JETIR.ORG ISSN: 2349-5162 | ESTD Year : 2014 | Monthly Issue
JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)
An International Scholarly Open Access, Peer-reviewed, Refereed Journal

Administrative Communication and Teachers' Performance in Government-Aided Secondary Schools in Kawempe Division, Kampala District

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Abstract

The study investigated the relationship between administrative communication and teachers' performance in government-aided secondary schools in Kawempe division, Kampala district. The study was directed specifically by two objectives; i) To examine the relationship between verbal communication and teachers' performance, and ii) To examine the relationship between non-verbal communication and teachers' performance in government-aided secondary schools in Kawempe division, Kampala district. The study took on a correlational research design combined with only a quantitative approach. A sample of 51 respondents was considered consisting of school administrators and teachers from 3 selected government-aided secondary schools in Kawempe division, Kampala district. Both correlation analysis and descriptive analysis were utilized to offer solutions to the study objective. The study shown that there is a statistically strong positive and significant relationship between verbal communication and teachers' performance in government-aided secondary schools in Kawempe division, Kampala district. The study also shown that there is a statistically moderate positive and significant relationship between non-verbal communication and teachers' performance in government-aided secondary schools in Kawempe division, Kampala district. Therefore, the study concludes that administrative communication in form of verbal communication and non-verbal communication has a statistically positive and significant association with teachers' performance in that an enhancement in the different aspects of administrative communication will resultantly lead to an enhancement in teachers' performance in government-aided secondary schools in Kawempe division, Kampala district. The study commends that school administrators should effectively use structured communication channels and also provide regular updates on school policies, curriculum changes, and professional development opportunities which would directly influence teachers' performance in government-aided secondary schools in Kawempe division, Kampala district.

Keywords: *Administrative Communication, Verbal Communication, Non-Verbal Communication, Teachers' Performance, and Government-Aided Secondary Schools.*

Introduction

The study intended to investigate the relationship between administrative communication and teachers' performance in government-aided secondary schools in Kawempe division, Kampala district.

Historical Perspective

Worldwide, the variations in teachers' performance in the different learning institutions over the years has resulted into different governments and education bodies to come up with various policies and strategies aimed at improving teachers' performance as teachers play a fundamental role in school performance (Paine & Highsmith, 2018). During the late 20th century, with the rise of civil rights movements and educational reforms, there was a shift towards more collaborative and inclusive communication in countries like Finland, Canada, and Japan. Regular teacher evaluations, professional development programs, and open forums for feedback became more common where Email, memos, and other digital communication tools began to streamline administrative communication, allowing for more timely and effective feedback with the objective of improving teachers' performance (Pramahsari & Triatna, 2021). In Africa, the introduction of digital platforms and mobile technology has improved communication between school administrators and teachers, facilitating feedback and performance tracking which has helped teachers adapt to new teaching method and curricula, ultimately improving teacher performance and educational outcomes (Kemi & Ntombozuko, 2023).

Theoretical Perspective

The study was directed by the Organizational Climate Theory introduced by Tagiuri and Litwin in 1968. The theory posits that organizational climate, including communication patterns, affect employee behavior and performance (Shreedevi & Bharamanaikar, 2017). According to Taylor, Beus and Smith (2023) the theory is applicable to the education context in that a supportive and communicative school climate fosters collaboration, reduces stress, and enhances teacher effectiveness leading to improved teachers' performance. The authors assert that when administrators maintain open, respectful communication with teachers, it fosters trust and cooperation, leading to improved teachers' performance (Taylor et al., 2023). Thus, the Organizational Climate Theory directly relates to the two major variables of the study by emphasizing how the quality and nature of communication within an organization influence employee attitudes, motivation, and effectiveness. Specifically, the theory highlights that effective administrative communication creates a positive organizational climate that supports teacher engagement and enhances overall performance (Tagiuri & Litwin ,1968). For that reason, this theory was applicable to this study since it offers an association between administrative communication and teachers' performance.

Contextual Perspective

The study was carried out among selected government-aided secondary schools in Kawempe division, Kampala district investigating the relationship between administrative communication and teachers' performance. This was

well-thought-out due to the limited or no research conducted in accord to administrative communication and teachers' performance particularly in government-aided secondary schools in Kawempe division, Kampala district. Additionally, Kampala district was considered due to the inconsistent teachers' performance among government-aided secondary schools displayed by teachers' lack of effective lesson plans and preparation, poor interpersonal relationships, increased absenteeism rates and late reporting for classes, irregularity in ethical and professional conduct, and limited engagement in community and extracurricular activities among others (Kampala Capital City Authority, 2022).

Conceptual Perspective

Administrative communication refers to the process of exchanging information, instructions, and feedback between administrators and other stakeholders within an organization to achieve organizational goals. It involves both formal and informal channels of communication and plays a critical role in decision-making, coordination, and management (Kemi & Ntombozuko, 2023). Teachers' performance refers to the effectiveness and efficiency with which teachers fulfill their professional responsibilities and contribute to student learning and overall educational outcomes. It encompasses various aspects, including instructional delivery, classroom management, student engagement, and adherence to educational policies and standards (Ortiz & Abrera, 2017). In line with the current study, administrative communication was conceptualized in terms of verbal communication and non-verbal communication, while teachers' performance was conceptualized in terms of lesson planning and preparation, classroom management, communication skills, collaboration and teamwork, attendance and punctuality, student engagement, as well as ethical and professional conduct among others.

Statement of the problem

The performance of teachers plays a critical role in determining the quality of education delivered to students which performance is often influenced by the mode of administrative communication. The Ministry of Education and Sports in Uganda has instigated various policies and initiatives aimed at enhancing administrative communication to improve teachers' performance. A notable initiative is the National Teacher Policy, which seeks to professionalize the teaching profession and standardize teacher management practices. This policy emphasizes the development of clear communication channels between administrators and teachers, fostering a supportive and collaborative environment conducive to effective teaching and learning, so as to enhance teachers' performance (Ministry of Education and Sports, 2018).

Nonetheless, despite all the outstanding policies and initiatives, teachers' performance in most of the government-aided secondary schools in Kampala district is still inconsistent categorized by teachers' lack of effective lesson plans and preparation, increased late coming and missing of classes, ineffective classroom management, increased absenteeism rates, and unethical and professional misconduct, and low student achievement (Kampala Capital City Authority, 2022). Evidence indicates that almost 18% of the teachers recurrently arrived at school late or left early and also 10% of teachers missed classes at least once a week in 2021 among government-aided secondary schools in Kampala district (Kampala Capital City Authority, 2022). This has consequently resulted into

decreased student engagement and low academic outcomes, as well as decreased schools' academic reputation. Then, it is due to this evidence that this study investigated the relationship between administrative communication and teachers' performance in government-aided secondary schools in Kawempe division, Kampala district.

Objectives of the Study

General Objective

The general objective of this study was to investigate the relationship between administrative communication and teachers' performance in government-aided secondary schools in Kawempe division, Kampala district.

Specific Objectives

i. To examine the relationship between verbal communication and teachers' performance in government-aided secondary schools in Kawempe division, Kampala district.
ii. To examine the relationship between non-verbal communication and teachers' performance in government-aided secondary schools in Kawempe division, Kampala district.

Study Hypotheses

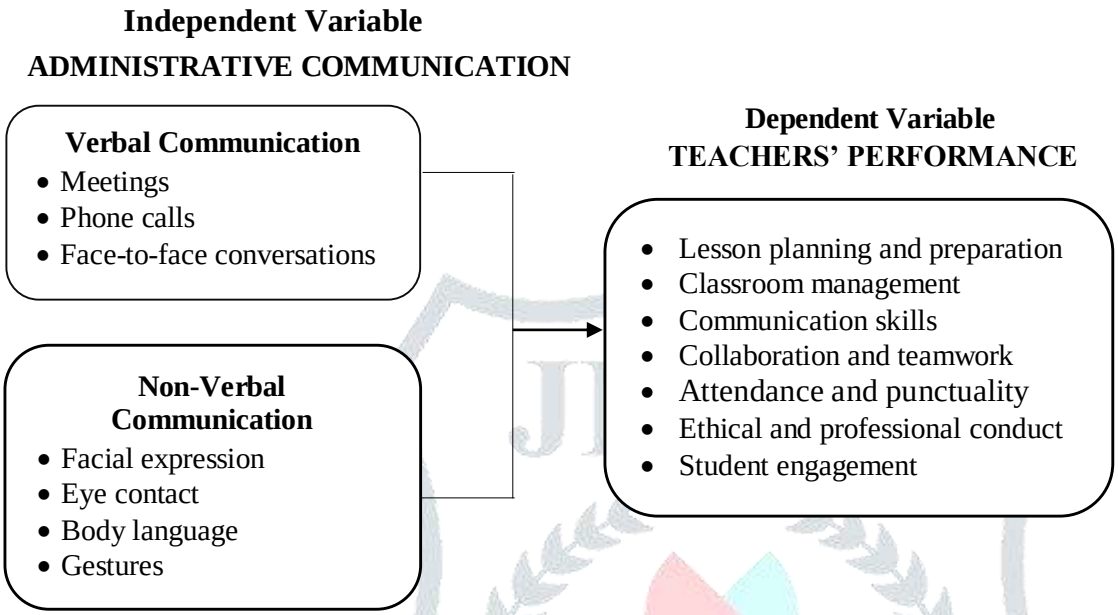
The specific objectives were guided by the following alternative hypotheses;

Ha1: There is a statistically significant relationship between verbal communication and teachers' performance in government-aided secondary schools in Kawempe division, Kampala district.

Ha2: There is a statistically significant relationship between non-verbal communication and teachers' performance in government-aided secondary schools in Kawempe division, Kampala district.

Conceptual Framework

The conceptual framework presents an illustrative diagram on the linkage between Administrative Communication and Teachers' Performance.



Literature Review

Administrative Communication and Teachers' Performance

Administrative communication plays a vital role in shaping teachers' performance by facilitating collaboration, enhancing motivation, and ensuring clarity in roles and expectations. Effective communication between school administrators and teachers foster a supportive environment that promotes productivity and professional growth (Basir & Basir, 2020). The author argues that when administrators effectively communicate policies, teaching objectives, and performance standards, teachers understand their roles and responsibilities better, resultantly leading to an improvement in teachers' performance (Basir & Basir, 2020). According to Tufan and Aydan (2022) administrative communication through regular feedback on performance, acknowledgement of achievements, and constructive criticism enhances teacher motivation and job satisfaction. Additionally, open dialogue allows teachers to voice concerns, seek guidance, and receive emotional support, boosting their confidence and performance.

Effective administrative communication about training opportunities, workshops, and professional development programs enhance teachers' skills and competencies. Administrators who encourage collaborative communication foster knowledge sharing and teamwork among teachers, leading to an improvement in teachers' performance (Pramahsari & Triatna, 2021). Similarly, the authors argue that timely administrative communication on curriculum changes, teaching strategies, and assessment methods helps teachers improve instructional delivery and also regular communication on students' performance data and feedback allows teachers to adjust their methods for better student outcomes (Pramahsari & Triatna, 2021).

A study by Rono, Kipkiai and Ruto (2023) found that administrative communication significantly impacts teachers' performance in public secondary schools in Nandi County, Kenya. The authors asserted that

administrative communication influences teachers' performance by providing clarity, motivation, professional growth opportunities, and emotional support. When administrators foster open and transparent communication channels, they create a positive and collaborative environment that enhances teaching effectiveness and student success, leading to an enhancement in teachers' performance (Rono et al., 2023). Additionally, the authors argued that open and honest communication builds trust between teachers and administrators, as well as helps address misunderstandings and resolve conflicts, ensuring a positive work environment that leads to an enhancement in teachers' performance (Rono et al., 2023).

According to Kemi and Ntombozuko (2023) verbal communication by school administrators plays a crucial role in shaping teachers' performance by ensuring clarity, motivation, and collaboration in the education environment. It involves face-to-face conversations, meetings, instructions, feedback, and discussions between school administrators, teachers, students, and other stakeholders. The authors assert that verbal instructions help teachers quickly understand policies, expectations, and new teaching strategies leading to an improvement in the overall teachers' performance (Kemi & Ntombozuko, 2023). In addition, Tufan and Aydan (2022) argued that unlike written communication, verbal discussions allow for immediate clarification, reducing confusion and mistakes which boosts teachers' confidence and job satisfaction, leading to improved teachers' performance.

Clear verbal communication from school administrators about disciplinary policies helps teachers manage classrooms effectively. School administrators with strong verbal communication skills engage teachers better, making teaching more interactive and productive. This effective communication between school administrators and teachers improves teachers' classroom management and student engagement (Basaliza, Nabukeera, Ssali & Matovu, 2024). The authors also argued that administrative communication strengthens collaboration and teamwork. Frequent verbal communication among teachers and school leaders fosters a collaborative work environment and also quick verbal discussions help resolve issues efficiently, improving workflow and productivity which leads to an improvement in teachers' performance (Basaliza et al., 2024). Additionally, the authors postulated that direct conversations help resolve misunderstandings and strengthen relationships between administrators and teachers which fosters trust and cooperation, building teachers' motivation and job satisfaction that influence an improvement in teachers' performance (Basaliza et al., 2024).

Administrators can use gestures or facial expressions to provide immediate, supportive feedback during observations or meetings. Positive non-verbal communications among teachers, such as smiles and supportive gestures, fosters a collaborative and friendly work environment that significantly influences teachers' performance (Munohsamy & Muniandy, 2023). The authors also assert that when non-verbal cues align with spoken words, it enhances understanding and prevents misunderstanding. Though non-verbal communications and signals, school administrators can guage teachers' emotions, allowing for timely intervention and support to the teachers who need assistance or support which resultantly leads and influences an improvement in teachers' performance (Munohsamy & Muniandy, 2023).

According to Asrar, Tariq and Rashid (2018) administrative communication through non-verbal communications significantly influences teachers' performance by enhancing understanding, building trust, and improving classroom management. When administrators and colleagues use positive non-verbal cues, they create a supportive environment that boosts teacher morale, engagement, and effectiveness, leading to an improvement in teachers' performance.

Methodology

Research Design

This study embraced a correlational research design combined with only a quantitative approach. A correlational research design is concerned with scrutinizing for a relationship between variables in a particular study population (Kassu, 2019). For that reason, this research design facilitated the researcher in investigating the relationship between administrative communication and teachers' performance in government-aided secondary schools in Kawempe division, Kampala district. The quantitative approach permitted the researcher to obtain the quantitative data that was used to generate an understanding about the phenomenon under study.

Target Population and Sample Size

The study based on a target population of 12 government-aided secondary schools in Kawempe division, Kampala district (Kampala Capital City Authority, 2022). Though, due to the limited time the researcher took into account 3 government-aided secondary schools from which a sample was selected that took part in the study. The study considered a sample size of 51 respondents which constituted of a total of 6 school administrators (head teachers and directors of studies) and a total of 45 teachers were selected picked out from 3 selected government-aided secondary schools in Kawempe division, Kampala district to offer quantitative data that was utilized to provide responses to the objectives of the study.

Sampling Procedure

The researcher considered both convenient sampling and simple random sampling to pick participants who were involved in the study. Convenient sampling involved the researcher choosing participants who were voluntarily available and easily reachable and this was utilized to choose the school administrators. Simple random sampling was engaged to choose teachers from the various government-aided secondary schools to take part in the study. Simple random sampling provides an equal chance of selection to each of the entities in the study population into the study sample (Elfil & Negida, 2017). Both the school administrators and teachers were selected to provide quantitative data that was utilized in the study.

Data Collection Methods

Questionnaire Survey Method

A questionnaire survey method is a mode of achieving information through a number of questions and other prompts with the objective of accumulating information from the respondents (Mathiyazhagan, 2018). The questionnaire survey method was fundamental imperatively to acquire uniform information which certified the

comparability of data using easily understandable well-planned questions. Thus, this method was utilized as it allowed the researcher to attain and gather quantitative data from respondents in the possible shortest time.

Data Collection Instruments

Structured Questionnaire

A structured questionnaire is an instrument utilized to gather information from the respondents comprising of closed-ended answers to the questions from which respondents are obliged to pick out (Acheung, 2019). The study utilized structured questionnaires to gather quantitative data from the school administrators and teachers which comprised of closed-ended queries and encoded responses that were self-administered to respondents in various selected government-aided secondary schools in Kawempe division, Kampala district. The structured questionnaires were utilized as they entail little time and collect a great deal of information on the study phenomenon.

Data Analysis

The study engaged both descriptive and correlation analysis methods in scrutinizing the quantitative primary data gathered. Descriptive analysis was utilized when evaluating respondents' demographics presented as frequencies and percentages. So as to examine the relationship between the variables, Spearman's rank correlation analysis was utilized to offer an empirical evidence on the study hypotheses at a 0.01 level of significance. Spearman's Rank Correlation measures the association between two ordinal or nominal variables (Jerrold, 2016).

Ethical Consideration

The researcher obtained an introductory letter from Islamic University in Uganda as a prequisite for acquiring authorization from administrators in the various schools to carry out the study in their schools before undertaking the study.

The researcher also requested for participants' consent to be involved in the study prior to questionnaires being administered to them.

In addition, the researcher warranted confidentially to respondents and their information provided as this is a fundamental ethical requirement in research.

Study Findings

The findings presented in this section take account of; descriptive statistics on the demographic composition of respondents and correlation analysis to offer answers to the objectives of study.

Findings on the Demographic Compositions

The study evaluated the demographic compositions of respondents who were engaged in the study from various selected government-aided secondary schools in Kawempe division, Kampala district and the outcomes are presented in Table 1;

Table 1: Demographic Composition of Respondents

Demographic Composition			
Category	**Items**	**Frequency**	**Percentage**
Gender	Male	30	58.8
	Female	21	41.2
	Total	**51**	**100.0**
Age Category	25-30 years	8	15.7
	31-35 years	11	21.6
	36-40 years	9	17.6
	Above 40 years	23	45.1
	Total	**51**	**100.0**
Level of Education	Certificate	1	2.0
	Diploma	4	7.8
	Bachelors	41	80.4
	Masters	5	9.8
	Total	**51**	**100.0**
Marital Status	Married	35	68.6
	Single	14	27.5
	Widowed	2	3.9
	Total	**51**	**100.0**
Period of Work at the School	1-3 years	8	15.7
	4-5 years	13	25.5
	Above 5 years	30	58.8
	Total	**51**	**100.0**

Source: Primary data (2025)

In Table 1, the results shown that majority 30 (58.8%) of respondents who participated in the study from various selected government-aided secondary schools in Kawempe division, Kampala district were male and 21 (41.2%) of respondents were female. The study findings also shown that a bigger proportion 23 (45.1%) of respondents who participated in the study were aged above 40 years, followed by 11 (21.6%) of respondents who were aged 31-35 years, then 9 (17.6%) of respondents who were aged 36-40 years, and the least proportion 8 (15.7%) of respondents were aged 25-30 years.

In addition, the study findings shown that majority 41 (80.4%) of respondents who participated in the study had attained a bachelors' level of education, followed by 5 (9.8%) of respondents who had attained a masters' level of education, then 4 (7.8%) of respondents who had attained a diploma level of education, and only 1 (2.0%) of respondents had attained a certificate level of education. In relation to marital status, the study findings revealed that majority 35 (68.6%) of respondents were married, followed by 14 (27.5%) of respondents who were single, and only 2 (3.9%) of respondents were widowed.

More s, the study shown that majority 30 (58.8%) of respondents had worked at a particular secondary school for a period of above 5 years, followed by 13 (25.5%) of respondents who had worked at a particular secondary

school for a period of 4-5 years, and the least proportion 8 (15.7%) of respondents had worked at a particular secondary school for a period of 1-3 years.

Findings on Objectives of the Study

This section provides an overview on the findings in accord to the study specific objectives.

Relationship between Verbal Communication and Teachers' Performance in Government-Aided Secondary Schools in Kawempe Division, Kampala District

The study required to examine the relationship between verbal communication and teachers' performance in government-aided secondary schools in Kawempe division, Kampala district. The relationship was examined using Spearman's Rank correlation analysis and the outcomes are presented in Table 2.

Table 2: Correlation Analysis on the Relationship between Verbal Communication and Teachers' Performance in Government-Aided Secondary Schools in Kawempe Division, Kampala District

		Verbal Communication	Teachers' Performance
Verbal Communication	Spearman's Correlation Coefficient	1.000	.582**
	Sig. (2-tailed)	.	.000
	N	51	51
Teachers' Performance	Spearman's Correlation Coefficient	.582**	1.000
	Sig. (2-tailed)	.000	.
	N	51	51

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

Source: Primary data (2025)

The findings in Table 2 shown that there is a statistically strong positive and significant relationship between verbal communication and teachers' performance in government-aided secondary schools in Kawempe division, Kampala district ($r = 0.582$, $N = 51$, P-value = 0.000) at a 0.01 level of significance. The findings suggest that an enhancement in verbal communication strongly and considerably leads to an enhancement in teachers' performance in government-aided secondary schools in Kawempe division, Kampala district.

Relationship between Non-Verbal Communication and Teachers' Performance in Government-Aided Secondary Schools in Kawempe Division, Kampala District

The study also required to examine the relationship between non-verbal communication and teachers' performance in government-aided secondary schools in Kawempe division, Kampala district. The relationship was examined using Spearman's Rank correlation analysis and the results are presented in Table 3.

Table 3: Correlation Analysis on the Relationship between Non-Verbal Communication and Teachers' Performance in Government-Aided Secondary Schools in Kawempe Division, Kampala District

		Non-Verbal Communication	Teachers' Performance
Non-Verbal Communication	Spearman's Correlation Coefficient	1.000	.455**
	Sig. (2-tailed)	.	.000
	N	51	51
Teachers' Performance	Spearman's Correlation Coefficient	.455**	1.000
	Sig. (2-tailed)	.000	.
	N	51	51

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

Source: Primary data (2025)

The findings in Table 3 shown that there is a statistically moderate positive and significant relationship between non-verbal communication and teachers' performance in government-aided secondary schools in Kawempe division, Kampala district ($r = 0.455$, $N = 51$, P-value = 0.000) at a 0.01 level of significance. The findings suggest that an enhancement in non-verbal communication substantially and significantly leads to an improvement in teachers' performance in government-aided secondary schools in Kawempe division, Kampala district.

Conclusion

The study concludes that administrative communication in form of verbal communication and non-verbal communication has a statistically positive and significant association with teachers' performance in that an enhancement in the various forms of administrative communication will resultantly lead to an enhancement in teachers' performance in government-aided secondary schools in Kawempe division, Kampala district.

Recommendations

The study recommends that school administrators should effectively use structured communication channels and also provide regular updates on school policies, curriculum changes, and professional development opportunities which would directly influence teachers' performance in government-aided secondary schools in Kawempe division, Kampala district.

The study also recommends that school management should conduct open forums and Q&A sessions to listen to teachers' concerns as well as establish regular one-on-one meetings between administrators and teachers to discuss challenges and improvement leading to improved teachers' performance in government-aided secondary schools in Kawempe division, Kampala district.

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Appendices

Appendix I: Structured Questionnaire for Teachers

Dear respondent,

You have been chosen as a respondent to take part in this study and the responses you will provide will be treated with ultimate confidentiality. The information you will provide will only be used for the required study purposes. Your participation in this study is voluntary and you are free to pull out at any time.

Do you consent to participate in this study? Agree …… or Disagree …….

Instructions: Please tick the most appropriate response of your choice

Section A: Demographic Characteristics of Respondents

1. **What is your Gender?**

   1. Male ☐ 2. Female ☐

2. **What is your age group?**

   1. 25-30 years ☐ 2. 31-35 years ☐ 3. 36-40 years ☐ 4. Above 40 years ☐

3. **What is your highest level of education?**

   1. Certificate ☐ 2. Diploma ☐ 3. Bachelors ☐ 4. Masters ☐

4. **What is your marital status?**

   1. Married ☐ 2. Single ☐ 3. Divorced ☐ 4. Widowed ☐

5. **For how long have you worked at this secondary school?**

   1. 1-3 years ☐ 2. 4-5 years ☐ 3. Above 5 years ☐

SECTION B: ADMINISTRATIVE COMMUNICATION

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

Instructions: Please tick where appropriate using the scale above that best describes your opinion to the statements related to different dimensions of Administrative Communication;

Part I: Verbal Communication

No.	Verbal Communication	SD	D	NS	A	SA
1.	The school administrators engage in face-to-face conversations with teachers at the school					
2.	The school administrators organize regular meetings with teachers to discuss important matters at the school					

3.	The school administrators effectively engage in phone calls with teachers to communicate various issues and convey messages at the school					
4.	The school administrators listen actively and provide timely responses or clarifications when needed at the school					
5.	The school administrators use persuasive speech to influence policy decisions and encourage teamwork at the school					

Part II: Non-Verbal Communication

No.	Non-Verbal Communication	SD	D	NS	A	SA
1.	The school administrators use facial expressions (smiling, frowning, raised eyebrows) to convey emotions and reactions at the school					
2.	The school administrators use eye contact to establish engagement and credibility at the school					
3.	The school administrators use physical contact such as handshakes or pats on the back, to convey support and encouragement at the school					
4.	The school administrators exhibit different body languages and postures to express confidence, openness, or authority at the school					
5.	The school administrators use hand movements, nods, and other physical actions to reinforce spoken messages at the school					

SECTION C: TEACHERS' PERFORMANCE

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

Instructions: Please tick where appropriate using the scale above that best describes your perception about the statements related to Teachers' Performance;

No.	Teachers' Performance	SD	D	NS	A	SA
1.	The teachers have the ability to design well-structured lesson plans that align with curriculum objectives at the school					
2.	The teachers poses skills in maintaining discipline, managing time, and fostering a positive learning environment in classrooms at the school					
3.	The teachers have clear and effective verbal and written communication skills and attributes at the school					
4.	The teachers work effectively with peers, administrators, and other staff at the school					
5.	The teachers regularly attend school and are punctual for classes at the school					
6.	The teachers adhere to ethical standards in teaching and interactions, meet deadlines, and fulfill responsibilities consistently at the school					