Evaluating the Role of Productive Communication Between Teachers and Principals on Educational Achievement

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Abstract

Communication plays a very important role in the functioning of various sectors, including healthcare, business, education, and government institutions. As communication becomes increasingly vital, its complexities within organizational settings demand greater attention in educational research. Effective communication, which forms the backbone of successful relationships, bridges geographical and cultural divides, fostering a sense of collaboration and mutual understanding. This study focuses on the intricate dynamics of leadership-employee communication, marked by its adaptability, precision, and evolving nature within educational institutions. The research supports the premise that strong communication practices significantly enhance institutional performance. Schools that foster open, consistent communication between administrators and teachers not only achieve higher levels of efficiency but also experience substantial improvements in educational quality.

Keywords: *Communication, School director-Teacher Interaction, Institutional Performance, Educational Quality*

1. Introduction

The means by which we exchange information is communication, which is the basis for social interaction without which nothing could function. According to Fiske, J. (1990) "Interaction is the main link of management that sets the organization in motion, that gives life to ideas, projects like cells to the human body". One of the most important factors influencing the building of constructive and solid relationships in schools is communication. To create a good and educated generation, a good spirit of communication is needed not only with the students, but also within the collective between the teachers and especially between the latter and their superiors.

Communication can take many different forms: reading, attending meetings, writing reports, and using electronic means of communication. In addition, in the formal framework of the superior-subordinate relationship, both parties will be

able to develop their communication skills, the benefit will be very wide. On the other hand, if the communication process is ineffective, the basis on which superiors, teachers and anyone else will rely to make a decision will be wrong. Wrong decisions lead to functions of low quality and quantity.

Communication is a process of creating and exchanging messages. This process includes many key elements such as: network, dependency, connection, environment, uncertainty and messaging. Communication is closely related to organizational culture and structure (Goldhaber, 1993). Communication can be used to analyze and reflect. It is seen as a penetrating factor rather than an individual human ability. Since the school is made up of people different in personalities and in behavior, the interactive system is qualitative in terms of communication as well as in the context of the internal quality of the school where an interactive social behavior is to be achieved. This behavior is possible to achieve entirely through communication whether verbal or not, communication and interaction which take a major role in determining quality in school (Hoy, W. K., & Miskel, C. G. (2007).

For this reason, the school director must create a climate of trust in the school to consider communication as one of the most efficient tools in achieving objectives, to respect and value anyone's opinion, to be direct with anyone, to evaluate and reprimand, to to accept mistakes, to absorb and generate information. Teachers must play the role of care provider both in the service of education and in their communication. In school, the quality of the system is understood only in the foundations of communication which is created by actors with partnership roles.

Communication is understood as a key element that can lead to the creation of a positive climate, the increase in the number of players in the educational process, as well as the possibility of sharing goals and values. School represents one of the broadest fields of communication that includes a visible aspect of the communicative space, which is taking responsibility for a particular problem by expressing your personal opinion and defending persuasive arguments based on regulatory requirements. According to Eriksen, E. O. (2001), "The quality of the school taken as an organization, among other things, is characterized by the change of connections expressed by the ability of the actors in this organization to realize an interactive communication that leads to the achievement of objectives."

School is an organizational institution where actors have their roles which are determined only by formal and informal relationships, i.e. by communication networks. Within the educational institution, it is necessary for individuals to communicate transparently and with a correct ethic. In this process, the superior plays a big role. He must be a leader in stimulating the creation of groups and he must know how to establish internal communication. Since this communication plays an ethical role in characterizing the climate in the school environment as well as its consequences in particular individuals. In this perspective, the principal plays a key role in the functioning of the educational institution.

Pedagogical leadership occupies a special role in national curricula. Successful pedagogical leadership involves managing tensions, dilemmas, and focusing on student learning, as well as collaboration between students, teachers, and principals. Our goal is to identify the main factors in the completion of the educational learning process in public schools of pre-university education through communication between principals and teachers.

Initially, it is advisable to dwell a little on the role of school and education, as well as on the creation of conditions for the creation of a critical culture and the creation of opportunities to gain knowledge.;

- Creation of conditions for the creation of a critical culture.

The school is the only institution in our country that is specifically charged with transmitting a democratic culture to young people. Schools are important actors in the creation of educated persons who acquire an understanding of truth, beauty, and justice according to which they judge their own and society's virtues and flaws. This is a moral responsibility.

-Creating opportunities to gain knowledge.

The school is the only institution that is specifically charged with the task of providing young people with disciplined knowledge in all areas of human conversation: The world as a biological and physical system; evaluation and persuasive systems; communication systems; the social, political and economic systems that make up the global village and the people themselves (Dalin, P. and Rolff, H.G. 1992). Teachers must work hard to ensure that there is no attitude, belief or practice that prevents students from acquiring the necessary knowledge.

Teachers are agents of change in education and influence the improvement of society. Education is an important factor that determines the quality of a person's life and the future of society as a whole. No other profession gives you the opportunity to have such a positive impact on the overall development of a child.

In successful schools, different stakeholders have different perspectives on how they define success. In projects, successful schools have good results in relation to social and academic objectives. Schools, school systems and universities (at least teaching faculties) need each other to succeed (Fullan, M. 1992). They differ from each other in key areas of structure, culture and reward systems. The main point is that principals and teachers make a difference even if students' socioeconomic background is the most important variable in explaining differences in student outcomes.

Communication, in many respects, is considered the essence of leadership. Someone can draw up an extremely good plan for revitalizing the company, but if he is not able to communicate it to others, then the paper he spent writing this plan is not worth it. Successful leaders understand the nuances of communication and are able to change their communication style in order to best meet the demands of particular situations. When the leader uses the term "communication", it refers not only to the words used in this context to transfer information to others, but also to other "messages" that are sent and received.

Considering the empirical data, we emphasize that school directors spend at least 80% of their working time communicating with staff, customers, consumers, the public, the media and government officials. It is clear that mastery of communication skills is the greatest service a leader can do to ensure his own success. The results of Oterkiil, C. (2010) mainly show communication as a daily issue that refers to activities, information, etc. Teachers feel well informed and satisfied in terms of daily communication with their principals.

Communication in the organization is important for other reasons as well. For example, if we take a look at the press announcements for senior managerial leadership positions in the organization, it is difficult to find one that does not specify "communication skills" as one of the essential requirements for applicants. Some even go further by asking for "extraordinary, special communication skills" or "highly developed communication skills". Communication skills are considered by some researchers to be the single most important non-technical skill necessary for leaders. (Comer, J. 1992)

By studying the work culture, it has been found that there is a relationship between the effectiveness of the communication of the leaders and the satisfaction of the employees. Work culture consists of some similar norms referring to group work against any behavior that can be judged. The concept of work culture is closely related to the concepts of communicative environment. Borden (1977) defines the cultural environment as a context where communication occupies an important place and marks the cultural aspect as an issue belonging to the behavioral framework.

The school culture is managed to create a stable and suitable environment but with some interruptions and unexpected events. Principals and teachers have different views about attendance and the context of the conversation. They define important concepts such as: - school improvement and - pedagogical leadership (Eriksen, E. O. (2001).

Principals often overestimate their own teaching skills and learning issues. Much of the communication is guided to create things that are expected to happen and to avoid conflicts instead of deepening them, to explore different perspectives. The problem is not the amount of information or the clarity of the content.

Ch. Barnard (2001) treats communication as a means by which people in the organization are connected to achieve a common goal. Communication must occupy a central place in the theory of organization, because: The structure, scope and field of organization are determined almost entirely by communication techniques. Also, he continues, the main function of a headmaster is to build and maintain a certain communication system. Communication is essential especially for the internal functioning of the organization, for the reason that it realizes the integration of all managerial functions. More specifically, it is particularly important in several directions:

First, for defining the goals and for their transmission through different points of the organization.; Second, for drawing up plans for achieving goals.; Thirdly, for the organization of human resources and all other resources in a more efficient and effective way.; Fourth, for leading and motivating people as well as for creating an appropriate climate, in order for them to give their maximum contribution.; Fifth, to help people better understand the decision-making process; Sixth, for performance control.

Organizational structure and organizational culture affect the communication process negatively where meetings and gatherings protect existing patterns (Öög, J., Johansson, O., Lindberg, L., & Olofsson, A., 2003). Leaders and teachers recognize that they need to improve their communication process but they have difficulty organizing ideas about what to do. Assessment tools have built different groups and organizational conditions such as: Structure and culture that can help practitioners become more aware and analyze their communication process.

We focus on several types of meetings between teachers and leaders, who communicate about what issues they talk about during daily work, also analyzing whether there are differences in the organizational communication process between schools that are very successful and those that are less so. successful. In order for organizational communication to become manageable and meaningful, support is needed from organizational structures such as: meetings and programs. If these meetings and programs do not support issues related to the learning process and student outcomes as well as school improvement, it is difficult for principals to direct pedagogical leadership.

Pedagogical leadership is seen as a democratic leadership focused on national curricula.

First, pedagogical leadership should contribute to collaborative learning for all actors who are part of the school.

Second, the leaders have the opportunity to define the programs and decide the issues that will be discussed during the meeting. This is even more important especially for meetings that are daily. Enabling structures create two forms of communication while inhibiting structures can reinforce consensus, distrust and control (Mcphee, R.D, & Poole, M. S., 2001).

There is a difference in how leaders and teachers view communication as something shared. Headmasters tend to overestimate their communication skills. We are dealing with a lack of pedagogical leadership in many schools where teachers and leaders are not aware of how the cultural and structural aspects affect their communication (Fullan, M., 2001).

There are many assumptions that leadership communication is not spread evenly. We also have those teachers who take a lot of time from the directors' communication time. One reason this happens is that they take up too much of the leaders' time. By letting teachers choose different issue categories, teachers in successful schools are more oriented by leaders who talk about issue categories related to the learning process and school improvement (Kievet, F. K., & Vandenberghe, R., 1993). I the only exception was conversations about the issues of the day in which leaders of other groups communicated more often.

Successful school principals who conducted classroom visits scored in terms of their teachers' high achievement compared to other groups. How the leaders meant and used structure and culture in the communication process within the school appeared to be as important as individual and communication skills. The more aware you are of using communication, the more it will positively impact school (Kowalski, T. J., Petersen, G. J., & Fusarelli, L. D. (2007).

Communication in the role of a leader includes handling conversations with staff who have different opinions about the school's educational mission. Although we have a genuine communication structure, other aspects affect the communication process. Seeing communication as a fairly widespread process, this means that behind what is spoken it is possible to discover the speaker's goals and his individual values in communication and dialogue. This implies that the speaker's personal value and knowledge are important in order to build a coherent and understandable communication.

Scientific research in organizations has shown that most employees wanted top-level headmasters and leaders to communicate with them more often and to increase their participation in decision-making processes (Brownell, 1990). In a study of more than 80 Australian companies, the question was asked: "What would improve your workplace more than anything else?" The answer was not "more benefits and more pay", or "more free time." The top two answers were "more effective leadership" and "good communication and management" (Sarason, .S, 1971). Also, organizational competencies such as innovation, continuous learning or change cannot be achieved without sophisticated communication systems to support them.

Communication is closely related to organizational culture. Therefore, communication is seen as independent in the qualitative relationships in the organization, which make trust an important variable in the communication process. Trust can take different forms of communication and can be related to institutions or to individual goals and leadership skills. In running the school, the leadership must take responsibility for the results of the school. This form of the hypothesis that pedagogical leadership focuses on the teaching process, consists of the leaders' personal values and communication being related to the organization's objectives and mission.

By describing each of the schools it becomes more apparent that the leaders have different strategies in their communication. In schools, the communication of leaders consists of individual values and national curricula. In these schools there are also signs that show us that faith is built in three directions:
- leaders' trust in teachers; - teachers' trust in leaders as individuals; - and teachers' confidence in the role of leaders (Putnam, L. L., & Pacanowsky, M. E. (1984).

Principals contribute through communication to the school's pedagogical culture (Schein, E. H. (1985). Principals' trust is low, transparency and communication in the work of teachers inside the classrooms is lacking.

2. Method

Specifically, for the data collection of this paper, the quantitative data method Mathews, B. and Ross, L. (2010) applies. The reason why this technique was chosen to be used stems from the aims of the topic to obtain a large amount of information from a significant number of participants in a short time. The quantitative nature of this study makes this research a process that moves from the known to the unknown thanks to a few simple steps. The basis of this study is the size of the sample that was included in the study (162 participants), which supports even more strongly the connection or not between the variables. The questionnaire, the research instrument, contains 29 questions of which 27 are closed and 2 open questions.

The sampling chosen in this study is convenience sampling. This sampling was chosen because according to Mathews, B. and Ross, L. (2010) it is easily available and accessible in a shorter time. 4 schools were selected, of which three are 9-year-old and 1 secondary school, which are mentioned below: 1.Misto Mame - 2.Skënder Çaçi - 3.Siri Kodra (9- year-school); 4.Partizani (high school).

2.1   Purpose of the study

The purpose of this study is to identify the main factors in the completion of the educational process in public schools of pre-university education through teacher-school director communication.

## 2.2   Objectives of the study

1.   To explore communication between school director and teachers in pre-university education
2.   To analyze communication at the leadership level
3.   To point out the impact of communication on the continuous improvement of teacher-school director relations.
4.   To highlight through communication the abilities of the school directors in their work in public schools.
5.   To compare superior-subordinate communication relationships in public schools.
6.   To prove that effective communication affects the formation of a successful school.

2.3   Hypothesis

Effective communication between teachers and school directors leads to an increase in the quality of the teaching and learning process.
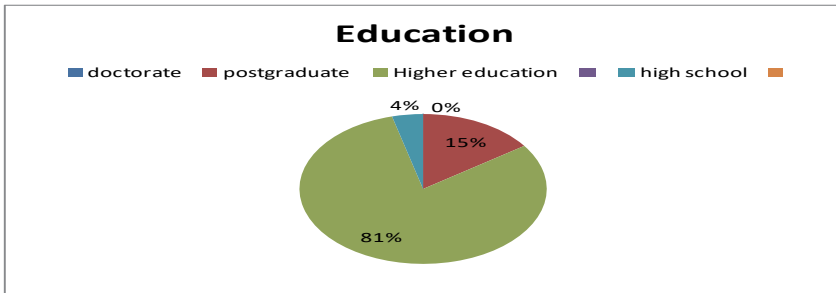
3.   Results

As can be seen in graph 1, in this study most of the participants were female (87%) while a small percentage were male (13%)
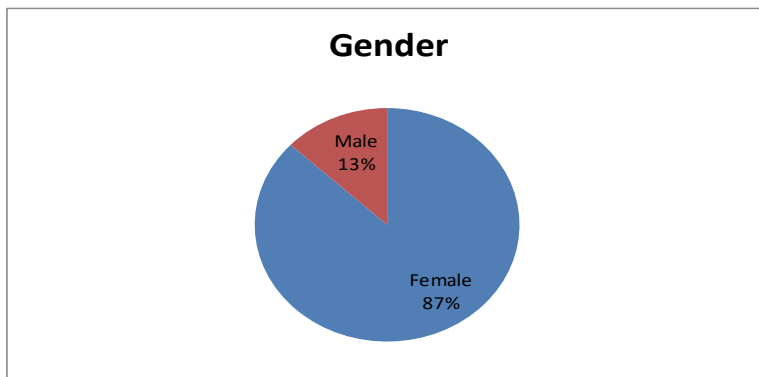

Graph 1: Gender

Out of 162 teachers in the four schools, 140 of them agreed to be part of the study, 130 teachers out of 150 in total and 9 principals out of 11 principals in the four schools.

Graph 2: Education

As it can be seen in graph 2, in this study, most of the participants have a higher education (81%), other 15% have post-graduate education, 4% have high school education while the percentage of teachers with a doctorate degree is 0%.
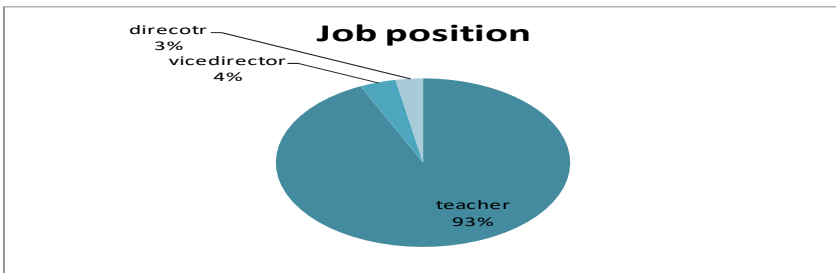

Graph 3: Job position

As can be seen in graph 3, in this study, most of the participants are teachers (93%), while the percentage of superiors (school director and vice-director) is relatively small.

3.1   Superior-subordinate communication:

Graph 4 shows the answers of the participants in relation to the number of meetings between leaders and teachers to communicate about curricula. The results show that 100% of the school directors meet once-twice every month with the teachers, while the largest percentage of teachers (58%) meet with the principals once-twice every semester.
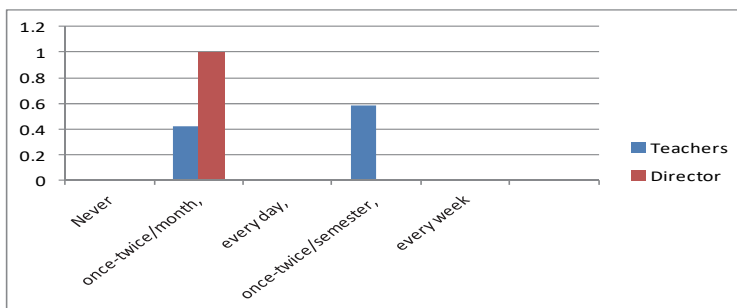
Graph 4: Frequency of meeting of school directors and teachers regarding curriculum communication

Table 3 gives the answers of the participants in relation to the number of meetings between school directors and teachers in teachers' meetings. The results show that 100% of the school directors meet once-twice every month with the teachers, and the largest percentage of teachers (71%) meet with the school directors once-twice every month.

Table 3: Ratio of meetings school directors and teachers

The ratio of meetings between school directors and teachers	School directors	Teachers
Never	0%	0%
Once-twice every semester	0%	29%
Once-twice every month	100%	71%
Every week	0%	0%
Every day	0%	0%

Table 4 gives the answers of the participants in relation to the number of meetings between school directors and teachers in individual meetings. The results show that 60% of the school directors meet once-twice every month with the teachers, while the largest percentage of teachers (45%) meet with the school directors once-twice every semester.

**Table 4:** Ratio of meetings: headmasters and teachers in individual meetings

The ratio of meetings between school directors and teachers	School directors	Teachers
Never	0%.	10%
Once-twice every semester	0%	45%
Once-twice every month	60%	26%
Every week	40%	14%
Every day	0%	5%

Table 5 gives the responses of the participants in relation to the number of meetings between school directors and teachers for school activities. The results show that 70% of the school directors meet once-twice in each semester with teachers and the largest percentage of teachers (67%) meet with the school directors once-twice in each semester.

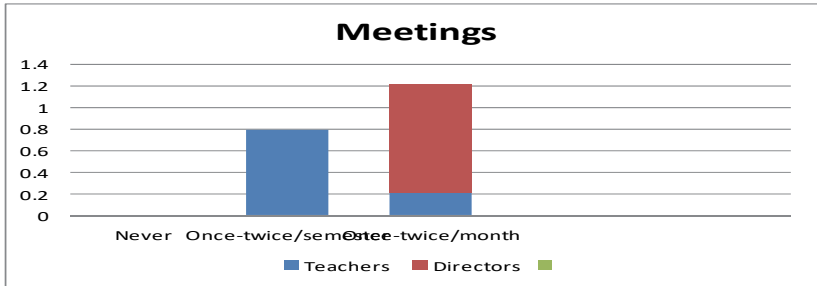**Table 5:** Ratio of meetings: school directors and teachers on school activities

The ratio of meetings between school directors and teachers	School directors	Teachers
Never	0%.	0%.
Once-twice every semester	70%	67%
Once-twice every month	30%	33%
Every week	0%	0%
Every day	0%	0%

In graph 5, the answers of the participants are given in relation to the number of meetings between school directors and teachers about the school's objectives. The results show that 100% of the school directors meet once-twice in each semester with the teachers, and the largest percentage of teachers (62%) meet with the school directors once-twice in each semester.
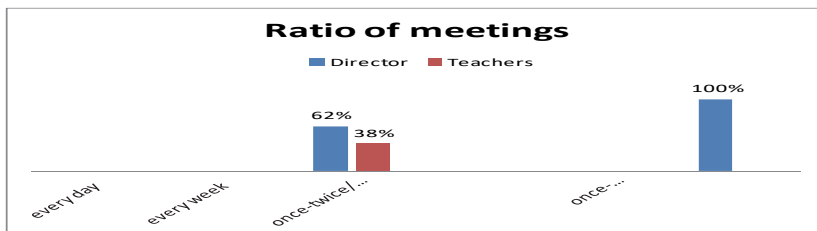
Graph 5: Ratio of meetings: school directors and teachers on school objectives communications

Graph 6 shows the answers of the participants in relation to the number of meetings between school directors and teachers for teaching and learning. The results show that 100% of school directors meet once-twice in each semester with teachers, while the largest percentage of teachers (62%) they meet with the school directors once or twice every month.

Graph 6: Ratio of meetings: school directors and teachers on communication regarding teaching and learning

Table 6 gives the answers of the participants in relation to the number of meetings between school directors and teachers to communicate about the work that each one does. The results show that 100% of the school directors meet once-twice in each semester with the teachers, and the largest percentage of teachers (68%) meet with the school directors once-twice in each semester.

Table 6: Ratio of meetings: school directors and teachers communication regarding the tasks

The ratio of meetings between school directors and teachers	School directors	Teachers
Never	0%	0%
Once-twice every semester	100%	68%
Once-twice every month	0%	32%
Every week	0%	0%
Every day	0%	0%

In table 7, the answers of the participants are given in relation to the number of meetings between school directors and teachers to communicate about the improvement of the school. The results show that 60% of the school directors meet once-twice every month with the teachers, while the largest percentage of teachers (60%) meet with the school directors once-twice every semester.

Table 7: Ratio of meetings: school directors and teachers communication about school improvement

The ratio of meetings between headmasters and teachers	Headmasters	Teachers
Never	0%	10%
Once-twice every semester	0%	60%
Once-twice every month	60%	30%
Every week	40%	0%
Every day	0%	0%

4. Discussion

Communication is one of the most important elements that occupies most of the time in the work of school directors and teachers in schools. As we will see below, communication serves as a constructive bridge between the two parties (leaders and teachers), when discussing various issues and problems related to education. Many authors have emphasized the importance of communication in the education sector, especially in the pre-university sector, which was also taken into analysis. Kowalski (2007) states that: "The more you are aware of the use of communication, the more it

will positively affect the school".

In the question about how often school directors meet with teachers to communicate about curricula, the results showed that 100% of school directors meet 1-2 times every month. As for the teachers, the results were: 58% meet 1-2 times per semester and 42% 1-2 times per month. The results showed that there are differences between school directors and teachers in what attitude they take when they meet to communicate about curricula. The school directors attach more importance to this fact, which shows that they are more interested in their improvement in the general framework of the school. Also, teachers are involved in this process, because they are the ones who select the texts at the beginning of each school year, but this shows that teachers stick to their choices made from the beginning.

Regarding the question of how many times school directors and teachers meet to communicate about the school's objectives, the results showed that 100% of school directors meet 1-2 times per semester and 62% of teachers meet 1-2 times per semester and 38% they met 1-2 times every month. For both parties, communication about the school's objectives is important, which confirms one of the findings of Ch. Bernard (2001) who treats communication as a means by which people connect with an organization to achieve common objectives. The results showed that there are small differences between school directors and teachers in what attitude they take when they meet to communicate about objectives. One of the most important factors that affects the structure and organizational culture of the school is the definition of the objectives as the school directors and teachers devoted time to communication about them.

Another important element in meetings between teachers and school directors was related to communication about student behavior. The results showed that 22% of the school directors met once or twice a month and 78% every week, 10% of the teachers met with the principals on this issue 1-2 times per semester, 21% 1-2 times per month, 42% every week gives 27% every day. The execution of the teaching process is also greatly affected by the behavior of the students in it, therefore school directors and teachers attach importance to this fact. Here, too, the results showed that there are negligible differences between school directors and teachers regarding the attitude they hold when they meet about student behavior. The teachers are the ones who are most affected by the behavior of the students because they spend a good part of their time with them and mainly during the lessons in which the teachers try to keep their classes quiet. Even the school directors, despite having less contact with the students, the behavior of the latter affects a successful process.

Nias and others (1989) emphasized that in a learning organization school directors are designers, caretakers and teachers. The findings confirmed the results when 100% of school directors met with teachers to communicate about teaching and learning, 1-2 times each semester. Nias and others also emphasized that they (school directors) are responsible for learning. In fact, they are not the only ones, the results that benefited from the teachers showed that 79% of them met with the school directors 1-2 times every month and 21% of them every week.

5. Conclusions and Recommendations

The results showed that there are differences between school directors and teachers regarding the attitude they hold when they meet to communicate about teaching and learning. Teachers pay more attention to this issue because it is directly related to the productivity and efficiency of their work with students. Communication between school directors and teachers on teaching and learning issues affects school results, continuous improvement to create successful schools.

Based on the results that were obtained from the research participants, several conclusions were reached, which therefore answer the research question. As can be seen from the answers, in general this study follows the course of previous studies and highlights the role of communication between school directors and teachers as a key element in the smooth running of the teaching process and to contribute to the improvement of schools.

Key elements in the smooth running of the learning process for both school directors and teachers are: communication about curricula, communication about school objectives, communication about student behavior, communication about teaching and learning.

Pedagogical leadership is a role that is described for school directors and their communication skills, as a successful pedagogical leadership involves and contributes maximally to the improvement of school children.

There is a slight difference in how school directors and teachers view communication as a joint dialogue, because they tend to overestimate their communication skills.

The ability to express oneself, to discuss issues, to dialogue, to transmit information, to solve daily issues or to reflect, etc. are the bases of an effective leadership.

The more professional the school directors is, the more ability he has to create cooperative relationships. From which we have an increase in the teaching process, the results of the students as well as the credibility that the school creates for the future, all these influence the increase in the school's effectiveness.

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