

**PRACTICES AND CHALLENGS OF COMMUNICATION
BETWEEN WOREDA EDUCATION OFFICE AND SECOND
CYCLE PRIMARY SCHOOLS IN CHIRO WOREDA WEST
HARARGHE ZONE**

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DEDICATION

I dedicate this thesis manuscript to my dearest husband **Fekadu Yadessa**, my sons Sura Fekadu and Bonsa Fekadu with great love, admiration, and appreciation.

STATEMENT OF THE AUTHOR

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BIOGRAPHICAL SKECH

The author was born in January 16, 1975 in East Wollega Zone, Jardega Jarte Woreda in Oromia Regional State. She attended her elementary and secondary school education at Shambo elementary school, and Shamboo secondary school, respectively. She then joined Jimma teachers training College in 1992, and received diploma in teaching in 1994. After one years of teaching at Chiro Secondary school, she joined Haramaya University and received B. Ed in Geography and environmental Study in 2000. Since then, she is working at Chercher preparatory school. To pursue her Masters Degree in Educational Leadership, the author joined the then School of Graduate Studies at Haramaya University in 2010/11 academic Year.

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LIST OF ABBREVIATIONS

| | |
|-------------|--|
| MoCB | Ministry of Capacity Building |
| MoE | Ministry of Education |
| SPSS | Statistical package for Social Science |
| TQM | Total Quality Management |
| WEO | Woreda Education Office |
| ZED | Zone Education Department |

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FACTORS AFFECTING COMMUNICATION BETWEEN WOREDA EDUCATION OFFICE AND SECOND CYCLE PRIMARY SCHOOLS IN CHIRO WOREDA OF WEST HARARGE ZONE

By: Takelu

ABSTRACT

The purpose of this study was to assess Practices and Challenges of communication between Woreda education office and second cycle primary Schools in Chiro Woreda. Descriptive survey was the research design employed to achieve this purpose. One education office and 5 second cycle primary schools were selected purposively for the study. A total of 144 respondents were selected using various sampling techniques. The data were gathered through three different instruments: questionnaires, interviews and observation. Data obtained from respondents were analyzed quantitatively and qualitatively by using statistical tools such as frequency, percentage, mean, standard deviation and one way ANOVA. Besides, data obtained through open ended questions, interview and observation were transcribed in to data and analyses to supplement the quantitative data. The result of this study revealed that the degree of communication between chiro woreda education office and second cycle primary school was low and the dominant communication between the two was downward communication. The test result also showed that lack of report writing skill, problem of applying new innovations such as failure of schools to provide timely feedback to WEO, lack of motivation and information delay were the major factors influencing the effectiveness of communication between WEO and second cycle primary school in the study area. Concerning the methods of alleviating the communication problems between the two bodies the research result indicated

motivating schools leaders to communicate well, conducting discussion programs, providing timely feedback for the schools and sending message on time and developing report writing skill were among the solutions to alleviate the problems. Finally it was recommended that both Woreda Education office and second cycle primary schools need to make a considerable effort to overcome barriers that affect the effectiveness of their communication by sending message on time to the required destination, providing timely feedback to schools, motivating schools to communicate, conducting face-to-face discussion programs, utilizing timely feedback and providing training that improve communication skill of both bodies, there by developing their confidence in communicating one another

INTRODUCTION

1.1. Background of the Study

Communication among individuals and groups is vital in all organizations to achieve coordinated action. Just as the human nervous system responds to stimuli and coordinates responses by sending messages to the various parts of the body, communication coordinates the actions of the parts of an organization (Griffin and Moorhead, 2007).

Communication is considered to be the most important and most effective ingredient of the management process. The management functions such as planning, organizing, staffing, directing, coordinating, controlling, reporting and budgeting all involve some form of communication. Here, managers must communicate with members of an organization so that they could be able to better understand their organization and their environment. In this way, organization may become more effective (Kreitner and Kinicky, 1991).

Formal organization exists as far as there is communication among people working together. Moreover, effective communication is one of the most important factors which determine the scale of success in the operation of an organization. Without an effective communication system in an organization, progress is hindered, directives and orders are not passed, useful opinion and suggestions from people involved in the organization cannot be obtained and the knowledge and expertise cannot be shared. In relation to this, Frankline (1997) states that: communication is of one the most important facilitators of managerial activities. Without it, facts, ideas and experiences cannot be exchanged. A manager moves ideas and information from his mind to the other mind. The effectiveness of this transition of what the manager knows, thinks and feels determines managerial accomplishments. Managers find themselves communicating with or through others. Managerial decisions and organizational

polices are in-effective unless they are understood by those responsible for enacting them. Effective communication is therefore, the corner stone of ethical organizational behavior and ultimately of both managerial and organizational success (Kerstner and Kinicks1992, Burnham and Bush, 1994).

As Mookorjee (1998) explains; the existence of formal channel of communication helps to a considerable extent the free flow of information. In the absence of formal channels,a rumor likely to predominate. It is common experience that rumors contain distortion miss representation and exaggeration of facts.

As Murphy (1991) notes effective communication is the life-blood of every organization in its internal messages to and by employees as well as in its external contracts with customers, suppliers, and the public. It is also a key to success in your career and help in your personal life. Therefore, among others, the effectiveness of an administrator depends up on the ability to communicate well with staff members. Effective communication can be the foundation of sound management. It is a basic tool for motivation and improved morale. Effective supervision and leadership are impossible without effective communication. Communication is the glue that holds organization together and harmonizes its parts. The need for effective co-operation and participation in Woreda Education office activities required provision of the essential information to the school members. If there is no effective communication in Woreda Education office, it was difficult for the school to get the necessary information. It is also difficult for the education office to give directions and get some important information from the school.

Lunenburg and Ornstein (1991) stated that, communication is the glue that holds and links the work or district education office with the schools, following the hierarchal setting that is, the organizational structure which define, channel and give order to actions and events in the system. In addition, organizational structure links organizations that are found at different hierarchal level for effective exchange of message which are going down. Two-way communication which is from Woreda Education Office to the schools and from the schools to Woreda Education was help to promote mutual respect and genuine understanding between them. An efficient and

effective communication system strengthens the relationship between the office and the schools.

Effective exchange of message which is going down, that is directives like program guidelines, state, region and district policy requirements and new administrative procedures from ministry of education to regional education bureau then from regional education bureau to Woreda Education Office and finally to school. On contrary feedback type information's such as summary of reports, resource request, evaluative information and curricular program document going up the hierarchy (Reed and Gurthre, 1991).

The Woreda Education Office is responsible for smooth running of communication in the Woreda, so that there could be effective channel of communications between it and schools. It creates and facilitates formal and effective channel of communication to achieve the goal of Education (Jones and George, 2006).

Misunderstanding between Woreda Education office and the schools are usually the results of their failure to effectively communicate with one another. In order to avoid barriers to effective communication, system must be established between them. Therefore, the objective of this study is to investigate the main factors that affect communication between Woreda education office and second cycle primary schools of Chiro Woreda and to suggest some possible solutions (Jones and George, 2006).

1.2. Statement of the Problem

Communication is an everyday experience among and between members of any organization. Without effective communication, the success of the organization might be under question (Brun and Summer, 2010). Communication is power. A problem in any of the element like; sender, encoding, message, media, decoding, receiving and giving feedback can reduce the effectiveness of communication (Pauley, 2010;and Keyton, 2012).

Furthermore, Kinicki and Willians (2008) described the major communication barriers

as sender barrier in which no message gets sent; encoding barrier in which the medium is blocked; decoding barriers in which related to the understanding of the receiver and the likes which might challenge effective communication. Likewise, the communication between WEO and Second cycle primary schools at any level might not be free of these barriers and thereby effective communication between these parties might be in problem.

Davar (1994) also found that organizational blocks, status blocks, international blocks, faulty members expressions and translation, faulty listening and the communication gap/semantics blocks are reason for the failure of effective communication. Every person's communication skills affect both personal and organizational effectiveness. Due to this and others reasons studying and solving factors affecting communication between WEO and teachers were very important for all primary and secondary schools (Brun and Summers, 2010).

A study conducted by Addis Abeba University for Ethiopia teachers association in 1990/91 indentified complaints by teachers, Partiality in evaluation procedures, recognition, improper handling of transfer requests and improper evaluation method by unqualified individual are the factors that affect effective communication between WEO and teachers. According to Ethiopian progress report (2005), insufficiency of schools record keeping about the characteristic of the student, their status, and performance was identified as one of the reasons for inaccurate reporting of the data by the schools. In addition, it hampers the management of the schools. Thus these causes might affect effective communication between WEO and primary and secondary schools.

In addition while serving as a teacher and Woreda Education Office (WEO) expert for the past six years in Chiro woreda, the researcher had a chance of observing the problem of this complex activity, that is, WEO (Woreda Education Office) and primary school as a whole. For strategies of work, lack of timely feedback of motivation in communication between them, deficiency of communication skills, information over load which results to tension and anxiety, that is information might

be added or minimized, differences that results miss- interpretation and misunderstanding , lack of training and giving less attention to the process of communication. This condition initiated the researcher to focus on it. Indeed, the main purpose of this study is to investigate some of the main factors that affect communication between Schools and Chiro Woreda and to suggest some possible solutions.

1.3. Research Question

Based on the above stated problems and the gap felt by the researcher, the following research questions are designed to guide this study.

- What is the current condition and practice of communication between WEO and Second cycle primary Schools in Chiro Woreda?
- What are the dominant direction of communication used in the WEO and second cycle primary schools in Chiro Woreda?
- What barriers influence Channels of effectiveness of communication between WEO and Second cycle primary Schools in Chiro Woreda?
- What methods or strategies do Woreda Education Office and schools use to alleviate communication problems in Chiro Woreda?

1.4. Objective of the Study

General objective

The main objective of the study is to investigation some of the major factors that affect effectiveness of communication between Woreda Education Office and primary schools in Chiro Woreda and suggest some possible solutions.

Specific Objectives

- To examine the present condition and practies of communication between WEO and second cycle primary schools of Chiro Woreda.

- To examine dominant channel of communication between Woreda Education Office and second cycle primary schools of Chiro Woreda.
- To investigate problems that influence communication between WEO and second cycle primary schools of Chiro Woreda.
- To indicate the major methods or strategies to be undertaken to alleviate the communication problem between WEO and primary Schools.

1.5. Significance of the Study

The findings of the study are expected to make the following contributions:

- It may help the decision makers to consider some of the major factors that affect effective communication between Woreda Education Offices and primary School.
- It may help Woreda Education Office by providing some possible solutions to the existing problems and suggest way of altering the situation for teachers
- It may help the Woreda Education Office communication process links the principals, the teachers and primary schools.
- It may also initiate other researchers to carry out in-depth study in the area.

1.6. Delimitation of the Study

This research work is delimited to investigate practice and challenges of communication between Chiro Woreda Education Office and primary schools in the Woreda. Studying communication problems of all other Woreda Education Office in the zone and primary schools in the Woreda needs long time, sufficient amount of money, and other facilities needed for the research work. Thus, in order to make the study manageable, the researcher has delimited her study to examining communication practice and challenges of etween Chiro Woreda Education Office and primary schools in Chiro Woreda, West Hararghe zone.

1.7. Conceptual Definition of Key Terms

Affecting: is something that influences or causes a person or things to change in some way

(Sinclair, 2001)

Communication: is process by which information is exchanged between individuals and

Groups, through common system of symbols, signs and behavior

(Gamage 2006)

Factors: one of the things that affect an events, decision or situation or (Sinclair, 2001)

Problems: something that is difficult to deal with (Sinclair, 2001)

School leaders: In this study, School Leaders mean principals & vice principals

Second Cycle primary school: the level of education which has been designed to last for 4

years, that is, Grade 5-8 (MOE, 2002).

Woreda: Division or area marked off, developed for administrative purposes, with defined authority and responsibility (proclamation No, 7/1992) with the estimated population of about 1000, 000 (TGE, 1992).

Zone: an intermediate administrative level between region and Woreda (Tiye, 2006).

2. REVIEW OF THE RELATED LITERATURE

2.1. Historical Background

The history of communication tells that all communication scholars have been mainly concerned with the issue of improving individuals and organizational performance “This is because the structure, extensiveness, and scope of organization are almost entirely dominated by communication techniques.” In this connection Harigie, Dickson and Tourish (2004) also indicated that for an organization communication had been portrayed variously as; its life blood, its oxygen, its brain, its central nervous system, its arteries, the mortar /glue which binds its parts together, and the fuel that drives it engine.

2.1.1. Evolution of early communication

An organization, including education organization is made up of persons who have to work in harmony, since each person has to know what other are doing and what is expected from him All members of the organization have to be capable of receiving and transmitting message effectively so that it can be successful in achieving its goals.

The word communication has been derived from the Latin word ‘communis’ meaning Common. Communicator seeks to establish Commonness with his receivers (Donnelly, Gibson and Ivancellich, 1992) Communication is a process by which ideas, thoughts, opinions, information and feeling are transmitted from one individual to one or more others through a common language or set of behaviors. The means may be spoken, written or non-verbal (James and Rodney, 1991). Communication is the exchange of information between a sender and a receiver and understanding of meanings between organizational participants. It is a process of transmitting and receiving verbal and non-verbal messages that produce a response .Effective communication is an essential ingredient of inter personal relations. Communications is a two-way process of exchanging ideas or information between human beings (Murphy, 1991).This implies that communication is the means to give orders, directions, procedures, and all other necessary information to employees and receive

feedback, comment and suggestion from employee. Therefore, to maintain good working relationships in the educational organization, communication must be clear and effective between managers and subordinates at all levels of the education structures. The communicative activity of organizations frequently imposes a language of a certain shape on member and employees (Watson, 2003). Therefore, to maintain good working relationships in the educational organization, communication must be clear and effective between managers and subordinate at all levels of the education structures.

2.1.2. The origins of communication

The origin and the role that communication played in our society has moved away from a feudalism into the present-day system of industrialism, managerialism and capitalism. The analytical concept of critique provides a particularly fruitful angle as the idea of critique has also been at the core of the Enlightenment project. Ever since the idea of enlightenment took hold when society left the Dark Ages, critique has been a constant companion of modern thinking (Anderson and Elloumi, 2004).

Ever since the Enlightenment thinker Kant the human condition in society and in the world of work has been critically examined using two distinctive viewpoints. The first is a reliance on theories concerned with how things work – what is– and the second a reliance on theories that go beyond a simple what is entering the domain of what ought to be. Enlightenment's task has never only been about how things work but has always carried connotations directed towards what ought to be. Under feudalism God and religion had told us what is and what ought to be. Under Enlightenment, this was no longer possible. From this time on we ought to find out for ourselves what is and what to be. Hence strong scientific demands for our post-feudal society had to be issued. The restructuring of the communicative domain allows managerialism to receive support from the same value (Adorno, 1944).

As much as our civil society changed in the process of Enlightenment, working life underwent dramatic changes as well. Feudal peasants bound to the Lord and to soil became workers, 50 working in factories and engaging in the labour market. These

changes also produced significant demands on communication as many new ways of doing things had to be established. Today's adjustment process to modern work regimes can be found in a self-disciplinary as well as in a self-controlling society (Foucault, 1995).

No longer were churches, the Lord, and priests able to tell us how society was to function. From now on, people – under the freedom issued in a post-feudalist world – had to communicate their ideas on what society is, How it should conduct itself, and above all how society and people ought the concept of communication trace its roots back to theories developed in the early 19th century (Chen, 2001).

Communication is a human endeavor and involves and groups. One of the most important contributory factors to the supremacy of our specie over other is our ability to communicate at high level. It enables' us to organize our resources, abilities and efforts in common endeavor. No organized activity and cooperative effort is possible without communication among those engaged in it, and between them and their environment (Agarwal, 2005).

Hence, managers must never sight of the fact that people are at the center stage of effective communication. In effective communication is detrimental for managers, employees and organizations; it can lead to poor performance, strained interpersonal relations, poor quality service, and dissatisfied customers .For an organization to be effective and gain a competitive advantage, managers at all levels need to be good communicators.

Communication is one of the most central aspects of all managerial activities. It has been estimated that manager spends 70-80 percent of this time in communicating reading, writing, listening, guiding instructing, approving, reprimanding, and so forth (Griffin and Moorhead, 2007). Effectiveness of a manager indeed depends significantly on this ability to communicate effectively with his/her superiors, subordinated, peers and external agencies such as customers (clients) government bodies and so forth.

Whatever a manager does depends on his/her communication with others. His/her ability to make sound decisions on the availability of relevant, Accurate and timely information, objective, plans policies, procedures, standards, methods, instructions, rules and orders should be appropriately and adequately communicated to subordinates in order to enable them to perform adequately. In organizing resources, Jobs activities and tasks, and particularly in assigning responsibilities, delegating authority and extracting obligations from subordinates to perform effectively, a manager success significantly depends on his/her communication abilities (ibid) directing in primarily a communication function.

2.1.3. The key concepts of communication

Communication is essential to organizational vitality and coordination .It is the process through which information is transmitted to a large number of people. Hoy and Miskel (1996) have defined organizational communication as the sending of message both formal and informal network of a deliberately designed group that result in the construction of meaning influence in individuals and groups.

In educational organizations both formal and informal kinds of communication networks are used to exchange messages. Hence the communicating unites are expected to be active participant in using ether of the network for the success of their organizational objectives. In any form of organization, including educational organization, basically communication takes place either formally or informally. Thus, communication can be classified under two major categories as formal and informal communication.

2.1.4. The new reality in today's world

Communication to established themselves as societies, needs for communication shift when societies change from prehistoric to slavery societies and to agraria–feudalist societies .The shifts are required as the forms for production and reproduction change .Communicative needs have changed when pre-historic communication moved in to more organized forms of hierarchical social structures. When these societies grew larger as more and food became available due to ever more sophisticated

production arrangements, changes in the communicative needs in the non-productive structure were required. The Great transformation ended all forms of feudalist living and moved humans in to modernity. Regarding this, Myers in Hoy and Miskel (1996) have said that communication can be viewed as transactional process.

2.1.5. The need for processing communication

Communication as many of other management is not a one-time event and one way process. But it is a continuous dynamic and two-way process. Regarding this, Myers in Hoy and Miskel (1996) have said that communication can be viewed as a transactional process where people constrict meaning and develop expectations about what is happening around them through the exchange of symbols.

2.2. Types of communication

Many writers in the field used various kind of models of communication to show the process in this study, the preferred model is the one indicated by (Lunenburg and Ornstein (1991) who are reputed scholars in writing books on educational Administration. The model shows the transactional process with few key components included in the sequence.

2.2.1. Organizational Communication

Communication is essential to organizational vitality and coordination. It is the process through which information is transmuted to a large number of people. Hoy and Miskel (1996) have defined organizational communication as the sending of message through both formal and in formal network of a deliberately designed group that result in the constriction of meaning influence in individuals and groups.

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Thus, communication can be classified under two major categories as formal and informal communication.

2.2.2. Formal communication

According to Robbins (1996) formal channels of communication “are typically vertical, follow the authority chain and are limited to organizational task –related communication.”

From this, one can infer that communication of this type has a determined flow of direction and it is task-oriented. The flows of direction of communication are vertical and horizontal. One of the foundations of the organizational operation is the communication between superiors and subordinates in the hierarchical system.

2.2.3. Information communication

According to Wright and Noe (1996), informal communication is defined as “communication outside the organizations formally authorized channel “The informal communication network; also known as the grapevine”. Exists in every organization moving up, down and across the department. According to Donnely (1995), the grapevine is an important informal communication channel that exists in all organizations. It basically serves as a by passing mechanism and is often faster than the formal system it by passes.

2.3. Benefits of Communication

Communication is a pioneering attempt to change the way work is performed by simultaneously addressing all the aspects of work that impact performances, including the process activity, the people’s jobs and their reward system, the organization structure and the roles of process performers and managers, the management system and the underlying corporate culture which holds the beliefs and values that influence everyone’s behaviors and expectation Murphy (1991)

According to Grotevant (1998) argue that “there will be increased speed and efficiency and a reduction in errors and resistance to change as a result of redesign. Faster communication of information and a reduction in the potential for information filtering and distortion are the other benefit (ibid).

Partick and Robbins (1996) under the guidance of Peter Ireson fought for and won a high degree of editorial freedom to cover often challenging subjects from a management perspective in equally challenging ways. He argues this perceived freedom helped the in house journalism team gain credibility with employees and enabled them to communicate the company’s agenda very quickly and successfully. The team produced several award winning publications.

2.4. Challenges Facing Communication in the Ethiopian Education system

Communication is both a means to build organizational relationships and a function or organizational relationships. Successful administrators will find and use means of communication to build close relationship with their subordinates.

However, in Ethiopia, teachers, administrative staffs are usually heard complaining that there are some communication problems between managers and subordinates (employees). Do not get all the necessary information needed to accomplish their tasks on time; nor do they have the chance of sending the necessary feedback, comments, and new ideas upward (Grima, 1992).

Although leadership in educational administration (management) needs to be based on social interaction, lack of smooth and effective communication net work is observed in many of our education offices and schools today. Because of this and other problems the quality of education seems to be deteriorating from time to time. Hence it is believed that improving the communication net works between managers and employees is the step forward towards the improvement of the quality of education at all levels: Federal, Regional, Zonal, Woreda and Schools in the country.

Accordingly, the importance of effective communication, in education system similar

to other organization is axiomatic. The potential payoff of effective Communication is enormous in terms of productivity or success of education system. Thus, both Woreda Education Offices and primary schools need to pay great attention for the effective communication between them to achieve their intended objectives and to improve the quality of education. (Hargreowen and Dennis, 2004).

2.5. Communication and total quality management

According to Guest (2006) then at Trinity Management Communications, ‘a higher proportion of leaders in companies recognize the specialist skills and knowledge required to talk with the media, whereas most people think they know how to do internal communication.’ The internal adviser should become much more ‘the coach, the facilitator, the nurturer of people and their communications skills. Influencing and coaching skills need to be finely tuned.’ The need for such skills is not perhaps as evident in public relations roles as it is for internal roles she argued that the approach to internal and external communication should be different. With face-to-face communication the favorite medium certainly of the recipient, dialogue is coming under particular scrutiny. This has been an area not always particularly well exploited by the corporate communications or human resources functions (Lunenburg and Ornstein, 1991).

2.6. Communication Structure

The structure of school districts can affect the quality of communication within it. A tall structure is one in which there are many hierarchical levels of authority. Generally, communication efficiency decreases with the number of levels through which information must pass before reaching its intended receiver. The reason is, the more levels of administration through which a message must be transmitted, the greater the danger that it will be changed, modified, shortened, amended, or misinterpreted or will totally fail to reach its receiver. It is very useful for horizontal communication flow. Thus, communication among colleagues is good but upward and downward communication frequently poor and distorted (Lunenburg and Ornstein, 1991).

A flat structure, which has few levels between the top and bottom of the hierarchy, has many people at the bottom. It is easy to get a message from the bottom to the top of the hierarchy in a flat structure. This provides a partial explanation of why face-to face communication works more effectively in small rather in large school districts. One of its disadvantages is that, the head administrator might suffer from information overload because the span of control in flat structure is generally greater than in a tall structure (ibid).

2.7. Communication Ladder

Hoy and Miskel (1996) described communication leader as a senior executive who authorized and motivated the overall communication effort. He or she is a person with enough clout to cause an organization to turn itself inside out and upside down and to persuade people to accept the radical disruptions that communication brings. To do this the leader has all the necessary tools at his hand.

The tools that the leader uses are so essential in discharging his or responsibilities and achieve the revolution required. These tools include; signal, explicit, communications; symbol, personal behavior; and system, measurements and rewards Gamage,(2006). On the other hand, Dey (2005) has clearly indicated that a person holding relatively junior Stanton managerial position is unlikely to be a successful leader. He also emphasized communication leader is required to have a few personal attributes like conviction, commitment, persuasiveness, sternness, and optimism.

2.8. Process Owner

A process owner is one responsible for communication a specific process. The owner should be a senior-level manager, who carries prestige and reputation, credibility, and clout (power/influence) within organization (Hoy and Miskel, 1996). A process owner motivates, inspire, and advices the team. Process owner acts as the team's spokesman and liaison. Moreover, she works with other process owners to ensure that the processes are compatible and integrated. The process owner's job will not end when

the communication project is completed. He/she stays with the project throughout the design and implementation phases

2.8.1. Communication team

According to Hoy and Miskel (1996) communication teams are the second key ingredients next to leader in making communication happen. Each process team in charge of one process at a time does the actual work of communication. Each member works as a team not as group and the size of the teams could be between five to ten people. They are experts that others have trust in them and act as key agent for conveying the others in the organization. Furthermore, this team prepares high level maps of the current processes and identifies the overall cycle time and satisfaction or frustration of the customers.

2.8.2. Steering committee

The steering team consists of senior managers and process owners chaired by the communication leader. It is a policy making body that articulates and develops the organization overall communication strategy, and monitors the progress. The steering team decides on which communication process should be reengineered first and the required resources. The team also deals with the problems that are beyond the process owners. Robbins (1996) suggests that forming steering team could be optional at an organizational level; however, it appears essential at all levels for coordinating the communication effort.

2.8.3. Medium of communication and their Importance in educational management

There are three primary methods of communication in organizations. These are oral, written and non verbal forms of communications. Most of the time we use two or more forms of media to increase the emphases and clarity of information. For example, lecture in the management class may be used more effective when written handouts transparencies, videotapes, and films are used. Evidence has shown that when a message is repeated through several media; the people receiving it will more

accurately comprehend and recall it (Robbins, 1996)

Jones and George (2006) asserted that there is no one best communication medium for managers. In choosing a communication medium for any message, managers need to consider three factors. The first and most important is the level of information richness that is needed. Information richness is the amount of information a communication medium can carry and the extent to which the medium enables the sender and the receiver to reach a common understanding. The communication media that managers use vary in their information richness. Media high information richness are able to carry an extensive amount of information and generally enable receivers and senders to come to common understanding.

The second factor that managers need to take in to account is selecting communication medium is the time needed for communication, because managers' and other organizational members' time is Valuable. The third factor that affects the choice of a communication medium is the need for a paper or electronic trail or some kind of written documentation that a message can be sent and received. A manager may wish to document in writing, for example, that a subordinate was given.

2.8.4. The role of change agents in communication

John et. al. (2002) suggested the success of both radical and incremental change in organizations depends in part on change agents who lead and support the change processes. These are individuals and groups who take responsibility for changing the existing behavior patterns of another person or social system. Edwin (1995) also pointed that a key role of change agent is generating enthusiasm and momentum for the change process, creating a situation in which others in the organization. At all levels, have authority in sustaining change. On the other hand, Cameron and Green (2009) described the role of change agent as the facilitator of the change who helps the sponsor and the implementers stay aligned with each other. They further argue that the change agent acts as data gatherer, educator, advisor, meeting facilitator and coach. According these writers the change agent has often no direct line authority over the implementers, and is therefore in a naturally occurring triangle among sponsor–

implementer-agent.

2.9. Barriers to Effective Communication and the Ways of Overcoming

2.9.1. Barriers to effective communication

Effective communication plays a vital role in accomplishing the goals of the organization, particularly education organization like Woreda Education Office and schools. However, barriers may interfere with effective communication and these barriers include frames of reference, filtering, structure, information overload, semantics, status, differences selective perception and time lines (time pressures). Each of these communication barriers are discussed as follows (Okumbe, 1998; Lunenburg and Ornstein, 1991).

I. Forms of Reference

People can interpret the same communication differently, depending on their learning, culture and experience. This type of communication process discussed earlier. If the sender and receiver have a common frame of reference that means, when the encoding and decoding of a message is similar frames of reference, communication is likely to become distorted. For example, people raised in different cultures may quiet differently to the same message (Lunenburg and Ornstein, 1991; Jones and George 2006).

In school districts, filtering problems occur more often in upward communication than in downward communication. Because administrators are in a position to withhold rewards, subordinates manipulate unfavorable information flowing upward in the school district. Filtering is conducted because, administrators are in a position to withhold rewards, and subordinates manipulate unfavorable information flowing upward in the school district. Filtering is conducted because, administrators make merit evaluations, give salary increase, promote employees based on the information they receive from subordinates (Grimay, (1992).

II. Structure

The structure of school districts can affect the quality of communication within it. A tall structure is one in which there are many hierarchical levels through which information must pass before reaching its intended receiver. The reason is, the more levels of administration through which a message must be transmitted, the greater the danger that it will be changed, modified, shortened, amended, or misinterpreted or will totally fail to reach its receiver. It is very useful for horizontal communication flow. Thus, communication among colleagues is good but upward and downward communication is frequently poor and distorted (Lunenburg and Ornstein, 1991).

A flat structure, which has few levels between the top and bottom of the hierarchy, has many people at the bottom. It is easy to get a message from the bottom to the top of the hierarchy in a flat structure. This provides a partial explanation of why face-to-face communication works more effectively in small rather than in large school districts. One of its disadvantages is that, the head administrators might suffer from information overload because the span of control in flat structure is generally greater than in a tall structure (ibid).

III. Information Overload

In today's complex school organizations, school administrators are frequently overloaded with more information than they can handle effectively. This information overload occurs for several reasons. First, school districts face higher levels of uncertainty because of turbulence in the external environment. Second, increased role of specialization and task complexity create a need for more information. Third, advances in communication technology, such as the use of computers, increase the quantity of information and data available. As a result administrators are deluged with information; they cannot absorb or adequately respond to all of it. Thus, they select parts of it which often results in incomplete or inaccurate information on which to make decisions (Lunenburg and Ornstein, 1991; Donnelly, Gibson and Ivancevich, 1992).

2.9.2. Overcoming barriers to communication

Effective communication requires a sustained effort on the part of education officers, school principals and other employees to overcome communication barriers and to arrive at mutual understandings. Although theorems to lie primarily should be some responsibilities on all sides, successful communication seems to lie primarily with education officers and school principals because, they are the ones to develop a two way communicative climate .In attempt to overcome some of the communication barriers, we examine some communication skills that are a means of improving communication.(Bush,1994).

One of the most frequently used techniques of effective communications is repetition involves sending the same message over and over again, using multiple channels (e.g. telephone call, face-to-face discussion, memorandum, or letter). Most communication is subject to some distortion. By using two or more channels to transmit a message, communication failure can less likely to occur (ibid).

Effective communication means that the sender can make predictions about how the receiver will respond to a message. The sender can accomplish this by visualizing the receiver's frame of reference in to a message. In other words education officer's and school principals should place themselves figuratively in the shoes of the subordinates and attempt to anticipate personal and situational factors that might influence the subordinate's interpretation of the message. Therefore, empathy is a technique for understanding the other person's frame of reference (Lunenburg and Ornstein, 1991 and Jones and George, 2006).

2.9.3. Communication and employee meetings

These meeting attempts to probe job problems, needs, and administrative practices that help and hinder subordinate job performance. These meetings, sometimes referred to as 'quality circles.' Provide feedback to administrators and encourage subordinates to submit ideas to supervisors. As consequence, subordinates feel a sense of personal

worth and importance because administrators and listen to them. By opening channels for upward communication, administrators help the flow and acceptance of communication downward. Also subordinates' attitudes improve, and turnover declines.

2.9.4. Communication success factors

Managers must remember that effective communication involves transmitting understanding. If the receiver does not understand, then there has been no communication. Thus, the management focus indicate that correct language is taken seriously by organizations (Donnelly, Gibson and Ivancevich, 1992). This involves assuming that you may have been misunderstood and, whenever possible, attempting to determine whether your intended meaning was actually received because meaning is in the mind of the receiver (Donnelly, and Gibson and Ivancevich, 1992).

Education officers and school principals spend most of their time communicating. More over, estimates indicate that 30 percent of an administrators day is spent devoted to listening, more importantly. Tests of listening comprehension suggest that these individuals listen at only 25 percent efficiently. Listening skills affect the quality of colleague and super ordinate-subordinate relationships in education office and schools. Successful communication therefore requires effective listening on the part of both the sender and the receiver (Jones and George, 2006; Lunenburg and Ornstein, 1991). Last but not least, before embarking on any communication to provide clear notion about the concept, importance, process, type, medium (methods) used. Another difficulty is the failure to understand the barriers to effective communication and the ways of overcoming them in educational organization.

3. RESEARCH METHODOLOGY

3.1. Research Design

The main purpose of this study is to assess factors affecting communication between Woreda Education office and second cycle primary schools in Chiro Woreda of West Hararghe Zone. A descriptive survey study with both quantitative and qualitative data analyzing method was employed to carry out the study. This is because the researcher believed that, point of views, or attitudes that are held; processes that help her to

gather relevant data in detail and to make detailed analysis. In line with this, Best and Kahn (2006) argued that descriptive method is preferable to collect data of existing phenomena with the intent of employing data to justifying current conditions.

3.2. Data Sources

Both primary and secondary data sources were used in this study:

3.2.1. Primary sources

Primary data were obtained from WEO heads, educational experts, teachers, and second cycle primary school principals and vice principals through interview and questionnaire. Teachers, School leaders and educational experts were selected because they are the direct participants of communication at this level and considered as service providers. They are also considered as WEO customers who would be directly and personally affected by changes in a particular communication process of the education offices.

The researcher deliberately left out other stakeholders like parents, students and nongovernmental organizations. This is because their response has less significance for this study as they are users of the WEO service.

3.2.2. Secondary sources

Secondary data was obtained through the analysis, presentation and interpretation of the data on communication problems between Chiro Woreda Education Office and second cycle primary schools. For this purpose, the researchers assessed relevant documents (reports in Chiro Woreda, for communication) and Information desk records on customer satisfaction in order to elicit relevant information for the study.

3.3. Sample Size and Sampling Technique

A. Sampling frame and sample size

There were 12 Second cycle primary schools in Chiro Woreda, Western Hararghe

Zone, until 2014. From this, 7 Second cycle primary schools were chosen as a sample. To select the sample, the researcher employed simple random sampling technique. The seven sample schools are Arba Rakate, Madhicho no 9, Ganno, Yabdo Shonboko, Funyan Dimo, Lalo Gudo, Rabsu which have 1-8 grade levels. Obviously Chiro Woreda education office was also the site of the Study.

From 259 of the total population 144 samples of the respondents were selected using probability and non-probability sampling techniques. Based on this, from 144(100%) total sample size of respondents, 7(100%) principals, 16 (100%) vice-principals, 20 (100%) Educational Experts in Woreda Educational Office, 6 (100) supervizers and 1 (100%) WEO head's were taken using available sampling technique. On the other hand, 93 (50%) teachers were taken using stratified random sampling to address gender, experience and other variables.

Table 1 the total sample size of respondents selected

| Name of schools | WEO Head | | Principals | | | V.Principals | | Teachers | | Supervisors | |
|---------------------|----------|---|------------|---|----|--------------|-----|----------|---|-------------|--|
| | N | n | N | N | N | N | N | n | N | N | |
| A.Rakate | | | 1 | 1 | 3 | 3 | 30 | 30 | 1 | 1 | |
| Madhich no 9 | | | 1 | 1 | 3 | 3 | 20 | 15 | 1 | 1 | |
| Ganno | | | 1 | 1 | 2 | 2 | 24 | 13 | 1 | 1 | |
| Yabdo Shonbk | | | 1 | 1 | 2 | 2 | 11 | 7 | 1 | 1 | |
| Funyan Dim | | | 1 | 1 | 2 | 2 | 14 | 7 | - | - | |
| Lalo Gudo | | | 1 | 1 | 2 | 2 | 12 | 11 | 1 | 1 | |
| Rabsu | | | 1 | 1 | 2 | 2 | 10 | 10 | 1 | 1 | |
| Education al office | 1 | 1 | | | | | | | | | |
| Total | 1 | 1 | 7 | 7 | 16 | 16 | 121 | 93 | 6 | 6 | |

| Available sampling | Stratified random Sampling | Available Sampling |
|--------------------|----------------------------|--------------------|
|--------------------|----------------------------|--------------------|

NB, N= population and n=samples

4. Data Gathering Tools

The following tools were used to collect relevant data related to the problem under investigation.

3.4.1. Questionnaire

Questionnaire was used to collect data. The questionnaire comprised of both open ended and close ended questions and it was administered for principals, vice principals, teachers and educational experts of selected second cycle primary schools of Chiro Woreda, West Hararghe Zone. The questionnaire was constructed by the researcher and reviewed by experts in order to make essential correction and maintain the reliability and validity of the instrument before the administration. Cronbach alpha was used to check reliability of the questionnaire. For this, pilot test were made on one randomly selected second cycle primary school which is not under study that is Tayefe second cycle primary school. The pilot test was conduct on 22 respondents (18 teachers, 2 educational experts, 1 vice principals' and 1 principal) to check reliability of the questionnaire. The data obtained was analyzed using SPSS version 20 for windows. The cutoff point of 0.70 was applied as the basis of acceptance and it was found that the reliability test was 0.7. According to Sekaran (2000), reliabilities in the range of 0.70 and above are acceptable and those over 0.80 are good.

In order to see the validity of the questionnaire, major-advisor to this study and two experts from WEO who had long been working on communication between WEO and second cycle primary schools and have a research experience were consulted. Vaguely defined words, words with double meanings, emotionally loaded words, double negatives; repetitive statements and unclear words were eliminated based on their suggestion resulting in clear, concise, and direct statements.

3.4.2. Interview

Semi structured interview about the practice of communication, the success and challenges encountered in their respective offices was administered to elicit additional information from 1 Woreda Education Office heads, 6 educational experts, and with a few of 2 teachers. Issues not addressed by questionnaire were uncovered by interview to support the descriptive results of the research.

3.4.3. Observation

The researcher used observation through checklist to see the existing working environment of the offices (if it is conducive to the implementation of communication as it contributes to the success of communication implementation). Observation was used because it tends to eliminate subjective bias and the information obtained under this method also relates to what is currently happening in Woreda Education Offices.

3.5 Procedures of Data Collection

After reading the available literature on issues related to factors affecting communication in between Chiro Woreda Education office and second cycle primary school, the investigator established the basic questions of the study on which questionnaires were designed. After the pilot test, the questionnaires and interview questions were checked and corrected. After modification was made, questionnaire was distributed to respondents and interview was done face to face through short note taking form.

3.6. Methods of Data Analyses

The methods employed for analyzing data were both quantitative and qualitative approaches. The data collected from questionnaire was systematically and quantitatively tailed and counted in frequencies. Then it was analyzed by using appropriate statistical tools such as: percentage, frequency, means and one way ANOVA whether they are significant different among the three groups. (Woreda

Education office head, vice-principals, principals, teachers, educational experts) on each item.

4. RESULTS AND DISCUSSIONS

This chapter deals with presentation, analysis and interpretation of the data collected from Second cycle primary School principals, teachers, educational experts through questionnaires. Interview was also conducted with some of educational experts and woreda education office head. Besides, information was gathered through observations. This was made to answer the basic research questions that were set in the study. The total sample population was successfully participated in responding the questions and returned back the questionnaire and attended for the interview. Finally, the collected data were presented in tables and analyzed using appropriate statistical tools such as, percentage, frequency, mean and one way ANOVA. The information collected through interview and observations were also qualitatively described in words.

4.1. Profile of Respondents

The profile of the respondents are considered determinant in any study. Therefore, basic background of participants in this study was analyzed and discussed in relation to factors affecting communication between Woreda Education office and second cycle of primary schools in Chiro Woreda.

Table2. Profile of respondents by position sex and age

| No | Variable | Character- istics | Teachers | | School Leaders | | Educa. Experts | | Total | |
|----|----------|----------------------|----------|------|-------------------|------|-------------------|------|-------|------|
| | | | No | % | No | % | No | % | No | % |
| 1 | Sex | Male | 44 | 47.3 | 18 | 69.2 | 10 | 41.7 | 72 | 50.3 |
| | | Female | 49 | 52.7 | 8 | 30.8 | 14 | 58.3 | 71 | 49.7 |
| | | Total | 93 | 100 | 26 | 100 | 24 | 100 | 143 | 100 |
| 2 | Age | 20-30 | 41 | 41.1 | 12 | 46.2 | 12 | 50 | 65 | 45.5 |
| | | 31-40 | 38 | 40.9 | 8 | 30.8 | 9 | 37.5 | 55 | 38.5 |
| | | 41-50 | 12 | 12.9 | 5 | 19.2 | 3 | 12.5 | 20 | 14 |
| | | >51 | 2 | 2.2 | 1 | 3.8 | 0 | 0 | 3 | 2.1 |
| | | Total | 93 | 100 | 26 | 100 | 24 | 100 | 143 | 100 |

Key from the above table school leaders means principals and vice -principals

As presented in table 2, item1 47.3% (44) of the teacher respondents were male while the remaining 52.7% (49) were Female. This shows most of primary School teachers are female, gender disparity in the study area among female Teachers are resolved. And 69.2% (18) School leaders were Males. This shows most of School leaders

(principals and vice Principals) of primary schools are Males respondents indicating the gender disparity in the study area might be still unresolved. This might be that the Woreda education office didn't make efforts to bring females to managerial positions other than expert position and teaching profession and 41.7% (10) of Educational experts are males' and 58.3 % (14) of female respondents'. This shows most of educational experts and teachers in Woreda education office were female.

Regarding the age distribution of the respondents, 41.1% (41) Teacher respondents were between 20-30 years old, 40.9% (38) teacher respondents were between 31-40 years old, 46.2 % (12) of School Leader respondents were age between 20-30 years old. 30.8% (8) of the School leader respondents are age between 31-40 years. 50% (12) of Educational Expert are age between 20-30 years, 37.5(9) of Educational Experts. Are between 31 and 40 years old. This reveals that the majority of the respondents were in productive age. Hence the responses they gave were believed to be credible and weighty.

Table3. Profile of respondents' educational level, service year and field of study

| No | Variable | Characteristics | Teachers | | School Leaders | | Educa. Experts | | Total | |
|----|--------------|-----------------|----------|------|----------------|------|----------------|------|-------|------|
| | | | No | % | No | % | No | % | No | % |
| 1 | Edu. level | Certificate | 3 | 3.2 | 1 | 3.8 | 0 | 0 | 4 | 2.8 |
| | | Diploma | 48 | 51.6 | 12 | 46.2 | 15 | 62.5 | 75 | 52.4 |
| | | BA/BSC/ BED | 29 | 31.2 | 10 | 38.5 | 6 | 25 | 45 | 31.5 |
| | | MA/MSC/ MED | 13 | 14 | 3 | 11.5 | 3 | 12.5 | 19 | 13.3 |
| | | Total | 93 | 100 | 26 | 100 | 24 | 100 | 143 | 100 |
| 2 | Service Year | 1-5 | 8 | 8.6 | 3 | 11.5 | 3 | 12.5 | 14 | 9.8 |
| | | 6-10 | 42 | 45.2 | 14 | 53.8 | 11 | 45.8 | 67 | 46.9 |
| | | 16-20 | 22 | 23.7 | 6 | 23.1 | 4 | 16.7 | 32 | 22.4 |
| | | >21 | 21 | 22.6 | 3 | 11.5 | 6 | 25 | 30 | 21 |

| | | | | | | | | | | |
|---|----------------|-----------------|----|------|----|------|----|------|-----|------|
| | | Total | 93 | 100 | 26 | 100 | 24 | 100 | 143 | 100 |
| 3 | Field of study | Language | 26 | 28 | 8 | 30 | 9 | 37.5 | 43 | 30.1 |
| | | Natural Science | 37 | 39.8 | 11 | 42.3 | 6 | 25 | 54 | 37.8 |
| | | Social science | 30 | 32.3 | 7 | 26.9 | 9 | 37.5 | 46 | 32.2 |
| | | Total | 93 | 100 | 26 | 100 | 24 | 100 | 143 | 100 |

As can be seen from table 3 above, the educational profile of respondents revealed that 51.6% (48) respondents of teachers are Diploma holders, 31 % (29) respondents of Teachers are BA/BSC/BED holders and 14 %(13) respondents are MA/MSc/MED holders. 46.2% (12) respondents of School leaders are Diploma holders, 38.5% (10) of the Respondents of School leaders were BA/BSC/BED holders, 62.5 %(15) respondents of educational experts are Diploma holders, and 25 % (6) respondents of educational experts were BA/BSC/BED/ holders.

From this one can infer that, Chiro Woreda Educational Schools office and the sample Schools under the study contain much number of diploma holders and some first degree holders and some number of MA/MSc/MED/ holders. The researcher could, thus, assume that most of the respondents were qualified in their positions as per the standard in the education and training policy of the country. Therefore, they were able to fill the questionnaire for the topic under study.

45.2 %(42) respondents of teachers service years are 6-10, 23.7 %(22) of respondents of teachers service years are 16-20 years and 22.6% (21) respondents of teachers service years were >21 years. 53.8% (14) of respondents of school leaders' service years are 6-10 years. 23.1 %(6) of the respondents of school leaders service years were between 16 and 20. 45.8% (11) respondents of educational experts serves years are 6-10, 16.7% (4) of the respondents of educational experts of service years 16-20 years, 25% (6) of the respondents of educational experts serves years >21. This indicates that the respondents have sufficient total service years and experience to give appropriate and reliable information on the problem under study.

Regarding the field of study of the respondents, 28 % (26) of the respondents of teacher their field of study are languages, 39.8 % (37) respondents of teachers their field of study are natural science, 32.3% (30) of respondents of teachers are social science. And 30 % (8) of respondents of school leaders their field of study are languages , 42.3 % (11) of respondents of school leaders ,their field of study is Natural Science ,26.9% (7)of the respondents of school leaders their fields of study is social science ,37.5% (9) of the respondents of educational experts their field of study is languages ,25% (6) of respondents of educational experts their fields of study is Natural sciences .And 37.5% (9) of the respondents of the educational experts , their felids of study is social science.

4.2. The current status of communication between WEO and Schools

The first objective of this study was to examine the present status and practice of communication between WEO and second cycle primary schools. In order to understand these, the degree of communication, speed of feedback and direction of communication between schools and WEO of Chiro worda teachers and school leaders working in those schools and educational experts working in the woerda educational offices who have direct work relationship were asked and their response is summarized as follows:

Table 4 Extent of Communication between WEO and School

| Item | Response | Respondents | | | | | | Total | |
|---|-----------|-------------|-----|----------------|-----|-------------|------|-------|------|
| | | Teachers | | School leaders | | Ed. Experts | | | |
| | | F | % | f | % | f | % | f | % |
| The degree of communication between WEO | Very high | 7 | 7.5 | 2 | 7.7 | 1 | 4.2 | 10 | 7 |
| | High | 13 | 14 | 2 | 7.7 | 7 | 29.2 | 22 | 15.4 |

| | | | | | | | | | |
|--|-----------|----|------|----|------|----|------|-----|------|
| The degree of communication between WEO and schools is _____ | Very high | 7 | 7.5 | 2 | 7.7 | 1 | 4.2 | 10 | 7 |
| | High | 13 | 14 | 2 | 7.7 | 7 | 29.2 | 22 | 15.4 |
| | Average | 19 | 20.4 | 7 | 26.9 | 3 | 12.5 | 29 | 20.3 |
| | Low | 49 | 52.7 | 13 | 50 | 11 | 45.8 | 73 | 51 |
| | Very low | 5 | 5.4 | 2 | 7.7 | 2 | 8.3 | 9 | 6.3 |
| Total | | 93 | 100 | 26 | 100 | 24 | 100 | 143 | 100 |

As indicated in table 3 above, 49 (52.7%) of teachers, 13 (50%) of school leaders and 11 (45.8%) of education office experts reported the degree of communication between Chiro WEO and schools was low. This might indicate that both woreda education office and second cycle primary schools did not make much effort to improve the degree of communication between each other.

A one- way analysis of variance was conducted to evaluate the null hypothesis that there is no difference in opinion on the degree of communication between schools and WEO (N=143). The mean and standard deviation of the three groups of respondents .Were: school leaders (M= 3.42 SD= 1.02, n = 26), educational experts (M=3.25, SD= 1.11, n=24 and teachers (M=3.34, SD= 1.03, n=93)

The ANOVA result was $F(2:140) = .170$, $p = 0.844$. Thus, there is no significant difference in opinion among the three groups on the degree of communication between WEO and schools.

Table 5 speed of feedback from WEO to school and vice versa

| <i>Speed of feedback</i> | <i>Teachers</i> | <i>School leaders</i> | <i>Ed Experts</i> | <i>F</i> | <i>Sig.</i> |
|---------------------------------|------------------------|------------------------------|--------------------------|-----------------|--------------------|
| The speed at which WEO N | 93 | 26 | 24 | 3.36 | 0.03 |

| | | | | | | |
|--|------|------|------|------|------|------|
| The speed at which WEO gives feedback to the school | N | 93 | 26 | 24 | 3.36 | 0.03 |
| | Mean | 3.01 | 3.38 | 2.54 | | |
| | SD | 1.17 | 1.20 | .97 | | |
| The speed at which the school gives feedback response to the WEO | N | 93 | 26 | 24 | .25 | 0.77 |
| | Mean | 2.78 | 2.96 | 2.88 | | |
| | SD | 1.16 | 1.21 | 1.11 | | |

As indicated in table 4 above, the speed with which WEO give timely feedback to schools and vice versa was evaluated. Teachers, school leaders and educational experts at WEO were asked to rate the speed of this feedback (N= 143). A one- way analysis of variance was conducted to evaluate the null hypothesis that there is no difference in opinion on the speed of feedback from WEO to schools and vice versa. The result shows there is timely feedback to schools from WEO with school leaders (M= 3.38 SD= 1.2, n = 26), educational experts (M=2.54, SD= 0.97, n=24 and teachers (M=3.01, SD= 1.17, n=93).

The ANOVA test shows there is significant evidence to reject the null hypothesis and conclude that there is significance difference in opinion among the three groups of respondents on the timely feedback response from WEO to schools $F(2:140) = 3.36$, $p = 0.03$. The post hoc comparisons test revealed significant between the mean score

of respondents from teachers and respondents from the other two group $p < 0.05$. The mean data shows that educational experts felt the provision of timely feedback was low compared to the other groups.

The result of interview conducted to some teachers also showed that timely information will not reach the appropriate teachers and they said there is information delay when it comes to information related to the matter of educational chance and teachers benefit.

The above table also shows (Table 2) that the schools give back timely response when any information is requested by the WEO with school leaders ($M= 2.96$ $SD= 1.2$, $n = 26$), educational experts ($M=2.88$, $SD= 1.11$, $n=24$ and teachers ($M=2.78$, $SD= 1.16$, $n=93$) respectively. This indicates that the speed of schools to provide feedback for woreda education office is low. This may be due to the fact that less attention was given to the purpose of providing feedback on time. Hence, unless schools give timely feed back to woreda education office, woreda education office may not properly follow the activities of the schools there by give support and solve their problems timely. The ANOVA test result also showed that there is no opinion difference among the three group of respondents on the timely feedback from school to WEO $F(2:140) = 0.25$, $p= 0.77$. According to Huff et al, (1987) the frequency with which individuals communicate with others in the organization enhances organizational commitment because frequent communication leads individuals to feel that they are active participants in the organization.

4.3. Dominant channel of communication between WEO and second cycle primary schools.

The second objective of this study was to examine which channel of communication is dominantly used in the day to day activities of second cycle elementary school and woreda education office of Chiro woreda.

Table6. Channels of communication predominantly used between school and WEO

| Item | Respondents | | | Total |
|------|-------------|----------------|-------------|-------|
| | Teachers | School leaders | Ed. Experts | |

| Item | | Respondents | | | | | | Total | |
|--|------------------|-------------|------|----------------|------|-------------|------|-------|------|
| | | Teachers | | School leaders | | Ed. Experts | | | |
| | | F | % | f | % | f | % | f | % |
| Which channels of communication used between school and WEO? | Oral | 2 | 2.2 | 0 | 0 | 1 | 4.2 | 3 | 2.1 |
| | Telephone | 9 | 9.7 | 1 | 3.8 | 0 | 0 | 10 | 7 |
| | Written | 61 | 65.6 | 17 | 65.4 | 17 | 70.8 | 95 | 66.4 |
| | Oral and Written | 21 | 22.6 | 8 | 30.8 | 6 | 25 | 35 | 24.5 |
| Total | | 93 | 100 | 26 | 100 | 24 | 100 | 143 | 100 |

As can be seen from table 5 above, most of the respondents 95 (66.4 %) indicated that written letter is the most used channel of communication between worda education office and second cycle primary school and only 35(24.5%) viewed both written and oral channel of communication were being used in the day to day interaction between the two bodies.

The interview conducted with some of the school leaders also revealed that they are usually using both written letters and oral discussion to communicate with WEO because it is assumed that only one channel might be overlooked or forgotten. But, one respondent had the view that written letter is dominating due to the fact that valuable information might be misunderstood or sometimes might be denied if there is no copy of the original written documentation.

Evidence has shown that when a message is repeated through several media, the people receiving it will more accurately comprehend and recall it. As Lunenburg and Ornstern (19 91) stated, using two or more media increases the emphasis and clarity of information.

4.4. Dominant direction of communication between WEO and schools

Table 7 Dominant direction of communication between WEO and schools

| Item | | Respondents | | | | | | Total | |
|--|-------------------|-------------|------|----------------|------|-------------|------|-------|------|
| | | Teachers | | School leaders | | Ed. Experts | | | |
| | | F | % | f | % | f | % | f | % |
| Which direction of communication is dominantly used? | Downward | 64 | 68.8 | 21 | 80.8 | 18 | 75 | 103 | 72 |
| | Upward | 11 | 11.8 | 0 | 0 | 3 | 12.5 | 14 | 9.5 |
| | Downward & Upward | 18 | 19.4 | 5 | 19.2 | 3 | 12.5 | 26 | 18.2 |
| Total | | 93 | 100 | 26 | 100 | 24 | 100 | 143 | 100 |

As shown in table 6, concerning the prevailing direction of communication between the two entities, majority of the respondents 72% (n=103) revealed that downward communication is the most dominating direction of communication in the day to day work activities between them. Only 18.2% (n=26) indicated presence of both way communication between the two organizations.

In supporting this interview conducted to some teachers who participated in this research work also revealed the above to be true. One interviewee expressed his view saying ‘most of the time we are the recipient of commands passed down from the higher level officials and we have no chance to express our feeling on what we can do and we can’t do’. This clearly indicates the presence of deficient in communication between WEO and second cycle primary school of Chiro wereda which is the characteristics of unidirectional communication.

Literature indicate that, downward communication occurs easily, but is frequently

deficient because it is subjected to many problems like filtering, withholding information and it tends to dominate mechanistic organizations as opposed to organic systems which are characterized by more open and unidirectional flows of information (Lunenburg and Orstern,1991).

4.5. Factors affecting communication between woreda education offices and Schools

The third objective of this research study was to assess the major factors or problems affecting communication between woreda education offices and Schools. The effectiveness of organizational communication may be hindered by various factors. Numerous barriers may have influencing power on the effectiveness of communication process between WEO and schools under the study area. Data pertaining to this research objective were obtained through the questionnaire with closed ended questions administered with school leaders, teachers and education office experts. The findings generated from questionnaires that those respondents had filled in have been presented in (table 8):

Table 8: Factors & problems influencing communication between schools and WEO.

| | | Respondents | N | L | | Av | | H | | F | Sig. |
|---|-------------------|-------------|----|----|------|----|------|----|-------|------|------|
| | | | | F | % | F | % | F | % | | |
| 1 | Information delay | Teachers | 93 | 15 | 16.1 | 31 | 33.3 | 47 | 50.53 | 2.32 | .101 |
| | | School L. | 26 | 8 | 30.7 | 4 | 15.4 | 14 | 53.8 | | |

| | | | | | | | | | | | |
|---|--|-------------|-----|----|------|----|------|----|-------|------|------|
| 1 | Information delay | Teachers | 93 | 15 | 16.1 | 31 | 33.3 | 47 | 50.53 | 2.32 | .101 |
| | | School L. | 26 | 8 | 30.7 | 4 | 15.4 | 14 | 53.8 | | |
| | | ED. Experts | 24 | 8 | 33.3 | 9 | 37.5 | 7 | 29.1 | | |
| | | Total | 143 | 31 | 21.6 | 44 | 30.7 | 68 | 47.5 | | |
| 2 | Lack of motivation | Teachers | 93 | 23 | 24.7 | 26 | 28 | 44 | 47.3 | 3.60 | .030 |
| | | School L. | 26 | 6 | 23 | 6 | 23.1 | 14 | 53.8 | | |
| | | ED. Experts | 24 | 11 | 45.8 | 7 | 29.2 | 6 | 25 | | |
| | | Total | 143 | 40 | 27.9 | 39 | 27.2 | 64 | 44.7 | | |
| 3 | WEO fail to provide timely feedback to schools | Teachers | 93 | 22 | 23.6 | 28 | 30.1 | 43 | 46.2 | 3.15 | .046 |
| | | School L. | 26 | 9 | 34.6 | 4 | 15.4 | 13 | 50 | | |
| | | ED. Experts | 24 | 11 | 45.8 | 6 | 25 | 7 | 28 | | |
| | | Total | 143 | 42 | 29.3 | 38 | 26.5 | 63 | 44 | | |
| 4 | School fail to provide timely feedback to WEO | Teachers | 93 | 28 | 30.1 | 34 | 36.6 | 31 | 33.3 | 1.99 | .139 |
| | | School L. | 26 | 7 | 26.9 | 5 | 19.2 | 14 | 53.8 | | |
| | | ED. Experts | 24 | 7 | 29.1 | 11 | 45.8 | 6 | 25 | | |
| | | Total | 143 | 42 | 29.3 | 50 | 34.9 | 51 | 35.6 | | |
| 5 | Problems of applying new innovation | Teachers | 93 | 18 | 19.3 | 39 | 41.9 | 36 | 38.7 | 2.54 | .082 |
| | | School L. | 26 | 9 | 34.6 | 4 | 15.4 | 13 | 14.5 | | |
| | | ED. Experts | 24 | 8 | 0.3 | 13 | 54.2 | 3 | 12.5 | | |
| | | Total | 143 | 35 | 24.4 | 56 | 39.1 | 52 | 36.3 | | |
| 6 | Message distortion | Teachers | 93 | 26 | 27.9 | 26 | 28 | 41 | 44 | 0.20 | .12 |
| | | School L. | 26 | 11 | 42.3 | 6 | 23.1 | 9 | 34.6 | | |
| | | ED. Experts | 24 | 6 | 25 | 10 | 41.7 | 8 | 33.3 | | |
| | | Total | 143 | 43 | 30 | 42 | 29.3 | 58 | 40.5 | | |
| 7 | Lack of report writing skill | Teachers | 93 | 28 | 30.1 | 36 | 38.7 | 29 | 96.6 | 2.74 | .067 |
| | | School L. | 26 | 12 | 0.4 | 8 | 30.8 | 6 | 23 | | |
| | | ED. Experts | 24 | 12 | 50 | 7 | 29.2 | 5 | 20.8 | | |
| | | Total | 143 | 52 | 36.3 | 51 | 35.6 | 40 | 27.9 | | |

NB: Degree of freedom=140; Confidence level is 95% ($\alpha=0.05$)

As can be seen from table 7 (50.5%) of the teachers, 14(53.8%) of the school leaders and 7(29.1%) of the education office experts have reported that the influence of "information delay" in affecting communication was high. Whereas only 15(16%) of teachers, 8(30.7%) of school leaders and 8(33.3) of education office experts have viewed that the influence of information delay as being low. From this one can

understand that information delay negatively influences the effectiveness of communication between woreda education offices and second cycle primary schools.

The ANOVA test also shows that there is no significant difference in opinion among the three groups of respondents on the influence of information delay on communication between the two organizations $F(2:140) = 2.326$, $p = .101$. It means that decisions were take longer time when timely information is not reaching the schools and the education office. And this will directly affect the effectiveness of communication between the two bodies.

On item 2 of table 7, 44(47.3%) of the teachers, 14(53.8%) of school leaders and 6(25%) of education office experts have reported that the effect of lack of motivation on communication between the two entities as high. Similarly, 23(24.7%) of teachers, 6(23.1%) of school leaders and 11(45.8%) of education office experts revealed that lack of motivation on communication as low. On the other hand 26(28%) of teachers, 6(23.1%) of school leaders and 7(29.1%) of education office experts are indifferent about the influence that lack of motivation has on communication between the two organizations.

The ANOVA test shows that there is significance difference in opinion among the three groups of respondents on the influence that lack of motivation has on communication between the two organizations $F(2:140) = 3.605$, $p = .030$. Post hoc comparisons to evaluate pair wise differences among group mean were conducted with the use of Tukey HSD test since equal variances were tenable. Test revealed significant pair wise differences between the mean score of respondents from educational experts and teachers, $p < 0.05$. Opinion of respondents coming from school leaders does not differ significantly from the other two groups, $p > 0.05$. The mean results show that more educational experts felt the effect of lack of motivation on communication as low compared to teachers.

On item 3 of table 6 above respondents have expressed their views on providing timely feedback from woreda education office to the second cycle primary schools.

Accordingly, 43 (46.2%) of teachers, 13(50%) of school leaders and 7(29.1%) of education experts responded that failure of the woreda education office to provide timely feedback to the second cycle primary schools has high influence on the effectiveness of communication between woreda education office and second cycle primary schools. On the contrary, 22(23.6%) of teachers, 9(34.6%) of school leaders and 11(29%) of the education office experts reported the influence of timely feedback to second cycle primary schools by woreda education office influence on communication between the two bodies were low .

The ANOVA test also indicated that there is significance difference in opinion among the three groups of respondents on the influence of failure of timely feedback to second cycle primary schools by the education office $F(2:140) = 3.156, p = .046$. This reveals that there were no common agreement on the extent to which the failure of second cycle primary schools to provide timely feedback to woreda education office influences communication between the two. Based on the mean Teacher respondents with=2.65, school leaders with =2.62 and Educational experts with =3.25. Then the mean result shows the Educational experts were the one which have strong feeling on the problem.

Concerning item 4 of the same table above, 34(36.6%) of teachers, 5(15.4%) of school leaders and 11(45.8) of education experts are indifferent on the timely feedback of the second cycle primary schools to woreda education offices. Whereas, 31(33.3%) of teachers, 14(53.8%) of school leaders and 6(25%) of education office experts responded that the influence of timely feedback from second cycle primary schools to woreda education offices on communication between the two bodies as high or very high. This reveals that the failure of second cycle primary schools to provide timely feedback negatively influence communication between the two bodies.

Problem of applying new innovation implies to the inability of organizations in using the modern tools that facilitates communication such as mobile calls, email and text messages. Respondents are asked to rate the extent of problems of applying new innovation in the two organizations under consideration. Accordingly 36(38.7%) of teachers 13 (50%) of school leaders and only 3(12.5) of education experts rated the

problem of applying new innovations as high. Whereas, only 18(19.3) of teachers, and 9(34.6) of school leaders rated problem of applying new innovations as low. On the other hand, 39 (41.9%) of teachers, 4(15.4) of school leaders and 13(54.4%) of education office experts rated the problem of using new innovation as average.

This reveals that there is agreement between respondents on the extent of the use of new innovations in these organizations. The ANOVA test also indicated that there is no significance difference in opinion among the three groups of respondents on the influence of problem of applying new innovations on communication between these two bodies $F(2:140) = 2.545$, $p = .082$.

Regarding item 6 of table 6, respondents are asked if distortion of information has influenced the effectiveness of the communication between woreda education office and second cycle primary schools and 41(44%) of teachers, 9(34.6%) of the school leaders and 8(33.3%) of the education office experts have reported the influence of message distortion as high. Only 26 (28%) of the teachers, 11(42%) of the school leaders, and 6(25%) of the education office experts have indicated the influence of distortion of message affecting communication between woreda education office and second cycle primary schools as low. This clearly indicates that message sent by one communicator is interpreted differently by the person receiving the message in between woreda education office and second cycle primary schools of Chiro woreda.

Concerning item 7 of table 6, respondents are asked if lack of report writing skill has influenced the effectiveness of communication between woreda education office and second cycle primary schools. Accordingly, only 29(31%) of the teachers, 6 (23%) of the school leaders and 5 (20%) of education office leaders reported the influence of lack of report writing skill as high. Whereas, 28(30%) of teachers, 12 (46%) of school leaders and 12 (50%) of education office experts said the influence as low. On the other hand, a large portion of respondents 36 (38.7%) of teachers 8(30.8%) of school leaders and 7(29%) of education experts reported that lack of report writing skill moderately influenced effectiveness of communication between the two bodies

(N=143)

| Factors influencing communication | M | SD | Rank |
|--|-------------|-------------|-------------|
| <i>Lack of report writing skill</i> | <i>3.10</i> | <i>1.15</i> | <i>1</i> |
| <i>Problem of applying new innovations</i> | <i>2.86</i> | <i>1.10</i> | <i>2</i> |
| <i>Failure of schools to provide timely feedback</i> | <i>2.84</i> | <i>1.02</i> | <i>3</i> |
| <i>Message distortion</i> | <i>2.76</i> | <i>1.00</i> | <i>4</i> |
| <i>Failure of WEO to provide timely feedback</i> | <i>2.74</i> | <i>1.10</i> | <i>5</i> |
| <i>Lack of motivation</i> | <i>2.71</i> | <i>1.17</i> | <i>6</i> |
| <i>Information delay</i> | <i>2.59</i> | <i>1.03</i> | <i>7</i> |

According to Kneen (2011) suggest that, “communication depends on the ability not only to send but also to receive messages.

Comparing the means in the seven categories of the prevailing communication problems between woreda education office and second cycle primary schools of Chiro woreda, lack of report writing skill have the highest mean (M=3.10, SD = 1.15) followed by problem of applying new innovations (M= 2.86 SD = 1.10) and failure of schools to provide timely feedback to WEO (M= 2.84, SD= 1.02). On the contrary, information delay has the lowest mean (M=2.59, SD=1.03) followed by lack of motivation (M= 2.71, SD=1.17). The mean, standard deviations, and rank of the factors influencing communication are shown above.

4.5. Strategies to alleviate communication problems

The forth objective of this research was to examine methods or strategies used by Woreda Education Office and second cycle primary schools to alleviate their

communication problems in Chiro Woreda. The mean, standard deviations, and rank of the strategy used to alleviate communication problem are shown below.

Table 9 *Mean, Standard Deviations, and Rank of Strategy used in coping up with communication problems between primary schools and woreda education offices*

(N=143)

| <i>Strategies</i> | <i>M</i> | <i>SD</i> | <i>Rank</i> |
|---|-------------|------------|-------------|
| <i>Motivating schools to communicate well</i> | <i>2.1</i> | <i>.79</i> | <i>1</i> |
| <i>Conducting discussion programmes</i> | <i>2.06</i> | <i>.82</i> | <i>2</i> |
| <i>Provision of training</i> | <i>2.01</i> | <i>.84</i> | <i>3</i> |
| <i>Sending message on time</i> | <i>1.97</i> | <i>.81</i> | <i>4</i> |
| <i>Provision of timely feedback for the schools</i> | <i>1.97</i> | <i>.83</i> | <i>4</i> |
| <i>Developing report writing skill</i> | <i>1.92</i> | <i>.80</i> | <i>5</i> |

M= mean, SD= Standard deviation Scale used: Low, Average, High (Own data source)

As shown on table 9 above response gathered from teachers, school leaders and education office experts on strategies used to alleviate the communication problem between second cycle primary school and woreda education office showed motivating schools to communicate well have the highest mean (M= 2.10, SD=0.79) followed by conducting discussion programs (M= 2.06, SD= 0.82). On the contrary, developing report writing skill has the lowest mean (M=1.92, SD = 0.80) followed by provision of timely feedback for the schools and sending message on time with M= 1.97 SD= 0.83 and M=1.97, SD=0.81 respectively. Teachers with mean=2.65, School Leaders with mean=2.62 and Educational experts with mean = 3.25. The mean result shows the educational experts are the one which have strong feeling on the problem.

Without proper and adequate communication between upper and lower levels of the education system work performance will be under question. In this regard, it was stated that utilizing feedback ensures effective communication and determines the strategies to alleviate communication problems. To which a message has been received (Donnelly, Gibson and Ivance Vich, 1996).

5. SUMMERY, CONCLUSION AND RECOMMENDATIONS

This final part of the study presents the summary of the major findings of the study, the conclusion drawn based on the major findings and recommendations that represent the points proposed on the conclusion.

5.1. Summary

The purpose of this study was to investigate factors affecting the effectiveness of communication between Woreda education office and second cycle primary schools of Chiro Woreda .

In order to meet the objectives, this study was guided by the following basic questions:

- What is the current condition and practice of communication between WEO and second cycle primary schools in Chiro Woreda?
- What are the dominant direction of communication used by Woreda Education office and second cycle primary Schools in Chiro Woreda?
- What problems influence the effectiveness of communication between WEO and second cycle primary schools in Chiro Woreda?
- What methods of strategies do WEO and Schools use to alleviate communication problems in Chiro Woreda?

In dealing with this research problem, a descriptive survey study with both quantitative and qualitative data analyzing method was employed and related literature were reviewed to carry out the study. The data for the study was collected by means of questionnaire and semi structured interviews. A total of 143 samples of the respondents were selected using probability and non-probability sampling techniques with 24 respondents working at woreda education office and 26 respondents acting as school leaders (principals and vice principals) in second cycle primary schools in this

Woreda and 93 respondents being second cycle primary school teachers in this Woreda responded to the questionnaire. On top of this, to exploit exhaustive information interview was conducted with one Woreda education office head, 7 second cycle primary school principals and 4 second cycle primary school teachers.

Based on the results of the data analysis the following major findings were identified:

- Regarding the profile of the respondents, this study has revealed that 49 (52.7%) were female. Their age distribution indicated most of them 65 (45.5%) being in the range of 20-30 years of age and 55(38.5%) of them in the range of 31-40 years of age. Concerning their educational background the study has also revealed that 80 (56%) and 60 (42 %) respondents are Diploma holders, and BA/BSC/BED holders respectively.
- Regarding the extent of communication between woreda education office and second cycle primary school 82 (57.3 %) of respondents reported it as low or very low.
- The speed with which WEO give timely feedback to schools was evaluated and it was found that there is timely feedback to schools from WEO with school leaders (M= 3.38 SD= 1.2, n = 26), educational experts (M=2.54, SD= 0.97, n=24 and teachers (M=3.01, SD= 1.17, n=93). But, The ANOVA test result shows teachers have different opinion from the other respondents on this issue. From interview made with one teacher it was found that there is information delay when it comes to matters related to the teachers benefit. On the other hand, the speed with which schools respond to any information requested by WEO was found to be low.
- It was found that written form of communication was the most predominantly used channel/media of communication between woreda education office and

second cycle primary schools under study. This indicates that woreda education office and schools exchange message predominantly using letters without much discussion about the issue.

- Regarding dominant direction of communication between WEO and second cycle primary schools in Chiro werda, it was found that most of the time those schools are simply passive recipient of orders passed down from WEO and this is witnessed by 72% (n=103) of respondents reporting that downward communication was the most dominating direction of communication in the day to day work activities between the two groups.
- It was found that lack of report writing skill, problem of applying new innovations, failure of schools to provide timely feedback, message distortion, failure of WEO to provide timely feedback, lack of motivation and information delay were found to be the major factors influencing the communication between WEO and second cycle primary schools in Chiro woreda. And comparing the means in the seven categories of the prevailing communication problems between woreda education office and second cycle primary schools of Chiro wereda, it was found that lack of report writing skill have the highest mean ($M=3.10$, $SD = 1.15$) followed by problem of applying new innovations ($M= 2.86$ $SD = 1.10$) and failure of schools to provide timely feedback to WEO ($M= 2.84$, $SD= 1.02$).
- Regarding strategies for overcoming communication problems, it was found that motivating schools to communicate well, conducting discussion programs, provision of training, sending message on time, provision of timely feedback for the schools and developing report writing skill were the major strategies viewed by respondents to alleviate communication problem between WEO and second cycle primary schools of Chiro wereda. Among these strategies, motivating schools to communicate well was found to have the highest mean ($M= 2.10$, $SD= 0.79$) followed by conducting discussion programs ($M= 2.06$, $SD= 0.82$).

5.2. Conclusions

Based on above findings the following conclusions were drawn:

Utilizing feedback ensures effective communication and determines the degree to which a message has been received and understood. However, the study revealed that due consideration was not given by both woreda education office and second cycle primary schools. Hence, one can conclude that information didn't flow that much in the expected time and degree between woreda education office and school. Basically, using two or more forms of media increases the emphasis and clarity of information. Evidence has shown that when a message is repeated through several media, the people receiving it will more accurately comprehend and recall it. However, the study indicated that the predominantly used channel or form of communication was written communication. Thus, it is possible to conclude that communication between woreda education office and schools was ineffective. Because they overlooked the importance of using multimedia to increase the clarity of message during communication.

- As experiences have shown, communication flows in four distinct directions to provide the means of transmitting information essential to goal achievement. Nevertheless, the study revealed that the use of those directions of communication between woreda Education office and schools was

dominated by down ward communication. Hence, one can conclude that the flow of information was dominated by one direction and this could create difficulty and hinder participatory approach of decision making in organizational goal achievement.

- It is obvious that, effectiveness of communication determines the scale of success in the operation of an organization .The importance of effective communication is obvious and its benefit is enormous in terms of productivity and success of education system. However, the study revealed that the effectiveness of communication between Woreda education office and schools was highly constrained by the following communication barriers: Information delay, failure of woreda education office to give feedback to schools, message distortion, problems of applying new innovation, and lack of report writing skill. Thus, it is possible to conclude that communication between woreda education office and school was in effective and this in turn affects the quality and success of the education system.
- Regarding strategies for overcoming communication problems, it was found ou that motivating schools to communicate well, conducting discussion programs, provision of training, sending message on time, provision of timely feedback for the schools and developing report writing skill were the major strategies viewed by respondents to alleviate communication problem between WEO and second cycle primary schools of Chiro wereda.

In general, the study conducted on factors affecting communication between woreda education office and second cycle primary schools indicated that communication between woreda education office and second cycle primary schools lack due consideration and was affected by many communication barriers to achieve effective communication which is important to increases their efficiency, quality and responsiveness and thus gain competitive advantage for their organization.

5.3. Recommendations

Based on the findings and conclusions of the study the following recommendations are forwarded

1. In the communication process of educational organization, utilizing feedback ensures effective communication and determines the degree to which message has been received and understood. Hence it may need much effort of both Chiro Woreda education office and second cycle primary schools to utilize timely feedback and to improve the degree at which they communicate with each other.

2. In the formal system of organizational communication, there are various forms of media. In order to increase the emphasis, clarity and effectiveness of organizational communication, it is advisable to use multi-media, as much as possible, in accordance with the types of message. Therefore, it is suggested that woreda education office and second cycle primary schools to decrease their practice of over reliance on written communication only and need to encourage the use of multi-media to make communication between them effective.

3. Woreda education office needs to seek suggestions, comment, and opinion of principals and teachers in order to make communication between woreda education office and second cycle primary schools effective and efficient. The operation of communication as two-way process should be encouraged to give chance for the participation of subordinates. If communication only flows down from superior to subordinate it will not usually create the expected result. Thus, to achieve the desired objective of education a two-way process of communication should be exercised between woreda education office and Second cycle primary Schools in the woreda.

4. Effectiveness of communication in educational Organization may be hindered by various factors; and if these barriers are not properly handled on time or if efforts are not made to overcome their impact, the overall activities of the organization will be highly affected. Therefore, it is suggested that both Woreda Education office and second cycle primary schools to make a considerable effort to overcome these barriers that affect the effectiveness of their communication by sending message on

time to the required destination, providing timely feedback to schools, motivating schools to communicate, conducting face-to-face discussion programs, utilizing timely feedback and providing training that improving communication skill of both bodies, there by developing their confidence in communicating one another.

5. Both WEO and second cycle primary Schools in Chiro Woreda should manage their time effectively and contact by report on time with each other and clear and understandable information must be given to each other.

6. WEO and Schools should motivating teachers and WEO also motivating schools in order to avoid hard factors of effective communication in Chiro Woreda.

7. Finally, it is recommended that further studies be made so as to uncover further problems by taking the effect of hard factors of effective communication in to consideration and come up with possible solutions in effective communication in chiro Woreda Education office and second cycle primary schools.

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7. APPENDICES

Appendix I. Sample Questionnaires

HARAMAYA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A questionnaire to be filled in by Chiro Woreda Education office officers

Dear respondent_ This is an MA research project the main purpose of this questionnaire is to collect information on effective values of communication problems between Chiro Woreda education office and second cycle primary schools and to recommend some strategies to promote communication between Woreda education office and schools. Your genuine responses to questions in this questionnaire will help

the researcher to achieve the objectives of the study. Hence I kindly request your cooperation to fill in the questionnaire. The information you offer will be used only for academic purposes and will be kept confidential.

You do not need to write your name

Thank you in advance for your genuine opinion!

Takelu Olkeba 0910910981

Part I Background characteristics of respondents please show your respondents by putting for () mark in the box or write brief answer in the blank space.

1. Your present position _____
2. Sex: A. Male B. Female
3. Age A.20-30 years C.41-50 years
 B.31-40 year D.51and above years
4. Total number of service (in year)
A.1-10 years B.11-20 years C.21 and above
5. Your qualification
A. Certificate C. Degree
B. Diploma D. MA/MSc /Ed
E. PHD
F. Others
6. Felid of Study _____

Part II. Assessment of communication on the work process. The following questions are designed to assess the extent of communication on the work process.

1. The degree of communication between Woreda education office and school is _____

- A. Very high C. Average
B. High D. Low E. Very low

2. The speed at which Woreda education office give feedback to the information's requested by schools is _____

- A. very fast C. Average E .Very slow
B. Fast D. Slow

3. The speed at which schools give feedback to the information they are requested by woreda education office is _____

- A. Very fast C. Average E .Very slow
B .Fast D. Slow

4 .Which channel of communication is predominantly used while exchanging information between schools and woreda education office

- A. Oral C. written E .Others _____
B .telephone D. Oral and written

- Do schools explain new work strategies and information sent from Woreda education office to them for the teachers?

- A. Yes B. No

6. If your response for question number"5" is yes which channel of

communication

do they use predominantly

A. Notice board

C .Through Department

B .Staff meeting

D. Letters

E .Others_____

7. Which direction of communication is predominantly used between woreda education office and schools?

A .Downward

C. Downward and upward as needed

B .Upward

Part III .Assessment of message content conveyed in the down ward communication

The following items are descriptions of expected downward communication from Woreda education office to school. Please show the extent to which these contents are emphasized by both Woreda education office and schools by putting () mark in one of the box against each item.

| NO | Items | Very high | High | Average | Low |
|----|---|-----------|------|---------|-----|
| 1 | Motivating schools to perform better | | | | |
| 2 | Introducing new strategies | | | | |
| 3 | Request for cooperation | | | | |
| 4 | Request for explanation of new guide lines an regulations | | | | |
| 5 | Solving school problems | | | | |
| 6 | Others | | | | |

Part IV. Assessment of message contents conveyed by upward Communication

The following items are descriptions of expected upward communication from school to Woreda education office .Please show the extent to which they are emphasized by Schools and Woreda education office by putting () mark in one of the box against the items

Part V. Assessment of major communication problems

The following statements are descriptions of expected communication problems between yor School and Woreda education office. Please indicate the extent of the prevalence of the problems by putting () mark in one of the box against each statement

| No | Items | Very High | High | Average | Low | Very low |
|----|--|-----------|------|---------|-----|----------|
| 1 | Information delay | | | | | |
| 2 | Lack of motivation | | | | | |
| 3 | Failure of woreda education offices to provide timely feedback for schools | | | | | |
| 4 | Failure of schools to provide timely feedback for woreda education office | | | | | |
| 5 | Message distortion | | | | | |
| 6 | Problems of applying new innovations | | | | | |
| 7 | Lack of report writing skill | | | | | |
| 8 | Others _____ | | | | | |

Part VI Strategies to overcome communication problems

The following statements are descriptions of expected strategies to overcome communication problems between woreda education office and second cycle primary schools. Please indicate the contribution of these strategies to overcome the problem, by putting () mark in one of the box against each items

| Item | Very High | High | Average | Low | Very Low |
|------|-----------|------|---------|-----|----------|
| | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| 1 | Sending messages on time | | | | | |
| 2 | Pr vision of timely feedback for the schools | | | | | |
| 3 | Developing report writing skill | | | | | |
| 4 | Motivating school to communicate well | | | | | |
| 5 | Conducting discussion programs to resolve communication problems | | | | | |
| 6 | Provision of training | | | | | |
| 7 | Others_____ | | | | | |

Part VII .What do you recommend to create effective communication between woreda education office and schools?

Thank you again!

A. Certificate

C. Degree

B. Diploma

D. Others

6 Field of Study_____

Part II. Assessment of communication on the work process. The following questions are designed to assess the extent of communication on the work process.

1. The degree of communication between woreda education office and schools is_____

A. very high

C. Average

B. High

D. Low

2. The speed at which your school gives feed back to the information's requested by woreda education office is_____

A. Very fast

C. Average

B. Fast

D. Slow

E. Very slow

3. The speed at which schools give feedback the information they are requested by woreda education office is _____

A. Very fast

C. Average

E. Very slow

B. Fast

D. Slow

4. Which channel of communication is predominantly used while exchanging information between schools and woreda education office?

A. Oral

C. written

B. telephone

D. Oral and written

E. Others

5. Do Schools explain new work strategies and information sent from woreda education office to them for the teacher?

A. Yes

B. No

6 .If your response for question number”5” is yes which channel of communication do they use predominantly

A. Notice board

C .Through Department

B. Staff meetings

D. Letters

E.

Others_____

7. Which direction of communication is predominantly used between your school and woreda education office?

A. Downward

B. Upward

C. Downward and upward as needed

Part III. Assessment of message content conveyed in the downward communication

The following items are descriptions of expected downward communication from woreda education office to school. Please show the extent to which these contents are emphasized by both woreda education office and schools by putting () mark in one of the box against each item

| No | Items | High | Average | Very Low |
|----|--|------|---------|----------|
| 1 | Motivating school to perform better | | | |
| 2 | Introducing new strategies | | | |
| 3 | Request for cooperation | | | |
| 4 | Request for explanation of new guide lines and regulations | | | |
| 5 | Solving school problems | | | |
| 6 | Others _____ | | | |

Part IV Assessment of message contents conveyed by upward communication

The following items are descriptions of expected up ward communication from school to woreda education office. Please show the extent to which they are emphasized by schools and woreda education office by putting () mark in one of the box against the items.

| No | Items | Very High | High | Average | Low | Very Low |
|-----------|---|------------------|-------------|----------------|------------|-----------------|
| 1 | School performance report | | | | | |
| 2 | Feedback for information requested by woreda education office | | | | | |
| 3 | Request for cooperation | | | | | |
| 4 | Request for explanation of new guidelines and regulations | | | | | |
| 5 | Others _____ | | | | | |

Part V. Assessment of major communication problems

The following statements are descriptions of expected communication problems between your school and woreda education office. Please indicate the extent of the prevalence of the problems by putting () mark in one of the box against each statement.

| No | Items | Very high | High | Average | Low | Very Low |
|----|---|-----------|------|---------|-----|----------|
| 1 | Information delay | | | | | |
| 2 | Lack of motivation | | | | | |
| 3 | Failure of woreda education office to provide timely Feedback for schools | | | | | |
| | 79 | | | | | |
| 4 | Failure of schools to provide timely feedback for woreda education office | | | | | |

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Appendix III. Sample Questionnaires
HARAMAYA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
INTERVIEW SCHEDULE FOR WOREDA EDUCATION HEAD AND SOME
OF EDUCATIONAL LEADERS.AND EDUCATIONAL EXPERTS

- To what extent principals & vice principals (educational leaders) and teachers participate in every communication in your office-----

- Are the school community accepts communication made in your office? -----

- To what extent communication of school implemented in limited period of time & how it was evaluated? -----

--
- To what extent educational experts participate to implement effective communication made in the school? -----

- How school communication accepted, discussed and improved by stakeholders to bring Quality of education? -----
- Please mention any problems that hinder implementation of effective communication on the work process? -----

- What problems have you faced in carrying out effective communication at

your
school? -----

- Please mention solution to overcome the problems that mentioned in no
7? -----

- Any other comment (suggestion) about factors affecting effective
communication on made in your
school? -----

Thank you!!