

School Administrators Communication Skills on Teachers Performance in Government-Supported Secondary Schools within Butambala District, Uganda

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Abstract:- Effective communication is essential in fostering a conducive learning environment within educational institutions. This study aimed at examining the connection of communication skills of school administrators on the performance of teachers within government-supported secondary schools of Butambala District. In Particular, the objectives were; to establish school administrators' and teachers' level of awareness about communication skills; analyze the impact of volume and tone on teachers' and examine the connection of active listening on teachers' performance amidst government-supported secondary schools within Butambala District. A cross-sectional research paradigm involving qualitative as well as quantitative approaches were employed. 86 respondents were utilized as the sample size for this study. The study revealed that a number of different communication skills have been adopted and utilized by the school administrators and teachers within the different selected government-supported secondary schools in Butambala District. The research uncovered that volume and tone has a statistically strong positive, significant impact on teachers' performance among government-supported secondary schools of Butambala District. Additionally, the study found out an existence of a statistically strong positive, significant connection between active listening and teachers' performance among government-assisted secondary schools within Butambala District. The study concludes that school administrators' communication skills in form of volume and tone as well as active listening, has a statistically significant association with performance of teachers within government-assisted secondary schools amidst Butambala District. Therefore, a remarkable increase in the different forms of school administrators' communication skills resultantly leads to an improvement in teachers' performance among government-facilitated secondary schools of Butambala

District. The study recommends that schools' administrators should enhance their communication skills, thereby creating a more supportive, collaborative, and productive environment for teachers. Effective communication fosters trust, promotes engagement, and enhances overall teacher performance, contributing to a more successful school community in government-aided secondary schools in Butambala District.

Keywords:- School Administrators' Communication Skills, Volume and Tone, Active Listening, and Teachers' Performance.

I. INTRODUCTION

➤ *Soft and Hard Communication Skills*

Communication skills are essential in both personal and professional contexts, and they can be categorized into two main types: soft communication skills and hard communication skills. Understanding the distinction between these two categories is crucial for effective interaction in various environments.

➤ *Soft Communication Skills*

Soft communication skills refer to interpersonal abilities that facilitate effective interaction with others. These skills include active listening, empathy, emotional intelligence, verbal and non-verbal communication, adaptability, and conflict resolution. According to Goleman (1995), emotional intelligence plays a significant role in individual's emotional stability as well as emotional resonance, which is fundamental for successful interpersonal communication.

Active listening is a critical component of soft skills. It entails concentrating fully and comprehending the message being transmitted by others. The skill enhances better rapport, understanding, and clarity among individuals (Brownell,

2012). Empathy allows communicators to connect on a deeper level by recognizing and validating the feelings of others (Rogers, 1961).

Moreover, adaptability in communication styles is vital as it enables individuals to adjust their approach based on the audience or context (Goleman, 1995). Conflict resolution skills are also part of soft communication; they help individuals navigate disagreements constructively without escalating tensions (Fisher & Ury, 1981).

➤ *Hard Communication Skills*

In contrast, hard communication skills are often technical or specialized abilities that can be measured and quantified. These include writing proficiency, public speaking capabilities, presentation skills, and proficiency in using various communication technologies. For instance, effective writing requires clarity of thought and structure to convey messages accurately (Zinsser, 2006). Public speaking involves not only delivering information but also engaging an audience through persuasive techniques (Duarte, 2010).

The ability to use technology effectively for communication has become increasingly important in the digital age. Proficiency in tools such as email platforms, video conferencing software, and social media can enhance one's ability to communicate efficiently across different mediums (Baker & Greenfield, 2018). Both soft and hard communication skills are essential for success in various fields. Employers often seek candidates who possess a balance of both types of skills because they contribute to teamwork, leadership effectiveness, customer relations, and overall organizational success.

- *Impact on Teacher Performance:*

Effective communication from school administrators can lead to improved teacher performance by ensuring that teachers are well-informed about policies, expectations, and resources available to them. Clear communication helps in setting achievable goals and provides feedback that is essential for professional growth. Research indicates that when administrators communicate effectively, it fosters a sense of trust and respect among teachers, which can enhance their motivation and commitment to their roles (Harris & Muijs, 2005).

- *Job Satisfaction:*

Communication also plays a critical role in job satisfaction among teachers. When school leaders engage in open dialogues with their staff, it creates an inclusive atmosphere where teachers feel valued and heard. This sense of belonging can significantly reduce turnover rates and increase overall job satisfaction (Grissom et al. 2014).

- *Educational Outcomes:*

The quality of communication within a school directly correlates with student achievement. Administrators who communicate effectively with both teachers and students create a positive school climate that supports learning. Studies have shown that schools with strong leadership

communication practices tend to have better academic outcomes (Leithwood & Jantzi, 2000).

- *Professional Development:*

School administrators are responsible for facilitating professional development opportunities for teachers. Effective communication ensures that teachers are aware of these opportunities and understand how they can benefit from them. This not only enhances their skills but also contributes to their overall job satisfaction (Darling-Hammond et al., 2017).

- *Crisis Management:*

In times of crisis or change, such as during the COVID-19 pandemic, effective communication becomes even more crucial. Administrators must convey important information quickly and clearly to ensure that all stakeholders are informed and prepared to adapt to new circumstances (Fullan, 2001).

➤ *Statement of the Problem*

Over the past decade, numerous studies have explored the relationship between school administrators' communication skills and teachers' performance. These studies have investigated different facets of communication, in line with verbal and non-verbal communication on active listening, empathy, clarity of instructions, feedback provision, and conflict resolution. The findings from these studies have provided valuable insights into the potential impact of administrators' communication skills on teachers' job satisfaction, motivation, instructional practices, and overall effectiveness. (Esra & Seher, 2023).

On a global scale, researchers have examined the impact of school administrators' communication soft skills on teachers' performance across different countries and educational systems. For instance, a study published by the Journal of Educational Administration and Policy focused on the relationship between principals' communication styles and teachers' job satisfaction in schools across multiple countries (Smith et al., 2015). The study found that principals who demonstrated effective communication skills were more likely to create a positive work environment and enhance teacher job satisfaction.

In an African context, several studies have investigated the influence of school administrators' communication soft skills on teachers' performance. For example, a research article published in the African Journal of Educational Management explored the relationship between principals' communication styles and teachers' instructional practices in South African schools (Mkhize & Mthembu, 2017). The study revealed that principals who exhibited strong communication skills were more successful in promoting effective teaching practices among their staff.

Turning to Uganda specifically, limited research has been conducted on the impact of school administrators' communication soft skills on teachers' performance. However, a study published in the Journal of Educational Leadership, Policy and Practice examined the relationship

between head teachers' communication styles and teachers' job satisfaction in Ugandan primary schools (Nakabugo & Ntayi, 2018). The findings indicated that head teachers who demonstrated effective communication skills were more likely to foster a positive work environment and. This problem statement aims to unveil the connection of the communication skills of school administrators on the performance of teachers, with a focus on understanding how effective communication can positively influence teacher performance.

In the contextual view of Uganda's government-supported secondary schools, the communication skills of school administrators play a pivotal role in influencing teacher performance since it is essential for fostering a conducive environment for effective teaching and learning, impacts directly teachers' job satisfaction, motivation, and overall effective delivery of educational content. The ideal scenario is brought about by school administrators who possess strong communication skills, enabling them to articulate clear required outcomes, providing constructive feedback, and engagement in meaningful dialogue with teachers. Hence fostering a collaborative atmosphere that makes teachers feel valued and supported, enhancing their performance and student outcomes.

Currently, the situation reveals significant gaps in communication practices among school administrators as many lack the necessary training and skills to communicate effectively with their teaching staff and other stakeholders. This deficiency may lead to misunderstandings in line with roles and responsibilities, reduced morale among teachers, and a lack of alignment between administrative goals and classroom practices (Mugisha et al., 2020). Consequently, these challenges result in suboptimal teacher performance, which can adversely affect student learning experiences.

The consequences of inadequate communication skills among school administrators are profound as may experience increased frustration due to unclear directives or insufficient support from their leaders. This discontent can manifest as decreased motivation to perform at their best, leading to higher turnover rates among educators (Okwakol & Muwanga-Zake, 2019). Furthermore, poor communication can hinder the implementation of educational reforms and initiatives aimed at improving teaching quality (Nabunya et al., 2021). Ultimately, the failure to address these communication deficits not only undermines teacher performance but also compromises the educational outcomes for students within these institutions.

➤ *General Objective of the Study*

The general objective of the study was to examine the connection between school administrators' communication skills and performance of teachers within government-supported secondary schools in Butambala District.

➤ *Specific Study Objectives*

The study aimed at achieving the specific objectives below;

- To establish the school administrators' and teachers' level of awareness about communication skills in government-aided secondary schools in Butambala District.
- To analyze the impact of volume and tone on teachers' performance in government-aided secondary schools in Butambala District.
- To examine the relationship between active listening and teachers' performance in government-aided secondary schools in Butambala District.

➤ *Study Hypotheses*

The study was guided by the following study hypotheses;

- **H₁₁:** Volume and tone has a statistically significant impact on teachers' performance in government-aided secondary schools in Butambala District.
- **H₁₂:** There is a statistically significant relationship between active listening and teachers' performance within government-aided secondary schools in Butambala District.

➤ *Research Question*

The research sought to find solutions to the research questions below;

- What communication skills do school administrators' and teachers' use in government-aided secondary schools in Butambala District?
- What impact do volume and tone have on teachers' performance in government-aided secondary schools in Butambala District?
- What is the relationship between active listening and teachers' performance in government-aided secondary schools in Butambala District?

➤ *Scope of the Study*

The study limited itself to geographical, time and content scope as follows;

➤ *Geographical Scope.*

This study was carried out from 2 government-aided secondary schools in Butambala District. These were Gombe Secondary School and Kibibi Secondary School. Butambala District is a rural District located in central Uganda. It's bordered by Mpigi District to the north, Gomba District to the east, Kalungu District to the south, and Masaka District to the west. Butambala District covers an area of approximately 423.3 square kilometers, and its population was estimated at 89,600 people in 2020, with a predominantly rural population that depends on agriculture for their livelihoods.

➤ *Time Scope*

This study looked at a period from 2014 – 2024. This is because according to, Malunda & Atwebembeire, (2018), in this period, the introduction of Universal Secondary Education expanded the reach of secondary education; The study was carried out from July 2024 – August 2024.

➤ *Content Scope*

The study focused on school administrators' communication soft and hard skills, volume and tone, active listening while teacher's performance is the dependent variable in terms of completing tasks, students' academic performance, maintaining discipline and order in classroom, and effective teaching.

➤ *Significance of the Study*

The significance of studying the impact of school administrators' communication skills on teachers' performance is multifaceted and critical for educational development, particularly in government-supported secondary schools in regions like Butambala District, Uganda. Effective communication is a cornerstone of successful educational leadership and has profound implications for teacher motivation, instructional quality, and student outcomes.

• *Enhancement of Teacher Morale:*

Effective communication from school administrators fosters a positive work environment. When administrators communicate clearly and supportively, it enhances teachers' morale and job satisfaction (Baker et al., 2019). High morale among teachers often translates into improved performance in the classroom, as motivated educators are more likely to engage students actively and implement innovative teaching strategies.

• *Clarity of Expectations:*

Clear communication regarding expectations and goals is essential for teachers to perform effectively. Administrators who articulate their vision and objectives help teachers understand their roles within the broader educational framework (Smith & Smith, 2020). This clarity can lead to better alignment between teaching practices and institutional goals, ultimately improving student learning outcomes.

• *Professional Development:*

School administrators play a crucial role in facilitating professional development opportunities through effective communication. By identifying teachers' needs and communicating available resources or training programs, administrators can enhance teachers' skills and competencies (Johnson & Johnson, 2021). This ongoing professional growth is vital for maintaining high standards of teaching.

• *Conflict Resolution:*

Strong communication skills enable administrators to address conflicts or misunderstandings that may arise among staff members. Effective conflict resolution strategies contribute to a collaborative school culture where teachers feel valued and supported (Williams & Thompson, 2018). A harmonious working environment encourages teachers to

focus on their instructional responsibilities rather than interpersonal issues.

• *Feedback Mechanisms:*

Regular feedback from administrators can significantly influence teacher performance. Constructive feedback helps educators identify areas for improvement while also recognizing their strengths (Anderson & Lee, 2022). This two-way communication fosters an atmosphere of continuous improvement where both teachers and administrators work collaboratively towards common educational goals.

➤ *Definitions of Key Terms*

• *Teacher Performance:*

Teacher performance refers to the effectiveness and efficiency with which educators deliver instruction, engage students, and facilitate learning outcomes. It encompasses a range of competencies including pedagogical knowledge, classroom management, and the ability to foster a positive learning environment. According to Danielson (2007), teacher performance is often evaluated through various frameworks that assess instructional practices, student engagement, and professional responsibilities.

• *Communication Skills:*

Communication skills are the abilities that enable an individual to convey information effectively and efficiently. In the context of teaching, these skills include verbal and non-verbal communication, clarity in instruction, and the ability to adapt messages for diverse audiences. As noted by McCroskey (2006), effective communication skills are essential for teachers as they enhance student understanding and engagement.

• *Active Listening:*

Active listening is a communication technique that involves fully concentrating on what is being said rather than just passively hearing the speaker's words. This skill requires the listener to engage with the speaker through feedback, paraphrasing, and asking clarifying questions. According to Brownell (2012), active listening is crucial in educational settings as it fosters a supportive environment where students feel valued and understood.

• *Volume and Tone:*

Volume refers to the loudness or softness of a person's voice when speaking, while tone pertains to the emotional quality or attitude conveyed through vocal inflection. Both volume and tone play significant roles in effective communication within the classroom setting. As highlighted by Gallo (2010), appropriate use of volume and tone can enhance message delivery, influence student engagement, and create an inviting atmosphere for learning.

➤ *Conceptual Framework*

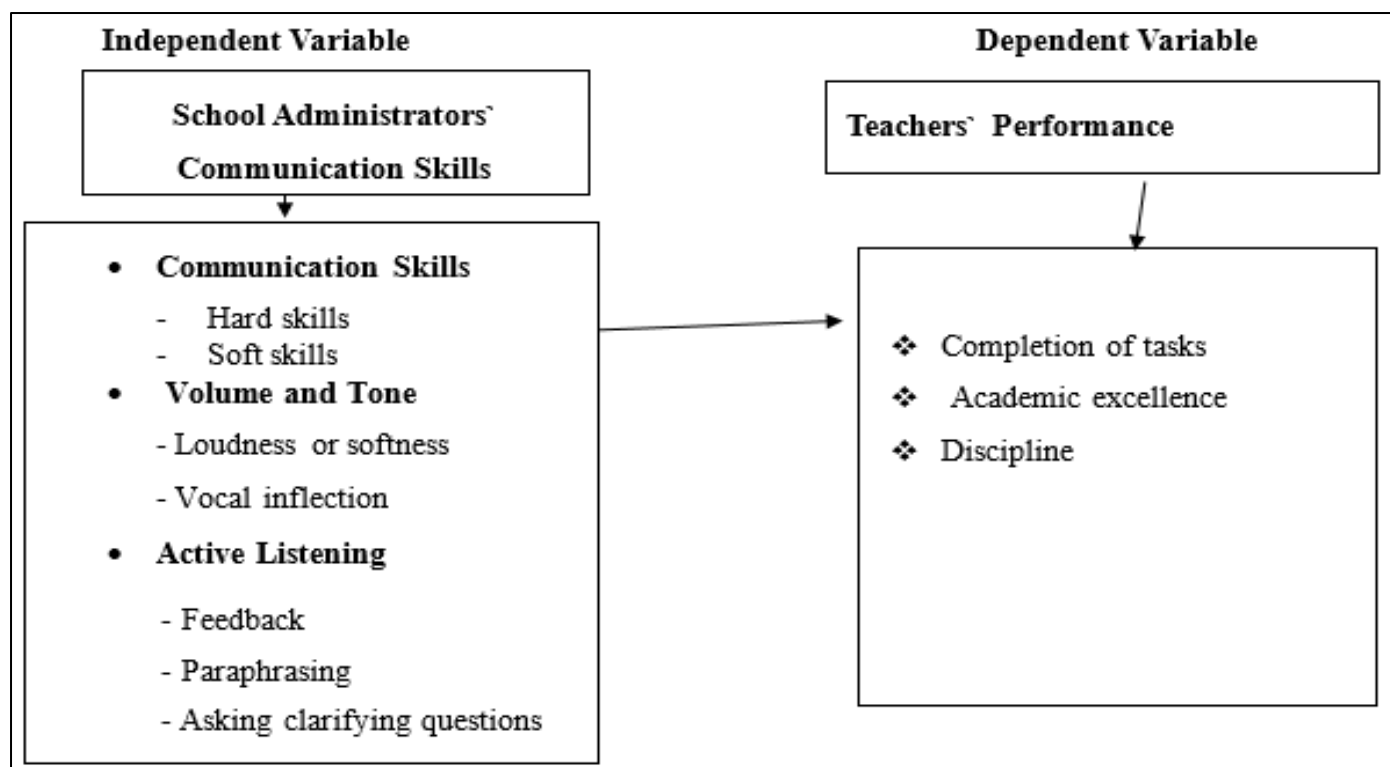


Fig 1 Conceptual Framework

II. LITERATURE REVIEW

➤ *Awareness of Communication Soft Skills*

The first objective focuses on establishing the level of awareness among school administrators and teachers regarding communication soft skills. Communication soft skills encompass a range of interpersonal abilities that facilitate effective interaction, including verbal and non-verbal communication, empathy, and emotional intelligence (Goleman, 2013). Research indicates that many educators possess varying degrees of awareness about these skills but often lack formal training or understanding of their importance in fostering a conducive learning environment (Hattie & Timperley, 2017).

In Uganda specifically, studies have shown that while there is a recognition of the need for effective communication within educational institutions, there remains a significant gap in training programs aimed at enhancing these competencies among educators (Mugisha et al., 2020). The gap highlighted the need for targeted professional development initiatives that focus on improving communication soft skills among school staff.

➤ *Impact of Volume and Tone on Teachers' Performance*

The second objective examines how volume and tone affect teachers' performance. Volume refers to the loudness or softness with which a teacher communicates, while tone encompasses the emotional quality conveyed through voice modulation. Research suggests that both factors significantly influence classroom dynamics and student engagement (Baker & Westrup, 2018). For instance, teachers who utilize

an appropriate volume are more likely to maintain students' attention and foster an interactive learning environment.

Moreover, tone can convey authority or approachability; thus, it plays a crucial role in establishing rapport with students (McCoy et al., 2021). A study conducted by Alshahrani et al. (2022) found that teachers who effectively modulate their volume and tone report higher levels of student participation and improved academic outcomes. However, there is limited research specifically addressing these aspects within the context of Butambala District's government secondary schools.

➤ *Relationship Between Active Listening and Teachers' Performance*

The final objective investigates the relationship between active listening practices employed by teachers and their overall performance. Active listening involves fully concentrating on what is being said rather than just passively hearing the message (Brownell, 2014). It has been linked to enhanced teacher-student relationships as well as improved classroom management strategies (Fisher & Frey, 2016).

Studies indicate that when teachers engage in active listening, they create an inclusive atmosphere where students feel valued and understood (Rogers & Farson, 2015). This not only boosts student morale but also enhances academic performance. However, similar to previous objectives discussed herein, there is a notable lack of empirical data focusing on this relationship within Ugandan secondary schools.

➤ *Literature Review on Teacher Performance*

Teacher performance is a critical area of research in educational studies, as it directly impacts student learning outcomes and overall school effectiveness, focusing on the factors influencing teacher performance, assessment methods, and implications for professional development.

➤ *Factors Influencing Teacher Performance*

Research indicates that several factors contribute to teacher performance, including teacher qualifications, classroom management skills, and emotional intelligence. For instance, Ingersoll (2013) emphasizes the importance of teacher preparation programs in equipping educators with necessary skills to perform effectively in diverse classroom settings. He argues that teachers who undergo rigorous training are more likely to exhibit higher levels of performance compared to their less-prepared counterparts.

Moreover, classroom management has been identified as a significant predictor of teacher effectiveness. According to Evertson and Weinstein (2016), effective classroom management strategies not only enhance student engagement but also allow teachers to focus on instructional delivery. Their research highlights that teachers who implement structured routines and clear expectations tend to achieve better student outcomes.

Emotional intelligence also plays a pivotal role in determining teacher performance. A study by Brackett et al. (2019) reveals that teachers with high emotional intelligence are more adept at managing stress and fostering positive relationships with students. This ability not only enhances their teaching effectiveness but also contributes to a supportive learning environment.

➤ *Assessment Methods for Teacher Performance*

The evaluation of teacher performance has evolved significantly over the years. Traditional methods often relied heavily on standardized test scores; however, contemporary approaches advocate for a more holistic view of teacher's effectiveness. Danielson's Framework for Teaching (2013) provides a comprehensive model that encompasses various aspects of teaching practice, such as classroom environment, planning and preparation, instruction, and professional responsibilities.

Additionally, peer evaluations have gained traction as an effective means of assessing teacher performance. A study by Kraft et al. (2020) demonstrates that peer observations can provide valuable feedback that fosters professional growth among educators. Their findings suggest that collaborative evaluation processes lead to improved teaching practices and enhanced student achievement.

➤ *Implications for Professional Development*

Professional development is essential for enhancing teacher performance. Research by Darling-Hammond et al. (2017) underscores the need for ongoing training opportunities tailored to individual teachers' needs. They argue that effective professional development should be

sustained over time and incorporate collaborative learning experiences.

Furthermore, mentorship programs have emerged as a vital component of professional growth for novice teachers. According to Smith and Ingersoll (2021), mentorship not only supports new educators in navigating the challenges of their roles but also positively influences their teaching practices over time.

In conclusion, the literature indicates that multiple factors influence teacher performance, including preparation programs, classroom management strategies, emotional intelligence, assessment methods, and professional development opportunities. Continued research in this area is essential for developing effective policies aimed at improving educational outcomes through enhanced teacher effectiveness.

➤ *Gaps Identified*

Despite existing literature highlighting the importance of communication soft skills in education, several gaps remain unaddressed: Limited empirical studies focusing specifically on government secondary schools in Butambala District.; Insufficient exploration into how cultural factors may influence perceptions of communication soft skills among educators; A lack of comprehensive training programs tailored to enhance these competencies within Ugandan educational institutions; Minimal research examining how various demographic factors such as age or teaching experience affect awareness levels regarding communication soft skills; The need for longitudinal studies to assess changes over time concerning educators' proficiency in utilizing effective communication strategies.

III. METHODOLOGY

➤ *Research Design*

The study utilised a cross-sectional research design where both quantitative and qualitative approaches were used as it examines the study phenomenon at the moment coincidentally. Therefore, the researcher adopted a cross-sectional research design because of the need to figure out and examine the study phenomenon at that moment as the data was collected and analysed on individual ground but currently. (Creswell, 2009)

➤ *Population of the Study*

The study population encompassed of head teachers, teachers and administrative staff in the two selected government-supported secondary schools within Butambala District with a population of 110 individuals.

➤ *Sample Size and Selection*

Determining sample size is a very important issue for collecting an accurate result within a quantitative survey design so a sample size of 86 individuals was considered and determined using the Krejcie and Morgan (1970) table of sample size determination (See Appendix III). This constituted of (10) head teachers and administrative staff, and (76) teachers from the two selected school.

➤ *Sampling Techniques and Procedures*

A sampling procedure is a critical aspect to consider in any study research. Sampling thus involves the researcher securing a representative group that enables him/her to gain information about the entire population (Mugenda and Mugenda, 2003). To select respondents from the study population, Simple random sampling was used and every respondent had an equal chance of being included in the sample. so head teachers and teachers were selected at schools they work. However, the researcher used a random sampling technique to select a sample for the respondents and this was because of its ease of use and accuracy of representation. In addition, Simple random sampling is the purest and the most straightforward probability sampling strategy (Gravetter and Forzano, 2011).

➤ *Data Collection Methods*

• *Questionnaire Method*

Closed-ended questionnaires were used in the current study to gather information from research participants. They have predetermined answers and few possibilities for participants to choose from, This seeks to maintain a consistent pattern of answers among all participants The study used a 5-point Likert Scaled closed-end questionnaire, with responses ranging from 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

The researcher physically delivered questionnaires to the sampled respondents so as to generate first-hand information from the selected schools in Butambala District. This tool was employed since it has the potential to collect large amounts of data in a short time and its data is easily quantifiable to infer a relationship/effect between variables. The questionnaire was served to all the sampled respondents except for the head teachers and administrative staff who were interviewed using interview guide.

• *Semi-Structured Interview Method*

The researcher interviewed head teachers and administrative staff from two purposively selected schools in Butambala District using this method. Few predetermined questions and other questions not planned were posed to the interviewee, in an alternating series of usually brief questions and answers. (Mathers et al, 1998) .one gets the feedback instantly and asks more questions for clarity verbally.(Naz,N., Gul ab, F, & As l am, N. (2022).

➤ *Data Collection Tools*

• *Questionnaire Tool*

The study used closed ended questionnaires. The designed Questionnaires in relation to the study objectives were taken to the field by the researcher and administered to request for information. The selected teachers in Butambala District were given questionnaires, and then returned for analysis after filling them.

• *Interview Guide*

Qualitative data was collected using interview guide, the conversations were made in face-to-face situation. Interviews supplemented questionnaire method in collecting data. The interviews were conducted on head teachers and administrative staff of schools. The interview guide helped the researcher to explain better, explore research subject opinions, behavior and experiences of the interviewee. Interviews also provided in-depth information regarding participants' experiences and viewpoints of the topic. (Barriball K. L. & While A.,1994)

➤ *Data Analysis*

• *Quantitative Data Analysis*

Using statistical package for social scientists (SPSS) to process quantitative data, the study was in position to avail descriptive frequency tables that generated preliminary findings and later inferential tables were used to generate conclusive findings and to test guiding research hypotheses for rejection/acceptance. To test the research hypotheses, the study adopted Spearman's correlation coefficient to determine the connection between active listening and teachers' performance. Meanwhile the impact of volume and tone on teachers' performance within the selected schools in Butambala District was established by simple linear regression analysis.

• *Qualitative Data Analysis*

This study also involved a qualitative approach, in which qualitative techniques of data analysis are inevitable. Thus, this qualitative procedure involved; data organization, reduction, and interpretation based on themes, theories and concepts generated. Qualitative data analysis entails: organizing data via transcribing it into manageable units, coding and analysing it in accordance with emerging themes, with the aim of, searching for patterns, concepts, themes and their meanings.

• *Ethical Considerations*

The researcher maintained research ethics by obtaining informed consent, ensuring confidentiality, ensuring integrity and respecting the rights of the respondents. The researcher got an introductory letter from the Dean Faculty of Education of the Islamic University in Uganda. The letter was then presented to the head of schools for approval. Inline with the principle of informed consent, the participants were explained to; the purpose of the study, procedures to use during research as well as their voluntary participation before the study tools were used. participants were treated with respect that they retain self-esteem; Confidentiality, safety and anonymity were assured as questionnaires did not provide an option for respondent's names and filling them based on informed consent. They were informed that the research was purely for academic purposes and introductory letter having the head of school's approval was presented to the respondents to clear the doubts.

IV. STUDY FINDINGS

The findings presented in this section include; descriptive statistics on the demographic composition of the respondents, perceptions of communication skills, regression analysis, as well as correlation interpretation to present answers to the study objectives.

➤ *Findings on the Demographic Characteristics*

The investigation assessed the demographic characteristics of respondents who participated in the study from government-aided secondary schools in Butambala District and the accomplishments are presented in Table 1;

Table 1 Demographic Characteristics of Respondents

Demographic Characteristics			
Category	Items	Frequency	Percentage
Gender	Male	47	61.8
	Female	29	38.2
	Total	76	100.0
Age Group	25-30 years	10	13.2
	31-35 years	21	27.6
	36-40 years	27	35.5
	Above 40 years	18	23.7
	Total	76	100.0
Level of Education	Certificate	6	7.9
	Diploma	20	26.3
	Bachelors	38	50.0
	Masters	12	15.8
	Total	76	100.0
Working Experience at the School	1-3 years	8	10.5
	4-5 years	23	30.3
	6-10 years	31	40.8
	Above 10 years	14	18.4
	Total	76	100.0

Source: Field data, 2024

The results in Table 1 indicate that majority of the interviewees who engaged in the study 47 (61.8%) were males and 29 (38.2%) of the interviewees were females. The results also indicate that the biggest proportion 27 (35.5%) of the interviewees who participated in the study were aged 36-40 years, followed by 21 (27.6%) of the interviewees who were aged 31-35 years, then 18 (23.7%) of the respondents who were aged above 40 years, and the least proportion 10 (13.2%) of the respondents were aged 25-30 years.

In addition, the results revealed that majority 38 (50.0%) of the interviewees who participated in the study had accomplished a bachelors' level of education, followed by 20 (26.3%) of the respondents who had obtained a diploma level of education, then 12 (15.8%) of the respondents who had secured a masters' level of education, and the least proportion 6 (7.9%) of the respondents had achieved a certificate level of education.

Further, the results indicate that majority 31 (40.8%) of the respondents who involved in the study had an experience in work for a period of 6-10 years, followed by 23 (30.3%) of the respondents who had worked for 4-5 years, then 14 (18.4%) of the participants had a working experience of above 10 years, and the least proportion 8 (10.5%) of the respondents had worked for 1-3 years.

➤ *Findings on the Objectives of the Study*

School Administrators' and Teachers' Level of Awareness about Communication Skills in Government-supported Secondary Schools within Butambala District

The first objective of the study was to establish the school administrators' and teachers' level of awareness about communication skills in government-aided secondary schools in Butambala District and the results are presented in Table 2;

Table 2 Respondents' Perceptions on Communication Skills Used by School Administrators and Teachers in Selected Government-Aided Secondary Schools in Butambala District

Communication Skills	Frequency	Percentage
Active Listening	32	42.1
Verbal and Non-verbal Communication	23	30.3
Writing Proficiency	10	13.1
Public Speaking Capabilities	4	5.3
Presentation Skills	5	6.6
Conflict Resolution Skills	2	2.6
Total	76	100.0

Source: Field data, 2024

The results in Table 2 indicated a bigger proportion of respondents who participated in the study 32 (42.1%) supported active listening as the commonest communication skill utilized by school administrators and teachers, followed by 23 (30.3%) of the respondents who supported verbal and non-verbal communication, then 10 (13.1%) of the respondents who supported writing proficiency, 5 (6.6%) of the respondents supported presentation skills, 4 (5.3%) of the respondents supported public speaking capabilities, and the least proportion 2 (2.6%) of the respondents supported conflict resolution skills. This implies that a number of different communication skills have been adopted and utilized by the school administrators and teachers in the

different selected government-supported secondary schools within Butambala District.

Impact of Volume and Tone on Teachers’ Performance in Government-supported Secondary Schools within Butambala District.

The second objective of the study was to analyze the impact of volume and tone on teachers’ performance in government-aided secondary schools in Butambala District. The impact was analyzed using simple linear regression analysis and the outcomes are presented in Table 3;

Table 3 Regression Analysis on the Impact of Volume and Tone on Teachers’ Performance in Government-Aided Secondary Schools in Butambala District

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.612 ^a	.386	.378	.39112		
a. Predictors: (Constant), Volume and Tone						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.898	.359		5.287	.000
	Volume and Tone	.611	.090	.612	6.824	.000
a. Dependent Variable: Teachers’ Performance						

Source: Field data, 2024

The results in Table 3 indicate that volume and tone have a statistically strong positive and significant impact on teachers’ performance in government-supported secondary schools in Butambala District ($\beta=0.612$, $P\text{-value}=0.000$) at a 0.05 level of significance. The regression results show that a unit enhancement in school administrators’ volume and tone significantly results into an improvement in teachers’ performance in government-aided secondary schools in Butambala District by 61.2%. The results imply that as school administrators’ volume and tone improves, it resultantly leads to an improvement in performance of teachers in government-supported secondary schools in Butambala District.

The model summary findings indicate that the coefficient of determination (Adjusted R-square) was 0.378, which indicates that school administrators’ volume and tone explains 37.8% of the total variations in teachers’ performance in government-supported secondary schools in Butambala District and the remaining 62.2% of the variations are explained by other factors. This implies that school administrators’ volume and tone substantially and significantly influence performance of teachers in government-supported secondary schools within Butambala District. Therefore, to improve teachers’ performance, there has to be an enhancement in school administrators’ volume and tone in government-supported secondary schools in Butambala District.

In accord to the impact of school administrators’ volume and tone on teachers’ performance in government-supported secondary schools in Butambala District, some of the key informants asserted that;

“When administrators use a calm, respectful, and professional tone, it sets a standard for how communication should occur within the school which creates an environment of mutual respect, where teachers feel valued and appreciated, leading to increased morale and a positive attitude towards their work.” (Head Teacher 02)

“A friendly, approachable, and encouraging tone makes teachers feel safe and supported which is crucial for their well-being and willingness to engage openly and this can enhance collaboration, creativity, and a willingness to take risks thus improving teachers’ performance.” (School Director 01)

“...when giving feedback, a balanced tone that is constructive yet supportive helps teachers feel motivated to improve rather than discouraged. A tone that conveys empathy and understanding can make teachers more receptive to feedback and more committed to professional growth.” (Director of Studies 01)

“Using an appropriate volume and a clear, steady tone helps ensure that messages are communicated effectively. Clear communication reduces misunderstandings and ensures that teachers receive the information they need to perform their duties effectively thus improving teachers’ performance.” (Head Teacher 01)

“In situations where there may be stress or conflict, school administrators who use a calm, measured tone can help de-escalate tensions and foster a more constructive dialogue. This can prevent conflicts from escalating and

promote a more harmonious working environment which improves teachers’ performance.” (School Director 02)

Relationship between Active Listening and Teachers’ Performance in Government-supported Secondary Schools in Butambala District.

Another objective of the study was to examine the connection between active listening and teachers’ performance in government-supported secondary schools within Butambala District. The relationship was established using Spearman’s Rank correlation and the results are presented in Table 4.

Table 4 Correlation Findings on the Relationship between Active Listening and Teachers’ Performance in Government-Aided Secondary Schools in Butambala District

		Active Listening	Teachers’ Performance
Active Listening	Spearman’s Correlation Coefficient	1.000	.536**
	Sig. (2-tailed)	.	.000
	N	76	76
Teachers’ Performance	Spearman’s Correlation Coefficient	.536**	1.000
	Sig. (2-tailed)	.000	.
	N	76	76

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

Source: Field data, 2024

The results in Table 4 indicate that there is a statistically strong positive and significant connection between active listening and teachers’ performance in government-supported secondary schools in Butambala District ($r = 0.536$, $N = 76$, $P\text{-value} = 0.000$) at a 0.01 level of significance. The findings imply that an increase in school administrators’ active listening substantively and significantly leads to an improvement in teachers’ performance in government-supported secondary schools within Butambala District.

In relation to the influence of school administrators’ active listening on teachers’ performance in government-supported secondary schools within Butambala District, some of the key informants argued that;

“When school administrators actively listen to teachers, it builds a foundation of trust and respect. Teachers who feel heard and valued are more likely to trust their administrators and feel comfortable discussing challenges and successes, leading to a more open and collaborative school culture thus improving teachers’ performance.” (Head Teacher 02)

“Active listening signals to teachers that their opinions, concerns, and ideas are important which creates a safe for open communication, where teachers feel confident in sharing their thoughts without fear of judgement or repercussions.” (Director of Studies 02)

“...teachers who feel listened to and acknowledged by their administrators are more likely to feel valued and appreciated. This recognition can lead to higher job satisfaction and morale, motivating teachers to perform better and remain committed to their work.” (Head Teacher 01)

“Administrators who listen to teachers can identify specific areas where teachers may need support or professional development. This allows administrators to offer targeted professional development opportunities that align with teachers’ individual needs and goals, enhancing their skills and effectiveness which resultantly improves teachers’ performance.” (School Director 01)

“Active listening fosters a collaborative approach to problem-solving. When teachers feel that administrators are genuinely listening, they are more likely to work together to find solutions to challenges, whether they are related to classroom management, students’ behavior, or instructional strategies.” (School Director 02)

V. CONCLUSION

The study concludes that school administrators’ communication skills in form of volume and tone as well as active listening, has a statistically significant association with teachers’ performance in government-supported secondary schools within Butambala District. Therefore, a significant increase in the different forms of school administrators’ communication skills resultantly leads to an improvement in teachers’ performance in government-aided secondary schools in Butambala District.

RECOMMENDATIONS

The study recommends that the schools’ administrators should enhance their communication skills, thereby creating a more supportive, collaborative, and productive environment for teachers. Effective communication fosters trust, promotes engagement, and enhances overall teacher performance, contributing to a more successful school community in government-supported secondary schools within Butambala District.

The study also recommends that the school administrators should develop active listening skills such as being attentive, asking open-ended questions, and providing adequate feedback to teachers as this would significantly influence teachers’ performance in government-supported secondary schools within Butambala District.

The study further recommends that the school administrators should maintain a calm and steady volume and tone even in stressful situations which creates a sense of stability and confidence thus influencing an improvement in

teachers' performance in government-supported secondary schools within Butambala District.

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APPENDIX I

➤ *Krejcie and Morgan Table of Sample Size Determination*

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.
Source: Krejcie & Morgan, 1970