or not aware of the essence of communication , then the school as an organization will be dysfunctional.

It is against this background that this chapter will highlight the essence of communication , its definition, types and communication guidelines. organizational communication systems, communication process, barriers to effective communication.

3.2   DEFINITION OF COMMUNICATION

An understanding of communication is important for studying education management because it offers an additional conceptual viewpoint for examining the school as a social system. Without communication there can be no schools. Hence it is important to define the concept of communication .

Generally, the word communication means the transmission of information from one place or person to another. Communication can mean the method used to let another person or persons know what is taking place. Communication is the life-blood of any organization. A school as an organization would not be able to function if there were no communication.

Communication is the process of exchanging information and meaning between one or more people. It is essential to all social relationships. Since an organization is a structured pattern of relationships among people, it depends heavily on good communication to function effectively. Unless people communicate effectively, they cannot select the common objective, a requisite for being an organization.

Siff (1990:1) says that communication may be considered as the sharing of ideas and /or information to achieve an objective. It is sometimes spoken of as a "transfer of ideas and /or information". According to Samovar and Poter   (1991:28), communication occurs whenever meaning is attributed to behavior or the residue of behavior. When someone observes another's actions or their remarks, and decides they mean something, that person has made contact and has communicated whether the behavior was conscious or unconscious, intentional or unintentional. As

long as what people do has the potential of being a message, they are communicating.

Crawford, Kydd and Riches (1997:166) confirm this when they view communication as an "activity which takes place when a message is transferred satisfactorily form one party to another so that it can be understood and acted upon if necessary". Communication involves the meeting of minds through the ebb and flow of actions, reactions, questions and answers. Communication is not only confined to the written or oral exchange of simple messages but embraces the collective activity of sharing experience at a variety of verbal and nonverbal levels.

In a school situation , communication takes place and it is necessary for school principals , teachers and learners to share information so that the vision and mission of the school could be accomplished . The information shared by the stakeholders should be well understood for them to respond positively to it.

3.3 THE ESSENCE OF COMMUNICATION

Communication involves every aspect of school life. Principals, teachers and learners spend most of their time communicating. Teachers instruct using oral, written, and other media such as computers, videotapes, and other art forms. Effective communication should be considered not an end in itself but a means of achieving school's objectives. The most encouraging feature of communication is that it is learned , for an example from processes of network centers.

Communication network centers are located within the school office. School plans cannot be carried out, unless they are communicated to those who must carry them out. External communication from central office and the community are received at the school office. Upon receiving information, the principal will disseminate the information to identified personnel within the school staff or students. Communication could be external or internal and as such it should be viewed as being two-way. If a communications network is to assist in objective achievement, it is necessary that it be two-way in order to assure clarity and direction. The social reality is embedded in communication-the information we receive and the way we receive it-therefore, examining the act of communication and trying to improve upon it, should play a central role in knowledge generation in school management.

In schools , goals are necessary for cooperative effort. These goals become known and useful, only when they are communicated. The school principal need information about what has been accomplished to determine whether the school's objectives are being attained. The translation of goals into units of concrete action and subsequent goal accomplishment, depend on communication. It is necessary for schools to establish a communication's network.

3.4 THE COMMUNICATION PROCESS

"Effective communication is an interactive process between the receiver and sender and may consist of sending multiple messages, receiving feedback, modifying one's response, and beginning another cycle. Communication can be enhanced only when intensive efforts are made to study and improve upon means and outcomes of communication" (Sybouts and Wendel , 1994:264). Thus the school manager will have to be mindful of the communication cycle and its benefits as outlined in figure 3.1 and the components of the communication cycle will then be discussed.

- **Components of the Communication Process**

The communication process consists of a number of clearly distinguishable process as indicated below (Du Plessis, 1996:87).

The communication process consists of the following elements and actions as illustrated in figure 3.1 (Du Plessis: 1996:88).

Source:

The point where communication originates is referred to as the source of the message. The person conveying the message is the communicator, encoder, sender or transmitter. In a school situation the source can be the school manager (e.g the principal who wants to convey the message to one of the school's stakeholders .

Figure 3.1:

THE COMMUNICATION CYCLE
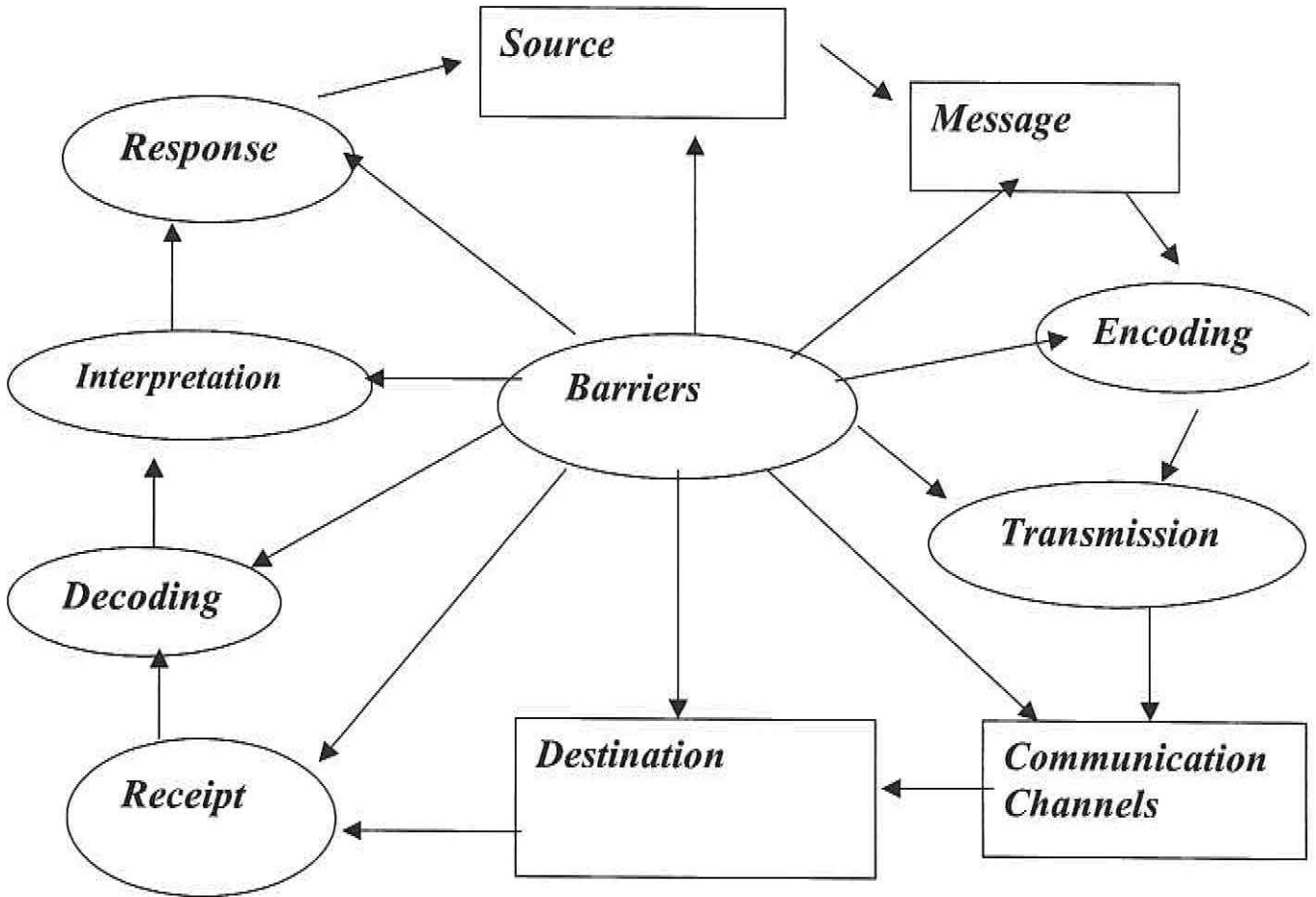
Source: Du Plessis, (1996:87)

Message:

The message is the information the message sender wants to communicate. It tells the message receiver to do something. The message refers to the idea, image feeling, thought, gesture, question and all other forms of data, which the sender wishes to share with the receiver or destination. One example of the message could be the new school's rules that need to be known by all stakeholders of the school.

Encoding:

The process of putting a message into the form in which it is to be communicated is called encoding. In this form it will be understandable to the receiver. Normally this takes the form of notices , information bulletins. However , mostly in rural school's settings , it will take the form of verbal communication by the school's manager.

Transmitting:

The process by which the sender will utilise a particular channel of communication to deliver the message is known as transmitting. Other schools will use electronic transmission processes such as e-mails etcetera , whilst others will exploit the staff meetings etcetera, as the way of transmitting the message.

Communication Channel:

This could be a telephone call, a letter, advertisement, or any other alternative way in which the message is transmitted. Most schools will use the forums of staff meetings

as multipurpose communication channels and perhaps make a follow up in the form of a letter for confirmation.

Destination:

The target to which the message is transmitted is called destination, while the message communicated is received by the receiver. If one takes the example of communicating schools' rules, normally the recipients (destination) will be the teachers and/ or students.

Decoding:

Before the message can be understood and interpreted, the receiver decodes it. Decoding becomes easier if the sender sends the message that is easy to understand. Then the receiver can be able to analyse and interpret the message.

Interpretation:

The receiver would have to form an understanding of the information. This is called interpretation. As soon as the message is decided , it is ready for interpretation by the receiver , followed by the reaction of the receiver.

Response:

Response is the process of reacting to a message received from the sender. A response can be done in reaction to feelings of approval, embarrassment or dislike, to formal reaction. This could be in the form of a phone call, or letter, which in turn leads to the next round of the communication process, which can be viewed as a communication cycle.

The Message Vehicle:

The vehicle is the method used to transmit the message. A message may be conveyed through speech, in writing, in the form of pictures, etceteras.

The Receiver:

The receiver is the person the message sender wants to reach with the message. He or she may be a superior, or anyone else the message sender wants to influence or inform. In a school situation, the receiver in this case can be the teachers and/or students.

The Message Feedback:

Feedback is the response from the receiver to the sender . It can take the form of verbal (questions , answers or comments)or non-verbal (body language) communication . Once the sender receives one of these feedbacks , then he will know that his message has been received and understood, hence the feedback.

3.5   THE NEED FOR EFFECTIVE COMMUNICATION

Communication is the lifeblood of any organization. No matter how effective and sophisticated the communication networks in an organization may be, if the people, especially the managers are inept in their communication, the general level of communication will remain poor. "Communication is a relational process that takes place between people" (Puth, 1994:40).

Effective communication does not occur by accident. It requires some advanced planning. Effective communication is an essential part of everything a manger does. Every function of management- planning, organizing, staffing, and leading and controlling- requires effective communication skills.

Communication in an organization can occur in many forms, ranging from face-to – face contact, involving facial expressions and body movements, to written communication in the memos, letters and reports. According to Rue and Byars (1995: 82- 91), Communication in organizations can be examined in two of basic perspectives between individuals (Interpersonal communication) and within the formal organizational structure (organizational communication). These two basic perspectives on communication are also interdependent because interpersonal communication is almost always part of organizational communication.

Communication is a segment of the leading and guiding function of the manager. Without communication, education and training are not possible. The teacher is in a communication situation every moment that he/she is in contact with learners, other

teachers, parents, and other stakeholders. For effective communication, knowledge and understanding of the factors that influence it and the necessary skills are of great importance.

A school manager will need to be mindful of the success of his objective for effective communication . One of the basic rules for this success centres around what he needs to observe such as factors that influence communication amongst human beings. According to Pretorius and Lemmer (1998:59-60), various factors which influence communication among human beings include:

> Carelessness and negligence about communication which indicate that its power is not realized.
> A manager who talks too much and is not prepared to listen.
> An air of ' I know-it-all' and you know nothing.
> The inability to maintain orders and discipline.
> Insensitivity towards, and inability to take into account the following: human differences, needs, own opinions, judgements, emotions, prejudices, customs, interests motives and backgrounds.
> An autocratic hierarchy of authority and a climate of master and servant that inhibit the free intercourse of people and the flow of information, ideas, suggestions, opinions and questions.
> A manager who is not available to an employee.
> Failure to choose the most effective medium or route for communication within a given situation.
> The inability to organize properly.

3.6 INTERPERSONAL COMMUNICATION

According to Rue and Byars (1995: 82), effective communication between individuals, especially between a manager and subordinates is critical to achieving organizational objectives and, as a result, to effectively managing people. "Interpersonal communication is an interactive process between individuals that involves sending and receiving verbal and nonverbal messages".

The basic purpose of interpersonal communication is to transmit information so that the sender of message is understood and understands the receiver. An event or condition generates information. The desire to share the information or to inform another person about it provides the need to communicate. The sender then creates a message and communicates it either verbally or non-verbally. It is perceived and interpreted by the receiver. It is hoped that the receiver will create a reply message with a response or reaction to the initial message. This reply message may cause the sender to have responses that lead to a repeat of the process.

Often, many factors interfere and cause the process to fail. Some of the causes of interpersonal communication failure are: different interpretations of the meaning of words (semantics), differences in perception, poor listening habits, inadequate feedback, and differences in the interpretation of nonverbal communications.

- **Semantics**

According to Cutlip, Center and Broom (1994:390), semantics is a science of what words mean. They view language as changing constantly, with new words appearing and words dropping from use. The meaning of words can change. Others take on so

many meanings that they become almost meaningless. Words have the ability to excite and inflame the receiver.

- **Perception**

Perception deals with the mental and sensory processes used by an individual in interpreting the information the individual receives. Each individual's perception is unique, so people often perceive the same situation in different ways. Perception begins when the sense organs receive a stimulus. The stimulus is the information received, whether it is conveyed in writing, verbal, nonverbal, or another way. Different people may perceive the same information differently because no two people have the same personal experiences, memories, likes and dislikes.

- **Listening**

Communication depends on the ability not only to send but also to receive messages. The ability to listen effectively greatly enhances the communication process. Effective listening is not natural to most people. How well a person listens depends largely on the listener's attitude towards the speaker. The listener, who respects the intelligence of the speaker and expects to profit from the communication, will be more likely to listen effectively.

- **Feedback**

Effective communication is a two-way process. Information must flow back and forth between sender and receiver. It allows the sender to know if the receiver has

received the correct message, it allows the receiver to know whether he or she has received the correct message (Ibid: 1994: 390).

3.6.1 Nonverbal Communication

People have a great capacity for conveying meaning through nonverbal means of expression. One form of nonverbal communication, called paralanguage, involves the pitch, tempo, loudness, and hesitations in the verbal communication. People also communicate nonverbal by how close they stand to each other. Body posture and eye contact also communicate messages.

According to Alter (1992:382), much of what is communicated in face–to–face situations is communicated through nonverbal communication, such as facial expression and body language. This is why two different people can say exactly the same words but communicate different thoughts and feelings.

- **Importance of Nonverbal Communication**

According to Megginson, Mosley and Pietri (1992: 396-397), nonverbal communication plays an important role in the communication process. Nonverbal communication is not limited to face-to-face messages, either. A written message communication by its appearance- whether it is neatly typed or scrolled by hand, on cheap or expensive paper, letterhead or plain, printed by a laser printer or a cheap dot matrix can convey many impressions.

3.7 ORGANISATIONAL COMMUNICATION SYSTEMS

- **Downward Communication Systems**

Information in downward communication systems is transmitted from higher to lower levels of the organization. The chain of command determines the flow of downward information. Policy manuals, organizational magazines, job descriptions, and directives are all examples of downward communication.

According to Hodgetts and Luthans (1991:341), downward communication is the transmission of information form superior to subordinate. The primary purpose of a superior-initiated communication flow is to convey orders and information. Managers use the channel to let their people know what is to be done and how well they are doing. "Most of the downward communication consist of the three Cs: command, coordination and control information" (Cats-Baril and Thompson, 1997:109).

According to Moberg and Caldwell (1995: 63-64), subordinates have three types of expectations as to how a manager will handle situations. Firstly, they expect the manager to be the definitive word on the formal policies and procedures governing their work and how this impact on how they perform their tasks. Secondly, they expect the manager to be the guarantor of justice in the workplace. Thirdly, subordinates expect their manager to represent their interests in dealing with other groups and higher authorities.

These expectations are particularly important since the most frequent of all managerial communication is downward. The most common messages flowing in this direction are the following:

- job instruction
- rationale for tasks in relation to the organizations goals
- organizational policies and practices
- help and encouragement
- feedback about performance
- Upward Communication Systems

Upward communication systems transmit information from the lower levels of the organization to the top. An upward communication system should help managers to judge the effectiveness of their downward communications and enable them to learn about organizational problems.

It is the transfer of meaning from subordinates to superior. The primary purpose of this subordinate-initiated upward communication is to provide feedback and to ask questions or obtain assistance from higher-level management (Hodgetts and Luthans, 1991:344).

- **Horizontal or Lateral Communication**

Horizontal communication is essential to coordination among departments and to the proper functioning of the upward and downward communication systems. Lateral or

horizontal communication takes place when individuals at the same hierarchical level exchange information. Individuals tend to communicate more openly and effectively with their peers than with their superiors because there is less pressure and they share a common frame of reference (Cats-Baril and Thompson, 1997:109).

- **Grapevine**

Stoner, Freeman and Gilbert (1995:537) identified four possible types of grapevine chains. In the single-strand chain, person A tells something to person B, who tells it to person C, and so on down the line? This chain is least accurate at passing on information. In the gossip chain, one person seeks out and tells everyone the information he or she has obtained. This chain is often used when information of an interesting but non-job-related nature is being conveyed. In the probability chain, individuals are indifferent about whom they offer information to. They tell people at random, and those people in turn tell others at random. This chain is likely to be used when the information is mildly interesting but insignificant. In the cluster chain, person A conveys the information to a few selected individuals, some of whom then inform a few selected others. The cluster chain is the dominant grapevine pattern in organizations. Usually, only a few individuals, called "liaison individuals", pass on the information they have obtained, and they are likely to do so only to people they trust or from whom they would like favors. They are most likely to pass on information that is interesting to them, job-related, and, above all, timely (Ibid: 1995:537).

3.8 BARRIERS TO EFFECTIVE COMMUNICATION

Effective communication is a two-way process that requires effort and skill on the part of both the sender and the receiver. Noise is anything that interferes with the effectiveness of the communication process. Schermerhorn (1999:329-331) identifies some of the common sources of noise as poor choice of channels, poor written or oral expression, failure to recognize nonverbal signs, physical distractions.

- **Poor Choice of Channels**

A communication channel may be defined as the medium through which a message is conveyed from sender to receiver. Good managers choose the right communication channels, to accomplish their intended purpose in a given situation. In general, written channels are acceptable for simple messages that are easy to convey and for those that require quick and extensive dissemination. Written communication channels are also important, at least as follow-up communication, when formal policy or authoritative directives are being conveyed. Oral channels work best for messages that are complex and difficult to convey, where immediate feedback to the sender is valuable. They are also more personal and can create a supportive, even inspirational emotional climate (Ibid: 1999:329).

- **Poorly Written Oral Expression**

Communication will be effective only to the extend that the sender expresses a message in a way that can be clearly understood by the receiver. This means that words must be well chosen and properly used to express the sender's intentions.

When words are not carefully chosen, semantic barriers to communication occur as encoding and decoding errors and as garbled messages. Both written and oral communication requires skill. It takes practice and hard work to express oneself well. The same holds true for oral communication that takes place via the spoken word in telephone calls, face-to-face meetings, formal briefings, and the like. The Managers Notepad which appears in Table 3.1. Identifies guidelines for a common and important oral communication situation faced by managers (Ibid: 1999: 330).

- **Failure to Recognize Nonverbal Signals**

Nonverbal communication takes place through hand movements, facial expressions, body posture, eye contact, and the like. It can be a powerful means of transmitting messages. Eye contact or voice intonation can be used intentionally to accent special parts of an oral communication. At time the communicator's body maybe "talking" when the sender maintains silence. When a message is conveyed by the spoken word, the body may sometimes "say" different things than the words convey. A mixed message occurs when a person's words communicate one message while his or her actions, body language, appearance, or situational use of interpersonal space communicate something else (Ibid: 1999:330).

Table 3.1:

Managers Notepad

MANAGERS NOTEPAD
How to make a successful presentation
Be prepared: to say it, and rehearse saying it. Know what you want to say: know how you want to say it.
Set the right tone : act audience-centered , make eye contact , be pleasant and confident
Sequence points: state your purpose, make eye contact, be pleasant and confident.
Support your points: state your purpose , make important points, state them in understandable terms
Accent the presentation: use good visual aids and provide supporting "handouts" when possible.
Add an amount of polish: attend to details, have the room, materials, and other arrangements ready to go.
Check your technology: check everything ahead of time, make sure everything works and know how to use it.
Do not bet on the internet: beware of plans to make real time internet visits, save your sites on a disk and then use a browser to open a file.
Be professional: be on time, wear appropriate attire, act organized, confident and enthusiastic.

Source: Schermerhorn, Jr. (1999:330).

- **Physical Distractions**

Any number of physical distractions may interfere with the effectiveness of a communication attempt. Some of these distractions, such as telephone interruptions, visitors who arrive unannounced, and lack of privacy, are evident when people have conversations or meetings. To avoid these distractions, one should set aside adequate time for the meeting. Additional interruptions such as telephone calls and unannounced visitors could be eliminated by issuing appropriate instructions to the secretary/ or office assistant. Many communication distractions can be avoided or at least minimized through proper planning. (Ibid: 1999:331).

Kroon (1990:387) identifies *selection, credibility and emotions* as some of the obstacles to effective communication.

-**Selection** involves the purposeful sifting of information in order to make it appear more positive. In some cases the sender withholds additional information from the receiver because it appears to be unnecessary and could confuse the receiver. The danger exists that the message could be interpreted incorrectly and this false impression could be difficult to correct.

- **Credibility.** The message that is conveyed is generally judged on the basis of the credibility of the source. If the source of the message is highly regarded, a message from this source is accepted as true and meaningful. The opposite is also true, namely, that the message of a person with little credibility will not always be accepted.

- **Emotions.** Emotions often interfere with good communication. An individual's observation abilities and objective judgement can be impaired by emotions. The thought patterns and interpretation of a message of an individual under stress may be adversely affected.

3.9   EMPLOYMENT COMMUNICATION

Fitz-enz (1995:129) highlighted some methods that are commonly used by managers to communicate effectively with their employees

- Orientation of people being hired is the manager's first opportunity to explain matters to them in detail.
- Handbooks can be given out at orientation and updated as needed.
- Brochures can be used in a variety of ways to describe individual plans or to present an overview.
- Summary plan descriptions, which are mandated, provide the nuts and bolts of the various plans.
- Refresher/ information meetings, during which employees can ask questions or receive updates, can be held at convenient times and places.
- All-employee meetings can be scheduled to announce major changes and improvements.

3.10 PURPOSES OF INTERNAL COMMUNICATION SYSTEMS

Organizations are human communities in which the members co-exist in complex relationships. The nature of these relationships is influenced by the quality of communications among members.

The basic purpose of communication in organizations according to Tosi, Rizzo and Carrol (1994:368) are to:

- obtain a common focus or direction among organizational members,
- integrate the efforts of specialists,
- aid in making high-quality decisions, and
- Build a community of employees with high morale and trust among themselves.

Communication within organizations takes place among individuals or among groups. It can be vertical or horizontal. Communication takes place not only through prescribed organizational channels, but also informally among organization members. People have a basic need to communicate with one another to express emotional states and to meet everyday needs.

3.11 SUPERIOR-SUBORDINATE COMMUNICATION

Perhaps the worst criticism that school managers can receive from their peers, subordinates or superiors is that they cannot communicate effectively. Individuals who desire to improve their ability to communicate can do so by giving proper

attention to the task. Effective communication is fundamental to success in every school, now and in future.

According to Johns (1996:232-233), superior-subordinate communication consists of a one-on-one exchange of information between a superior and a subordinate. The extent to which superiors and subordinates agree about work-related matters and are sensitive to each other's point of view is one index of successful communication. Disagreements are however common and these disagreements may contribute to role conflict, role ambiguity, and subordinate dissatisfaction.

Johns (1996:232-233) lists several factors, which may contribute to communication problems between superiors and subordinates.

Conflicting role demands;

Superiors may have difficulty simultaneously directing and controlling a subordinate's work and attending to the emotional needs and desires of a subordinate.

The Mum Effect;

This implies that individuals tend to avoid communicating unfavorable news to others.

Status Effect:

Superiors tend to devalue communication with subordinates.

Time:

Superiors may lack time for communication with subordinates.

3.12   MANAGERIAL STYLES

Fidler and Bowles (1991:273-274) contend that a participative management style offers the greatest opportunity to ensure that any changes to the culture of the school are thoroughly discussed. This means that the communication must be two-way rather than followers being told what has been decided. A further challenge is that it should address the general public at a level that takes into account their literary.

According to Gibson, Ivancevich and Donnelly (2000: 409-410), the day-to-day activities of managers are closely tied to effective interpersonal communications. Managers provide **information** (which must be understood), they give **commands** and **instructions** which must be obeyed and learned) and they make efforts to influence and persuade (which must be accepted and acted on).

Theoretically, managers who desire to communicate effectively can use both exposure and feedback to enlarge the area of common understanding, the arena. Managers differ in their ability and willingness to use exposure and feedback. At least four different managerial styles as propagated by Gibson et al. Al (2000: 409-410) are as follows:

Type A

Managers who use neither exposure nor feedback are said to have a Type A style. The unknown region predominates in this style because such managers are unwilling to enlarge the area of their own knowledge or the knowledge of others. Type A managers exhibit anxiety and hostility and give the appearance of aloofness and coldness towards others. In organizations with such managers, one may expect to find poor and ineffective interpersonal communication and a loss of individual creativity. Type A managers often display characteristics of autocratic leaders.

Type B

Some managers desire some degree of satisfying relationships with their subordinates. Because of their personalities and attitudes, however, these managers are unable to open up and express their feelings and sentiments. Subordinates probably distrust such managers, realizing these managers are holding back their own ideas and opinions. Type B behavior is often displayed be managers who desire to practice some form of permissive leadership.

Type C

Managers who value their own ideas and opinions but not the ideas and opinions of others use exposure at the expense of feedback. The consequence of this management style is the perpetuation and enlargement of an area where understanding is limited or lacking.

Subordinates soon realize that such managers are not particularly interested in maintaining their subordinates' sense of importance and prestige. Type C managers usually have subordinates who are hostile, insecure, and resentful.

Type D

Managers who are secure in their positions feel free to expose their own feelings and to obtain feedback from others. To the extent that a manager practices Type D behavior successfully, the arena region becomes larger, and communication becomes more effective.

3.13 POSITIVE COMMUNICATION SYSTEMS

According to Rogers (1992: 31) effective, positive communication systems should be established at the formal level. Staff, parents and students need to know about matters that directly affect them and to have some input into decision-making. Such insight will depend on the type of communication process set-up, whether formal or informal.

- How are staff informed and consulted on major issues?
- How are staff meetings run?
- How much opportunity is there for staff, parents or students to participate in key areas such as curriculum, discipline and welfare?

Communication plays a major role in determining how effectively people work together and coordinate their efforts to achieve objectives. Managers must not view the information they receive as their possession, to be passed on as they see fit. They must cooperate actively with the total communication effort and be aware of their individual responsibility in the flow of information.

3.14 PROMOTING EFFECTIVE COMMUNICATION

Managers who strive to be good communicators should heed the following indicators (Smit and Cronje, 1992:373-375):

- An essential characteristics of a manger as a communicator is high credibility.
- Messages should be compiled with the receivers' capabilities in mind.
- Reception of managers is necessary to avoid erroneous decoding and selective recall.
- Messages should be simple and direct.
- Time pressure sometimes prevents receipt of a message or causes erroneous decoding.
- Feedback should be encouraged.
- Follow-up action is essential to determine whether the message has been received correctly and understood.
- The grapevine should be consciously used because it is a fast and flexible method of supplementing formal messages.

3.15   GUIDELINES FOR EFFECTIVE COMMUNICATION

Good communication can be learnt. The following are some basic guidelines, which should lead to effective communication (Pretorius and Lemmer,1998:60):

- View of communication as a mutual exchange of information is exchanged in a two-way process.
- Continual follow-up of communication to assess whether it was successful.
- Knowledge of techniques to determine whether communication has been successful.
- Knowledge of the principals of effective communication.
- Thorough knowledge of possible impediments to the communication process.

The guidelines for effective communication as propagated by Hellriegel, Jackson, Slocum, and Associates (1999:327-328) are as follows:

- **Ideas should be clarified before communication**

The topic or problem should be clarified in the sender's mind before sending a message. Communication is often ineffective because the message is inadequately planned.

- **Examine the true purpose of the communication**

Before a message is sent, determine what is really to be accomplished with it. Decide whether the purpose is to obtain information, convey a decision, or persuade someone to take action.

- **Consider the setting in which the communication will take place**

Meanings and intent are conveyed by more than words only. Trying to communicate with a person in another location is more difficult than doing so face-to-face.

- **Consult with others, when appropriate , in planning communications**

Encourage the participation of those who will be affected by the message. They can often provide a viewpoint that might not have been considered.

- **Be mindful of the non-verbal message that is sent**

Tone of voice, facial expression, eye contact, personal appearance, all influence the communication process.

- **Take the opportunity to convey something helpful to the receiver**

Messages can be made clearer by putting oneself in the other person's position. Effective communication really tries to understand the message from the listener's point of view.

- **Follow up the communication**

Communicators should ask for feedback to find out whether they succeeded in getting their message across.

- **Be sure that actions support the communication**

The most effective communication is not in what is being said but in what is. Actions do speak louder than words.

- **Personal approaches to improving Communication**

Johns (1996:236) lists several principles for improving personal communication skills. Among the principles that people should practice are:

➢ Take time to communicate their message effectively
➢ Be accepting of the other person-put themselves in their 'shoes' so that they can better understand them
➢ They should not confuse the person with the problem – it is better to be problem-oriented than people oriented.
➢ Say what they feel- make sure that their entire communication (words, thoughts, feelings and actions) are congruent.
➢ Be active listeners.

Mealiea and Latham (1996: 135-138) identify a number of attending and responding skills to build positive relationships:

- **Attending Behaviors**

Attending behaviors are designed to allow the manager to tune in to the subordinates feelings, values, beliefs, and attitudes. Such skills primarily fall in the area of empathic listening, observation of nonverbal behaviors, and physically organizing the environment to facilitate interactions.

Empathy is the ability to "get inside" another persons mind and view the world through that individual's eyes. Empathy (active) listening is the process by which the listener integrates " physical, emotional, and intellectual inputs in a search for meaning and understanding".

Empathic listening also implies that the listener is not attempting to judge or evaluate the sender. Empathic listening motivates the sender to respond with a similar listening style, thereby increasing the probability of mutual understanding or producing a correspondence of mood between the sender and the receiver

- **Responding Behaviors**

Responding behaviors are designed to keep the channels of communication open and the interpersonal exchange running smoothly. To keep communication channels open and process available information, the manager must learn and apply responding behaviors. The actual success of any interaction will reflect the degree to which the manager applies behaviors designed to build interpersonal rapport. In any exchange between the manager and a subordinate, it is typically the subordinate who will decide whether the encounter is threatening.

3.16   SUMMARY

This chapter has defined the concept of communication. School managers have a number of interventions that they can use as a tool to manage their schools effectively. This chapter has identified these tools , amongst others as understanding the essence of communication and the communication process.

Most managerial problems are at some level caused by communication problems. Effective managers solve these problems by being sensitive to the particular demands of the direction of the communication. For maximum effectiveness, managers need to understand the interpersonal communication model and identify where breakdowns may occur. They should strive for two- way communication where feasible. Managers should become better listeners, more effective and efficient readers and astute observers of nonverbal signals. They must deliver downward communication to subordinates.

CHAPTER FOUR

RESEARCH METHODOLOGY AND COLLECTION AND INTERPRETATION OF DATA

4.1 INTRODUCTION

There are many approaches in educational research that can be used to conduct an investigation. Approaches such as surveys, interviews, questionnaires, tests and observations can be used. The questionnaire was chosen as a means of conducting this research project.

This chapter outlines the description of the meaning for research design . The description of a sample and a population will be discussed and the instruments used to conduct research. In addition procedures followed in conducting research and results will therefore be discussed.

4.2 DESCRIPTION OF THE RESEARCH DESIGN

Wiersma (1995:91) defines a research design as a plan or strategy for conducting the research. As a plan, a research design deals with matters such as selecting participants for the research and preparing for later collection of data generated. The research design used in this project is a qualitative approach through questionnaires. Qualitative research, according to Sprinthall, Schmutte and Sirois (1991:103) attempt to gather data unobtrusively, or in ways that keep the observed people from knowing that they are being observed.

The objective of this study was to gain insight into problems which educators encounter when communicating. In this study a research design was done by giving the selected participants designed questionnaires to respond to. Once responses were received , then data was collected, analysed and interpreted. This then informed the results of the research.

4.3   DESCRIPTION OF SAMPLE AND POPULATION

Ary, Jacobs and Razavieh (1990: 169) mention that the small group that is observed is called a sample, and the larger group about which the generalization is made is called a population. A population is defined as all members of any well-defined class of people, events or objects.

In this study, the population is comprised of schools in Moutse East Circuit (Mpumalanga Province) and the sample was selected ten primary schools in Moutse East Circuit. (See Section A of 4.6.1 : presentation of data) The criteria used for selecting these schools is based on the fundamentals of education , that is, the foundations of education are only found in primary schools. This is where the communication process is of fundamental importance to ensure that the basics of education are entrenched.

4.4.   DESCRIPTION OF THE INSTRUMENT USED

Questionnaires were used as a device to help identify problems experienced by educators in their institutions. These questionnaires were merely used as devices for

gathering information. The questionnaires represented the following themes (see appendix from Section A to Section C):

1. Listening skills
2. Supportive communication
3. Communication effectiveness

4.4.1 Questionnaires

Questionnaires with scaled items were constructed (see appendix B and C). They consisted of statements, each of which an individual responded to by expressing degrees of agreement or disagreements. This questionnaires meant to measure the respondents' effective communication skills. Thus , questions like listening skills , supportive communication , communication effectiveness etcetera were presented to the respondents.

The respondents were expected to give the correct answers , that is , their answers needed to reflect that they are communicating effectively. A six point scale was used, ranging from strongly agree to strongly disagree. Statements required no further explanation.

4.5   PROCEDURES FOLLOWED

Since some of the schools are scattered over considerable distances, the researcher relied on contacts within these institutions to distribute questionnaires. A covering letter explaining some of the issues in the questionnaires accompanied the questionnaires. Permission to distribute the questionnaire was requested telephonically.

- **Face-to-Face Situation**

Participants who could be reached were given questionnaires at their places of employment. In these situations, the questionnaires were handed to the participants and a short discussion clarifying certain aspects, for example, the scale used was followed. The participants personally filled in the questionnaires in the presence of the researcher. These questionnaires and responses were immediately handed back to the researcher. A short discussion of the responses followed.

4.6.   RESULTS AND DISCUSSIONS

The focal issue of the study was to investigate the problems that educators encounter in their working environments. The results of the survey are discussed with specific reference to a number of issues that emerged .

4.6.1 Presentation of Data

Data acquired from the questionnaires are presented in table form (See Section A – C).

Table 4.1: Listening of Section A

		YES	NO
Question	1	27	11
	2	26	12
	3	26	12
	4	9	29
	5	5	33
	6	22	14
	7	31	7
	8	25	13
	9	25	13
	10	25	13
	11	23	15
	12	35	3
	13	37	1
	14	30	8
	15	27	11

Interpretation

The correct answers according to communication theory are as follows:

- No for questions 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, and 14.
- Yes for questions 4, 12, 13, and 15.

If one responded incorrectly to only one or two questions, one strongly approves of one's own listening habits, and one is on the right track to becoming an effective listener in one's role as a manager. If one responded incorrectly to three or four questions, one has uncovered some problems in one's listening effectiveness, and one's knowledge of how to listen has some gaps. Missed would mean they left it out. If one responded incorrectly to five or more questions, one probably is not satisfied with the way one listens, and one's friend and co-workers may also not feel one is a good listener. One, therefore, has to work on improving one's active listening skills.

Source: Coffey, Cook and Hunsaker (1994:36).

Section A

Only 10 primary schools were targeted to participate in the project. Responses were received from only 7 schools. Schools, which did not participate, did not supply reasons for not participating. A total of 38 individual participants responded to the questions.

Table 4.2: Listening of Section A

Interpretation of the Findings According to Percentages:

QUESTION	CORRECT ANSWER IN %	WRONG ANSWER IN %
1	28.9	71.1
2	31.6	68.4
3	31.6	68.4
4	23.7	76.3
5	86.8	13.2
6	42.1	57.9
7	18.4	81.6
8	34.2	65.8
9	34.2	65.8
10	34.2	65.8
11	39.5	60.5
12	92.1	7.9
13	97.4	2.6
14	21.1	78.9
15	28.9	71.1

Table 4.3: Communication Effectiveness of Section B

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
Question 1	6	1	0	0	0	0
2	2	5	0	0	0	0
3	2	3	2	0	0	0
4	0	6	1	0	0	0
5	7	0	0	0	0	0
6	0	6	1	0	0	0

Section B

Responses to the questionnaire were received from seven school principals.

Responses

To questions 1 and 5, more than 80% of respondents strongly agree with the questions provided.

To questions 2, 4, 6 more than 70% of the respondents agree with the questions provided while in question 3, more than 40% agree with the questions.

To questions 4 and 6, almost 14% of the respondents slightly agree with the questions.

Principals should learn to appreciate the work performed by educators, as this will encourage them to work even harder when they feel that their work is appreciated. It is necessary that principals learn the various skills of motivating the teachers on their staff.

Table 4.4.
Diagnostic Survey For Supportive Communication of Section C

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
Question 1	4	13	12	0	0	0
2	4	17	8	0	0	0
3	0	29	0	0	0	0
4	4	2	7	3	10	0
5	0	4	14	11	0	0
6	0	7	14	8	0	0
7	0	29	0	0	0	0
8	0	2	20	7	0	0
9	0	13	12	4	0	0
10	0	22	7	0	0	0
11	0	0	3	8	18	0

The questionnaire was issued to 29 educators and their responses appear in the table above.

To questions 11, 62.1% of respondents disagreed with the question. For organizations to function effectively, meetings should be held and feedback given to colleagues. When educators do not receive support from management, the organization will not function effectively.

More than 60% of the respondents responded incorrectly to more than three questions and have therefore identified their problems in listening effectiveness while others are not good listeners at all.

4.7　　CONCLUSION

This chapter has given an insight into the process of research methodology and collection and interpretation of data. The description of the research design outlined how the sample and population was selected. An explanation of what informed the contents, and the reason therefore, of the questionnaires was formulated and explained. This hinges on the description of the instrument used.

This process enabled the researcher to come to a conclusion , which is the results and discussions . This in turn gives the presentation of data. The findings, thus confirm that there is no proper and effective communication amongst stakeholders in schools. To that end , one who will need to enhance his / her communication skills should pay attention to and follow communication guidelines as stipulated in chapter 3.

CHAPTER 5

FINDINGS, RECOMMENDATIONS, AND CONCLUSION.

5.1   INTRODUCTION

The purpose of this study was to determine how effective communication is in schools . For this purpose , data was collected a nd analysed, It was discovered that an urgent need for promoting effective communication in schools exists. To that end, this chapter will explain the findings , recommendations , and conclusion of this study.

5.2   FINDINGS

The findings were as follows;

- Many school principals do not have the knowledge of management or the basic understanding of organizations and their functions.
- Most school principals do not apply all the management elements of planning, organizing , leading , and controlling .
- In some schools, principals want to accomplish organizational goals alone , without involving other staff members. This leads to lack of understanding of the school's vision.

- School managers are not aware of the management functions , thus they cannot communicate effectively with school's stakeholders.

- School managers lack the capacity and tools to motivate and encourage their subordinates.

- Many school principals do not have the knowledge of management or the basic understanding of organizations and their functions.

- Most principals cannot communicate effectively with their employee , and as such many schools are experiencing communication problems

- It is essential that principals should learn methods that they can use when communicating effectively with their employees.

The success of schools normally is not realized due to the lack of communication strategy and its implementation thereof. The lack of a communication programme in schools ,leads to the failure of the school's programme (strategy). This study has demonstrated that most schools , in Moutse East Circuit, do not have such communications programmes, hence exposing themselves to a high risk of failure.

5.3   RECOMMENDATIONS AND CONCLUSION

Primary schools in any environment are the basis for the fundamental of the educational process. Primary schools in Moutse East Circuit are not an exception, particularly that they are situated in the rural areas. Hence they need to be given utmost and first preference. Since this study has identified the need for communication intervention, one would then recommend the following deliberate action steps:

1. The Moutse East Circuit will have to develop a communications strategy for schools in Moutse Circuit

2. The communication strategy will then enable them to develop/derive a (high level) communications plan for the schools.

3. Each school will then be guided by a communications plan to develop a detailed communications work plan suitable for its needs

4. The school's communication's work plan will then require and guide the school manager to adhere to the following:

   ➢ Guidelines of communication
   ➢ Positive communication systems
   ➢ Understand barriers to effective communication
   ➢ Organizational communication system
   ➢ Interpersonal communication
   ➢ The communication process
   ➢ The essence of communication

One will have to be cautious of the fact that recommendations outlined in 1 and 2 may require a further research, if not available to understand how the school communication's work plan can be designed. This study has limited itself to the guidelines that can assist the school's managers to manage communication effectively in schools. The recommendations, therefore allude to the school's communication detailed work plan that include all the recommendations as outlined above. Since each school is unique from the other, school management team and stakeholders would have to decide the order of priority in implementing these identified recommendations.

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SECTION A
LISTENING

Indicate Yes or No in the blocks provided

1. I frequently attempt to listen to several conversations at the same time.

2. I like people to give me only the facts, then let me make my own interpretations.

3. I sometimes pretend to pay attention to people.

4. I consider myself a good judge of nonverbal communication.

5. I usually know what another person is going to say before he or she says it.

6. I usually end conversations that do not interest me by diverting my attention from the speaker.

7.   I frequently nod, frown or make other gestures to let the speaker know how I feel about what he or she is saying.

8.   I usually respond immediately when someone has finished talking.

9.   I evaluate what is being said while it is being said.

10.   I usually formulate a response while the other person is still talking.

11.   The speaker's delivery style frequently keeps me from listening to content.

12.   I usually ask people to clarify what they have said rather than guess at the meaning.

13.   I make concerted effort to understand other people's point of view.

14.   I frequently hear what I expect to hear rather than what is said.

15. Most feel that I have understood their point of view when we disagree.

SECTION B

COMMUNICATION EFFECTIVENESS

To measure your communication effectiveness, complete the following survey by writing a number from the rating scale below in the block provided.

Rating Scale

1.	Strongly Disagree	4.	Slightly Agree
2.	Disagree	5.	Agree
3.	Slightly Disagree	6.	Strongly Agree

As principal of a school. When communicating with my teachers;

1. I always reprimand teachers

2. I always resolve work-centered disputes

3. I sometimes communicate information requiring future action

4. I communicate information of a general nature.

5. I sometimes communicate information requiring immediate action.

6. I always commend a teacher for noteworthy work performance.

SECTION C

DIAGNOSTIC SURVEY FOR SUPPORTIVE COMMUNICATION

Communicating Supportively

Instructions

Please respond to the following statements by writing a number from the rating scale below in the spaces provided. Your answers should reflect your attitude and behavior as they are now, not as you would like them to be .Be honest. This instrument is designed to help discover your level of competence in communicating supportively.

Rating Scale

1. Strongly Disagree
2. Disagree
3. Slightly Disagree

4. Slightly Agree
5. Agree
6. Strongly Agree

In situations I have to provide negative feedback or offer corrective advice

I help others recognize and define their own problems and I counsel them--------------

I am completely honest in the feedback that I give to others, even when it is negative-----------------------

I always give feedback that is focussed on the problem and its solution, not on the characteristics of the person---------------

I always link negative feedback to a standard or expectation that has been violated----------

When I correct someone's behavior, our relationship is always strengthened---------

I am descriptive in giving negative feedback to others-------------

I always suggest some specific alternatives to those whose behavior I am trying to correct------------

I convey genuine interest in the other person's point of view, even when I disagree with it----------

I do not talk down to those who have less power or less information than I have-------

I strive to identify some area of agreement in a discussion with someone who has a different point of view------------

My feedback is always specific and to the point, rather than general or vague--------

Whetten and Cameron (1991:445)

APPENDIX A

P.O. Box 11
DENNILTON
1030
06 September 2001

The Circuit Manager
Moutse East Circuit
Private Bag X8605
GROBLERSDAL
0470

Sir

I am making a study concerning " The influence of management as a strategy for managing communication in schools".

I request your permission to distribute questionnaires to schools so that I may be assisted in my research.

Thanking you in advance.

P.A.P. Moemise

MPUMALANGA PROVINCIAL GOVERNMENT

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Opposite Sanel

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MOUTSE EAST CIRCUIT OFFICE

DEPARTMENT OF EDUCATION

Kgoro ya Thuto   Umnyango Wemfundu   Khoro ya tsa Thuto   Umnyango wezeMfundo

Enquiries: B.Z Stewart

TO WHOM IT MAY CONCERN

I hereby wish to certify that Mr Moemise P.A.P, educator at Paledi Primary School is given permission to undertake research in the schools within my jurisdiction on the research topic: **"The influence of Management as strategy for managing communication in schools".**

However, I also wish to indicate that qualitative research programmes that involve interviews and observations should be organized in such a way that effective teaching and learning is not disturbed.

Good Luck to Mr Moemise with his academic endeavour.

Yours Faithfully

CIRCUIT MANAGER: MOUTSE EAST

12/7/02
DATE

DEPARTMENT OF EDUCATION
MPUMALANGA PROVINCE
CIRCUIT MANAGER
2002 -07- 12
MOUTSE EAST CIRCUIT
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