



## Administrative Communications and its Impact on Increasing the Effectiveness of Managerial Decisions Among Secondary School Principals

Yusra Jadallah Abed Khasawneh<sup>1</sup>, Suad Abdalkareem Alwaely<sup>2</sup>, Mohamad Ahmad Saleem Khasawneh<sup>3</sup>, Tareq Alkhasawneh<sup>4</sup>, Ghaith Ali Mahmoud Al-Barakat<sup>5</sup>

### ARTICLE INFO

#### Article History:

Received: 13 March 2024

Received in revised form: 01 April 2024

Accepted: 12 May 2024

DOI: 10.14689/ejer.2024.111.07

#### Keywords

Effective Communication, Administrative Communications, School Principals, Secondary Stage

### ABSTRACT

**Objective:** This study sought to reveal the role of administrative communications and their impact on the effectiveness of administrative decisions among school principals in Jordan. **Design/ Methodology/ Approach:** A descriptive and analytical approach was employed to examine the relationships between variables. The study included 125 secondary school principals from Jordan, who were randomly selected from three different cities. The researcher designed a questionnaire to gather the necessary data.

**Findings:** The study revealed that the demographic variables of the individuals in the sample did not have any impact on the differences in perceptions of the effectiveness of administrative communications in secondary schools in Jordan. However, the study found that gender did play a role in causing variations in the responses. Furthermore, the implementation of these features in the information required by schools in Jordan has resulted in increased acceptance among workers. Ultimately, this has had a positive impact on the effectiveness of administrative decisions. **Research Limitations/Implications:** The study suggests that enhancing communication patterns among employees at the same administrative level, as well as between managers and employees, can improve the effectiveness of administrative decisions. This can be achieved by promoting greater interest in sharing information with specific characteristics.

© 2024 Ani Publishing Ltd. All Rights Reserved.

## Introduction

Effective communication is crucial for making sound administrative decisions. For

<sup>1</sup> Dr., Faculty of Educational Sciences., Department of Educational Administration, Faculty of Educational Sciences, Ajloun National University, Jordan. ORCID iD: <https://orcid.org/0000-0002-7253-412x>, Email: [yusra.khasawneh@anu.edu.jo](mailto:yusra.khasawneh@anu.edu.jo) & [yusrajadallahabedkhasawneh@gmail.com](mailto:yusrajadallahabedkhasawneh@gmail.com)

<sup>2</sup> Professor, College of Education, Humanities and Social Sciences, Al Ain University, UAE & Hashemite University, Jordan. ORCID iD: <https://orcid.org/0000-0003-1265-2121>, Email: [suad.alwaely@aaau.ac.ae](mailto:suad.alwaely@aaau.ac.ae)

<sup>3</sup> Dr., Assistant Professor, Special Education Department, King Khalid University, Saudi Arabia. ORCID iD: <https://orcid.org/0000-0002-1390-3765>, Email: [mkhasawneh@kku.edu.sa](mailto:mkhasawneh@kku.edu.sa)

<sup>4</sup> Dr., Assistant Professor, College of Education, Humanities & Social Science, Postgraduate Professional Diploma in Teaching, Al Ain University. Email: [tareq.alkhasawneh@aaau.ac.ae](mailto:tareq.alkhasawneh@aaau.ac.ae)

<sup>5</sup> Dr., Academic Major: Measurement and Evaluation, College of Educational Sciences, Ajloun national University, Jordan. Email: [g.albarakat@anu.edu.jo](mailto:g.albarakat@anu.edu.jo)

\*Correspondence: [not declared](#)

organisations to thrive, it is crucial to foster unity and collaboration among different departments. This allows for a seamless interaction with the ever-changing external environment, which presents ongoing challenges like competition, shifts in customer preferences, and technological advancements (Kalkan et al., 2020). Therefore, successful companies strive to adapt their administrative procedures to suit the environment. Given the ever-evolving nature of growth and change, it is imperative to devise fresh strategies for communication and development in order to attain success and foster organisational progress, all the while enhancing efficiency and effectiveness (Saleem et al., 2020). Administrative communication is a crucial element in making informed administrative judgements. In order to facilitate effective communication, it is essential to establish a strong connection and foster a seamless exchange of information, events, and news within the organisation (Meyer et al., 2022).

Effective communication within an institution is crucial for the smooth flow of instructions and directives to employees. An organised communications network plays a vital role in facilitating this process (Atasoy, 2020). The existence of a well-established network enables employees to fully comprehend and internalise their responsibilities and assigned roles, leading to enhanced productivity and effectiveness within the institution (Kartini et al., 2020). The communications function is a fundamental aspect of organisational management. It involves the translation and transmission of administrative information related to all organisational functions, including activities and goals, to both internal and external stakeholders. The purpose is to elicit desired reactions and behaviours that align with the organization's objectives (Tobón et al., 2020).

There is a direct link between administrative communication and the decision-making process in schools. This process involves identifying the problem, gathering information, exploring different solutions, selecting the most suitable option, and finally, implementing and monitoring the chosen solution (Türkoğlu & Cansoy, 2020). Effective administrative decisions rely heavily on clear and concise communication. The aim of this study was to assess the information produced by secondary school administrators in Jordan and evaluate the effectiveness of their administrative communications (Agustina et al., 2021). The goal is to assess the impact of administrative communications and the data they provide on the decision-making process for administrators (Lassoued et al., 2020). The research aims to provide recommendations and guidance to all stakeholders involved in order to enhance administrative communications within the Ministry of Education. The goal is to provide valuable data that facilitates informed administrative decision-making.

The study focusses on monitoring and analysing the administrative communication activities of secondary school principals in Jordan. It aims to highlight the importance of these activities and their role in promoting effective information for making administrative decisions. The investigation of this topic arises from the significant advancements in information technology and the demand for new management skills in education. Poor communication leads to distorted data and information, which is expected to negatively affect the effectiveness of administrative decisions. This study aimed to assess the impact of administrative communications on the effectiveness of administrative decisions among school principals in Jordan. This study is conducted to address the following questions.

**Q1:** *What is the level of effectiveness of the administrative communications used (patterns, means, and skills) by secondary school principals in Jordan?*

**Q2:** Are there differences in the impact of the effectiveness of administrative communications on the managerial decisions among secondary school principals due to the variables of gender, age, and educational qualifications?

The study focusses on administrative communications and their influence on the effectiveness of administrative decisions. It emphasises the importance of providing accurate information and data to facilitate objective and successful decision-making. Administrative communication is the system that facilitates the flow of necessary information to enhance the work environment and promote efficient and interactive employee interactions. Efficient communication within the organisation fosters employee-leadership interaction and promotes a culture of dialogue among all relevant parties. The study focused solely on secondary school principals in Jordan during the school year 2022-2023. The study focused solely on three cities: Amman, Irbid, and Mafraq. The results are dependent on the accuracy of responses provided by the participants.

### Literature Review

Communication seeks to understand the exchange of ideas, information, and instructions within a social system, as well as the formation and development of opinions, trends, and knowledge (Purwanto, 2022). Communication is a process of social interaction and influence between two parties. Its purpose is to achieve a desired outcome by bringing about changes in others' behaviour. Through communication, individuals exchange ideas and information using appropriate means, making them valuable to the public (Syakur et al., 2020). Communication is a deliberate endeavour aimed at conveying information between individuals, fostering mutual understanding, and facilitating the exchange of ideas and information to establish trust and common ground among human beings (Nabella et al., 2022). It is commonly utilised to facilitate collaborative communication between two parties, allowing for the exchange of specific ideas or experiences through suitable channels.

In administrative organisations, communication flows in two directions: internal and external. Internally, communication occurs between different branches and departments, and it can flow from top to bottom, bottom to top, horizontally, or in any combination of these directions (Liu et al., 2021). Communication between organisations and the external environment involves the exchange of information with other organisations, consumers, and unions. Mastering a variety of skills is essential for effectively implementing the communication process (Mkongo & Macha, 2023). Effective speaking skills are crucial for influencing others during communication. Proficiency in speaking skills is essential, and individuals should possess ample experience in employing various voice techniques. Writing is a valuable tool for effectively conveying instructions and ideas through mediums such as leaflets and written instructions (Berkovich & Hassan, 2024). Developing strong listening skills is crucial for fostering effective communication and promoting harmony among different groups. Active listening enables individuals to effectively communicate their perspectives and the challenges they encounter.

Meanwhile, effective communication is a crucial tool for principals to achieve administrative effectiveness. Communication is often seen as a strategic tool used by principals to influence the functioning of schools through interpersonal relationships (Gómez-Leal et al., 2022). Strong communication skills are crucial for a thriving academic institution, and competent administrators

are well-equipped to shape the entire educational process. Principals must utilise a range of managerial communication techniques to ensure the achievement of school goals.

Effective communication is crucial for effectively managing staff within an organisation (Akarika et al., 2022). When employees in any organisation possess strong communication skills, they demonstrate a sense of accountability for every decision made. It has been suggested that effective communication plays a crucial role in decision making and addressing critical challenges within organisations (Morris et al., 2020). Meanwhile, each gender has its own unique style of communication. People who approach communication in a logical and rational manner are well-equipped to handle significant challenges (Musheke & Phiri, 2021). While illogical decision making can also be seen in miscommunication. Therefore, the importance of effective communication skills has become evident in facilitating interactions between individuals.

Effective communication skills are an essential component of successful management. These skills facilitate effective interactions and collaboration among individuals in the workplace (Kent & McDonald, 2021). It is important for individuals to have a strong understanding of effective communication and how to handle various situations. Enhancing staff performance is crucial for achieving a higher level of communication management (Fernandes et al., 2021). It is essential for staff to take on the responsibility of improving their performance. The significant challenges in communication management arise when there is a lack of training and skills. It is advisable for staff members from various organisations to receive training in improving their communication skills and handling issues effectively (Gunawan et al., 2023). It can be a promising approach for enhancing skills management.

In addition, effective communication within the academic field is crucial for the general public to effectively address various challenges (Capp et al., 2022). Effective management of skills and reliable communication can be achieved through strong collaboration between top and lower management. According to Mathers et al. (2024), there is a difference in the communication styles of male and female staff in schools, with male staff having a greater influence. In addition, effective communication is also necessary at the school level to maintain the credibility of the staff. It is crucial to ensure that students' performance is excellent and that their working approaches align with school requirements (Ward et al., 2021).

There is ongoing and extensive debate surrounding the differences in communication between genders. Effective communication across various channels is crucial for ensuring clear and efficient information exchange (Bruce et al., 2022). The communication among the teaching staff in schools has shown improvement over time, which can be attributed to their performance. Meanwhile, effective communication is crucial for making management-related decisions that enhance the functioning of the facility (Paju et al., 2022). Administrative communication is crucial for making management decisions that support the organisation effectively (Hutchins & Goldstein Hode, 2021). These decisions can pave the path towards achieving the goals of the organisation.

similarly, it is crucial to establish a robust communication network (Chisholm et al., 2022). Effective communication and networking among employees in administrative departments is crucial for fostering better understanding. When there is a strong collaboration among employees in making important decisions, it greatly contributes to

the achievement of institutional goals (Abiodun-Oyebanji et al., 2020). The middle management should adhere to the recommendations of the top management in order to successfully achieve the target goals. Effective communication management plays a crucial role in achieving organisational objectives (Nychkalo et al., 2022). However, the importance of gender in communication management is crucial for making organisational decisions.

Effective communication is essential in educational institutions for resolving problems and making informed decisions (Ward et al., 2021). The decision-making process can be influenced by the implications of research value and its potential for advancement in the market. Developing effective communication mechanisms between employees is crucial for ensuring the significance of the organization's working process (Mathers et al., 2024). The handling of employees within the organisation and their recommendations are highly valued for effective communication management (Fernandes et al., 2021). Thus, effective communication in this context is seen as logical communication that has a lasting influence on the decision-making process.

## Methodology

### Research Design

To achieve the objectives of the current study, a descriptive and analytical approach was utilised to examine the study variables. Questionnaires were used to collect data, and analysing the data revealed the relationships between the variables being studied.

### Sample

The study included 125 secondary school principals from Jordan, who were randomly selected from three different cities (Amman, Irbid, and Mafraq). The participants were granted ethical approval to participate in the study through an online questionnaire sent via Google Forms. Here is Table 1, which displays the data on the participants.

**Table 1**

*Information on the Participants of the Study*

Variable	Category	Frequency	Percentage %
Gender	Male	59	47
	Female	66	53
Age	20-30 years	63	50.4
	31-39 years	49	39.2
	40-41 years	11	8.8
	50 years and more	2	1.6
Academic Qualification	Bachelor	24	19.2
	Master's	47	37.6
	Ph.D.	48	38.4
Total		125	100

### Instrument of the Study

The researcher created a questionnaire to gather the required data. The questionnaire had

two sections. The first section covered demographic factors, while the second section contained 35 items divided into two dimensions: patterns of administrative communications and means of administrative communications. To ensure the questionnaire's validity, the researchers sought feedback from a panel of expert judges who were faculty members specialising in education administration at universities in JORDAN. The judges were requested to provide their viewpoints on the questionnaire items' validity and their connection to the field. Upon reviewing the arbitrators' suggestions and comments, the approved paragraphs were modified for linguistic clarity, while new paragraphs were added and others were removed.

The Cronbach Alpha coefficient was calculated to assess the stability and validity of the instrument used to measure the intended subject matter. The values are considered acceptable when the alpha values reach or exceed 60% for the humanities. Table 2 presents the Cronbach alpha coefficients for the dimensions of the questionnaire.

**Table 2**

*The Cronbach Alpha Coefficients for the Questionnaire.*

Dimension	Number of Items	Cronbach Alpha Coefficients
Types of administrative communication	9	77.3
methods of administrative communications	10	73.0
Administrative communication skills	4	77.2
Information properties	5	79.8
Characteristics of administrative decisions	7	84.6
Total	35	84.6

### *Data Analysis*

In order to assess the reliability of the answers, the questionnaire items were analysed using the Cronbach Alpha reliability coefficient. Frequency and percentage data were utilised to identify patterns in the sample responses to the study questions. An analysis was conducted to assess the strength and nature of the relationship between the two variables using the simple correlation. Additionally, the simple regression was employed to stabilise the influential relationship between them. In order to determine the significance of the relationship between the variables of the study, a t-test and a one-way ANOVA were employed.

## **Results and Discussion**

### *The First Question*

The mean scores and standard deviations for the responses of the participants were calculated to address the first research question. Here are the results for the dimensions of the questionnaire, as shown in Table 3. According to Table 3, the participants provided moderate confirmation for all dimensions of the questionnaire. The mean score for the types of administrative communication and characteristics of administrative decisions was

3.5. All four dimensions received an average score of 3.5. The overall score for all dimensions was 3.9, with a standard deviation of 0.89. The alignment of viewpoints among the school principals regarding the influence of effective communication on efficient management suggests a shared understanding and environment among the participants.

**Table 3**

*Data From the Analysis of the First Question.*

Dimension	Mean Score	Standard Deviation	Level
Types of administrative communication	3.6	0.867	Medium
Methods of administrative communications	3.5	0.65	Medium
Administrative communication skills	3.5	0.89	Medium
Information properties	3.5	0.758	Medium
Characteristics of administrative decisions	3.6	0.84	Medium
Total	3.6	0.89	Medium

#### *The Second Question*

The second question aims to explore the variations in participants' perspectives based on their gender, age, and educational background. Here are the tables displaying the results of the statistical analysis for these variables. The average scores for males reached 3.74, as shown in Table 4. This suggests that the male group has a greater tendency to believe that administrative communications play a role in achieving effective management. This study provides evidence of variations in the efficacy of administrative communications based on gender. The male school principals demonstrate strong communication skills in this sample. One possible explanation for this outcome may be attributed to the cultural and societal factors that tend to view males as more dominant. It is possible that the results could be influenced by the sample size. Expanding the sample could potentially yield different outcomes.

**Table 4**

*ANOVA Test for the Differences in the Effect of Gender on Achieving the Effectiveness of Administrative Communications.*

Age	Sum of Squares	Difference	Mean Square	F Value	Sig.
Between groups	0.575	3	0.192	0.459	0.711
Within groups	50.530	121	0.418		
Total	51.105	124			

In order to assess the variations in the effectiveness of administrative communications in achieving successful administrative decisions in JORDAN schools, we will examine the factors of age, means, and standard deviations. The data in Table 5 suggests that there are no significant differences in the arithmetic means based on age. This confirms that there are no differences in the effectiveness of communications. The significance level ( $\alpha \geq 0.05$ ) of 0.711 indicates that age does not have a significant impact on evaluating the effectiveness of administrative communications in secondary schools in JORDAN. The school administration should ensure that effective methods of communication are utilised,

regardless of the age of the school principal. Every school principal adheres to the instructions and procedures set forth by the responsible authorities in the Ministry of Education. As a result, they tend to employ similar techniques and methods.

**Table 5**

*The Differences in the Effect of Age on Achieving the Effectiveness of Administrative Communications.*

Age Category	Number	%	Mean Score	Standard Deviation
20-30 years	63	50.4	3.58	0.64
31-39 years	50	40	3.49	0.69
40-41 years	10	8	3.7	0.27
50 years and more	2	1.6	3.67	0.10
Total	125	100		

According to [Table 6](#), the study sample does not show any variations in their opinions regarding the impact of educational background on the efficiency of administrative communication. The educational background of the school principal does not affect the quality of administrative communication. This finding indicates that school principals undergo comparable training and face similar circumstances, resulting in similar administrative decisions and environments. The results indicate that the demographic factors of the individuals in the study sample do not have any impact on the variations in the perception of the effectiveness of administrative communications in secondary schools in Jordan. However, it is worth noting that gender has been found to be a significant factor in influencing the differences in responses.

**Table 6**

*The Differences in the Effect of Academic Qualification on Achieving the Effectiveness of Administrative Communications.*

Age Category	Number	%	Mean Score	Standard Deviation
Bachelor	24	19.2	3.58	0.65
Master's	47	37.6	3.5	0.7
Ph.D.	48	38.4	3.73	0.27
Total	125	100		

It has been discovered that administrators at the school in Jordan actively promote open communication among all employees. This allows managers to regularly inform workers about relevant matters and facilitates the exchange of information needed to make decisions, which is done through directives, instructions, and advice. Regarding upward communication, it involves the transmission of information, reports on accomplishments, and suggestions from employees to managers ([Musheke & Phiri, 2021](#)). Communication is also encouraged among employees at the same administrative level, fostering cooperation between functions and facilitating the exchange of information required for decision-making ([Capp et al., 2022](#)). This evidence highlights the impact on the communication patterns within JORDAN secondary schools regarding the sharing of information. These patterns emphasise the importance of accessibility, timeliness, accuracy,



comprehensiveness, clarity, and flexibility.

Administrators in secondary schools in Jordan have a solid grasp of effective communication skills. They understand the significance of communication through various mediums such as writing, speaking, reading, and listening. They recognise the value of written communication, which can be easily referenced and utilised whenever needed. As a result, providing the necessary information for making administrative decisions greatly impacts the development of effective communication skills in administration, including writing, speaking, reading, and listening. Nevertheless, the findings of this research are compared with previous research discussions. As per the research conducted by [Fotheringham et al. \(2022\)](#), it has been found that effective communication skills play a crucial role in facilitating employees' interactions related to their work. Improving the effectiveness of communication between school staff is crucial. It is important for employees to be mindful of their communication and job handling. As per the findings of [Lessy et al. \(2024\)](#), it is crucial for staff members to assume a higher level of responsibility in managing communication in order to significantly enhance their performance. When one possesses the necessary knowledge and skills to address various matters, it leads to the development of effective communication. When there is a lack of knowledge and expertise, communication management can become quite challenging. [Gunawan et al. \(2023\)](#) suggests that employees from different organisations should undergo training to enhance their understanding of communication and problem-solving. It could potentially offer a way forward for skill management.

According to a recent study by [Hutchins and Goldstein Hode \(2021\)](#), effective communication plays a crucial role in helping the public overcome obstacles in academic disciplines. Efforts to enhance communication are necessary for more effective management of daily school operations. Effective collaboration between upper and lower management in schools enables skill management and reliable communication. In terms of communication, male school employees have a stronger impact compared to their female counterparts. As per the research conducted by [Paju et al. \(2022\)](#), effective communication within schools is crucial for instilling confidence among staff members. Efforts should be made to bridge the communication gap among staff members to ensure optimal benefits for students. As stated by [Kent and McDonald \(2021\)](#), it is essential to ensure that students achieve academic success and adhere to school standards in their approach to learning.

The research conducted by [Fotheringham et al. \(2022\)](#) emphasises the importance of effective communication when managing an organization's workforce. Employees with strong communication skills take responsibility for their decisions. The study conducted by [Nychkalo et al. \(2022\)](#) highlights the role of effective communication in aiding organisations to make informed decisions and navigate challenging hurdles. Meanwhile, each gender has its own distinct communication style. As per the findings of [Lessy et al. \(2024\)](#), individuals who demonstrate rationality and logic possess the necessary skills to effectively address complex issues through fair communication. Additionally, ineffective communication can indicate irrational decision-making. [Chisholm et al. \(2022\)](#) highlight the growing importance of effective communication skills in enhancing interpersonal interactions.

[Ward et al. \(2021\)](#) argue that there is ongoing debate surrounding gender differences in

communication. Effective interaction among individuals is facilitated by technical communication, which encompasses various channels. Over the years, there has been a noticeable improvement in teacher communication in schools, which has had a positive impact on student success. Efficient communication is crucial for management-related decisions that enhance facility operation, as stated by [Lessy et al. \(2024\)](#). For management-related decisions that support the organisation, administrative communication is a reliable source. The study by [Fotheringham et al. \(2022\)](#) explores how these choices can contribute to the organization's success in achieving its objectives.

However, according to the study by [Abiodun-Oyebanji et al. \(2020\)](#), establishing a strong communication network is always essential. In order to enhance understanding, it is essential for all members of the administrative department to possess an equal level of communication networking. As per [Hutchins and Goldstein Hode \(2021\)](#), the attainment of institutional objectives is facilitated by a strong connection among employees for making crucial decisions. In order to achieve the desired objectives, it is crucial for middle management to carefully consider the advice provided by top management. As per [Bruce et al. \(2022\)](#), strategic development plays a crucial role in aligning with organisational objectives in communication management. [Griffiths et al. \(2021\)](#) highlight the significant impact of gender on communication management and its relevance to organisational decision-making.

As per [Fernandes et al. \(2021\)](#), effective communication plays a vital role in problem-solving and decision-making within educational institutions. When making decisions, it is important to consider the implications of research value and its impact on the market. As per [Ward et al. \(2021\)](#), organisations should prioritise the establishment of efficient communication systems to ensure the significance of their working method. Employee interactions and suggestions are crucial for effective communication management, as highlighted by [Hutchins and Goldstein Hode \(2021\)](#). In conclusion, clear and impactful communication that influences decision-making is considered effective in this context.

## Conclusion

This study intended to assess the effectiveness of administrative communications and their influence on the decision-making process of school principals in Jordan. Upon surveying the study participants, it became evident that the school principals held similar views regarding the influence of effective communication on sound management. This suggests a shared understanding of knowledge, skills, and environment among the participants. The findings further support the presence of gender-based variations in the efficacy of administrative communications. The age of individuals does not significantly impact the evaluation of administrative communications in secondary schools in Jordan. The study revealed that the demographic variables of the individuals in the sample did not have an y impact on the differences in the perception of the effectiveness of administrative communications in secondary schools in Jordan. However, it was found that gender did play a role in causing variations in the responses. The valuable insights gained from the exchange of information among employees greatly contributed to obtaining clear data on decision-making situations. This, in turn, facilitated the process of making effective and successful administrative decisions. It also improved the workers' acceptance of

administrative decisions, highlighting the influence of the information requirements in Jordanian schools on the effectiveness of administrative decision-making.

## Implications

### *Theoretical Implications*

The findings of this research make important contributions to the theoretical understanding by addressing gaps in the existing knowledge. Firstly, the study confirmed the presence of variations in the effectiveness of administrative communications based on gender. This was a valuable contribution to the field of study. In addition, the study found that age does not have a significant impact on evaluating the effectiveness of administrative communications in secondary schools in Jordan. This relationship has not been extensively explored in literature, as previous studies have primarily focused on other aspects. The findings of the study revealed that demographic variables had no significant impact on the effectiveness of administrative communications in secondary schools in Jordan, except for gender. It was found that gender did influence the responses to the effectiveness of administrative communications. This study contributed to the existing body of knowledge by reporting the debate in scholarly literature, effectively addressing gaps in the field. Thus, this research holds significance for the realm of knowledge and the academic community.

### *Practical Implications*

The study suggests that improving communication patterns among employees at the same administrative level, as well as between managers and employees, can enhance the effectiveness of administrative decisions by ensuring the provision of information with specific characteristics. The study also suggests the need for improved methods of administrative communication, including written, oral, and electronic channels. It emphasises the importance of providing adequate training to workers to ensure they are proficient in these methods, ultimately leading to more accurate and valuable information. It is important to provide training courses for administrators working in the Ministry to enhance their administrative communication skills, both verbal and non-verbal. These courses will help them master these skills and understand their impact on their relationship with subordinates. Additionally, the courses will provide them with the necessary information.

## Limitations and Future Directions

In addition to the notable discoveries of this research, there were a few constraints of the study. Firstly, the research focused exclusively on secondary school principals in Jordan during the school year 2022-2023. Thus, it is advisable for future studies to gather data from college deans in order to assess the correlation between variables. In addition, the study only focused on three cities: Amman, Irbid, and Mafraq. It would be beneficial for future research to gather data from participants in different geographical locations. It would be a valuable contribution to the existing literature. Ultimately, the findings are contingent upon the reliability of the responses provided by the participants. The data was collected through an online survey. Thus, it is advisable for future studies to gather data through physical interaction in order to minimise any potential misrepresentation of the data.

## References

- Abiodun-Oyebanji, O., Oyebanji, J., & Oyebanji, O. J. (2020). Managerial Skills, Personality Characteristics and Administrative Staff Effectiveness in University of Ibadan, Ibadan, Nigeria. *Journal of Education Review*, 12(2), 35-36. <https://www.researchgate.net/publication/351528790>
- Agustina, M., Kristiawan, M., & Tobari, T. (2021). The Influence of Principal's Leadership and School's Climate on The Work Productivity of Vocational Pharmacy Teachers in Indonesia. *International Journal of Educational Review*, 3(1), 63-76. <https://doi.org/10.33369/ijer.v3i1.11858>
- Akarika, D. C., Nda, I. C., & Iwok, U. A. (2022). Communication, Staff Relation and Job Performance in Select Polytechnic in Akwa Ibom State, Nigeria. *AKSU Journal of Administration and Corporate Governance*, 7(2), 57-70. <https://aksujacog.org.ng/articles/22/08/communication-staff-relations-and-job-performance-in-select-polytechnics-in-akwa-ibom-state-nigeria>
- Atasoy, R. (2020). The Relationship Between School Principals' Leadership Styles, School Culture and Organizational Change. *International Journal of Progressive Education*, 16(5), 256-274. <https://doi.org/10.29329/ijpe.2020.277.16>
- Berkovich, I., & Hassan, T. (2024). Principals' digital instructional leadership during the pandemic: Impact on teachers' intrinsic motivation and students' learning. *Educational Management Administration & Leadership*, 52(4), 934-954. <https://doi.org/10.1177/17411432221113411>
- Bruce, P., Bruce, C., Hrymak, V., Hickey, N., & Mannix McNamara, P. (2022). Staff Stress and Interpersonal Conflict in Secondary Schools – Implications for School Leadership. *Societies*, 12(6), 186. <https://doi.org/10.3390/soc12060186>
- Capp, G. P., Avi Astor, R., & Moore, H. (2022). Positive school climate for school staff? The roles of administrators, staff beliefs, and school organization in high and low resource school districts. *Journal of Community Psychology*, 50(2), 1060-1082. <https://doi.org/10.1002/jcop.22701>
- Chisholm, A., Coupe, N., Ujhelyi Gomez, K., Hart, J., & Peters, S. (2022). Exploring primary school years interactions around child weight: A qualitative meta-synthesis of school staff, parent, and child views and experiences. *Obesity Reviews*, 23(8), e13451. <https://doi.org/10.1111/obr.13451>
- Fernandes, P. R. d. S., Jardim, J., & Lopes, M. C. d. S. (2021). The Soft Skills of Special Education Teachers: Evidence from the Literature. *Education Sciences*, 11(3), 125. <https://doi.org/10.3390/educsci11030125>
- Fotheringham, P., Harriott, T., Healy, G., Arengé, G., & Wilson, E. (2022). Pressures and influences on school leaders navigating policy development during the COVID-19 pandemic. *British Educational Research Journal*, 48(2), 201-227. <https://doi.org/10.1002/berj.3760>
- Gómez-Leal, R., Holzer, A. A., Bradley, C., Fernández-Berrocal, P., & Patti, J. (2022). The relationship between emotional intelligence and leadership in school leaders: A systematic review. *Cambridge Journal of Education*, 52(1), 1-21. <https://doi.org/10.1080/0305764X.2021.1927987>
- Griffiths, A.-J., Alsip, J., Hart, S. R., Round, R. L., & Brady, J. (2021). Together We Can Do So Much: A Systematic Review and Conceptual Framework of Collaboration in Schools. *Canadian Journal of School Psychology*, 36(1), 59-85. <https://doi.org/10.1177/0829573520915368>

- Gunawan, R. N., Mastur, S. N., & Wibowo, U. B. (2023). The Involvement of School Administrative Staff in Harnessing Information Technology: A Systematic Literature Review. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 9(02), 245-256. <https://doi.org/10.32678/tarbawi.v9i02.9124>
- Hutchins, D., & Goldstein Hode, M. (2021). Exploring Faculty and Staff Development of Cultural Competence through Communicative Learning in an Online Diversity Course. *Journal of Diversity in Higher Education*, 14(4), 468-479. <https://doi.org/10.1037/dhe0000162>
- Kalkan, Ü., Altınay Aksal, F., Altınay Gazi, Z., Atasoy, R., & Dağlı, G. (2020). The Relationship Between School Administrators' Leadership Styles, School Culture, and Organizational Image. *Sage Open*, 10(1), 2158244020902081. <https://doi.org/10.1177/2158244020902081>
- Kartini, D., Kristiawan, M., Fitria, H., Negeri, S., & Sugihan, M. (2020). The Influence of Principal's Leadership, Academic Supervision, and Professional Competence toward Teachers' Performance. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(1), 156-164. <https://doi.org/10.52155/ijpsat.v20.1.1730>
- Kent, J., & McDonald, S. (2021). What Are the Experiences of Speech and Language Therapists Implementing a Staff Development Approach in Early Years Settings to Enhance Good Communication Practices? *Child Language Teaching and Therapy*, 37(1), 85-97. <https://doi.org/10.1177/0265659020974426>
- Lassoued, K., Awad, A., & Guirat, R. (2020). The impact of managerial empowerment on problem solving and decision making skills: The case of Abu Dhabi University. *Management Science Letters*, 10(4), 769-780. <https://doi.org/10.5267/j.msl.2019.10.020>
- Lessy, Z., Pary, L. K., & Adamek, M. E. (2024). Communication Methods for Moving from Authoritarian to Allocative or Distributed Leadership, in Yogyakarta Province, Indonesia, as Adopted by a High School Principal: A Case Study. *Leadership and Policy in Schools*, 23(2), 331-353. <https://doi.org/10.1080/15700763.2022.2131580>
- Liu, Y., Bellibaş, M. Ş., & Gümüş, S. (2021). The Effect of Instructional Leadership and Distributed Leadership on Teacher Self-efficacy and Job Satisfaction: Mediating Roles of Supportive School Culture and Teacher Collaboration. *Educational Management Administration & Leadership*, 49(3), 430-453. <https://doi.org/10.1177/1741143220910438>
- Mathers, A., Botting, N., Moss, R., & Spicer-Cain, H. (2024). Collaborative working between speech and language therapists and teaching staff in mainstream UK primary schools: A scoping review. *Child Language Teaching and Therapy*, 40(2), 02656590241232613. <https://doi.org/10.1177/02656590241232613>
- Meyer, A., Richter, D., & Hartung-Beck, V. (2022). The Relationship Between Principal Leadership and Teacher Collaboration: Investigating the Mediating Effect of Teachers' Collective Efficacy. *Educational Management Administration & Leadership*, 50(4), 593-612. <https://doi.org/10.1177/1741143220945698>
- Mkongo, A., & Macha, L. J. (2023). Impact of Human Capital Management Information System on Organization Performance: A Case of TRA Head Quarter in Dar Es Salaam. *Research Trend in Technology and Management*, 1(1), 25-47. <https://doi.org/10.56442/rttm.v1i1.3>
- Morris, J. E., Lummis, G. W., Lock, G., Ferguson, C., Hill, S., & Nykiel, A. (2020). The role of leadership in establishing a positive staff culture in a secondary school. *Educational Management Administration & Leadership*, 48(5), 802-820. <https://doi.org/10.1177/1741143219864937>

- Musheke, M. M., & Phiri, J. (2021). The Effects of Effective Communication on Organizational Performance Based on the Systems Theory. *Open Journal of Business and Management*, 9(2), 659-671. <https://doi.org/10.4236/ojbm.2021.92034>
- Nabella, S. D., Rivaldo, Y., Kurniawan, R., Nurmayunita, N., Sari, D. P., Luran, M. F., Amirullah, A., Saputra, E. K., Rizki, M., & Sova, M. (2022). The Influence of Leadership and Organizational Culture Mediated by Organizational Climate on Governance at Senior High School in Batam City. *Journal of Educational and Social Research*, 12(5), 119-130. <https://doi.org/10.36941/jesr-2022-0127>
- Nychkalo, N., Muranova, N., Voliarska, O. S., & Kudina, V. (2022). Professional Development of Academic Staff by Means of Information and Communication Technologies: The Ukrainian Experience. *Information Technologies and Learning Tools*, 4(90), 162-172. <https://doi.org/10.33407/itlt.v90i4.4882>
- Paju, B., Kajamaa, A., Pirttimaa, R., & Kontu, E. (2022). Collaboration for Inclusive Practices: Teaching Staff Perspectives from Finland. *Scandinavian Journal of Educational Research*, 66(3), 427-440. <https://doi.org/10.1080/00313831.2020.1869087>
- Purwanto, A. (2022). Elementary School Teachers Performance: How The Role of Transformational Leadership, Competency, and Self-Efficacy? *International Journal of Social and Management Studies (IJSMAS)*, 3(1), 158-166. <https://www.ijosmas.org/index.php/ijosmas/article/view/97>
- Saleem, A., Aslam, S., Yin, H.-b., & Rao, C. (2020). Principal Leadership Styles and Teacher Job Performance: Viewpoint of Middle Management. *Sustainability*, 12(8), 3390. <https://doi.org/10.3390/su12083390>
- Syakur, A., Susilo, T. A. B., Wike, W., & Ahmadi, R. (2020). Sustainability of Communication, Organizational Culture, Cooperation, Trust and Leadership Style for Lecturer Commitments in Higher Education. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(2), 1325-1335. <https://doi.org/10.33258/birci.v3i2.980>
- Tobón, S., Juárez-Hernández, L. G., Herrera-Meza, S. R., & Núñez, C. (2020). Assessing school principal leadership practices. Validity and reliability of a rubric. *Educación XX1*, 23(2), 187-210. <https://doi.org/10.5944/educXX1.23894>
- Türkoğlu, M. E., & Cansoy, R. (2020). School Principals' Opinions on the Meaning and Sources of Workload. *International Journal of Contemporary Educational Research*, 7(1), 177-191. <https://doi.org/10.33200/ijcer.657994>
- Ward, R. J., Kovshoff, H., & Kreppner, J. (2021). School staff perspectives on ADHD and training: understanding the needs and views of UK primary staff. *Emotional and Behavioural Difficulties*, 26(3), 306-321. <https://doi.org/10.1080/13632752.2021.1965342>