



**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES  
DEPARTMENT OF MEDIA AND COMMUNICATION**

Assessing The Practice And Challenges Of Organizational Strategic  
Communication: Jimma Zone Education Office In Focus.

Thesis Submitted To Department Of Media and Communication in Partial  
Fulfillment for the Degree of Masters of Art in Communication

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**Declaration**

I declared that the thesis entitled: as: **Assessing The Practice And Challenges Of Organizational Strategic Communication: Jimma Zone Education Office In Focus;** submitted in partial fulfillment of the requirements for the degree of master of arts in communication complies with regulation of the university and meets the accepted standards concerning the originality and quality.

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## **ABSTRACT**

The purpose of this study was to investigate factors that affect Jimma Zone education organization towards strategic communication. To achieve the objectives of this research, descriptive survey was chosen for this study and also mixed method was used. This helped the researcher to employ both quantitative and qualitative methods of data collection. The participants of the study were 8 leaders who were selected using survey sampling and 72 workers who were selected by sampling. The eight leaders were purposely selected. Because the researcher believed that they can provide enough and clear information.

Also, workers were sampled by using sampling. Data required for the study was collected through questionnaire and interview. First, one-to-one interview was conducted with Jimma Zone and Seka Woreda education principals as well as Yiddo and Tesfa Tewahido Elementary schools directors. The data collected were analyzed both qualitatively and quantitatively; The results of the study revealed that some workers might lack motivation mainly due to the following possible reasons: wrong perception towards communication, poor knowledge of the strategies, lack of goal orientation, wrong attitude towards the role of workers, wrong attitude towards the workers on the method of communicating. It was also found that most of the leaders were not using strategies of communication appropriately. Based on the findings, it was suggested that leaders should encourage the workers by setting desirable strategic communication.

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# CHAPTER – ONE- INTRODUCTION

## 1.1 Background of the study

The success or failure of social relations, community life, team work and organizational excellence is highly dependent on the success or failure of communication among the interacting parties. Whereas, ineffective communication is the main cause of most organizational problems, effective communication is the key solution, therefore; at the heart of the organizational success (Keyton, 2011). Whenever baby is born, it is immediately surrounded by a group of people. It grows up learning the language, culture, social values and norms of the group or community and itself through communication and through communicating with the others, the baby in the long run, identifies itself as an individual with unique world outlooks ( Crow, & Matthews, 2010).

Human existence is unthinkable without group work. Humans work in groups, learn in groups, have fun in groups, grieve in groups, in the groups they attack and in groups they defend themselves all in all, they live in groups. The history of human civilization, therefore, is the history of organizing. Without communication, however, the process of organizing is not fruitful.

Every society needs organization that makes them unity. The people of similar needs and values organize themselves to achieve their common goal. That is possible to realize organizations are the results of popular or group cooperation to accomplish their shared goals through their joint actions as (Lunenburg, 2010 ). Organizational communication, focuses on how mutual cooperation is established and organizational structure is attained (Saunders & Stewart,2010). Communication contributes a critical part in the success of any organization. Effective communication skills increase productivity whereas poor communication skills decrease productivity (Nakkazi,2012).

So that strategic communication is a phrase used to denote the higher level concerns behind communicative efforts by organizations to advance organizational mission as most experts on management, leadership, communication and organizations believe that for any type of organization effective communication is the key to growth.

In a perfect world, managers communicate top to down, but the information must be sent bottom-up, for the simple fact that the lack of feedback, of comments and suggestions make the

managers to take decisions, to elaborate and develop strategies without thinking at the real problems (Canary, 2011). The feedback received by the participant, to be concrete, constructive, required, not imposed, communicated in due time. Its role is to give information, not to assess, to confirm achievements and to strengthen some behaviors, being an important element in motivation of personnel and changing attitudes towards work (Eisenberg, 2010). The concept of communication within the educational field is not new, as day goes this process is enjoying new approaches as to the role of communication in the implementation of the teaching act.

Strategic communication has been identified as an effective way of delivering message to the targeted group. The main objective of strategic communications is to convey information that will impact individuals ( Rubei & Stokes, 2010). The reason behind this assumption is considering strategic communication as a tool to aware and save the public within the domain for mutual benefit on a mutual agenda.

The educational institutions in countries generate both economic growth and social development according to (Amponsah,Asamoah& Isaac, 2015).Education can lead into developing innovative and affordable products and services that improve the overall quality of life. It also can take a leading operational role in the provision of the basic needs (John, & Orland, 2014).

Therefore, the necessity of communication efficiency within education represents a goal towards highlighting the strategies of the educational act. So that, this study designed to assess the role of strategic communication in Jimma zone educational office.

## **1.2 Statement of the Problem**

Without communication the process of organizing is hardly fruitful and the success or failure of any organization critically depends on how it is perceived by the key stakeholders such as shareholders and investors, customers, consumers, employees and members of the community in which the organizations resides (Cornelissen, 2004). An organization is the results of agreement or group cooperation to accomplish shared goals through joint actions. Organizational communication, hence, focuses on how mutual cooperation is established and organizational structure is attained (Foss & Littlejohn, 2011). Communication contributes a critical part in the success of any organization. Effective communication skills increase

productivity whereas poor communication skills decrease productivity of any organizations' (Northup, 2006).

Scholars have repeatedly showed that the secret of highly successful organizations activities by their strategic communication with the customers and employees. That means top performing organizations differentiate themselves from the low performing companies by making sure that employees understand how their actions can really affect their customers (Antes, 2011; Canary, 2011 and Kneen, 2011). They engage their employees in doing business by focusing on the value of daily contacts between frontline managers, supervisors and employees. They plan and manage changes by brightly communicating their employees as (Keyton, 2011). These imply that every person's communication skills affect both personal and organizational effectiveness.

Strategic communication means team members need to share feelings and perceptions to resolve conflicts (Shibeshi, 2014:157-158). The most important role of organizational communications is relationship building and providing strong basis in case of crisis management as well as helping in facing the changes in organization. According to (Shibeshi, 2014 :158-59) communications make a vast magnitude of complex information immediately available for problem solving and decision making. He stated also the purpose of communication means for transmitting information essential to goal achievement. Furthermore, there is much we do not know in regard to education strategic communication in general and Jimma Zone education office in particular. Besides, as far as the researcher has concerned, there has been no study and research done the practice of strategic communication of Jimma Zone education office.

Therefore, research needs to asses and to find out the practice of Jimma Zone education office activity. Be sides, the researcher believes that this research can give an important insight about the office of Jimma Zone education organization practice and activity.

## **1.3 Objectives of the study**

### **1.3.1 General objective of the study**

The general objective of the study was to assess practice and challenge of organizational strategic communication of Jimma Zone educational office.

### **1.3.2 Specific objectives**

- To assess the understanding of the leaders on the role of professional communication in Jimma Zone Educational organization.
- To investigate the challenges in practice of strategic communication of the organization.
- To identify or know the strategic communications skills which are most valued in educational development of institutions like a public education office.
- To identify barriers in strategic communications of Jimma zone education organization as the strategic communication activity by educational leaders.

## **1.4 Research questions**

1. What are the major factors of the organization on strategic communication by zonal education office?
2. How the workers or staffs view the on importance of strategic communication in educational organization?
3. What are strategic communications skills those are most valued among education leaders?
4. What are the barriers to communicate as the strategic communications on Jimma zone education organizational activity?

## **1.5 Significance of the study**

The research is expected to indicate the problems in the practice of strategic communications and the communication gaps between workers and organization. Besides, it is also expected to indicate modern strategic communication practices. Moreover, the research is also significant to indicate the gaps between what has been done that is left undone. Finally the research serves as an initial academic research in the area of education strategic communication. In general, this study great benefit and reference for the following bodies like the educational researchers and for the education organizational communication makers', scholars and students in fields of studies.

## **1.6 Delimitation of the study**

The research was conducted on Jimma zone education office. The research also focused on the institutional factors such as supervision, principal's characteristics and organizational structure though there may be other varied factors that may influenced communication. The data were collected through questionnaires from employees and interview guide from the educational officers.

## **1. 7 Definition of significant words**

**Strategic communication** - Is an intentional process of presenting ideas in a clear, concise, and persuasive way

**Communication** - Refers to exchange and sharing of information, attitudes and ideas among principal and workers.

**Administration** - The act or process of administering the management

**Influence:**The capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.

# CHAPTER TWO- LITERATURE REVIEW

## 2.1 Concepts of Communication

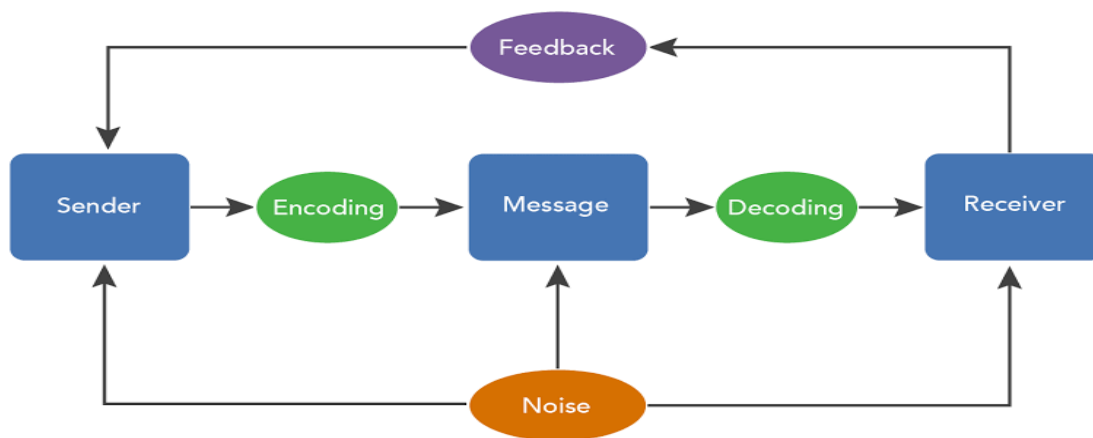
Communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011). It is the creation or exchange of thoughts, ideas, emotions, and understanding between sender(s) and receiver(s). It is the essential to build and maintain the workers relationships in the workplace. Although administrators spend most of their time on the communicating (sending or receiving information), someone cannot assume that meaningful communication occurs in all exchanges (Dunn, 2002). Once a memorandum, letter, fax, or e-mail has been sent, many are inclined to believe that the communication has taken place. However, communication does not occur until information and understanding have passed between sender and the intended receiver.

To make oneself understood as intended is an important part of communication. A receiver may hear a sender but still not understand what the sender's message means. Being constantly engaged in encoding and decoding messages does not ensure that an administrator is an expert in communication. Understanding is personal matter between people, and different people may interpret messages differently. If the idea received is not the one intended, communication has not taken place; the sender has merely spoken or written.

### 2.1.1 Communication process

- Two common elements in every communication exchange are the sender and the receiver. The sender initiates the communication. A sender uses words and symbols to put forth information into a message for the receiver, the individual(s) receiving the message.
- In the workplace, the sender is a person who has a need or desire to convey an idea or concept to other peoples, the sender is a person, department, or unit of an organization or system who originates the message.
- The sender encodes the idea by selecting words, symbols, or gestures with which to compose a message. The message is the outcome of the encoding, which takes the form of verbal, nonverbal, or written language.

- The receiver is the individual to whom the message is sent, the receiver decodes the received message into meaningful information. Accurate decoding of the message by the receiver is critical to effective communication. The closer the decoded message gets to the intent of the sender, the more effective the communication. However, environmental and personal barriers can hamper the communication process.
- A barrier is anything that distorts the message. Different perceptions of the message, language barriers, interruptions, emotions, and attitudes are examples of barriers.
- To find out the influences/factors of the strategic communication of organizational environment and the individual differences on the strategic communication by zonal education.



**Source:** Adopted Keyton (2011) /Courses.lumenlearning.com

Finally, feedback occurs when the receiver responds to the sender's message and returns the message to the sender. Feedback allows the sender to determine whether the message has been received and understood. Feedback is the destination's reaction to a message (Certo, 1992). It is an important element of communication since it allows for information to be shared between the receiver and sender in a two-way communication. The elements in the communication process determine the quality of communication. A problem in any one of these elements can reduce communication effectiveness (Keyton, 2011).

## 2.1.2 Channels of communication

A message is sent through a medium or channel, which is the carrier of the communication. Selection of the particular medium for transmitting the message can be critical, because there are many choices. The medium can be verbal, nonverbal, written, computer-aided or electronic. For written media, an administrator or other organization members may choose from memos, letters, reports, bulletin boards, handbooks, newsletters, and the like. For verbal media, choices include face-to-face conversations, telephone, computer, public address systems, closed-circuit television, tape-recorded messages, sound or slide shows, e-mail, and so on. Nonverbal gestures, facial expressions, body position, and even clothing can transmit messages. People decode information selectively (Keyton, 2010).

Channels tend to fall into three main categories. These are mass media, organization and community as well as interpersonal.

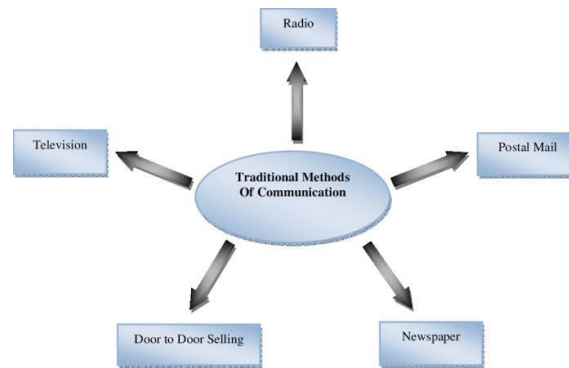
**Mass media:-** These channels broad reach and include television, radio, newspapers, magazines, outdoor and transit advertising, direct mail and websites.

**Organization and Community:-** These channels reach specific groups of individuals based on geography( example, a specific village or a common interest, such as occupational status. Channels may include community based media, such as local radio talk shows, organization newsletters; community based activities, such as meetings at schools, workplaces and houses worship.

**Interpersonal:-** People seeking advice or sharing information about education often turn to family, friends, co-workers, counselors, and faith leaders. These one – on- one discussions are often the most trusted channels for education leaders. These one on one discussions are often the most trusted channels for education information.



## Channels of Communication



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### 2.2 What is Strategic Communication?

Strategic communication is an intentional process of presenting ideas in a clear, concise, and persuasive way. A manager must make an intentional effort to master communication skills and use them strategically, that is, consistently with the organization's values, mission, and strategy. To plan strategic communication, managers must develop a methodology for thinking through and effectively communicating with supervisors, staff, and peers. Sperry & Whiteman (2003) provide us with a strategic communication plan, which consists of five components that to ensure integration of communication efforts, leaders should place communication at the core of everything they do. Successful Strategic Communication integrating actions, words, and images begins with clear relationship intent and guidance. Desired objectives and outcomes are then closely tied to major lines of operation outlined in the organization, joint campaign plan. The results are actions and words linked to plan. Leaders also need to properly resource strategic communication at a priority comparable to other important areas such as logistics and intelligence.

According to B. Van Ruler and Korver (2004) The strategic communication needs frame work that facilitates the communication professional to forcefully and efficiently make the right choices and it provides a clear picture of the communication in one page.

1. **Outcome:-** The specific result that an individual wants to achieve
2. **Context:-** The organizational importance of the communication
3. **Messages:-** The key information that staff need to know
4. **Tactical reinforcement:-** Tactics or methods used to reinforce the message

5. **Feedback:-** The way the message is received and its impact on the individual, team, unit, or organization. Strategic communication requires forethought about the purpose and outcome of the message. Managers must be able to link the needs of the staff to the organization's mission and deadlines.

## **2.3 Importance of strategic communication**

Communication is essential for the functioning of any organization. Leaders need to cooperate and to develop team spirit, as well as identify problems and to find their solutions. The most important of organizational communication is relationship building. Relationship building provides strong bases in case of crisis management and help in facing the changes in organization. This rise contribution to strategic goals of the organization (Spaho,2015 ). Often it is seen that administrators do not realize the importance of communication at work and thus do not convey their ideas, organizational goals, vision, etc. very clearly. When administrators in an organization are unable to create an environment which promotes open and clear communication, it can have negative repercussions on the work culture and the employee productivity. The importance of the effective workplace communication is discussed below:

### **2.3.1 Creates Job Satisfaction**

Organizations which encourage an open and easy correspondence between seniors and subordinates face lesser employee turnover. If the work environment is friendly where the subordinates are encouraged to communicate their ideas to their administrators regarding work-related issues, and their feedback is given due consideration, it motivates the employees to work better and makes them feel valued in the organization. Thus, effective communication in the workplace helps in building loyalty and trust which eventually attributes to greater job satisfaction.

Lesser conflicts are open communication in the workplace can help prevent and resolve many conflicts. Work place conflicts are easily resolved through open and clear communication and mutual discussions; this can lead to personal and professional growth.

Effective communication at work is the most important issue for the success and failure of an organization. Every organization has a set of clearly defined goals, objectives and vision. If an administrator is clear in his/her communication, the subordinates know exactly what the

organization wants and thus, be able to deliver the same to the best of their abilities. Thus, the importance of communication skills can be judged from the fact that it leads to better deliverance of work, increasing workplace productivity.

Open communication, whether between the employees and leaders to the formation of better personal and professional relationships. This makes the employees feel genuinely cared and valued for, and they are more likely to remain loyal to the organization. This creates a friendly environment and promotes a better working relationship which is conducive to the work.

If an organization faces problems, crisis and conflicts due to miscommunication between the staff members, it causes unnecessary delays in the daily work. This leads to wastage of resources and lowers the overall work productivity. So an environment of good communication is a must for any organization to better utilize its resources and increase productivity.

### **2.3.2 Improves Productivity**

Productivity is a relationship between outputs and inputs. Communication raises or increases output occur with a less than proportionate increase in inputs, or when the same output is produced with fewer inputs (ILO, 2005, p. 5). Productivity can also be considered in monetary terms. If the price received for an output rises with no increase in the cost of inputs, this is also seen as an increase in productivity. In order to examine productivity levels across countries in a meaningful way, the raw figures for gross domestic product (GDP).

### **2.3.3 Increase Morale**

Morale is a mental disposition which can be attributed to one's internal health and wellbeing (Ali, 2013). Morale is often deliberated as an elusive quality which is created within each employee. Ali (2013) describes employee morale as the feelings and attitudes towards one's job, work environment, team members, managers and the organization as a whole. White (2011) corroborates Ali (2013) that morale is an entire thought process and that it goes beyond people being happy to go to work each day. High employee morale is characterized by self-reliance, self-control and an enthusiasm to achieve, and generally means that employees are happy to come to work every day. They are comfortable in the nature of their work and with their co-workers, they are also optimistic and confident with what they are able to achieve. Ali (2013) further says that high employee morale is essential to success in the workplace and that morale is

primarily influenced from top-down as opposed to bottom up. Lee (2004: 1) describes that “morale affects every aspect of a company’s competitive advantage”. In the process of improving organizational success via its objectives i.e. increasing quality, productivity and customer loyalty, the organization is in effect also influencing morale i.e. reduced turnover and absenteeism, through the pursuance of these objectives. Therefore, keeping morale high should be on every manager’s radar.

#### **2.3.4 Reduced turnover rates**

“Employee turnover” as a phrase is widely used in business circles. Although several studies have been conducted on this topic, most of the researchers focus on the causes of employee turnover but little has been done on the examining the sources of employee turnover, effects and advising various strategies which can be used by managers in various organizations to ensure that there is employee continuity in their organizations to enhance organizational competitiveness. This paper examines the sources of employee turnover, effects and forwards some strategies on how to minimize employee turnover in organizations.

#### **2.3.5 Greater Trust in Management**

Trust is a powerful asset. Levels of trust can determine how stakeholders interact with an organization in the future, because the way stakeholders’ view an organization’s motivations and behavior influences their current and future decisions and actions towards it. This definition of trust means it has a number of attributes, creating significant implications for organizations of all types, and prompting some searching questions for the people leading them.

#### **2.3.6 Stronger Teamwork**

Teamwork is defined by Scarnati (2001, p. 5), “as a cooperative process that allows ordinary people to achieve extraordinary results”. Harris & Harris (1996) also explain that a team has a common goal or purpose where team members can develop effective, mutual relationships to achieve team goals. Teamwork relies upon individuals working together in a cooperative environment to achieve common team goals through sharing knowledge and skills. The literature consistently highlights that one of the essential elements of a team is its focus toward a common goal and a clear purpose (Fisher, Hunter, & Macrosson, 1997; Johnson & Johnson, 1995, 1999; 1990; Harris & Parker, 1996).

Teams are an integral part of many organizations and should be incorporated as part of the delivery of tertiary units. Successful teamwork relies upon synergism existing between all team

members creating an environment where they are all willing to contribute and participate in order to promote and nurture a positive, effective team environment. Team members must be flexible enough to adapt to cooperative working environments where goals achieved through collaboration and social interdependence rather than individualized, competitive goals (Luca &Tarricone, 2001).

## **2.4 Barriers to Effective Strategic Communication**

An administrator has no greater responsibility than to develop effective communication (Pauley, 2010). Why then does communication break down? On the surface, the answer is relatively simple. The elements of communication as the sender, the encoding, the message, the medium, the decoding, the receiver, and the feedback have been identified. If barriers exist in these elements in any way, complete clarity of meaning and understanding does not occur. According to Shaw (2011) the greatest problem with communication is the illusion that it has been accomplished. As illustrated in Figure 1, several forms of barriers can impede the communication process. Rakich & Darr (2000) classify these barriers into two categories: environmental and personal. Both barriers can block, filter, or distort the message as it is encoded and sent, as well as when it is decoded and received.

### **2.4.1 Environmental Barriers**

Environmental barriers are characteristic of the organization and its environmental setting. Examples of environmental barriers include competition for attention and time between senders and receivers. Multiple and simultaneous demands cause messages to be incorrectly decoded. The receiver hears the message, but does not understand it. Due to inadequate attention paid to the message, the receiver is not really “listening.” *Listening* is a process that integrates physical, emotional, and intellectual inputs into the quest for meaning and understanding. Listening is effective only when the receiver understands the sender’s messages as intended. Thus, without engaging in active listening, the receiver fails to comprehend the message.

Time is another barrier. Lack of time prevents the sender from carefully thinking through and thoroughly structuring the message accordingly, and limits the receiver’s ability to decipher the message and determine its meaning. Other environmental barriers include the organization’s

managerial philosophy, multiple levels of hierarchy, and power or status relationships between senders and receivers (Sanchez & Guo, 2005).

Managerial philosophy can promote or inhibit effective communication. Managers who are not interested in promoting intra-organizational communication upward or disseminating information downward will establish procedural and organizational blockages. By requiring that all communication follow the chain of command, lack of attention and concern toward employees is a sign of a managerial philosophy that restricts communication flows. Furthermore, when the subordinates encounter administrators who fail to act, they are unwilling to communicate upward in the future, because communications are not taken seriously. Managerial philosophy not only affects communication within the organization, but also impacts the organization's communications with external stakeholders.

Power or status relationships can also transmission of a message. An unharmonious supervisor–subordinate relationship can interfere with the flow and content of information. Moreover, a staff member's previous experiences in the workplace may prevent open communication due to fear of negative sanctions as a result. For instance, a poor supervisor–subordinate relationship inhibits the subordinate from reporting that the project is not working as planned. Fear of the power and status of the administrator is a common barrier to communication.

Another environmental barrier that may lead to miscommunication is the use of specific terminology unfamiliar to the receiver or when messages are especially complex. Communication between people who use different terminology can be unproductive simply because people attach different meanings to the same words. Thus, misunderstanding can occur due to the unfamiliar terminology. Today's complex organizational systems are highly specialized, organizations have staff and technical experts developing and using specialized terminology that only other similar staff and technical experts can understand, and if people do not understand the words, they cannot understand the message.

## **2.4.2 Personal barriers**

Personal barriers arise due to an individual's frame of reference or belief and values. 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. For example, some cultures believe in "do not speak unless spoken to" or "never question elders" (Longest et al., 2000). These inhibit communication. Others accept all communication at face value without filtering out erroneous information. Still others provide self-promotion information, intentionally transmitting and distorting messages for personal gain. Unless one has had the same experiences as others, it is difficult to completely understand their message. In addition to frame of reference, one's beliefs, values, and prejudices also can alter and block messages.

Two additional personal barriers are status quo and evaluating the sender to determine whether one should retain or filter out messages. For instance, an administrator always ignores the complaints from the receptionist, because the receptionist tends to exaggerate issues and events. However, one must be careful to evaluate and distinguish exaggerations from legitimate messages. Status quo is when individuals prefer the present situation. They intentionally filter out information that is unpleasant. For example, an administrator refuses to tell staff of an impending dismissal. To prevent disorder, the administrator postpones the communication to retain status quo.

A final personal barrier is lack of empathy, insensitivity to the emotional states of senders and receivers. Empathy is the ability to put one's self into another's shoes. The empathetic person is able to see the world through the eyes of the other person. Research shows that lack of empathy is one of the major obstacles to effective communication (Eisenberg, 2010).

## **2.5 Overcoming Strategic Communication Barriers**

Recognizing that environmental and personal barriers exist the first step to effective communication. Becoming aware of their existence, one can consciously minimize their impact. However, positive actions are needed to overcome these barriers. Longest et al (2000) provide us with several guidelines for overcoming communication barriers:

Environmental barriers are reduced if receivers and senders ensure that attention is given to their messages and that adequate time is devoted to listening to what is being communicated. Management philosophy encourages free flows of the communication is constructive.

Reducing the number of links (levels in the organizational hierarchy or steps between the sender and the receiver reduces opportunities for distortion. The power/status barrier can be removed by consciously tailoring words and symbols so that messages are understandable; reinforcing the words with the actions significantly improves communication among different power/status levels. Using multiple channels to reinforce complex messages decreases the likelihood of misunderstanding.

Personal barriers to effective communication are reduced by conscious efforts of senders and receivers to understand each other's values and beliefs. One must recognize that people engage in selective perception and are prone to jealousy and fear. Sharing empathy with those to whom messages are directed is the best way to increase effective communication.

## **2.6 Improving Strategic Communication Effectiveness**

Once environmental and personal barriers are dealt with, a way is paved for improving communication in the organization. Effective communication being a two-way process requires effort and skill by both sender and receiver. Administrators will at times assume each of these roles in the communication process. In view of this, guidelines for improving the communication effectiveness, including senders' and receivers' responsibilities are discussed below.

### **2.6.1 Sender's Responsibilities**

Several communication theorists (Cheney, 2011; Keyton, 2011; Tourish, 2010; Lunenburg, 2010) have proposed ten guidelines of good communication, which are particularly applicable to sender. These guidelines, together with a basic understanding of the communication process itself, should provide a good foundation for developing and maintaining an effective set of the interpersonal communication skills, which administrators can use when communicating with various stakeholders.



## **2.6.2 Administrators need to Clarify their Ideas before Communicating**

The more systematically administrators analyze the problem or idea to be communicated, clearer it becomes. This is the first step toward the effective communication. Many communications fail because of inadequate planning. Good planning must consider the goals, attitudes, and needs of those who will receive the communication and those who will be affected by it.

## **2.6.3 Administrators need to Examine the True Purpose of Each Communication**

Before administrators communicate, they must ask themselves what they really want to accomplish with their message (obtain information, initiate action, or change another person's attitude) Administrators need to identify their most important goal and then adapt their language, tone, and total approach to serve that specific objective. Administrators should not try to accomplish too much with each communication because the sharper the focus of their message, the greater its chances of success.

## **2.6.4 Administrators need to consider the total physical and human setting**

Meaning and intent are conveyed by more than words alone. Many other factors influence the overall impact of a communication, and administrators must be sensitive to the total setting in which they communicate: the circumstances under which an announcement or decision is made; the physical setting, whether the communication is made in private or otherwise; the social climate that pervades work relationships within the department and sets the tone of its communications; custom and practice, the degree to which the communication conforms to, or departs from, the expectations of the audience. Administrators should constantly be aware of the total setting in which they communicate. Like all living things, communication must be capable of adapting to its environment.

## **2.6.5 Administrators need to consult with others**

Frequently, it is desirable or necessary to seek the participation of others in planning a communication or in developing the facts on which to base the communication. Such consultation often lends additional insight and objectivity to the message. Moreover, those who have helped plan the communication will give it their active support.

### **2.6.6 Administrators need to be mindful**

The administrator's tone of voice, expression, and apparent receptiveness to the responses of others all have tremendous impact on those the administrator wishes to reach. Frequently overlooked, these subtleties of communication often affect a listener's reaction to a message even more than its basic content. Similarly, the administrator's choice of language particularly his/her awareness of the fine shades of meaning and emotion in the words used predetermines in large part the reactions of the listeners.

### **2.6.7 Administrators need to take the opportunity**

Consideration of the other person's interests and needs, trying to look at things from the other person's point of view frequently points up opportunities to convey something of immediate benefit or long-range value to the other person. Staff members are most responsive to administrators whose messages take staff interests into account.

### **2.6.8 Administrators need to follow up their communication**

An administrator's best efforts at communication may be wasted, and he/she may never know whether he/she has succeeded in expressing his/her true meaning and intent if he/she does not follow up to see how well he/she has put his/her message across. An administrator can do this by asking questions, by encouraging the receiver to express his/her reactions, by follow-up contacts, and by subsequent review of performance. An administrator needs to make certain that every important communication has feedback so that complete understanding and appropriate action result.

### **2.6.9 Administrators need to communicate for tomorrow as well as today**

Although communications may be aimed primarily at meeting the demands of an immediate situation, they must be planned with the past in mind if they are to maintain consistency in the receiver's view. Most important, however, communications must be consistent with long-range interests and goals. For example, it is not easy to communicate frankly on such matters as poor performance or the shortcomings of a loyal staff member, but postponing disagreeable communications makes these matters more difficult in the long run and is actually unfair to staff and the organization.

### **2.6.10 Need to seek, not only to be understood, but to understand and be a good listener**

When an administrator starts talking, he/she often ceases to listen, at least in that listener's sense of being attuned to the other person's unspoken reactions and attitudes. Even more serious is the occasional inattentiveness an administrator may be guilty of when others are attempting to communicate with him. Listening is one of the most important, most difficult, and most neglected skills in communication. It demands that the administrator concentrate not only on the explicit meanings another person is expressing, but also on the implicit meanings, unspoken words, and undertones that may be far more significant. Thus, an administrator must learn to listen with the inner ear if he/she is to know the inner person.

## **2.7 Strategic Communication and Organizations**

A traditional way to describe communication is as a process including a sender, a message, channel(s), a receiver and feedback (Dimpleby & Burton, 1998). According to Johansson and Begley, (2009) there was one dominating perspective in organizational communication, the classic and normative perspective, which meant a positivistic transmission perspective building on classical organizational theories (Begley and Johansson, 2009). New perspectives such as interpretative, critical, postmodern, and feminist perspectives have changed the rhetoric and understanding of organizational communication (Mumby, 2005).

As indicated by Christensen (2005), schools as public, politically governed service organizations have their own prerequisites. Different values and attitudes such as having transparency in processes and institutional factors affect the daily work. This means that organizations such as schools cannot be expected to function as one actor instead it consists of tensions and dilemmas. Building a relationship between school administrators and other school stakeholders requires utilization of communication.

Communication helps to build relationships and facilitates achievement of goals. Thus the need for communication strategies for the improvement of a school cannot be overemphasized. One way to describe organizations like schools are open social systems combining a rational-system perspective with focus on structure and the present environment and situation with a natural system perspective with focus on the actors in the system (Hoy & Miskel, 2007).

In his study, Bredeson (2003) said that Communication in organizations viewed as social systems are often expected to contribute, to create a professional and be responsive to community. Examples of elements in a responsive community that needs support in the communication process is a wholeness that welcome diversity, strong core values, mutual trust and care, teamwork and participation and affirmation.

## **2.8 Influence of organizational structure on strategic communication**

The organizational culture as a set of shared values, beliefs and norms that influence the way employees think, feel and behave in the work place. Culture is transmitted to organization's members through socialization and training, communication networks and symbols (Schein, 2011). Ravasi & Schutz,(2006) in their study the four main functions of an organization as giving the members a sense of identity, increasing members commitment, reinforcing organizational values and serving as a control mechanism for shaping behavior.

A simple conservancy organizational structure will make communication easier; an overly complex structure creates the potential for communication breakdown. The number of hierarchical levels should be as few as possible. System design faults refer to problems with the structures or systems in place in an operation. An organizational structure that is unclear and confusing to know who you are to communicate with. That could be inefficient or inappropriate information systems, lack of supervision or training, and lack of clarity in roles and responsibilities that can lead to employees being uncertain about what is expected of them (Ravasi and Schutz,2006). According to Bolmanand Deal, (2003) organization's structure can be described as a skeleton or architecture of the workplace. Policies, goals, environment, and hierarchal levels frame what the organization can accomplish. External frames are a starting point for the structures within the organization. These include curriculum, syllabus, time-schedules, and administrative rules in schools. Heide (2005) concurs with formal structures shape informal structures and relations that are closely linked to the organizational culture. This means that it sometimes can be hard to categorize a phenomenon as structure or culture dependent because both structure and culture have influenced the activities. Structures are necessary to coordinate and facilitate everyday work and avoid conversations about issues that are a matter of routine. At the same time, structure can be limiting and negative if it becomes too

bureaucratic and controlling (Hoy & Miskel, 2007). Structural views of organizations often lead to formal, technical and instrumental solutions to different problems. Senge, (1994) criticized research that favors the structural perspective that it is rigid, hard to change, and that the focus is on details rather than the overall picture.

Culture is a wide range of influences on how people behave in organizations, communities and even nations (Schein, 2011). In general, it refers to a set of common values, attitudes, beliefs and norms, some of which are explicit and some of which are not. People in a particular culture may or may not be conscious of its influence and may or may not be able to articulate its elements. Leaders influence culture of the school and culture shapes teachers' views of reality, of teaching and the purpose of schooling (Peterson, 1989). Depending on what goes on, the culture within the school will support, preserve and/or hinder different initiatives and ideas. This can lead to that some behavior are not questioned or changed while other behaviors' are easily changed. The culture is often manifested through symbols and provides the organization with an identity.

## **2.9 Influence of Individual Differences and Culture on Communication**

Individual differences and culture of communication by leaders can influence communication. Personal characteristics are individual differences among people like traits, attitudes and ideas (Greenblatt, 2007). Socio-economic conditions of individual may cause one not communicate with each due to difference in the status they hold in society. This means people holding higher ranks or posts or those with higher positions in the society may experience difficulty in communicating with individuals holding lesser ranks or those in lower social status. In the same way, those in good economic status may not communicate openly with people in a relatively lower status in both personal and professional levels (Antos, 2011).

A poor economic condition or lower status in the society can make one feel inferior. Similarly a very good economic condition or higher social status can make one feel superior thus creating communication gap between two groups. Comfort in communicating with one another, communication custom differs across the different countries thus making it difficult for communication to start (Johanson, 2003).

Successful communication by school administrators is the essence of a productive school organization. However, as discussed previously, communications do break down. Several

communication theorists such as (Larson 2011, Shettleworth 2010 & Weiss 2011) in their study focused on the major areas where failures in communication most frequently occur in schools.

Nearly all communication theorists assert that sincerity is the foundation on which all true communication rests. Without sincerity, honesty, straightforwardness, and authenticity, all attempts of communication are destined to fail as indicated by ( Eriksen, 2001). This shows that lack of empathy is one of the major obstacles to communication. Empathy is the ability to put one's self into another's shoes. The empathetic person is able to see the world through the eyes of the other person. Self-perception shows we see ourselves and it affects our ability to communicate.

## **2.10 Theoretical conceptual framework**

Organizational culture is a set of shared values beliefs, and norms that influence the way we think, feel, communicate and behave in the workplace (Schein, 2011). Culture is transmitted to an organization's members by means of socialization and training, rites and rituals, communication networks and symbols. The organizational communication perspective views culture in different ways. One of them is traditionalism which views culture through networks such as stories, rituals and symbols. Interpretive views culture through a network of shared meaning as well as the power struggle created by similar network

### **2.10.1 Theoretical framework**

(Ravasi & Schutz, 2006) in their study outlined the four main functions of an organization as giving the members a sense of identity, increasing member's commitment, reinforcing organizational values and serving as a control mechanism for shaping behavior. A simple conservancy organizational structure will make communication easier; an excessively complex structure, on the other hand, will create the potential for communication breakdown.

As Van ( Ruler, 2018, p.3) Different scholars /theorists use different models and theories among them, Van Ruler, J. argued that in communication theory, there are at least three different lenses with which to view how this process works: communication as one way process of meaning attempts to construct the meaning developed by receiver; communication as a two way process of meaning construction, in which two or more people construct new

meanings together, and communication as a unidirectional diachronic process of meaning construction, in which the focus is on the continuous development of meaning itself (Van Ruler,2018, p.4). (Antonis 2006, p.130) said this people orientation of the theory is underlined by the following basic assumption:

- Motivation and productivity are determined by group norms and values
- Motivation depends to a large extent on the leadership and communication skill of management
- Communication as a social premise is emphasized, and
- Employees are viewed as individuals rather than simply a collective within the confines of an organization as (Antonis,2006, p.130)

# **CHAPTER THREE-RESEARCH METHODOLOGY**

In this chapter the researcher presented methodology through quantitative and qualitative which data was collected and analyzed to answer the research questions and attain the set objectives. These methodologies were guided by the study objectives. The sub-sections have been geared towards describing the research design, the target population, sampling, research instruments, data collection, data analysis techniques and work plan.

## **3.1 Research Design**

This study employed descriptive research design. The research used to obtain information concerning the current status of jimma Zone education office. A descriptive survey research design was used to assess the current practices in its present condition of the assessment of strategic communication in Jimma Zone Education Office. This study employed both quantitative and qualitative method. It provides a study with the advantages of both quantitative and qualitative data.

## **3.2 Sources of Data Population (primary sources)**

The data for this study were obtained from leaders of Jimma Zone Education officers and employees of the organization, Jimma Town and Seka Chekorsa Woreda Education Office. Moreover, Jimma Administrative Town of Yiddo Elementary School and Tesfa-Tewahido Elementary private School are the major sources of the data.

## **3.3 Sampling Technique**

Since there were two heads/leaders of the educational organization populations and two heads of Schools population was workable to conduct this research with the whole populations who were under Jimma Zone Educational offices and schools. About 80 respondents have been selected by using sampling technique because of large number of the total population. From the total 80 populations of the organization and 2 heads of Jimma Zone Education and 22members, 2 heads office of Seka Woreda Education with 17 members, Tesfa Tewahido Elementary school's 2 Directors and 13 members as well as 2 Directors of Yiddo elementary school with 18 members



have been selected through purposive sampling technique. The sample comprised of 80 respondents (seventy -two employees and eight head officers of the organizations).

**Table 1: Representation of the sampling matrix**

Description	Population	%	Sample Size	Sampling Technique
Employees	72	90	72	Simple random Sampling technique
Heads office	8	10	8	Purposive Sampling technique
Total	80	100	80	

### **3.4 Data collection instruments**

This research questionnaire was prepared in terms of both closed and open ended items and semi structured interview was used for this study.

#### **3.4.1 Questionnaire**

The researcher distributed questionnaire to the eighty (80) respondents. The 80 forms of the questionnaire were both closed ended and open-ended. The questionnaires were constructed in the English language and translated into Amharic language. It consisted about 31 questionnaire were designed to measure and assess the practice of the strategic communication in Jimma Zone Education Office. These items were rated on 4 (four) point square like-type scale ranging from strongly disagreed =1 to strongly agreed = 4.

#### **3.4.2 Interview Schedule**

The researcher prepared interview for 8 (eight) heads of educational officers.

### **3.4 Validity and Reliability of Data Checking**

Validity is the most critical criterion that indicates the degree to which an instrument measures what it is supposed to measure (Koharri, 2004). Among the various forms of measuring validity, the validity one is established in this case. Content validity is the extent to which a measuring instrument provides adequate coverage of the topic under study (Koharri, 2004). It can also be taken as the extent to which a measuring instrument provides adequate coverage of the topic

under study. As per the same author, content validity is good if an instrument contains a representative sample. To insure content validity, sample represented were those of the organizational employees who know better about the issue to be represented.

### **3.5. Data analysis**

After the data were collected, there was a communication barrier to determine and identify the problems. Quantitative data were analyzed using various statistics including measures of central tendency and dispersion.

Description and inferential statistics used to answer research questions and objectives in relation to the topic. The research questions required to establish the influence of the institutional factors on the communication through statistical package. The statistical techniques were used by mean, standard deviation and percentages. It was to establish the relationships that exist between the variable under the study. On the other hand, Qualitative data were analyzed using content analysis based on analysis of meaning and the implications emanating from respondents' information.

# CHAPTER FOUR – DISCUSSIONS AND RESULTS

In this chapter, the demographic nature of the respondents and reliability and validity of the measuring instrument is dealt with. The data collected from the different sources are also represented, analyzed and interpreted.

## 4.1 Demographic Information of the Respondents

The first part of the questionnaires distributed to both the leaders and employees consist of demographic information of the respondents. Limited information pertaining to position held, total number of years of experience and number of served in the current position was posed to respondents and is summarized in the following table.

Under this section, the analysis of the workers' questionnaire and leaders' interview was made. The actual results were presented in forms of tables, including the percentages, followed by narrative analysis of the results.

Table.1 The organizational policies can influence the ways to the intended educational strategic communication.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	11	13.75	13.75	13.75
	strongly disagree	25	31.25	31.25	45
	Agree	36	45	45	90
	Disagree	8	10	10	100
	Total	80	100	100	

As it can be seen from the table above, out of 80 respondents, 36(45%) of them agree, 11(13.75%) strongly agree, 25(31.25%) strongly disagree and 8(10%) said disagree. The researcher hence can deduce that there is huge variation among the respondents .This variation

indicate that most of the workers replied the organizational policies can influence the organization strategic communication.

Table2. The organizational goals applicable and influences to develop the future life of communities through strategic communication in education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	11	13.75	13.75	13.75
	strongly disagree	18	22.5	22.5	36.25
	Agree	20	25	25	61.25
	Disagree	31	38.75	38.75	100
	Total	80	100	100	

As the table 2 above indicates out of 80 respondents, 31(38.75%) disagree, 20 (25%) agree, 18(22.5%) strongly disagree, and 11 (13.75%) strongly agree. The researcher hence can deduce that there is huge variation indicates that the organizational goals can applicable and influences to develop the future life of communities through education

Table 3. The Leadership approach can shape communication in educational organisation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	12	15	15	15
	strongly disagree	23	28.75	28.75	43.75
	Agree	15	18.75	18.75	62.5
	Disagree	30	37.5	37.5	100
	Total	80	100	100	

As it can be observed on the table 3, out of 80 respondents, 30(37.5%) disagree, 23 (28.75%) strongly disagree, 15(18.75%) agree, 12 (15%) and strongly agree. The researcher, having seen as the above analysis, the respondents, a leadership can shape communication in educational organization.

Table.4 The stakeholders involvement in decision making can help educational purpose through communication.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	49	61.25	61.25	61.25
	strongly disagree	5	6.25	6.25	67.5
	Agree	22	27.5	27.5	95
	Disagree	4	5	5	100
	Total	80	100	100	

As the table 4 above shows out of the 80 respondents, 49(61.25%) strongly agree, 22(27.5%) agree, 4(5%) disagree and 5(6.25%) strongly disagree. The researcher hence can deduce that there is a big variation among the respondents. As it indicates, most workers and stakeholders' involvement in decision making that to shape educational strategic communication.

**Table 5. Delegation of duties influence organisational communication strategy in educational organisation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	20	25	25	25
	Strongly disagree	10	12.5	12.5	37.5
	Agree	32	40	40	77.5
	Disagree	18	22.5	22.5	100
	Total	80	100	100	

From the table 5 out of 80 respondents, 32(40%) said agree workers want to take the responsibility for the contribution of achieving their intended goals. 20(25%) strongly agree, 18 (22.5%) disagree, and finally 10 (12.5%) that strongly disagree that workers delegation of the duties influence on organisational communication strategy in educational organization.

**Table.6. The organizational communication helps to build the image and reputation by leaders of the organization.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	25	31.25	31.25	31.25
	Strongly disagree	11	13.75	13.75	45
	Agree	30	37.5	37.5	82.5
	Disagree	14	17.5	17.5	100
	Total	80	100	100	

From the table 6 out of 80 respondents, 30(37.5%) agree, 25(31.3%) strongly disagree, 14(17.5%) disagree and finally 11(13.8%) said strongly disagree. From that the given analysis,

the researcher comes up to conclude as the communication helps on the reputation management and the guidance in the educational organization practices in educational organization.

Table.7.The organization’s strategic communications increases trust and consistent in importance in the organization.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	33.75	33.5	33.75
	Strongly disagree	40	50	50	83.75
	Agree	12	15	15	98.75
	Disagree	1	1.25	1.25	100
	Total	80	100	100	

As the table 7 out of the 80 respondents, 40(50%) strongly disagree, 27(33.75%) strongly agree, 12(15%) said agree, and 1(1.25%) disagree. The researcher hence assume that there is a huge variation among the respondents the communications increase, decrease or remain the consistent in importance as function for their organization.

Table.8.The communication styles in your organization would the increase your organizational work success.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	33.75	33.75	33.75
	Strongly disagree	41	51.25	51.25	85
	Agree	11	13.75	13.75	98.75
	Disagree	1	1.25	1.25	100
	Total	80	100	100	

As it can be seen from the table 8(eight) 80 respondents, 41(51.25%) strongly disagree, 27(33.75%) strongly agree, 11(13.75%) agree, finally 1(1.25%) disagree. The majority of them

have replied that strongly disagree that communication styles would increase the organizational work success.

Table .9 The communication in the organization can shape and increase teamwork skills in the organization.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	25	31.25	31.25	31.25
	Strongly disagree	42	52.5	52.5	83.75
	Agree	12	15	15	98.75
	Disagree	1	1.25	1.25	100
	Total	80	100	100	

As it can be seen from the table 9 out of the 80 respondents, 25(31.25%) strongly agree, 12(15%) agree, 42(52.5%) strongly disagree, and 1(1.25%) disagree as the given analysis. The researcher comes up to conclude as there is no communication in the organization that can shape and increase team work skills in the organization.

Table10.The noise in the organization influence on the workers job and logistic satisfaction in the organization.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	27.5	27.5	27.5
	Strongly disagree	42	52.5	52.5	80
	Agree	12	15	15	95
	Disagree	4	5	5	100
	Total	80	100	100	

As it can be seen from the table 10 out of 80 respondents, 22(27.5%) strongly agree, 4(5%) disagree, 12(15%) agree, and 42(52.5%) strongly disagree from the given analysis. The researcher comes up to conclude that there is noise in the organization that influence on communication in the organization.



Table 11. Communication practice in the organization can develop and increase group work in the organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	21	26.25	26.25	26.25
	Strongly disagree	45	56.25	56.25	82.5
	Agree	10	12.5	12.5	95
	Disagree	4	5	5	100
	Total	80	100	100	

As It can be seen from the table 11 out of 80 respondents, 21(26.25%) strongly agree, 4(5%) disagree, 10(12.5%) agree, and 45(56.25%) strongly disagree. As the given analysis; the researcher comes up to communication in the organization can help and increase team work skills in the organization.

Table 12. The education hierarchal levels influenced for their workers benefit on appropriate time in order to building up the organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	18	22.5	18.5	22.5
	Strongly disagree	41	51.25	51.25	73.75
	Agree	13	16.25	16.25	90
	Disagree	8	10	10	100
	Total	80	100	100	

As it can be seen from the table 12 out of the 80 respondents, 18(22.5%) strongly agree, 8(10%) disagree, 13(16.25%) agree, and 41(51.25%) strongly disagree. From the given analysis; the researcher comes up to conclude the education hierarchal levels influenced for their workers benefit on appropriate time in order to build up the organization.

Table13.The leadership style can influence the success of organizational goals and objectives he/she doing activities as a model in the organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	20	25	25	25
	Strongly disagree	47	58.75	58.75	83.5
	Agree	11	13.75	13.75	97.5
	Disagree	2	2.5	2.5	100
	Total	80	100	100	

As it can be seen from the table 13 out of 80 respondents, 20(25%) strongly agree, 2(2.5%) disagree, 11(13.75%) agree, and 47(58.75%) strongly disagree. As the given analysis; the researcher comes up to conclude that the leadership style can influence the success of organizational goals and objectives he/she doing activities as a model in the organization.

Table14. Delegating of duties influence communication skill in the organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	33.75	33.75	33.75
	Strongly disagree	40	50	50	83.75
	Agree	12	15	15	98.75
	Disagree	1	1.25	1.25	100
	Total	80	100	100	

As it can be seen from the table 14 out of 80 respondents, 27(33.75%) strongly agree, 12 (15%) agree, 40(50%) strongly disagree, and 1(1.25%) disagree. As the given analysis; the researcher comes up to conclude that the delegating of duties influence communication skill in the organization.

Table15. The communities and workers involvements have the chance for decision making within the organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	25	31.25	31.25	31.25
	Strongly disagree	35	43.75	43.75	75
	Agree	15	18.75	18.75	93.75
	Disagree	5	6.25	6.25	100
	Total	80	100	100	

As it can be seen from the table 15 out of 80 respondents, 25(31.25%) strongly agree, 5(6.25%) disagree, 15(18.75%) agree, and 35(43.75%) strongly disagree. From the given analysis; the researcher comes up to conclude communities and workers involvements have the chance for decision making within the organization.

Table16. Using more time on the meeting influences to evaluate everyone activities as the intended plan.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	40	50	50	50
	Strongly disagree	12	15	15	65
	Agree	15	18.75	18.75	83.75
	Disagree	13	16.25	16.25	100
	Total	80	100	100	

As it can be seen from the table 16 out of 80 respondents, 40(50%) strongly agree, 13(16.25%) disagree, 15(18.75%) agree, and 12(15%) strongly disagree. From the analysis; the researcher comes up to conclude using more time on the meeting influences to evaluate everyone activities as the intended plan.

Table 17. Two way communication used by leaders can influence the workers in the organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	23.75	23.75	23.75
	Strongly disagree	39	48.75	48.75	72.5
	Agree	13	16.25	16.25	88.75
	Disagree	9	11.25	11.25	100
	Total	80	100	100	

As it can be seen from the table 17 out of 80 respondents, 19(23.75%) strongly agree, 9(11.25%) disagree, 13(16.25%) agree and 39(48.75%) strongly disagree. According to the analysis; the researcher comes up to conclude the two way communication used by leaders can influence the workers in the organization.

Table 18. The overall goals of the organization design and its hand in hand activities through good communication between all the employees of the organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	17	21.25	21.25	21.25
	Strongly disagree	50	62.5	62.5	83.75
	Agree	10	12.5	12.5	96.25
	Disagree	3	3.75	3.75	100
	Total	80	100	100	

As it can be seen from the table 18 out of 80 respondents, 17(21.25%) strongly agree, 3(3.75%) disagree, 10(12.5%) agree, and 50(62.5%) strongly disagree. As the given analysis; the overall goals of the organization design is hand in hand activities with the employees by good communication in the organization

Table19. Giving motivation to workers can influence/increase the workers interest as strategic communication in the organization					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	23	28.75	28.75	28.75
	Strongly disagree	37	46.25	46.25	75
	Agree	14	17.5	17.5	92.5
	Disagree	6	7.5	7.5	100
	Total	80	100	100	

As it can be seen from the table 19 out of 80 respondents, 23(28.75%) strongly agree, 6(7.5%) disagree, 14(17.5%) agree, and 37(46.25%) strongly disagree. As the analysis; the researcher comes up to conclude giving motivation to workers can influence/increase the workers interest as strategic communication in the organization

Table20. There is the principals communication with workers can make to achieve overall activities of the organization.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	29	36.25	36.25	36.25
	Strongly disagree	37	46.25	46.25	82.5
	Agree	12	15	15	97.5
	Disagree	2	2.5	2.5	100
	Total	80	100	100	

As it can be seen from the table 20 out of 80 respondents, 29(36.25%) strongly agree, 2(2.5%) disagree 12(15%) agree, and 37(46.25%) strongly disagree. As the analysis; the researcher comes up to conclude that principal communication with workers influences overall activities in the organization.

Table21. There is giving feedback to workers which can identify the weakness activities to the goals of the organization and schools.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	25	31.25	31.25	31.25
	Strongly disagree	18	22.5	22.5	53.75
	Agree	32	40	40	93.75
	Disagree	5	6.25	6.25	100
	Total	80	100	100	

As it can be seen from the table 21 out of 80 respondents, 25(31.25%) strongly agree, 5(6.25%) disagree, 32(40%) agree, and 18(22.5%) strongly disagree. According to the analysis; the researcher comes up to conclude the giving feedback to workers can identify the weakness activities of the goals in the organization and schools.

Table22.Paying attention to strategic communication by the principals and focused group can establish good communication in organization					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	33.75	33.75	33.75
	Strongly disagree	38	47.5	47.5	81.25
	Agree	14	17.5	17.5	98.75
	Disagree	1	1.25	1.25	100
	Total	80	100	100	

As it can be seen from the table 22 out of 80 respondents, 27(33.75%) strongly agree, 1(1.25%) disagree, 14(17.5%) agree, and 38(47.5%) strongly disagree. Based on the analysis; the researcher comes up to conclude that paying attention to strategic communication by the principals and focused group can establish good communication in organization.

Table23. Not being of aware of individual differences has influence communication in organization					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	40	50	50	50
	Strongly disagree	12	15	15	65
	Agree	27	33.75	33.5	98.75
	Disagree	1	1.25	1.5	100
	Total	80	100	100	

As it can be seen from the table 23 out of 80 respondents, 40(50%) strongly agree, 1(1.25%) disagree, 27(33.75%) agree, and 12(15%) strongly disagree. As the given analysis; the researcher comes up to conclude not being of aware of individual differences has influence communication in organization

Table24. There is giving rewards for active workers as a system of strategic communication in the organization					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	29	36.25	36.25	36.25
	Strongly disagree	40	50	50	86.25
	Agree	10	12.5	12.5	98.75
	Disagree	1	1.25	1.25	100
	Total	80	100	100	

As it can be seen from the table 24 out of the 80 respondents, 29(36.25%) strongly agree, 1(1.25%) disagree, 10(12.5%) agree, and 40(50%) strongly disagree. As the analysis, the researcher comes up to conclude that the use of giving rewards for active workers a system of strategic communication strategic communication in the organization.

Table 25. The strategic communication of the organization motivates the schools of rural those far from the zone and woreda leaders.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	21	26.25	26.25	26.25
	Strongly disagree	42	52.5	52.5	78.75
	Agree	15	18.75	18.75	97.5
	Disagree	2	2.5	2.5	100
	Total	80	100	100	

As it can be seen from the table 25 out of 80 respondents, 21(26.25%) strongly agree, 2(2.5%) disagree, 15(18.75%) agree, and 42(52.5%) strongly disagree. From the analysis the researcher conclude that the strategic communication of the organization motivates the schools of rural and far from the zone and woreda leaders.

### 4.1.3 Analysis of leaders' interview

Interview questions for the leaders on the perception of the strategic communication of Jimma Zone educational organization.

1. For the interview item number 1, which says “How do you express the concept of strategic communication in achieving organizational goals?”

**R.Q1.** The leaders' response regarding the concept of the term strategies of communication is as follow.

“The strategic of communication is all workers need to communicate effectively in school, the workplace, and the community.

. Communication in the organization is as a way that considers feedback on the activities.

. by face to face communication like weekly, monthly, quarterly, yearly meetings with the employees as the issues of the organizational activities in addition notice board is the other ways of organization in the organization.



” As the given analysis; there is a gap to achieve the overall goals of the organization design is hand in hand activities with the employees by good communication in the organization. So the Jimma Zone organization needs all employees to understand and communications effectively to achieve programmatic goals.”

2. For the interview item number 2” What are the key factors of strategic communication in your organization? ”

R.Q 2. The leaders’ response regarding on the factors on the strategic communication?

- . The key factors of strategic communication are the absence of rewards for motivations
- . Lack of logistic, teachers distribution without time and lack of facilities in rural to be there
- . Lack of electrical system for ICT in the rural schools to perform as the intended plans or goals
- . Lack of materials like text book, teachers guide, references for every subject to perform the objectives on time, and teachers distribution without time and lack of facilities in rural to be stable there.

From the analysis the researcher concludes that the strategic communication of the organization not motivates the schools of rural and far from the zone and woreda workers by leaders of the organization.

This implies that many workers struggle with strategic communication, logistics problems, rewards for active workers to encouragement, giving evaluation and feedback for each activity. So the organization should create materials and activities to direct people to the resources work with the organization and local partners to provide information on available resources.”

3. For the interview item number 3 “What do you think about communications effort and your department contribution on creating common understanding with the customers? “

RQ3. The leaders response on the communication effort and the contribution of department on creating for common understanding with the workers.

- . Workers take part in very different tasks depending on their professionals, their ability to do a creative activity.

- . By work engagement focusing on individual aspects of motivation and engagement. For example, ones work in communication or on workers' valuing of strategic communication.
- . By making dialogue that involves active listening, engagement, and the pursuit of mutual understanding, which leads to trust.
- . By communication that focusing on achieving specific desired results in pursuit of a clearly defined end state.

It shows that, the researcher comes up to conclude the two way communication used by leaders can influence the workers in the organization.

So that the organization should set strategies for targeted audience through school communications posters, staff forums, school newsletters to increase target audience awareness of partnership to build parents and wider school community to provide feedbacks.

For this reason giving response from leaders have plays a great role in communication activity. The remaining leaders have similar response the same thing on the item.

4. For the interview item number 4 “What are the mechanisms that your department is using on making relationship with the public and stakeholders?”

R.Q4 The leaders’ response regarding on the mechanisms of making relationship with the public and stakeholders?

- . Most Educational office and school workers have poor background of the strategic communication because of various reasons in order to consider workers in the communication.
- . Use local language like Afaan Oromo as well as Amharic that to make understanding on the messages presented to them about the issues.
- . Social mobilization or community engagement materials.
- . That means they try to make relationships by meetings and sending letters to networks of friends, family members and co- workers.

The table 7 above shows out of the 80 respondents, 40(50%) said strongly disagree on The researcher hence can deduce that there is a huge variation among the respondents the communications, there is no consistent in importance as function for their organization.

This implies there should be essential guidelines development meetings, transparency, credibility and trust of the organization information, advice and guidance, access more channels to disseminate important education messages, design messages based on the audience's readiness to take the appropriate action.

5. For the interview item number 5 “What do you think about your current activities on being effective enough to maintain relationship with your customers?”

RQ5 The leaders' response regarding being effective enough to maintain relationship with customers of the current activities.

. Worker must have access; ability, interest, and value on their work. In order to sow the seed of motivation up on them workers who are motivated are greater performing than lower motivated workers. Therefore, workers in the strategic communication practice should be encouraged to work through pleasure in order to avoid lack of motivation.

. In communication motivation to workers must be needed to variety of tasks, experience involves both creative and critical thinking, it means that the communication should be reasonable and it should make compatible to the real experiences of the workers.’’

As it can be seen from the table 19 out of 80 respondents, 37(46.25%) said strongly disagree. As the analysis; the researcher comes up to conclude giving motivation to workers can influence/increase the workers interest as strategic communication in the organization

Therefore, Education office leaders in particular must take care of the activities in the schools in order not to have unmotivated workers, Beyond that, when the leader is more enthusiastic about a job, then the workers will be more inclined to believe that the job has value for them.

6. For the interview item number 6 “ How do you express your departments efforts on addressing complain and comments from your customers and the external public? “

**RQ6** The leaders' response regarding on the department's efforts on addressing complain and comments from customers and the external public.

. There are different processes of operations for workers who have complained and comments as strategic communication to perform their task:

. By listening, thank the customer for sharing their concern, listening and polite response.

. Agree on the definition of problems.

. By discuss for fixing the mentioned problems and asking for action. “

The majority of them have replied that strongly disagree that communication styles would increase the organizational work success.”

“If workers think that the factors to the recommended actions may not act to solve communication problems and improve education. The leaders can help the target audience see the benefits communication and lower the barriers by increase confidence, design communication systems... etc to address barriers.”

“They should encourage trusted influences and messages to act as models champions for the desired workers to develop tactics to reduce the pressure.

Through the open-ended part of questionnaire, the respondents were asked to list additional challenges that hinder their effort on strategic communication. Though most of the respondents did not answer this open-ended item, few of them replied that shortage of conducive environment for strategic communication.

The challenges on the practice of the strategic communication through the educational organization. In general the respondents are given the following:

- Absence of some members of the group.
- Logistics problems.
- A gap to achieve the overall goals of the organization.
- Motivation to the schools of rural and far from the zone and woreda.
- Essential guidelines development meetings, transparency, credibility and trust of the organization.

- The experience involves both creative and critical thinking, it means that the communication should be reasonable and it should be make compatible to the real experiences of the workers.
- The leaders should help the target audience and see lower the barriers by increase confidence, design communication systems... etc to address barriers.

## **CHAPTER-FIVE**

### **SUMMARY, CONCLUSION and RECCOMENDATION**

#### **5.1. Summary**

The increasing strategic communication that required a good communication, but unclear communication was become difficult. To reach these objectives, the researcher used mixed research design used. Leaders and job performers at Jimma zone, Seka chekorsa woreda, Tesfa tewahido and Yiddo elementary sampled schools were major source of data in the study. The 80 persons were contacted for the study. 72 workers and 8 leaders from Zone, Woreda and the two schools who were selected. For the study, 80 workers participated to fill the closed-ended questionnaire and open ended interview. The data gathering interview and questionnaire were analyzed.

The main research questions were: What is the role of professionals' strategic communications among leaders of educational organization? What are the major barriers to communicate as the strategic communications on management activity by educational leaders? What are strategic communications skills those are most valued among education leaders? What are the influences or factors of the organizational structure, organizational environment and individual differences on strategic communication by zonal education office?

By answering the research question the study aimed to assess the communication between the leaders and workers in the education organization the challenges encountered during implementation based on the strategies.

The workers were selected using sampling techniques proportional to their size. Semi-structured interview was used to collect data from them. Thus, the primary data were collected through questionnaire and interview. The instruments were designed to figure out what workers faced in communication and to identify factors that hinder their activities. Based on this, the collected quantitative data were analyzed using simple descriptive statistical tools such as frequencies and percentages and the qualitative data were interpreted.

The study found out that some communication gaps between workers of the organization because of the following major reasons: their wrong view towards it, their poor strategic

communication and some workers had lack of the goals of the organization and school as well as their low awareness towards communication. Major conclusions were: poor communication background, wrong perception towards the strategic communication, lack of goal orientation and inadequate information from the leaders were the major factors that hinder workers' motivation towards the strategic communication

## **5.2 Conclusions**

On the practice of Jimma Zone Education Office and its implementation, there are challenges in implementing the works. It explores the communication practices available in the organization and how they are implemented. Furthermore, it assesses the view of strategic communication towards the practice of the organization. The case study research method is used to explore the existing strategic communication in Jimma zone education office. The finding of this research indicates that the education office of Jimma is not fully engaged in most activities.

Based on the major findings of the study, the following conclusions are drawn: Communication most likely which the needed reliable transmitting information, maintaining the communication, and similar activities. Strategic communication is the best supportive ways to act the common goals. Communication is not only helpful in the organization, but also useful to improve other considerably issues in a society. When workers participate to their works by communication in activities, some workers gain enduring intellectual abilities. The researcher observed that the workers were willing to discuss how helpful. However, during interview that I conducted for, leader communication and management skill and work performance were not as good as expected. Therefore, the leaders must be empowered to exercise professional judgment to attain clearly expressed goals. Besides, there is not well designed logistics to motivate the workers. Besides the workers were not willing to discuss with each other the task material to develop Positive interdependence they have doubt that workers could not work as the intended objectives.



## 5.3 Recommendations

Based on the study and the conclusions drawn above, the following recommendations were made.

1. Jimma Zone Education Office should set standards for the strategic communication. They should support and establish the strategies for the workers that to make creative works to the wider educational offices.
2. Educational organization should set the ways of strategic communication for the workers to communicate actively.
3. Leaders should clearly make the strategies of communication to be captured by the workers before they are engaged in the working task. This is recommended because it has importance to overcome the unwanted variables which influence the workers tasks in pre-communicating in communication phase.
4. The leaders should encourage workers to set the advantageous goals of the organization.
5. Factors that affect the perception, motivation of workers towards communication are significantly related to the information gap. Hence, investigating the strategies of composing to enhance workers motivation for a better strategic proficiency requires further investigation.
6. The workers had neither short nor long range visible goals in strategic communication in the offices and schools. The workers seemed to be in confusion of communication skill as they didn't realize the real purpose of strategic communication.
7. The result of the study related that workers have medium interest towards the strategic communication.

So as to create the strategic communication practice more professional, the Jimma Zone Education Organization needs to develop Strategic Communication which embraces a clear vision and mission. For that to happen, the organization needs to work in partnership with academic institutions. Issues that will contribute the success of strategic communication should be identified conducted on regular bases.

The education organization has to create a system that enables the department communicating with the workers and school leaders so that information flows appropriately. The organization needs to consider on adequate flow of information that help practitioners emphasizing professionalism of practitioners can be taken as good strategies for improving practitioner efficiency.

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## Appendices

As part of the requirement for the award of the degree, I'm expected to undertake a research study on factors influencing Strategic Communication by principals and members in Jimma Zone education office. I am therefore requesting you to respond to the questionnaires/ interview guide. All the information you provide will be treated with at most confidentiality and to be used only for academic purpose. You are kindly requested to respond to the items in the questionnaire as honestly as possible and do not to write your name anywhere in the questionnaire. Please feel free and respond, for the information you provide will be confidential. It is meant only for this study.

Thank you in advance for your cooperation!

### Part 1: Demographic Information

Please tick the appropriate answer in the boxes provided

Age in years: Below 25 [ ] 25-30 [ ] 31-35 [ ] 36-40 [ ] Above 40 [ ]

Gender: Male [ ] Female [ ]

Your present professional qualification Diploma in Education:

B.Ed [ ] B.Arts [ ] M.Ed [ ] PhD [ ] others specify .....

How long have you served as a principal?

Below 3 yrs. [ ] 3-5 yrs. [ ] 5-8 yrs. [ ] 9-12 yrs [ ] Above 12 yrs.[ ]

How long have you been in this office as a head? 1- 3 yrs [ ] 4-8 yrs [ ] 9-12 yrs [ ]

Above 12 yrs [ ]

### Views about Strategic Communication of Jimma Zone Education office members

**Part Two:** Indicate the extent to which the following organizational structure has influenced communication in your organization in a scale of 1-5. Key: 1 - Strongly agrees 2- Strongly Disagree, 3- Agree and 4- Disagree.



I	<b>Strategic communication in achieving organizational goals in Jimma Zone educational organizations</b>				
1.	The organizational policies can influence the ways to the intended educational strategic goals.	1	2	3	4
2.	The organizational goals can be applicable and influences to develop the future life of communities through education.	1	2	3	4
3.	The leadership approach can shape communication in educational organization .	1	2	3	4
4.	Stakeholders involvement in decision making can shape educational purpose through communication.	1	2	3	4
5.	Delegation of duties influence organisational communication strategy in educational organization	1	2	3	4
6.	The organizational communication helps to build the image and reputation by management and the guidance in the organisation.		2	3	4
7.	The organization strategic communications increases trust and consistent in importance as a function for your organization	1	2	3	4
8.	The communication styles would increase your organizational work success.	1	2	3	4
II	<b>Jimma Zone education organizational communication creating awareness in the mind of its customers</b>				

1.	The communication in the organization can help and increase team work skills in the organization.	1	2	3	4	
2.	The noise in the organization influence on the workers job and logistic satisfaction in the organization.	1	2	3	4	
3.	The organizational activities to build scientifically the beliefs, values and norms of the society.	1	2	3	4	
4.	The education hierarchal levels influenced for their workers benefit on appropriate time in order to building up the organization.	1	2	3	4	
5.	The type of leadership style can influences for the success of organizational goals and objectives he/she doing activities as a model in the organization.	1	2	3	4	
6.	Delegating of duties influence communication skill in the organization skill in the organization.	1	2	3	4	
7.	Communities and workers involvement have the chance for decision making within the organization	1	2	3	4	
<b>Educational office environmental factors</b>						
1)	Using more time on the meetings influences to evaluate everyone activities as the intended plan					
2)	Two way communication used by leaders can influence the workers in the organization	1	2	3	4	

3)	The overall goals of the organization design is hand in hand activities with the employees through good communication in the organization	1	2	3	4	
4)	Giving motivation to workers can influence/increase the workers interest as strategic communication in the organization	1	2	3	4	
1.	<b>Individual differences and culture</b>					
2.	The principal's communication influences overall activities in the organization	1	2	3	4	
3.	Giving feedback to workers can identify the weakness activities of the goals in the organization and school	1	2	3	4	
4.	Paying attention to strategic communication by the principals and focused group can establish good communication in Organization	1	2	3	4	
5.	Not being of aware of the individual differences has influence communication in organization	1	2	3	4	
6.	Use of giving rewards for active workers one system of strategic communication in the organization	1	2	3	4	
7.	The strategic communication of the organization motivates the schools of rural and far from the zone and woreda.	1	2	3	4	

## **Interview questions**

- 1.** How do you express the concept of strategic communication in achieving organizational goals?
- 2.** What are the key factors of strategic communication in your organization?
- 3.** What do you think about communications effort and your department contribution on creating common understanding with the customers?
- 4.** What are the mechanisms that your department is using on making relationship with the public and stakeholders?
- 5.** What do you think about your current activities on being effective enough to maintain relationship with your customers and retain them as a result?
- 6.** How do you express your departments efforts on addressing complain and comments from your customers and the external public?