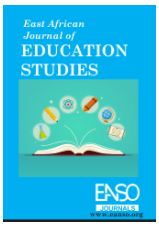

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*Original Article*

# Evaluating the Quality of Communication in Educational Institutions

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**ABSTRACT**

This study investigated the level of communication efficiency in secondary schools in Oyam District. It was carried out in 9 schools. The research question was to establish the level of communication efficiency in secondary schools in Oyam district. A cross-sectional survey design was employed based on both qualitative and quantitative paradigms. The sample respondents were 85 out of the target 104 drawn through Krejcie and Morgan Tables (1970), the sample categories comprised head teachers and teachers. Data were collected using interviews from head teachers and questionnaires from teachers, observation and document review were conducted, and these instruments were triangulated. Data analyses were done through descriptive statistics presentation on a frequency table run using ANOVA. The findings indicated that there was a low level of communication efficiency in secondary schools in Oyam district. Interview results exposed gaps in communication efficiency. The study concluded that communication efficiency is a good predictor of teachers' job satisfaction in schools and recommended that policymakers, such as government ministries and local government, ought to review communication policy and provide a model to be used in schools to facilitate communication and bridge the existing gaps. A benchmark reference point for minimum standards should also be initiated.

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## INTRODUCTION

Universally, communication is believed to smooth out the bumps and straighten the roads to success, and it will always get you what you want. (Grice & Skinner, 2010). The process of communication is present in all the activities of the countries, that only an efficient communication can facilitate the practice of the function of forecasting, organization coordination, empowerment and control (Toclericiu and Fraticiu, 2013).

### Historical Background to the Study.

The history of communication dates back to pre-history, with significant changes in communication technologies (media and appropriate inscription tools) evolving in tandem. Communication ranged from very subtle processes of exchange to full conversations and mass communication. Human communication was revolutionised with speech approximately 100,000 years ago and writing about 5,000 years ago. Symbols of the history of communication include cave painting, which is shown as the oldest symbol created with the purpose of communication, and the oldest cave painting is that of the Chauvet cave, dating around 30,000 B.C, Cromagon people is known to have created the first calendar as far back as 15,000 years ago. The connection between drawing and writing is further shown by linguistics, like ancient Egypt and ancient Greece. The concepts and words of drawing and writing were done and the same Egyptian schools as, Greek 'grapheri' (Leigh, 2008).

The development of communication, according to World Book Encyclopedia, pg. 114, in prehistoric times, early people probably communicated with one another by sounds and gestures long before they developed actual words. Experts who study language and historic ways of life have made a number of guesses. People, according to WBC, also used drum beats, fires and smoke signals to communicate with other people who understood the codes they used. In business and industry, it needs fast and dependable communication. A large business may also communicate with its employees by closed-circuit television, and many produce their own training films and videotape recordings. Communication was not only viewed as important in business and industry but also in world affairs. In the days before modern first communication, news travelled slowly between nations. The long time needed to receive messages sometimes caused problems, the World Book Encyclopedia noted. During the 1812 war, it might never have happened if there had been a telegraph or telephone then.

The war began partly because Great Britain interfered with the United States' shipping two days before the declaration. The British had announced it would stop interfering with United States shipping, but the news that had to cross the Atlantic Ocean by ship did not reach the United States until the fighting had begun. On the other hand, it should be noted that faster communication would have prevented the chief battle of the war. Even speedy communication can bring bad results if messages are not carefully expressed. In 1945, near the end of World War II, the United States' credit allies sent radio messages to Japan warning that the Japanese faced "prompt and utter destruction" if they did not surrender. The Japanese reply was adversely impacted since they replied with words which mean they ignored the warning. Allen (2000) states that due to enhanced communications technologies, we now have the potential to know far more about the people we share this small planet with and to quickly provide help where it is needed. This 'openness' of communication is allowing people to express themselves in ways that were not possible in the past. As in the recent example of the Egyptian protests, even internet connectivity may not be a prerequisite.

Today, communication technologies can certainly empower social changes, but it is the people who drive them. Being 'social' in today's world is multi-dimensional. Among the most common 'dimensions' are sharing experiences via pictures and videos on a Social Networking Site, commenting on news or politics via a status message on Twitter, reporting on life via a Blog, or adding to the knowledge base of the planet via Wikipedia. All of these and many more ways are

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available to anyone with an internet-enabled device and a connection to the internet. Staying in touch globally using Skype or other video chat technologies has become the way many of us maintain long-distance relationships (Hersey & Patmore, 2011). According to Henry (2010), assumptions and the research, as quoted by Invencevinch (2010), pointed to communication as the core managerial role. Minsberg (2012) indicated that managers rarely get to do their thinking and contemplating alone. Interacting and orally communicating with others are major activities.

**Problem Statement**

According to Masei (2005), managers needed to convey a good understanding of the mission and goals for staff to recognise what the organisation was driving towards. Gregory (2018) agreed with Branham that managers must learn to communicate better with lower-level employees for connection. Supervisors showed and set an example by promoting friendly relationships with the staff so that the work environment was healthier, and to those employees who had a concern or a question about the work that they are doing (Gregory, 2018. This could influence a person's ability to complete required tasks, the level of communication in an organisation and the way management treats employees. In Oyam district, available records indicated rising cases of teachers confronting their supervisor for the removal of communication imbalances, deliberate reduction of their level of commitment, mass absenteeism, complaining whenever instruction was given, teachers did not accept any extra job or assignments, conflict among the employees and their supervisors and general laxity among teachers. If this scenario persisted, the future of children is at stake in Oyam secondary schools since they would not pass the examination to proceed with further studies or gain sustainable employment. One wondered whether communication inefficiency was responsible for the high rate of turnover of teachers. The general question, therefore, will try to unlock the question that "Could communication inefficiency be the cause of lack of job satisfaction among secondary teachers in Oyam District?''

**Purpose of the Study**

The purpose of this study was to determine the level of communication efficiency in secondary schools in Oyam District.

**Research Objectives of the Study**

To determine the level of communication efficiency in secondary schools in Oyam District.

**Research Questions**

What is the level of communication efficiency in secondary schools in Oyam District?

**Scope of the Study**

The study was conducted in Oyam District in the selected schools of Amwa Comprehensive S.S, Dr. Oriang S.S, Loro S.S, Abudalla S.S, Atapara S.S, and Acaba S.S. Oyam District is located in the central part of the Northern Region of Uganda. The District consists of one county, seven sub-counties and one town council. It has a population of 353,700. Oyam District is bordered by Omoro District to the North, Gulu District, Pader District to the northeast, Kole District to the east, Apac District to the south, Kiryandogo District to the southwest and Nwoya District to the west. The administration headquarters of the district at Oyam are located approximately 8 kilometres (48miles), by road, west of Lira, the largest city in the sub-region. The coordinates of the district are: 02 14N, 32 23E (Oyam District Local Government Statistical Abstract 2012/13). This study covered the period from 2004 and 2014, and it was conducted between 2018 - 2019.

**Significance of the Study**

The researcher hoped that this study result might be helpful to the policy makers, such as the Ministry of Education, Science, Technology and Sports, to come up with efficient communication mechanisms in secondary schools to promote job satisfaction of teachers in secondary schools.

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It might be helpful to school Administrators to improve the superior-subordinate relationship in secondary schools.

**Assumption of the Study**

The researcher assumed that the participants responded honestly since anonymity and confidentiality were observed, and the participants were volunteers who might withdraw from the study at any time and with no ramifications.

## LITERATURE REVIEW

### Theoretical Review

This study was informed by the Two Factor Theory of Motivation (Herzberg, 1967). Frederick Herzberg's Two-Factor Theory of Motivation provides a useful theoretical lens for understanding the level of communication efficiency in secondary schools or workplaces. The theory distinguishes between two sets of factors that influence motivation and satisfaction. Hygiene Factors; these do not motivate directly but can cause dissatisfaction if absent or inadequate (e.g., working conditions, salary, policies, supervision). Motivators (Satisfiers); these contribute to higher levels of motivation and satisfaction (e.g., achievement, recognition, responsibility, personal growth). Poor communication can be a major source of dissatisfaction in schools or workplaces. For example, unclear instructions from administrators or a lack of feedback can frustrate teachers or employees. If communication channels are ineffective or non-transparent, it can lead to misunderstandings, conflict, and reduced morale, signs of hygiene failures. Therefore, ensuring basic communication infrastructure (staff meetings, clear reporting lines, policy dissemination) helps avoid dissatisfaction.

Communication as a motivator. When communication is two-way, participatory, and empowering, it becomes a motivator. Staff feel recognised, involved, and respected. Efficient communication that includes praise, constructive feedback, and recognition aligns with motivators such as achievement and personal growth. In schools, this could mean headteachers acknowledging teachers' efforts during assemblies or allowing teachers input in school policy decisions. Herzberg's theory supports the idea that communication must address both hygiene and motivational needs. A well-designed communication system can reduce dissatisfaction (hygiene) and promote engagement and professional growth (motivation). This study can examine how schools' communication practices align with these two categories and how they affect teacher or staff performance and satisfaction. Herzberg's Two-Factor Theory underpins a study on communication efficiency by showing that communication has a dual role: it prevents dissatisfaction (hygiene factor) and enhances motivation (motivator). Effective communication practices in schools or workplaces, therefore, directly influence staff morale, performance, and retention.

### Empirical Review

#### *Level of Communication Efficiency in Secondary Schools*

Julius (2000) defined communication as a systematic process in which individuals interact with and through symbols to create and interpret meanings. Effective communication is the key to organisational accomplishment (Hargie, 2002). Aghur (2006) emphasised that communication should be located by organisations in their strategic planning process.

Communication efficiency, according to Pincus (2001), was the sum of a person's satisfaction, which was saturated from information flow and relationship variables. Woodside and Augustine (2017) stated that ineffective or misunderstood communication in our personal lives may give rise to problems or embarrassment, but in our professional lives, the results of misunderstanding may have much serious consequences, which may lead to job dissatisfaction.

Communication efficiency and effectiveness of the group managers had a positive correlation with maximising understanding or minimising misunderstanding of group workers with job

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satisfaction (Gudykurst, 2005). The negative communication with employees, workers, clients, colleagues, and managers was the most often reported source of work-related stress (Mathew, Zaeinder & Robert, 2002). In summary, the view held that stress management and job satisfaction were outcomes of the communicative process. According to their views, it was through communication efficiency that stress could be managed and job satisfaction occurred.

Communication efficiency, according to Hassan (2004), had a positive relationship with job satisfaction. Good communication was a factor that had been found to affect job satisfaction (Wong & Wong, 2013). Alexis (2003) asserted that no matter how minor or major, the lack of communication would strain the productivity of the organisation without implementing clear communication practices. However, company projects would be slow and inefficient to complete.

A highly communicative and collaborative work environment promoted employee productivity, creativity and inspiration. Alexis continued and asserted that the capacity to innovate was proportional to the capacity to communicate directions and to communicate new and exciting ideas and improvements. It had been suggested by Role theorists that efficiency of the communication between senders and receivers was a basic determinant of the quality of the learning situation (i.e. interest and satisfaction of the students (Knapp & Miller, 2001).

New employee orientation programmes represent the first important opportunity to begin the process of efficient and effective communication within employees (Musheke and Phiri, 2021). The literature review revealed that no study has been conducted to specifically address the communication efficiency in secondary schools in Oyam district. Whatever the literature provided was anecdotal and did not specify the concrete findings and conclusions. This current study was undertaken to bridge these gaps.

## METHODOLOGY

### Research Orientation

The study adopted both qualitative and quantitative paradigms. The qualitative approach covered what people said and did, also helping to understand the events from the viewpoints of participants (Odiya, 2009). Qualitative research thus has been chosen because it examines the relationship, causes and effects. This could be appropriate to the topic of the research (Odiya, 2009) concurrent transformative study was chosen because neither approach could be appropriate in all situations (Odiya, 2009).

### Research Design

The study was conducted through a cross-sectional study. This design enabled a researcher to describe and explain situations as it was (Oso & Onen, 2009). A cross-sectional approach was used to study various categories of population at the same point in time (Odiya, 2009). The design also provided an appropriate means to collect views, perceptions and opinions from a large study sample within a short time (Odiya, 2009).

### Target Population of the Study

The targeted population of the study was 104, comprising nine Head teachers and one hundred and four teachers. This population was targeted because this is the category of people consisting of key stakeholders in secondary education with various roles in the management of secondary education (Oso & Onen, 2009).

### Sample Size

The sample size was 85, consisting of nine Head teachers and seventy-six teachers. The choice of the sample was arrived at using a sample size table by Krejcie and Morgan (1970).

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**Table 1: Sample Size Description**

| Category of respondents | Total population | Sample size | Sampling procedures |
|---|---|---|---|
| Head teachers | 09 | 09 | Simple random sampling |
| Teachers | 95 | 76 | Simple random sampling |
| Total | 104 | 85 | |

**Source**: *ODEO (2016).*

### Sampling Techniques

A simple random sampling technique was used in the selection of head teachers and teachers because they were mainly of the same category. This sampling technique was selected to eliminate and enhance objectivity (Oso & Onen, 2009).

### Data Collection Techniques

The study used questionnaire surveys and interviews as data collection techniques. This speedily collected data from this study, as the sample consisted of generally literate respondents. The interview technique allowed researchers to collect beyond the limitations of writing and obtain information that techniques such as observation could not easily capture (Oso & Onen, 2009).

*Interviews*. The researcher personally interviewed these respondents (Odiya, 2009).

*Questionnaire Survey*. This was used to collect data from the teachers. The researcher administered closed-ended questionnaires to the respondents in their places of work at an agreed schedule. The questionnaire survey was chosen because a large population could be studied in a short time, thus time saving, suitable for a literate population and the information needed was easily described in writing (Odiya, 2009).

### Data Collection Instruments

*Questionnaires*. This consisted of structured, closed or open-ended questions intended to collect quantitative data from the Head teachers, Deputy Head teachers, Directors of studies and secondary school teachers about the communication efficiency and job satisfaction among teachers in secondary schools in Oyam District. A Likert four (4) rating scale was used (Odiya, 2009). Structured questionnaires were used to describe the level of communication efficiency and job satisfaction of teachers. Respondents ticked the appropriate box corresponding to their level of agreement with the level of communication efficiency and job satisfaction of teachers. There were four levels: strongly agree (4), agree (3), disagree (2) and strongly disagree (1).

*Interview Guides.* This consisted of open-ended questions used to collect from the head teachers. The researcher conducted face-to-face interviews with the targeted respondents. Interview instruments were preferred because they collected information that could not be directly observed or was difficult to put in writing and to capture meaning beyond writing (Kothari, 2008). For triangulation purposes, the data from the interview responses were compared with those from questionnaires. Interview responses reinforced, supplemented, agree or disagree with those from the questionnaire.

### Quality Control

*Validity*. This was the extent to which research instruments measured what they intended to measure and were accurately interpreted and generalised to other populations (Anastasiadou, 2006). To establish validity, the instrument was given to two experts to evaluate the relevance of each item in the instrument to the objective and write each item on the scale of relevant (R) and irrelevant (IR). Judgment of two specialists was compared for each item to provide information for calculating the Content Validity Index, which was 0.9. (See appendix). The symbol N is the total number of items in the instruments, while the small n is those of the N items rated relevant by the two experts who judged the relevance of the instrument. C.V.I terms rated R or IR by both judges, divided by the total number of items in the questionnaire, this was symbolised as n ÷ N. Any item with validity lower than 0.60 was rephrased, adjusted or discarded altogether (Odiya, 2009).

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*Reliability*. This was the consistency of a set of measurement instruments often used to describe a test. To establish the reliability, internal consistency reliability was used to assess the consistency of the contract across items within the test; in this case, Cronbach's Alpha coefficient (α) was a reliability coefficient that measured inter-item reliability or the degree of internal consistency/homogeneity between item measuring one construct/concept that was the degree to which different items measuring the same variable attained consistency results. Cronbach was used when the item in the instrument had more than two responses, such as strongly agree, agree, disagree and strongly disagree. One split-half was computed at randomly divided items into another set of split halves and recomputed. This was repeated until all possible split estimates of reliability were obtained. Cronbach's Alpha was equivalent to the average of all possible splits, a half estimate at 0.8.

*Extraneous variables*: The technique for controlling extraneous variables to be employed was through randomisation in order to get a representative sample that was similar in all relevant variables.

**Administration Procedures**

After the approval of the research proposal by the Development and obtaining a letter of introduction from the Dean Faculty of Education, the researcher obtained permission from the Head teachers to carry out studies in their schools. Three research assistants were identified and trained by the researcher in handling the research processes. A school pre-visit was made to request cooperation and to fix appointment dates. On the day of collecting data, the researcher and or the research assistants were briefed; the respondents were selected and later administered the research instruments. Questionnaires were retrieved on the same day to minimise loss of instruments.

**Ethical Considerations**

The research had procedures that required caring for the ethical concerns of the respondent and the research process as well. Major ethical issues, according to Bakardiera (2008), outlined were informed consent, anonymity and confidentiality code, voluntary participation, access and physical harm. Gathering information from respondents involved interaction with people. This had been an element of motivating participants' emotion arising from concern for the manner in which information that participants gave could be used (Oso & Onen, 2009). The researcher therefore designed a consent form for the respondents to commit themselves to be participants in the study. The consent form had no names or positions of the respondents. The researcher informed the respondents that the information being gathered would only be used for academic purposes and not for administrative use or otherwise.

**Data Analyses**

The collected data were compiled, sorted, edited, coded and entered into the computer for analysis. The statistical packages for version 16 (SPSS) were used as the main software analysis package. Frequency and percentage. Inferential and descriptive statistics were used to analyse the level of communication efficiency in secondary schools. The choice of this technique was influenced by the categorical nature of the data. The percentage expression was preferred as it could show the ratio of respondents who agreed with the particular levels of communication efficiency. Data on the level of communication efficiency was analysed using percentage, frequency and then ANOVA (Oso & Onen, 2009). ANOVA was preferred because it efficiently handles multiple group comparisons, prevents inflation of Type I errors (false positives) that would occur from multiple t-tests, and can also reveal interactions between multiple variables (Oso & Onen, 2009).

**Limitations and Delimitations of the Study**

Time was limited in enhancing the response rate since some respondents were working in classes and were unable to respond in time. It therefore caused a delay in filling the questionnaires, and the researcher delimited this by rescheduling appointments. Some respondents misunderstood the purpose of the study and declined to respond

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to the questionnaires. This was delimited by emphasising the purpose of the study again and again by the researcher, and where the participants declined, their views were respected, and willing members were considered for the study without coercion. In some cases, Head Teachers were not transparent in assessing themselves because of the fear that they could be considered incompetent in communication. This was delimited by triangulation to verify and confirm results.

## RESEARCH RESULTS

### Demographic Characteristics of Respondents

*Gender of Respondents:* Respondents were asked to indicate their gender in the questionnaire, and the findings were analysed in Table 2 below.

**Table 2: Gender of Respondents**

| | | Frequency | Percent |
|---|---|---|---|
| Valid | Male | 66 | 63.5 |
| | Female | 38 | 36.5 |
| | Total | 104 | 100.0 |

**Source**: *Primary Data (2017)*

From the information generated, it shows that male respondents were the majority at 63.5% implying that more males were available for the study than the females at 36.5%.

*Age of Respondents:* Respondents were asked to indicate their age bracket in the questionnaire, and the findings were analysed in Table 3 below.

**Table 3: Age of Respondents**

| | | Frequency | Percent |
|---|---|---|---|
| Valid | 25 to 30 years | 14 | 13.5 |
| | 31 to 35 years | 28 | 26.9 |
| | 36- 40 years | 29 | 27.9 |
| | 41 years and above | 33 | 31.7 |
| | Total | 104 | 100.0 |

**Source**: *Primary Data (2017)*

From the findings above, the majority of respondents were within the age bracket of 41 and above years at 31.7%, implying that the respondents were relatively aged to be of sound mind.

**Respondents Qualifications. Respondents indicated their highest level of education qualification, and the result is presented in Table 4 below.**

**Table 4: Education Qualification of Respondents**

| | | Frequency | Percent |
|---|---|---|---|
| Valid | Master Degree | 3 | 7.0 |
| | Bachelor Degree | 76 | 58.9 |
| | Diploma | 23 | 31.0 |
| | Others | 2 | 1.6 |
| | Total | 104 | 100.0 |

**Source**: *Primary Data (2017)*

### Descriptive Analysis on the Level of Communication Efficiency in Secondary Schools in Oyam District

Data was obtained from the use of questionnaires, where respondents were asked various questions on communication efficiency, and findings were supported by interviews. The findings were presented in the table below:

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**Table 5: Descriptive Analysis on the Level of Communication Efficiency**

| Items | SA % | A% | D % | SD % |
|---|---|---|---|---|
| I receive quality communication from my supervisor | 3.9 | 31.0 | 51.9 | 11.6 |
| I receive feedback from my supervisor timely | 6.2 | 37.2 | 45.7 | 10.9 |
| I am consulted whenever decisions are made about my job | 10.9 | 34.9 | 46.5 | 7.8 |
| I am regularly apprised | 15.5 | 41.9 | 35.7 | 7.0 |
| I am free to seek clarity continuously | 5.4 | 22.5 | 52.7 | 16.3 |
| My supervisor knows and understands the problem I am faced with | 6.2 | 42.6 | 39.5 | 11.6 |
| The supervisor's communication motivates and stimulates an enthusiast for meeting the goal | 10.2 | 30.2 | 48.1 | 10.9 |
| My supervisor offers guidance for solving job-related problems | 4.7 | 35.7 | 48.8 | 10.9 |
| The school's communication makes me identify with it, or feel a vital part of it | 9.3 | 40.3 | 4.9 | 6.2 |
| I treasure communications which are interesting and helpful | 7.0 | 24.0 | 51.9 | 17.1 |
| My supervisor trusts, respects and values me at the place of work | 6.2 | 34.1 | 49.6 | 7.8 |
| Conflicts are handled appropriately through proper communication channels | 7.0 | 27.9 | 55.8 | 7.8 |
| My supervisor is open to new ideas and criticism | 13.2 | 31.2 | 44.2 | 10.9 |
| Horizontal communication with other members (staff) is accurate and free-flowing | 4.7 | 28.7 | 53.5 | 11.6 |
| I receive friendly and warm communication from the supervisor about my job | 8.5 | 24.0 | 55.0 | 11.6 |

**Source**: *Primary Data (2017).*

**Table 6: ANOVA Result on Level of Communication Efficiency**

| ANOVA JSF | | | | | |
|---|---|---|---|---|---|
| | **Sum of Squares** | **Df** | **Mean Square** | **F** | **Sig.** |
| Between Groups | 16.235 | 37 | .439 | 6.108 | .000 |
| Within Groups | 6.537 | 91 | .072 | | |
| Total | 22.772 | 128 | | | |

**Source***: Primary Data (2017).*

From the findings, the majority of the respondents seem to disagree with the statements on the level of communication efficiency in secondary schools in Oyam district, as shown above. For instance, on the statement that conflicts are handled appropriately through proper communication channels, the percentage of disagreement was 55.8%. This implies that, in secondary schools in Oyam district, there is a gap in communication efficiency between school administrators and teachers and vice versa and also among teachers themselves. Communication channels seem not to be clear, and communication feedback is not well-determined among others.

The ANOVA result shows that the level of communication efficiency was low in secondary schools in Oyam district. From the interview findings, respondent X confirmed this finding by noting that;

> ''*…… as a head teacher, I expect to receive clear feedback from my teachers during open meetings, but to my dismay, I don't get this from them directly, and sometimes, I assume their interests…. Yet in this school, I encourage everyone to be free to talk openly*''.

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It is imperative to conclude that the level of communication effectiveness in secondary schools in Oyam district was low.

**Table 7: ANOVA Result on Level of Communication Efficiency**

| CEF | | | | | |
|---|---|---|---|---|---|
| | **Sum of Squares** | **Df** | **Mean Square** | **F** | **Sig.** |
| Between Groups | 17.793 | 43 | .414 | 5.831 | .000 |
| Within Groups | 6.031 | 85 | .071 | | |
| Total | 23.824 | 128 | | | |

**Source**: *Primary Data (2017)*

From the findings above, the majority of respondents seem to disagree with the statements on the level of teachers' job satisfaction in secondary schools in Oyam district. For instance, on the statement to find out teachers' contentment with recognition reward, 55.0% of respondents noted that they were not recognised at all and that they were bothered, and they feel dissatisfied with their jobs in their schools based on that.

The ANOVA result also indicated a low level of communication efficiency in secondary schools in Oyam district. To confirm this, during an interview with head teacher Q, he noted that:

> ''……*Since I came to this school, I have never found any document that spells out how teachers are to be rewarded and recognised. In addition, I have not received any teacher reporting to me that he or she feels dissatisfied by this*…''.

Implications that can be drawn from this are that teachers are not being recognised for the efforts they are making in their work, teachers are also not content with their job in their schools, and head teachers also feel unbothered by the lack of recognition policy in their schools.

## DISCUSSIONS

### Level of Communication Efficiency in Schools

Findings of this current study on the level of communication efficiency in secondary schools in Oyam district indicated that the level of communication efficiency is low in secondary schools in Oyam district. School heads are not emphasising the need to have a communication policy clearly implemented in their school operations, teachers are not satisfied with the gaps in communication efficiency in schools and this questions their job satisfaction in their schools.

The finding here is supported by information obtained from respondent Q during the interview, that:

> *''We have a number of things to tackle in this school, much more than thinking about communication policy that seems not to count much, especially to the founders of this school, for both boys and girls in schools. When it comes to marriage, many girls are found to be getting married earlier, but many boys get further with their education''.*

The above findings from the qualitative data analysed confirmed that there is a low level of communication efficiency in secondary schools in Oyam district.

In the view of Ryan & Deci (1999), the notion that communication is everything in life seems to yield much fruit. Given the nature of schools' operation, one can never undermine the power behind communication, but what is not clear is how efficient communication ought to be to produce the required fruits. Ryan and Deci (1999) continued to report that the level of communication efficiency was low in schools where they carried out their study on communication as the apex of all management functions among school heads in South Africa.

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According to him, because communication from school heads was not efficient, feedback could not be any better. Therefore, low outcomes of head teachers and teachers' performance, certainly with low performance, one can conclude that the level of job satisfaction was even lower. This current finding agrees with Ryan and Deci's early findings.

Sivin (2010) found that there was a high level of communication efficiency among government schools. What is not clear here is whether, in private schools, the level of communication efficiency is also high or low. Whatever the case, these current study findings show that there is a low level of communication efficiency, which deviates from Sivin's findings. The deviation could be due to the scope and method employed by these two researchers. There could be gaps that were not fully unpacked by other scholars, for instance, Sivin concentrated only on public schools, while this current study looked at both categories.

Cheptoek (2001) noted that an attempt to alleviate schools from management burdens is by enabling clear communication throughout their operational units to create an atmosphere desired by all. When communication is clear, all factors seem constantly in motion. Cheptoek (2001) emphasises this foregoing discourse because, in his findings, he found that the level of communication in schools was not efficient, which led to several crises, including uprisings in schools. This low communication efficiency motivated him to recommend that communication be treated as the climax of all management functions. This current study is however, is consistent with this view.

According to Mathis (2021), a low level of communication efficiency exists in schools. Head teachers seem overloaded with other functions and do not see the need to improve on this level. This current study's finding also acknowledges that the level of communication efficiency is also low in schools, agreeing with the idea of Schon.

In Nigerian public schools, Analoui (2011) revealed that the level of communication efficiency is lower than in primary schools. Albert (2007) reported that the low state of communication efficiency in public schools is characterised by irregular school attendance, inadequate parental involvement, and lack of commitment among others.

Nicole (2005) got conflicting results in his study and reported that both public and private schools are at the same level when it comes to efficiency in communication. Nonetheless, another study conducted by Bennel (2006) in Sierra Leone noted that there was low-level communication efficiency in schools. It would therefore be prudent for the school managers to consider improving the level of communication to make it efficient in easing their management functions.

## CONCLUSION

Whereas several scholars had an interest in this area, their study scope geographically differs, and methods, instruments and orientation were mostly centralised to the urban context with a relatively stable political atmosphere and facilities. This current study significantly concentrated on remote, rural areas with prolonged instability, conflict, drama and reconstruction, thus explaining the deviation in findings.

### Recommendations

The study has the following recommendations to make in line with the findings and work of earlier researchers in the related field, as in the discussion:

*Policy Makers.* Government ministries should refocus their attention on improving the quality of communication efficiency in schools so that head teachers can have policy documents to use in exercising their duties, and if any already exist in schools, then they should be remodelled to fit the current communication gaps in schools to provide a benchmark and reference point in ensuring efficiency in communication in schools. Government ministries ought to employ motivational factors to enhance job satisfaction among teachers in schools so that teachers feel a

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sense of job worth, job security and job satisfaction. Local government, through the district education office, ought to initiate opening up communication channels in schools that facilitate team building, dialogue and open discussion without any bias and unfairness.

*Policy Implementers.* Head teachers should encourage, emphasise and practice openly clear communication in their administration. This will build confidence in the school's staff, create autonomy in the job conditions, thus becoming appealing to employees, satisfied with their jobs.

**Further Research Area.**

Prospective researchers could consider areas such as Remuneration on Teachers' Job Satisfaction, since most of the communication efficiency discourses were on the lack of clarity with communication on how teachers were remunerated.

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