



Assessment of the Contribution of Communication Structure on Job Satisfaction in Public Secondary School Teachers in Tanzania

Bizimana Lameck, Lucas Mwahombela and Egidio Chaula

Department of Education, Faculty of Science and Education, University of Iringa (UoI)

E-mail: lamekibizmana11@gmail.com mwahombela@yahoo.com and egidio.chaula@uoi.ac.tz

ABSTRACT

Effective communication structure plays a vital role in shaping teachers job satisfaction. This study assessed the contribution of communication structure to job satisfaction in public secondary school teachers in Tanzania. Two-Factor Theory by Herzberg guided the study. Quantitative research design was used to obtain quantitative data. The target population for this study were teachers and heads of schools from 6 public secondary schools in Singida region with a population size of 949 teachers and 55 heads of schools. The sample size considered in this study was 110 employees. They were selected using simple random sampling and purposive sampling technique. Data was then collected using questionnaire and analysed using descriptive analysis with help of a Statistical Package for Social Science (SPSS) version 20. The study findings indicate that communication structure significantly contributes to teachers' job satisfaction, whereas downward, upward and horizontal communication were the most impactful, that promotes a sense of collaboration, belonging, and inclusion, all of which are crucial for creating a positive and supportive work environment. It was recommended that the Ministry of Education, Science, Technology and Vocational Training (MoESTVT) should organise training for school leaders on effective communication strategies to ensure that communication structures are clear, inclusive and fosters collaboration to enhance the job satisfaction of teachers, leading to improved performance and better educational outcomes.

KEYWORDS: *Job Satisfaction, Communication, communication Structure*

1. Introduction

There are several factors for teacher's job dissatisfaction including low salaries, heavy workloads, insufficient opportunities for professional development and career growth, living away from their spouse, inadequate teacher housing and teacher's health safety (Shonje 2016; Modest 2021). Also, ineffective communication within the school could be one of the factors for teachers' job dissatisfaction.

Human societies are characterized by a network of interactions. This shows that there is no interaction between individuals without any form of communication network. Employees in an organization are linked through communication structure. Employees in an organization would be isolated and will have nothing to do with one another if there is no communication structure that link or tie them (Nwata, 2016). It is this communication structure that facilitates the exchange of information among employees that eventually influence positively their job satisfaction. Quality communication directly related to employee's mental peace as well as mental pressure, their job satisfaction, motivation and performance, also, communication factors are commonly identified as important causes of and contributors to failures or success (Akarika, D 2023).

In any organization, there is a communication structure used to flow information, resources, and policies. It includes activities of sending and receiving information or message through various layers of authority and discussing various topics of interest (Shonubi & Akintaro, 2016). This indicates that communication structure has its own importance in organizational communication and hence can play a role on employee's satisfaction. Sulemana and Salifu (2018) found that vertical, horizontal and diagonal communication are the official types of communication at the office. The study shows that newsletters, bulletin boards, face-to-face, phone calls and SMS are the channels of communication at the education office.

2. Literature review

Taylor and Kent (2014) argue that, when organizations guarantee an open feedback process, appropriate decisions can be made and the types of communication (downward, upward, horizontal and diagonal) can be developed efficiently and thus foster favourable human relations within institutions. Motoi (2017) added that, clear and efficient flow of information within the organization has a direct effect on the working environment. Also, employees and managers feel empowered to do their jobs when there is an adequate flow of information (Nebo et al, 2015).

Alain, Veronique and Jeremy (2021) shows that, one of the major determinants of job dissatisfaction is the lack of communication within the organization, also, it reduces teacher's morale, increased stress and negative impact on collaboration. Also, it may hinder the exchange of ideas, hinder professional

development and ultimately affect the quality of education provided to students. Therefore, performance of every organization could be impacted by job satisfaction which is considered one of the most important issue. Gawie & Luzaan, (2022) reveals that, educators tend to entirely leave the teaching profession because of stress associated with work, lack of dedication in schools, feelings of powerlessness, unclear expectations, lack of feedback, lack of acknowledgment, lack of supervision and job dissatisfaction.

Ineffectiveness of head of schools in communicating with their subordinates would cause misunderstandings, lack of information, laziness hence dissatisfaction among teachers (Chitrao, 2014). Common barriers of communication include excessive information flow, lack of clarity, rigid organizational structures and lack of regular feedback (Michael, Joseph, Mercedes, Asum & Oliver, 2023). Poor communications and leadership problems is one of the causes of conflicts in organizations. Other causes of conflict include trying to negotiate before the timing is right or before needed information is available (Nwosu & Makinde, 2014).

In Turkey, a study conducted by Cybas and Ordu (2022) on teachers' views on the communication skills of school principals, it was observed that the communication skills of the school administrators were at the lowest level in giving feedback. Also, the study reveals that, there were significant differences in school administrator's communication skill levels considering the branch's variables, teachers' tenure at school, school type, and the number of teachers.

In Nigeria, a study by Akarika et al (2023) on communication flow patterns and institutional harmony in tertiary institution in Nigeria. The communication flow patterns were characterized by vertical downward, upward and horizontal, dominated by vertical downward. Finding of the study revealed that between 65% to 70% of respondents in the tertiary institution perceived that communication flow patterns are inadequate to guarantee learning. It was reviewing that communication audit should be carried out periodically followed by communication training to maintain effective communication flow, among other recommendations.

In Tanzania, Shonje (2016), explains how lack of job satisfaction among teachers influences absenteeism, lateness and lack of commitment to their work. Teacher's satisfaction is not only important to teachers themselves, but also to educational managers, leaders, employers, and most importantly to students in all types of schools. Also, Modest & Onyango (2021) found that, poor workplace condition is experienced in Kagera secondary schools and therefore there is low level of job satisfaction among teachers. Results also revealed that, grievances among teachers, hostility among teachers, teacher living away from their spouse, poor relation between teacher and supervisor, inadequate teacher housing and teacher's health safety were reported to have potential influence so that teachers can work in a healthy manner and hence their level of job satisfaction can increase.

Ineffective communication if not properly addressed might cause a serious crisis in the educational institutions and ultimately affect the quality of education provided to students and nationally it contributes to decline in educational standards, potentially affecting workforce preparedness and overall competitiveness. Also, a government may incur losses when investing resources in preparing teachers, only for them to leave after a short period of time. Therefore, this study assessed the contribution of communication structure on job satisfaction in public secondary schools' teachers in Tanzania.

3. Methodology

3.1 Area of the Study

This study was conducted in Singida region, in two districts, Singida Municipal and Manyoni District. Singida region chosen because few similar studies have been conducted in the area. Availability of information needed is another reason for selection of the area due to the presence of many public secondary schools. Also, many public secondary schools are found in remote areas.

3.2 Research Design and Approach

This study employed quantitative research approach to allow the researcher to gather quantitative data and to collect the data from a large number of participants; thus, increasing the possibility to generalize the findings to a wider population. This study employed descriptive survey method to provide a quantitative or numeric account of trends, attitudes, or opinions of a population.

3.3 Sample Size and Sampling Techniques

This study involved 6 public secondary schools, 4 public secondary schools from Manyoni district and 2 public secondary schools from Singida Municipal, with a total of 110 participants. This study employed both simple random sampling and purposive sampling techniques. The researcher used simple random sampling to select 104 from 949 teachers, purposive sampling technique was used to select 6 heads of schools because of their administrative roles and to select schools with more than 26 teachers in Singida Municipal, also, to select schools from Manyoni District regarding big schools and those found in remote areas.

3.4 Data Collection Methods

A questionnaire was used as a data collection instrument in order to obtain quantitative data on the contribution of communication structure to teacher's job satisfaction. The questionnaire was basically focused on the independent and dependent variables of this study. The questionnaire was designed

carefully so as to yield valid information using questions that were close-ended. The questionnaire was prepared in a Likert Scale format (SA-Strongly Agree, A-Agree, N-Neutral, D-Disagree, and SD-Strongly Disagree). The questionnaire was prepared in English language also was designed on anonymous data collection procedure, i.e., name of the respondent was not asked.

3.5. Data Analysis

Descriptive statistics were used to analyse quantitative data. Frequency, percentage, mean and Standard deviation were used to quantify the amount of variations in a set of data value and to show the effectiveness of communication structure. Also, binary logistic regression used to show the contribution of communication structure. Statistical Package for the Social Sciences (SPSS) 20 version was used to calculate and analyse descriptive statistics.

4. Results and Discussion

4.1 Descriptive Analysis for Communication Structure

The researcher sought to assess how communication structure contributes to job satisfaction. Therefore, it was important first to conduct the descriptive analysis for communication structure in terms of vertical (upward and downward), horizontal and diagonal communication to determine the effectiveness of these specific communication structures from the descriptive statistical analysis perspectives.

4.1.1 Downward Communication

Through questionnaires, it was revealed that effective downward communication creates favorable working environment for teachers. Table 1 below summarizes the findings.

Table 1: Effectiveness of Downward Communication

Respondents	Mn	Sdv	SA %	A %	N %	D %	SD %
Keeping teachers informed about school changes							
Tchs	1.73	.595	36 34.6	60 57.7	8 7.7	-	-
HoS	1.67	.516	2 33.3%	4 66.7%	-	-	-
Clear and concise messages							
Tchs	1.82	.553	27 26	69 66.3	8 7.7	-	-
HoS	1.67	.516	2 33.3	4 66.7	-	-	-
Teachers participation in discussions							
Tchs	1.91	.625	25 24%	63 60.6	16 15.4	-	-
HoS	1.17	.408	5 83.3%	1 16.7	-	-	-

Source: Research Data (2024)

Through questionnaires, it was revealed that keeping teachers updated about changes, whether in policies, curricular or management decisions, helps them feel involved and valued. The mean score of 1.73 suggests that, on average, teachers are satisfied with how information is communicated within the school. A standard deviation of 0.595 indicates that responses are around the mean, meaning that there is consistency in how teachers perceive communication. The mean score of 1.67 from heads of schools suggests that, on average, teachers are satisfied with how information is communicated within the school. A standard deviation of 0.516 indicates that responses are around the mean, meaning that there is consistency in how teachers perceive communication.

Also, when communication is open and allows for feedback, teachers feel respected and heard. This two-way interaction fosters a supportive work environment, which improves morale, trust in leadership. The mean score of 1.82 suggests that, on average, heads of schools use clear, direct and concise messages. A standard deviation of 0.553 indicates that the responses are relatively consistent with most respondents having similar opinions. The mean score of 1.67 from heads of schools suggests strong agreement that the messages they give to teachers are clear, direct and concise. A standard deviation of 0.516 indicates low variability in the responses, meaning that there is concurrence among the respondents regarding the clarity of communication.

Furthermore, when teachers involved in decision making feel respected and heard. This two-way interaction fosters a supportive work environment, which improves morale, trust in leadership. The mean score of 1.91 suggests that, on average, teachers feel that they participate fully in discussions on different school matters. A standard deviation of 0.625 indicates that the responses are relatively consistent with most respondents having similar opinions. The mean score of 1.17 suggests that, on average, communications within teachers and head of school are open and free flowing. A standard deviation of 0.408 indicates that the responses are relatively consistent with most respondents having similar opinions.

This is in line with findings from Hajar and Kamal (2016), that there is a significant relationship between principal-teacher communication practices and teachers' job satisfaction; these practices, according to them, are the use of direct and continuous communication, and listening. The researcher assumes from the findings that teachers' dissatisfaction can be induced by unhealthy communication behaviours by the principals. In other words, if the principals communicate appropriately and effectively, teachers' job satisfaction can be enhanced. Similarly, a study by (Michael et al, 2023). Reveals that effective leadership communication could be the solution to overcome the communication barriers, by encouraging open dialogue, clear instruction, active listening as well as regular feedback that contribute to employee's satisfaction with their work and organisation.

4.1.2 Upward Communication

Through questionnaires, it was revealed that effective upward communication can create good working environment for teachers. Table 2 below summarizes the findings.

Table 2: Effectiveness of Upward Communication

Respondents	Mn	Sdv	SA %	A %	N %	D %	SD %
Heads of schools listening to teacher's concerns							
Tchs	1.76	.583	33 31.7	63 60.6	8 7.7	-	-
HoS	1.33	.516	4 66.7	2 33.3	-	-	-
Consideration of teachers' opinions in decision-making							
Tchs	2.25	.587	6 5.8	68 65.4	28 26.9	2 1.9	-
HoS	1.50	.548	3 50	3 50	-	-	-
Freedom of expression							
Tchs	2.11	.787	22 21.2	54 51.9	23 22.1	5 4.8	-
HoS	1.67	.516	2 33.3	4 66.7	-	-	-

Source: Research Data (2024)

It was revealed that effective upward communication makes teachers feel valued when their concerns are heard by the school heads, fostering trust and creating a positive working relationship between teachers and the administration. The mean score of 1.76 suggests that, on average, heads of schools listen to teachers' concerns. A standard deviation of 0.583 indicates that, while most teachers strongly agree or agree, there are small differences in the strength of their agreement. The mean score of 1.33 from heads of schools indicates a very positive perception of how upward communication addresses teachers' concerns. A standard deviation of 0.516 indicates that there is little variability in heads of schools' responses.

Also, teachers feel empowered and involved when their opinions are taken into account during key decision-making processes in school. The mean score of 2.25 suggests that, while many teachers feel involved in decision-making, others feel not involved. A standard deviation of 0.587 indicates that, the narrow spread of responses suggests that most teachers have similar experiences with regard to having their opinions considered in school decisions. The mean score of 1.50 from heads of schools indicates that on average teachers' opinions are valued in decision making. This is a strong indication of effective communication practices. A standard deviation of 0.548 indicates that there is little variation in heads of schools' responses. This uniformity suggests that most teachers share a similar positive experience regarding teacher's involvement in decision-making.

Furthermore, freedom of expression where teachers can share ideas, address challenges openly and collaborate effectively can boost their morale and job satisfaction. The mean score of 2.11 suggests that, on average, respondents are slightly positive (agree) that upward communication has a positive impact on teachers' job satisfaction. A standard deviation of 0.787 indicates that there are some variations in responses, but not wide. This implies that while most teachers agree with the positive impact of upward communication, there is still some variability in their perceptions. The mean score of 1.67 from heads of schools suggests that, on average, respondents are slightly positive (agree) that upward communication impacts teachers job satisfaction positively. A standard deviation of 0.516 indicates relatively low variability in the responses on how strongly heads of schools feel about the importance of upward communication on teachers' job satisfaction.

This is in line with findings from Nebo et al (2015), who highlights the importance of open communication between employees and management, which is crucial for teachers' job satisfaction. When teachers are able to ask questions, make requests, solve problems, and express concerns freely, they feel more supported and valued in their roles. This open flow of information allows management to address issues proactively, reducing stress and fostering a positive work environment. Teachers who feel heard and supported are more likely to experience higher job satisfaction.

4.5.3 Horizontal Communication

Through questionnaires, it was revealed that effective horizontal communication creates favorable working environment for teachers. Table 3 below summarizes the findings.

Table 3: Effectiveness of Horizontal Communication

Respondents	Mn	Sdv	SA %	A %	N %	D %	SD %
Allowing problem-solving and stress reduction							
Tchs	1.52	.591	55 52.9	44 42.3	5 4.8	-	-
HoS	1.33	.516	4 66.7	2 33.3	-	-	-
Sharing of best practices and continuous learning							
Tchs	2.19	.837	19 18.3	55 52.9	21 20.2	9 8.7	-
HoS	1.33	.516	4 66.7	2 33.3	-	-	-
Freedom to expressing ideas and opinions to colleagues							
Tchs	1.64	.622	44 42.3	54 51.9	5 4.8	1 1	-
HoS	1.83	.408	1 16.7	5 83.3	-	-	-

Source: Research Data (2024)

It was revealed that effective horizontal communication helps collaboration in addressing challenges and changes at school by working together to find solutions, teachers experience reduced stress, leading to increased job satisfaction. The mean score of 1.52 suggests that, on average, respondents are slightly positive (agree) that upward communication has a positive impact on teachers' job satisfaction. A standard deviation of 0.591 indicates that, while most teachers strongly agree or agree, there are small differences in the strength of their agreement. The mean score of 1.33 from heads of schools suggests that responses lean very close to strongly agree. The lower the mean the more agreement. A standard deviation of 0.516 indicates that there is little variation, and most heads of schools have a similar perception regarding the positive effects of horizontal communication to teachers' job satisfaction.

Also, when teachers exchange best practices, experiences and knowledge fosters a culture of continuous learning and professional development, further enhancing their skills and job satisfaction. The mean score of 2.19 is closer to the "agree" level, this reflects moderate agreement. A standard deviation of 0.837 indicates that there is a wider range of opinions, with some teachers strongly agreeing, others neutral and a few disagreeing. The mean score of 1.83 from heads of schools is closer to the "agree" than strongly agree, this reflects moderate agreement. A standard deviation of 0.408 indicates low variability in the responses, meaning that the majority of heads of schools responded similarly, with most agreeing and a smaller portion strongly agreeing. This shows consistency in the perception of horizontal communication's role.

Furthermore, the sense of freedom in expressing ideas and opinions among colleagues creates a more positive and satisfying work environment for teachers. The mean score of 1.64 suggests that, on average, teachers generally agree that horizontal communication significantly contributes to their job satisfaction. A standard deviation of 0.622 indicates that there are some variations in responses, but not wide. This implies that while most teachers agree with the positive impact of horizontal communication, there is still some variability in their perceptions. The mean score of 1.50 from heads of schools suggests that, on average, school heads generally "strongly agree" indicating a strong positive perception of the impact of horizontal communication on teachers' job satisfaction. A standard deviation of 0.548 indicates that there are some variations in responses, but not wide. This implies that while most heads of schools strongly agreed with the positive impact of horizontal communication on job satisfaction, others were agreeing.

This is in line with findings from Nebo et al (2015), that horizontal communication enables employees to increase their understanding and knowledge, as well as their communication and socialisation skills. This is where employees can establish the required relationships among themselves that can likely assist them to become better employees in the organisation. This shows that horizontal communication can have a profound influence on employee job satisfaction.

4.5.4 Diagonal Communication

Through questionnaires, it was revealed that diagonal communication does not effectively contributes to teacher's job satisfaction. Table 4 below summarizes the findings.

Table 4: Effectiveness of Diagonal Communication

Respondents	Mn	Sdv	SA %	A %	N %	D %	SD %
Enhanced idea sharing							
Tchs	3.39	.743	-	13 12.5	40 39	48 46	3 2.9
HoS	2.67	.740	-	1 16.7	2 33.3	3 50	-
Effective conflict resolution							

Tchs	3.50	.813	-	12 11.5	37 36	46 44	9 8.7
HoS	2.67	.740	-	1 16.7	2 33.3	3 50	-
Inclusivity and decision-making							
Tchs	3.43	.734	-	11 10.6	41 39	48 46	4 3.8
HoS	2.67	.740	-	1 16.7	2 33.3	3 50	-

Source: Research Data (2024)

It was revealed that diagonal communication does not allow teachers to share ideas and suggestions with various levels of authority within the school. The mean of 3.39 falls between the “Neutral” (3) and “disagree” (4) response categories but leans closer to neutral, this indicates that on average, respondents are somewhat ambivalent about the idea that diagonal communication enhances idea sharing. However, there is a slight tendency towards agreement, suggesting some respondents might see potential benefits. The relative low standard deviation (.743) implies that responses are moderately close to the mean, indicating a consistent opinion among respondents. There is not a large spread of opinions, so most people’s views are close to neutral with only a slight variation toward agreeing or disagreeing. Since the mean is closer to “disagree” (value 2) than “neutral” (value 3), this suggests that, on average, teachers tend to disagree that diagonal communication encourages sharing ideas across different levels of authority. Standard deviation (.740) indicates that responses are relatively close to the mean, showing consistency in teachers’ perceptions. Most responses fall around the “Disagree” and “Neutral” categories, with little variations.

Also, diagonal communication does not effectively help in resolving conflicts and addressing issues in the work place. The mean of 3.50, near the “disagree” level, align with the general sentiment that diagonal communication does not effectively enhance conflict resolution. A standard deviation of (.813) shows moderate variability, meaning most opinions do not deviate drastically from the mean. This indicates a relatively consistent view among the respondents, adding weight to the perception that diagonal communication may not be an effective approach for conflict resolution in this context. Since the mean is closer to “disagree” (value 2) than “neutral” (value 3), this suggests that, on average, teachers tend to disagree that diagonal communication enhance effective conflict resolution. Standard deviation .740, this indicates that responses are relatively close to the mean, showing consistency in teachers’ perceptions. Most responses fall around the “Disagree” and “Neutral” categories, with little variations.

Furthermore, diagonal communication is not seen as promoting a sense of inclusivity and involvement in decision-making processes. The mean of 2.50 indicates that, on average, teachers are leaning toward “disagree” with the statement that diagonal communication encourages sharing ideas with different levels of authority. This suggests a general perception that diagonal communication may not allow inclusivity and decision-making. Since the mean is closer to “disagree” (value 2) than “neutral” (value 3), this suggests that, on average, teachers tend to disagree that diagonal communication encourages sharing ideas across different levels of authority. Standard deviation .740, this indicates that responses are relatively close to the mean, showing consistency in teachers’ perceptions. Most responses fall around the “Disagree” and “Neutral” categories, with little variations.

Diagonal communication, which cuts across different levels and departments, was found to have a mixed impact on job satisfaction. When effectively managed, it can lead to innovative solutions and a greater sense of organisational cohesion. However, if poorly managed, it can cause confusion and reduce job satisfaction. Although there are some disadvantages, diagonal communication is a more efficient method than mere upward communication that can reduce communication barriers in an organisation (Small Business Chronicles, 2021).

These findings are in line within (Dutton, 2016) that, diagonal is becoming an increasingly popular form of communication, especially in organisations with a flat product-based structure, where by people from different departments often work directly with each other without always going through their immediate supervisors or staying with the boundaries of their own departments.

4.2 Contribution of Communication Structure to Job Satisfaction

The findings reveal a high positive impact of the communication structure to teacher’s job satisfaction in public secondary schools in Tanzania.

Table 13: Omnibus Tests of Model Coefficients

	Chi-square	Df	Sig.
Step	22.353	4	.000
Step 1 Block	22.353	4	.000
Model	22.353	4	.000

The p value is less than level of significance we conclude that, coefficient in the models fits at 5% level of significance. The finding suggests that the coefficient associated with communication structure is significantly different from zero and fits well within the model at the 5% significance level, confirming that communication structure is a reliable predictor of job satisfaction. Therefore, we can be 95% confident that communication structure plays an influential role in determining teachers job satisfaction in public secondary schools.

Table 14: Hosmer and Lemeshow Test

Step	Chi-square	Df	Sig.
1	2.536	7	.924

The significance level (p-value) here is 92.4% probability that any observed association between communication structure and job satisfaction occurred due to chance alone. Since the p value is greater than level of significance (0.05) we accept the null hypothesis and conclude that the model fit the data well.

Table 15: Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Downward	.562	.514	.259	1	.611	1.754	1.474	3.558
Upward	1.065	.556	16.594	1	.000	2.9	.035	.309
Step 1 ^a Horizontal	.980	.472	.029	1	.606	2.66	1.366	2.328
Diagonal	.240	.485	.245	1	.621	1.271	.491	3.291
Constant	1.346	.452	8.878	1	.003	3.841		

a. Variable(s) entered on step downward, upward, horizontal and diagonal.

The p value is less than level of significance, we conclude that downward, upward and horizontal have contribution to Job satisfaction at 5% level of significance and ODDs ratio indicates that for employee with effective downward communication have approximately 2 times odds of being satisfied compared to who do not have effective downward communication to job satisfaction.

5. Recommendations

Schools should strengthen both upward and horizontal communication channels. Creating more platforms for teachers to voice their opinions, concerns and suggestions will foster a more inclusive and engaging work environment. The school management should promote collaboration through professional learning communities (PLCs), workshops, and peer discussions to maintain and enhance horizontal communication, which has shown to be a key driver of job satisfaction. To maintain the high contribution of diagonal communication, schools should encourage cross-departmental and cross-level interactions, where teachers, administrative staff, and other stakeholders can communicate openly. This will create a cohesive school culture that nurtures satisfaction across all levels. The government should organize training for heads of schools on effective communication strategies to ensure that communication is clear, inclusive and fosters collaboration. By addressing these recommendations, public secondary schools in Tanzania can further enhance the job satisfaction of teachers, leading to improved performance and better educational outcomes.

A similar study should be conducted to a larger population involving more government secondary schools in different setting in Tanzania so as to determine whether communication structure contributes to teachers' job satisfaction. Also, a comparative study could be conducted to explore whether communication structure differ between private and public secondary schools and how these differences influences job satisfaction. This could highlight best practices that could be applied across both sectors to improve teacher satisfaction.

6. Conclusion

The study confirms that the communication structure within schools plays acritical role in determining teachers job satisfaction. Schools that effectively utilize downward, upward and horizontal communication structures create a more satisfying work environment, which is essential for the well-being and retention of teachers. The study findings agree with the premise that a well-structured communication structure, significantly contributes to teachers' job satisfaction. Schools that employed a balanced approach, integrating all forms of communication saw the highest levels of job satisfaction among teachers. This indicates that a comprehensive communication strategy is crucial for a motivated and satisfied teaching staff. A clear trend observed on the study is that schools with open and frequent communication across all levels reported higher overall job satisfaction. Teachers in these environments felt more connected, valued and informed, which are key factors in job satisfaction.

Acknowledgement

I offer my deepest gratitude to Dr. Lukas Mwahombela who worked with me and guided me all the time toward the accomplishment of this thesis. I would like also to express my sincere appreciation to Dr. Egidio Chaula who was always there for helping and enlightening me with his knowledge and

comments till the last moment of my studies. I am also truly grateful to all the lecturers, without their continues support and encouragement I would never been able to succeed.

I have had wonderful support from my family. My hearties gratitude to my parents, brothers, sister, and my beloved life partner (Doviana Yanda) that were always giving me strength to complete this thesis. Their endless care and support in every single moment of my research really made it the greatest evidence of the everlasting love that God blessed me with.

References

- Akarika, D. C. (2023). Patterns of Communication Flow and Organizational Effectiveness in Local Government Councils in Nigeria. *Global Journal of Arts, Humanities and Social Sciences*. DOI: 10.37745/gjahss.2013/vol11n74462
- Alain, T., Veronique, Z., & Jeremy, S. (2021). Impact of Communication on Teachers Satisfaction and Productivity. Case of Private School in Dubai. *Asian Journal of Humanities and Social Studies*. ISSN:2321-2799.
- Caybas, T. & Ordu, A. (2022). *Teachers Views on the Communication Skills of School Administrators*. A mixed method researches. *International Journal of Contemporary Education Research*, 9(4), 829-845.
- Chitrao, P. (2014). *Internal Communication Satisfaction as an Employee Motivation Tool in the Retail Sector in Pune*. The European Journal of Social & Behavioral Sciences, 1541-1552.
- Dutton, T. (2016). *Communication in the real world: An introduction to communication studies*. University of Minnesota Libraries Publishing. <http://textbooks.whatcom.edu/duttoncmst101/>.
- Gawie, S. & Luzaan, S. (2022). *Impact of School Management Teams on Educator Job Satisfaction*. International Journal of Social Science and Education Studies. Vol 9, No. 4. DOI:10.23918/ijsses. v9i4p24.
- Hajar, A. I., & Kamal, R. (2016). *The Effectiveness of School Principal Communication on Teacher Job Satisfaction* (Master's Thesis in Education, Department of Foundation of Education).
- Herzberg, F. (1987). Workers' needs: the same around the world. *Industry week*, 21(9), 29-30.
- Michael, E., Joseph, N. B, Mercedes, P. A., Asum, M., & Olivier, J. A. (2023). Impacts of Communication on Employees Job Satisfsction. *A Riview APRA International Journal of Multidisciplinary Research (IJMR)*.
- Modest, J. & Onyango, D. O. (2021). Influence of School Workplace Condition on Teachers Job Satisfaction in Public Secondary Schools in Bukoba Rural District in Kagera Region, Tanzania. *International Journal of English Literature and Social Sciences*. Vol 6(5).
- Motoi, G. (2017). Could employees' motivation be increased by a better organizational communication? A sociological perspective. *Social Sciences and Education Research Review*, 4(1), 174-190.
- Nebo, C. S., Nwankwo, P. N., & Okonkwo, R. I. (2015). The Role of effective communication on organizational performance: A Study of Nnamdi Azikiwe University, Awka. *Review of Public Administration and Management*. 4(8), 131-148.
- Nwata, U. P., Umoh, G. I., & Amah, E. (2016). Internal organizational communication and employees' performance in selected banks in Port Harcourt. *International Journal of Novel Research in Humanity and Social Sciences*. 3(3). 86-95.
- Nwosu, J., C & Mkinde, O. G. (2014). Conflict Management in an Organization. *Kuwait chapter of Arabian Journal of Business and Management Review* vol, 3, no 6.
- Shonje, G. N. (2016). *The Influence of Working Conditions Teachers Job Satisfaction: The case of Kisarawe District public secondary schools' teachers in Tanzania*, Ph. D., The Open University of Tanzania.
- Shonubi, A. O., & Akintaro, A. A. (2016). The Impact of effective communication on organizational performance. *The International Journal of Social Sciences and Humanities Invention*. 3(3), 1904-1914.
- Sulemana, I. & Issah, S. (2018). *Types and Channels of Internal Communication at Nanumba North Municipal Education Directorate, Bimbilla*. New media and mass communication. Online (vol,69).
- Taylor, M. y Kent, M. (2014). Dialogic Engagement: Clarifying Foundational Concepts. *Journal of Public Relations Research*, 26(5), 384-398. the central office leaders. *School Leadership & Management*,34(5), 518-537.