

**ASSESSMENT OF EFFECTIVE COMMUNICATION IN INTERNATIONAL
SCHOOLS IN LUSAKA BASED ON BERLO'S SMCR MODEL**

BY

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**A Dissertation Submitted to the University of Zambia in Partial Fulfilment of
the Requirements of the Award of Master of Science in Corporate
Communication**

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DECLARATION

I, **Christabel Chisha Muyanga**, declare that this dissertation is a preparation of my original research work and that it has not been submitted or being concurrently submitted in candidature for and degrees. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature and acknowledgement of collaboration research and discussion.

Signed:.....

Date:.....

APPROVAL

This dissertation by Christabel Chisha Muyanga has been approved as partial fulfilment of the requirements for the award of Masters of Science in Corporate Communication by the University of Zambia.

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ABSTRACT

Communication is important in an organization because it enables the organization to give information to both the internal and external public. Although communication is at the heart of the school life there are communication problems in multicultural schools because Principals, Teachers and other members of staff misunderstand the each other. The purpose of this study was to assess effective communication in International Schools in Lusaka based on Berlo's SMCR Model. The study was conducted at International School of Lusaka and Lusaka International Community School. The study utilized a quantitative paradigm. Questionnaires were used as a research instrument for collecting data from the Principals, Heads of Departments, Teachers and Support Staff who were purposively selected from a sample size of 135 employees. The questionnaires were distributed to 101 people and 83 questionnaires were returned. The data collected using the questionnaire was analyzed using descriptive analysis and inferential statistics (Pearson Correlation Coefficient). Pearson Correlation Coefficient was used to determine the relationships between the variables. The significance level was that if the P-value was ≤ 0.05 or equal to 0.05 then the null hypothesis was rejected in favour of the alternative hypothesis. If the P-value was greater than 0.05 then the null hypothesis was accepted. Out of the eight hypotheses which were tested it was discovered that four were accepted while four hypotheses were rejected. Therefore, there were only four variables which were showed a statistically significant relationship. Based on the finding a proposed model was developed in order to address issues of effective communication.

Keywords: *Communication, Effective Communication, Leader, International School, Berlo's SMCR Model*

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DEDICATION

I dedicate this work to my mother Mervis Muyanga for her prayers, inspiration and motivation during my study, and to my siblings Patricia, Angela, Pamela, Basil and Ethel Muyanga.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Communication is an important aspect in an organization. It is a means to bring about change. Effective communications has always been and still an important aspect of human daily living (Fashiku, 2017). Yusuf et al (2014) asserts effective communication is a primary function for all successful organizations, whether at initial start-ups, growing or in international companies. In any organization, communication is a necessity for coordinating most activities, and this is especially true in educational institutions (Ibrahim & Mohmoud, 2017). The Leaders in schools regularly communicate with teachers and support staff on different issues which affect the running of a school. Witherspoon (1996) made an even stronger claim: “Leadership exists only through communication. Leaders are increasingly important as creators of culture, decision makers, and change agents. These roles require the use of communication to develop shared meanings, search and use information effectively, and create and communicate visions to enhance an organization’s future and guide it through eras of change.”

There are different approaches to communication that Leaders take; communication is done face-to-face, in a meeting, through email, newsletter but to mention a few. Leaders identify a way to communicate with the teachers or support staff depending on the type of communication.

There are things that leaders may consider when coming up with a message such as the content of the message, the purpose of the message and who the message is targeting. The message may be for teachers only or support staff only therefore, the encoding of the message will be done to suit a particular group.

It is hard to know if the message is received and understood as intended if there is no feedback. Feedback allows the sender of the message to know if the message has been understood or not.

The assessment of communication done in schools is very important because it gives the Leaders an insight if the message has been understood or not. It will also help Leaders chance strategies of communication if the current channels are not working.

The research will assess effective communication in International Schools in Lusaka based on Berlo's Source Message Channel Receiver (SMCR) Model.

Communication refers to the process by which information is transmitted and understood between two or more people (McShane & Von Glinow, 2005). Communication is an integral part of the organizational process as the flow of communication up and down the organization hierarchy has its effects on efficiency, decision-making and morale of organisations (Kibe, 2014). The effective communication is regarded as the foundation of organization today (Witherspoon, 1997; Von Krogh et al.2000). Communication is both a symptom and a cause of organization performance problems. It is a mainstream of any entity growth. According to Stephen (2011) communication is a critical factor in directing and mobilizing the workforce towards the accomplishment of organizational goals or objectives.

By creating understanding it enhances co-operation and promises effective performance. Smart managers understand that the end effective, straightforward communication between managers and employees is important for organizational success (Williams, 2007).

The relevance of communication keeps advancing as the world becomes a global village. The need to become visible to the world has made many organizations embrace new technology that would increase organization performance. The ability of people to communicate enables people to form and maintain personal relationships (Mumba and Phiri, 2019).

The way in which the organization communicates is a reflection of the organizations behaviour starting from the leadership and going through to its subordinates. The organization has a duty to create awareness on the importance of effective communication.

The research focused on effective communication in International Schools in Lusaka based on Berlos' SMCR. Berlos' SMCR model takes into account the social cultural system and it is suited to study the communication process in International Schools in Lusaka where Principals, teachers, and students come from different nationalities.

Nagrath (2011) says in order to be considered an actual international School, it is widely agreed that a school generally follows a national or International curriculum different

from that of the host country. Additionally, an emphasis is placed on International education (with such programs as the International Baccalaureate) and global citizenship. Ärlestig (2007) observed that despite the massive body of research on both leadership and communications, few studies focused on leaders' communication in school settings have been conducted.

1.2 Statement of the Problem

Communication is a critical factor in directing and mobilizing the workforce towards the accomplishment of the organizational goals and objectives (Stephen, 2011). According to Okotoni and Akinwale (2019), communication in schools takes place between and among principals, teaching and non-teaching staff, students as well as other stakeholders. He further says that the goals of schools are shared by the principals (who are the main managers of secondary schools) with relevant individuals within the school system through communication.

Although communication is at the heart of the school life there are communication problems in multicultural schools because teachers and other members of staff misunderstand the information. Communication problems arise due to the lack of communication skills, attitude, knowledge and culture.

Ärlestig (2007) observed that despite the massive body of research on both leadership and communications, few studies focused on leaders' communication in school settings have been conducted. Therefore, there is a need for a study on effective communication in schools. The study will assess the effectiveness of communication in International Schools in Lusaka. The study will use Berlos's SMCR Model to identify and address challenges of effective communication in International Schools. Berlo's SMCR model will be used because it takes into account the social cultural system, and is better suited to studying effective communication in International schools, where principals, teachers and student are from different nationalities.

1.3 Aim of the Study

The aim of the study is to assess the major factors that affect effective communication in International Schools in Lusaka based on Berlo's SMCR Model.

1.4 Specific Objectives

- (ii) Identify the major factors that affect effective communication in International Schools based on Berol's SMCR Model.
- (iii) Develop a framework that addresses the challenges in (i) in order to improve effective communication in International Schools.

1.5 Research Questions

- (i) What are the major factors that contribute to effective communication in International Schools?
- (ii) How can we develop a framework that addresses the challenges in (i) in order to improve effective communication in International Schools?

1.6 Significance of the Study

The study will enable leaders in International Schools to become aware of the factors that contribute to effective communication in schools.

There is a research gap in Zambia as no research has been conducted on factors that affect effective communication in schools. The study will benefit academics as it has provided empirical findings on effective communication schools as published in the Open Journal of Business Management by Muyanga and Phiri (2021). It will therefore serve as a reference point for future studies.

1.7 Scope of the Study

The study focused on International Schools in Lusaka. It identified the major factors that affect effective communication in schools based on Berol's SCMC Model.

The study was limited to the findings in International School in Lusaka. It did not look at other private schools and public schools in Lusaka. The study also looked at coming up with a framework that will help in identifying the factors that affect International Schools in Lusaka.

1.8 Organization of the Study

Chapter One: Introduction - covers at the introduction of the study and gives the background of the problem. This is followed by the aim of the study and research objectives. Chapter one also covers the research questions, significance of the study and the scope of the study.

Chapter Two: Literature Review – outlines the literature review done by different scholars on the topic, therefore identifying the findings and gaps in the different literature reviewed. The theoretical and conceptual frameworks are also covered in the chapter.

Chapter Three: Methodology- It outlines the research design used, the target population, sample size, sampling technique and research instrument used. The chapter also looks at ethical consideration, validity of the instruments, Reliability of the instrument and data analysis tools.

Chapter Four: Data Analysis- this chapter covers analyzing data and interpretation. The data is presented in tables and figures. This chapter also tests the hypotheses in chapter three.

Chapter Five: Discussion and Conclusion- it gives closure to the study by summarizing the findings and giving recommendations based on the findings.

1.9 Chapter Summary

The Chapter provided the information about the background of the study. This is followed by the statement of the problem that describes the need of the research project. The purpose of the study is then highlighted and the significance of the study. Finally the chapter outlines the scope of the study and organization of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides a general overview of what has been written relating to the research problem. The focus of this study is to assess the effectiveness of communication in International Schools in Lusaka based on the Berlo's Model. The chapter looks at communication, importance of communication, barriers to effective communication, organizational performance, empirical evidence on effective communication, studies of similar nature, theoretical and conceptual framework, and Berlo's SMCR Model.

2.1 Communication

According to Haiemann (2011) communication is the imparting of ideas and making oneself understood by others. Communication is a process by which information is passed between individuals and/or organisations by means of previous agreed symbols (Nebo et al, 2015. p. 134). Behera and Tripathy (2009) asserts that communication is a complex process wherein information is shared between individuals through a common system of symbols, signs and behaviour expressing feelings, ideas, views, and opinions. Communication is the process by which one party (a sender transmits information that is a message). According to Keith (2014) it is a continuous process between parties involved and it occurs in many levels, such as intra-individual. Communication is a process by which sender of message, receive feedback from receiver is intended (Peter, 2015).

Shonub & Akintaro (2016) explains that communication has been widely accepted by scholars and academics as the life hood of an organization because communication is needed for exchanging information, exchanging opinions, making plans and proposals, reaching agreement, executing decisions, sending and fulfilling orders and conducting sales (Blalock, 2005; Alyssa, 2006; Rotler, 2006; amongst others). If an organization does not communicate with its internal and external publics then the organization will perish. Employees will not have information on how to carry out their duties while clients

will not know what produces or services are being offered by the organization. In order for the organization to survive there needs to be communication.

Effective communication takes place when the person to whom it is intended subsequently. The receiver understands the meaning intended and reacts accordingly. Effective communication is a transaction of ideas, directory command or guide into oral or written words, or actions on the path of the communicator in such a way that the receiver gets the same message and reacts in manner envisaged by the communicator (Akam, 2011).

2.2 Importance of Communication

Communication is important in an organization because it can either help the organization to grow or it can break the organization. Communication promotes motivation by informing and clarifying the employees about the task to be done, the manner they are performing the task, and how to improve their performance if it is not up to the mark (Zink, n.d.). When employees are not clear about a particular task they are able to ask their supervisors on how they can perform the task. Without asking for clarification a person may not be in the position of performing the task according to the expectation.

The importance of communication in any organization cannot be denied: prior studies on leadership communication show that leaders spend 70-90 percent of their time in communication and interaction (Barret, 2006; Mintzberg, 1973; Robbins, 1993).

Communication allows employees to get access information in order to make a decision. It presents information that helps an employee assess and identify a course of action. The information can have both the positive or negative. Once a person accesses the information they are able to make a decision.

According to Zink (n.d.) Communication also plays a crucial role in altering individual's attitudes. For example a well-informed individual will have a better attitude than a less-informed individual. It is important in an organization that employers provide information on any changes happening to their employees. Communication about change can be given during meetings, memo, and newsletters. If people do not get the correct

information and they only hear about changes through grapevine it causes speculations and sometimes individual's performance at work is affected.

Communication in an organization allows people to socialize. People get to know each other through communication. They are able to know the strengths and weaknesses of an individual.

Communication is important in a workplace because it is used for problem solving. Last (n.d.) asserts in the workplace, many of the communications tasks you perform are designed to solve a problem or improve a situation. Leaders are solving problems either for a client or employees. Solving problems requires a person be a good communicator as well as listener.

2.3 Barriers to Effective Communication

When there is failure by a person to communicate with another then there is a barrier. Riege (as cited in Cacciattolo, 2015) says that many factors make it difficult to get messages across as intended, namely low motivation and interest, inappropriate language, defensive communication, dishonest dialogue and filtering, insufficient non-verbal communication, information overload, poor communication skills, and technological problems. In organizations where there are different people who come from different backgrounds, culture and education may find it hard to communicate. The following are some of the barriers to effective communication in an organization.

2.3.1 Personal Barriers

The personal barriers to communication can be due to how a person perceives things, values, beliefs and the experiences. On personal barriers to communication Adu-Oppong & Agyin- Birikorang (2014) claims, they are based on one's socio-economic background and prior experiences and shape how messages are encoded and decoded. One may also consciously or unconsciously engage in selective perception or be influenced by fear or jealousy.

2.3.2 Culture Barriers

According to Smit (2018) cultural barriers are a result of living in an ever-shrinking world. Different cultures, whether they are a societal culture of a race or simply the work culture of a company, can hinder developed communication if two different cultures clash. Larkey (as cited in Cacciattolo, 2015) asserts, cultural differences affect intercultural encounters, usually by leading to misunderstanding or conflict, at both the individual and group level. According to Mittal (2018), if the sender and the receiver do not share common culture the use of culture specific vocabulary may impede the smooth process of communication and may act as a barrier to communication.

Since culture is handed down from one generation to the other people are used to that way of life therefore when they interact with people from other cultures they find it hard to communicate because of the way people talk, the non-verbal cues and actions mean something else to them.

Due to culture communication is misunderstood by people and it may cause conflict. Businessstopia (2018) asserts, culture also gives rise to prejudices, ethnocentrism, manners and opinions. It forms the way people think and behave. Hence, this becomes a barrier to communication.

2.3.3 Linguistic Barriers

Linguistics has to do with the ability of a person to speak another language. Language can be a barrier to communication if a person is using an unknown dialect or slang. According to Darnish and Ramu (2018), utilizing exclusionary dialect, for example, language, slang and shortened forms can be a noteworthy obstruction in the correspondence procedure. If people are not familiar with this kind of speech they will not understand the communication. According to Behera and Tripathy (2009) the choice of words or language in which the sender encodes a message will influence the quality of communication. They claim that because language is a symbolic representation of a phenomenon, room for interpretation or distortion of the meaning exists.

A study by Peltokorpi & Clausen (2011) indicated that interviews with 30 Nordic (Finland, Denmark, Norway and Sweden) expatriates and 29 Japanese employees show

that the main linguistic barriers to intercultural communication were lack of a shared language and low motivation to improve foreign-language proficiency.

2.3.4 Attitudinal Barriers

According to Jureddi & Brahmaia (2016) attitudinal barriers in communication may result from personality conflicts, poor management, and resistance to change or a lack of motivation. If a person has a bad attitude they close up to communication and they do not would not communicate effectively.

Attitudinal barriers to communication arise when people perceive things differently. The perception is deep rooted and they find it difficult to see things in a different way.

2.4 Organizational Performance

Tomal and Jones (2015) define organizational performance as the actual results or output of an organization as measured against that organization's intended outputs. According to Almatrooshi (2016) et al the success of an organization depends on the competency of its leaders and the organizational culture those leaders create. Communication also plays an important role. Through communication people are able to get instructions and ask for clarity when they are not clear.

Communication is an integral component of any performance improvement approach (Kibe 2014). Organizations eager to accomplish strategic goals establish well defined communication strategies. A well-defined strategy is one that engages employees and aligns with the organization, business goals.

Effective communication in organization performance is vital as it allows employees to be high achievers. The ability of a leader to communicate effectively in a school allows for productivity. Onifade et al (2018) affirms that with good communication skills, you can anticipate problems, make decisions, co-ordinate work flow, supervise others, develop relationships and promote products and services.

2.5 Empirical Evidence on Effective Communication

A study by Mumba and Phiri (2019) on communication gaps in quasi-institutions found that the existing communication gaps within and between departments at ZESCO with

regards to managers not exploring conflicts find a lasting solution that meet everyone's needs, personal conflicts are not always sorted out quickly by supervisors and managers. Mumba also found that employees are demoralized due to conflict in departments, poor leadership skills from management. The findings validated the research model that was used in the study.

The methodology used was a quantitative survey. The population comprised all employees of the power utility company which is a quasi-government based in Lusaka, Zambia. The researcher used purposive sampling to select the sample.

Data was analyzed by using Statistical the Package for Social Science (SPSS). The analysis was based on Chi-square and P-value. The research highlighted five variables that contributed to the communication gap.

The researcher used the Shannon-Weaver communication model. The model creates a link between personal communication and organizational communication

Shonubi and Akintaro (2016) examined the importance of effective communication as organization performance. The discussion was based on a series of empirical studies of communication and organizational performance. The research findings validated the synerginous relationship between communication approach and efficient organizational performance. The study recommends that for effective and efficient organizational performance, management must embrace more clarity of ideas before communicating better understanding of the physical and human environment when communicating the purpose of communication must be thoroughly analyzed.

Otoo (2015) the study investigated the role of effective communication on organizational performance using Ghana Revenue Authority (GRA) as a case study. The study examined the communication systems available in GRA and measured the employees' performance. In addition the study determined the relationship between effective organisational communication and employee performance. It also identified the channels of communication considered by employees to be the most useful. Simple random sampling was used for the selection of 200 respondents. Mean, correlation and regression results were adopted in the analysis. The study findings was that communication systems frequently used include face-to-face , telephone, written memos, emails/internet and grapevine, with the most useful channel of communication being face-to-face.

Ahmad (2017) examined the role of effective communication for enhancing organizational performance in an Afghanistan Governmental organization, Afgan Relief Committee (ARC). The problem that led the research is the delays in access to information and employees under achievement in end year performance evaluation. The study used both primary and survey research methods. The study found that there is a direct link between effective communication and organization performance. The study found out the most effective communication methods preferred by employees as well as concrete communication in the organization.

In a study by Kheirandisha et al (2017) on pathology of organizational communication based on the three branches found that the priorities of communication barriers are as follows;

- (i) Structural elements like centrality and formality
- (ii) Contextual elements like cultural and technical barriers
- (iii) Behavioural elements like perceptual and human barriers

Descriptive survey method was used in the research. The population was 567 and 230 people were selected for sampling. Questionnaires were used to gather information. Literature review and previous studies were also used to gather the information. To evaluate the hypotheses the following tests were done; Kolmogorov-Smirnov test – was used to confirm normality of data. T-test was used to prioritize the barriers and analysis of the variance test. Convergent validity was used to assess validity and reliability of the research tools

In a study by Montany & Montany (2018) on the impact of communication and group dynamics on teamwork effectiveness across private banks, hotels and retail found that communication group dynamics and teamwork between departments are important components for teamwork effectiveness. They also found that banks have better teamwork effectiveness as compared to hotels and retail chains. Banks also have better communication practice and strategies than hotels and retail chains.

Purposive sampling was done. The sample size was 297. Data collection was both primary and secondary data. Primary sources included tested 3 questionnaires. Secondary sources included websites of different banks, hotels and retail chains, annual reports and

journals. The follow tools were used to analyze the data; SPSS, one-way Nove test and multiple regressions.

A study by Kelvin-Iloafu (2017) on the role of effective communication in strategic management of organizations found that although effective communication guarantees organizational success, it is largely dependent on the pattern or methods of communication, effectiveness and suitability of the channel selected, and how receptive or accessible are the superiors to the subordinates. The study adopted a survey and descriptive research design. Both primary and secondary data was used. The researcher administered 130 questionnaires. The results were analyzed using correlation.

In a study by France and Chyke (2016) on effective communication as a tool for efficiency and sustainability in modern organization the results showed that effective communication is an indispensable tool for corporate existence and job performance in an organization.

The population was made up of 100 senior administration staff cadre in Delta State Polytechnic. Simple random sampling was used to obtain a sample size. Questionnaire was used for data collection. Data analysis was done by mean, variance and standard deviation.

2.6 Study of Similar Nature

A study by Reyes & Hoyle (1992) examined teachers' satisfaction with their principals' communication, feedback, and teachers' perceived adequacy of their principals' instructions in relation to specific teacher demographic variables. The demographic variables included age, gender, and years of teaching. There were 566 questionnaires returned by secondary teachers. The results indicated that teachers' ages were related to their communication satisfaction toward the principal. Meaning that, as the ages of the teachers increased, their communication satisfaction tended to increase. This was true for both male and female teachers. Correspondingly, as years of teaching experience increased, communication satisfaction also increased. For male teachers only, the data suggested that increasing their education negatively impacted their communication satisfaction.

In a study by Ärlestig (2007) on the Principals' communication inside schools: A contribution to school improvement? The study found that communication within this school merely transmitted the information necessary for conducting daily work, which resulted in predictable behaviors, rather than stimulating learning and encouraging challenging dialogue about significant pedagogical and school improvement issues.

The study was conducted at one school in a town in northern Sweden. To collect data the researcher used documents, questionnaires and interviews. Questionnaires were given 36 Teachers and 2 Principals. The Teachers interviewed were 6 and the 2 Principals. The Teachers interviewed were selected through random selection.

Nebo et al (2015) carried out a study to examine the role of effective communication on organization performance Nnamdi Azikiwe University, Awka. The problem that led to the study is the dispute and delays in the access to information that would increase performance of staff. The survey research adopted for the study relied much on secondary and primary data. The sample size of 166 was determined using Taro Yamane technique and stratified random sampling chi-square X^2 was used to analyze the hypotheses. The findings from the study show that effective communication is the remedy to effective and efficient management performance of employees in an organization.

A study by Al Hajar (2016) looked at the effect of principal-teacher communication on teacher job satisfaction had 196 participants were teachers from eight different schools in the Emirate of Abu Dhabi. Results revealed a significant relationship between principal-teacher communication and teachers' job satisfaction. In particular, job satisfaction was highly related to principals encouraging communication and providing clear and direct messages (Al Hajar, 2016). This finding is supported by a sizable number of studies from a variety of organizations that have found communication related to job satisfaction (Ahmad, 2006; Ehlers, 2003; Goris et al., 2000).

A study by Dawn and Tyler (2016) on Communication behaviors of principals at high performing Title I elementary schools in Virginia: School leaders, communication, and transformative efforts found that communication skills are necessary for building trust between school principals and teachers, with trusting relationships vital for leading teachers toward effective instruction. More structured leadership training is essential in

the area of communication skills in preparing school leaders and is most effective at the school division level.

A study by Sezgin (2016) on teacher perception of school principal interpersonal communication style: a qualitative study of a Turkish primary school used a qualitative research method which focused on teachers' views on communication styles of the school principal in a Turkish primary school. A semi-structured interview form was used to collect data from 14 teachers in a school from Ankara province. Content analysis was used for data analysis. The results indicated that communication within the school perceived by the interviews teachers was inefficient. The findings from the study strongly pointed out the developing an interaction between the principal and teachers that can allow open two-way communication. The gap in the study was that only teachers were used in the research. The other gap was that only one school was used in the study therefore, the finding could not be generalized.

A study by Nwosu (2017) on principals' communication strategies and teachers' job performance in public secondary schools in Ikenne Local Government Area of Ogun State found that assessing teacher performance in an academic institution is as important as assessing learning in pupils and students; and that teachers' job performance to a large extent depends on factors like the principal communication strategies and resources.

The research was descriptive. The population was the teachers in public secondary schools in Ikenne Local Government Area of Ogun State. Sampling used was multi stage technique. Random sampling was used for the selection of schools and respondents. A total number of 200 respondents were used in the survey. The tool used for data collection was a questionnaire.

Data was analyzed using SPSS. Descriptive statistics such as frequencies and percentages was used to describe the data.

A study by Ibrahim (2017) on Principals' communication styles and school performance in Al Ain government schools, United Arab Emirates showed that principals in Al Ain schools are almost always expressive in their communication. The research used was explanatory. The population was 2,240 in 40 government schools in Al Ail City. The sample was 667 which represent 30% of the 40 schools. Data was collected through questionnaires. 11 people were interviewed on phone by semi structured interview.

Validity and reliability was done through cross-referencing with literature was the first step to ensure validity. Then, one schoolteacher and one university professor reviewed the questionnaire in its initial form to achieve face validity. The questionnaire was pilot-tested for reliability on twenty-seven participants before distributing it to the sample.

The study showed that principals are using positive styles of communication and refraining from negative styles. In other words, school principals are more expressive and supportive while they should be more precise. The results showed also that participants attributed high performance to the principal's supportiveness style. When the school was used as the unit of analysis, the preciseness style of the principal had the highest correlation coefficient with high performance. Finally, the study found that styles of moodiness and threat were correlated negatively with school performance. The study recommended that further research should be conducted using in-depth qualitative methods to investigate how school principal communication styles can positively or negatively affect school performance. Studies that target a limited number of male and female schools may help in discovering deeper differences in the communication styles that best improve school performance.

A study presented by Okotoni and Akinwale (2019) examined the relationship between principals' communication styles and teachers' job commitment in secondary schools in Osun State, Nigeria. Correlational survey research design was used for the study. The study population consisted of 6,922 secondary school teachers and 466 principals in the State, while the sample for the study consisted of 720 teachers and 36 principals.

From the 30 Local Government Areas in the State, nine Local Government Areas were selected using simple random sampling technique. Four schools were selected from each Local Government Area using a simple random sampling technique.

The principal and twenty teachers were selected from each of the 36 schools using purposive and simple random sampling technique respectively. Two instruments were used for the study, namely; Principals' Communication Styles Questionnaire and Teachers' Job Commitment Questionnaire. Data were analyzed using frequency counts, percentages, and Pearson's Product Moment Correlation. The study revealed that that aggressive communication style was negatively related to teachers' job commitment to school and positively related to teachers' commitment to teaching and learning, but had

no significant relationship with teachers' commitment to the teaching profession. There was also a positive relationship between open communication style and teachers' commitment to school, negative relationship to teachers' commitment to teaching and learning, but no relationship with teachers' commitment to the teaching profession. Negative relationships existed between inclusive communication style and teachers' commitment to teaching and learning, but positively related to teachers' commitment to school but not related to commitment to the teaching profession. There was no relationship between assertive communication style and teachers' commitment to teaching and learning, teachers' commitment to school and teachers' commitment to the teaching profession.

2.7 Theoretical and Conceptual Framework

The research looked at a number of communication theories as identified by West and Turner (2010). These are:

2.7.1 Communication Dissonance Theory

Cognitive dissonance theory (Featinger, 1957) posits that individuals seek to maintain consistency among multiple cognitions (E.g. thoughts, behaviour, attitude, values, or beliefs). Cherry (2019) says The term cognitive dissonance is used to describe the feelings of discomfort that result when your beliefs run counter to your behaviors and/or new information that is presented to you. People usually want to behave consistently in terms of attitude and perception. When they are faced with uncertainty they tend to have dissonance. Featinger suggested that people have an inner need to ensure that their beliefs and behaviors are consistent. Inconsistent or conflicting beliefs lead to disharmony, which people strive to avoid.

Some factors that can lead to cognitive dissonance are;

1. Beliefs- a person may have a deep rooted belief that if a person presented with something else they find it hard to accept. Belief can cause dissonance in a person who has a high level of belief.
2. According to Cherry (2019) the ratio between dissonant (clashing) thoughts and consonant (harmonious) thoughts can cause dissonance.

Cognitive dissonance has power to influence our behaviour and action. When there is an inconsistency between attitudes or behaviors (dissonance), something must change to eliminate the dissonance.

2.7.2 Communication Accommodation Theory

Communication Accommodation Theory (CAT) developed by Howard Giles (1971). CAT provides a wide-ranging framework aimed at predicting and explaining many of the adjustments individuals make to create, maintain, or decrease social distance in interaction (Giles and Ogay, 2007). According to Giles (1972) CAT is a theory that helps us understand the motivations for why we communicate the way we do with others, the nature of our communication choices, and the relational, identity, and evaluative outcomes of these choices.

The theory looks at how people tend to adjust to communication depending on a situation. For example people may change the way they talk, tone of voice or accent in order to communicate with the other person. The theory also talks about how people want to portray a positive identity through talking in a way that people talk.

According to the theory accommodation is divided into two. The two are; convergence and divergence. Convergence is a way in which people adapt to the way that a group of people communicate in order to connect and reduce social differences this may include language and non-verbal cues. While divergence is when a person does not adapt to the way that people communicate.

“When a junior employee in an organization is talking to a higher level employee, both the people tend to accommodate each other by realizing their differences in social status and rankings or positions. The junior tries to talk in a respectful manner and a pretense to know many things to accommodate the senior and the senior tries to make the junior comfortable by accepting the respect. The junior uses convergence process whereas the senior uses divergence process (Businessstopia, 2018).”

According to Bourhis (1991), the accommodation framework can be very helpful to researchers of the organizational field for their analysis of communication breakdown in such institutions.

2.7.3 Mute Group Theory

Edwin Ardener (1927-1987) is the person who came up with the mute group theory. The theory explains the cause of muteness by a certain group of population especially of that of women in the society. According to Oregon State education The Muted Group Theory rests on three assumptions:

1. Men and women perceive the world differently because they have different perception shaping experiences. Those different experiences are a result of men and women performing different tasks in society.
2. Men enact their power politically, perpetuating their power and suppressing women's ideas and meanings from gaining public acceptance.
3. Women must convert their unique ideas, experiences, and meanings into male language in order to be heard.

The theory looks at how groups are unable to express themselves due to inequality. The theory describes how the dominate group related to the subordinate. Ardener believes that women are muted by the unfairness in their language from the male or dominate group, this is also shared by Kramarae who also did a research on mute group theory.

2.7.4 Groupthink Theory

According to Golkar (2013) Groupthink, a term coined by social psychologist Irving Janis (1972), occurs when a group makes faulty decisions because group pressures lead to a deterioration of —mental efficiency, reality testing, and moral judgment. Janis (1982) defined groupthink as —a mode of thinking people engage in when they are deeply involved in a cohesive in-group, when the members striving for unanimity override their motivation to realistically appraise alternative courses of action. According to Janis (1982) groupthink only occurs when cohesive is high.

According to Rose (2011) researchers have completed many case studies where groupthink appears to factor into poor decisions. It appears groupthink occurs across a wide spectrum of groups.

Janis listed eight symptoms of groupthink: The first two stem from overconfidence in the group's power. The next pair reflects the limited vision, members use to view the problem and the last four are signs of strong compliance pressure from within the group.

1. **Illusions of invulnerability:** Here the groups display excessive optimism and take big risks. The members of the group feel they are perfect and that anything they do will turn out to be successful.
2. **Collective Rationalization:** Here members of the group rationalize thoughts or suggestions that challenge what the majority is thinking. They try giving reasons as to why the others don't agree and thereby go ahead with their original decisions.
3. **Belief in Inherent morality of the group:** There is a belief that whatever the group does it will be right as they all know the difference between right and wrong. This causes them to overlook the consequences of what they decide.
4. **Out-Group Stereotypes:** The group believes that those who disagree are opposed to the group on purpose. They stereotype them as being incapable of taking their right decisions and as being weak or evil.
5. **Direct Pressure on Dissenters:** The majority directly threaten the person who questions the decisions by telling them that they can always leave the group if they don't want to agree with the majority. Pressure is applied to get them to agree.
6. **Self – Censorship:** People engage in self – censorship where they believe that if they are the only odd one out then they must be the one who is wrong.
7. **Illusions of unanimity:** Silence from some is considered to be acceptance of the majority's decision.
8. **Self – Appointed Mind Guards:** They are members of the group who take it upon themselves to discourage alternative ideas from being expressed in the group.

Golkar (2013) says that the model presents three types of groupthink symptoms. These are;

1. Over estimation of the group
2. Closed mindedness
3. Pressure towards uniformity

Groupthink theory explains one factor that can contribute to defective decision-making. Groupthink can have some benefits. When working with a large number of people, it can

allow the group to make decisions, complete tasks, and finish projects quickly and efficiently. Groupthink is a phenomenon that occurs when the desire for group consensus overrides people's common sense desire to present alternatives, critique a position, or express an unpopular opinion. Here, the desire for group cohesion effectively drives out good decision-making and problem solving.

2.8 Berlo's Model

The Berlo's Model of communication takes into account the emotional aspect of the message. The Berlo's Model of Communication has four elements which are the Source, Message, Channel and Receiver (SMCR). Shonubi & Akintaro (2016) asserts the sender or source could be the superior, subordinate, resource, person and media. There is the message in the communication channel. The message could be in the form of knowledge, values, attitudes and skills.

Below is Figure 2.1 shows the elements of the Berlo's SMCR Model and each element has five components.

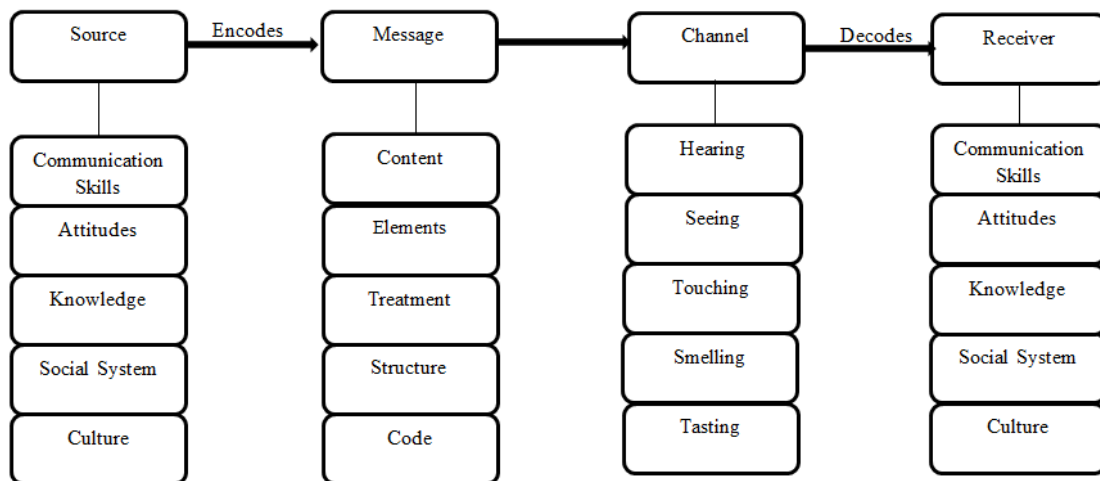


Figure 2.1: Berlo's SMCR Model (1960)

The components of the elements are as follows;

Source: The source is the sender of the originator of the message. The source knows the reason why the communication is being done and who will receive the message. The source has five elements which are;

1. **Communication Skills:** The source needs to have good communication skills in order for the message to be effective. The communication skills include listening, speaking, reading and writing skills. Listening is very important in order for the message to be decoded correctly. If a person does not listen the communication will not take place. Mahajan (2015) asserts without effective listening the message may be misunderstood and communication may fail. Speaking is part of communication skills. A person needs to speak clearly and should use the language the receiver is able to understand. Effective communication will happen if the other person gets the message.

It is important that in a workplace a person is able to read. Possessing reading skills can help a person to grasp the central idea and content faster (Mahajan, 2015). It saves time and produces good results. Writing is also an essential technique for communication. A person should be able to use the right word and format. Correct use of words will allow a person to communicate effectively.

2. **Attitude:** The source needs to have a good attitude in order to communicate effectively. A person may be a good speaker but has a bad attitude towards the receiver therefore; the message cannot be communicated to the receiver.
3. **Knowledge:** The source needs to have knowledge of the message that is being communicated. According to Management Study Guide (2020) knowledge is actually the clarity of the information which the speaker wants to convey to the second party. One must be thorough in what he is speaking with complete in-depth knowledge of the subject.
4. **Social Systems:** These include various aspects of society such as culture, religion, belief, values and a general understanding of the society. Communication takes place in society where there are different people with different beliefs and values. The source needs to be aware of the culture, religion, belief and values of the receiver.
5. **Culture:** When the source is communicating to people he/she needs be aware of the culture. Samovar et al (as cited in Leonard et al, 2011) explains;

“culture and communication are inseparable because culture not only dictates who talks with whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for

messages, and the conditions and circumstances under which various messages may or may not be sent, notices, or interpreted. In fact, our entire repertory of communicative behaviors is dependent largely on the culture in which we have been raised. Culture, consequently, is the foundation of communication. And, when cultures vary, communication practices also vary.”

Message: Message is the information that the source wants to communicate. The message can be written, verbal or non-verbal. The elements in the message are;

1. **Content:** This is what is in the message. This is the backbone of the communication as it has the actual words that need to be communicated.
2. **Elements:** These are the non-verbal cues. What is not said but implied through actions. Sometimes when a person is just speaking without any verbal cue people may lose interest or find it hard to understand. The use of non-verbal cues can attract the listener and encourage them to listen to the source.
3. **Treatment:** The way in which the message is packaged or conveyed. One must understand the importance of the message and how to handle the message as it is being conveyed. A receiver may misunderstand the message as not being because of the way it is being handled and conveyed.
4. **Structure:** This is how the message is arranged. If the message is not properly arranged then the person will not be able to receive the intended message.
5. **Code:** This is how the message is sent and in what form. For example, a message can be written, verbal or non-verbal. Improper coding of the message can lead to misinterpretation.

Channel: Channel is the medium used to send a message to the receiver. In communication technical machines can be used to send the message like television, telephone, radio and internet. Channel also details the five senses. The elements of the channel are as follows;

1. **Hearing:** The use of the ears to get oral messages. If the speaker is not loud enough the receiver might not hear the message.
2. **Seeing:** The source can send the message through email. The receiver will then be able to see it. Non-verbal messages can also be seen by the receiver.

3. **Touching:** In most instances touching is non-verbal communication. The way you shake a person's hand can send a message to the recipient.
4. **Smelling:** Information can be collected through smelling. For example if something is burning a person is able to smell the smoke.
5. **Tasting:** It also provides information to the receiver.

Receiver: This is a person who gets the message sent in the process. The receiver decodes the message so that he/she can understand the message. This model believes that the receiver will understand the message if the receiver is on the same level with the source. Hence the factors that influence the receiver are the same as the source which include;

1. **Communication Skills:** The receiver needs to have communication skills which may include written, verbal and listening skills.
2. **Attitude:** The attitude that the receiver has towards the message he/she receives will influence how the person acts
3. **Knowledge:** The receiver needs to have knowledge of the message being received.
4. **Social Systems:** These influence the understanding of the message received.
5. **Culture:** When the source is communicating to people he/she needs be aware of the culture.

The Berlo's SMCR Model recognizes the importance of communication skills, attitude, knowledge, social systems and culture in both the source and the receiver.

The Berlo's SMCR Model was adopted for the research because it looks at the different aspects of communication. The model takes in to account elements such as communication skills, attitude, knowledge and culture. The model also looks at content as well as channel which are very important to the communication process.

2.9 Chapter Summary

In this chapter the researcher looked at the literature which looks at communication and effective communication. The research reviewed literature on barriers to effective communication, organization performance, empirical evidence and study of similar nature. The Berlo's SMCR Model was also reviewed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter will describe the research method to be adopted in carrying out the research study. It is divided into the following subtopics. Research design, target population, sample and sampling procedures, research instruments, data collection and procedure and data analysis techniques.

3.1 Research Design

Research design refers to a plan, blueprint or guide for data collections and interpretation of a set of rules that enable the investigator to conceptualize and observe the problem under study (Creswell, 2014). This study employed quantitative survey design. Leedy and Ormrod (2001) alleged that quantitative research is specific in its surveying and experimentation, as it builds upon existing theories. The researcher used quantitative research in order to respond to relations questions between the variable. The study consisted of a well-structured questionnaire (for Principals, Heads of Department, Teachers and Admin Support Staff).

3.2 Target Population

Target population is a group or category of human beings, animals and objects which have one or more characteristics in common and have been selected as a focus of the study, Mulusa (1988). While Fraenkel and Warren (2003) says, population refers to the complete set of individuals (subjects or events) having common characteristics in which the researcher is interested. The study was carried out in Lusaka and it targeted International Schools in Lusaka which offers International curriculum. The International School target did not provide the Zambian curriculum instead they have adopted the International Baccalaureate and the National curriculum of England. People employed should be from at least five nationalities.

The targeted population was the Principals, Heads of Departments, Teachers, Teacher Assistants and Admin Support staff.

3.3 Sample Size and Sampling Techniques

Peter (2004) defines a sample as a representative part of a population. Best and Kahn (2006) asserts that a sample is a small proportion of a population selected for observation and analysis, the characteristics of which can enable the researcher to make certain inferences about the population from which sample was drawn. The sample of the respondent that was used was selected using purposive sampling.

In purposive sampling, the researcher selects sampling units based on his or her judgement of what units will facilitate an investigation (Adler & Clark, 2008). The sample size was determined by using the formula $n = \frac{N}{1 + N(e)^2}$ with 5% error.

Where:

n is the sample size

N is the population

e is the error of margin

Give the values the sample size was determined as follows;

$$n = \frac{135}{1 + 135 \times 0.05^2}$$

$$n = 100.934$$

$$n = 101$$

3.4 Research Instrument

The main research instrument for the study was a self-administered questionnaire. This is because less time is required to respond. It is also less expensive and it is one of the best tools that are free from interview bias. Respondents have more time to give well thought out responses.

The questionnaire comprised 3 sections. The first section was demographic questions; the second were questions on the components of the source, message, channel and receiver of which a Likert scale was used for the variable under study. A 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree) was used.

3.5 Ethical Consideration

This research was based on ethical concepts of informed concepts, privacy/confidentiality, anonymity and conflict of interest. As such the following ethical consideration will be made.

Anonymity and confidentiality- all information collected during the study was handled confidentially and permission from participants was obtained. Participants were informed about the aim, the purpose and procedure of the study and were not deceived.

3.6 Validity of the Instruments

Kothari (2004) states that validity indicates the degree to which an instrument measures what it is supposed to measure, is the extent to which differences found with a measuring instrument reflects true differences among those being tested. Validity is to measure what is intended to be measured (Field, 2005). In order for the researcher to ensure that the study was going to measure what was intended to be measured the research used content validity. According to Taherdoost (2016) content validity involves evaluation of a new survey instrument in order to ensure that it includes all the items that are essential and eliminates undesirable items to a particular construct domain. Content validity was used in the study and three experts reviewed the questionnaire to ensure that the questions were relevant to the study.

3.7 Reliability of the Instruments

According to Mugenda and Mugenda (2004) a measuring instrument is reliable if it provides consistent results. A reliability test was done in order to measure internal consistency of the items of the questionnaire. Rovai et al. (2014) recommend measuring internal consistency and reliability using Cronbach's Alpha. Therefore, Cronbach's Alpha was used to determine if the questions in Likert scale for the survey were reliable. Reliability tests resulting in alpha of 0.70 are generally accepted as having high reliability (Rovai et al., 2014). A reliability test enabled the researcher to adjust and improve on the research instruments so as to obtain reliable information. In order to ensure that the questionnaire was reliable the researcher used Cronbach Alpha on the statistical package for social sciences (SPSS).

3.8 Data Analysis

Data analysis includes stating the elating and proofreading of research tools such as questionnaires, coding instructions and pointing out the specific statistical techniques. The analysis of data started with editing and inspecting of data pieces in order to identify spelling mistakes and any wrongly answered or not responded items. The frequencies percentage was utilized to explore the variables under study.

Statistical package for social sciences (SPSS) version 20 was used for descriptive analysis of the variables, inferential analysis, Pearson's correlation and regression coefficient

3.9 Conceptual Framework

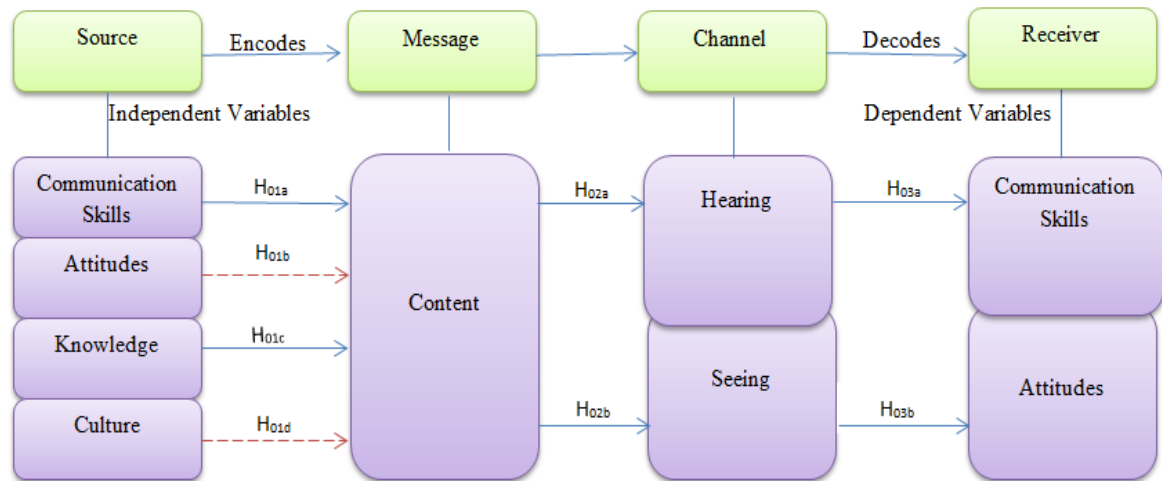


Figure 3.1: Research Model

Figure 2 above illustrates the research model that will be used in this study. The hypotheses of are as follows;

H_{01a}: There is no relationship between communication skills of the source and the content.

H_{01b}: There is no relationship between attitudes of the source and the content.

H_{01c}: There is no relationship between knowledge of the source and the content

H_{01d}: There is no relationship between culture of the source and the content

H_{02a}: There is no relationship between content of the message and hearing

H_{02b}: There is no relationship between attitudes of the message and seeing

H_{03a}: There is no relationship between communication skills of the receiver and hearing

H_{03b}: There is no relationship between attitudes of the receiver and content hearing

3.10 Chapter Summary

This chapter outlined the research design, target population, sample size and sampling techniques. It also looked at research instrument, ethical consideration, validity of instruments, and reliability of instruments and data analysis tool. The chapter also presented the conceptual framework and the hypotheses to be tested.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter covers data analysis and interpretation of the research findings. It also looks at the profile of the respondents, reliability test and descriptive analysis of variables. This chapter will also answer the research questions.

4.1 Profile of Respondents

A sample size of 110 out of a total of 135 eligible employees was invited to take part in the research. The respondents included Principals, Heads of Departments, Teachers and Admin Support staff. The research adopted purposive sampling to be the most suitable sampling method. Purposive sampling was used because the researcher wanted to focus on a particular characteristic of the population which was of interest. The respondents who were selected through purposive sampling were in the position of answering the research question.

In total 101 questionnaires were distributed to the targeted population at two International Schools in Lusaka. Out of the 101 questionnaires which were distributed 83 questionnaires were returned. Therefore, the response rate stood at 82%.

4.1.1 Gender of Respondents

Table 4.1 and figure 4.1 show the gender distribution of the respondents those who participated in the study. The males who took part in the study were 49% while there were 51% of females who took part in the study.

Table 4.1: Gender of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	41	49.4	49.4	49.4
Female	42	50.6	50.6	100.0
Total	83	100.0	100.0	

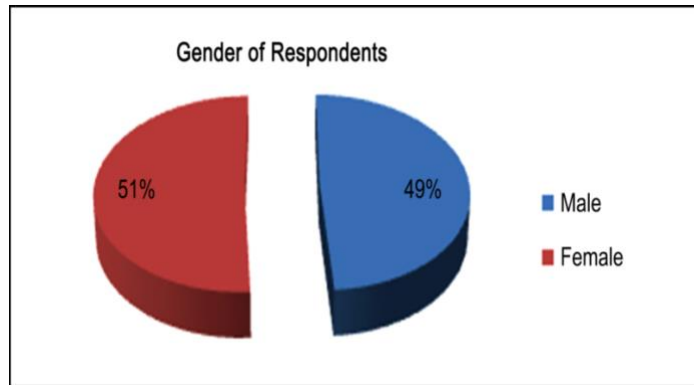


Figure 2.1: Gender of Respondents

4.1.2 Nationalities of Respondents

In terms of nationalities of the respondents under Table 4.2 and Figure 4.2, 59% were Zambians, 12% were British, 10 % other nationalities, 7% were Indians, 6% were Americans and 4% were South Africans. From the nationalities it is important to note that the majority of the respondents were Zambians.

Table 4.2: Nationalities of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Zambian	49	59.0	59.0	59.0
Indian	6	7.2	7.2	66.3
British	10	12.0	12.0	78.3
American	5	6.0	6.0	84.3
South African	4	4.8	4.8	89.2
Other	9	10.8	10.8	100.0
Total	83	100.0	100.0	

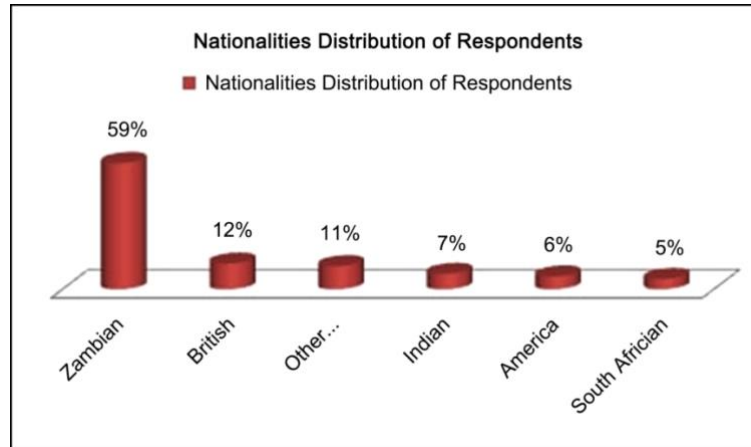


Figure 3.2: Nationalities of Respondents

4.1.3 Occupation of Respondents

In terms of occupation of respondents 47% were teachers, 33.7% were Support Staff (Admin and Teacher Assistants), 16.9% were Heads of Department and 2% were Principals. Please refer to Table 4.3 and Figure 4.3

Table 4.3: Occupation of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Principal	2	2.4	2.4	2.4
Head of Department	14	16.9	16.9	19.3
Teacher	39	47.0	47.0	66.3
Support Staff	28	33.7	33.7	100.0
Total	83	100.0	100.0	

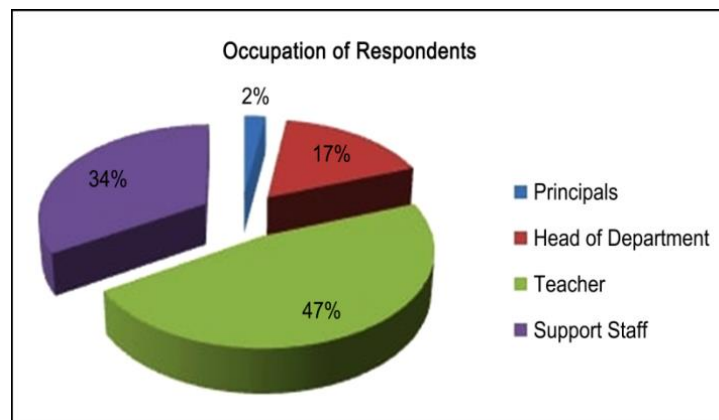


Figure 4.3: Occupation of Respondents

4.1.4 Qualifications of Respondents

In terms of qualifications 36% of the employees in International Schools in Lusaka have Bachelor's Degrees, 30% have Diplomas, 26% have Master's Degree and 6% have Honor's Degree. Table 4 and Figure 6 show the distribution of qualification.

Table 4.4: Qualifications of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	25	30.1	30.1	30.1
Bachelor's Degree	30	36.1	36.1	66.3
Honour's Degree	5	6.0	6.0	72.3
Master's Degree	22	26.5	26.5	98.8
Other	1	1.2	1.2	100.0
Total	83	100.0	100.0	

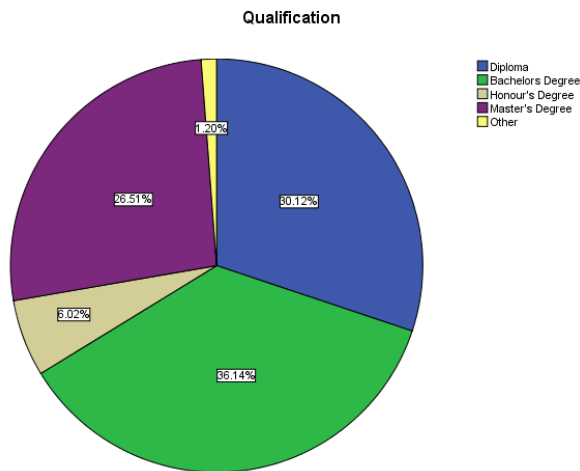


Figure 5.4: Qualifications of Respondents

Using cross tabulation to determine the occupation and qualification Table 4.4 below show the distribution of qualifications according to occupation. The qualification with the highest number of employees was the Bachelor's Degree of which 31 employees in International Schools have. The majority of the employees who have this qualification are teachers followed by Heads of Department. The second qualification with the highest

number of employees was the Diploma of which 24 people have. The majority of people with Diplomas are Support Staff. This was followed by Master's Degree of which 22 of the people have. The majority with this qualification are the teachers. Teachers and Heads of Department are the only employees who have Honor's Degrees.

Table 4.5: Cross Tabulation of Occupation and Qualification

		Qualification					
		Diploma	Bachelor's Degree	Honour's Degree	Master's Degree	Other	Total
Occupation	Principal	0	0	1	1	0	2
	Head of Department	0	6	2	6	0	14
	Teacher	5	20	2	12	0	39
	Support Staff	19	5	0	3	1	28
Total		24	31	5	22	1	83

4.1.5 Number of Years worked

Table 4.6 and Figure 4.6 shows that 22 people have worked between 2 to 5 years and 21 people have worked between 6 – 9 years. There are 15 people who have worked for 1 year and 15 who have worked from 10- 15 years. And 10 people have worked for 16 years and above.

From Table 4.6 and Figure 7 it can be seen that most people in International schools in Lusaka work between 2 to 9 years and after that they start leaving the schools.

Table 4.6: Years Worked in School

	Frequency	Percent	Valid Percent	Cumulative Percent
1 year	15		18.1	18.1
2-3 years	22	18.1	26.5	44.6
6-9 years	21	26.5	25.3	69.9
10-15 years	15	25.3	18.1	88.0
16 or more years	10	18.1	12.0	100.0
Total	83	100.0	100.0	

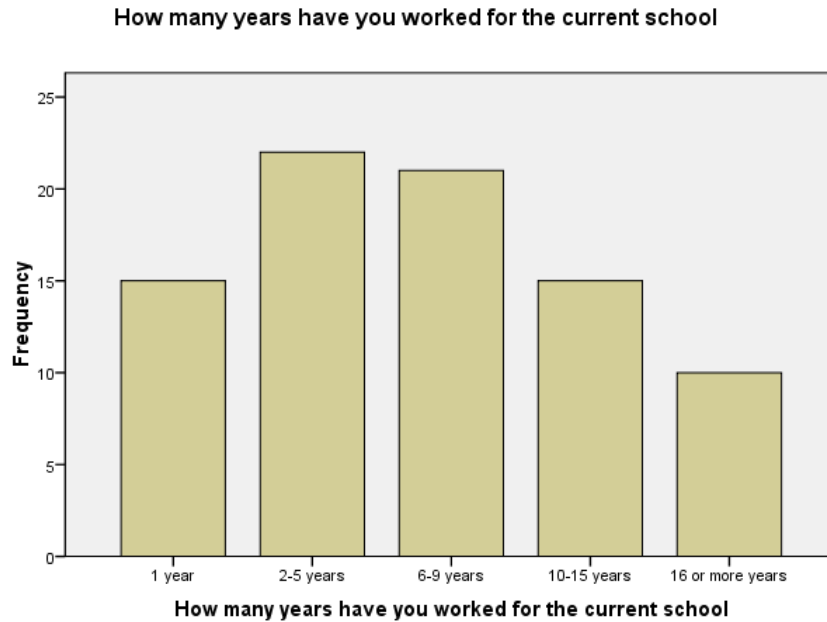


Figure 6.5: Years Worked in Current School

4.2 Reliability Test

Cronbach's Alpha is a commonly used measure of internal consistency. To measure the reliability of the Likert survey/questionnaire that forms a scale, therefore there is a need to determine whether the scale is reliable. Reliability test was done using SPSS version 20. Table 4.7 shows the results of Cronbach Alpha test.

Table 4.7: Results of Cronbach Alpha Test

Variables	No. of Item	Alpa
Source	5	0.78
Message	5	0.72
Channel	5	0.70
Receiver	5	0.72

The general rule of thumb is the Cronbach's Alpha of .70 and above is good. The variable items scored 0.70 and above which meant that the questionnaire was good.

4.3 Descriptive Analysis

This study was aimed at analyzing the factors that affect effective communication, and based on the research methodology employed descriptive measures of central tendency

such as percentages and the mean were employed using a Statistical Package for Social Sciences (SPSS) software to identify Major factors that affect effective communication based on Berlo's SMCR Model. The questionnaire under this study applied five interval Likert-scaled constructs that measured score values from Strongly Agree =1, Agree =2, Neutral=3, Disagree =4 and Strongly Disagree=5 as shown below:

4.3.1 Factors of Effective Communication

Table 4.8: How the Source Affect Effective Communication

Factors (Source)	Percentage (%)					Mean
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Communication skills (reading, listening and speaking)	28.90	30.10	25.30	13.30	2.40	3.70
Identical Communication Attitudes	24.10	38.60	20.50	16.90	16.90	3.70
Knowledge (Familiarity with the subject)	31.30	44.60	12.00	8.40	3.60	3.92
Social System (Values, beliefs, religion and rules)	18.10	36.10	18.10	16.90	1.80	3.34
Cultural differences	36.10	45.80	13.30	3.60	1.20	4.12

To analyze the findings there were three groups formed, which were; employees who strongly disagreed and disagreed were in group one which was 'opposed', employees who strongly agreed and agreed were in group two which was 'concurred, and employees who were neutral meaning they neither agreed or disagreed were 'undecided.' Then the groups of employees were compared. Interpretation was then drawn from the comparison as shown in the next paragraph.

Table 4.8 shows five factors that influence the source in International Schools in Lusaka at a moderate positive (aggregate mean = 3.75). The comparison of the groups showed that employees who opposed ranged from 4.8 % to 33.80%, while the percentage of employees who were not sure ranged from 12% to 25.3% and for those who concurred ranged from 54.2% to 81.9%. From the comparison it can be seen that the responses from employees who opposed and were undecided was lower than those who concurred.

After the analysis the following interpretation was made. The respondents agreed that communication skills were important for the source (mean =3.70). They respondents agreed that identical communication attitudes were needed by the source (mean =3.70),

Knowledge (mean =3.92) was important for the source to have, Social System (mean =3.34) and recognizing Cultural differences (mean=4.12). All the items of the source were important in order to communicate with each other.

Table 4.9: How the Message Affect Effective Communication

Factors (Message)	Percentage (%)					Mean
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Content (package or meaning of information sent from sender to receiver)	26.5	39.8	22.9	4.8	6	3.76
Elements (aspects such as gestures and signs)	31.3	48.2	16.9	2.4	1.2	4.06
Treatment	21.7	48.2	12	7.2	10.8	3.63
Structure	15.7	27.7	16.9	27.7	12.0	3.07
Code (text, language, video, gestures, music)	3.6	13.3	15.7	38.6	28.9	2.24
						3.35

Table 4.9 shows five factors that influence the message in International Schools in Lusaka at a moderate positive (aggregate mean = 3.35). The comparison of the groups showed that employees who opposed ranged from 3.6 % to 67.5%, while the percentage of employees who were not sure ranged from 12% to 22.9% and for those who concurred ranged from 16.9% to 79.5%. From the comparison it can be seen that the responses from employees who opposed and were undecided was lower than those who concurred.

After the analysis the following interpretation was made. The respondents agreed that content affected the message (mean =3.76). They respondents agreed that elements were needed in the message (mean =4.06), Treatment of the message (mean =3.63) was important for the message, Structure (mean =3.07) and the respondents declined that code (mean= 2.24) did not affect the message. All the items of the message were important except code of which the responded disagree and it had a low mean of 2.24.

Table 4.10: How the Channel Affect Effective Communication

Factors (Channel)	Percentage (%)					Mean
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Hearing (I am able to listen to what is being said)	32.5	31.3	6	16.9	13.3	3.53
Seeing (I am able to see and read messages sent by email)	4.8	43.4	6	3.6	1.2	4.29
Touching (I am able to understand non-verbal communication)	24.1	39.8	16.9	14.5	4.8	3.64
Smelling (I can put meaning to communication)	27.7	53	8.4	7.2	3.6	3.94
Tasting (I can tell if the message is good)	31.3	48.2	10.4	8.4	1.2	4
						3.88

Table 4.10 shows five factors of the channel that affect effective communication in International Schools in Lusaka at a moderate positive (aggregate mean = 3.88). The comparison of the groups showed that employees who opposed ranged from 4.8 % to 30.2%, while the percentage of employees who were not sure ranged from 6% to 16.9% and for those who concurred ranged from 48.2% to 80.7%. From the comparison it can be seen that the responses from employees who opposed and were undecided was lower than those who concurred.

After the analysis the following interpretation was made. The respondents agreed that they heard what was being said to them (mean =3.53). The respondents agreed that they were able to see and read messages sent to them (mean =4.29). Meaning that messages sent to them by email or any form of writing was seen and read by the employees. Employees agreed that they were able to understand non-verbal communication (mean =3.64). The respondents felt that they could put meaning to communication sent to them (mean =3.94). The respondents also felt that they are able to tell if the information is good (mean= 4). The above findings show that the employees are able to access the channels that the International Schools in Lusaka used.

Table 4.11: How the Receiver Affect Effective Communication

Factors (Receiver)	Percentage (%)					Mean
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Communication skills (reading, listening and speaking)	28.90	30.10	25.30	13.30	2.40	3.70
Identical Communication Attitudes	24.10	38.60	20.50	16.90	16.90	3.70
Knowledge (Familiarity with the subject)	31.30	44.60	12.00	8.40	3.60	3.92
Social System (Values, beliefs, religion and rules)	18.10	36.10	18.10	16.90	1.80	3.34
Cultural differences	36.10	45.80	13.30	3.60	1.20	4.12
						3.78

Table 4.11 shows five factors of the Receiver that influence effective communication in International Schools in Lusaka at a moderate positive (aggregate mean = 3.76). The comparison of the groups showed that employees who opposed ranged from 4.8 % to 33.8%, while the percentage of employees who were not sure ranged from 13.3% to 25.3% and for those who concurred ranged from 54.2% to 81.9%. From the comparison it can be seen that the responses from employees who opposed and were undecided was lower than those who concurred.

After the analysis the following interpretation was made. The respondents agreed that as receivers they had good communication skills (mean =3.70). This shows that the receiver is able to understand the message received from the source. They respondents agreed that they had identical Communication Attitudes with the source (mean =3.70). Employees agreed that they have knowledge about the subject being communicated (mean =3.92). The respondents indicated that they understood the social systems that the source has therefore, they are able to understand the message (mean =3.34). The respondents also indicated that they are able to understand the cultural differences of the source (mean= 4.12). The above findings show that the employees are able to understand the message communicated to them by their leaders.

4.3.2 Inferential Analysis

A Pearson correlation was utilized to determine whether the variables were significantly linearly related. The correlation coefficient r varies between -1 and $+1$ where a perfect

correlation is ± 1 and 0 is the absence of correlations. Values of r between 0 and 1 reflect a partial correlation, which can be significant or not.

Thus, a correlation analysis provided information on the strength and direction of the relationship between factors that drive the source and message, message and channel, channel and receiver, and source and methods.

Table 4.12: Relationship between Communication Skills and Content

		Communication Skills (reading, listening and speaking)	Content (package or meaning of information sent from sender to receiver)
Communication Skills (reading, listening and speaking)	Pearson Correlation	1	.366**
	Sig. (2-tailed)		.001
	N	83	83
Content (package or meaning of information sent from sender to receiver)	Pearson Correlation	.366**	1
	Sig. (2-tailed)	.001	
	N	83	83
**. Correlation is significant at the 0.01 level (2-tailed).			

The Pearson's correlation coefficient was conducted to examine the relationship between communication skills of the source and content of messages in International Schools in Lusaka. A Pearson's r data analysis revealed a moderate positive correlation, $r=.366$. A correlation is statistically significant if it is "Sig. (2-tailed)" < 0.05 . The correlation was .001 which shows that it was significant. Therefore, correlation is presented in Table 12.

Table 4.13: Regression Coefficient Showing the Effect of Communication Skills on the Content

Variables	R square	Adjusted R square	Significanc e	Beta
Communication Skills (reading, listening and speaking) and Content (package or meaning of information sent from sender to receiver)	.134	.123	.001	.366

According to the summarized Table 4.13, the findings show that communication skills significantly affects content ($r=.366$). This means that communication skill is a significant

determinant of content of the message in International Schools in Lusaka. The correlation implies a causal-effect, the coefficient of determination, which is a square of the correlation coefficient ($R^2 = .134$), was computed and expressed as a percentage to determine the variance in content in International Schools in Lusaka due to communication skills. Hence, findings show that communication skills accounted for 13.4% variances in the content of the message.

The findings also looked at the test of significance (p) and it is shown that the significance of the correlation ($p = .001$) is less than .005. This means communication skills has a positive significant effect on content.

Table 4.14: Relationship between Attitude and Content on Effective Communication

		Identical Communication Attitudes	Content (package or meaning of information sent from sender to receiver)
Identical Communication Attitudes	Pearson Correlation	1	.251*
	Sig. (2-tailed)		.022
	N	83	83
Content (package or meaning of information sent from sender to receiver)	Pearson Correlation	.251*	1
	Sig. (2-tailed)	.022	
	N	83	83

*, Correlation is significant at the 0.05 level (2-tailed).

Eight three employees of the International school of Lusaka were surveyed about their identical communication attitudes and content. A Pearson Correlation was done to determine the relationship between Identical Communication Attitudes and Content. A Pearson's r data analysis revealed a moderate positive correlation, $r = .251$. A correlation is statistically significant if it is "Sig. (2-tailed)" < 0.05 . The significance (2-tailed) was .022 therefore, there was no relationship between identical communication attitudes and content as presented in Table 4.14.

Table 4.15: Relationship between Knowledge and Content

		Knowledge (familiarity with the subject)	Content (package or meaning of information sent from sender to receiver)
Knowledge (familiarity with the subject)	Pearson Correlation	1	.351**
	Sig. (2-tailed)		.001
	N	83	83
Content (package or meaning of information sent from sender to receiver)	Pearson Correlation	.351**	1
	Sig. (2-tailed)	.001	
	N	83	83

** . Correlation is significant at the 0.01 level (2-tailed).

A Pearson Correlation was done to determine the relationship between communication knowledge and content as presented in Table 15. It was found that knowledge and content have a significant relationship ($r=.351$, $p< .001$). Therefore, the hypothesis that stated that there is a relationship between knowledge and content was accepted.

Table 4.16: Regression Coefficient showing the Influence of Knowledge on the Content

Variables	R square	Adjusted R square	Significanc e	Beta
Knowledge and Content	.123	.112	.001	.351

According to the summarized Table 16, the findings show that knowledge significantly affects content ($r=.351$). This means that knowledge is a significant determinant of content of the message in International Schools in Lusaka. The correlation implies a causal-effect, the coefficient of determination, which is a square of the correlation coefficient ($R\text{ Square} = .123$), was computed and expressed as a percentage to determine the variance in content in International Schools in Lusaka due to communication skills. Hence, findings show that knowledge accounted for 12.3% variances in the content of the message.

The findings also looked at the test of significance (p) and it is shown that the significance of the correlation ($p=.001$) is less than .005. This means knowledge have a positive significant effect on employee performance.

Table 4.17: Relationship between Cultural Differences and Content

		Cultural Differences	Content (package or meaning of information sent from sender to receiver)
Cultural Differences	Pearson Correlation	1	.015
	Sig. (2-tailed)		.890
	N	83	83
Content (package or meaning of information sent from sender to receiver)	Pearson Correlation	.015	1
	Sig. (2-tailed)	.890	
	N	83	83

Table 4.17 shows a Pearson Correlation which was done in order to determine the relationship between cultural differences and the content. Pearson's r data analysis revealed a weak correlation, $r=.015$. A correlation is statistically significant if it is "Sig. (2-tailed)" < 0.05 . The significance (2-tailed) was .890 therefore, there was no relationship between identical cultural differences and content.

Table 4.18: Relationship between Content and Hearing

		Content (package or meaning of information sent from sender to receiver)	Hearing(I am able to listen to what is being said)
Content (package or meaning of information sent from sender to receiver)	Pearson Correlation	1	.361**
	Sig. (2-tailed)		.001
	N	83	83
Hearing (I am able to listen to what is being said)	Pearson Correlation	.361**	1
	Sig. (2-tailed)	.001	
	N	83	83

** . Correlation is significant at the 0.01 level (2-tailed).

A Pearson Correlation was done to determine the relationship between content and hearing as presented in Table 4.18. It was found that content and hearing have a significant relationship ($r=.361$, $p< .001$). Therefore, the hypothesis that states that there is a relationship between content and hearing is accepted.

Table 4.19: Relationship between Content and Seeing

		Content (package or meaning of information sent from sender to receiver)	Seeing (I am able to read messages sent to me)
Content (package or meaning of information sent from sender to receiver)	Pearson Correlation	1	.275*
	Sig. (2-tailed)		.012
	N	83	83
Seeing (I am able to read messages sent to me)	Pearson Correlation	.275*	1
	Sig. (2-tailed)	.012	
	N	83	83

A Pearson Correlation was done to determine the relationship between content and seeing. A Pearson's r data analysis revealed a moderate positive correlation, $r=.275$. A correlation is statistically significant if it is "Sig. (2-tailed)" < 0.05 . The significance (2-tailed) was .012 therefore, the hypothesis that states that there is a relationship between content and seeing is rejected as presented in Table 4.19.

Table 4.20: Relationship between Hearing and Communication Skills of the Receiver

		Hearing (I am able to listen to what is being said)	Communication Skills (reading, listening and speaking) of the receiver
Hearing (I am able to listen to what is being said)	Pearson Correlation	1	.196
	Sig. (2-tailed)		.076
	N	83	83
Communication Skills (reading, listening and speaking) of the receiver	Pearson Correlation	.196	1
	Sig. (2-tailed)	.076	
	N	83	83

A Pearson's correlation was done to determine the relation between hearing and communication skills of the receiver. A Pearson's r analysis revealed a weak correlation, $r=.196$. The significant was .076 which is higher than .005. Therefore, there was no relationship between hearing and communication skills of the receiver and the results are not significant as shown in Table 4.20.

Table 4.21: Relationship between Hearing and Identical Communication Attitudes of the Receiver

		Hearing (I am able to listen to what is being said)	Identical communication attitudes
Hearing (I am able to listen to what is being said)	Pearson Correlation	1	.318**
	Sig. (2-tailed)		.003
	N	83	83
Identical communication attitudes	Pearson Correlation	.318**	1
	Sig. (2-tailed)	.003	
	N	83	83

** . Correlation is significant at the 0.01 level (2-tailed).

A Pearson's correlation was done to determine the relationship between hearing and identical communication attitudes of the receiver. A Pearson's r analysis revealed a moderate positive correlation, $r=.318$. A correlation is statistically significant if it is "Sig. (2-tailed)" < 0.005 . The significance was .003, therefore the hypothesis will be accepted that there is a relationship between hearing and identical communication attitude of the receiver.

4.4 Results of Hypothesis tested

The significance level was that if the P-value was ≤ 0.05 or equal to 0.05 then the null hypothesis was rejected in favour of the alternative hypothesis. If the P-value was greater than 0.05 then the null hypothesis was accepted. The analysis carried out and the results of the hypothesis tested are tabulated in Table 4.22.

Table 4.22: Hypothesis Results**Factors that affect effective communication**

No of Hypotheses	Statement Hypotheses	P-Value (Sig)	Beta	Results
H _{01a}	There is no relationship between communication skills of the source and the content.	.001	.366**	Rejected
H _{01b}	There is a relationship between attitude of the source and the content.	.022	.251*	Accepted
H _{01c}	There is no relationship between knowledge of the source and the content	.001	.351**	Rejected
H _{01d}	There is no relationship between culture of the source and the content	.890	.015	Accepted
H _{02a}	There is no relationship between content of the message and hearing	.001	.361**	Rejected
H _{02b}	There is no relationship between attitudes of the message and seeing	.012	.275*	Accepted
H _{03a}	There is no relationship between hearing and communication skills of the receiver	.076	.196	Accepted
H _{03b}	There is no relationship between hearing and attitude of the receiver	.003	.318**	Rejected

****Correlation is significant at the 0.01 Level (2 tailed)**

4.5 Chapter Summary

Chapter four presents the results using frequency tables, figures, descriptive analysis and inferential analysis. It looked at the variables that contributed to effective communication based on the Berlo's SMCR model. The variables included components of the source, message, channel and receiver.

CHAPTER FIVE

DISCUSSION AND CONCLUSIONS

5.0 Introduction

The study assessed effective communication in International Schools in Lusaka based on Berlo's SCMR Model. The study set out to identify the factors that affect communication in International Schools in. This chapter will discuss the finding and analysis based on the responses of the questionnaire. It will give recommendations of what needs to be done in order to improve communication in International Schools. This chapter will also provide a framework school leadership in International Schools in Lusaka can use in order to address challenges that affect effective communication.

5.1 Research Findings

The purpose of this study was to identify the major factors that influence effective communication in International Schools based on Berlo's SMCR Model.

The communication model developed by David Berlo (1960) guided the study to establish the interrelationships of the four components namely the source, message, channel and receiver. The model and the study, the total number of research tasks were derived and these guided the whole investigation.

The techniques used in data collection involved questionnaires. Data collected was presented in table form and of frequencies, and articulated into percentage to draw some inferences related to variables investigated. Pearson's correlation was also used to investigate if the variables were related.

The findings from the descriptive analysis revealed that the all components in the source (communication skills, attitude, knowledge, social system and culture) affect effective communication. In the components of the source with the majority of the employees who strongly agreed (36.1%) and agreed (45.80%) choose culture as being a major that affected effective communication in International Schools in Lusaka. People who work in International Schools in Lusaka come from different countries and cultural backgrounds. This can be seen in **Table 4.2** which showed the nationalities of the employees. Employees behave differently due to cultural background hence; it may cause

misunderstanding and misinterpretation of the message. It is important to note that people from different cultures come with different perceptions, attitudes and social systems. Yusuf et al (2014) asserts in typical international environment workplace, there exists workforce diversity with differences in religion, gender, belief, perspective, behavior and attitude, thus giving rise to problems and conflicts in cross-cultural communication.

The finding also revealed that knowledge was a major factor that affected effective communication as 31.30% of employees strongly agreed and 44.60% agreed. The source needs to be knowledgeable when coming up with the message.

The findings from the descriptive analysis of the message revealed that four components (content, elements, treatment and structure) affected effective communication in International Schools in Lusaka. It was only the code which did not affect effective communication as 28.90% strongly disagreed and 38.6% agreed.

The findings from the descriptive analysis of the channel revealed that all components (hearing, seeing, touching, smelling and tasting) affected effective communication. The component of the message with the majority of employees who strongly agreed was the smelling with 27.7% who strongly agreed and 53% who agreed.

The findings from the descriptive analysis of the receiver revealed that all components (communication skills, attitude, knowledge, social system and culture) affected effective communication. It can be observed from the results that the employees felt that culture of the receiver also played a major role.

5.2 Hypotheses Findings

Out of the eight variables which were tested it was discovered that four variables were accepted while four variables were rejected. Communication skills in relations to content were one of the contributing factors to effective communication by school leaders in International School in Lusaka. Communication skills were limited therefore; staff members were not able to decode the intended messages. Communication skills include speaking, writing and listening. When communication is not done properly then the content will not have the message that it intends to communicate.

The study also revealed that knowledge in relations to content affected effective communication. When a leader does not have enough knowledge of the subject being

communicated then the content will be affected. When the content is affected then leaders will not be able to communicate effectively.

Effective communication is very important for the successful sending of the message to employees. School leadership can successfully send messages if they improve on their communication skills. In communication skills school leaders should be able to listen attentively to what the subordinates are saying. Speech is also an essential aspect of communication. Leadership in International Schools should speak clearly and use language that is acceptable to people. They should also have a reading culture in order to acquire knowledge.

5.3 Proposed Model for the Study

A model was created to address the challenges that affect effective communication in International Schools in Lusaka in order to improve effective communication in the schools. Evidence suggests that the communication skills and Knowledge of the sender have a significant relationship with the content. Figure 8 shows the proposed model.

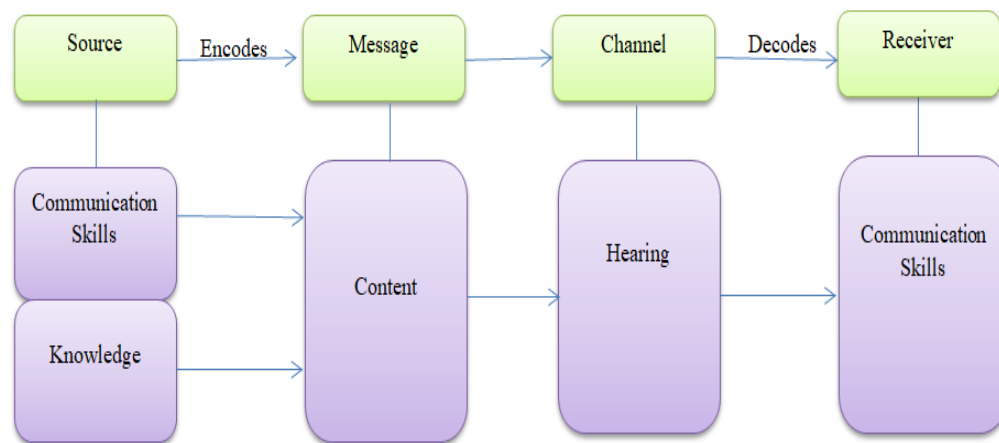


Figure 7.1: Proposed Model of Communication

In the proposed model attitudes and culture is removed because it has no significant relationship with the content. Seeing in channel has been removed as well as the attitude of the receiver has been removed as they have no significance to effective communication in international schools.

5.4 Recommendations

Since the study was only limited to International Schools in Lusaka it is recommended that further study should be done on effective communications in all schools including private schools and public schools.

Leaders in International School in Lusaka need communication skills training in order to increase their ability to communicate effectively.

Leaders in International schools need to be trained in management in order for them to have more knowledge as they do not only communicate with the teaching staff but other staff members in Administration. Dawn and Tyler (2016) also found that more structured leadership training is essential in the area of communication skills in preparing school leaders and is most effective at school division level.

Understanding the various aspects of employees will enable the leader to communicate effectively. Leadership in International schools should take into consideration their employees beliefs, values and culture. Leaders especially Head of Schools and Principal in International Schools in Lusaka are expatriates and the majority of employees are Zambians therefore they need to know how to communicate with people from different backgrounds.

When school leaders are able to take into consideration the components of the source then the components of the message are going to flow. This will allow the selection of a suitable channel which will deliver the message to the receiver.

5.5 Chapter Summary

Chapter five discussed the finding and analysis based on the responses of the questionnaire. It also outlined the proposed model that can be used in International Schools in order to hence effective communication. The recommendations made in chapter five were based on the findings.

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APPENDIX

Appendix 1: Questionnaire



**The University of Zambia
Graduate School of Business**

*Assessment of Effective Communication in International Schools in Lusaka
based on Berlo's SMCR Model*

Christabel Chisha Muyanga

MSc Corporate Communication

For more information or any queries, kindly get in touch on 0977 685785

Dear Respondent,

I am a student at the University of Zambia in my final stage pursuing an MSc Corporate Communication. As partial fulfillment for the award of a Master's degree, I am conducting a baseline study on: *“Assessment of Effective Communication in International Schools in Lusaka based on Berlo's SMCR Model.”*

You have been purposive sampled to provide information for the topic indicated above. The information being collected is purely for academic purposes as such, it will be treated with maximum confidentiality. Subsequently, you are not supposed to indicate your name or any personal information that can lead to revealing of your identity.

Your co-operation will be greatly appreciated.

For more information or any queries, kindly get in touch with the following:

Project Supervisor: Dr. Jackson Phiri- jackson.phiri@cs.unza.zm

Coordinator: Jessica Nkowan- graduateresearch90@gmail.com

Survey Questionnaire

Name of School

Part One: Demographic information (Please tick [√])

1. Gender: Male [] Female []
2. Nationality
Zambian [] Indian [] British [] American [] South African []
Other (please specify).....
3. Occupation
Head of School [] Principal [] Head of Department []
Teacher [] Admin Support Staff [] Other (please
specify).....
4. Qualifications
Diploma [] Bachelor's Degree [] Honour's Degree []
Master's Degree [] Doctorate [] Other (please
specify).....
5. How many years have you worked for the current school?
1 year [] 2-5 years [] 6-9 years []
10-15 years [] 16 or more years []

Part Two

Using a rating scale from the lowest point of 1 to the highest point of 5, please circle the number that indicates your level of agreement or disagreement with the following statements.

Factors that affect effective communication at your school are;

SD = Strongly Disagree | D = Disagree | N = Neutral | A = Agree | SA = Strongly Agree

No	Statement					
Source		SD	D	N	A	SA
1	Communication skills (reading, listening and speaking)	1	2	3	4	5
2	Identical Communication Attitudes	1	2	3	4	5
3	Knowledge (Familiarity with the subject)	1	2	3	4	5
4	Social System (Values, beliefs, religion and rules)	1	2	3	4	5
5	Cultural differences	1	2	3	4	5
Message		SD	D	N	A	SA
1	Content (package or meaning of information sent from sender to receiver)	1	2	3	4	5
2	Elements (aspects such as gestures and signs)	1	2	3	4	5
3	Treatment	1	2	3	4	5
4	Structure	1	2	3	4	5
5	Code (text, language, video, gestures, music)	1	2	3	4	5
Channel		SD	D	N	A	SA
1	Hearing (I am able to listen to what is being said)	1	2	3	4	5
2	Seeing (I am able to see and read messages sent by email)	1	2	3	4	5
3	Touching (I am able to understand non-verbal communication)	1	2	3	4	5
4	Smelling (I can put meaning to communication)	1	2	3	4	5
5	Tasting (I can tell if the message is good)	1	2	3	4	5

Receiver		SD	D	N	A	SA
1	Communication skills (reading, listening and speaking)	1	2	3	4	5
2	Identical Communication Attitudes	1	2	3	4	5
3	Knowledge (Familiarity with the subject)	1	2	3	4	5
4	Social System (Values, beliefs, religion and rules)	1	2	3	4	5
5	Cultural differences	1	2	3	4	5

Part 3

Which is the quickest system you get information about changes in the school?

Quickest way to get information		SD	D	N	A	SA
1	Face-Face	1	2	3	4	5
2	Email	1	2	3	4	5
3	Meeting	1	2	3	4	5
4	Social Media	1	2	3	4	5
5	News Letters	1	2	3	4	5
6	Memos	1	2	3	4	5
7	Grapevine	1	2	3	4	5

Appendix 2: Publication and Contribution to the Study



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Assessment of Effective Communication in International Schools in Developing Countries Based on the Berlo's SMCR Model

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Abstract

Communication is important in an organization because it enables the organization to give information to both the internal and external public. Communication by leaders in schools enables them to communicate about the goals and vision of the school. It also allows them to give instructions to staff members. When communication is effective in a school, people are able to understand what is expected of them. The purpose of this study was to assess effective communication in International Schools in Lusaka based on Berlo's SMCR Model. The study was conducted at International School of Lusaka and Lusaka International Community School. The study utilized a quantitative paradigm. Questionnaires were used as a research instrument for collecting data from the Principals, Heads of Departments, Teachers and Support Staff who were purposively selected from a sample size of 135 employees. The questionnaires were distributed to 110 people and 83 questionnaires were returned. The data collected using the questionnaire was analyzed using descriptive analysis and inferential statistics (Pearson Correlation Coefficient). Pearson Correlation Coefficient was used to determine the relationships between the variables. Two hypotheses were accepted as they showed a statistically significant relationship between the variables of which both had a p -value of 0.001 which is less than 0.005.

Keywords

Communication, Effective Communication, Leader, International School, Berlo's SMCR Model