

Exploring the Impact of Ineffective Communication on Educators' Teaching Performance at Primary Schools

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ABSTRACT This paper reports on an investigation of ineffective communication among educators' teaching performance in Fezile-Dabi District, Free State Province, South Africa. The study utilized a qualitative paradigm. Open-ended questionnaires were used as a research instrument to collect data from six purposively selected educators in one primary school. The findings revealed that working with authoritarian principals is a major debilitating factor because there is no effective communication. As a result, there is low morale, conflicts and job dissatisfaction, which contribute to a deterioration of the culture of learning and teaching (COLT) because educators are deprived opportunities to participate in school restructuring processes. Furthermore, research participants stated that owing to a toxic environment and the unhealthy relations they have with the principal, their psychological well-being has been adversely affected. In conclusion, when there exists ineffective communication among educators, stress, depression and insomnia are most likely to occur. Given that authoritarian leadership styles could be destructive in any organization, the recommendations are that professional development and support for the principal from the district is a necessity in the democratic dispensation.