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AJP

INFLUENCE OF TEACHERS' COMMUNICATION STRATEGIES ON STUDENTS' DISCIPLINE

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Abstract

Purpose: The school's structure has a significant impact on the communication and strategy implementation process. The structure may shape the type of formal communication channels that an organization adopts to communicate students discipline. The general objective of the study was to establish influence of teachers' communication strategies on students' discipline

Methodology: The paper used a desk study review methodology where relevant empirical literature was reviewed to identify main themes and to extract knowledge gaps.

Findings: The study concludes that that holding classroom meetings, the use of school prefect body, communication during school assembly, guidance and counseling sessions and use of rewards and incentives, and encouragement of members to pass information among them and holding open forums are communication strategies used to communicate on students discipline in schools.

Recommendations: There is need for the stakeholders in education sector to facilitate teachers' communication enable teachers to effectively use communication in the management of student discipline. The situations on the ground should determine the mix of communication strategies to be used on student discipline by the teachers. Teachers should use nonverbal communication effectively, they should use eye contact effectively and nonverbal cues. The elimination to conditions that reduce effective communication should be an obligation of entire school community.

Keywords: *influence, teachers' communication strategies, students' discipline*

1INTRODUCTION

Background of the Study

According to UNICEF (2007), 80% of the World wars fought in Africa and Asia between 1914 and 1918 have left more than 27 million children and youth without access to formal education. However, Otunnu (2006) is of the opinion that armed ethnic conflict in Africa is rooted in structural, economic, social, political and religious conditions and it is intimately linked to poverty, inequitable development and discrimination. Many developing countries

1.2 Statement of the Problem

According to Kindiki (2009) communication and student discipline often viewed as a contemporary problem may turn into a crisis if not checked. In dealing with cases of student indiscipline in schools, the Government of Kenya is currently implementing several measures aimed at curbing the various cases of indiscipline in learning institutions particularly the use of guidance and counseling units in all secondary schools (MOEST, 2015). The use of guidance and counseling to curb student indiscipline can however not be productive unless effective communication strategies are used.

Kageni (2020) recommended the need to undertake studies on effective communication modes in secondary school. Studies conducted on communication and discipline reveal that very little has been done especially with regard to involvement of teachers. Chege (2015) conducted a study on possible communication barriers and their effects on performance in Kiambu district, Kenya. Adagala (2017) conducted a study on the communication strategies used by head teachers in the management of public secondary schools in Nyamira. Muyeira (2012) also conducted a study on communication strategies used by headteachers and their effect on academic performance in Cherangany Division, Kenya. A close look of the above studies reveals that the influence of teachers' communication strategies on students' discipline are not covered yet teachers play a significant role in the maintenance of student discipline. The current study will bring into light the influence of teachers' communication strategies on students' discipline

1.3 Objectives of the Study

The general objective of the study was to access influence of teachers' communication strategies on students' discipline.

1.4 Justification and Significance of the Study

The findings of this study may be of great use to the teachers for teachers may use the findings of this study to improve communication strategies in addressing discipline. Relevant educational bodies may use this information to identify the areas that needs to be addressed when offering in service courses to the members of the teaching staff. The study findings may also be used by Teacher Training Colleges as well as Universities in developing programs that can equip teachers with skills in communication strategies that may help in the management of the student discipline. The findings of the study may also be useful to future researchers as well as a source of knowledge about the influence of communication strategies on discipline. The study would be beneficial to scholars as it would contribute to plugging knowledge gap in line with how teachers' communication strategies effects on students' discipline

2.0 LITERATURE REVIEW

2.1 Theoretical review

Two theories were found to be relevant in influence of teachers' communication strategies on students' discipline.The theories that were found to best inform the research constructs are the Banes Network Theory (Banes, 1954) and participation system theory (Ludwig ,1936).

2.1.1 Banes Network Theory

This study was based on the Banes Network Theory (1954). Generally, Network Analysis focuses on the relationship between people instead of characteristics of people. The relationships comprise the feelings people have for each other. Through the use of network analysis some structural features can be distinguished and analyzed, for example, formal and non-formal communication patterns in an organization. In this theory, special attention is given to specific aspects of communication patterns such as communication channels, communication load as perceived by the parties concerned, communication style as well as effectiveness of the flow of communication. The theory relates well to the study because the relationship between teachers and students widely depends on the communication patterns that the teachers use on the students. This in effect leads to the desired discipline from the students.

2.1.2 System Theory

Systems theory states that all organizations exist in a system and the core of all system approaches is its interdependence nature (Daintonand Zelley, 2005). Systems theory by Ludwig von Bertalanffy (1936) and further developed other scholars focuses on the arrangement of and relations between the parts which connect them into a whole. The system concept is defined by Skyttner (1996) as a set of interacting units or elements that form a combined whole planned to perform a role. In other words a system is a structure that exhibits order, pattern and purpose. This in turn implies some constancy over time. According to McNamara (2007) a system consists of objects, attributes, internal relationships and the environment in which it exists. Hence systems are integrated and work towards a unified goal. Alternate names for systems theory are: General systems theory, open systems theory and systemic theory (McNamara, 2007).Systems theories are used to explain organizational communication. In other words, all organizations exist in a system and the core of all system approaches is its interdependence nature (DaintonandZelley, 2005). 43 System theory emphasizes that real systems are open to and interact with their environments. According to Grunig (1992) the systems theory represents the functional approach to an organization's communication. The system theory also focuses on the relationship between an organization and its publics. Baskin, Aronoffand Lattimore, (1997) assert that the success of an organization depends on how well the organization is able to maintain a mutual relationship with its employees. It can therefore be argued that parts of an organization exist in relationship with one another hence the actions of one part affect the others. Systems theory was used in this study to test whether school systems head cultivate good relationship with student. That is to say, there is constant two-way communication within the organization. Student and teacher communication channels should enhance two-way communication so as to motivate students to work towards their discipline. Grunig and Hunt (1984) recommend communication which allows and puts feedback into consideration. The researcher used this theory in the study to decipher influence of teachers' communication strategies on students' discipline.

2.2 Empirical Review

Emmah,(2016) conducted a study on at investigating communication and strategy implementation in telecommunication firms in Kenya through the following objectives; to establish the forms of communication adopted by telecommunication firms in Kenya and their effect on strategy implementation and to determine channels of communication used by

telecommunication firms in Kenya and how they affect strategy implementation. The research study was based on the following theories of communication and strategy implementation; theory of strategic balancing and resource-based view theory. The strategic balancing theory indicates that an organization's performance is largely influenced by the management characteristics, its systems and values. While the resource based view (RBV) theory indicates that antagonism can be achieved by effectively satisfying customers. Primary data was collected by the use of structured questionnaires. Thereafter, the quantitative and qualitative data obtained from the target population of thirteen telecommunication firms in Kenya was analyzed using Statistical Package for social sciences. The researcher assessed the various forms of communication that are adopted by the telecommunication firms and it was established that verbal communication, non- verbal communication and written communication were the main forms of communication in use. The study further found out that the three forms of communication used in the telecommunication firms were very significant in strategy implementation which is in line with Barret (2002) who stated that the three forms of communication are a crucial aspect of human interactions as well as a prerequisite for any organization or business success.In the research it was discovered that most telecommunication firms in Kenya use written and verbal forms of communication,this is because they enable the message to be passed with minimal misunderstanding. The researcher found out that the telecommunication firms applied the various channels of communication to convey or transmit information at the workplace to a great extent. These channels include, face to face, electronic, mobile, broadcast media and written channels of communication. The findings correspond with Thill & Bovee's (1999) who also observed that these channels were widely used in our lives.The researcher found out that face to face communication and written communication were the most preferred channels,face to face was more popular since it allows interactions hence improving the process of strategy implementation as it allows ambiguity to be clarified and the speaker is in a position to determine if the audience received and understood the intended message

Michael, (2018) conducted a study to identify the effects of communication in relation to efficiency and success of the banking industry in Kenya. The study also intended to give insights into the factors that affect communication and their characteristics and also give recommendations on the way they can be refined the primary data was collected by use o f structured questionnaire. The target population of the study was the banking industry in Kenya

while the accessible population was Koinange street branch of ABC bank. The sample compnsed twenty employees of the afore named bank The data was analyzed by descriptive statistics such as percentages frequencies and chi squire was used to show dependence valuables. The study revealed that tools of communication that allow feedback tended to increase clarity in communication and hence greater efficiency. The study found out that nsing levels of computer usage as a tool of communication in an organization tended to fractionalize employees. Communication thus becomes more mechanistic and impersonal. This hinders social interaction which is a vital ingredient of effective communication. The study discovered that employee motivation levels have an impact on communication. The study also discovered that the nature and complexity of the banking task have a linear relationship with communication. Lastly the research found out that leadership styles adopted by an organization influences communication. Lack of communication, I op down manner of communication and improper use of communication were found to be a big challenge to employee efficiency.

Omanya, (2017) conducted a study that sought to determine internal communication channels used by senior managers at the Ministry of Planning and National Development to communicate to the junior staff. Specifically, the study objectives included determining the internal channels of communication used by senior managers to communicate to junior staff, establishing the internal communication channels considered most effective and to identify the barriers to internal communication and feedback. The Ministry of Planning and National Development plays a key and strategic role in the overall structure of government and administration in Kenya. Its mandate is to facilitate and coordinate the national development planning process and to provide leadership in national economic policy management. The Ministry plays an indispensable role in wealth creation, employment generation, reduction of levels of poverty and general improvement of living standards of Kenyans. Employees' commitment and productivity are influenced by internal working conditions in addition to individual as well as other external factors. Internal communication forms part of internal working conditions and the efficacy of channels of communication used influences the attainment of the Ministry's objectives and contribution to economic growth and development. Internal communication and its tenets are largely ignored in the equation resulting to poor delivery of service and attainment of set objectives within the specified budget and time period. The most frequently cited source of interpersonal conflict is poor communication. Assessing the efficacy of the channels of communication, identifying better channels and adopting their

predominant use in the Ministry of Planning could be significant in re - orienting the quality of services offered by the Ministry through improved employee output. While studies have been done in the field of communication, little attention has been given to internal communication with specific reference to channels. This study is significant to reduce complex issues about effective internal communication channels to manageable observation that are theoretically sound, testable through research and built around variables that truly make a difference. The study was premised on the hypothesis that; different channels of internal communication used by managers at the Ministry vary in effectiveness at passing information and generating feedback. The study found that both written and non-written means of communication are used at the Ministry by both junior and senior managers. Verbal communication was widely used to convey information at the Ministry of Planning and National Development. Memos and telephone communications were found to be dominantly used by senior managers when communicating with their juniors while notice boards, memos and telephone were used by junior managers when communicating with their junior employees. It was reported that fax and emails are preferred when communicating externally. It was found that the channels most used on daily basis by both junior and senior managers when communicating with junior staff, were memos and telephone respectively. No channel disparities were observed among senior managers when communicating with their peers. It emerged that telephone was the most used channels by senior managers when communicating with their peers. However, it was revealed that junior managers use memos and telephone when communicating with their peers. The notice board was discarded when junior managers communicate with their peer managers. It was also observed that those channels are no mutually exclusive, but are utilized complementarily. Memos and telephone are considered superior in handling internal communication. Different channels of communication have both strengths and weaknesses. A combination of various channels including written and verbal communications can improve internal communication at the Ministry. Following the study findings, the following recommendations were made. The Ministry should encourage staff interactions through team building sessions to reduce barriers to communication since it provides an opportunity for members of staff to understand each other.

Akamanda ,(2016) conducted a study study to investigate influence of internal communication channels on effective management of University's academic programs with specific focus to Aga Khan University. The study investigated whether face to face communication, telephone

communication, written communication and computer mediated communication improves effective management. The target population was 284 staff where Krejcie and Morgan's theory was employed in coming up with a sample size of 162. The study relied mostly on primary data sources where computer software SurveyMonkey was used to send out a web link hosting the questionnaire to the targeted respondents. Data collected was quantitative and qualitative which was analyzed using descriptive statistics and content analysis. A total of 106 staff participated giving a response rate of 65.43%. After data cleaning, 20.75% of the responses were incomplete which left 84 accurately completed ones for analysis; a true response rate of 51.85%. Demographically, 70.24% of the respondents were aged between 26 to 40 years, 54.76% were male, 48.81% were educated to a postgraduate level and most 75% worked at the Medical College. Of the Internal communication channels available at AKU-N majority showed a preference to receive information through Computer Mediated Media 90.48%, while use of written communication seemed almost obsolete at 13.10%. The study established that AKU-N handled its communication with staff by utilizing formal communication channels that allowed for information to be exchanged from top management to lower level staff and across departments that were necessary for any organization to function. In conclusion, the study showed that there is no one channel that AKU-N used as a wholesome solution for achieving effective management and that there is continuous feedback from management to ensure the organization coordinated and adjusted activities to maintain balance and promote effective management. The study recommends that AKU-N' s management considers formulating strategies to enhance retaining of its young well educated workforce and also capitalize on its employee's preference for computer mediated commination channels by promoting modern technological modes of communication like social media, in addition to clearly laid out communication policy that will enlighten staff on the access and use of corporate information thus promoting employee awareness and growth, requisite components for effective management. For further research a study on the influence of Computer Mediated Channels on conflict resolution within an institution of higher learning is a relevant topic of study

Muchunku 2009 conducted a study that examined communication methods used for disaster management in Kenya. This was done with a view to establish appropriate and effective communication methods for disaster management in Kenya. The study was based on the premise that communication comes in handy at every phase of disaster management including disaster risk reduction, planning, preparedness, response and mitigation. Both traditional and

modem communication methods are used for disaster communication. To achieve the aim of the study, common types of disasters in Kenya were investigated. Government and non-governmental structures and strategies for disaster management were established; the measures that private businesses and organizations have put in place were also assessed; appreciation of the role of communication for disaster management by different stakeholders was evaluated; coordination of communication and interaction of various stakeholders to avoid haphazard communication was checked; and the 5W and H components of the communication process were also checked. The results from these investigations enabled evaluation of communication methods used for disaster management in Kenya so as to establish their appropriateness and effectiveness. The population sample for the study was drawn from Nairobi city and three major clusters of the Kenyan population. Were' established namely management (KRCS managers, NCCF engineers and SPDMU directors); rescuers (KRCS volunteers, NCCF personnel and SPDMU personnel); and the public (Nairobi city businessmen, employees and citizens). The sample allowed a holistic investigation of the subject of communication for disaster management in Kenya. The major data collection methods were use of questionnaires, interviewing, observation and documentary review. The study findings revealed that communication methods used by Kenyans for disaster management were deficient and needed remedies. In conclusion, the study proposed to remedy the situation through vanous recommendations. These included establishment of disaster communication hotlines, frequent and accurate updates of disaster information, establishment of information desks at disaster scenes, public education, and incorporation of disaster management in the school curriculum, coordination of various disaster management stakeholders, decentralization of disaster response operations and enactment of the National Policy for Disaster management in Kenya.

Odongo ,(2012) conducted a study to investigate the effects of head teachers' communication strategies on academic performance of students. The objectives were to determine the effect of written communication strategies on academic performance, examine the effect of non- verbal communication strategies on academic performance and investigate the effect of oral communication strategies on academic performance in pubic secondary schools in Trans Nzoia East District. Reliability of the instruments in the neighboring district Tran-Nzoia west and validity was enhanced by requesting experts in the area of research methods to examine content validity. Qualitative and quantitative data was analyzed and presented in tables of frequencies, percentages and figures. A sample of 10 head teachers 50 teachers and 100 students was

selected using stratified random sampling technique. Questionnaires were used to collect the data and rates of 100 percent. The filled questionnaires were coded; cleaned and analysed using Statistical Package for Social Sciences (SPSS) and data presented using tables. The following were findings of the study: The fmdings show that most of the schools adopted written communication strategies more especially (memos) as a way of communication as confirmed by 62 percent of the teachers. Interestingly, 59 percent of the students disagreed that memos were frequently used in the school. Which attributed that the students were mostly addressed in the assemblies and therefore the need of writing memos to students was rare. School magazines were rarely used as a means of communication strategy by head-teachers in the district as confirmed by 82 percent of the teachers. In support of this, 86 percent of the students agreed that school magazines were rarely used in the district. This could be attributed to the fact that publishing costs for school magazines were quite prohibitive. There was a significant that notice board was common method of communication strategy by most of the head teacher across the districts as confirmed by 72 percent of the teachers. In support of this, 62 percent of the students indicated that notice board was a common strategy of communication in their schools using head teachers. Oral communication strategy more especially morning assemblies are frequently used by head teachers in most of the schools within the district which when not properly used it causes some impacts to the students and even teachers. But it was observed that when properly used it causes a positive impact towards academic performance more especially KCSE. Open forums with the students, the results confirmed that it opens student's minds to express their problems and expectations in the managements in their respective schools. Verbal communication strategy, the results show that face to face was very frequent in the district. The school administration adopted it on teachers, students and non-subordinate staff. Nonverbal communication strategy were also rated by teachers as the frequent communication strategy in schools used by head teachers, they use gestures and body movement to communicate to the school community, which was rated very frequent by 65 percent of the teachers, walking with a cane to discourage bad behavior was rated occasional by 36 percent of teachers, mode of dressing rated seldom by 42 percent, administration of physical punishment to students to discourage bad behavior rated very frequent by 59 percent of the teachers.

2.3 Research gaps

Geographical gap is a knowledge gap that considers, the untapped potential or missing/limited research literature, in the geographical area that has not yet been explored or is under-explored. For instance Emmah,(2016) conducted a study on at investigating communication and strategy implementation in telecommunication firms in Kenya through the following objectives; to establish the forms of communication adopted by telecommunication firms in Kenya and their effect on strategy implementation and to determine channels of communication used by telecommunication firms in Kenya and how they affect strategy implementation. The study established that verbal communication, non- verbal communication and written communication were the main forms of communication in use. The studies presented a geographical gap as they were conducted in Kenya while our current study focused on influence of teachers' communication strategies on students' discipline.

Methodological gap is the gap that is presented as a result in limitations in the methods and techniques used in the research (explains the situation as it is, avoids bias, positivism, etc.). Akamanda, (2016) conducted a study to investigate influence of internal communication channels on effective management of University's academic programs with specific focus to Aga Khan University. The study relied mostly on primary data sources where computer software Survey Monkey was used to send out a web link hosting the questionnaire to the targeted respondents. The study established that AKU-N handled its communication with staff by utilizing formal communication channels that allowed for information to be exchanged from top management to lower level staff and across departments that were necessary for any organization to function. The studies presented a methodological gap as it used survey research design while our current study adopted a desktop literature review method

Conceptual gap arises because of some difference between the user's mental model of the application and how the application actually works. Muchunku 2009 conducted a study that examined communication methods used for disaster management in Kenya. This was done with a view to establish appropriate and effective communication methods for disaster management in Kenya. The sample allowed a holistic investigation of the subject of communication for disaster management in Kenya. The major data collection methods were use of questionnaires, interviewing, observation and documentary review. The study findings revealed that communication methods used by Kenyans for disaster management were deficient and needed remedies. The study f examined communication methods used for disaster
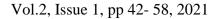
management in Kenya, while the current study on influence of teachers' communication strategies on students' discipline.

3.0 METHODOLOGY

The study adopted a desktop literature review method (desk study). This involved an in-depth review of studies related to influence of teachers' communication strategies on students' discipline. Three sorting stages were implemented on the subject under study in order to determine the viability of the subject for research. This is the first stage that comprised the initial identification of all articles that were based on influence of teachers' communication strategies on students' discipline from various data bases. The search was done generally by searching the articles in the article title, abstract, keywords. A second search involved fully available publications on the subject on influence of teachers' communication strategies on students' discipline. The third step involved the selection of fully accessible publications. Reduction of the literature to only fully accessible publications yielded specificity and allowed the researcher to focus on the articles that related to influence of teachers' communication strategies on students' discipline which was split into top key words. After an in-depth search into the top key words (influence, teachers communication, strategies, students', discipline), the researcher arrived at 6 articles that were suitable for analysis. The 6 articles were findings from Emmah, (2016) who conducted a study on at investigating communication and strategy implementation in telecommunication firms in Kenya through the following objectives; to establish the forms of communication adopted by telecommunication firms in Kenya and their effect on strategy implementation and to determine channels of communication used by telecommunication firms in Kenya and how they affect strategy implementation. The study established that verbal communication, non- verbal communication and written communication were the main forms of communication in use

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of communication in their schools using head teachers. Oral communication strategy more especially morning assemblies are frequently used by head teachers in most of the schools within the district which when not properly used it causes some impacts to the students and even teachers

4.0 SUMMARY, CONCLUSION AND POLICY IMPLICATION FOR FURTHER STUDY

4.1 Summary

Teachers should choose the correct mode of communication depending on the purpose of communication. Teachers use verbal mode of communication in addressing student discipline in the assemblies, through open forums, use of guidance and counseling and even Teacher/Student Communication Verbal Communication Non Verbal Communication Written Communication Process of Communication Student Discipline through holding of class meetings. They also use nonverbal communication especially facial expression and body movement. Written mode of communication is usually used by teachers when they use notice boards to let the students know how they are supposed to conduct themselves and also when writing students' reports.

4.2 Conclusion

The study concludes that that holding classroom meetings, the use of school prefect body, communication during school assembly, guidance and counseling sessions and use of rewards and incentives, and encouragement of members to pass information among them and holding open forums are communication strategies used to communicate on students discipline in schools. Teachers must ensure that attention is given to their message and that adequate time is devoted to ensure whatever they are communicating to students is well communicated. Escalating problems of discipline could therefore be attributed not to lack of requisite communication strategies of managing student discipline but possibly other factor

4.2 Recommendations

There is need for the stakeholders in education sector to facilitate teachers' communication enable teachers to effectively use communication in the management of student discipline. The situations on the ground should determine the mix of communication strategies to be used on student discipline by the teachers. Teachers should use nonverbal communication effectively, they should use eye contact effectively and nonverbal cues. The elimination to conditions that reduce effective communication should be an obligation of entire school community.

Regarding verbal communication, teachers should utilize a supportive language tone, avoid language that is overly authoritative or condescending, utilize a rate and rhythm of speech that is even and smooth, deliver warnings and reminders in a calm manner. In regard to nonverbal communication, teachers should use eye contact also, use of nonverbal cues as warnings when behaviors are escalating also the teacher should be aware of the impact of tone, volume, cadence, positioning and stance

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