The Influence of Open Communication by Principals on Performance of Kenya Certificate of Secondary Education Examinations in Public Secondary Schools in Nandi County, Kenya

Rono K. Paul, Kapkiai Moses & David Ruto
School of Education, Kisii University, Kenya
Email: ronopaulk@gmail.com

Abstract: *The absence of open communication channels within public secondary schools directly affects the educational ecosystem. This communication gap can lead to misunderstandings, misinterpretations of academic goals, and a lack of cohesive strategies among stakeholders, ultimately impacting students' preparation and performance in the examinations. The purpose of this study was to investigate the influence of open communication by principals on performance of Kenya Certificate of Secondary Education Examinations in public secondary schools in Nandi County, Kenya. The study was anchored on the theory of educational productivity. The study adopted a descriptive survey design. The target population was 3388, comprising five sub-county education directors, 236 principals and 264 deputy principals, and 2883 teachers. The sample size was 339 respondents. This research used questionnaires and interview schedules to collect data. Descriptive statistics used were frequencies, percentages, mean, and standard deviation. Inferential data were analyzed using Pearson correlation coefficient and regression analysis. Qualitative data from interview schedules were analyzed thematically. The study findings revealed that the interaction was found to have a positive and significant effect on the performance of Kenya Certificate of Secondary Education Examinations. (β_4=0.113, in=0.038). The study concluded that there was a significant positive correlation between open communication and the performance of Kenya certificate of secondary education examinations. The study recommended that involving staff members in decision-making in schools enhances students' performance in Kenya certificate of secondary education examinations since teachers will be committed into teaching into understand that their opinions are integrated into the school's indecision-making process.*

1. Introduction

Academic accomplishment requires effective teacher-student communication, which is a prerequisite. The necessity of proficient communication skills is a fundamental aspect of successful pedagogy. The facilitation of effective communication by the teacher is achieved through the recognition of students' requirements, the appropriate addressing of these needs, and the establishment of a comfortable environment that promotes a free and democratic exchange of ideas

(Bambaeeroo & Shokrpour, 2017). Active involvement in class alone, however, is insufficient; the cognitive processes also need to be used. The likelihood of success is high if the requirements of the students have been effectively assessed and if appropriate verbal and nonverbal communication is used. It is the obligation of teacher training institutes, supervisory organizations, and teachers themselves to ensure that they have a sufficient understanding of contemporary communication theories (Yocum, 2018).

Khan et al., (2017) opines that the ability of teachers to effectively communicate with students is essential to their academic and professional success. A teacher's capacity to successfully communicate with children, parents, and colleagues is critical to the success of both the teacher and the students. To assist their students, succeed academically, teachers must have excellent communication skills. Teachers who lack effective communication skills hinder both the teaching-learning process and their own professional advancement. Students may suffer academically and professionally because of having teachers with poor communication skills in the classroom. When it comes to teaching and learning, a lack of clear communication might lead to unpleasant feelings being expressed. An effective teacher-student connection promotes effective learning by students and the attainment of targeted professional goals if the teacher has appropriate communication skills. Effective teaching and learning necessitate good communication, but it also plays a critical role in every aspect of life. Therefore, the objective of this study was to examine influence of Open Communication by principals on performance of Kenya Certificate of Secondary Education Examinations in Public Secondary Schools in Nandi County, Kenya. The study tested the hypothesis of this study stated that; Open communication with the subordinates have no significant relationship with performance of Kenya Certificate of Secondary Education examinations in Public Secondary Schools in Nandi County.

2. Literature Review

Organizations depend on effective communication to disseminate information to their internal constituency as well as to the public. Leaders in schools can speak about the school's aims and vision through effective communication. In addition, it enables them to communicate with their staff members. People are better equipped to understand what is required of them when communication in a school is successful (Cho, Furey & Mohr, 2017). For teachers and support personnel to carry out their responsibilities, school administrators must provide them with clear instructions and guidelines. In order for teachers and support personnel to understand the message, they should ask questions if they aren't sure.

Employee morale might suffer as a result of leadership communication failures (Darwin, 2017). It was found that teachers' ages were associated with their satisfaction with the principal's communication and feedback in a Muyanga and Phiri (2020) study of teacher satisfaction with their principals' communication and feedback. Teachers were also asked to rate the appropriateness of their principals' instructions. In other words, teachers reported higher levels of satisfaction with their ability to communicate as they grew older. It didn't matter if the teachers were male or female. As teaching experience grew, so did the level of communication satisfaction. Increases in schooling may have a negative effect on male teachers' communicative satisfaction, according to the research.

Controlling parents tend to have a negative effect on their children's academic success compared to parents who take a more hands-off approach. Academic success at both the student and school levels is influenced by parental involvement patterns, even after controlling for other contextual or background variables. Due to the significance of the Kenya Certificate of Secondary Education examinations, schools should incorporate parental involvement into family information and training programs. Schools with more communicative family profiles tend to have less intra-school variation in students' performance on the Kenya Certificate of Secondary Education exams, as reported by Fernández Alonso et al., (2017).

Three different types of social media overload are significant stressors that lead to technostress, according to Shi, Yu, Wang, Cheng, and Cao's (2020) research, although only information overload has a substantial impact on weariness. Additionally, students' performance on Kenya Certificate of Secondary Education examinations is negatively impacted by technological stress and tiredness. All three types of overloads increase technological stress, but only information overload significantly affects tiredness, (Yu, Shi, and Cao, 2019). The performance of Kenya Certificate of Secondary Education examinations is negatively impacted by both technological stress and weariness. Social media use and students' performance on Kenya Certificate of Secondary Education examinations are strongly positively correlated, according to Ali, Qamar, Habes, and Al Adwan's (2021) research. The researchers advised more research into other social media aspects to examine their use and the effects it has on students' academic performance.

Young adolescents' academic development may benefit from efforts to enhance parent-child communication and the relationship between effective communication and adolescents' self-concept (Zhang, 2020). According to Mastoory, Rajaee Harandi, and Abdolvand (2016), gender is given top priority in each of the three models.

Furthermore, the results showed that all three models had a sufficient degree of confidence, and that communication networks with higher levels of confidence, accuracy, and precision had a substantial impact on the prediction of Kenya Certificate of Secondary Education examinations performance. According to Lewinski (2021), collaborative learning improved students' self-efficacy and academic performance. It is advised that research be reproduced in order to ensure that identical findings will be obtained when traditional schooling resumes due to the difficulties provided by remote learning and COVID-19 pandemic.

The Learning and Study Strategies Inventory measure of Concentration and frequency of usage of communications technology were found to be negatively correlated by Thompson (2017). The study does not establish a cause-and-effect link, but it does provide further information on the specific study skills difficulties that students may experience when they frequently take breaks from studying to engage in online social interactions. With greater knowledge, instructors may better cater study skill interventions and support the requirements of their students.

According to Pardo-Cueva, Chamba-Rueda, Rios-Zaruma, and Gómez (2019), successful school management was positively influenced by the headteachers' communication skills in most public schools. In some of the county's schools, though, this was not the case. The headteachers should think about expanding the ways in which they use their newly acquired communication skills, such as by setting and communicating goals to both teachers and students, disseminating lesson observation schedules for all teachers, and ensuring that the curriculum is effectively taught.

Students used this application for a variety of purposes, according to Hassan (2020), including participating in discussions about homework and research, publishing notifications and announcements about classes among classmates, discussing course specifications with the instructor, exchanging ideas about class projects with my classmates, increasing accommodation with behaviors related to performance on Kenya Certificate of Secondary Education examinations , and exchanging questions from previous and upcoming examinations with classmates and work harder to help my classmates with their assignments. By enabling students to explain the ambiguity of concepts learned in class and to establish a sense of connection with their professors, using OCC technology fosters social interaction between students and lecturers. This improves student engagement, which in turn leads to higher learning results (Nkhoma, Thomas, Nkhoma, Sriratanaviriyakul, Truong, and Vo, 2018).

According to Nwachukwu (2020), instructors' knowledge and communication skills have a substantial impact on how well hearing-impaired children perform on Kenya Certificate of Secondary Education examinations. The impact of the communication environment on hearing-impaired students' performance on Kenya Certificate of Secondary Education examinations is significant. The manner of communication has a substantial impact on how well hearing-impaired students perform on Kenya Certificate of Secondary Education examinations. The performance of students with hearing impairments on Kenya Certificate of Secondary Education examinations is improved by instructional materials.

According to Albalawi, and Nadeem, (2020), 44% of respondents agreed that poor communication between teachers and students is a common problem and that it contributes to students' poor performance in EFL programs. Meanwhile, 17% of respondents said that poor communication between teachers and students is to blame for the low level of engagement of students with their teachers. The results demonstrate the vital importance of taking motivating techniques into consideration for enhancing teacher-student interactions.

Dzakpasu and Adom (2017) state that the use of ICT in the classroom improves lecture delivery, student learning outcomes, and the efficiency of research, information dissemination, and evaluation procedures. To better prepare students for the competitive job market of the future, the study argues that educational policies should be revised to account for modern technological advancement in the classroom delivery of lectures and student performance on Kenya Certificate of Secondary Education examinations. However, lecturers' presentation skills can be improved through regular professional technological training.

Gender had no bearing on prospective teachers' ICT use, self-regulation, or performance on Kenya Certificate of Secondary Education examinations, according to Onivehu, Adegunju, Ohawuiro, and Oyeniran's (2018) research. Additionally, there was a significant correlation between the use of information and communication technology and self-regulated learning, as well as a significant composite relationship among IC and SRL. Students interacted differently with their mothers and fathers during Kenya Certificate of Secondary Education examinations, demonstrating the importance of quality over quantity of communication. This suggests that when designing programs, administrators should take into account the various ways mothers and fathers influence students' performance during Kenya Certificate of Secondary Education examinations (Weintraub, & Sax, 2018).

3. Methodology

The study adopted a descriptive survey design. The target population was 3388, comprising five sub-county education directors, 236 principals and 264 deputy principals, and 2883 teachers. The sample size was 339 respondents. Stratified and simple random sampling was used into select the respondents. This research used questionnaires and interview schedules to collect data. The quantitative data collected were analyzed using descriptive and inferential statistics using statistical package for social science (SPSS) computer software (Version 25). Descriptive statistics used were frequencies, percentages, mean, and standard deviation. Inferentially data were analyzed using person correlation coefficient and regression analysis. Qualitative data from interview schedules were analyzed thematically. The analyzed data were presented using frequency tables and content reports.

4. Results and Discussion

The purpose of this study was to examine the influence of open communication on performance of Kenya Certificate of Secondary Education examinations in Public Secondary Schools in Nandi County. To actualize the objective, respondents were asked to state their degree of agreement with the items in the questionnaire on a five-point Likert scale pertaining to the influence of open communication on performance of Kenya Certificate of Secondary Education examinations. The responses given by respondents were recorded and results presented as shown in Table 1.

Table 1: Teachers' Responses on influence of Open Communication on performance of Kenya Certificate of Secondary Education examinations

Statement	SD		D		UD		A		SA		
	F	%	F	%	F	%	F	%	F	%	Mean
1. All the subordinates have a sense of identity within the school	10	3.4	71	23.8	17	5.7	84	28.2	116	38.9	3.76±1.28330
2. The subordinates are involved in decision making in matters affecting the school	0	0.0	58	19.5	12	4.0	126	42.3	102	34.2	3.91±1.07580
3. The subordinates are free to air their views with the principal thus having effective communication	0	0.0	34	11.4	19	6.4	128	43.0	117	39.3	4.10±.95166
4. The open communication with staff has increased organizational members' commitment, capacity, and engagement in meeting the school goals	8	2.7	29	9.7	41	13.8	156	52.3	64	21.5	3.80±.97324
5. Open communication with staff has influenced teachers' commitment to change in vision building	9	3.0	53	17.8	17	5.7	113	37.9	106	35.6	3.85±1.17422
6. Open communication with staff has enhanced high performance expectations in the school	10	3.4	51	17.1	43	14.4	108	36.2	86	28.9	3.70±1.15531
7. Open communication with staff has enhanced the development of consensus about group goals in the school	15	5.0	89	29.9	21	7.0	80	26.8	93	31.2	3.50 1.33395
8. The principal deals with staff problems with sincerity	0	0.0	42	14.1	46	15.4	98	32.9	112	37.6	3.94±1.04594

Table 1 shows that 116(38.9%) teachers were in strong agreement with the statement that all the subordinates have a sense of identity within the school. Some 84(28.2%) teachers agreed, 71(23.8%) teachers disagreed and 17(5.7%) teachers were undecided while 10(3.4%) teachers strongly disagreed that all the subordinates have a sense of identity within the school. From the responses, 3.76 mean and standard deviation of 1.28330 was obtained showing that most of the teachers (67.1%) in Nandi County believed that all the subordinates had a sense of identity within the school. This implies that non-teaching staff members positively identified themselves with their schools. This corresponds with the findings of Day (2005) who described how the use suppleness, uprightness, as well as unpretentious concern of the principal for values by efficacious heads in nominated schools in England stimulated success to create a feeling of distinctiveness and society that promoted student learning prospects and educational achievement. This therefore shows that when there is sense of identity among the school stakeholders, performance of Kenya Certificate of Secondary Education examinations is more likely to be achieved since everyone would like to be identified with the school. Therefore, schools' workers who have a sense of identity are more likely to be committed to their work thus enhancing achievement of goals.

Further, interview carried out on March 2021 with the sub county education director 1 revealed that;

> *"The practice of open communication facilitates the unrestricted exchange of ideas and active participation in the process of making decisions. This facilitates the ability of all educators to express their perspectives, concepts, and apprehensions by fostering an environment of open dialogue. The establishment and maintenance of trust between staff and management is facilitated by the presence of a transparent organizational culture."*

The study finding disagreed with Bambaeeroo and Shokrpour (2017) who noted that active involvement in class alone, however, is insufficient; the cognitive processes also need to be used. The likelihood of success is high if the requirements of the students have been effectively assessed and if appropriate verbal and nonverbal communication is used. It is the obligation of teacher training institutes, supervisory organizations, and teachers themselves to ensure that they have a sufficient understanding of contemporary communication theories (Yocum, 2018).

Additionally, it was found that 126 teachers, accounting for 42.3% of the total, expressed agreement with the notion that subordinates were actively engaged in decision-making processes pertaining to school-related matters. Furthermore, 102 teachers, representing 34.2% of the sample, strongly endorsed this statement. The results of the study revealed that a total of 58 teachers, constituting 19.5% of the sample, expressed disagreement with the notion that subordinates were actively engaged in decision-making processes pertaining to school-related matters. Additionally, 12 teachers, accounting for 4.0% of the sample, reported being undecided on this matter. The teachers' responses to the statement regarding the involvement of subordinates in decision-making within the study area yielded a mean score of 3.91, with a standard deviation of 1.07580. This indicates that a significant majority (76.5%) of teachers acknowledged the participation of subordinates in matters affecting the school. This finding indicates that secondary school principals engage both teaching and non-teaching staff members in the decision-making process pertaining to the management of the schools. Participative administration practices help to keep up an equalization on the inclusion of administrators just as the subordinates in everyday errands and exercises associated with the activity since investment grants people to share impact among themselves who are not authoritatively approach (Wagner, 1994).

It is accepted that activity fulfillment and hierarchical responsibility corresponds with interest since cooperation makes an effect on work practices, acknowledgment, and prizes/ awards (Appelbaum, Louis, Makarenko, & Saluja, 2013). Participation in decision making has often been regarded by employees as a way of believing that their efforts are being recognized (Giri & Kumar, 2013). Therefore, involvement in decision making by the employees has facilitated group performance (Chen, et al 2007). At the same time, if representatives can be associated with basic leadership, they see it as an authoritative help that could empower bunch responsibility (Kukenberger *et al.,* 2015).

Further, 128(43.0%) teachers agreed with the statement that the subordinates are free to air their views with the principal thus having effective communication. On the other hand, 117(39.3%) teachers strongly agreed, 34(11.4%) teachers disagreed whereas some 19(6.4%) teachers were undecided that the subordinates are free to air their views with the principal thus having effective communication. Based on the feedback received from the secondary school teachers, it was found that the mean score for the statement assessing the perception of effective communication between the principal and subordinate staff, as a result of open communication, was 4.10, with a standard deviation of 0.95166. This indicates that a significant majority of the teachers (82.3%) held the belief that there was effective communication in place. The research conducted by Cadwallader et al. (2010)

demonstrated that the association between employees' participation in decision-making, organizational climate, teamwork effectiveness, and communication quality is influenced by multiple variables. In this study therefore, the free communication between the principals and staff is a clear indication of employee participation in the process of decision-making that is always associated with employee satisfaction and commitment.

Furthermore, interview carried out on March 2021 The deputy principal 6 indicated that:

> *"Effective communication plays a crucial role in fostering engagement and acknowledging the valuable contributions made by teachers. The establishment of open communication channels not only promotes effective decision-making but also aids in addressing and mitigating resistance to change. In essence, the establishment of open, effective, and transparent communication serves to ensure that all relevant parties involved are aligned in their objectives and working collaboratively towards a shared goal."*

The study findings agreed with Khan et al., (2017) who opine that the ability of teachers to effectively communicate with students is essential to their academic and professional success. A teacher's capacity to successfully communicate with children, parents, and colleagues is critical to the success of both the teacher and the students.

Similarly, 156(52.3%) teachers agreed with the statement that open communication with staff had increased organizational of members' commitment, capacity, and engagement in meeting the needs of the school. Further, 64(21.5%) teachers strongly agreed, 41(13.8%) teachers were undecided, 29(9.7%) teachers disagreed while 8(2.7%) teachers strongly disagreed with the statement that the open communication with staff had increased organizational of members' commitment, capacity, and engagement in meeting the needs of the school. Further mean of 3.80 and standard deviation of .97324 was obtained on teachers' responses on the statement showing majority (73.8%) of the teachers in Nandi County believed that the open communication with staff had increased organizational of members' commitment, capacity, and engagement in meeting the needs of the school. This shows that the principals need to increase interaction with staff to increase their commitment. According to Bishop & Scott (2000) job satisfaction is positively related with group commitment and in this case, commitment is associated with the open communication of the schools' principals and their teaching and non-teaching staff.

Furthermore, 113(37.9%) teachers agreed with the statement that open communication with staff has influenced teachers' commitment to change in vision building, 106(35.6%) teachers strongly agreed, 53(17.8%) teachers disagreed and 17(5.7%) teachers were undecided/not sure with the statement that open communication with staff has influenced teachers' commitment to change in vision building while 9(3.0%) teachers strongly disagreed with the proclaimed statement. The study further, a mean of 3.85 with a standard deviation of 1.17422 was obtained on the statement showing that majority (73.5%) of the teachers acknowledged that open communication had influenced teachers' commitment to change in vision building. This is cognizant with the work of Kouzes and Posner (2007) who stated in their study that recognition and celebration of significant accomplishments by leaders encourage motivation and positive vitality which thus builds staff's comprehension of the duty to the vision and qualities of the school. This therefore shows that principals who freely interact with the school staff encourage the staff members to work as a team thus achieving the school's short and long-term goals. Further, Houchard (2005) found that teacher morale to be positive and significantly correlated to student achievement in examinations.

Further, 108(36.2%) teachers agreed with the statement open communication had enhanced high performance expectations in the school, 86(28.9%) teachers strongly agreed, 51(17.1%) teachers disagreed, 43(14.4%) teachers were undecided that open communication had enhanced high performance expectations in the school while 10(3.4%) teachers strongly disagreed with the declaration. The study finding further found a mean score of 3.70 and standard deviation of 1.15531 suggesting that the majority (68.1%) of secondary school teachers in Nandi County believed that high school performance can be achieved when the principal interacts freely with teaching and non-teaching staff. From this statement open communication will allow the principal to understand challenges facing the staff in terms of service delivery and so will try to minimize these challenges leading to improved service delivery and performance. This agrees with the findings of Fink and Resnick (2001) who reiterated that establishment of pervasive culture which will help in fostering an enthusiastic two-way knowledge exchange amongst all active stakeholders in the school is the sole responsibility of the school head. Therefore, principals need to embrace the culture of open communication so that schools' can improve on their performance of Kenya Certificate of Secondary Education examinations.

Further, interview carried out in March 2021 with the sub county education director 2 noted that:

> *"Workplace stress is mitigated, employee loyalty is strengthened, job satisfaction is guaranteed, and positive, mutually supportive relationships are forged. Increased efficiency,*

output, and earnings are the results of an upbeat workplace."

Organizations depend on effective communication to disseminate information to their internal constituency as well as to the public. Leaders in schools are able to speak about the school's aims and vision through effective communication. It enables them to communicate with their staff members. People are better equipped to understand what is required of them when communication in a school is successful (Cho, Furey & Mohr, 2017). For teachers and support personnel to carry out their responsibilities, school administrators must provide them with clear instructions and guidelines. For teachers and support personnel to understand the message, they should ask questions if they aren't sure. Employee morale might suffer because of leadership communication failures (Darwin, 2017).

Similarly, 93(31.2%) teachers strongly agreed that open communication had enhanced the development of consensus about group goals in the school. In a similar vein, it was found that out of a total of 298 teachers surveyed, 80 (26.8%) expressed agreement, 89 (29.9%) expressed disagreement, 21 (7.0%) were uncertain or undecided, and 15 (5.0%) strongly disagreed with the notion that open communication has facilitated the establishment of a shared understanding regarding group objectives within the school context. A mean score of 3.50, with a standard deviation of 1.33395, was derived from the data, indicating that a significant majority (58.0%) of secondary school teachers in the study area held the belief that open communication has played a crucial role in fostering consensus regarding group goals within the school. This suggests that the attainment of a school's immediate and enduring objectives can be realized through the active engagement of a principal with both instructional and non-instructional personnel. This finding aligns with previous research conducted by Kelley, Thornton, and Daugherty (2005) as well as Butt, Lance, Fielding, Gunter, Rayner, and Thomas (2005). These studies have observed that the utilization of administrative leadership within educational institutions

significantly influences the development of school climate and teacher morale.

According to the findings of the study, a significant proportion of teachers, specifically 112 individuals representing 37.6% of the sample, expressed a strong agreement with the notion that the principal demonstrates sincerity in addressing staff-related issues. It is worth mentioning that a total of 98 teachers, accounting for 32.9% of the sample, expressed agreement with the statement regarding the principal's sincerity in addressing staff problems. Additionally, 46 teachers, representing 15.4% of the sample, remained undecided on this matter. Conversely, 42 teachers, constituting 14.1% of the sample, expressed disagreement with the statement. According to the collected responses, a significant majority (70.5%) of secondary school teachers in the region expressed their belief that their principals approached staff issues with genuine sincerity. Leithwood et al (2006) characterized the principal obligation of head as an issue solver since trim chairmen are intermittently expected to determine issues. Principals appear to experience a few issues as instructional pioneers in managing and checking the educators. Therefore, the need has emerged for responsibility in school administration. There is a need for adequate leadership from the principals, otherwise school performance will decrease. For the success and effectiveness of the school, the principal should therefore, exercise strong instructional leadership (Zulu, 2004).

4.1 Relationship between Open Communication with The Subordinates and Performance of Kenya Certificate of Secondary Education examinations
The hypothesis of this study stated that:

H0: Open communication with the subordinates have no significant relationship with performance of Kenya Certificate of Secondary Education examinations in Public Secondary Schools in Nandi County.
Pearson correlation analysis was further used to test this hypothesis and the findings and results presented in Table 2.

Table 2: Correlation Coefficient between Open Communication and Performance of Kenya Certificate of Secondary Education examinations

		Performance of Kenya Certificate of Secondary Education examinations
	Pearson Correlation	.472**
Open communication	Sig. (2-tailed)	.000
	N	298

**. Correlation is significant at the 0.01 level (2-tailed).
Source: Field Data (2022)

Table 2 shows a positive significant correlation existing between open communication and performance of Kenya Certificate of Secondary Education examinations (r=.472; p=.000). This prompted the rejection of the null hypothesis and alternate hypothesis accepted, indicating that open communication positively influences performance of Kenya Certificate of Secondary Education examinations in secondary schools.

In the study conducted by Nwachukwu (2020), it was found that the level of knowledge and communication skills possessed by instructors significantly influence the academic performance of hearing-impaired children in Kenya Certificate of Secondary Education examinations. The influence of the communication environment on the academic achievement of hearing-impaired students in the Kenya Certificate of Secondary Education examinations is substantial. The utilization of instructional materials has been found to enhance the academic performance of students with hearing impairments in the Kenya Certificate of Secondary Education examinations.

Dzakpasu and Adom (2017) posit that the utilization of information and communication technology (ICT) yields favorable outcomes in the delivery of lectures and the academic performance of students, particularly in the domains of research, information dissemination, and assessment methodologies. This study posits that the enhancement of information and communication technology integration in the instructional practices of educators and the subsequent impact on students' performance in Kenya Certificate of Secondary Education examinations necessitates a revision of educational policies. Such policies should duly acknowledge the current advancements in technology and aim to equip students with the requisite competencies to effectively participate in the labor market. Simultaneously, it is imperative to establish a consistent framework for providing regular professional technological training to educators, with the aim of enhancing their instructional aptitude.

5. Conclusion and Recommendations

5.1 Conclusion

The study resolved that there was a positive significant correlation between open communication and performance of Kenya Certificate of Secondary Education examinations. This meant that open communication influences positively performance of Kenya Certificate of Secondary Education examinations in secondary schools showing that principals need to interact more freely with both teachers, students, non-teaching staff members and other education stakeholders.

5.2 Recommendations

To enhance academic outcomes, principals should prioritize creating an environment conducive to open dialogue among teachers, students, non-teaching staff, and other education stakeholders. Encouraging transparent communication channels can lead to a deeper understanding of academic needs, effective problem-solving, and a stronger sense of community within the school. Principals ought to initiate regular forums, discussions, and platforms that facilitate open exchanges of ideas and concerns among all members of the school community. This approach will not only promote academic success but also foster a supportive and collaborative educational environment beneficial for all involved parties.

References

Albalawi, H., & Nadeem, M. (2020). Exploring the Impact of Ineffective Formal Communication between Teachers and Students: A Case Study of Mustaqbal University and Jubail University College, Kingdom of Saudi Arabia. *English Language Teaching*, *13*(3), 68-76.

Ali, S., Qamar, A., Habes, M., & Al Adwan, M. N. (2021). Gender discrepancies concerning social media usage and its influences on students' performance of Kenya Certificate of Secondary Education examinations. *Utopía y praxis latinoamericana: revista internacional de filosofia iberoamericana y teoría social*, (1), 321-333.

Appelbaum, S., Louis, D., Makarenko D., & Saluja, J. (2013). Participation in decision making: A case study of job satisfaction and commitment (Part I). *Industrial and Commercial Training*, *45*(4), 222–229.

Bambaeeroo, F., & Shokrpour, N. (2017). The impact of the teachers' non-verbal communication on success in teaching. *Journal of advances in medical education & professionalism*, *5*(2), 51.

Cadwallader, S., Jarvis, C. B., Bitner, M., Ostrom, A. (2010): Frontline employee motivation to participate in service innovation implementation. *Journal of the Academy of Marketing Science,* 38 (2), pp. 219-239.

Cho, M., Furey, L. D., & Mohr, T. (2017). Communicating corporate social responsibility on social media: Strategies, stakeholders, and public engagement on corporate Facebook. *Business and professional communication quarterly*, *80*(1), 52-69.

Darwin, C. (2017). Building a learning organization. *Knowledge Solutions*, *57*.

Day, C. (2005). Sustaining success in challenging contexts: Leadership in English schools. *Journal of Educational Administration, 43*(6), 573-583.

Dzakpasu, P. E., & Adom, D. (2017). Impact assessment of information and communication technologies on lesson delivery and students' performance in selected tertiary institutions in Ghana. *Journal of Computer Sciences and Applications*, *5*(1), 29-41.

Fernández Alonso, R., Álvarez Díaz, M., Woitschach, P., Suárez Álvarez, J., & Cuesta Izquierdo, M. (2017). Parental involvement and performance of Kenya Certificate of Secondary Education examinations: Less control and more communication. *Psicothema*.

Fink, E., &Resnick, L. B. (2001) Developing principals as instructional leaders. *Phi Delta Kappan, 82*, 598-606.

Gunter H (2004). The purposes and practices of intellectual work: A reply to Galbraith. Journal of Educational Administration, 42:29-42.

Kelley, R., Thornton, B., & Daugherty, R. (2005). Relationships between measures of leadership and school climate. *Education, 126*, 17-25.

Khan, A., Khan, S., Zia-Ul-Islam, S., & Khan, M. (2017). Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success. *Journal of Education and Practice*, *8*(1), 18-21.

Leithwood, K., Day, C., Sammons, P., Harris, A. & Hopkins, D. (2006). Successful school leadership what it is and how it influences pupil learning. National College for School Leadership,1-115

Lewinski, D. (2021). The Impact of Collaboration and Communication on Academic Achievement and Satisfaction.

Mastoory, Y., Rajaee Harandi, S., & Abdolvand, N. (2016). The effects of communication networks on students' performance of Kenya Certificate of Secondary Education examinations: The synthetic approach of social network analysis and data mining for education. *International Journal on Integrating Technology in Education*.

Muyanga, C. C., & Phiri, J. (2020). Assessment of Effective Communication in International Schools in Developing Countries Based on the Berlo's SMCR Model. *Open Journal of Business and Management*, *9*(1), 448-459.

Nkhoma, C. A., Thomas, S., Nkhoma, M. Z., Sriratanaviriyakul, N., Truong, T. H., & Vo, H. X. (2018). Measuring the impact of out-of-class communication through instant messaging. *Education+ Training*.

Nwachukwu, I. (2020). Teacher Communication Modes and Performance of Kenya Certificate of Secondary Education examinations of Students with Hearing Impairment in Special Education Secondary School Ibom Layout, Calabar, Cross River State. *Calabar, Cross River State (April 1, 2020)*.

Onivehu, A. O., Adegunju, A. K., Ohawuiro, E. O., & Oyeniran, J. B. (2018). The Relationship among Information and Communication Technology Utilization, Self-Regulated Learning and Performance of Kenya Certificate of Secondary Education examinations of Prospective Teachers. *Acta Didactica Napocensia, 11*(1), 69-85.

Pardo-Cueva, M., Chamba-Rueda, L. M., Rios-Zaruma, J., & Gómez, A. H. (2019, June). Information and communication technologies and their relationship with performance of Kenya Certificate of Secondary Education examinations in higher education. In *2019 14th Iberian Conference on Information Systems and Technologies (CISTI)* (pp. 1-6). IEEE.

Shi, C., Yu, L., Wang, N., Cheng, B., & Cao, X. (2020). Effects of social media overload on performance of Kenya Certificate of Secondary Education examinations : A

stressor–strain–outcome perspective. *Asian Journal of Communication*, *30*(2), 179-197.

Thompson, P. (2017). Communication technology use and study skills. *Active learning in higher education*, *18*(3), 257-270.

Weintraub, D. S., & Sax, L. J. (2018). The Relationship Between Student–Parent Communication and First-Year Performance of Kenya Certificate of Secondary Education examinations . *The Journal of the National Academic Advising Association, 38*(1), 61-76.

Yocum, K. L. (2018). *Martin Buber's relational philosophy: the development of influence on communication education and humanistic education*. The Ohio State University.

Zhang, J., Jin, S., & Si, W. (2020). Incentivising teachers? Evaluating the incentive effect of China's teacher performance-based compensation reform in rural China. *Australian Journal of Agricultural and Resource Economics*, *64*(1), 171-188.

Zulu, D. (2004). The Instructional Leadership Role of School Principals. South Africa: University of Zululand,1-2.