

Leadership Styles and Organisational Communication in Selected Public Universities in Uganda

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Abstract: This study aimed to assess the impact of leadership styles on organisational communication in selected public universities in Uganda. Specifically, the study examined the influence of transformational and transactional leadership styles on organisational communication within these universities. The four public universities included in the study were Kyambogo University, Gulu University, Busitema University, and Mbarara University of Science and Technology. A correlational research design was employed, and data was collected from a sample of managerial staff, namely administrative and academic heads, using a self-administered questionnaire. Descriptive statistics and partial least squares structural equation modelling (PLS-SEM) were used to analyse the data using SmartPLS. The descriptive findings indicated that the organisational communication within the university was satisfactory, and the utilisation of transformational leadership styles by the leaders was high, while the use of transactional leadership styles was moderate. The findings from the Structural Equation Modeling confirmed that both transformational and transactional leadership styles had a positive and significant impact on organisational communication, while the

passive-avoidant leadership style had a positive but insignificant impact. As a result, it was concluded that while transformational and transactional leadership styles are crucial for enhancing organisational communication in public universities, the passive-avoidant management/laissez-faire style is not. The study recommended that university leaders should emphasise the use of both transformational and transactional leadership styles to improve organisational communication. This study's implication is that it identifies the leadership styles necessary for enhancing organisational communication in universities.

Keywords: Transformational, transactional, leadership styles, organisational communication.

1. Introduction

The concept of organisational communication encompasses the exchange and understanding of information among individuals within an organisation with the intention of influencing or regulating behaviour. It entails the creation, transmission, and interpretation of messages that can be verbal, nonverbal, or written within the confines of the organisational context (Nabi et al., 2023). Communication involves the transmission of information, thoughts, or emotions in a manner that ensures their reception and comprehension by the recipient (Krukowski, 2023). Petri et al. (2023) assert that organisational communication encompasses public relations, citizen relations, employee relations, and internal intra-organizational communication. Meirinhos et al. (2023) elucidate that within the process of organisational communication, messages communicated within the organisation may be operational in nature, involving the dissemination of information necessary for the functioning of the organisation, or motivational, encompassing the transmission of information aimed at stimulating employee interest. Ophilia and Hidayat (2021) explicate that the implementation of internal communication involves four systematic components: communication channels, communication flow, content, and climate. Channels of communication may include

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electronic media, face-to-face interaction, or visual media. Communication flow can occur in a downward, upward, or horizontal direction. Content pertains to information related to the organisational and employee functions, while communication climate encompasses the nature or tone of internal communication.

Common techniques employed by superiors to encourage upward organisational communication include informal dialogues with subordinates, administering attitude surveys, instituting and utilising grievance procedures, implementing suggestion systems, and maintaining an open-door policy that allows workers to approach superiors at any time (Fiel-Miranda & Miranda, 2019). Organisational communication is vital for organisations as it facilitates the establishment of crucial long-term relationships with strategic stakeholders, necessitating organisations and public relations departments to exhibit proficiency in ensuring the success of public relations personnel in executing strategic communication (Rwehabura & Mwakitalu, 2023). Communication also serves as a pivotal mechanism for fostering employee commitment, integration, and informedness, thus facilitating the establishment of connections and networks that enhance productive activity at all levels of management (Meirinhos et al., 2023; Musheke & Phiri, 2021). Ultimately, communication is a strategic tool for achieving optimal performance and organisational productivity (Hargie, 2016).

Further, organisational communication serves to facilitate the preservation of an organisation's objectives and enhance its long-term viability by effectively engaging employees, leading to the attainment of goals (Nabi et al., 2023). From an internal and managerial perspective, communication influences the organisation's ability to achieve its goals and effectiveness (Petric et al., 2023). Krukowski (2023) asserts that communication is crucial to organisations as it acts as a catalyst for managing change, as no change can be realised without it. Ssenyange et al. (2017) argue that communication technically facilitates the exchange of information within an organisation, thereby ensuring effective coordination of all internal and external communication flows with relevant stakeholders. Communication clarifies project tasks, fosters teamwork, and engages all stakeholders in project management within an organisation.

Due to the significance of organisational communication, universities in Uganda have made efforts to promote it. For example, universities have sought to enhance the use of information and communication technology (ICT) in delivering educational services (Edoru & Adebayo, 2019). Taking Makerere University as an example, the institution developed the 2000 ICT Policy and Master Plan with the main aim of increasing ICT capacity and utilisation across the university system to improve the management of educational services in all faculties (Edoru & Adebayo, 2019). Public universities, in general, have established websites for information access, employed communication officers, and utilised a variety of online and print media to communicate with different stakeholders. Kyambogo University, for instance, implemented an upgraded Academic Information Management System (AIMS), known as E-kampus, which facilitates students' admission, creation of academic records within their portals, storage, access, and retrieval of examination results, fee payment, registration, online confirmation, and verification of students' transcripts (Nalumansi, 2021). Despite the efforts made by public universities in Uganda to promote organisational communication, it remains relatively low, as Anyeko (2016) supports the notion that the use of ICT in the operations of both public and private universities is quite limited. Some websites contain limited information and have slow update processes. Nabugoomu (2017) asserts that Kyambogo University must make significant investments in a robust information and communication technology infrastructure and organisational framework to ensure the long-term efficiency of systems. This necessitates the retention of professional and technical expertise as well as the integration of ICTs into workplace processes. Dissatisfaction among students and instances of student strikes have been attributed to the lack of ICT utilisation and the manual management of student fees and examination records. An example of this occurred on February 16, 2014, when students, expecting to graduate on February 20, 2014, protested due to their names either being deleted or omitted from the graduation list.

Based on the aforementioned contextual evidence, it is crucial for university leadership in Uganda to invest more in their communication systems. However, universities also face leadership challenges. For instance, at Kyambogo University, reports have indicated a lack of shared vision between leaders and staff, as well as a lack of inclusivity, collegiality, and coherence (Namubiru et al., 2017). Additionally, Kyambogo University has been plagued by issues of maladministration, governance decay, and negligence (Mugizi et al., 2022). Similarly, Makerere University has experienced ineffective decision-making, impeding its ability to respond to the opportunities and challenges brought about by its transformed environment (Ssempebwa et al., 2019). Furthermore, public universities in Uganda face the challenge of undemocratic governance, with academic staff having limited participation in the management of academic processes (Kasozi, 2017). Consequently, there is a lack of effective communication within these universities. The aforementioned contextual evidence underscores the presence of poor organisational communication and leadership challenges. Thus, it was imperative for this study to examine how leadership styles employed by leaders influence organisational communication in public universities in Uganda.

2. Theoretical Review and Hypotheses

The present study was informed by the Transformational-Transactional Leadership Theory proposed by Burns (1978) and Avolio et al. (1999). This theory outlines two distinct leadership styles, namely transformational and transactional leadership. Transformational leadership emphasises the ability of effective leaders to inspire their teams towards a shared vision, encouraging innovative approaches to overcome organisational challenges (Hoxha, 2019; Omodan, 2022). The central focus of transformational leadership is to motivate employees to prioritise the organisation's goals over their own self-interest (Jensen et al., 2019). The four key components of transformational leadership are idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration (Avolio et al., 1999). Idealised influence refers to the leader's ability to earn the trust and admiration of their followers, while inspirational motivation involves providing hope and encouragement. Intellectual stimulation pertains to the leader's capacity to stimulate creativity and problem-solving among subordinates, and individualised consideration involves showing respect and care towards them (Korejan & Shahbazi, 2016).

On the other hand, transactional leadership focuses on compliance through the use of rewards and punishments (Tziner & Shkoler, 2018). It encompasses two behavioural dimensions: contingency reward and management by exception (Guhr et al., 2019). Contingency reward involves the application of a reward system, such as extrinsic motivators, in exchange for the achievement of desired outcomes by subordinates (Xenikou, 2017). Management by exception includes active and passive approaches. Active management, by exception, entails a micromanagement style, with leaders closely monitoring and intervening in the work of subordinates (Almeida et al., 2022). Passive management by exception, also known as *laissez-faire* leadership, grants employees autonomy in carrying out their tasks but intervenes only when errors or performance below expected standards occur (Bazzoli et al., 2020).

In light of the Transformational-Transactional Leadership Theory, this study sets out to test the hypotheses that:

- Transformational leadership style has a significant influence on organisational communication of public universities.
- Transactional leadership style has a significant influence on organisational communication of public universities.

2.1 Transformational leadership style and organisational communication

The transformational leadership style is characterised by a leader who effectively communicates a realistic vision for the future that is shared among organisational employees. This leadership style also encourages intellectual stimulation and takes into account the individual differences among

workers (Balwant et al., 2019). Additionally, Chen et al. (2022) explain that the transformational leadership theory emphasises the importance of leaders respecting and trusting their subordinates in order to gain their loyalty and instil in them a belief in their contributions towards achieving organisational goals. This is achieved through commitment, creativity, and innovative problem-solving, which ultimately leads to organisational effectiveness. The Transformational Leadership Style encompasses several behavioural patterns, including idealised influence (attributed charisma and behavioural charisma), inspirational motivation, intellectual stimulation, and individualised consideration (Gozukara, 2016). By adopting the transformational leadership style, employees are encouraged to think beyond their own self-interests and focus on a higher level of inspiration, thus enhancing organisational effectiveness (Chua & Ayoko, 2021). Scholars (Cohrs et al., 2020; Crews et al., 2019; Rajesh & Suganthi, 2014; Men, 2014; BakhshaliPour et al., 2016) have identified a significant positive causal relationship between transformational leadership and organisational communication. However, there is an empirical gap in the literature regarding the context of universities in Africa, particularly in Uganda. This study aims to address this gap within the context of Uganda.

2.2 Transactional leadership style and organisational communication

The transactional leadership style emphasises motivation and punishment of followers through rewards and sanctions, with high performers being rewarded and non-performers being punished accordingly (Beakana, 2017). Azizaha et al. (2020) define transactional leadership as an exchange relationship between superiors and followers, where both parties negotiate to satisfy their own interests and maintain organisational performance by meeting the needs of subordinates. This leadership style creates and maintains an environment that enhances organisational and human prospects, as employees can benefit from both material and immaterial rewards (Al Khajeh, 2018). Several scholars (Crews et al., 2019; Kezar & Eckel, 2008; Jacobsen & Salomonsen, 2021; Khan et al., 2018) have examined the relationship between transactional leadership and organisational communication. These studies have found an association between transactional leadership and organisational communication, although they were conducted outside the context of Uganda and did not include responses from administrative and academic heads in universities. Therefore, this study aims to fill these gaps by investigating transactional leadership in the context of Ugandan public universities.

3. Methodology

This study employed a correlational research design, which is a quantitative research design used to determine the level of association between variables. The design allowed for the analysis of the relationship between variables, including the level, degree, and direction of the association (Mohajan, 2020). In this design, researchers have no influence over the process other than applying data collection instruments (Bozgun & Can, 2022). The correlational design was used to examine the relationship between leadership styles and organisational communication. The study population consisted of 265 administrative and academic heads from Kyambogo University (85), Mbarara University of Science and Technology (60), Gulu University (63), and Busitema University (62). Since the population was small, the researchers planned to include all participants in the study. However, data was collected from 231 participants, representing 61% of the projected study participants. This sample size was considered sufficient, as a response rate of 50% or higher is generally deemed acceptable in humanities studies (Mellahi & Harris, 2016).

The variables in this study were organisational communication and leadership styles. The measures of organisational communication were communication climate, communication flow, communication structure, and message characteristics (Bakar & Mustaffa, 2013). The measures of leadership styles were transformational leadership and transactional leadership styles (Avolio et al., 1999). The study used a self-administered questionnaire (SAQ) to collect data from the respondents.

The SAQ had sections labeled A through C. Section A was on the background characteristics of the participants, section B on organisational communication, and section C on leadership styles. While the variables in section B were categorical, thus collecting nominal data, the questions in sections B to C collected numerical data using the ordinal scale. The indicators were measured using a five-anchor Likert Scale (where 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, and 5 = strongly disagree).

The data were analysed through the use of descriptive statistics and partial least square structural equation modelling (PLS-SEM) using Smart PLS 4. The descriptive analysis involved calculating means to ascertain the ratings given by participants regarding the leadership styles utilised by university managers and the level of organisational communication. On the other hand, the inferential analysis focused on conducting structural equation modelling (SEM) with the assistance of Smart PLS. SEM aided in establishing the relationship between leadership styles and organisational communication (Hair et al., 2021). The developed models confirmed the adequacy of the measures and the connection between leadership styles and organisational communication within public universities.

4. Presentation of Findings

4.1 Demographic profiles of the respondents

Demographic profiles were considered in terms of sex, age categories, education levels, and working experience. This aided in showing the categories of the people who participated in the study. Table 1 presents the findings.

Table 1: Demographic characteristics of administrative and academic heads

Variable	Categories	Frequency	Per cent
Gender	Male	152	65.0
	Female	82	35.0
	Total	234	100.0
Age Groups	Up to 30	6	2.6
	30 but below 40	45	19.2
	40 and above	183	78.2
	Total	234	100.0
Highest academic qualification	Bachelor’s degree	18	7.7
	Masters	101	43.2
	PhD	115	49.1
	Total	234	100.0
Working Experience	Less than one year	30	12.8
	1 but less than 5 years	41	17.5
	5 but less than 10 years	63	26.9
	More than 10 years	100	42.7
	Total	234	100.0

The results in Table 1 on gender indicate that males (65.0%) were the relatively larger number of administrative and academic heads who offered the responses, while females were the least represented group (35.0%). Nevertheless, both male and female administrative and academic heads were considered for the study since the population of female heads was equally high. The majority of the study respondents (78.2%) were 40 years and above, with 19.2% aged between 30-40 years and 2.6% aged 30 years and below. Thus, the results were representative of administrative and academic heads covering all age groups. The modal percentage (49.1%) was for people with PhD degrees, followed by 43.2% who had master's degrees and 7.7% who had bachelor's degrees. Therefore, the

results are generalisable to academic staff with different academic qualifications at the university occupying different administrative and academic positions of leadership. Additionally, the modal percentage (42.7%) was for those who had worked for 10 years and above, followed by 26.9% who had served between 5-10 years, 17.5% who had worked between 1-5 years, and 12.8% who had served for less than 1 year. Thus, the findings indicate that administrative and academic heads who participated in the study had spent a considerable period of time serving the universities. Therefore, the findings can be generalised to different academic and administrative heads in the universities.

4.2 Measurement models

The measurement models include discriminant validity (Heterotrait-monotrait ratio Correlations (HTMT)), reliability (Cronbach's alpha and composite reliabilities), average variance extracted, and Collinearity assessment. Discriminant validity measures the independence of the measures (constructs), while Cronbach's alpha (α) and composite reliability (CR) measure a construct (Cheung et al., 2023). The findings are presented in Tables 2 and 3 below.

Table 2: AVE and heterotrait monotrait (HTMT) discriminant validity assessment

Measures	Means	AVE	COM	CC	CS	CL
COM	3.93					
CC	3.87	0.790	0.891			
CS	3.98	0.560	0.880	0.657		
CL	3.95	0.578	0.867	0.746	0.660	
Measures		AVE	LS	TSL	TL	
LS						
TSL	3.25	0.540	0.813			
TS	4.07	0.514	0.751	0.573		

CC = communication climate, CL = communication flow, COM = communication, CS = communication structure, LS = Leadership Styles, TS = Transformational Leadership, TSL = Transactional Leadership.

The means (Table 2) revealed that the organisational communication of the university was high (mean = 3.93) since the mean was close to code four for agreement of high. This means that the organisational communication of the university was high. With respect to leadership styles, the results indicated that while the use of transactional leadership was moderate (mean = 3.25) because the mean was close to code three for uncertainty, the use of transformational leadership was high (mean = 4.07) because the mean was close to code four for agreement or high. The convergent validity results in terms of average variance extracted (AVE) indicated that all AVE values were above the minimum of 0.5, and the heterotrait-monotrait (HTMT) ratio of correlations was all below the maximum of 0.90 (Purwanto & Sudargini, 2021), indicating the validity of the instrument. Therefore, with AVE values above the minimum, the constructs measuring the different variables converged on them, hence were appropriate measures, while with heterotrait-monotrait (HTMT) ratio of correlations also below the maximum, the constructs were independent measures, hence discriminately valid.

Table 3: Composite reliability and Cronbach's alpha for the study constructs

Measures	α	CR
Communication Climate	0.734	0.883
Communication Structure	0.723	0.832
Communication Flow	0.816	0.872
Transactional Leadership	0.765	0.847

The results in Table 3 show that both Cronbach's α and composite reliability values were at a minimum of 0.70 for the reliability (Purwanto & Sudargini, 2021). This indicates that the indicators measuring the variables in the different measures were reliable. Thus, the indicators of the different measures were highly correlated, resulting in the collection of reliable data. However, the construct of message characteristics did not reach the required level of reliability and was consequently excluded from subsequent analysis.

4.3 Structural equation models for the variables

To assess the influence of leadership styles on organisational communication, a structural equation model connecting them was developed. The model indicates that leadership styles were considered in terms of transformational and transactional. The model (Figure 1) displays how the two variables are associated.

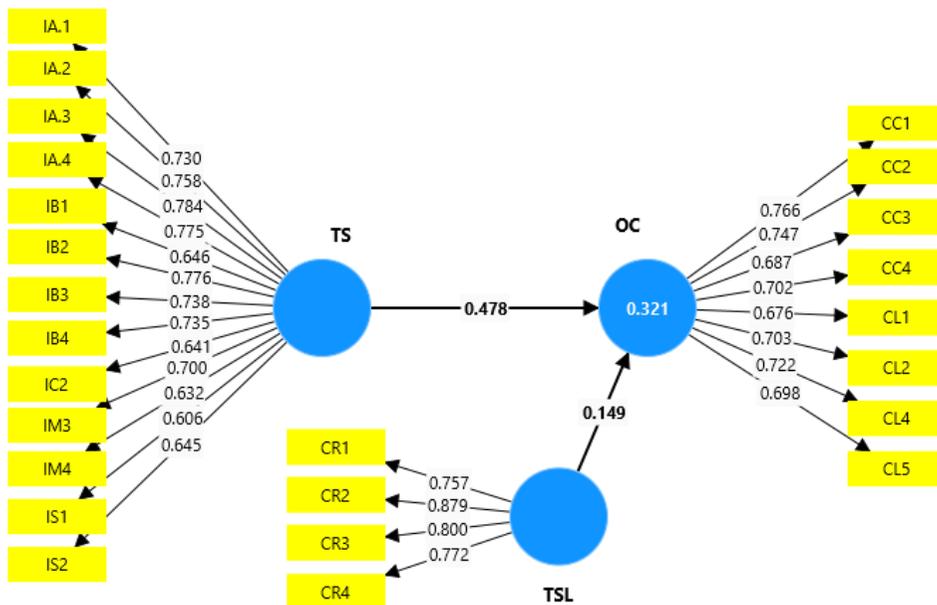


Figure 1: Leadership styles and communication model

The structural model relating leadership styles (transformational and transactional) and institutional communication reveals that two hypotheses were tested. The first hypothesis states that the transformational leadership style has a significant influence on the institutional communication of public universities, while the second hypothesis states that the transactional leadership style has a significant influence on the institutional communication of public universities. The factor loadings (Figure 1) show that transformational leadership was tested in the form of idealised influence-attributed (IA), idealised influence-behaviour (IB), individual consideration (IC), inspirational motivation (IM), and intellectual stimulation (IS). The transactional leadership was measured in terms of contingent reward (CR), as the active management-by-exception (AM) and passive-avoidant leadership (PA) indicators were removed at the outlier analysis level because they never loaded highly above the minimum validity value of 0.50 (Hair Jr et al., 2021).

The dependent variable of organisational communication was studied in terms of communication climate (CC) and communication flow (CL), as the communication structure (CSL) and message characteristics indicators were removed at the outlier analysis level since they never loaded above the recommended minimum validity value of 0.50 when using factor analysis (Hair Jr et al., 2021).

The model shows that almost all the measures for the construct of transformational leadership were retained (IA1-IA4, IB1-1B4, IC2, IM3-IM4 & IS1-1S2), while other indicators (IC1, &IC3-IC4, IS3-IS4) were rejected because they did not load highly above 0.50. As for transactional leadership, only the measure of contingent reward was retained (CR1-CR4) because it loaded highly above 0.50, whereas the indicators for active management-by-exception (AE1-AE4) and passive-avoidant management leadership (PA1-PA6) were removed at the outlier analysis level because they never loaded highly above the minimum validity value of 0.50.

For the construct of organisational communication, all indicators of communication climate (CC1-CC4) were retained as they loaded highly above the minimum validity value of 0.50. Four out of five indicators of communication flow (CL1-CL2 & CL4-CL5) were retained because they loaded highly, implying that only one indicator (CL3) was dropped for not loading highly. All four indicators of communication structure (CS1-CS4) and message characteristics (MC1-MC4) were removed at the outlier level because they never loaded highly above the minimum validity value of 0.50 when using factor analysis. Therefore, all the items that did not load highly were removed from the model. The indicators for the retained measures had a factor loading of 0.50, which is the minimum when using factor analysis (Hair Jr et al., 2020). The dropped indicators can be determined by comparing the model (Figure 1) and the tool used to collect data (Appendix A). The detailed influence of leadership styles on organisational communication is presented in Table 4 for path coefficients.

Table 4: Leadership and Communication Path Estimates

	β	Mean	STD	t	p
Transactional Leadership → Communication	0.279	0.283	0.057	4.933	0.000
Transformational Leadership → Communication	0.478	0.481	0.054	8.923	0.000
$R^2 = 0.432$					
$R^2 \text{ Adjusted} = 0.427$					

Findings from Figure 1 and Table 4 above indicate that two hypotheses were tested: the first hypothesis (H3.1) states that transformational leadership style relates to communication of public universities, and the second hypothesis (H3.2) states that transactional leadership style relates to communication of public universities. The findings established that both transformational leadership style ($\beta = 0.481$, $t = 8.923$, $p = 0.000 < 0.05$) and transactional leadership style ($\beta = 0.279$, $t = 4.933$, $p = 0.000 < 0.05$) positively and significantly predicted communication of public universities. The coefficient of determination revealed that both leadership styles, transformational and transactional, contributed 43.2% ($R^2 = 0.432$) to the communication of the public universities. The Adjusted R^2 implied that the significant leadership styles (transformational and transactional) contributed 42.7% (0.427) to the communication of the public universities. The coefficients of determination suggested that other factors not considered in this study contributed 56.8% to communication. The magnitudes of the respective β s suggested that transformational leadership style had the most significant influence on communication, followed by transactional leadership style. The findings implied that if public universities can put more emphasis on other leadership styles outside of this study, the communication of public universities is more likely to be improved. With all the results being positive and significant, there was a full association effect. Thus, the null hypothesis was rejected and the research hypothesis was accepted.

5. Discussion of Findings

The study revealed that the transformational leadership style had a significantly positive impact on institutional communication. This result is consistent with previous scholars such as Cohrs et al. (2020), Crews et al. (2019), Rajesh and Suganthi (2014), Men (2014), and BakhshaliPour et al. (2016), who also found a significant relationship between transformational leadership and institutional effectiveness. The literature reviewed did not provide any studies that contradicted the findings of

this study. Therefore, based on the alignment of results with the majority of previous researchers, it can be inferred that transformational leadership significantly affects communication within public universities. Additionally, the study indicated that the transactional leadership style had a significantly positive influence on institutional communication. This finding is consistent with previous scholars, including Crews et al. (2019), Kezar and Eckel (2008), Jacobsen and Salomonsen (2021), and Khan et al. (2018). Similarly, no literature reviewed contradicted this finding. Consequently, with the concurrence of the study's results with the majority of scholars, it can be deduced that the transactional leadership style has a significantly positive influence on institutional communication.

On the other hand, all indicators of passive-avoidant management (PA1-PA4) did not exhibit strong loadings and were, therefore, excluded at the outlier level of analysis. This implies that the passive-avoidant management leadership style does not have a significant impact on organisational communication. This finding is in agreement with previous scholars, including Ikediugwu & Chijindu (2023), Jin & Men (2023), AIOqlah (2021), Crews et al. (2019), and Sischka et al. (2023), who also found no significant association between passive-avoidant management leadership style and institutional communication. However, while the aforementioned scholars demonstrated a lack of significant association, the studies by Jin & Men (2023) and AIOqlah (2021) indicated a negative relationship between the two variables.

6. Conclusions

The study concluded that both transformational leadership and transactional leadership styles play a crucial role in the institutional communication of public universities. Transformational leadership is essential when leaders are able to inspire a sense of pride, go beyond self-interest, earn the respect of subordinates, demonstrate authority, emphasise values, provide a sense of purpose to subordinates, exhibit morals and ethics, and emphasise a collective mission. Moreover, transformational leadership is crucial for institutional communication when university leaders consistently demonstrate optimism, speak enthusiastically, possess a clear vision, exude confidence, seek input from staff, and critically evaluate assumptions before taking action. In addition, transformational leadership is imperative for institutional communication when university leaders propose innovative methods, alternative approaches to tasks, engage in teaching and mentoring of subordinates, and prioritise staff well-being. As for transactional leadership, it is essential for university leaders to clearly define rewards, offer support based on effort, reward achievements, and acknowledge accomplishments.

6.1 Recommendations

The study recommends that university leaders should prioritise the utilisation of transformational and transactional leadership styles in order to enhance institutional communication. Transformational leadership entails university leaders inspiring a sense of pride, transcending self-interest, garnering the respect of subordinates, projecting authority, emphasising values, instilling a sense of purpose in subordinates, exhibiting moral and ethical conduct, and highlighting collective mission. Moreover, university leaders should consistently maintain an optimistic outlook, communicate with enthusiasm, possess a clear vision, convey confidence, solicit input from staff, and critically evaluate assumptions prior to taking action. Additionally, university leaders should be capable of proposing innovative approaches, suggesting alternative methods for accomplishing tasks, providing guidance and mentoring to subordinates, and offering them the necessary support and attention. Transactional leadership, on the other hand, should involve the clarification of rewards, offering assistance to staff based on their efforts, and duly recognising and rewarding achievements.

6.2 Limitations

The findings of this study highlight the significance of leadership styles in fostering organisational communication. Nonetheless, there are certain limitations that should be acknowledged and addressed by future researchers. For instance, this study focused on administrative and academic heads from only four public universities. Future studies should encompass a broader range of universities, including private institutions. Additionally, this study examined only one antecedent of organisational communication. Therefore, further research should explore additional antecedents of organisational communication. Furthermore, this study exclusively employed quantitative techniques for data collection and analysis, overlooking the qualitative approach. Therefore, future studies should employ a mixed-methods approach to gain deeper insights into the respondents' perspectives.

7. Declarations

Authors contributions: Conceptualisation (W.T., W.M. & G.W.K.); Literature review (W.T., W.M. & G.W.K.); methodology (W.T. & W.M.); software (W.T.); validation (G.W.K.); formal analysis (W.T., W.M. & G.W.K.); investigation (W.T. & W.M.); data curation (W.T.) drafting and preparation (W.T., W.M. & G.W.K.); review and editing (G.W.K.); supervision (G.W.K.); project administration (W.T., W.M.); funding acquisition (N/A). All authors have read and approved the published version of the article.

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