

**HEADTEACHER COMMUNICATION STYLES AND TEACHER PERFORMANCE
IN SECONDARY SCHOOLS IN NAKAPIRIPIT DISTRICT, IN KARAMOJA
SUB-REGION, UGANDA**

CHRISTINE NANDUDU

RJ20/MUC/MED/025

**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER
OF EDUCATION ADMINISTRATION AND PLANNING OF UGANDA CHRISTIAN UNIVERSITY**

September, 2025



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

DECLARATION

I CHRISTINE NANDUDU hereby declare that this research dissertation is entirely original and has never been submitted for consideration for an academic award to any university or higher education institution.

Signed..........

Date: 12.9.2025

Christine Nandudu - RJ20/MUC/MED/025

APPROVAL

This is to verify that the dissertation research entitled “Headteacher Communication Styles and Teacher Performance in Secondary Schools in Nakapiripirit District, in Karamoja Sub-Region, Uganda” was done by Christine Nandudu and is being submitted with my approved as supervisor.

Signature: 

Date: 12.9.2025

Can. Dr. Moses. G. Nambale

Research Supervisor

DEDICATION

This dissertation is dedicated to my family

ACKNOWLEDGEMENT

I would like to express my appreciation to my supervisor Can. Dr. Moses Nambale whose guidance made me reach this stage of the dissertation. The courage and the inspiration towards reading culture has not left me at same. I am really grateful for the support I received in my endeavor from the administration and the education personnel of the Nakapiripirit district local government.

I would especially like to thank my family members for their financial, spiritual, physical, and other contributions—especially their endurance.

Most importantly, give thanks to the Almighty God for the gift of life and wisdom, which have enabled this study dissertation to be a success.

TABLE OF CONTENTS

DECLARATION	ii
APPROVAL.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	ix
LIST OF FIGURES	x
ABSTRACT	xi
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction	1
1.1 Background to the Study	1
1.1.1 Historical Background	2
1.1.2 Theoretical Background	3
1.1.3 Conceptual Background	3
1.1.4 Contextual Background.....	6
1.2 Statement of the Problem	8
1.3 Objectives of Study	8
1.3.1 General objective	9
1.3.2 Specific Objectives	9
1.4 Research Questions	9
1.5 Significance of the Study.....	10
1.6 Justification	10
1.7 Scope of Study	11
1.7.1 Geographical Scope:	11
1.7.2 Content Scope:.....	12
1.7.3 Time Scope:.....	12
1.8 Conceptual Framework.....	12
CHAPTER TWO.....	14
LITERATURE REVIEW.....	14
2.0 Introduction	14
2.1 Theoretical Review.....	14
2.1.1 Herzberg Two-Factor Theory	14
2.1.2 Affective Event Theory.....	16
2.1.3 Transformative Leadership Theory	16
2.2 Passive Communication Style and Teacher Performance	18
2.3 Aggressive Communication Style and Teacher Performance.....	20
2.4 Passive-Aggressive Communication Style and Teacher Performance.....	21
2.5 Assertive Communication Style and Teacher Performance	24
2.4 Summary of the Literature Review	26
CHAPTER THREE	27
METHODOLOGY.....	27
3.0 Introduction	27
3.1 Study Design.....	27
3.2 Study Population.....	27

3.3 Sample Size	27
3.4 Sampling Techniques	29
For this study, the respondents were sampled using census and cluster sampling. Headteachers and deputy headteachers were chosen by a census, and teachers and student leaders were chosen through cluster sampling. According to Amin (2005), cluster sampling was chosen because it prevents researcher bias and gives every member of the targeted population an equal chance of being chosen from among the many clusters (schools).	29
3.5 Data Collection Methods and Instruments.....	29
3.5.1 Data Collection Methods	29
3.5.2 Data Collection Instruments	29
3.6 Data Collection Procedure	30
3.7 Quality Control.....	30
3.7.1 Validity	30
3.7.2 Reliability.....	31
3.7.3 Validity and reliability of Qualitative Tools.....	32
3.8 Measurement of Variables	33
3.9 Data Processing and Analysis.....	33
3.10 Ethical Considerations.....	33
3.11 Limitations of the Study	34
CHPATER FOUR.....	35
PRESENTATION ANALYSIS AND INTERPRETATION OF FINDINGS	35
4.0 Introduction	35
4.1 Response Rate.....	35
4.2 Demographic Data of Respondents:.....	36
4.2.1 Discriptive Statistics on Gender of Respondents.....	37
4.2.2 Description of the Respondents by Age Bracket	37
4.2.3 Description of the Respondents by Level of Education	38
4.2.4 Description of the Respondents by Marital Status.....	39
4.3 Passive Communication Style and Teacher Performance	40
4.3.1.Descriptive Statistics on Teacher Performance	40
4.3.2. Descriptive Statistics on Passive Communication Style.....	45
4.3.3. Relatedness of Passive Communication Style to Teacher Performance	50
4.3.4. Regression Analysis.....	50
4.3.5.Qualitative Data from Interviews with Key Informants.....	52
4.4 Aggressive Communication Style and Teacher Performance.....	53
4.4.1.Descriptive Statistics on Aggressive Communication Style	54
4.4.2. Relatedness of Aggressive Communication Style to Teacher Performance.....	58
4.4.3.Regression Analysis.....	59
4.4.4.Qualitative Data from Interviews with Key Informants.....	61
4.5. Passive-Aggressive Communication Style and Teacher Performance.....	62
4.5.1.Descriptive Statistics on Passive-Aggressive Communication Style	62
4.5.2. Relatedness of Passive-Aggressive Communication Style to Teacher Performance	66
4.5.3.Regression Analysis.....	67
4.5.4.Qualitative Data from Interviews with Key Informants.....	69
4.6 Assertive Communication Style and Teacher Performance	70
4.6.1.Descriptive Statistics on Assertive Communication Style	70

4.6.2. Relatedness of Assertive Communication Style to Teacher Performance	74
4.6.3. Regression Analysis.....	76
4.6.4. Qualitative Data from Interviews with Key Informants.....	78
4.6.5. Multiple Regression	79
CHAPTER FIVE	82
DISCUSSION OF THE FINDINGS.....	82
5.0 Introduction	82
5.1 Passive Communication Style and Teacher Performance in Schools	82
5.2 Aggressive Communication Style and Teacher Performance.....	84
5.3 Passive-Aggressive Communication Style and Teacher Performance.....	85
5.4 Assertive Communication Style and Teacher Performance	86
CHAPTER SIX.....	88
SUMMARY, CONCLUSIONS AND RECOMMENDATION	88
6.0. Introduction	88
6.1. Summary of Findings	88
6.1.1 Passive Communication Style and Teacher Performance	88
6.1.2 Aggressive Communication Style and Teacher Performance.....	88
6.1.3 Passive-Aggressive Communication Style and Teacher Performance.....	89
6.1.4 Assertive Communication Style and Teacher Performance	89
6.2 Conclusions	89
6.3. Recommendations	90
6.4. Recommendations for Further Research.....	90
REFERENCES	92
APPENDICES.....	98
Appendix I: Participant Information sheet and Consent Form.....	98
Appendix II: Questionnaire for Deputy Headteachers and Teachers in Sec. Schools ..	98
Appendix III - Interview Guide for Headteachers	102
APPENDIX IV: MAP OF UGANDA SHOWING LOCATION OF NAKAPIRIPIT DISTRICT	103
APPENDIX V: MAP OF NAKAPIRIPIT DISTRICT.....	104

LIST OF TABLES

Table 3.1: Sample Size of Respondents	28
Table 3.2: Results of Validity Test	31
Table 3.3: Reliability of the Questionnaire	32
Table 4.1: Response Rate	35
Table 4.2: Gender of Respondents	37
Table 4.3: Age Bracket of Respondent.....	38
Table 4.4: Proportions of Respondents by Level of Education.....	39
Table 4.5: Marital Status of Respondents.....	39
Table 4.6: Descriptive Statistics on Teacher Performance in the Schools.....	41
Table 4.7: Descriptive Statistics on Passive Communication Style.....	46
Table 4.8: Relatedness of Passive Communication Style and Teacher Performance in the Secondary Schools in Nakapiripirit District (Coefficients).....	50
Table 4.9: Model Summary.....	51
Table 4.10: Effect of Passive Communication Style on Teacher Performance in the Secondary Schools in Nakapiripirit District (ANOVA)	52
Table 4.11: Descriptive Statistics on Aggressive Communication Style	55
Table 4.12: Relatedness of Aggressive Communication Style and Teacher Performance in the Secondary Schools in Nakapiripirit District (Coefficients).....	59
Table 4.13: Model Summary.....	60
Table 4.14: Effect of Aggressive Communication Style on Teacher Performance in the Secondary Schools in Nakapiripirit District (ANOVA)	60
Table 4.15: Descriptive Statistics on Passive-Aggressive Communication Style in the secondary schools in Nakapiripirit District.	63
Table 4.16: Relatedness of Passive-Aggressive Communication Style and Teacher Performance in the Secondary Schools in Nakapiripirit District (Coefficients)	67
Table 4.17: Model Summary.....	68
Table 4.18:Effect of Passive-Aggressive Communication Style on Teacher Performance in Secondary Schools in Nakapiripirit District (ANOVA)	68
Table 4.19: Descriptive Statistics on Assertive Communication Style in the secondary schools in Nakapiripirit District.	71
Table 4.20: Relatedness of Assertive Communication Style and Teacher Performance in the Secondary Schools in Nakapiripirit District (Coefficients).....	76
Table 4.21: Model Summary.....	77
Table 4.22: Effect of Assertive Communication Style on Teacher Performance in Secondary Schools in Nakapiripirit District (ANOVA)	77
Table 4.23: Relatedness of Communication Styles and Teacher Performance in Sec. Schools in Nakapiripirit District (Coefficients).....	79
Table 4.24: Model Summary.....	80
Table 4.25: Effect of Headteacher Communication Style on Teacher Performance in Sec. Schools in Nakapiripirit District (ANOVA).....	80

LIST OF FIGURES

Fig. 1.1: Conceptual Framework.	12
--------------------------------------	----

ABSTRACT

The study looked at how head teachers' communication strategies affected secondary school teachers' performance in the Karamoja sub-region of northeastern Uganda's Nakapiripirit District. The study specifically aimed to determine how the use of passive communication styles by head teachers, aggressive communication styles, passive-aggressive communication styles, and assertive communication styles affected the performance of teachers in secondary schools in the Nakapiripirit District. The study used a cross-sectional survey research design, gathering data from 124 respondents using both qualitative and quantitative methods. Purposive and simple random samplings were used to choose the respondents, and in-person interviews and a self-administered questionnaire were used to collect data. Descriptive and inferential statistics produced by the Statistical Package for Social Scientists (SPSS-version 20) were used to evaluate the quantitative data, and thematic and content analyses were used to study the qualitative data. The study found out that for objective one, at $R^2 .085$; $p=.008 < .05$; for objective two, at $R^2 .064$; $p=.022 < .05$; for objective three, at $R^2 .333$; $p=.000 < .05$; for objective four, $R^2 .127$; $p=.001 < .05$; and overall, at $R^2 .358$; $p=.000 < .05$. The study concluded that Headteachers' application of passive communication style accounts for 8.5% of teacher performance and has a significant effect on teacher performance in the secondary schools; Headteachers' application of aggressive communication style accounts for 6.4% of teacher performance which also has a significant effect on teacher performance in the secondary schools; Headteachers' application of passive-aggressive communication style accounts for 33.3% of the teacher performance which has a strong significant effect on teacher performance in the secondary schools; Headteachers' application of assertive communication style accounts for 12.7% of the teacher performance which also has a significant effect on teacher performance in the secondary schools; and overall, headteacher communication styles account for 35.8% change in teacher performance which have a strong significant effect on teacher performance in the secondary schools in Nakapiripirit District. The study recommends among other things that head teachers should utilize a blend of the four communication styles to get the best results regarding teacher performance in schools.

Key words: Headteacher Communication Styles, teacher performance, secondary schools, Nakapiripirit district, Uganda.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

In educational institutions, teachers are a key resource with a significant role in the achievement of national goals. Therefore, the importance of effective teacher performance cannot be underestimated as it can lead to success or failure of the school. Teachers are headed by the head teachers who constantly apply different communication styles to guide the teachers in undertaking their obligations. The teachers too, respond to the different communication styles differently. This study looked at how headteacher communication strategies affected secondary school teachers' performance in the Karamoja sub-region of northeastern Uganda's Nakapiripirit District. The study's background, problem statement, aims, research questions, significance, justification, scope, and conceptual framework illustrating the relationships between the different constructs are all presented in this chapter.

1.1 Background to the Study

One aspect in the education system is to constantly supervise staff. The principal supervisor of teachers in schools is the headteacher. Supervision of teachers is simply helping teachers do their work effectively. This cannot be possible without the concept of communication. When two aspects in management are connected or closely related, there is a likelihood of one affecting the other. Four viewpoints are used to present the study's background: historical, theoretical, conceptual, and contextual.

1.1.1 Historical Background

It is thought that the Wei Dynasty Emperors in China, who used to evaluate family members' performance, introduced the idea of individual performance as early as 221 AD (Marsh, 1987). The concept was later adopted in management of companies where managers started measuring staff performance. To determine performance of employees in companies is believed to have been started by Walter D. Scott of WD Scott Company in the 1920s in Sydney in Australia (Richardson, 2015). Scott introduced the concept of man-to-man comparison scale to determine performance of each individual. Scott's man-to-man comparison scale was later in the USA developed into Fredrick Taylor's scientific management principles to assess how working potential of individual affected productivity. During the 1980s and 1990s, the concept of staff performance became more popular when the multi-person rating became popular using the 360 degree feedback system (Bartol and Martin, 1998) introduced by ESSO Research and Engineering Company in the United Kingdom.

The concept of teacher performance was introduced in British Universities in 1998 after the Gariatte Report (Ampah, 2015). However, the concept of teacher performance was introduced in universities in Ghana much earlier in the mid 1970s as a directive by the government to provide an Annual Confidential Report (ACR) about each member of the academic staff (Khoury and Analoui, 2014). Teacher performance was introduced in educational institutions in Uganda after the enactment of the Universities and Other Tertiary Institutions Act - UOTIA, 2001 (Okello, 2017). Currently, all educational institutions, secondary schools inclusive are engaged in teacher performance appraisal with clear key performance indicators spelt out in their staff manuals (Rwothumio *et al*, 2021).

1.1.2 Theoretical Background

Organizations such as secondary schools rely on the performance of their teachers to attain their mission and vision. The teachers have the capacity make the schools succeed or fail to achieve its mission and vision. The mission and vision of the schools have to be effectively communicated to the teachers by the head teachers. On the other hand, for the teachers to effectively perform their duties, they need to be motivated. Therefore, in considering the theoretical underpinning of this study, it is prudent to focus on some motivation theories.

There are several definitions of motivation. For example, Cole (1995) described motivation as the instinctive and cognitive processes by which people try to fulfill the fundamental desires, perceived wants, and individual objectives that set off human behavior. However, Robbins and Judge (2007) defined motivation as all the mechanisms that explain an individual's level of effort, direction, and perseverance in achieving a goal. The majority of academics concur that motivation encompasses the mechanisms that propel people to accomplish predetermined objectives.

There are several motivational theories such as Maslow's Hierarchy of Needs Theory, the Equity Theory, the Herzberg Two-Factor Theory, Vroom's Expectancy Theory, the Skinner's Reinforcement Theory, the Affective Event Theory and many others. This study considers the Herzberg Two-factor Theory and the Affective Event Theory to be appropriate in explaining how headteacher communication styles affect teacher performance in secondary schools. The review of these theories is presented in chapter two of this proposal.

1.1.3 Conceptual Background

From a conceptual perspective, teacher performance means accomplishment of teacher roles, duties and responsibilities within the

required time, completion of work tasks and response to students' needs (Prasetya and Kato, 2011). Therefore, teacher performance can be considered as a measure of the delivery specified outputs from teachers against set targets in the secondary school. Teacher performance may also be considered as the extent of achievement of job and fulfillment of institutional expectations for an academic staff (Prasetya *et al*, 2011). In a similar vein, teacher performance is regarded as a gauge of how well an academic staff member carries out their responsibilities, finishes the tasks assigned to them, and behaves at work.

According to Mone and London (2018), teacher performance is the evaluation of academic staff members' work-related activities and how successfully they are completed within a given time frame. Pre-teaching, real teaching, and post-teaching activities are among the tasks that teachers in secondary schools complete, albeit they are not the only ones (Oonyu, 2015). According to Oonyu, (2015), pre-teaching activities include scheming, lesson planning, making lesson notes, preparing instructional materials and course works. The actual teaching involves delivery of the lessons, explaining, demonstrating, discussing concepts and attending to individual student needs. The post-teaching activities include, making students' work, guiding the students, and counseling, assessing learning, providing feedback and engaging students in co-curricular activities. In general, teacher performance is measured in terms of effectiveness, efficiency, quantity, and quality (Pradhan and Jena, 2017).

In execution of roles, duties and responsibilities, communication is one of the important functions that headteacher have to undertake to provide a conducive work environment (Cumming, 2017). According to Louis and Allen (2018), communication is the process by which a sender and a recipient exchange messages or information via a medium and provide feedback to each other. Communication has also been defined as the process through

which people exchange messages, information, facts, attitudes or ideas and create an understanding among each other (Cumming, 2017). Communication is a two-way process in that it involves feedback and without it, the communication is not considered complete and effective implying that it may not create the requisite work environment (Louis et al, 2018). Headteachers adopt different communication styles in carrying out the function of communication in the schools (Greenberg and Baron, 2011).

Headteacher communication style refers to the different patterns of communication employed by the head teachers in the schools (Greenberg, *et al.*, 2011). According to Carroll (2016), there are four typical communication styles: assertive, passive-aggressive, aggressive, and passive. Each of the four is characteristic in its own way. For instance, passive communication style is one in which a person forms a habit of not voicing his thoughts or emotions, defending his rights, and recognizing and attending to his needs (Cumming, 2017). As a result, passive individuals do not respond overtly to harmful or anger-inducing situations. They allow others too deliberately or inadvertently infringe on their rights.

Gudnason and Finnsson (2017) define an aggressive communication style as one in which a person expresses his needs, feelings, and ideas in a way that infringes upon the rights of others. People who communicate aggressively will frequently attempt to control others. Conversely, passive-aggressive communication is a communication style where the speaker seems passive on the outside but is actually expressing displeasure in a covert, indirect, or covert manner (Cumming, 2017). Sarcasm is frequently used by passive-aggressive communicators to seem cooperative while deliberately annoying and upsetting others (Gudnason *et al*, 2017). According to Meddly and Shannon (2014), assertive communication is a style in which a person strongly advocates for their demands and rights while expressing their thoughts and sentiments in a clear and concise manner. This suggests that

head teachers who are aggressive express their views clearly and adamantly support the proper course of action without infringing on the teachers' rights.

1.1.4 Contextual Background

According to Kallio and Kallio, (2014) and Dorenkamp and Ruhle, (2019), teachers have a duty to carry out effective facilitation of the teaching-learning process, advising of students, guidance and counseling, participation of departmental meetings, development and review of programmes, assessment of learning, supporting students' research, engagement in co-curricular activities and engagement in any other duties assigned to them. Generally, the teachers have to ensure that they ultimately provide quality reports about the activities they are engaged in, ensure quality teaching. Instruction, comply with standards and innovations in academic output and ensure affective attendance to duty (Turk, 2016; Dorenkamp *et al.*, 2019). For the case of secondary schools, the typical indicators of teacher performance will include, pre-teaching activities include scheming, lesson planning, making lesson notes, preparing instructional materials and course works. The actual teaching involves delivery of the lessons, explaining, demonstrating, discussing concepts and attending to individual student needs. The post-teaching activities include, making students' work, guiding the students, and counseling, assessing learning, providing feedback and engaging students in co-curricular activities (DES, 2018).

According to Turk (2016), in execution of their duties and obligation, teachers ought to act with integrity, scholarly competence and pedagogic effectiveness, provide students with appropriate learning materials in a timely manner. They also need to maintain familiarity with school policies and responsibilities on privacy, copyright, ethical issues and adhere to regulations concerning instruction and assessment in education

(Abdulkareem, Yusuf and Ogbudinkpa, 2017). According to Gallio et al. (2014), teachers improve the learning environment through teaching, scholarly activities, applied research, and service that advances the school's goal and vision.

Secondary education is vital in the development of students as it provides the basis for higher education that culminates in student career development. Failure to provide appropriate education and learning at secondary school level can be a setback in the career development of many students. The teachers in secondary schools have been found to exhibit different performance levels.

Teacher performance in Nakapiripirit has been declining since 2018. Reports from the education inspection sector of Nakapiripirit district (2018-2022) and the DES reports (2019-2023) showed that teacher performance in the secondary schools in the Nakapiripirit District was continuously declining. For instance, the inspection reports indicated that teacher pre-teaching activities fell from 29% in 2018 to 16% in 2022. This implies that in 2018, out of every 100 teachers, only 29 of them made schemes of work, did lesson planning, had lesson notes and instructional materials. However, by 2022, only 16 out of every 100 teachers in the secondary schools had schemed, lesson planned and used instructional materials during teaching.

The reports (DIS, 2018-2022; DES, 2019-2023) further indicated that actual teaching had several weaknesses including failure to follow timetables leading to poor time-task management, poor classroom management, poor lesson delivery and serious absenteeism. The reports further indicated that most teachers did not engage in students' guidance and counseling nor provide feedback, did not assess learners routinely and engage in co-curricular activities. The report however indicated that head teachers continued to communicate to the teachers on various issues regarding their duties and obligations through regular meeting, one on one engagement and

group discussions. However, no empirical research has been done to determine how headteacher communication strategies affect secondary school teachers' performance in the Nakapiripirit District. This study has been deemed important in order to suggest ways to improve the situation.

1.2 Statement of the Problem

The communication styles used by head teachers in a school are of greater importance because they affect the interaction patterns within the school and in turn have either positive or negative effects on the teacher job performance (Odhiambo, 2005). However, despite head teachers' use of various communication styles, teacher performance in secondary schools in Nakapiripirit District remained perpetually poor. The district inspection reports (DIS, 2018-2022) and the DES (2019-2023) have persistently indicated very low teacher performance in terms of pre-teaching, actual teaching and post-teaching activities by the teachers. According to DES (2023), on average, less than 20% of the teachers scheme their work, lesson plan, make lesson notes, seriously deliver lessons, support the learners, guide and counsel the learners, assess learning as expected or engage in co-curricular activities. There have not been any studies to assess the effect of the headteacher communication styles on teacher performance in the secondary schools in Nakapiripirit District. If the situation were left unabated, the academic performance of learners in the secondary schools would eventually be affected. In order to provide strategies for raising secondary school teacher performance, this study set out to examine the effect of headteacher communication styles on teacher performance in secondary schools in Nakapiripirit District.

1.3 Objectives of Study

The study was guided by a general objective and four specific objectives.

1.3.1 General objective

To examine the effect of headteacher communication styles on teacher performance in secondary schools in Nakapiripirit District in north-eastern Uganda.

1.3.2 Specific Objectives

- i. To assess the effect of headteacher application of passive communication style on teacher performance in secondary schools in Nakapiripirit District.
- ii. To assess the effect of headteacher application of aggressive communication style on teacher performance in secondary schools in Nakapiripirit District.
- iii. To establish the effect of headteacher application of passive-aggressive communication style on teacher performance in secondary schools in Nakapiripirit District.
- iv. To find out the effect of headteacher application of assertive communication style on teacher performance in secondary schools in Nakapiripirit District.

1.4 Research Questions

- i. What is the effect of headteacher application of passive communication style on teacher performance in secondary schools in Nakapiripirit District?
- ii. How does headteacher application of aggressive communication style affect personnel management in secondary schools in Nakapiripirit District?
- iii. What is the effect of headteacher application of passive-aggressive communication style on teacher performance in secondary schools in Nakapiripirit District?
- iv. How does headteacher application of assertive communication style affect on teacher performance in secondary schools in Nakapiripirit District?

1.5 Significance of the Study

The study findings may be useful in various ways. For instance; the study findings may provide Policy-makers in the MoES other stakeholder with appropriate basis for actions to improve communication in order to enhance teacher performance.

The study may help top managers education especially from Nakapiripirit District on the best way they can relay information to subordinates on goals, policies and guidelines to improve teacher performance. Similarly, the findings of study may help teachers in understanding the importance of performance reporting, providing feedback and suggesting on areas of improvement within the school to enhance performance. More so, the study will inform teachers on the same level on how to interact and coordinate to improve performance.

Regarding the aspects of effective communication in organizational performance in educational institutions, the research may also open up new research directions and knowledge in the field of knowledge creation and generation. The study could also serve as a springboard for scholars in the future who want to learn more about corporate communication topics. The findings would help scholars by contributing to the body of knowledge already available on how communication affects organizational effectiveness.

1.6 Justification

Performance is the life-blood of education institutions and effective communication in schools is another important aspect in management because it is employed to inform their audience about the company's numerous activities, tasks and responsibilities, policies and procedures, and the school's mission and vision (Dhillon & Kaur, 2021). Despite its apparent simplicity, research has demonstrated that communication has the power to either strengthen or weaken an organization. Consequently, an organization's ability to communicate effectively is critical to its survival. All

staff members and decision-makers are connected through communication. Interpersonal conflict in enterprises has been attributed to inadequate communication practices (Stanley & Markman, 2020). People's experiences and backgrounds greatly influence what they hear or comprehend. One should not overlook the importance of communication in project management. The majority of a manager's time is spent interacting with people, groups, and organizations.

Studies have emphasized that managers spend more than 90% of their time in communication (Rodríguez, 2017). Achieving successful staff performance can be got through effective communication which simplifies program implementation and enabling stakeholders to be wholly involved. Although a number of studies have been conducted on communication flows and organizational performance (Dhillon et al., 2021; Stanley et al., 2020; Rodríguez, 2017), none have specifically examined the impact of communication styles on teacher performance in secondary schools in the Nakapiripirit District. As a result, this specific study has shed light on how communication styles affect secondary school teachers' performance in the northeastern Ugandan district of Nakapiripirit.

1.7 Scope of Study

1.7.1 Geographical Scope:

The study was conducted at secondary schools in the northeastern Ugandan district of Nakapiripirit. According to Nakapiripirit DLG (2021), the district is bounded to the northeast by Moroto District, to the east by Amudat District, to the southeast by Kween District, to the southwest by Bulambuli District, to the west by Nabilatuk District, and to the northwest by Katakwi District. 41 primary schools are served by the district's two government-aided secondary schools. The district's primary administrative, commercial, and municipal hub is roughly 125 kilometers (78 miles) by road, northeast of Mbale, the nearest large town. Approximately 360 kilometers (220 miles)

away by road, this site is northeast of Kampala, Uganda's capital and largest city. The district is located at 01 55N, 34 40E.

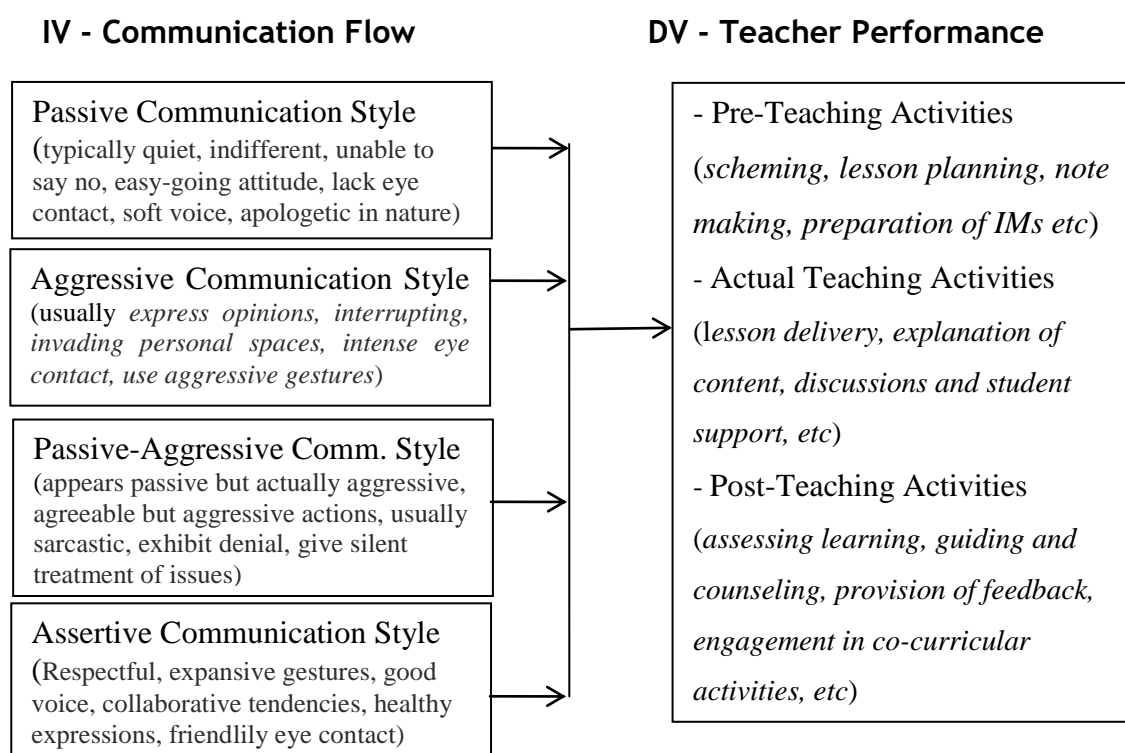
1.7.2 Content Scope:

Content-wise, the emphasis was on agreeable and passive communication. The impact of assertive and passive-aggressive communication styles on secondary school teachers' performance in the Nakapiripirit District.

1.7.3 Time Scope:

Many secondary school teachers in the district were reported by the inspectors and the Directorate of Education Standards body (DES, 2019-2023) to have not carried out their tasks as expected over the 2018-2023 period, which period was therefore, taken into consideration for this study.

1.8 Conceptual Framework



Source: Carroll (2016) and Pradhan et al (2017) modified by Researcher.

Fig. 1.1: Conceptual Framework.

As seen in Figure 1.1 above, the study's independent variable was the communication styles of the head teachers, who were evaluated using four primary constructs: assertive, passive-aggressive, aggressive, and passive

communication styles. Teacher performance was the dependent variable, and it was assessed based on how well the following constructs were completed: pre-, actual-, and post-teaching activities. Other factors being constant, it was envisaged that effective use of the communication styles would translate into teacher effectiveness in the secondary schools. In order to prove this, the creation of the data gathering tools was based on the distinctive sub-constructs of each communication style. The findings of the study have been discussed in accordance with these constructs.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature on communication styles and teacher performance is reviewed in this chapter. It's crucial to remember that communication style describes a person's communication style. The sum of one's verbal and nonverbal cues, gestures, and other interpersonal interactions is known as one's communication style (Dhillon & Kaur, 2021). Additionally, it should be noted that communication styles are concerned with how individuals choose to express themselves, communicate, share information, and express their views and opinions (Afifi *et al.*, 2018; Stanley & Markman, 2020; Trant *et al.*, 2019). The communication style of one individual may differ from that of another, and the communication style of the same individual at one point in time may differ from that of that individual at another. The review, which begins with a theoretical review and then on to an empirical evaluation, was completed in compliance with the study's goals.

2.1 Theoretical Review

There are several theories that underpin issues surrounding employee performance. Therefore, in an attempt to create a clear understanding of effect of headteacher communication styles on teacher performance in the secondary schools in Nakapiripirit District, the Herzberg Two-factor Theory, the Affective Event Theory and the Transformational Leadership Theory were considered appropriate. These are hereunder reviewed accordingly.

2.1.1 Herzberg Two-Factor Theory

The Herzberg (1959) Two-Factor Theory is one of the most widely applied content theories. According to the notion, motivation and hygiene are two

distinct elements that contribute to job satisfaction and dissatisfaction, respectively. Through the identification and fulfillment of their needs, wants, and goals, the two elements inspire people. In order to explain why employee contentment or dissatisfaction ultimately impacts employee performance, the Herzberg hypothesis places a strong emphasis on motivator-hygiene elements. According to Herzberg, job discontent is not the same as job satisfaction, but rather lack of satisfaction and job satisfaction is not the same as lack of satisfaction (Herzberg, 2003). The Two-Factor Theory is based on two fundamental assumptions. The first is that while the absence of hygienic aspects will lead to discontent, their presence will not. It is also assumed that the absence of motivational variables will lead to discontent, while their presence will not lead to satisfaction.

It is believed that motivation is an internal force that propels people to achieve their organizational and personal objectives. The elements of a job that inspire people to perform and give them a sense of fulfillment are known as motivating factors. Aspects of the workplace such as interpersonal issues, organizational policies, and working circumstances are examples of hygiene elements (Hackman & Oldham, 2016). Therefore, satisfiers or motivators are factors that are related to job satisfaction.

One of the factors of job satisfaction is supervision of employees which is done through effective communication. In other words, the communication style used in the organizations such as secondary schools should be carefully conceived or else it can cause negative motivation among academic staff. In the organization, supervision includes both general and technical oversight.

Appointing someone to the position of supervisor requires careful consideration. This is a challenging position that calls for strong leadership abilities and the capacity to treat every employee equally. Positive feedback and a defined method for assessing or appraising staff members should also be included. However, the main weakness of the Herzberg theory is that it does not take into account that people are motivated by

different factors. Therefore, it was necessary to consider another theory. In that regard, the Affective Event Theory provides a potential basis for better understanding of professional behaviour in school organizations.

2.1.2 Affective Event Theory

Weiss and Cropanzano created the Affective Event Theory to describe how moods and emotions affect job satisfaction. According to the Affective Event Theory, a person's level of satisfaction or dissatisfaction when expectations are not fulfilled is influenced by how much they value a certain aspect of their job, such as their degree of freedom. This idea and Locke's (1976) Range of Affect idea are closely related. The theory's central premise is that an employee's level of job satisfaction is based on the difference between what he wants and what he has. When an employee appreciates a certain aspect of their work, it has a greater impact on their level of satisfaction—both positively when expectations are met and adversely when they are not—than when they do not value that aspect. However, the more a worker appreciates a certain component, the more of that facet will result in emotions of dissatisfaction (Spector, 1997). It should be noted that affective relates to feeling which are also affected by the way communication is done in organizations. Similarly, if communication affects the feelings of staff such as teachers, then it implies that ultimately, their performance will be affected. In that regard, the Affective Theory becomes relevant for this study.

2.1.3 Transformative Leadership Theory

In the realm of leadership and management, where head teachers find themselves, effective communication assumes a paramount role, serving as the backbone of coordination, decision-making, and overall organizational triumph. One notable theory in the field of communication and leadership is the transformative leadership theory originally developed by American political scientist James MacGregor Burns in 1978. This theory posits that leaders who communicate with inspiration and intellectual stimulation can

foster higher levels of motivation, engagement, and commitment among employees (Burns, 1978). By effectively communicating a compelling vision and articulating clear goals, transformative leaders empower their followers to exceed their own expectations and contribute significantly to the organization's success (Chi, Lan and Dorigotov, 2012).

Transformational leadership theory promotes a style of guidance that emphasizes motivating employees, and creating a vision and encouraging them to fulfill it (Bass, 2008). The fundamental skills of a transformational leader include being able to mobilize employees, inspire them and boost their morale. According to Bass (2008), transformational leadership theory has four distinct components, often referred to as the '4Is,' that embody the essential aspects of any organization. These are; i). Intellectual stimulation - that challenges the standard state of affairs, encourages creativity and explores new ways of doing things. ii). Individualized consideration - that provides support and encouragement to individual employees. It keeps communication fluidly so as to help individual feel open to share ideas. Leaders offer personal acknowledgement of the unique contributions of each individual. iii). Inspirational motivation - where leaders articulate a clear transformational vision. They help followers generate and sustain passion and motivation to fulfill the envisioned change. iv). Idealized influence - where the leader is a role model for employee. The followers emulate the leader because they are trusted and respected.

According to Fairhurst (2008) leaders who adeptly employ this theory acknowledge that different circumstances warrant different communication approaches. By adapting their communication to suit specific situations, leaders can maximize their effectiveness in guiding and motivating their teams. Additionally, the theory of emotional intelligence plays a pivotal role in comprehending effective communication within leadership. Moreover, the communication accommodation theory emphasizes the significance of adjusting one's communication style to align with others (Chi, *et al.*, 2012). In a leadership context, accommodating communication involves modifying

one's language, tone, and nonverbal cues to establish better connections with employees. Leaders who practice accommodation demonstrate respect and inclusivity, fostering open lines of communication and building stronger relationships with their teams (Burns, 1978). Effective leadership necessitates adept communication with diverse stakeholders, and leaders must adapt their communication and leadership styles to suit different groups within the organization (Chi, *et al.*, 2012). According to Grunig (2013) the selection of communication channels and the establishment of effective business communication practices are vital for organizational success. Understanding communication theories, such as transformative leadership, situational leadership, emotional intelligence, and communication accommodation, provides valuable insights into the dynamics of communication within leadership contexts. According to Fairhurst (2008), employing the transformative leadership theory and strategies can help head teachers to select appropriate communication styles and navigate crises with clarity and agility. This can lead to improvement in teacher performance.

2.2 Passive Communication Style and Teacher Performance

The way a message is conveyed is one of the most distinctive features of human communication (O'Sullivan & Carr, 2018). There are numerous methods to communicate, and depending on the circumstance, certain communication styles work better than others. The passive communication style is among the most popular. When the communicator wishes to steer clear of criticism or controversy, they employ the passive communication style (Agarwal, 2019). Communication is the foundation of relationships. Sharing ideas and feelings with another person allows one person to comprehend the thoughts and feelings of the other. However, there are times when communication is insufficient. There are instances when someone has to express himself without receiving a response.

School head teachers deal with several issues in management and how they communicate is very important. This is because it is what makes them

succeed or fail. Passive communicators have been shown to be quite likeable and frequently succeed in management. Passive communicators frequently act apathetically and constantly yield to others. Instead of expressing their ideas and emotions, they would prefer to listen to others talk. People with this communication style often have a lot of resentment since they don't show their feelings (Shrivastava, 2021). Because they don't explain themselves, they are frequently misinterpreted. According to several studies (Chen & Cole, 2022; Crews, Brouwers, & Visagie, 2019; Darics & Koller, 2019; Sallee, 2018), passive communication and school management are related.

An empirical study on the impact of leaders' verbal communication styles on workers' job satisfaction and performance was conducted by Guo, Li, and Wu (2015). The study's findings showed that supporting verbal communication styles result in high job happiness and performance, while autocratic verbal communication styles lead to low job satisfaction. According to the report, managers should adopt a more encouraging communication style to maintain high employee satisfaction, which will boost dedication to the task.

According to Shilpee, Damodar, and Seema's (2012) research, employees benefit most from an assertive communication style, but aggressive communication has a detrimental effect on job satisfaction and performance. It was determined that communication satisfaction increases a worker's emotional connection to a company and lowers absenteeism. According to the study, managers should communicate more assertively in order to maintain teachers' high levels of job satisfaction, as this will help them meet their goals and objectives. The recommendation proposed by Shilpee *et al* (2012) justifies the current objective on assertiveness in this study.

According to a study by Van de Linden (2016) on how leaders' communication affects workers' job happiness, verbally aggressive

communication styles lower job satisfaction while expressive (assertive) communication styles increase it. According to the report, organizations should teach their managers to communicate expectations and forthcoming events as clearly and assertively as feasible. A related research by Marques (2015) disclosed that passive communication can be crucial to the success of an organization. He continued by saying that it would be beneficial to make clear the justification for a boss to speak passively to a subordinate. When communicating, management in an organization typically overlooks these factors. One possible explanation is that they are too busy to tell the staff. Additionally, they may have been viewed as "machines" that obeyed commands (Tan & Husin, 2019). Regretfully, the study was conducted in developed nations rather than in less developed ones, such as Uganda.

2.3 Aggressive Communication Style and Teacher Performance

One of the most direct communication styles is aggressive. It is made up of succinct, straightforward statements that get straight to the point. When there is a lot of information available, this approach works really well. The goal of an aggressive communication approach would be to spread that particular message. In order to establish a relationship, aggressive communication enables people to voice their needs, wants, and opinions while also making sure they listen to the other person.

One useful weapon that can be employed successfully is an aggressive manner. It's a purposefully direct, succinct, and straightforward communication style. It is an approach to decision-making that is not conducive to hesitancy, equivocation, or dilly-dealing. Individuals that communicate aggressively typically hold strong beliefs. They have no trouble expressing their opinions, even if doing so offends someone else. They are often loud, demanding, and ready to blame others for their mistakes. Communication that is aggressive is ideal for enhancing a relationship. Aggressive communication and conflict resolution have been linked in earlier studies by Aurelia, Cords, and Van Schaik (2002), Smith et al. (2002), Amgun and Aras (2014), and Anderson and Banerjee (2010).

Fashiku (2016) conducted a study at Kwara State College of Education in Ilorin, Nigeria, to ascertain the connection between lecturers' job performance and the communication styles of leaders. The investigation's findings showed a strong correlation between lecturers' work effectiveness and leaders' democratic communication style. The performance of lecturers was not substantially impacted by the authoritarian and laissez-faire communication styles of leaders. The study came to the conclusion that lecturers' performance is much improved by the communication patterns or styles of leaders. Therefore, it suggested that leaders use a democratic communication style as much as possible to help the institutions achieve their stated goals and objectives. Until this study was finished, it was unknown whether the results of Fashiku (2016) would be comparable to those in this study.

Additionally, Solaja, Faremi, and Adesina (2015) investigated the connection between organizational productivity and leadership communication style. According to the study's findings, organizational productivity and leadership communication style are related. In particular, it has been discovered that clear, amiable, transparent, and focused communication styles are positively correlated with both job performance and organizational productivity. Conversely, there is a negative correlation between organizational productivity and domineering and confrontational communication styles. In order to boost employee job commitment, knowledge creation, job satisfaction, acceptance of work responsibility, and positive subordinate behavior—all of which contribute to increased productivity—it was advised that managers use effective leadership communication styles when sharing information.

2.4 Passive-Aggressive Communication Style and Teacher Performance

Some people are more adept at expressing their wants and feelings, and they are aware of both effective and ineffective communication techniques. The passive-aggressive communication style is one such approach. Relationships can succeed or fail based on how individuals interact. It can

give the impression that you are a distant and heartless partner or that you are a loving and caring one. Additionally, it can have a significant impact on the other person in the relationship, who might feel unimportant or uncared for (Maloney & Moore, 2020).

Passive-aggressive communicators are in the middle of the passivity-aggression spectrum. They frequently preferred to keep their thoughts and emotions to themselves, even if they are not passive communicators (Ogunyemi & Olagbaju, 2020). Instead of expressing their emotions clearly, passive-aggressive persons typically mutter under their breath or employ subtle, indirect communication methods.

Uncertainty and unclear direction are among the most prevalent traits of a passive-aggressive person. They fear making judgments and are frequently indecisive. They also frequently place the blame for their errors and shortcomings on other people. Instead of accepting accountability for their words or deeds, they would rather gripe and point the finger at others. It can be challenging to comprehend the communication styles of others. While some people are gregarious and extroverted, others are quiet and reserved.

While some people prefer to talk incoherently and ramblingly, others are direct and to the point. A key component of a relationship is how people interact, which frequently reveals their personalities. On the other hand, ineffective communication can result in a number of detrimental effects, such as strained relationships, disagreements, and miscommunication (Litzinger & Gordon, 2005). Scholars from several disciplines investigate the connection between conflict resolution and passive-aggressive communication (Biçer, 2020; Lim & Yazdanifard, 2012; Liu & Roloff, 2015).

Although not necessarily management some studies have revealed a lot of information on communication styles and performance. A teacher's communication effectiveness is a subjective phenomena and a crucial

aspect that may be examined using the self-reporting method, in contrast to studies that focus on students' assessments and satisfaction with their instructors' communication. While student evaluation of teachers (SET) ratings may not be correlated with faculty effectiveness and student learning, teachers who have higher expectations for their teaching abilities also produce higher student achievement (Goddard et al., 2000; Herman et al., 2000; Mascall, 2003; Uttl *et al.*, 2017). In addition to fostering collaborative interactions with students and teacher growth, teachers' self-assessment helps them become aware of their own strengths and shortcomings (Peterson, 2000).

The children's perceptions of quality teaching were also significantly influenced by studies on the genders of teachers and students. According to Young *et al.* (2009) and Weinberg *et al.* (2019), men's communication style was associated with hierarchical advancement, but women's communication style was associated with nonhierarchical incentives. Female teachers were considered to be more loving, helpful, and expressive, as well as to give more compliments, encourage pupils to cooperate with one another, believe in flexible teaching methods, and ask more referential questions. However, it is more likely that male teachers will be more dominant, exercise more control, emphasize group projects and structured activities, ask more display questions, which shortens but increases the frequency of interactions between teachers and students, and use an authoritarian and task-oriented teaching style (Chavez, 2000; Chen, 2000; Islahi & Nasreen, 2013; Rashidi & Naderi, 2012; Wood, 2012).

Compared to men, women talk less and listen more, and their communication is focused on emotional and personal matters. According to Feldman (2007) and Zuzovsky (2003), students who received instruction from female teachers outperformed those who received instruction from male teachers. Teachers' communication patterns were significantly influenced by their gender, time, and level of seniority at work. In social studies, science, math, and English language, female instructors

outperformed male teachers by a wide margin. Most women have the character attributes needed to be a successful teacher (Hughes et al., 2001; Marchbanks, 2000; Mwamwenda & Mwamwenda, 2002).

2.5 Assertive Communication Style and Teacher Performance

According to Pipas and Jaradat (2010), the most successful communicators are forceful and often use "I" statements. Assertive communication enables people to express their wants, share their feelings, and consider the feelings of others without making the other person feel inferior or unwanted (Tripathy, 2018). When there is a dispute that appears to be won by all parties, an aggressive communicator seeks to find a solution.

One of the primary ways people interact in a healthy way is through an assertive communication style. It can assist you in a number of ways, including as demonstrating respect for others, communicating your thoughts to others, and maintaining composure and relaxation in tense situations. Using direct, unambiguous language to convey a point without coming across as offensive is a hallmark of the assertive communication style (Rubin, Palmgreen, & Sypher, 2020). Although it is most frequently linked to men, it could equally be a trait of women. The literature has demonstrated a connection between assertive communication style and conflict resolution (Mikkelson & Sloan, 2020; Raslie, 2021; Reavey *et al.*, 2018; Sallee, 2018).

Research on teachers' assertive communication style has also been conducted, and the results showed that students' academic performance was improved by teachers' efficient communication, sense of community building; prompt student needs response, and promotion of student-teacher relationships. pupils' outcomes were significantly influenced by the teacher's teaching methods and attitude toward the pupils (Blomeke *et al.*, 2016; De Meyer *et al.*, 2014; Shan *et al.*, 2014; Singh & Sarkar, 2015). If the teacher was effective in matching their communication and teaching style to the students' preferred method of learning, the students' academic performance improved and stabilized (Iurea *et al.*, 2011).

The delegator-facilitator-expert style was the most popular among teachers, followed by the facilitator-personal model-expert style (Heydarnejad *et al.*, 2017; Şn, 2018). Conversely, the quality of the student-teacher relationship and student engagement with the curriculum were negatively correlated with the authoritative communication style. Teachers who had an expressive communication style were better able to respond quickly to the requirements of their pupils (Giles *et al.*, 2012).

Students evaluated teachers who employed a humorous teaching style as more effective in terms of encouraging students, lowering anxiety, and building positive relationships between students and teachers. Students' participation in class was positively correlated with the instructor's actor, human, and authoritative approach (Makewa *et al.*, 2011; Myers & Rocca, 2007). The best academic outcomes were achieved using a teaching approach that emphasized logical learning, applied representation, and interpreted cognitive processing. Academic attainment and students' cognitive styles were found to be strongly correlated with teachers' communication styles (Bota & Tulbure, 2015; Evans, 2004).

The literature on teaching style demonstrates various communication styles used by teachers in the classroom and how they relate to students' academic achievement and level of satisfaction. However, not much study has been done on how instructors' communication styles affect how well they educate. Students said that friendly, attentive, impression-leaving, laid-back, and confrontational qualities predicted advisers' effectiveness and resulted in communication satisfaction (Fallah, 2014; Myers, 2012). Effectiveness was positively correlated with students' opinions of the instructor's communication abilities and the course material. Students' communication became more relational, functional, and participatory as a result of teachers' affirmation (Goodboy & Myers, 2008; Parayitam *et al.*, 2007). Students' and teachers' communication behaviors and instructional outcomes

were positively correlated with the Student Communication Satisfaction Scale (SCSS).

Students significantly linked class motivation to the teachers' communication styles (clarity, nonverbal immediacy, responsiveness, and assertiveness) as addition to instructional outcomes like effective learning and teacher evaluation. Students were more engaged if the teachers used strong language to convey their message of appreciation, inclusivity, and openness to communication (Goodboy *et al.*, 2009; McCroskey *et al.*, 2006; Mottet *et al.*, 2004). By using verbal aggression and exact communication styles, "maladaptive perfectionism" reduced perceived social support, according to research by Barnett and Johnson (2016) on the mediating impact of communication style. The majority of the literature on communication has come from developed nations rather than developing nations like Uganda, despite the fact that numerous research has been referenced in the literature. Rich information about how communication style affects teacher effectiveness will be provided by this study, especially in rural areas of developing nations like Uganda.

2.4 Summary of the Literature Review

According to the literature mentioned above, communication styles have an impact on performance in every way. However the presentation of the above literature provides limitations on theories that were used by authors in different studies to underpin the findings. Equally from literature in terms of context authors presented findings based on the location of study and none of the studies showed direct information linked to secondary schools especially in rural locations. Furthermore, the practice and the conceptual understanding of performance in relations to communication practices are seen to vary from organization to organization. This means that to understand the effect of communication style on teacher performance in secondary schools requires an independent study of this nature.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The techniques used to gather and examine the data are the main topic of this chapter. The study population, the research design, the sampling procedures and techniques, the data collection, the methods for confirming the validity and reliability of the data and methods, ethical issues and the limitations of the methodology, and the conclusions derived from the methodologies employed are all of great concern.

3.1 Study Design

The researcher chose to employ a cross-sectional study design because, in accordance with Oso and Onen (2008), this kind of research design involves gathering data from a large number of distinct people at one time without changing the variables. According to Oso and Onen (2008), cross-sectional research was chosen because of its economy, speed of data collection, and capacity to comprehend a population from a subset.

3.2 Study Population

The study focused on headteacher communication styles and teacher performance in secondary schools in Nakapiripirit District, Karamoja. Therefore, the study population included Headteachers, deputy Headteachers, teachers and student leaders in the secondary schools. The total target population from the two schools was 197 people (DEO Registry, 2023).

3.3 Sample Size

The researcher used the Sloven's formula stated below to determine the study sample size.

$$n = \frac{N}{1+N(e)^2}$$
 Where; n=sample size; e = the proportion of sampling error; N=Population

Data from the DEOs Office Registry (2024) in Nakapiripirit District indicates that the target population of study constituted 197 people. Thus, using Sloven’s formula, the sample size of the study was as follows: Note: the error (e) is assumed to be 0.05.

$$n = \frac{197}{1+197(0.05)^2} = \frac{197}{1+197(0.0025)} = \frac{197}{1+0.4925} = \frac{197}{1.4925} = 132$$

The above sample size of 132 respondents was classified as indicated in Table 3.1 below.

Table 3.1: Sample Size of Respondents

Category of Respondents	Population	Sample	Sampling Methods
Headteachers/Deputy Headteachers	06	06	Census
Teachers	123	82	Cluster sampling
Student Leaders	68	44	Cluster sampling
Total	197	132	

Source: Nakapiripirit Education Registry (2024)

3.4 Sampling Techniques

For this study, the respondents were sampled using census and cluster sampling. Headteachers and deputy head teachers were chosen by a census, and teachers and student leaders were chosen through cluster sampling. According to Amin (2005), cluster sampling was chosen because it prevents researcher bias and gives every member of the targeted population an equal chance of being chosen from among the many clusters (schools).

3.5 Data Collection Methods and Instruments

3.5.1 Data Collection Methods

The study adopted the survey method in which the self-administered questionnaire was used, interview method and the focus group discussion method in which an interview guide and a focus group discussion guide were used.

3.5.2 Data Collection Instruments

Questionnaire: According to Mugenda & Mugenda (2003), questionnaires are composed of a series of items designed to fulfill particular study objectives. Since a questionnaire is the most popular tool for gathering data in educational research, a structured questionnaire was employed in the data collecting process (Amin, 2005). Demographic questions about the respondents' age, gender, and educational attainment as well as their work status and academic credentials were included in the questionnaire. Items to determine the status of the communication styles (aggressive, passive-aggressive, assertive, and passive) in the secondary schools in the Nakapiripirit District were also included in the questionnaire.

In a similar vein, the questionnaire evaluated the district's secondary schools' teacher performance data. Since the questionnaires required reading, comprehending, and writing the proper answers to the items, they were given to the chosen teachers who were assumed to be literate. Because it had predetermined responses, the instrument was adaptable and simple to create and evaluate (Mugenda & Mugenda, 2003). A Likert scale with four points—1 for strongly disagreeing, 2 for disagreeing, 3 for agreeing, and 4 for highly agreeing – was employed.

Interview Guide: Face-to-face communication between the interviewer and the interviewee is known as an interview (Kothari, 2003). As key informants, head teachers and

deputy head teachers were interviewed face-to-face using an interview guide that included open-ended questions about the impact of communication styles on teacher performance in the secondary schools in the Nakapiripirit District.

Focus Group Discussion Guide: Organizing focus groups involves the researcher and groups of three to eight people interacting face-to-face (Kothari, 2003). Student leaders served as key informants, and their responses were gathered through in-person interactions using a focus group discussion guide that included open-ended questions about the impact of communication styles on teacher performance in the secondary schools in the Nakapiripirit District.

3.6 Data Collection Procedure

The researcher was introduced to the Chief Administrative Office (CAO) by a letter from the university, and the CAO subsequently informed the District Education Officer (DEO) to give the researcher access to head teachers, teachers, and student leaders in the district's secondary schools. Additionally, the tested questionnaires that were given to the respondents came with a letter of support attached. Before the procedure started, arrangements for the data collection process were collaboratively decided upon with the DEO. This was done to prevent mistrust and a lack of response, particularly among educators.

3.7 Quality Control

Under this component, two important procedures were carried out to ensure that the data collected yielded a measure of accuracy and dependability.

3.7.1 Validity

The degree to which data collection tools yield the anticipated findings in a study is known as its validity (Amin, 2005). The researcher tried to get at least 70% or 0.70 validity coefficients. This is due to the claim made by Kathuri & Pals (1993) that study items are considered legitimate if their validity coefficients are at least 70%. The Content Validity Index (CVI) was calculated to assess validity. Three experts (supervisors) were given the instruments to score each item on the scale as either very relevant (VR) or relevant (R), based on how important each item was to the objectives. The

researcher then calculated the Content Validity Index (CVI) of the data gathering tool based on the ranking. the formula below was used for the computation.

$$(VR + R) \div \text{Total number of Items}$$

That is to say that the computation of CVI was from the summation of VR + R divided by the total number of items in the questionnaire. The results are presented in Table 3.2.

Table 3.2: Results of Validity Test

Rating of Items	Number	Computation of CVI
Very Relevant (VR)	11	CVI = VR + R ÷ Total
Relevant (R)	19	CVI = 11 + 19 ÷ 38
Total of (VR+R)	30	30 ÷ 38 = 0.789
Number of Items	38	Approx - 0.79

Source: Primary data (2024)

The results of the computation of CVI revealed a value of 0.79 which was interpreted basing on the George & Mallery (2003). The George and Mallery scale (2003), indicates that if the computed CVI lies between 1 - 0.9 = Excellent; 0.8 - 0.89 = Good; 0.70 - 0.79 = Acceptable; 0.60 - 0.69 = Questionable; 0.50 - 0.59 = Poor; and 0.0 - 0.5 = Unacceptable. Therefore, a value of 0.79 implied that the instrument had good validity thus, suitable for use in data collection.

3.7.2 Reliability

The degree of consistency in the outcomes that the instruments offer is a measure of the instruments' reliability (Mugenda & Mugenda, 2003). To guarantee consistency in the study's findings, the data gathering tools were piloted and reliability validated. The Chronbach Alpha correlation coefficient formula was used to assess the instrument's dependability. The reliability of the instrument was tested using the data gathered during the pilot trial, and the results are shown in Table 3.3 of the Statistical Package for Social Scientists (SPSS) software.

Table 3.3: Reliability of the Questionnaire

Construct tested	Alpha (α) Values
Passive Communication Style	0.78
Aggressive Communication Style	0.87
Passive-Aggressive Communication Style	0.77
Assertive communication Style	0.78
Academic Staff performance	0.78
Average Alpha Value	0.80

Source: Primary data (2024)

From the results in Table 3.3, the average Alpha (α) Value was found to be 0.80 which according to George *et al* (2003) implied that the questionnaire was of excellent reliability. The researcher then went ahead to collect data using a valid and reliable questionnaire.

3.7.3 Validity and reliability of Qualitative Tools

To ascertain the trustworthiness of qualitative data collected through interviews, the researcher endeavored to uphold the four criteria that guarantee quality of data (Morse, 2015). These are credibility, dependability, conformability and transferability by ensuring that the methodology chosen is well explained and justified (Morse, 2015). In this study, the researcher has endeavored to provide explanation and justification for each method that will be used. To ensure dependability, the researcher endeavored to provide sufficient information such that another researcher can follow the same procedural steps to verify the findings of this study. According to Morse (2015), for conformability, the researcher showed how the findings of the study were arrived at through a detailed description and use of quotations. To ensure transferability, the researcher provided a clear description of the context in which this study performed and how it shaped the findings. Further, during qualitative data collection, the researcher used triangulation to cross-examine the views provided by the participants. This

further enhanced the quality of data collected.

3.8 Measurement of Variables

The questionnaire's communication styles variables were assessed using an ordinal scale and a four-point Likert scale format (Strongly Disagree = 1; Disagree = 2; Agree = 3; and Strongly Agree = 4), which was taken from Firdaus (2006) and adjusted to meet the study's goals. Each of the constructions in the independent and dependent variables was used to divide the questionnaire into different sections. The means and standard deviation produced by the SPSS software were used to analyze the responses from the questionnaire's Likert scale, and a suitable scale for interpreting the means was employed. The conventional regression (p-value = 0.05) served as the basis for interpreting the regression analysis results. The variable would have had a strong positive impact on teacher performance if the computed value was below the standard; conversely, if the computed value was above the standard, the variable's impact on teacher performance would have been negligible.

3.9 Data Processing and Analysis

The gathered data was edited, coded, and input into a computer program called SPSS. The impact of communication styles on secondary school teachers' performance was then examined using both descriptive statistics (frequencies, averages, and standard deviation) and inferential statistics (regression). Thematic analysis and content analysis were used to examine the qualitative information gathered from focus groups and interviews. To facilitate accurate interpretation and conclusion-making, the studied data has been given in tabular format.

3.10 Ethical Considerations

After requesting the university's approval of the project, the researcher received an introduction letter allowing her to enter the field. Before gathering any data from the respondents in the field, the researcher

obtained their consent. By guaranteeing the confidentiality of the respondents and the data supplied, the researcher respected the respondents' anonymity during the data collection process. This was accomplished by giving them the guarantee that the data they submitted would only be used for academic research and that no one would know who they were. This was emphasized in the questionnaire's introduction or prior to the focus group and interview discussions. To prevent personal prejudice, objectivity and honesty were taken into consideration when composing the report.

3.11 Limitations of the Study

Businesses are often concerned about the security and distribution of data related to their operations. The most likely restriction was on access to information that the secondary schools deemed classified. The respondents had the option to withhold information about their schools, particularly the teachers. Nonetheless, it was hoped that the university's letter of introduction and an open dialogue about the importance of the study with the CAO and the DEO would foster a cordial atmosphere and grant authorization to evaluate such sensitive material. The response rate was another potential limiting element that might have impacted the study's dependability. To guarantee the appropriateness of the response level, the researcher did, however, make sure that a response rate was computed. In cases where it was low, further surveys were sent out to make sure the right threshold was reached.

CHPATER FOUR

PRESENTATION ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents the analyses, interpretation of findings on the study on headteacher communication styles and teacher performance in the secondary schools in Nakapiripirit District. The chapter presents findings on the response rate, the respondents' demographic characteristics and empirical findings on each objective of the study.

4.1 Response Rate

Using an appropriate sample size in carrying out research is important. This is normally empirically determined to ensure that it is representative of the population of study. However, having an appropriate sample is one thing but having all the sampled respondents responding to the items is more important. Therefore, it is important to always ascertain the response rate to find out if the appropriate proportion of the sample was able to provide responses. This is an important aspect in terms of reliability of the findings. The response rate was computed and the findings are presented in Table 4.1.

Table 4.1: Response Rate

Category of Respondents		Targeted Sample	No. that Responded	Percentage Response
Headteachers/Deputy teachers	head	06	04	66.7%
Teachers		82	82	100.0%
Student Leaders		44	38	86.4%
Total		132	124	93.9%

Source: Primary data (2024)

The study targeted 6 head teachers and only 4 were interviewed giving a response rate of 66.7%. Also, a total of 82 questionnaires were delivered to the teachers and all of them were duly completed and returned, giving a response rate of 100%. However, 44 student leaders were targeted and 38 of them participated giving a response rate of 86.4%. The overall response rate was found to be 93.9% and according to Wambui (2013) such a response rate was considered credible.

The response rate for the study in Table 4.1 indicates that data was collected from a sufficient number of respondents. According to Wambui (2013) while deliberating on works of Mugenda and Mugenda (2009) in research, a response rate of 60% is good and a response of 70% and above is excellent. Hence, the collected data and findings derived the study can be relied on based on the sampled response rate of 93.9% response that is above the required average which is 70%.

4.2 Demographic Data of Respondents:

The study used structured self-administered questionnaires for data collection and there was a section for collection of demographic data of respondents. This sub-section presents demographic data of the respondents of the study who completed the structured self-administered questionnaire. The importance of collecting and describing the characteristics of research respondent has been reiterated by several scholars (Creswell, 2016). At least, information needs to be provided about respondents' age, gender, race/ethnicity, social-economic status, educational level and languages spoken. Provision of these characteristics helps in the interpretation of results (Creswell, 2016). Without inclusion of such information, researchers' risk assuming the stance of absolutism which assumes that the phenomena of interest are the same regardless of culture, race/ethnicity and social-economic status (Beins, 2009). Therefore, in this respect, the following sub-sections present the demographic characteristics of respondents of the study on the effect of communication styles on teacher performance in the secondary schools in Nakapiripirit District.

4.2.1 Descriptive Statistics on Gender of Respondents

The data in Table 4.2 shows the descriptive statistics on the gender of the respondents in the study.

Table 4.2: Gender of Respondents

Gender of Respondent	Frequency	Percent	Valid Percent	Cumulative Percent
Male	34	41.5	41.5	41.5
Female	48	58.5	58.5	100.0
Total	82	100.0	100.0	

Source: Primary data (2024)

Table 4.2 indicates that majority, 58.5% of the teachers who participated in the study were female and 41.5% of them were male. This is a true representation of proportions of female to male teachers in the secondary schools in Nakapiripirit District. There are more female teachers than male teachers employed in the secondary schools in Nakapiripirit District. This implies that data collected was from sizable and representative section of the population under study, thus, the results can be generalized to the entire population of study.

4.2.2 Description of the Respondents by Age Bracket

The data in Table 4.3 shows the descriptive statistics on the age brackets of the respondents in the study.

Table 4.3: Age Bracket of Respondent

Age Brackets of Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
20-29 Years	14	17.1	17.1	17.1
30-39 years	67	81.7	81.7	98.8
40-49 years	1	1.2	1.2	100.0
Total	82	100.0	100.0	

Source: Primary data (2024)

Data in Table 4.3 indicates that majority of the respondents, 81.7% were between the age of 30 and 39 years, followed by 17.1% aged 20 - 29 years; and only 1.2% were in the age bracket of 40-49 years. This means the researcher engaged respondents of tender age capable of explaining circumstances that relate to effects of communication style on teacher performance in the secondary schools in Nakapiripirit District. This implies that majority of the people engaged were the most productive part of the population aged between 20 and 40 years; and the information provided by them is credible and reliable to infer the findings of the study to the entire population of teachers in the secondary schools in Nakapiripirit District.

4.2.3 Description of the Respondents by Level of Education

The data in Table 4.4 shows the descriptive statistics on the level of education of the respondents in the study.

Table 4.4: Proportions of Respondents by Level of Education

Level of Education	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma Level	17	20.7	20.7	20.7
Degree Level	36	43.9	43.9	64.6
Masters Level	29	35.4	35.4	100.0
Total	82	100.0	100.0	

Source: Primary data (2024)

Data in Table 4.4 indicates that majority of the respondents, 43.9% were teachers holding degrees in education; followed by 35.4% with masters' degrees and at least 20.7% of them had diplomas in education. This means that all the teachers were qualified for the level of education they were expected to have to qualify to teach at secondary schools level. This implies that by qualification, the teachers qualified to participate in the study and it is hoped that the data they provided was sufficient to make the conclusions that this study provides in chapter six.

4.2.4 Description of the Respondents by Marital Status

The data in Table 4.5 shows the descriptive statistics on the marital status of the respondents in the study.

Table 4.5: Marital Status of Respondents

Marital Status of Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
Single	24	29.3	29.3	29.3
Married	58	70.7	70.7	100.0
Total	82	100.0	100.0	

Source: Primary data (2024)

Data in Table 4.5 revealed that 70.7% of the respondents were married while 29.3% of them were living single lives. Marital status is associated with responsibility. This implied that majority of the respondents were responsible people whose information can be relied on. Therefore, the data they provided was considered reliable for drawing conclusions for the study.

4.3 Passive Communication Style and Teacher Performance

Objective one of this study sought to establish the effect of head teachers' application of the passive communication style on teacher performance in secondary schools in Nakapiripirit District. For this objective, teacher performance was the dependent construct while passive communication style was the independent construct. Therefore, in order to establish the effect, descriptive statistics on the constructs were first generated by use of the Statistical Package for Social Scientists (SPSS ver. 20) and then inferential statistics were generated by regressing the transformed overall values (means) of the two variables.

4.3.1. Descriptive Statistics on Teacher Performance

The self-administered questionnaires for respondents had 10 items on teacher performance. Each of the respondents was required to indicate by ticking whether he/she strongly disagreed, disagreed, agreed or strongly agreed to each item statement. Analysis of their responses in terms of frequency and percentage, mean and standard deviation generated by use of the SPSS is presented in Table 4.6.

Table 4.6: Descriptive Statistics on Teacher Performance in the Schools

Items on Teacher Performance	SD (%)	D (%)	A (%)	SA (%)	Mean	Std. Dev
I always make schemes of work as required	37.8 (31/82)	17.1 (17/82)	23.2 (19/82)	22.0 (18/82)	2.29	1.191
I always make lesson plans before I go to teach my students	41.5 (34/82)	8.5 (7/82)	32.9 (27/82)	17.1 (14/82)	2.26	1.174
I make comprehensive lesson notes for most students	56.1 (46/82)	4.9 (4/82)	19.5 (16/82)	19.5 (16/82)	2.02	1.247
I prepare the instructional materials well in advance	63.4 (52/82)	7.3 (6/82)	20.7 (17/82)	8.5 (7/82)	1.74	1.064
I deliver every lesson as scheduled on the timetable	57.3 (47/82)	12.2 (10/82)	11.0 (9/82)	19.5 (16/82)	1.93	1.215
During lesson delivery, I provide appropriate explanation of the content to the students	48.8 (40/82)	0.0 (0/82)	19.5 (16/82)	31.7 (26/82)	2.34	1.363
During delivery, I often engage students in discussion so that they can actively participate in the learning process	50.0 (41/82)	0.0 (0/82)	30.5 (25/82)	19.5 (16/82)	2.20	1.252
I always provide support to individual students especially the academically challenged	34.1 (28/82)	1.2 (1/82)	58.5 (48/82)	6.1 (5/82)	2.37	1.025
I assess student learning as often as possible	51.2 (42/82)	4.9 (4/82)	22.0 (18/82)	22.0 (18/82)	2.15	1.268
Always after assessment, I provide feedback/counseling to the students for improvement	61.0 (50/82)	11.0 (9/82)	12.2 (10/82)	15.9 (13/82)	1.83	1.163
Overall Mean					2.11	

Source: Primary data (2024)

Legend for Interpretation of Overall Mean Values

<i>Rating</i>	<i>Mean Values</i>	<i>Interpretation</i>
<i>4. Strongly agree</i>	<i>3.01-4.0</i>	<i>High teacher performance</i>
<i>3. Agree</i>	<i>2.01-3.0</i>	<i>Moderate teacher performance</i>
<i>2. Disagree</i>	<i>1.01-2.0</i>	<i>Fair teacher performance</i>
<i>1. Strongly Disagree</i>	<i>0.00-1.0</i>	<i>Weak teacher performance</i>

Data in Table 4.6 revealed that 22.0% (18/82) of the respondents strongly agreed while 23.2% (19/82) of them agreed that they always made schemes of work as required. However, 37.8 (31/82) strongly disagreed while 17.1% (14/82) of them disagreed that they always made schemes of work as required. This implies that in most schools the teachers always made schemes of work as required by the teaching profession. In other words, some of the teacher did their responsibility while some other did not execute their responsibility as required.

The findings in Table 4.6 also revealed that 32.9% (27/82) of the respondents agreed while 17.1% (17/82) of them strongly agreed that they always made lesson plans before they went to teach their students. However, 8.5% (7/82) of them disagreed as another 41.5% (32/82) of them strongly disagreed that they always made lesson plans before they went to teach their students. This implies that majority of the teachers did not always make lesson plans before going to teach the children. However, some of them did their best to make the lesson plans before going to class to teach children.

Furthermore, the findings revealed that 19.5% (6/82) of the respondents strongly agreed while another 19.5% (16/82) of them agreed that they made comprehensive lesson notes for the students. On the contrary, 56.1% (46/82) of the respondents strongly disagreed while 4.9% (4/82) of them disagreed that they made comprehensive lesson notes for the students. This implies that most of the teachers did not make lesson notes for the students in the schools. This becomes challenging for students in rural places because they do not have access to text books to be able to make their own notes. Ultimately this affects the performance of the students in such schools.

Similarly, the findings in Table 4.6 showed that 8.5% (7/82) of the respondents strongly agreed while 20.7% (17/82) of them agreed that they prepared the instructional materials well in advance. However, at 63.4% (52/82) of them strongly disagreed while 7.3% (6/82) of them disagreed that

they prepared the instructional materials well in advance. This implied that most of the teachers in the secondary schools in Nakapiripirit district did not prepare instructional materials well in advance. This may also imply that most of them teach without use of instructional materials.

The findings also showed that 11.0% (9/82) of the respondents agreed while 19.5% (16/82) of the respondents strongly agreed that they delivered every lesson as scheduled on the timetable. However, 57.3 (47/82) of the respondents strongly disagreed while 12.2% (10/82) of them disagreed that they delivered every lesson as scheduled on the timetable. This further implied majority of the teachers in the secondary schools in Nakapiripirit district did not deliver every lesson as scheduled on the timetables. This means there was no time on task followed by the teachers. This definitely affects teacher performance and ultimately students' performance.

Furthermore, 19.5% (16/82) of the respondents agreed while 31.7% (26/82) of them strongly agreed that during lesson delivery, they provided appropriate explanation of the content to the students. On the other hand, 48.8% (40/82) of the respondents strongly disagreed that during lesson delivery, they provided appropriate explanation of the content to the students. This further implied that most of the teachers tried to provide appropriate explanation to the students during lesson delivery. However, a significant proportion of the teachers did not provide appropriate explanation to students during lesson delivery. This was a serious weakness in the schools.

The findings further indicated that 19.5% (16/82) of the respondents agreed while 30.5% (25/82) of them strongly agreed that during delivery, they often engaged students in discussion so that they could actively participate in the learning process. However, 50.0% (41/82) of the respondents strongly disagreed that during delivery, they often engaged students in discussion so that they could actively participate in the learning process. This implied that according to the respondents, some of the teachers often engaged the

students in discussion while others did not often engage the students in discussion.

Furthermore, the findings revealed 6.1% (5/82) of the respondents agreed while 58.5% (48/82) of them strongly agreed that they always provided support to individual students especially the academically challenged. However, at least 1.2% (1/82) of the respondents disagreed while 34.1% (28/82) of them strongly disagreed that they always provided support to individual students especially the academically challenged. This implied that although most of the respondents acknowledged that they always provided support to individual students especially the academically challenged; some of them disagreed implying there were teachers who did not provide support to the individual students.

The findings also indicated that 22.0% (18/82) of the respondents agreed while another 22.0% (18/82) of them strongly agreed that they assessed student learning as often as possible. However, at least 51.2% (42/82) of the respondents strongly disagreed as 4.9% (4/82) of them disagreed that I assess student learning as often as possible. This implied that majority of the teachers in secondary schools in Nakapiripirit district did not assess learners as often as possible.

Further still, 12.2% (10/82) of the respondents agreed while 15.9% (13/82) of them strongly agreed that they always after assessment, provided feedback/counseling to the students for improvement. On the contrary 61.0% (50/82) of the respondents strongly disagreed as another 11.0% (9/82) disagreed that they always after assessment, provided feedback/counseling to the students for improvement. This again implied that not all teachers provided feedback after every assessment of learning. The overall mean for all the items on teacher performance was 2.11 which according to the legend implied that according to the respondents, there was moderate teacher performance in the secondary schools in Nakapiripirit district.

4.3.2. Descriptive Statistics on Passive Communication Style

The self-administered questionnaires for respondents had 10 items on application of the passive communication style in the schools. Each of the respondents was required to indicate by ticking whether he/she strongly disagreed, disagreed, agreed or strongly agreed to each item statement. Analysis of their responses is presented in Table 4.7.

Table 4.7: Descriptive Statistics on Passive Communication Style

Items on Passive Communication Style	SD (%)	D (%)	A (%)	SA (%)	Mean	Std. Dev
The headteacher normally avoids expressing his opinions/feelings when talking to teachers	32.9 (27/82)	3.7 (3/82)	1.2 (1/82)	62.2 (51/82)	2.93	1.412
The headteacher always avoids situations that can lead to conflict/debate with teachers	46.3 (38/82)	2.4 (2/82)	15.9 (13/82)	35.4 (29/82)	2.40	1.378
The headteacher is typically quiet, prefers to hold one-on-one conversations with teachers.	54.9 (45/82)	2.4 (2/82)	8.5 (7/82)	34.1 (28/82)	2.22	1.406
The headteacher often refers teachers to others (deputies, director of studies) for decision-making	62.2 (51/82)	1.2 (1/82)	8.5 (7/82)	28.0 (23/82)	2.02	1.361
The headteacher normally protects his rights, identifies/seeks to meet his needs	62.2 (51/82)	1.2 (1/82)	7.3 (6/82)	29.3 (24/82)	2.04	1.374
It is usually difficult to determine if the headteacher needs anything from the teachers	68.3 (56/82)	2.4 (2/82)	14.6 (12/82)	14.6 (12/82)	1.76	1.171
The headteacher finds difficulty in maintaining eye contact with the teachers	73.2 (60/82)	00 (0/82)	11.0 (9/82)	15.9 (13/82)	1.70	1.183
The headteacher keeps apologizing to teachers whenever things become challenging	70.7 (58/82)	6.1 (5/82)	12.2 (10/82)	11.0 (9/82)	1.63	1.072
The headteacher sometimes struggles to express his feelings/needs to teachers	74.4 (61/82)	00 (0/82)	14.6 (12/82)	11.0 (9/82)	1.62	1.096
The headteacher normally finds it difficult to say no to projects/requests from teachers	43.9 (36/82)	4.9 (4/82)	11.0 (9/82)	40.2 (33/82)	2.48	1.399
Overall Mean					2.37	

Source: Primary data (2024)

Legend for Interpretation of Overall Mean Values

Rating	Mean Values	Interpretation
4. Strongly agree	3.01-4.0	Passive communication style always used
3. Agree	2.01-3.0	Passive communication style often used
2. Disagree	1.01-2.0	Passive communication style seldom used
1. Strongly Disagree	0.00-1.0	Passive communication style rarely used

Data in Table 4.7 revealed that 62.2% (51/82) of the respondents strongly agreed while 1.2% (1/82) of them agreed that the head teachers normally avoided expressing their opinions/feelings when talking to teachers. However, 32.9 (27/82) strongly disagreed while 3.7% (3/82) of them

disagreed that the head teachers normally avoided expressing their opinions/feelings when talking to teachers. This implies that in most schools the head teachers normally avoided expressing their opinions/feelings when talking to teachers. In other words, some of the head teachers were passively communicating to the teachers while others did not passively communicate to the teachers.

The findings in Table 4.7 also revealed that 15.9% (13/82) of the respondents agreed while 35.4% (29/82) of them strongly agreed that the head teachers always avoided situations that could lead to conflict/debate with teachers. However, 2.4% (2/82) of them disagreed as another 46.3% (38/82) of them strongly disagreed that the head teachers always avoided situations that could lead to conflict/debate with teachers. This implies that majority of the head teachers were acting more passively when communicating to the teachers in the secondary schools in Nakapiripirit district.

Furthermore, the findings revealed that 34.1% (28/82) of the respondents strongly agreed while another 8.5% (7/82) of them agreed that the head teachers were typically quiet, preferred to hold one-on-one conversations with teachers. On the contrary, 54.9% (45/82) of the respondents strongly disagreed while 2.4% (2/82) of them disagreed that the head teachers were typically quiet, preferred to hold one-on-one conversations with teachers. This implies that most of the head teachers did not act boldly but were rather shy in dealing with many teachers at a go. This is typical of passive communication in schools.

Similarly, the findings in Table 4.7 showed that 28.0% (23/82) of the respondents strongly agreed while 8.5% (7/82) of them agreed that the head teachers often referred teachers to others (deputies, director of studies) for decision-making. However, at 62.2% (51/82) of them strongly disagreed while 1.2% (1/82) of them disagreed that the head teachers often referred teachers to others (deputies, director of studies) for decision-making. This

implied that most of the head teachers in the secondary schools in Nakapiripirit district were acting passively and preferring to use other people like deputy head teachers and directors of studies to do their work.

The findings also showed that 7.3% (6/82) of the respondents agreed while 29.3% (24/82) of the respondents strongly agreed that the head teachers normally protected their rights, identified/sought to meet their needs. However, 62.2 (51/82) of the respondents strongly disagreed while 1.2% (1/82) of them disagreed that the head teachers normally protected their rights, identified/sought to meet their needs. This further implied majority of the head teachers in the secondary schools in Nakapiripirit district were passively communicating with the teachers. This means there in most cases the head teachers were not bothered about sharing with all the teachers as a team but often focused on themselves. This is typical of passive people.

Furthermore, 14.6% (12/82) of the respondents agreed while another 14.6% (12/82) of them strongly agreed that it was usually difficult to determine if the head teachers needed anything from the teachers. On the other hand, 68.3% (56/82) of the respondents strongly disagreed while 2.4% (2/82) of them disagreed that it was usually difficult to determine if the head teachers needed anything from the teachers. This further implied that most of the head teachers were not very open to the rest of the teachers in the secondary schools in Nakapiripirit district.

The findings further indicated that 11.0% (9/82) of the respondents agreed while 15.9% (13/82) of them strongly agreed that the head teachers found difficulty in maintaining eye contact with the teachers. However, 73.2% (60/82) of the respondents strongly disagreed that the head teachers found difficulty in maintaining eye contact with the teachers. This implied that according to the respondents, most of the head teachers were often bold enough to face the teachers through maintenance of eye contact.

Furthermore, the findings revealed 12.2% (10/82) of the respondents agreed while 11.0% (9/82) of them strongly agreed that the head teachers kept apologizing to teachers whenever things became challenging. However, at least 6.1% (5/82) of the respondents disagreed while 70.7% (58/82) of them strongly disagreed that the head teachers kept apologizing to teachers whenever things became challenging. This implied that although most of the respondents acknowledged that their head teachers sometimes acted passively, they also indicated that at times the head teachers also stand their ground and do not apologize to teachers if things went wrong somewhere.

The findings also indicated that 14.6% (12/82) of the respondents agreed while another 11.0% (9/82) of them strongly agreed that the head teachers sometimes struggled to express their feelings/needs to teachers. However, 74.4% (61/82) of the respondents strongly disagreed that the head teachers sometimes struggled to express their feelings/needs to teachers. This implied that majority of the head teachers in secondary schools in Nakapiripirit district bold enough to express their feeling to the teachers. That means that most of the head teachers were bold enough and would have the courtesy to tell the teachers whatever they felt about them without any fear.

Further still, 11.0% (9/82) of the respondents agreed while 40.2% (33/82) of them strongly agreed that the head teachers normally found it difficult to say no to projects/requests from teachers. On the contrary 43.9% (360/82) of the respondents strongly disagreed as another 4.9% (4/82) disagreed that the headteacher normally found it difficult to say no to projects/requests from teachers. This again implied that not all head teachers were bold enough to tell their teachers in their face save a few. The overall mean for all the items on head teacher's passive communication in the secondary schools in Nakapiripirit District was 2.37 which according to the legend implied that according to the respondents,

passive communication style was often used by the head teachers in the secondary schools in Nakapiripirit district.

4.3.3. Relatedness of Passive Communication Style to Teacher Performance

Since objective one of this study sought to establish the effect of passive communication style on teacher performance in the secondary schools in Nakapiripirit District, it was necessary to generate inferential statistics that would provide an appropriate conclusion to the objective. However, before, considering the effect of one variable to another, it is prudent to ascertain their relatedness. Therefore, the results in Table 4.8 show the relatedness of the data from the passive communication style and teacher performance in secondary schools in Nakapiripirit District.

Table 4.8: Relatedness of Passive Communication Style and Teacher Performance in the Secondary Schools in Nakapiripirit District (Coefficients)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.295	.341		3.796	.000
Passive Communication Style	.360	.132	.291	2.719	.008

a. Dependent Variable: Teacher Performance

The results in Table 4.8 indicated a significance value (Sig) of .008 implying that passive communication style and teacher performance are significantly related to each other in the secondary schools in Nakapiripirit District.

4.3.4. Regression Analysis

In order to determine the effect of head teachers' application of passive communication style on teacher performance in the secondary schools in Nakapiripirit District, a linear regression was run using the transformed

overall means in Table 4.6 (i.e., 2.11) for teacher performance and that in Table 4.7 (i.e., 2.37) for the head teachers' application of passive communication style in the secondary schools. Therefore, the extent or magnitude of effect of one variable on another as measured by the results from the model summary from the regression analysis is presented in the following tables below.

Table 4.9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.291 ^a	.085	.073	1.221

a. Predictors: (Constant), Passive Communication Style

In interpreting the results in Table 4.9, the R square value, which is the coefficient of determination, is considered important. This represents the magnitude by which a change in the independent variable affects the dependent variable. From the results in Table 4.9, the R square value was .085 which can be converted to percent ($.085 \times 100$) giving 8.5%. In other words, according to data from the respondents, head teachers' application of passive communication style accounts for only 8.5% of the teacher performance in the secondary schools in Nakapiripirit District. This means that for every unit use of passive communication style by the headteacher, there was a 8.5% improvement in teacher performance in the secondary schools in Nakapiripirit District. To determine whether or not such a magnitude causes a significant effect, the ANOVA results in Table 4.10 were considered.

Table 4.10: Effect of Passive Communication Style on Teacher Performance in the Secondary Schools in Nakapiripirit District (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	11.020	1	11.020	7.394	.008 ^b
Residual	119.224	80	1.490		
Total	130.244	81			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Passive Communication Style

The data in Table 4.10 revealed that the significance (Sig) value from respondents' data was found to be .008 which was less than 0.05 (the standard). Therefore, at R^2 .085; $p=.008 < .05$ implying that according to respondents, head teachers' application of passive communication style has a significant effect on teacher performance in the secondary schools in Nakapiripirit District.

4.3.5. Qualitative Data from Interviews with Key Informants

The data collected through face-to-face interviews with the key informants, closely corroborated with the descriptive statistics. For instance, in a face-to-face interview with key informant KI-01, he said;

“Our headteacher normally avoids expressing his opinions or feelings about serious issues in school when talking to teachers. He prefers to let things go even when they sometimes they may be dangerous to school administration. One time we almost experienced a strike which he knew about but he could not share openly with the teachers.”

In another face-to-face interview, a female key informant (KI-03) said:

“The way our headteacher acts sometimes leaves teachers lost and without direction. This is unfortunate and yet there is need for the voice from him as an administrator to provide direction

to the staff on school matters. This sometimes affects teacher performance in the school.”

Similarly, KI-02 said;

“Our headteacher is typically quiet and does not seek opinions of teachers on administrative matters. He often directs the deputy to deal with teachers. So whenever the deputy is not in school, there is no direction and sometimes teacher sit in small groups talking and gossiping instead of being in classes teaching.”

Furthermore, in another face-to-face interaction, KI-04 said

“In my opinion I think that the nature of communication displayed by the headteacher does affect teacher performance. Headteachers who are lukewarm do not direct teacher to do their work, they simply think the teachers know their responsibility and they will do it. This is a myth and any passive headteacher needs to style-up.”

Generally, the respondent teachers acknowledged that in most cases the head teachers were not bothered about sharing with all the teachers as a team but often focused on themselves. Ultimately the passiveness negatively affected teacher performance in the schools.

4.4 Aggressive Communication Style and Teacher Performance

Objective two of this study sought to establish the effect of head teachers' application of the aggressive communication style on teacher performance in secondary schools in Nakapiripirit District. For this objective, teacher performance was the dependent construct while aggressive communication style was the independent construct. Therefore, in order to establish the effect, descriptive statistics on the constructs were first generated by use of the Statistical Package for Social Scientists (SPSS ver. 20) and then inferential statistics were generated by regressing the transformed overall

values (means) of the two variables. However, the descriptive statistics for teacher performance were already presented under objective one and so there was no need to repeat the presentation of data on teacher performance under this objective.

4.4.1. Descriptive Statistics on Aggressive Communication Style

The self-administered questionnaires for respondents had 10 items on aggressive communication style. Each of the respondents was required to indicate by ticking whether he/she strongly disagreed, disagreed, agreed or strongly agreed to each item statement. Analysis of their responses in terms of frequency and percentage, mean and standard deviation generated by use of the SPSS is presented in Table 4.11.

Table 4.11: Descriptive Statistics on Aggressive Communication Style

Items of Aggressive Communication Style	SD (%)	D (%)	A (%)	SA (%)	Mean	Std. Dev
The headteacher often violates the rights of teachers when he communicates	4.9 (4/82)	1.2 (1/82)	8.5 (7/82)	85.4 (70/82)	1.74	.717
The headteacher is always dominates any discussion with teachers	9.8 (8/82)	6.1 (5/82)	28.0 (23/82)	56.1 (46/82)	1.30	.965
The head teachers' communication to teachers is always driven by anger	4.9 (4/82)	2.4 (2/82)	15.9 (13/82)	76.8 (63/82)	1.65	.760
The headteacher is always judgmental in the event of challenges	9.8 (8/82)	15.9 (13/82)	30.5 (25/82)	43.9 (36/82)	2.09	.996
The headteacher is normally rigid in his discussions with teachers	31.7 (26/82)	14.6 (12/82)	14.6 (12/82)	39.0 (32/82)	2.61	1.293
The headteacher always insists that his decisions are the right ones	31.7 (26/82)	15.9 (13/82)	19.5 (16/82)	32.9 (27/82)	1.54	1.249
The headteacher often creates a hostile environment when confronted by teachers	12.2 (10/82)	4.9 (4/82)	36.6 (30/82)	46.3 (38/82)	2.17	.991
In his communication, the headteacher often makes uncomfortable eye-contact	15.9 (13/82)	00 (0/82)	3.7 (3/82)	80.5 (66/82)	1.49	1.103
The headteacher usually disregards teachers' personal space	93.9 (77/82)	00 (0/82)	00 (0/82)	6.1 (5/82)	1.18	.722
The headteacher often crosses with teachers on a number of issues	14.6 (12/82)	00 (0/82)	2.4 (2/82)	82.9 (68/82)	1.54	1.068
Overall Mean					1.62	

Source: Primary data (2024)

Legend for Interpretation of Overall Mean Values

Rating	Mean Values	Interpretation
4. Strongly agree	3.01-4.0	Aggressive communication style always used
3. Agree	2.01-3.0	Aggressive communication style often used
2. Disagree	1.01-2.0	Aggressive communication style seldom used
1. Strongly Disagree	0.00-1.0	Aggressive communication style rarely used

Data in Table 4.11 revealed that 85.4% (70/82) of the respondents strongly agreed while 8.5% (7/82) of them agreed that the headteacher often violated the rights of teachers when they communicated. However, 4.9 (4/82) strongly disagreed while 1.2% (1/82) of them disagreed that the headteacher often violated the rights of teachers when they communicated.

This implies that in most schools the head teachers were rather aggressive to the teachers in their communication.

The findings in Table 4.11 also revealed that 28.0% (23/82) of the respondents agreed while 56.1% (46/82) of them strongly agreed that the head teachers always dominated any discussion with teachers. However, 6.1% (5/82) of them disagreed as another 9.8% (8/82) of them strongly disagreed that the head teachers always dominated any discussion with teachers. This implies that majority of the head teachers were aggressive in nature. However, some of them were not aggressive in their communication with the teachers.

Furthermore, the findings revealed that 76.8% (63/82) of the respondents strongly agreed while another 15.9% (13/82) of them agreed that the head teachers' communication to teachers was always driven by anger. On the contrary, 4.9% (4/82) of the respondents strongly disagreed while 2.4% (2/82) of them disagreed that the head teachers' communication to teachers was always driven by anger. This implies that most of the head teachers' communication was rather aggressive save for a few of the head teachers.

Similarly, the findings in Table 4.11 showed that 43.9% (36/82) of the respondents strongly agreed while 30.5% (25/82) of them agreed that the head teachers were always judgmental in the event of challenges. However, 9.8% (8/82) of them strongly disagreed while 15.9% (13/82) of them disagreed that the head teachers were always judgmental in the event of challenges. This implied that most of the head teachers in the secondary schools in Nakapiripirit district acted more aggressively than passive.

The findings also showed that 39.0% (32/82) of the respondents agreed while 14.6% (12/82) of the respondents strongly agreed that the head teachers were normally rigid in their discussions with teachers. However, 31.7% (26/82) of the respondents strongly disagreed while 14.6% (12/82) of them disagreed that the head teachers were normally rigid in their discussions with teachers. This further implied majority of the head

teachers in the secondary schools in Nakapiripirit district were rather aggressive in their communication with the teachers.

Furthermore, 19.5% (16/82) of the respondents agreed while 32.9% (27/82) of them strongly agreed that the head teachers always insisted that their decisions were the right ones. On the other hand, 31.7% (26/82) of the respondents strongly disagreed while 15.9% (13/82) of them disagreed that the head teachers always insisted that their decisions were the right ones. This further implied that most of the teachers were rather aggressive to the teachers in their communication.

The findings further indicated that 36.6% (30/82) of the respondents agreed while 46.3% (38/82) of them strongly agreed that the head teachers often created a hostile environment when confronted by teachers. However, 12.2% (10/82) of the respondents strongly disagreed as another 4.9% (4/82) of them disagreed that the head teachers often created a hostile environment when confronted by teachers. This implied that according to the respondents, some of the head teachers often communicated to the teachers in a rather hostile way.

Furthermore, the findings revealed 3.7% (3/82) of the respondents agreed while 80.5% (66/82) of them strongly agreed that in their communication, the head teachers often made uncomfortable eye-contact. However, at least 15.9% (13/82) of the respondents strongly disagreed that in their communication, the head teachers often made uncomfortable eye-contact. This implied that sometimes the head teachers displayed aggressive communication style.

The findings also indicated that only 6.1% (5/82) of the respondents strongly agreed the head teachers usually disregarded teachers' personal space. However, majority (93.9% - 77/82) of the respondents strongly disagreed that the head teachers usually disregarded teachers' personal space. This implied that majority of the head teachers in secondary schools

in Nakapiripirit district did not disregard the teachers opinions during discussions; meaning they were not aggressive at some times.

Further still, 2.4% (2/82) of the respondents agreed while 82.9% (68/82) of them strongly agreed that the headteacher often crossed with teachers on a number of issues. On the contrary only 14.6% (12/82) of the respondents strongly disagreed that the head teachers often crossed with teachers on a number of issues. This again implied that not all head teachers were aggressive in their communication in the secondary schools in Nakapiripirit District. The overall mean for all the items on headteacher aggressive communication style was 1.64 which according to the legend implied that headteacher aggressive communication style was seldom used by the head teachers in the secondary schools in Nakapiripirit district.

4.4.2. Relatedness of Aggressive Communication Style to Teacher Performance

Since objective two of this study sought to establish the effect of aggressive communication style on teacher performance in the secondary schools in Nakapiripirit District, it was necessary to generate inferential statistics that would provide an appropriate conclusion to the objective. However, before, considering the effect of one variable to another, it is prudent to ascertain their relatedness. Therefore, the results in Table 4.12 show the relatedness of the data from the aggressive communication style and teacher performance in secondary schools in Nakapiripirit District.

Table 4.12: Relatedness of Aggressive Communication Style and Teacher Performance in the Secondary Schools in Nakapiripirit District (Coefficients)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.621	.245		10.718	.000
1 Aggressive Communication Style	-.293	.125	-.253	-2.338	.022

a. Dependent Variable: Teacher Performance

The results in Table 4.12 indicated a significance value (Sig) of .022 implying that aggressive communication style and teacher performance are also significantly related to each other in the secondary schools in Nakapiripirit District.

4.4.3. Regression Analysis

In order to determine the effect of head teachers' application of aggressive communication style on teacher performance in the secondary schools in Nakapiripirit District, a linear regression was run using the transformed overall means in Table 4.6 (i.e., 2.11) for teacher performance and that in Table 4.11 (i.e., 1.62) for the head teachers' application of aggressive communication style in the secondary schools. Therefore, the extent or magnitude of effect of one variable on another as measured by the results from the model summary from the regression analysis is presented in the following tables below.

Table 4.13: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.253 ^a	.064	.052	1.234

a. Predictors: (Constant), Aggressive Communication Style

In interpreting the results in Table 4.13, the R square value, which is the coefficient of determination, is considered important. This represents the magnitude by which a change in the independent variable affects the dependent variable. From the results in Table 4.13, the R square value was .064 which can be converted to percent ($.064 \times 100$) giving 6.4%. In other words, according to data from the respondents, head teachers' application of aggressive communication style accounts for only 6.4% of the teacher performance in the secondary schools in Nakapiripirit District. This means that for every unit use of aggressive communication style by the headteacher, there was a 6.4% improvement in teacher performance in the secondary schools in Nakapiripirit District. To determine whether or not such a magnitude causes a significant effect, the ANOVA results in Table 4.14 were considered.

Table 4.14: Effect of Aggressive Communication Style on Teacher Performance in the Secondary Schools in Nakapiripirit District (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	8.328	1	8.328	5.465	.022 ^b
Residual	121.916	80	1.524		
Total	130.244	81			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Aggressive Communication Style

The data in Table 4.14 revealed that the significance (Sig) value from respondents' data was found to be .022 which was less than 0.05 (the standard). Therefore, at R^2 .064; $p=.022 < .05$ implying that according to respondents, head teachers' application of aggressive communication style has a significant effect on teacher performance in the secondary schools in Nakapiripirit District.

4.4.4. Qualitative Data from Interviews with Key Informants

The data collected through face-to-face interviews with the key informants, closely corroborated with the descriptive statistics. For instance, in a face-to-face interview with key informant KI-03, he said;

“Sometimes our headteacher expresses his feelings when talking to teachers and he tends to dominate in the meetings. Actually most teachers just listen as he talks because he does not seek their views.”

In another face-to-face interview, KI-02 said;

“In my opinion, I think our head teacher's communication is rather aggressive because when you make a contribution he castigates it and imagines it is all trash. So personally I do not make any contribution in meetings. This is demotivating and affects teacher performance since it is not only when we are in class that we are said to perform. Our duties go beyond the classroom.”

Similarly, another key informant - KI-05 said;

“In my view, some head teachers are aggressive in their communication and most teachers detest such communication because it belittles them and undermines their contribution. Eventually, aggressive communication negatively affects teacher performance.”

Furthermore, another informant - KI-04 said;

“As for me, I think that not all head teachers in the secondary schools in this region are aggressive. Some of them are only emphatic in their speech and loud which makes some people consider them aggressive. That is simply their nature. However, if any headteacher uses aggressive communication, I can say it does affect teacher performance negatively.”

Generally, the key informants acknowledged that as far as the head teachers of the secondary schools in Nakapiripirit are concerned, they seldom use aggressive communication style. However, where a headteacher uses aggressive communication style, it can significantly affect teacher performance in the schools.

4.5 Passive-Aggressive Communication Style and Teacher Performance

Objective three of this study sought to establish effect of head teachers’ of passive-aggressive communication style on teacher performance in secondary schools in Nakapiripirit District. For this objective, teacher performance was the dependent construct while passive-aggressive communication style was the independent construct. Therefore, in order to establish the effect, descriptive statistics of the constructs were first generated by use of the Statistical Package for Social Scientists (SPSS ver. 20) and then inferential statistics were generated by regressing the transformed overall values (means) of the two variables. However, the descriptive statistics for teacher performance were already presented under objective one and so there was no need to repeat the presentation of data on teacher performance under this objective.

4.5.1. Descriptive Statistics on Passive-Aggressive Communication Style

The self-administered questionnaires for respondents had 10 items on passive-aggressive communication style. Each of the respondents was required to indicate by ticking whether he/she strongly disagreed, disagreed,

agreed or strongly agreed to each item statement. Analysis of their responses in terms of frequency and percentage, mean and standard deviation generated by use of the SPSS is presented in Table 4.15.

Table 4.15: Descriptive Statistics on Passive-Aggressive Communication Style in the secondary schools in Nakapiripirit District.

Items of Passive-Aggressive Communication Style	SD (%)	D (%)	A (%)	SA (%)	Mean	Std. Dev
The headteacher normally does not communicate his feelings directly	57.3 (47/82)	6.1 (5/82)	4.9 (4/82)	31.7 (26/82)	2.11	1.379
The headteacher usually holds on to negative emotions	45.1 (37/82)	8.5 (7/82)	29.3 (24/82)	17.1 (14/82)	2.18	1.188
The headteacher often acts sarcastically on many issues that affect teachers	61.0 (50/82)	6.1 (5/82)	17.1 (14/82)	15.9 (13/82)	1.88	1.190
Headteacher is fond of making facial expressions that contradict his words	51.2 (42/82)	11.0 (9/82)	29.3 (24/82)	8.5 (7/82)	1.95	1.076
The headteacher sometimes engages/acts on baseless rumors to make decisions	37.8 (31/82)	17.1 (14/82)	23.2 (19/82)	22.0 (18/82)	2.29	1.191
The headteacher sometimes gives silent treatment to important issues	41.5 (34/82)	8.5 (7/82)	32.9 (27/82)	17.1 (14/82)	2.26	1.174
The headteacher usually disregards teachers suggestions in discussions	56.1 (46/82)	4.9 (4/82)	19.5 (16/82)	19.5 (16/82)	2.02	1.247
Headteacher often denies responsibility when things get out of hand	63.4 (52/82)	7.3 (6/82)	20.7 (17/82)	8.5 (7/82)	1.74	1.064
The Headteacher sometimes makes decisions/annoys to teachers	57.3 (47/82)	12.2 (10/82)	11.0 (9/82)	19.5 (16/82)	1.93	1.215
The headteacher normally does things without teachers' knowledge/input	48.8 (40/82)	0.0 (0/82)	19.5 (16/82)	31.7 (26/82)	2.34	1.363
Overall Mean					1.74	

Source: Primary data (2024)

Legend for Interpretation of Overall Mean Values

<i>Rating</i>	<i>Mean Values</i>	<i>Interpretation</i>
4. Strongly agree	3.01-4.0	Passive-Aggressive communication style always used
3. Agree	2.01-3.0	Passive-Aggressive communication style often used
2. Disagree	1.01-2.0	Passive-Aggressive communication style seldom used
1. Strongly Disagree	0.00-1.0	Passive-Aggressive communication style rarely used

Data in Table 4.15 revealed that 57.3% (47/82) of the respondents strongly disagreed while 6.1% (5/82) of them disagreed that the headteacher did not normally communicate his feelings directly. However, 31.7% (26/82) strongly agreed while 4.9% (4/82) of them agreed that the headteacher did not normally communicate his feelings directly. This implies that in most schools the head teachers did not use passive-aggressive communication. In other words, some of the headteacher did use passive-aggressive communication while some other did not use it at all.

The findings in Table 4.15 also revealed that 45.1% (37/82) of the respondents strongly disagreed while 8.5% (7/82) of them disagreed that the head teachers usually held on to negative emotions. However, 29.3% (24/82) of them agreed as another 17.1% (14/82) of them strongly agreed that the head teachers usually held on to negative emotions. This implies that majority of the head teachers did not usually hold on to negative emotions. However, some of them did meaning they demonstrated passive-aggressive communication style in their schools.

Furthermore, the findings revealed that 61.0% (50/82) of the respondents strongly disagreed while another 6.1% (5/82) of them disagreed that the head teachers often acted sarcastically on many issues that affect teachers. On the contrary, 17.1% (14/82) of the respondents agreed while 15.9% (13/82) of them strongly agreed that the head teachers often acted sarcastically on many issues that affect teachers. This implies that most of the head teachers did not demonstrate passive-aggressive communication style during their school administration.

Similarly, the findings in Table 4.15 showed that 51.2% (42/82) of the respondents strongly disagreed while 11.7% (9/82) of them disagreed that the head teachers were fond of making facial expressions that contradicted their words. However, at 29.3% (24/82) of them agreed while 8.5% (7/82) of them strongly agreed that the head teachers were fond of making facial expressions that contradicted their words. This implied that most of the

head teachers in the secondary schools in Nakapiripirit district did not demonstrated passive-aggressive communication style in their school management.

The findings also showed that 37.8% (9/82) of the respondents strongly disagreed while 17.1% (16/82) of the respondents disagreed that the head teachers sometimes engaged/acted on baseless rumors to make decisions. However, 23.2 (19/82) of the respondents agreed while 22.0% (18/82) of them strongly agreed that the head teachers sometimes engaged/acted on baseless rumors to make decisions. This further implied majority of the head teachers in the secondary schools in Nakapiripirit district did not apply passive-aggressive communication style in their school administration.

Furthermore, 41.5% (34/82) of the respondents strongly disagreed while 8.5% (7/82) of them disagreed that the head teachers sometimes gave silent treatment to important issues. On the other hand, 32.9% (27/82) of the respondents strongly disagreed while 17.1% (14/82) of them strongly agreed that the head teachers sometimes gave silent treatment to important issues. This further implied that most of the head teachers tried to avoid passive-aggressive communication style in school management.

The findings further indicated that 56.1% (46/82) of the respondents strongly disagreed while 4.9% (4/82) of them disagreed that the head teachers usually disregarded teachers' suggestions in discussions. However, 19.5% (16/82) of the respondents agreed while another 19.5% (16/82) of them strongly agreed that the head teachers usually disregarded teachers' suggestions in discussions. This implied that according to the respondents, some of the head teachers often engaged the teachers in discussion while others did not often engage the teachers in any discussion thereby disregarding the teachers.

Furthermore, the findings revealed 63.4% (52/82) of the respondents strongly disagreed while 7.3% (6/82) of them disagreed that the head

teachers often denied responsibility when things got out of hand. However, at least 20.7% (17/82) of the respondents agreed while 8.5% (7/82) of them strongly agreed that the head teachers often denied responsibility when things got out of hand. This implied that although most of the respondents acknowledged that they always provided did not often support to individual teachers especially the academically challenged, some of them agreed implying there were head teachers who provided support to the individual teachers.

The findings also indicated that 57.3% (18/82) of the respondents strongly disagreed while another 12.2% (18/82) of them disagreed that the head teachers sometimes made decisions that annoyed the teachers. However, at least 11.0% (9/82) of the respondents agreed as 19.5% (16/82) of them strongly agreed that the head teachers sometimes made decisions that annoyed the teachers.

Further still, 48.8% (40/82) of the respondents strongly disagreed that the head teachers normally did things without teachers' knowledge and input. On the contrary 19.5% (16/82) of the respondents agreed as another 31.7% (26/82) strongly agreed that the headteacher normally did things without teachers' knowledge/input. This again implied that not all head teachers consulted the teachers. The overall mean for all the items on passive-aggressive communication style was 1.74 which according to the legend implied that according to the respondents, there was seldom use of passive-aggressive communication style by the head teachers in the secondary schools in Nakapiripirit district.

4.5.2. Relatedness of Passive-Aggressive Communication Style to Teacher Performance

Since objective three of this study sought to establish the effect of passive-aggressive communication style on teacher performance in the secondary schools in Nakapiripirit District, it was necessary to generate inferential statistics that would provide an appropriate conclusion to the objective. However, before, considering the effect of one variable to another, it is

prudent to ascertain their relatedness. Therefore, the results in Table 4.16 show the relatedness of the data from the aggressive communication style and teacher performance in secondary schools in Nakapiripirit District.

Table 4.16: Relatedness of Passive-Aggressive Communication Style and Teacher Performance in the Secondary Schools in Nakapiripirit District (Coefficients)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.946	.222		4.262	.000
1 Passive-Aggressive Communication Style	.688	.109	.577	6.325	.000

a. Dependent Variable: Teacher Performance

The results in Table 4.16 indicated a significance value (Sig) of .000 implying that passive-aggressive communication style and teacher performance are also significantly related to each other in the secondary schools in Nakapiripirit District.

4.5.3. Regression Analysis

In order to determine the effect of head teachers' application of passive-aggressive communication style on teacher performance in the secondary schools in Nakapiripirit District, a linear regression was run using the transformed overall means in Table 4.6 (i.e., 2.11) for teacher performance and that in Table 4.15 (i.e., 1.74) for the head teachers' application of passive-aggressive communication style in the secondary schools. Therefore, the extent or magnitude of effect of one variable on another as measured by the results from the model summary from the regression analysis is presented in the following tables below.

Table 4.17: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.577 ^a	.333	.325	1.042

a. Predictors: (Constant), Passive-Aggressive Communication Style

In interpreting the results in Table 4.17, the R square value, which is the coefficient of determination, is considered important. This represents the magnitude by which a change in the independent variable affects the dependent variable. From the results in Table 4.17, the R square value was .333 which can be converted to percent ($.333 \times 100$) giving 33.3%. In other words, according to data from the respondents, head teachers' application of passive-aggressive communication style accounts for 33.3% of the teacher performance in the secondary schools in Nakapiripirit District. This means that for every unit use of passive-aggressive communication style by the headteacher, there was a 33.3% improvement in teacher performance in the secondary schools in Nakapiripirit District. To determine whether or not such a magnitude causes a significant effect, the ANOVA results in Table 4.18 were considered.

Table 4.18: Effect of Passive-Aggressive Communication Style on Teacher Performance in Secondary Schools in Nakapiripirit District (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	43.420	1	43.420	40.007	.000 ^b
1 Residual	86.824	80	1.085		
Total	130.244	81			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Passive-Aggressive Communication Style

The data in Table 4.18 revealed that the significance (Sig) value from respondents' data was found to be .000 which was less than 0.05 (the standard). Therefore, at R^2 .333; $p=.000 < .05$ implying that according to respondents, application of passive-aggressive communication style has a significant effect on teacher performance in the secondary schools in Nakapiripirit District.

4.5.4. Qualitative Data from Interviews with Key Informants

The data collected through face-to-face interviews with the key informants, closely corroborated with the descriptive statistics. For instance, in a face-to-face interview with key informant KI-03, he said;

“The headteacher sometimes avoids expressing his opinions or feelings about serious issues in school when meeting teachers. He prefers to let things go even when they sometimes they may be dangerous to school administration. This can be dangerous when in difficult situations of student indiscipline which he sometimes knows but does not share openly with the teachers.”

In another face-to-face interview, a female key informant (KI-03) said:

“The way our headteacher communicates sometimes leaves teachers lost and without proper direction. This is unfortunate and yet there is need for the administrator's voice from him as a headteacher to provide direction to staff on school matters. This sometimes affects teacher performance in the school.”

Similarly, KI-02 said;

“The headteacher is sometimes aggressive and yet at other times he is typically quiet and does not seek opinions of teachers on administrative matters. He often directs the deputy to deal with teachers. So whenever the deputy is not in school, there is no direction and sometimes teacher sit in small groups talking and gossiping instead of being in classes teaching.”

Furthermore, in another face-to-face interaction, KI-04 said

“In my opinion I think that the passive/aggressive communication styles displayed by the headteacher do affect teacher performance. Headteachers who are lukewarm do not direct teacher to do their work, they simply think the teachers know their responsibility and they will do it. This is a myth and any passive headteacher needs to style-up.”

Generally, the respondent teachers acknowledged that in most cases the head teachers were not bothered yet on other cases; some of them are serious about sharing with all the teachers as a team but often focused on themselves. Ultimately the passiveness negatively affected teacher performance in the schools.

4.6 Assertive Communication Style and Teacher Performance

Objective four of this study sought to establish effect of head teachers' of assertive communication style on teacher performance in secondary schools in Nakapiripirit District. For this objective, teacher performance was the dependent construct while assertive communication style was the independent construct. Therefore, in order to establish the effect, descriptive statistics of the constructs were first generated by use of the Statistical Package for Social Scientists (SPSS ver. 20) and then inferential statistics were generated by regressing the transformed overall values (means) of the two variables. However, the descriptive statistics for teacher performance were already presented under objective one and so there was no need to repeat the presentation of data on teacher performance under this objective.

4.6.1. Descriptive Statistics on Assertive Communication Style

The self-administered questionnaires for respondents had 10 items on assertive communication style. Each of the respondents was required to indicate by ticking whether he/she strongly disagreed, disagreed, agreed or strongly agreed to each item statement. Analysis of their responses in terms

of frequency and percentage, mean and standard deviation generated by use of the SPSS is presented in Table 4.19.

Table 4.19: Descriptive Statistics on Assertive Communication Style in the secondary schools in Nakapiripirit District.

Items on Assertive Communication Style	SD (%)	D (%)	A (%)	SA (%)	Mean	Std. Dev
The headteacher usually clearly states his opinion/feeling to teachers (open-minded)	50.0 (41/82)	0.0 (0/82)	30.5 (25/82)	19.6 (16/82)	2.20	1.252
Headteacher advocates for his rights/needs without violating the rights of teachers	34.1 (28/82)	1.2 (1/82)	58.5 (48/82)	6.1 (5/82)	2.37	1.025
The headteacher is always confident in his actions in the school	51.2 (42/82)	4.9 (4/82)	22.0 (18/82)	22.0 (18/82)	2.15	1.268
The headteacher respects the views/opinions of the teachers	61.0 (50/82)	11.0 (9/82)	12.2 (10/82)	15.9 (13/82)	1.83	1.163
The headteacher often creates space for honest discussions	93.9 (77/82)	0.0 (0/82)	0.0 (0/82)	6.1 (5/82)	1.18	.722
The headteacher promotes healthy connections between individuals	14.6 (12/82)	0.0 (0/82)	2.4 (2/82)	82.9 (68/82)	1.54	1.068
The headteacher demonstrates high level of emotional intelligence	57.3 (47/82)	6.1 (5/82)	4.9 (4/82)	31.7 (26/82)	2.11	1.379
The head teachers uses relaxed gestures when dealing with teachers	45.1 (37/82)	8.5 (7/82)	29.3 (24/82)	17.1 (14/82)	2.18	1.188
The headteacher maintains honest eye-contact in his communication with teachers	61.0 (50/82)	6.1 (5/82)	17.1 (14/82)	15.9 (13/82)	1.88	1.190
The headteacher is good at collaborating with teachers in various activities	51.2 (42/82)	11.0 (9/82)	29.3 (24/82)	8.5 (7/82)	1.95	1.076
Overall Mean					1.70	

Source: Primary data (2024)

Legend for Interpretation of Overall Mean Values

<i>Rating</i>	<i>Mean Values</i>	<i>Interpretation</i>
4. Strongly Agree	3.01-4.0	Assertive communication style always used
3. Agree	2.01-3.0	Assertive communication style often used
2. Disagree	1.01-2.0	Assertive communication style seldom used
1. Strongly Disagree	0.00-1.0	Assertive communication style rarely used

Data in Table 4.19 revealed that 50.0% (41/82) of the respondents strongly disagreed that the head teachers usually clearly stated their opinions and feelings to teachers; that is to say they were open-minded. However, 30.5% (31/82) agreed while 19.6% (14/82) of them strongly agreed that the head teachers usually clearly stated their opinions and feelings to teachers i.e. open-minded (assertive). This implies that on average some head teachers were open minded while at the same time, a similar proportion was not open minded or assertive in that matter.

The findings in Table 4.19 also revealed that 34.1% (28/82) of the respondents strongly disagreed while 1.2% (1/82) of them disagreed that the head teachers advocated for their rights and needs without violating the rights of teachers. However, 58.5% (48/82) of them agreed as another 6.1% (5/82) of them strongly agreed that the head teachers advocated for their rights and needs without violating the rights of teachers. This implies that majority of the head teachers were actually assertive in their actions while in the schools. However, some of them were not assertive in their communication while in school.

Furthermore, the findings revealed that 51.2% (42/82) of the respondents strongly disagreed while another 4.9% (4/82) of them disagreed that the head teachers were always confident in their actions in the school. On the contrary, 22.0% (18/82) of the respondents strongly agreed while another 22.0% (18/82) of them agreed that the head teachers were always confident in their actions in the school. This implies that most of the head teachers were not assertive in their communication in school administration.

Similarly, the findings in Table 4.19 showed that 61.0% (50/82) of the respondents strongly disagreed while 11.0% (9/82) of them disagreed that the head teachers respected the views and opinions of the teachers. However, at 12.2% (10/82) of them agreed while 15.9% (13/82) of them strongly agreed that the head teachers respected the views and opinions of the teachers. This implied that most of the head teachers in the secondary

schools in Nakapiripirit district save a few, were not assertive in as far as respecting teachers was concerned.

The findings also showed that 93.9% (77/82) of the respondents strongly disagreed while only 6.1% (5/82) of the respondents strongly agreed that the head teachers often created space for honest discussions. This further implied majority of the head teachers in the secondary schools in Nakapiripirit district were not assertive in as far as creating space for honest discussions in the school was concerned. This means there was no opportunity for the teacher to hold open discussions with school administration on any matters affecting the schools.

Furthermore, 14.6% (12/82) of the respondents strongly disagreed that the head teachers promoted healthy connections between individuals. On the other hand, 2.4% (2/82) of the respondents agreed while majority - 82.9% (68/82) of them strongly agreed that the head teachers promoted healthy connections between individuals. This further implied that most of the head teachers in the secondary schools in Nakapiripirit acted in an assertive manner with regard to provision of connections between individual teachers.

The findings further indicated that 57.3% (47/82) of the respondents strongly disagreed while 6.1% (5/82) of them disagreed that the head teachers demonstrated high level of emotional intelligence. However, 4.9% (4/82) of the respondents agreed while 31.7% (26/82) of them strongly agreed that the head teachers demonstrated high level of emotional intelligence. This implied that according to the respondents, some of the head teachers were assertive while majority were not assertive in as far as demonstration of emotional intelligence was concerned.

Furthermore, the findings revealed 45.1% (37/82) of the respondents strongly disagreed while 8.5% (7/82) of them disagreed that the head teachers used relaxed gestures when dealing with teachers. However, at least 29.3% (24/82) of the respondents agreed while 17.1% (14/82) of them

strongly agreed that the head teachers used relaxed gestures when dealing with teachers. This implied that although most of the respondents disagreed that the head teachers used relaxed gestures when dealing with teachers, some of them agreed implying there were a reasonable proportion of head teachers who acted assertively with regard to use of gestured.

The findings also indicated that 61.0% (50/82) of the respondents strongly disagreed while another 6.1% (5/82) of them disagreed that the head teachers maintained honest eye-contact in their communication with teachers. However, at least 17.1% (14/82) of the respondents agreed as 15.9% (13/82) of them strongly agreed that the head teachers maintained honest eye-contact in their communication with teachers. This implied that majority of the head teachers in secondary schools in Nakapiripirit district did not act assertively in as far as maintenance of honest eye-contact with the teachers.

Further still, 51.2% (42/82) of the respondents strongly disagreed while 11.0% (9/82) of them disagreed that the head teachers were good at collaborating with teachers in various activities. On the contrary 29.3% (24/82) of the respondents agreed as another 8.5% (7/82) strongly agreed that the head teachers were good at collaborating with teachers in various activities. This again implied that not all head teachers acted assertively with regard to collaborating with the teachers in various activities in the schools. The overall mean for all the items on assertive communication in the secondary schools in Nakapiripirit was 1.70 which according to the legend implied that according to the respondents, assertive communication style was seldom used by the head teachers in the secondary schools in Nakapiripirit district.

4.6.2. Relatedness of Assertive Communication Style to Teacher Performance

Since objective four of this study sought to establish the effect of assertive communication style on teacher performance in the secondary schools in Nakapiripirit District, it was necessary to generate inferential statistics that

would provide an appropriate conclusion to the objective. However, before, considering the effect of one variable to another, it is prudent to ascertain their relatedness. Therefore, the results in Table 4.20 show the relatedness of the data from the assertive communication style and teacher performance in secondary schools in Nakapiripirit District.

Table 4.20: Relatedness of Assertive Communication Style and Teacher Performance in the Secondary Schools in Nakapiripirit District (Coefficients)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.794	.231		12.099	.000
Assertive Communication Style	-.382	.112	-.357	-3.415	.001

a. Dependent Variable: Teacher Performance

The results in Table 4.20 indicated a significance value (Sig) of .001 implying that assertive communication style and teacher performance are also significantly related to each other in the secondary schools in Nakapiripirit District.

4.6.3. Regression Analysis

In order to determine the effect of head teachers' application of assertive communication style on teacher performance in the secondary schools in Nakapiripirit District, a linear regression was run using the transformed overall means in Table 4.6 (i.e., 2.11) for teacher performance and that in Table 4.19 (i.e., 1.70) for the head teachers' application of assertive communication style in the secondary schools. Therefore, the extent or magnitude of effect of one variable on another as measured by the results from the model summary from the regression analysis is presented in the following tables below.

Table 4.21: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.357 ^a	.127	.116	1.192

a. Predictors: (Constant), Assertive Communication Style

In interpreting the results in Table 4.21, the R square value, which is the coefficient of determination, is considered important. This represents the magnitude by which a change in the independent variable affects the dependent variable. From the results in Table 4.21, the R square value was .127 which can be converted to percent (.127 x 100) giving 12.7%. In other words, according to data from the respondents, head teachers' application of assertive communication style accounts for 12.7% of the teacher performance in the secondary schools in Nakapiripirit District. This means that for every unit use of assertive communication style by the headteacher, there was a 12.7% improvement in teacher performance in the secondary schools in Nakapiripirit District. To determine whether or not such a magnitude causes a significant effect, the ANOVA results in Table 4.22 were considered.

Table 4.22: Effect of Assertive Communication Style on Teacher Performance in Secondary Schools in Nakapiripirit District (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	16.568	1	16.568	11.660	.001 ^b
Residual	113.676	80	1.421		
Total	130.244	81			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Assertive Communication Style

The data in Table 4.22 revealed that the significance (Sig) value from respondents' data was found to be .001 which was less than 0.05 (the standard). Therefore, at R^2 .127; $p=.001 < .05$ implying that according to

respondents, application of assertive communication style has a significant effect on teacher performance in the secondary schools in Nakapiripirit District.

4.6.4. Qualitative Data from Interviews with Key Informants

The data collected through face-to-face interviews with the key informants, closely corroborated with the descriptive statistics. For instance, in a face-to-face interview with key informant KI-03, he said;

“Our headteacher is normally assertive while expressing his opinions or feelings about serious issues in school and when talking to teachers. He prefers to allow open discussions.”

In another face-to-face interview, a female key informant (KI-05) said:

“The way our headteacher acts sometimes leaves teachers energized. This is really motivates teachers to participate in school discussions on pertinent issues in administration. However, sometimes he loses his cool and becomes aggressive thereby hindering open discussion.”

Similarly, KI-02 said;

“Our headteacher is typically quiet and does not seek opinions of teachers on administrative matters. However, when a teacher tries to express an opinion, he listens and sometimes acts as advised by the teacher. To me he is assertive at times.”

Furthermore, in another face-to-face interaction, KI-04 said

“In my opinion I think that the nature of communication displayed by the headteacher does affect teacher performance. Headteachers who are assertive are open to discussion and suggestions that can improve teacher performance and ultimately the student performance in the schools.”

Generally, the respondent teachers acknowledged that in most cases the head teachers were assertive but only in a few circumstances when they

would be aggressive. Ultimately the assertiveness positively affected teacher performance in the secondary schools in Nakapiripirit District.

4.6.5. Multiple Regression

In order to determine the overall effect of head teachers' communication styles on teacher performance in the secondary schools in Nakapiripirit District, a multiple regression analysis was run for all the four constructs of communication style namely; passive style, aggressive style, passive-aggressive style and the assertive style. The results of the multiple regression analysis are presented in the following tables.

Table 4.23: Relatedness of Communication Styles and Teacher Performance in Sec. Schools in Nakapiripirit District (Coefficients)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.191	.438		2.721	.008
Passive communication Style	.008	.129	.007	.066	.948
Aggressive Communication Style	.163	.161	.141	1.013	.314
Passive-Aggressive Communication Style	.634	.131	.532	4.825	.000
Assertive Communication Style	-.256	.151	-.239	-1.692	.095

a. Dependent Variable: Teacher Performance

The results from Table 4.23 showed that passive-aggressive communication style (sig. = .000) was more closely related to teacher performance than the other communication styles. Table 4.24 presents results of the model summary showing the magnitude by which headteacher communication

styles account for teacher performance in the secondary schools in Nakapiripirit District.

Table 4.24: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.599 ^a	.358	.325	1.042

a. Predictors: (Constant), Passive, Aggressive, Passive-Aggressive, Assertive Communication styles

From Table 4.24, the R Square value obtained was .358 which when converted to percentage (.358x100) becomes 35.8% implying that a unit change in headteacher communication style accounts for 35.8% change in teacher performance in the secondary schools in Nakapiripirit District. That implies that for every unit improvement in headteacher communication style, there would be a corresponding increase in teacher performance in the secondary schools of 35.8%. Table 4.25 presents the overall effect of headteacher communication styles on teacher performance in the schools.

Table 4.25: Effect of Headteacher Communication Style on Teacher Performance in Sec. Schools in Nakapiripirit District (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	46.684	4	11.671	10.755	.000 ^b
	Residual	83.560	77	1.085		
	Total	130.244	81			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Passive, Aggressive, Passive-Aggressive, Assertive communication styles

From Table 4.25, the significance (Sig) value was .000. According to Sellke, Bayarri & Berger (2001), if sig value is less than p-value (.05) it implies that the independent variable has a significant effect on the dependent variable.

In this case, the significance value is less than p-value ($.000 < .05$); therefore, headteacher communication style has a significant effect on teacher performance in the secondary schools in Nakapiripirit District.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This chapter presents the discussions and interpretation of the findings from the examination of the effect of headteacher communication styles on teacher performance in secondary schools in Nakapiripirit District. It further discusses the findings and their relationships to the literature reviewed and were compared with other studies in order to assess uniformity with findings of the previous studies.

5.1 Passive Communication Style and Teacher Performance in Schools

Objective one of this study sought to establish the effect of head teachers' application of the passive communication style on teacher performance in secondary schools in Nakapiripirit District. The findings in Table 4.9 revealed that passive communication style accounts for only 8.5% of the teacher performance in the secondary schools in Nakapiripirit District. Further, the findings in Table 4.10 indicated that at $R^2 .085$; $p=.008 < .05$ implying that according to respondents, head teachers' application of passive communication style has a significant effect on teacher performance in the secondary schools in Nakapiripirit District.

The findings were in agreement with Guo *et al* (2015) who carried out an empirical study on effects of leaders' communication styles on employees' job satisfaction and performance. Although Guo *et al* (2015) considered different categorization of the communication styles, their finding revealed that autocratic communication style leads to low job satisfaction while supportive verbal communication style results in high job satisfaction and performance. The study suggested that leaders should use more of supportive communication style in order to keep the satisfaction of employees high which in turn will increase job commitment.

Similarly, the findings were in agreement with those in the study of Shilpee *et al* (2012) which indicated that passive style of communication lends maximum support to employees while aggressive style has negative impact on job satisfaction and performance. It was concluded that satisfaction with communication fosters emotional bond with an organisation, and reduces employees' absenteeism. The study recommended that managers should use more of assertive style of communication in order to keep the job satisfaction of the teachers high, as this will lead to the achievement of set goals and objectives. The recommendation proposed by Shilpee *et al* (2012) justifies the current objective on assertiveness in this study.

The qualitative findings similarly revealed manifestation of passive communication when one of the respondents said; *"Our headteacher is typically quiet and does not seek opinions of teachers on administrative matters. He often directs the deputy to deal with teachers. So whenever the deputy is not in school, there is no direction and sometimes teacher sit in small groups talking and gossiping instead of being in classes teaching."* This finding was further in agreement with Van de Linden (2016) who found out that leaders' passive communication style affects job satisfaction among employees. The study recommended that organizations should train their managers to be as precise and assertive as possible in explaining expectations and upcoming events.

Furthermore, a related research by Marques (2015) disclosed that passive communication can be crucial to the success of an organization. He went on to explain that it would be advantageous to clarify the rationale behind a manager communicating passively to a subordinate. In most cases, management within an organization ignores these aspects when communicating. It could be that they are either preoccupied to make information known to the employees. They also might have seen as "machines" following orders according (Tan & Husin, 2019).

5.2 Aggressive Communication Style and Teacher Performance in Schools

Objective two of this study sought to establish the effect of head teachers' application of the aggressive communication style on teacher performance in secondary schools in Nakapiripirit District. The findings in Table 4.13 revealed that head teachers' application of aggressive communication style accounts for only 6.4% of the teacher performance in the secondary schools in Nakapiripirit District. Furthermore, the findings in Table 4.4 revealed that at $R^2 .064$; $p=.022 < .05$ implying that according to respondents, head teachers' application of aggressive communication style has a significant effect on teacher performance in the secondary schools in Nakapiripirit District.

The findings corroborated with those in a study by Fashiku (2016) that examined the relationship between leaders' communication styles and lecturers' job performance in Kwara State College of Education, Ilorin, Nigeria. The result of the investigation revealed that significant relationship existed between leaders' democratic communication pattern and lecturers' job performance. Leaders' autocratic and laissez faire communication patterns did not significantly relate to lecturers' performance. The study concluded that leaders' pattern or style of communication significantly enhances lecturers' performance. It therefore recommended that leaders should as much as possible engage in democratic pattern of communication in order to facilitate the attainment of stated aims and objectives of the institutions.

The qualitative data also revealed that teachers are sometimes disgusted with the headteacher communication styles used. For instance one of the respondents said; *"In my opinion, I think our head teacher's communication is rather aggressive because when you make a contribution he castigates it and imagines it is all trash. So personally I do not make any contribution in meetings. This is demotivating and affects teacher performance since it is not only when we are in class that we are said to perform. Our duties go*

beyond the classroom.” This was found to corroborate closely with the findings in a study by Solaja, Faremi, and Adesina (2015).

Solaja *et al* (2015) investigation the relationship between leadership communication style and organisational productivity. The result of the study revealed that there is a relationship between leadership communication style and organizational productivity. Specifically, precise, friendly, open and attentive communication styles have been found to have positive relationship with organisational productivity and job performance.

On the other hand, dominant and contentious communication styles have negative relationship with organisational productivity (Solaja *et al*, 2015). It was therefore recommended that managers should employ good leadership communication styles when disseminating information, in order to increase the job commitment of workers, knowledge creation, and job satisfaction, acceptance of work responsibility and positive subordinate behaviour which leads to increase in productivity.

5.3 Passive-Aggressive Communication Style and Teacher Performance

Objective three of this study sought to establish effect of head teachers’ of passive-aggressive communication style on teacher performance in secondary schools in Nakapiripirit District. The findings in Table 4.17 revealed that head teachers’ application of passive-aggressive communication style accounts for 33.3% of the teacher performance in the secondary schools in Nakapiripirit District. Further, the findings in 4.18 indicated that at $R^2 .333$; $p=.000 < .05$ implying that according to respondents, application of passive-aggressive communication style has a significant effect on teacher performance in the secondary schools in Nakapiripirit District.

The findings were in agreement with Weinberg *et al.*, (2019) who studied communication styles by instructors on effective teaching of students. The studies on the gender of students and instructors played a significant role in how the students viewed effective teaching. The communication style of

men was related to hierarchical advancement, whereas female communication style was associated with nonhierarchical rewards (Young *et al.*, 2009; Weinberg *et al.*, 2019).

According to Weinberg *et al.*, (2019), the female teachers were reported to be more supportive, expressive, nurturing, gave more compliments, involved students in peer collaboration, believed in flexible teaching methods, and asked more referential questions. However, male teachers tend to be dominating, exercised greater control, emphasized more to the group work and structured activities, asked more display questions that made the exchanges between teacher and students shorter but more frequent, and used an authoritarian and task-oriented teaching style (Chavez, 2000; Chen, 2000; Islahi & Nasreen, 2013; Rashidi & Naderi, 2012; Wood, 2012).

5.4 Assertive Communication Style and Teacher Performance

Objective four of this study sought to establish effect of head teachers' of assertive communication style on teacher performance in secondary schools in Nakapiripirit District. The findings in Table 4.21 showed that head teachers' application of assertive communication style accounts for 12.7% of the teacher performance in the secondary schools in Nakapiripirit District. Further, the findings revealed that at $R^2 .127$; $p=.001 < .05$ implying that according to respondents, application of assertive communication style has a significant effect on teacher performance in the secondary schools in Nakapiripirit District.

The findings corroborated with those in a study by (Rubin, Palmgreen, & Sypher, 2020). According to them, an assertive communication style is one of the main ways people communicate in healthy ways. It can help you in various ways, including keeping things calm and relaxed in a stressful situation, explaining what you are thinking to others, and showing respect for others. The assertive communication style is characterized by using

straightforward, clear, and straightforward language to get the message across without being offensive (Rubin, Palmgreen, & Sypher, 2020).

Rubin et al (2020) further found out that assertive communication styles was most often associated with men, but it may also be a characteristic of women. Assertive communication style and conflict resolution have a relationship as established in the literature (Mikkelsen & Sloan, 2020; Raslie, 2021; Reavey *et al.*, 2018; Sallee, 2018).

The findings of the multiple regression revealed that on the whole, headteacher communication style accounts for 35.8% change in teacher performance in the secondary schools in Nakapiripirit District. This implied that overall; headteacher communication style has a significant effect on teacher performance in the secondary schools in Nakapiripirit District. The findings closely corroborated with Barnett and Johnson (2016) whose study revealed that communication styles in all dimensions affect performance.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATION

6.0. Introduction

This chapter presents the summary of the major findings of the study, the conclusions and recommendations

6.1. Summary of Findings

From the findings of the study varied from objective to objective. Therefore, the summary has been presented in accordance with each objective.

6.1.1 Passive Communication Style and Teacher Performance

Objective one of this study sought to establish the effect of head teachers' application of the passive communication style on teacher performance in secondary schools in Nakapiripirit District. The major findings of this study revealed that passive communication style accounts for only 8.5% of the teacher performance in the secondary schools in Nakapiripirit District. Further, the findings indicated that at $R^2 .085$; $p=.008 < .05$. This was closely related with the qualitative data of the study.

6.1.2 Aggressive Communication Style and Teacher Performance

Objective two of this study sought to establish the effect of head teachers' application of the aggressive communication style on teacher performance in secondary schools in Nakapiripirit District. The major findings of this objectives was that head teachers' application of aggressive communication style accounts for only 6.4% of the teacher performance in the secondary schools in Nakapiripirit District. Furthermore, the findings revealed that at $R^2 .064$; $p=.022 < .05$. This finding was synonymous with the qualitative findings of the study.

6.1.3 Passive-Aggressive Communication Style and Teacher Performance

Objective three of this study sought to establish effect of head teachers' of passive-aggressive communication style on teacher performance in secondary schools in Nakapiripirit District. The major findings of this objective was that head teachers' application of passive-aggressive communication style accounts for 33.3% of the teacher performance in the secondary schools in Nakapiripirit District. Further, the findings indicated that at $R^2 .333$; $p=.000 < .05$. This was also in close agreement with the findings from qualitative data collected and analyzed.

6.1.4 Assertive Communication Style and Teacher Performance

Objective four of this study sought to establish effect of head teachers' of assertive communication style on teacher performance in secondary schools in Nakapiripirit District. The major findings showed that head teachers' application of assertive communication style accounts for 12.7% of the teacher performance in the secondary schools in Nakapiripirit District. Further, the findings revealed that at $R^2 .127$; $p=.001 < .05$. This was also synonymous with the qualitative findings of the study.

Overall, the findings of the multiple regressions revealed that on the whole, headteacher communication style accounts for 35.8% change in teacher performance in the secondary schools in Nakapiripirit District.

6.2 Conclusions

From findings of study and the corresponding discussions, the study concluded that:

- i. Headteachers' application of passive communication style accounts for 8.5% of teacher performance and has a significant effect on teacher performance in the secondary schools in Nakapiripirit District.
- ii. Headteachers' application of aggressive communication style accounts for 6.4% of teacher performance which also has a significant effect on teacher performance in the secondary schools in Nakapiripirit District.

- iii. Headteachers' application of passive-aggressive communication style accounts for 33.3% of the teacher performance which has a strong significant effect on teacher performance in the secondary schools in Nakapiripirit District.
- iv. Headteachers' application of assertive communication style accounts for 12.7% of the teacher performance which also has a significant effect on teacher performance in the secondary schools in Nakapiripirit District.
- v. Overall, headteacher communication styles account for 35.8% change in teacher performance which has a strong significant effect on teacher performance in the secondary schools in Nakapiripirit District.

6.3. Recommendations

The study proposes the following recommendations.

- i. Communication styles used by head teachers in schools have a significant effect on teacher performance. Therefore, head teachers should carefully utilize the best suited communication styles while administering and managing teachers in the schools.
- ii. Passive-aggressive communication style had a strong significant effect on teacher performance so, the study recommends that headteacher should often use passive-aggressive communication style which accounts for a significant proportion of teacher performance in schools.
- iii. Utilization of all the four communication styles accounts for over 30% of teacher performance which is greater than any single communication style. Therefore, this study recommends that headteacher should utilize a blend of the four communication styles to get the best results regarding teacher performance in schools.

6.4. Recommendations for Further Research

This study focused only on secondary schools in Nakapiripirit District. However, the head teachers in other district also utilize various communication styles. Whether these findings would hold true of the situation in the other districts requires replication of this study in those

districts. Therefore, this study recommends that in order to generalize these findings, similar studies need to be undertaken in other secondary schools in other districts and or even in the primary schools in other regions and districts in Uganda.

REFERENCES

- Abdel-Kader, Magdy G. and Wadongo, Billy, Performance Management in NGOs: Evidence from Kenya (August 15, 2022). Available at SSRN: <https://ssrn.com/abstract/1909863>
- Abu Naser, S. S., Al Shobaki, M. J., & Ammar, T. M. (2017). Impact of communication and information on the internal control environment in Palestinian Universities. *Internal Journal of Hybrid Information Technology*, 10(11), 41-60.
- Ahsan, K., Gunawan, I. (2010). Analysis of cost and schedule performance of international development projects. *International Journal of Project Management* 28 (1), 68-78.
- Ali, A. & Haider, J. (2012). Impact of Internal Organizational Communications on Employee Job Satisfaction -Case of some Pakistani Banks. *Global Advanced Research journal of Management and Business Studies*, (1), 38-44
- Ali. S. A. (2016). The influence of internal communication channels on employee performance in nonprofit organizations in Somalia.
- Al-Waeli, A. J., Hanoon, R. N., Ageeb, H. A., & Idan, H. Z. (2020). Impact of accounting information system on financial performance with the moderating role of internal control in Iraqi industrial companies: An analytical study. *Journal of Advanced Research in Dynamical Control Systems*, 12(8), 246-261.
- American Management Association Global Study of Current Trends and Future Possibilities 2007-2017
<http://www.opm.gov/WIKI/uploads/docs/Wiki/OPM/training/i4cp-coaching.pdf>
- Arinanye, R. T. (2015). Organizational factors affecting employee performance at the college of computing and information sciences (COCIS), Makerere University, Kampala, Uganda. *Unpublished master dissertation. Uganda Technology and Management University.*
- Banerjee, A., (2012). Six main Features of Human Relations Theory.[Online] Available at: <http://www.preservearticles.com/2012051832410/6-main-features-of-human-relations-theory.html> [Accessed 28 February 2022].
- Berssaneti, F. T., & Carvalho, M. M. (2015). Identification of variables that impact project success in Brazilian companies. *International journal of project management*, 33(3), 638-649.

- Boyatzis, R.E. and Ratti, F. (2009), "Emotional, social and cognitive intelligence competencies distinguishing effective Italian managers and leaders in a private company and cooperatives", *Journal of Management Development*, Vol. 28 No. 9, pp. 821-838.
- Bruce, D. (2014). Measuring outputs, neglecting outcomes: The Auditor General's role in SAPS performance assessments. *South African Crime Quarterly*, 38, 3-13.
- Bruce, K. (2006). Henry S. Dennison, Elton Mayo, and human relations historiography. *Management & Organizational History*, 1(2), 177-199.
- Bruce, K., & Nyland, C. (2011). Elton Mayo and the deification of human relations. *Organization studies*, 32(3), 383-405.
- Burke & Litwin, 'A (1992). Causal Model of Organisation Performance and Change', *Journal of Management*, Vol 18, No 3 (1992), pp 523-545.
- Carroll, A. B. (2016). Carroll's pyramid of CSR: Taking another look. *International Journal of Corporate Social Responsibility*, 1(1): 1-8.
- Chand, A., (2017). *MG315: Industrial Relations theory & Policy: Course book*. Suva: The University of the South Pacific.
- Coffin, Judith G. & Robert C. Stacey. (2008). *Western Civilizations*. Sixteenth ed. New York: W.W. Norton Publishers, pp. 730-731.
- Creswell, J. W. (1994). *Research Design: Qualitative and Quantitative Approaches*. Thousand Oaks, CA: SAGE.
- Dewydar, W. M. E. N. S. (2015). The optimum relationship between managers and employees. *International Journal of Business and Social Science*, 6(8), 135-141.
- Didier, N. (2002). *Manager less performances [Managing Performance]*, Insep Consulting Editions, Paris.
- Dolphin, R., (2015). Internal Communications: Today's Strategic Imperative. *Journal of Marketing Communications*, 11(3), 171-190.
- Drucker, P. F. (1994). *Post-capitalist society*. New York, NY: Harper Business.
- Freeman, R. E. (1984). *Strategic management: A stakeholder approach*. Boston: Pitman Publishing Inc.
- Goris, J.R., Vaught B.C. and Pettit, J.D. (2000). Effects of communication direction on job performance and satisfaction: A moderated regression analysis. *Journal of Business Communication*, 37(4), 348-68.

- Gudnason, S. & Finnsson, T.R. (2017). The search for high-performance in organizations - A study of the CHPS framework. Unpublished master's dissertation, Lund University, Sweden
- Hansen, M. W., Ishengoma, E. K., & Upadhyaya, R. (2018). What Constitutes Successful African Enterprises? A Survey of Performance Variations in 210 African Food Processors. *International Journal of Emerging Markets*, 13(6), 1835- 1854.
- Haq, S. U., Liang, C., Gu, D., & Ma, Y. (2016, May). Understanding the Determinants of Project Performance: Empirical Evidences from Software Houses of Pakistan. In *WHICEB* (p. 8).
- Hee, O. C., Qin, D. A. H., Kowang, T. O., Husin, M. M., & Ping, L. L. (2019). Exploring the Impact of Communication on Employee Performance. *International Journal of Recent Technology and Engineering*. 8. 10.35940/ijrte.C1213.10835219.
- Hillstrom, Laurie. (2010). *Workers Unite: The American Labor Movement*. New York: Omnigraphics, *International Journal of Management Reviews*, 1(2), 25. International Study, Institute of Education, University of London
- Hla, D., & Teru, S. P. (2015). The efficiency of accounting information systems and performance measures. *International Journal of Multidisciplinary Current Research*, 3, 976-984.
- Jablin, Frederic M. (2000). Organizational Entry, Assimilation and Exist. *The New Handbook of 174 Organizational Communication*. Eds. F. Jablin and L. Putnum. Newbury: Park, Sage, 2000. Print
- Jones, T. M. (1995). Instrumental stakeholder theory: A synthesis of ethics & economics. *Academy of Management Review*, 20, 404-437
- Kalla, H. K. (2015). Integrated internal communications: A multidisciplinary perspective. *Corporate Communications. An International Journal*, 10(4), 302-314.
- Karna, S., & Junnonen, J. M. (2015). Project feedback as a tool for learning. In *annual conference of the international group for lean construction* (13), 47-55.
- Karpatiya, S. (2018); Performance reporting in project management; Retrieved from: <https://medium.com/flowpot/performance-reporting-in-project-management-267de0e4532c>
- Katerega, K. S. Y. N., & Sebunya, A. K. M. A. (2017). Project Communication a Dimension for Improved Project Performance: The Case of Selected Public University Projects.
- Katushabe Patience (2016). Internal controls and organisational performance

of United Nations organization stabilization mission in the Democratic Republic of the Congo, Entebbe base. Uganda Management Institute. 13MIML/3/01

Kenya National Bureau of Statistics (2010) Ministry of Planning and National Development, Economic survey 2010, Government printers: Nairobi

Koontz. (2001). Making theory Operational. *Journal of Management Studies*, vol.3, no.3, pp.229-43.

Lecy, J., Schmitz, H. and Swedlund, H. (2009) Mapping research traditions: Assessing the effectiveness of non-governmental and non-for-profit organizations. Available www.maxwell.syr.edu/.../NGOEffectivenessLitReview_Haley_12-15-09.pdf (accessed on 15/07/2022)

Lunenburg, F. C. (2010). Formal communication channels: Upward, downward, horizontal, and external. *Focus on Colleges, Universities, and Schools*, 4(1), 1-7.

Malait. K (2014); Communication in Human Relations Approaches. Retrieved from: <https://prezi.com/o8sfjbtjxdo/communication-in-human-relations-approaches/>

Marques, J.F. (2015). Enhancing the quality of organizational communication, a presentation of reflection-based criteria. *Journal of Communication*, 14(1), 47-58

Mastrangelo, A., Eddy, E.R. and Lorenzet, S.J. (2014), "The relationship between enduring leadership and organizational performance", *Leadership and Organization Development Journal*, Vol. 35 No. 7, pp. 590-604.

Mausolff, C. and Spence, J. (2008) Performance measurement and program effectiveness: A structural equation modeling approach, *International Journal of Public Administration*, 31 (6), 595-615.

Meddy and Shannon. (2014). Communication and interpersonal relationship in educational management. Makurdi; Me2uiMPACT Publishers.

Meng, X. (2012). The effect of relationship management on project performance in construction. *International journal of project management*, 30(2), 188-198.

Mjaku, G., & Pristina, K. (2019). Control activity and monitoring as COSO framework elements and their impact on the performance of entity: case study republic of Kosovo. *Management, Business Economics*, 135.

Mumby, D. K. (2013). *Organizational Communication: A Critical approach*. New York: SagePublications.

- Mutuku, C. K., & Mathooko, P. (2014). Effects of organizational communication on employee motivation: A case study of Nokia Siemens Networks Kenya. *International Journal of Social Sciences and Project Planning Management*, 1(3), 28-62.
- O'Connor, E. (1999). Minding the Workers: The Meaning of Human' and Human Relations' in Elton Mayo. *Organization*, 6(2), 223-246.
- Olanrewaju, A., Tan, S. Y., & Kwan, L. F. (2017). Roles of communication on performance of the construction sector. *Procedia engineering*, 196, 763-770.
- Park, S., & Choi, S. (2020). Performance Feedback, Goal Clarity, and Public Employees' Performance in Public Organizations. *Sustainability*, 12(7), 3011.
- Parker, D. W., Kunde, R., & Zeppetella, L. (2017). Exploring communication in project based interventions. *International Journal of Productivity and Performance Management*.
- Rani, W. M., & Amat, C. (2017); An Overview of Project Communication Management in Construction Industry Projects. *Journal of Management, Economics, and Industrial Organization*, 1(1), 1-8.
- Rodriguez, P. A. (2017). Conceptual model of communication theories within project process. *INNOVA Research Journal*, 2(3), 42-51.
- Ryan, G., Emmerling, R.J. and Spencer, L.M. (2009), "Distinguishing high-performing European executives: the role of emotional, social and cognitive competencies", *Journal of Management Development*, Vol. 28 No. 9, pp. 859-875.
- Schein, Edgar. H. (2004). *Organizational Culture and Leadership*. 3rd ed. San Francisco: John & Sons.
- Shockley-Zalabek, Pamela. (1994). *Understanding Organizational Communication: Cases, Commentaries, and Conversations*. New York: Longman Publishing Company, 1994. Print.
- Shonubi, A. O., & Akintaro, A. A. (2016). The impact of effective communication on organizational performance. *The International Journal of Social Sciences and Humanities Invention*, 3(3), 1904-1914.
- Taherdoost, H., & Keshavarzsaleh, A. (2016). Critical Factors that Lead to Projects' Success/Failure in Global Marketplace. *Procedia Technology*, 22, 1066-1075. doi: 10.1016/j.protcy.2016.01.151

- Taniguchi, A., & Onosato, M. (2018). Effect of continuous improvement on the reporting quality of project management information system for project management success. *International Journal of Information Technology and Computer Science (IJITCS)*, 10(1), 1-15.
- Usmani, F (2020); [Work Performance Reports in Project Management](https://pmstudycircle.com/2012/03/performance-report-in-project-management): Retrieved from; <https://pmstudycircle.com/2012/03/performance-report-in-project-management>
- Walsh, J. P. (2005). Taking stock of stakeholder management. *Academy of Management Review*, 30(2): 426- 438.
- Wilcox, D., & Cameron, G. T. (2011). *Public relations strategies and tactics*. Boston: Pearson education.
- Zulch, B. (2014). Leadership communication in project management. *Procedia-Social and Behavioral Sciences*, 119, 172-181.
- Zvirbule, L. (2015). Internal Communication as a Tool for Enhancing Employee Motivation: Case Study of Roche Latvia.

APPENDICES

Appendix I: Participant Information sheet and Consent Form

I am Nandudu Christine, a student at Uganda Christian University undertaking a study on headteacher communication styles and teacher performance in secondary schools in Nakapiripirit District, in Karamoja sub-region, Uganda; that will lead to the award of the Degree of Masters of Administration and Planning of Uganda Christian University. Your participation will be through the completion of this questionnaire. Any information provided will be confidential and will not be used for any other purpose except for academic purposes and nobody will be penalized or denied any service for refusing to participate or withdrawing from participation at any point. You will only participate in the study following a voluntary consent by ticking in the boxes below.

Do you consent to participate? YES NO

Appendix II: Questionnaire for Deputy Headteachers and Teachers in Sec. Schools

Instruction:

You are kindly requested to complete the questionnaire as honestly as possible. Write in bold or tick where appropriate.

SECTION A. Demographic Data of Respondents

Please tick (*J*) the appropriate response.

1. **Sex of Respondent** 1. Male 2. Female

2. **Age Bracket of Respondent**

1. 20 -29 yrs 2. 30-39 yrs 3. 40-49 yrs 4. Above 50 yrs

3. **Marital Status:**

1. Single 2. Married 3. Divorced 4. Separated

4. **Level of Education:**

1. Diploma 2. Degree 3. Masters

SECTION B: INDEPENDENT CONSTRUCTS

In the questions below, kindly read through and tick according to your perception as provided by the Likert rating scale rating below;

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

No.	Application of Passive Communication Style	1	2	3	4
1	The headteacher normally avoids expressing his opinions/feelings when talking to teachers				
2	The headteacher always avoids situations that can lead to conflict/debate with teachers				
3	The headteacher is typically quiet, prefers to hold one-on-one conversations with teachers.				
4	The headteacher often refers teachers to others (deputies, director of studies) for decision-making				
5	The headteacher normally protects his rights, identifies/seeks to meet his needs				
6	It is usually difficult to determine if the headteacher needs anything from the teachers				
7	The headteacher finds difficulty in maintaining eye contact with the teachers				
8	The headteacher keeps apologizing to teachers whenever things become challenging				
9	The headteacher sometimes struggles to express his feelings/needs to teachers				
10	The headteacher normally finds it difficult to say no to projects/requests from teachers				

No.	Application of Aggressive Communication Style	1	2	3	4
1	The headteacher often violates the rights of teachers when he communicates				
2	The headteacher is always dominates any discussion with teachers				
3	The head teachers' communication to teachers is always driven by anger				
4	The headteacher is always judgmental in the event of challenges				
5	The headteacher is normally rigid in his discussions with teachers				
6	The headteacher always insists that his decisions are the right ones				
7	The headteacher often creates a hostile environment when confronted by teachers				
8	In his communication, the headteacher often makes uncomfortable eye-contact				

9	The headteacher usually disregards teachers' personal space				
10	The headteacher often crosses with teachers on a number of issues				

No.	Application of Passive-Aggressive Communication Style	1	2	3	4
1	The headteacher normally does not communicate his feelings directly				
2	The headteacher usually holds on to negative emotions				
3	The headteacher often acts sarcastically on many issues that affect teachers				
4	The headteacher is fond of making facial expressions that contradict his words				
5	The headteacher sometimes engages/acts on baseless rumors to make decisions				
6	The headteacher sometimes gives silent treatment to important issues				
7	The headteacher usually disregards teachers suggestions in discussions				
8	The headteacher often denies responsibility when things get out of hand				
9	The headteacher sometimes makes decisions/does things to annoy teachers				
10	The headteacher normally does things without teachers' knowledge/input				

No.	Application of Assertive Communication Style	1	2	3	4
1	The headteacher usually clearly state his opinion/feeling to the teachers (open-minded)				
2	The headteacher advocates for his rights/needs without violating the rights of teachers				
3	The headteacher is always confident in his actions in the school				
4	The headteacher respects the views/opinions of the teachers				
5	The headteacher often creates space for honest discussions				
6	The headteacher promotes healthy connections between individuals				
7	The headteacher demonstrates high level of emotional intelligence				
8	The head teachers uses relaxed gestures when dealing with teachers				
9	The headteacher maintains honest eye-contact in his communication with teachers				
10	The headteacher is good at collaborating with teachers in various activities				

SECTION C: DEPENDENT CONSTRUCT

No.	Teacher Performance	1	2	3	4
1	I always make schemes of work as required				
2	I always make lesson plans before I go to teach my students				
3	I make comprehensive lesson notes for students				
4	I prepare the instructional materials well in advance				
5	I deliver every lesson as scheduled on the timetable				
6	During lesson delivery, I provide appropriate explanation of content to the students				
7	I often engage the students in discussion so they can participate in the learning process				
8	I always provide support to individual students especially the academically challenged				
9	I assess student learning as often as possible				
10	Always after assessment, I provide feedback/counseling to the students for improvement				

Thank you so much for participating in this study

END

Appendix III - Interview Guide for Headteachers

The researcher will use this interview guide to collect data during face-to-face interviews with the Key Informants.

Items

1. For how long have you been serving in this school?
2. As a headteacher in this school, could kindly comment on the communication style commonly used in the school?
3. Could you kindly comment of the state of teacher performance in this school? Please elaborate on your response.
4. In you view, what is the effect of head teachers' application of the passive communication style on teacher performance? Please elaborate on your response.
5. In your opinion, how does headteacher' application of the aggressive communication style affect teacher performance in the school?
6. Can you explain your response in (5) above?
7. How does head teachers' application of the passive-aggressive communication style affect teacher performance in school? Kindly explain more.
8. What is the effect of head teachers' application of the assertive communication style on teacher performance?
9. Please explain your response in (9) above.
10. If you were to advise a newly recruited headteacher on the kind of communication style that would ensure effective teacher performance in the school, which one would you recommend and why? Please explain further.

We have come to the end of the interview.

Thank you so much for participating in this study.

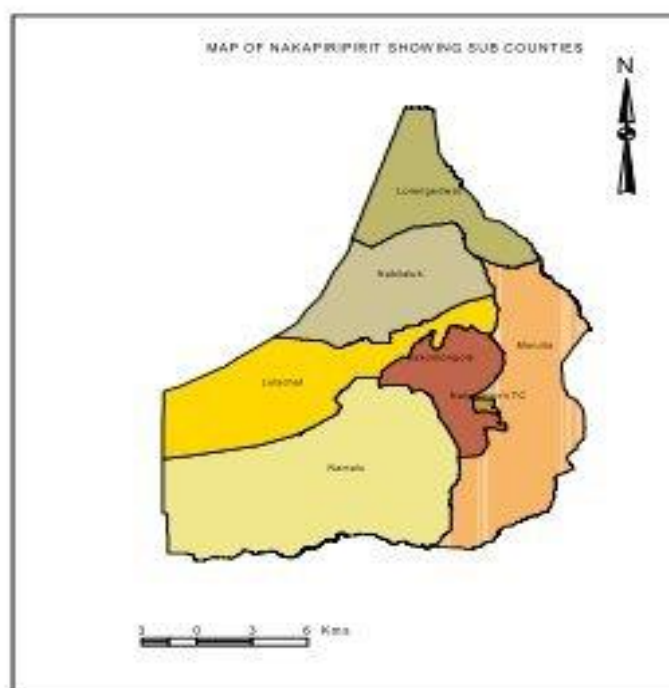
APPENDIX IV: MAP OF UGANDA SHOWING LOCATION OF NAKAPIRIPIRIT DISTRICT



APPENDIX V: MAP OF NAKAPIRIPIT DISTRICT



Rural Communications Development Fund (RCDF) RCDF PROJECTS IN NAKAPIRIPIT DISTRICT, UGANDA



UCC Support through the RCDF Programme

Uganda Communications Commission
Plot 42 -44, Spring road, Bugolobi
P.O. Box 7376
Kampala, Uganda
Tel: + 256 414 339000/ 312 339000
Fax: + 256 414 348832
E-mail: uoc@ucc.or.ug
Website: www.ucc.or.ug

1

Source: Map was adopted from the RCDF Programme