

**PRINCIPALS, COMMUNICATION STRATEGIES AND ITS INFLUENCE ON
TEACHER'S JOB PERFORMANCE IN SELECTED PUBLIC SECONDARY
SCHOOLS IN ESAN WEST LOCAL GOVERNMENT AREA OF EDO STATE**

BY

EDEAGHE JANET IZEHI

MATRIC NO: EDU1511053

**DEPARTMENT OF EDUCATIONAL MANAGEMENT
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY, EDO STATE**

MAY, 2023

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**BEING A RESEARCH PRESENTED TO THE DEPARTMENT OF BUSINESS
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**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD
OF BACHELOR'S DEGREE (B.Sc.ED) IN EDUCATION**

MAY, 2023

CERTIFICATION

This is to certify that this project work was carried out by **EDEAGHE JENET IZEHI** with matriculation Number **EDU1511053** of the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Edo State, for the award of a Bachelor of Science Degree (B.Sc. Ed) in Education.

Dr. Amen Ogbemudia
Project Supervisor

DATE

Dr. I. Udom
Project Coordinator

DATE

Dr. (Mrs.) U. Momoh
Head of Department

DATE

DEDICATION

This research work is dedicated to God.

ACKNOWLEDGEMENT

I sincerely express my profound gratitude to God Almighty for making this project work a success and for His profound love, grace, kindness and numerous blessings he showered upon me throughout my stay in the university.

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My special appreciation goes to lecturers, May God bless you all.

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ABSTRACT

This study was carried out to determine the principal communication strategies and how it influences teacher's job performance in some selected public secondary schools in Esan West Local Government Area of Edo State. Ex-post facto research design was employed. Proportional sampling technique was adopted to select one hundred and five (105) secondary school teachers and principals comprising of both males and females from ten secondary schools in Esan West Local Government Area, of Edo State. Four research questions presented in a 4 point scale guided the study. A well structured questionnaire was used for data collection. Face content validity was done by the research supervisor and the reliability coefficient of the instrument was 0.92 after the reliability test. Data were presented in tables as mean and standard deviation. The results obtained showed an average mean greater than 2.50 for all variables in response to the research questions.

The communication strategies adopted by principals in secondary schools is through the use of reminders circular letters, notice boards, suggestion box, electronic media etc. Principal's communication strategy has both positive and negative influence on teacher's job performance. Mistrust, lack of delegation of authority by the principals, inappropriate setting of the message due to the existence of numerous intermediaries and emotional state of the communicator were identified as factors affecting communication. The study conclude that effective communication in schools can be enhanced through the maintenance of free flow of information, adoption of open door policy by the principals and holding of regular staff meetings to iron out issues or problems that may impede communication system in schools.

CHAPTER ONE

INTRODUCTION

Background to the Study

Communication is an essential ingredient in realization of principal's administration and its influence on teacher's job performance, it a necessity when dealing with subordinates for a result oriented organization. Communication, a term derived from the latin word *communicare* which means to share, to impart, to transmit and to make comment. Communication is a process that links the individual, groups and organization which permeates every aspect of organisational life. Communication is the sharing of information, ideas, or attitudes in ways that produce a degree of understanding between two or more people. The process of communication: The process of communication involves the transmission of information from one person (sender) to another person or groups of persons (receiver). Communication is a process by which people disseminates meaning via transmission of symbolic messages; a process of passing information and understanding from one person to another, and an initiated behaviour from the sender which conveys the desired meaning to the receiver and elicits desired response from the receiver. Without effective communication in an organisation, nothing can be achieved in school.

Strategies of principal's communication connote the ways, mode, types, the general plan to achieve one or more long-term or overall goals under conditions of

uncertainty, communication helps principal's to carry everybody along. School principals can influence teacher's jobs performance by using platforms, tools to convey messages, regular updates and reporting, including teachers in decision making process, encouraging teachers to involve in communication process. A good administrator should spend part of his working time communicating, which can be in different forms and manners. Through communication, the task and the resources needed to carry out assignments, the roles and duties and the expected results are made known to the subordinates. In the secondary school organisation, Armstrong (2015) affirms that communication is a medium employed in the changing of management programmes, for instance to communicate proposed terms, sharing of duties, delegation, passing of information from the administrator to the teachers, to the students and to the school support staff, it also improves interpersonal relationships among staff and students. Communication help in directing, coordinating, planning, controlling, staffing and budgeting. In carrying out these duties, the school administrator employs the use of adequate and effective communication which therefore indicates that every school administrator must have a clear understanding of the process of communication. For communication to effective management in the school system, the school administrators must function effectively in sending and receiving messages. As sender, the school principal must possess the skill of sending and receiving message to teachers. Through effective having clarity of messages, the messages must be in clear language and contain all the information that the teachers needs in order that misunderstanding and confusion

be eliminated. message should not be always lengthen. The method of communication and content of the message determine the length of the message for instance, face to face, written letters, memos, newsletters and telephone conversations should not be long always but nonverbal, bulletin boards, and WhatsApp need not be too long. For principals to influence teachers job performance, feedback mechanism should be included in messages by either requesting for feedback or mapping out ways for a follow up on the message as this ensures that the message is received and understood. Messages should be brief and straight to the point. Repetition and redundancy should be avoided to avoid making the message sound or look clumsy and to avoid boring the receiver as well as for clarity purposes

Principal's should not be autocratic administrator who builds a wall of superiority around himself and is too officious even in his dealings with his subordinates creates a barrier to effective communication. Principal's should not be vociferous, the teachers will always be afraid of him thereby will never express their minds on issues of the school nor suggest ways for solving problems in the school. More, also for principal to influence teachers job performance, he must built trust, he or she should create a relationship where staff will trust and always rely on and confide in him. He should be tactful in his transparency not withholding important information from his staff because transparency is the key to earning trust but being tactfully transparent will helps build a foundation of trust so that your team knows and understands.

Types of communication which are verbal /oral types, this could be face discussion between individuals or within a group of people. Oral communication could be used during committee meeting or addressing a large gathering of people. Oral communication could be planned or accidental action. It could be formal or informal. Verbal communication is used to communicate quick information and to solicit quick response from teachers. Written communication is another method through which information in an organization like secondary school is disseminated to the subordinates. Written communication is used in sending information between and within groups of individuals, written communication has the advantage of providing records, references and legal defence. The use of electronic devices, according to Okunamiri (2017) highlight the use of technology such as teleconference, video-conference, electric mails, telephone, radio, telex, television, fax.

Negative communication are sometimes autocratic in nature with officious words, vociferous, bullying and nagging which creates a barrier to effective communication with subordinators which do not achieved aims and objectives of task given and messages are not clearly understood by the receiver, which may affect teachers mood of teaching that may affect his student's academic performance. While positive communication is result oriented that have clarity message, where the receiver understands and interprets it and confusion are eliminated. Communication is regarded positive the message conveyed is clear and free from ambiguity thereby communicating what it is supposed to communicate as well as gets the required feedback The strategies that school principal's

uses to influence teachers job performance must be positive which have feedback mechanism and mapping that can follow up on the message as this ensures that the message is received and understood.

Statement of the Problem

For principal's to effectively influence teacher's job performance in secondary schools, there must be strategies he/she must use in order to achieve set objectives. It could be observed that many school principals lacks communication strategies in dealing with subordinates in day to day school affairs, probably some school Principal's are autocratic in nature with officious words, vociferous, bullying and nagging when dealings with subordinates, this might creates a barrier to effective communication. Hence, the teachers will always be afraid to express their minds on issues of the school nor suggest ways for solving problems. If principal must achieve task given to them, effective communication is needed to carry out assignments, roles and duties for results to be achieved. It could be observe that principals are not using appropriate platforms of communication tools to convey messages which could encouraged teachers to involve in communication process that will influence teachers job performance. Poor teachers performance, lackadaisical attitude and not submissive by teachers to subordinate might arise if the right strategies of communication are not use. With the above issues raised, the study seek to determines principal's communication strategies and its influence on

teacher's job performance in selected public secondary schools in Esan West Local Government Area of Edo State.

CHAPTER TWO

LITERATURE REVIEW

This chapter was discussed under the following subheading:

- Concept of Communication
- Concept of Job Performance
- Communication Process
- Communication Patterns in Secondary School
- Methods of Communication in Secondary School
- Obstacles to Effective Communication in Secondary Schools
- Influence of Principals Ineffective Communication strategies on Teachers Job Performance
- Influence of Principals Effective Communication strategies on Teachers Job Performance
- Theoretical framework
- Empirical Review
- Summary of literature review

2.1 Concept of Communication

The concept of communication has been defined in various ways by scholars. According to Udeze (2016), communication refers to the exchange of informational transmission of ideas in organization to enhance the attainment of the stipulated objectives. Ezechi (2015) further noted that communication is the transfer of information

from the sender to the receiver and with the information being understood, by the receiver. Communication can take place not only between individuals but also between firms, institutions, local government department and other organizations. The ability to communicate has enabled man to build societies, organizations and other social edifices that make for survival and better living (Okeke, 2016).

Communication plays a central role in the operation of human society. In fact, most scholars posit that it is only through communication that mankind can cope and hope to maintain an operative society. One of such scholars; Goddard (2011) even asserted emphatically that “organizations cannot exist without communication. Communication according to him refers to the transfer of information and understanding from one person to another (Goddard, 2011). Communication as perceived by Redding (2013) is the transfer of information from the sender to the receiver with the information being understood by the receiver. Communication is a means of exchanging ideas, opinions, information, and of getting people to do or not to do things (Harrison, 2015).

It can be observed that the act of communicating always involves two or more persons, that is, the sender and the receiver, and also evidence that the latter understood what the former transmitted. In an organizational setting, like the Secondary School System, communication is the vehicle by which principals cause actions to take place (Udeze, 2016). It is the transfer of information between the principal and his teachers, students and the community where the school is located. Communication is a necessary

process in directing the efforts of others towards the achievement of results (Okpara, 2016).

One of the glaring problems of communication in schools is the filling of the gap between the sender and the recipient of information. According to Ray (2014), there is always the tendency to feel that the receiver ought to listen, understand, accept and act upon the message of the sender. Furthermore, he noted that the responsibility of ensuring that the message is received and understood rests with the communicator, when the receiver does not understand what the communicator intended, it is usually the communicator who suffers (Ray, 2014). Ultimately, it is the communicator's objectives that are frustrated or defeated. In the secondary school system, when the principal fails to communicate effectively, it may influence teacher's job performance (Ray, 2014).

2.2 Concept of Job Performance

Job performance is also known as employee's performance at workplace. It is considered as an important factor in the success of any organization. According to Otley (2009), organizational productivity and success depends on the employee performance. The higher the level of performance of employees, the greater will be the organizational accomplishments. Herzberg (2009) defined job performance in terms of managerial aspect of the performance as "let an employee do what I want him to." On the other hand, according to another study, the capability of a person to achieve its goals and targets as well as satisfying the expectations of his supervisors or achieving the organizational

objectives led down by the upper management is said to be job performance of an employee (Mathis and Jackson, 2011).

Employee performance at the workplace is a major concern for the organizations irrespective of all the factors and conditions. As such, employees are considered very important assets to their organizations. Good performance by employees of an organization leads to a good organizational performance which ultimately makes an organization more successful and effective and the vice versa (Armstrong, 2009). Problems arise in many organizations when they start perceiving that their performance is already at their best level and with great efficiency leading to complacency that there is no need for further improvement in their organizations (Summers and Hyman, 2015).

These moderators were further investigated and strong correlations between organizational commitment and work behavior were found against self reported and for supervisory report of performance. The problems arise for the organizations when they start perceiving that their organizations are already performing at their level best and with great efficiency furthermore, there is no need for further improvement in their organizations. Hence keeping in view these barriers must be tackled and addressed as they result in underdeveloped competencies and more over lead towards, finally the organizational ineffectiveness. Ultimate success or failure of an organization is determined majorly by the performance of their employees. Employees, who feel in their organizations that their job is stressful, record a decrease in their performance levels (Shahid, 2012).

2.3 Communication Process

Whenever communication takes place between individuals or among group of people, certain steps are involved before an action takes place. This is known as process of communication. There are fundamental six steps that are involved in the communication process which are: ideation, or thought, encoding, transmission of the message, receiving the message; decoding the message and action (Miller, 2012).

The first step is ideation or thought by the sender. Here, the sender generates the ideas or objectives of desired results which the sender wishes to transmit. The second stage is encoding. Here, the ideas are organized into series of symbols, words or charts designed to be communicated to the intended receiver. The third step is the transmission of the message as encoded through selected channels in the organizational structural/school structure. The fourth step is receiving the message. At this stage, the receiver enters the process by turning in to receive the message (Miller, 2012).

The fifth stage, is decoding the message. This means getting the meaning of the message. At this step, there may be some disagreements between the sender and the receiver. Often times, it is difficult for the receiver to understand exactly what the sender intended to convey due to different perceptions of the two people involved. Since communication is not truly successful until there is understanding by the receiver, the sender should always ensure that his/her message gets through. Avoiding all barriers in the secondary school system, the principal should ensure that the message he sends reaches the staff in an understandable condition. The sixth step is action itself. It should

be assumed that communication has not taken place until there is feedback to the sender, ensuring that his intended action has taken place. This is because the receiver may not have received the message or purposely ignored the message and done something else (Miller, 2012).

2.4 Communication Patterns in Secondary School

Various patterns of communication can be seen in an organization such as the school system. These are: principal-teacher communication; teachers initiated communication and interactive communication (Ibrahim, 2016). This means that communication goes down, up and across the organizational lines. Principal-Teacher Communication is also described as downward communication. In this type of communication, information originates from the principals at the top of the school administration and flows downwards to the staff/teachers (Ake, 2013). One of the features of principal-teacher communication is that management assumes to know what is best for the school and the teachers. Thus decisions are made at the highest level and let down through the schools hierarchy (Ake, 2013).

Five basic requisites for superior-subordinate communication have been identified by Nwoye (2014). These are: Directives for handling tasks, Information for understanding the relationship of the tasks, Procedures and enterprises-practice information, Feedback about the performance of subordinates, Information about enterprise goals and in secondary school system. The principals when communicating information to the staff have to give instructions on how the work will be performed.

They have to specify in clear terms the precautions to be taken when handling the tasks. Adequate provision of information necessary for the understanding of the relationship of the tasks is required (Hoy, 2012). The information must be clear from semantic problems by explaining various terms used and how they are related to the tasks.

In order to enhance the effective communication of the message, the principals must disclose practice information. This implies that they must disclose what is on ground. This will enable the principals to disclose the procedures required for executing the tasks. Furthermore, there should be feedback for the performance of subordinates. This will enable the principal to ascertain whether the tasks are being executed accordingly to affect necessary corrections (Ugwu, 2015). The communication message will embrace information on the enterprise goals. This enables the receiver of the message to focus his attention on what to do and how.

Traditionally, downward communication was emphasized but there is ample evidence that if this is the only direction of communication in an organization, like school, it develops a lot of problems. For instance, the Hawthorne studies carried out between 1927 and 1932 in the United States of America under the leadership of Elton Mayo as in Hoy (2012) established that superior-subordinate communication is resisted if workers do not have an input in the making of the decision. Drucker (2013) suggested that communication has to start with the recipient, the subordinate with emphasizes on a two-way communication process. This means communication from the superior to the subordinate and the recognition that the subordinate can also initiate communication

In secondary school system, teacher initiated communication therefore refers to a process in which information such as memos, minutes, explanations, requests and reports are initiated by the teachers at the lower levels of the school hierarchy and passed upwards to the chief executive who is the principal (Nicholas, 2015). Upward flows of data serve as input upon which decisions or changes in policy are made to enhance the effectiveness of the school (Nicholas, 2015).

Upward communication efficiency of an organization according to Pines (2016), “upward communication provides for a transaction in which both the sender and the receiver work hard, experience satisfaction, or pain, learn and change. The reward is in the achievement of results. In the secondary school system, upward communication enhances effective communication which in term produces effective job performance.

In an organization, according to O’Relly (2015) subordinate initiated communication is enhanced through the following means:

- 1. The Chain of Command:** For instance, through minutings, reports, and memoranda the subordinate can initiate communication to the superior. This implies that in the school system, teachers can minute or report to the principal of any vital issues that need attention.
- 2. The Grievance Procedure:** This makes provision for the subordinate to appeal beyond the authority of the immediate supervisor and is made more effective when it is backed by a labour union.

3. **The Grapevine:** This informal aspect seeks information on the organizations (schools) policies on advancement, working conditions changes in job status, financial structure of the organization and actions affecting the labour-management relations. In secondary school system, grapevine is a communication tool that if properly utilized will lead to improved teacher morale as well as the operating efficiency of the school.
4. **Exit Interview:** This provides an organization the opportunity to discover the real reason why an employee is quitting his job. Proper adoption of this in secondary schools will give the principals the opportunity to ascertain why a teacher or teachers in their schools is (are) picking transfer forms and looking for another school to go.
5. **Labour Union:** This provides the primary channel for conveying to management, employees’ feelings and demands. In Enugu State secondary school systems, teachers do not form labour unions in schools, but they have welfare Association. Thus teachers’ feelings can be conveyed to the principals through teachers welfare Associations.
6. **Special Meetings:** some organizations schedule such meetings to discuss chosen policies or procedures. It is during such special meetings that the management gets immediate feedback from the employees. In Enugu State school system, some principals do fix special meetings to discuss certain observed pressing issues in their schools (O’Reilly, 2015).

Interactive communication embraces all other types of communication which include horizontal diagonal and horizontal communication. Interactive communication cuts across the chain of command (Castle, 2011).

Diagonal communication occurs with persons at different levels who have no direct reporting relationships. Diagonal communication could be with workers at different organizational hierarchies of the same organization or with workers at different hierarchies in different organizational boundaries. The purpose is to speed up information flow and to improve understanding among different hierarchies within and outside the organizational level (Castle, 2011).

Then horizontal communication system as propounded by Castle (2011) propounded using his famous “going plank” principle. He advocated that individuals at the same level of the hierarchy be allowed to communicate directly, provided they have permission from their supervisors to do so and report back to their supervisors what they have agreed to do. In the secondary school tutors of the same status can be allowed to communicate directly, provided they have the permission of the principals to do so. They must also be prepared to report to the principals what they have resolved to do for the school. In horizontal communication, the formal chain of command of sending messages up through one part of the organization and then down the other is avoided. This does not interfere with the integrity of the hierarchy (Castle, 2011).

In a nutshell, interactive communication speeds up information flow and enhances effectiveness especially in Matters of urgency. It helps organizations to respond to the

needs of the complex and dynamic organizational environment such as secondary school. Interactive communication helps to avoid the usual bureaucratic bottle necks that stagnates actions in public organizations. In secondary schools, it is one way of achieving effective job performance because it is integrative or all involving method of communication (Castle, 2011). It facilitates the integration and co-ordination of activities of intra or inter-departments or organizations communication system. However, proper precautions have to be taken to check the exposition of official secrets to those who are not supposed to receive them due to the inbuilt attendant defects (Castle, 2011).

2.5 Methods of Communication in Secondary School

In ensuring affective communication in the workplace such as school, the chief executive or the principal must recognize that he is working with people of diverse backgrounds, characteristics and interest. In view of this therefore, information could be more accurately received, comprehended and recalled when two or more methods are used (Okeke, 2016). However, the method to be employed depends on the nature and objectives of the message, the level of the communicative skill of both the sender and the receiver, the urgency of the message, the relationship between the sender and the receiver and the situation (Okunamiri, 2017). Effective communication is a viable tool for educational administrator. In view of this, Okunamiri (2017) outlined four methods of communication as follows; Communication by symbols, Oral communication, Written communication, and Use of electronic device.

a. Communication by Symbols

This method can as well be called non-verbal or non-oral communication. In symbolic communication, the messages we send and receive are highly affected by such non verbal factors as body movement, posture, gesture, facial expression, eye movement, eyebrows, hand positions, and body movement. Symbolic communication includes also raising of hands to ask permission to speak in a meeting, clapping of hands to give applause to someone's performance, the hitting of fists on the table to draw the attention of others or to express annoyances, shaking of head to show approval or disapproval depending on the method used and waving of hands to express welcome or stoppage (Okunamiri, 2017).

Non-verbal communication permeates into all human endeavours. According to Chukwuma (2014) communication is very influential in determining the overall impact of message. According to her loss of an eye contact during conversation could mean that sensitive issue has been touched. Silence is a means of showing displeasure of a code of conduct which has been ignored. Some Secondary School principals do not pay attention to non-verbal communication and this care free posture often affects the administrative climate. This inadvertently affects the principal's communication skill. If we are to accept the saying that actions often speak louder than words, then we can hasten to argue that non-verbal communication may not only support the verbal but it may be rated higher (Chukwuma, 2014).

b. Oral/Verbal Communication

Verbal communication dates back to the creation of man. It is done by word of mouth or oral speech. It could be face to face discussion between individuals or within a group of people. Oral communication could be used during committee meeting or addressing a large gathering of people. Oral communication could be planned or accidental action. It could be formal or informal (Okunamiri, 2017).

It could be done directly or indirectly. Communication of information through face to face contact is a direct communication. On the other hand, communication that is sent through the second person is referred to as indirect communication. Verbal communication has the advantage of providing for speedy interchange with immediate feedback (Onyia, 2017). According to Mbu (2017) “verbal communication is used to communicate quick information and to solicit quick response from workers. Oral communication, questions can be asked and points clarified. Furthermore, the receiver is able to perceive the mood and emotion of the sender and therefore is able to assess the importance of the message. Similarly, the sender of the message is opportune to perceive the effect of the message through the reaction or response of the receiver. Oral communication takes place through instructions, speeches, meetings, the use of telephones, and loudspeakers (Okunamiri, 2017).

Verbal communication has some short comings. For instance the opinion of some domineering individuals may be adopted as the consensus decisions. Another problem challenging verbal communication is that the information may get distorted if the

message goes through the second person. Some individuals may abuse the opportunity and raise unnecessary issues thereby digressing from the main issue of discourse (Onyia, 2017).

c. Written Communication

Written communication is another method through which information in an organization like secondary school is disseminated to the subordinates. Here, directives or other messages are written in words and they are sent to the subordinates in memoranda, letters, handbooks, pamphlets, bulletin boards, and policy statements (Okunamiri, 2017).

Written communication is used in sending information between and within groups of individuals. It is a formula communication necessary for improving the society. According to Nwoye (2014), written communication has the advantages of providing records, references and legal defense. The message can be carefully prepared read by a large number of people through formal or informal distribution. Written communication can promote uniformity in policy and procedures and can reduce cost in some cases. This aspect of communication must be simple, short and unambiguous (Nwoye, 2014).

In the secondary school system, Abimbola (2013) observed that rules and regulations governing the running of schools are usually issued from Ministry of Education at the beginning of every year in the form of circulars. It thus behooves on the Secondary School Principals to make sure that information gets to all the staff concerned in the school. Every information that is written is supposed to make a point, produce

some actions or reactions, and stimulate some emotional response from reader or listener. Written communication is a difficult means as the communicator will have to make up for the lack of face to face contact which affects the tone of the message (Abimbola, 2013).

Another disadvantage associated with written communication is lack of immediate feedback. Feedback may take a long time to know whether or not a message has been received and properly understood. Also associated with written communication is the problem of dumping of heaps of papers, littering of the offices and compound, and if poorly written by deficient writers may lead to misrepresentation of information, which may in turn generate disaffection among the people (Abimbola, 2013).

d. Use of Electronic Device

Society is dynamic and this has brought about a number of changes in our standard of living. According to Okunamiri (2017) the discovery of technology in this modern era has enhanced the use of sophisticated communication technologies such as teleconference, video-conference, and electrical mails, thus reducing the whole world to a global village. Ogunsaju (2018) corroborated this when he posited that the tremendous changes in our standard of living have made it possible for the introduction of sophisticated equipment for the purpose of communication. Examples of such gadgets according to him include: telephone, radio, telex, television, fax among others. Communication technology is therefore the hub upon which every social organization revolves (Ogunsaju, 2018).

The adoption of telephone makes it easier for the sender of the message to talk directly with the receiver on the other end. Telephone makes information to be sent to people far and near with immediate feedback. The advantage associated with the use of telephone in communication is that it quickens the message, it also reduces the rate of message distortion. The use of telephone in communication has some disadvantages in terms of interference as a result of divert call and the high cost associated with it. Its use depends on the economic viability or otherwise of the school concerned (Ogunsaju, 2018).

2.6 Obstacles to Effective Communication in Secondary Schools

Communication barriers could be caused by problems inherent in communication process and its pattern. These communication distortions could lead to communication breakdown which invariably affects the efficiency and effectiveness of secondary school administration in form of face-offs between the principal and the entire staff, particularly the teachers (Ugwu, 2015). In secondary school, principals cannot carry out their duties effectively if faced with communication problems. Okeke (2016) posited that if message are not properly sent or action not being effected, it may breed problems to the school plan or distort her operation effectively.

Communication in an organization is not always successful because of certain barriers. There are many barriers to effective communication in secondary school. One of these barriers is the personality of the sender. The personality of the sender may create negative impact on the audience and thereby causing barriers to communication. If the sender's personality creates unhealthy organizational climate which may generate fear,

hatred, and lack of trust, there will be distortion of communication. The school principal should therefore try to exhibit high integrity and promote good relationship between him and the teachers (Ogunsaju, 2018).

Inappropriate ordering of decisions could make a receiver to become non-challant to the message. The receiver can also misconceive the intentions of the sender. The school principal should, present their problems in order of importance. Much time should be devoted to making proper decisions, and constant expression of criticism. If teachers are habitually criticized for their work, or addressed with complimentary statement, they may take the compliment as sarcasm. Such misconception distorts message (Ogunsaju, 2018).

Another problem that constitutes barriers to effective communication in a school the decoding of information passed. Decoding according to Akinjide (2014) is usually affected by the receivers past experience, personal assessment of the symbols and gestures, used expectation and mutuality of meaning with the sender.

Improper specification of the purpose of the message, the nature of the receiver the channels and medium may distort the information intended (Adeniran, 2013). Communication will be effective if the purpose is given and proper channels and timing are used. Talking without listening properly could also distort communication. Sometimes, some people could be thinking of their own problems without being attentive to the conversation that is going on. This habit affects communication in an organization especially in the school climate. Principals of secondary schools should show example by

being good listeners. This will enable their subordinates to have time and confidence to explain their problems properly to them (Adeniran, 2013).

Distrust, threat and fear also distort communication in the school system. Under this situation, there may be witch hunting, and biased decisions. Consequently, innocent students and teachers may be punished wrongly. Therefore, atmosphere of trust and peace should be promoted by principals to facilitate open and proper communication. Too many intermediaries between the sender and the receiver also distort communication in a workplace like Secondary School environment (Ugwueze, 2017). The successive transmission from one person to the next may make the message become less and less accurate. One way of overcoming, this problem is by sending on advance copy to the receiver (Ugwueze, 2017).

Poor retention of information also affects communication adversely. This is mostly found in oral message. This makes the message to easily fade away with time. This leads to the repetition of the message. In addition, over loading of message with too much information may make it difficult for the receiver to decode the message accurately. Principals should try to avoid too many memoranda floating around. There should be priority in sending out messages to teachers (Ugwueze, 2017).

Furthermore, where anger, fear or unhappiness dominates the communicator's mood, effective interpretation of a message is jeopardized. According Ojo (2013), emotional reactions-anger, love, hate, jealousy, fear among others influence how we understand others messages. They also show how we influence others with our own

messages. He further stressed that in a situation where one feels threatened with loss of power or prestige, we may lose the ability to gauge the meanings of the messages received and will respond defensively or aggressively (Ogunsaju, 2018).

Noise also distorts communication in an organization. Noise has been defined as any factor that disturbs, confuses or otherwise interferes with communication. Noise can also arise along communication channel. It may be internal (as when a receiver is not paying attention) or external (as when the message is distorted by other sound in the environment. Noise can occur at any state of the communication process. This can be taken care of by removing factors that can generate noise during communication. Differing perceptions is also one of the most common communication barriers in organization especially in secondary school system. People who have different backgrounds of knowledge and experience often perceive the same phenomenon from different perspectives (Mba, 2017).

Language differences also poses problem to communication. For a message to be properly communicated, the words used must mean the same things to sender and receiver. Perceptual difference can generate ineffective communication in an organization. For instance women and men in our culture use distinctive styles of speech and tend to play different roles when speaking to each other. These differences can lead to misconception of communication (Onyia, 2017).

A principal who appears to be very formal and strict in his dealings with his staff will create a barrier in his communication within and out the school. This is because the

staff will be afraid to express their minds when communicating with the principal on any issue affecting both the school and their social lives. Such threats cause communication to be distorted and misinterpreted leading to disjointed organization thereby endangering the attainment of the stipulated objectives (Ugwueze, 2017).

Semantic is another communication barrier. Semantics strives to determine exactly what a person really means rather than merely what the person is saying (Todes, 2013). Abstract terms stem from semantics are vague terms used when people do not want to commit themselves. The use of abstract terms is frustrating to subordinates because they do not know exactly their stand. Emotional block, memory limitation, time and overloading of information to be communicated cause barriers in communication. When information is overloaded or lengthy, it becomes boring to the person receiving it. In case of time, teachers like to receive information when it will be useful to them and not when the information has become obsolete and the memory storage mechanism is likely to expunge such information (Stacy, 2011).

Poor specification of function is also a source of communication problem in an organization like the school system. According to Akinjide (2014) people will be less familiar with the happenings in an organization if the functions are not properly specified than the otherwise where adequate information flows. Communication is also influenced by the person concerned, the values and the motivation of the communication. These factors influence the level of attention given to communication. He further posited that interest in the person communicating with the principal is essential for effective

communication to take place. Being resistance to change can also constitute problem to effective communication in a work place. Akinjide (2014) also noted that human beings like to preserve the status quo and do resist change. Thus, when a message conveys new ideas, the listener too does not receive it properly. In the school system, the listener may therefore pay very marginal attention instead of trying to comprehend the message hook line and sinker (Akinjide, 2014).

2.7 Influence of Principals Communication strategies on Teachers Job Performance

Both intrinsic and extrinsic motivation will be lacking in a workplace where ineffective communication predominates the administrative style. Ugwueze (2017) stated that morale is likely to be low in a school where relevant information is not passed on those who need it. He further remarked that poor communication could raise suspicion among teachers towards the management, with the result that they rely mainly on the grapevine for their source of information. He argued that this could serve as a fertile ground for conflicts, lowering of moral and lack of adequate cooperation (Ugwueze, 2017).

Poor communication will have drastic effect on production and cordial relationship among work groups. According to Harrington (2013), constant misunderstanding of information will lead to confusion, mistakes, wastages and accidents. In secondary school, teachers become frustrated with low morale, which leads to lack of motivation and low productivity. All these will have adverse effect an administrative

climate. When communication gaps occur in an school, the different units of the organization tend to operate in isolation and perhaps in conflict with the other components to the detriment of the overall objectives of the organization (Lezotte, 2016). This situation will likely to lead a breakdown in communication in a school and consequently lead to misunderstanding, confusion and frustration of teachers and the school authority.

Inadequate information on what concerns the teachers' welfare, the proposed changes and development of existing programmes will lead to the generation of rumours in the school. If information is withheld, the inevitable rumours will quickly destroy good relationship. It is not possible to control rumours unless the administration understands the situation and provides sufficient information to the members. In the school system, teachers cannot plan or operate properly in the absence of adequate information. Thus this leads to poor administrative climate, Delaying or sitting down on vital information for staff often breeds resentment and disgust, loss of respect and confidence in the leader. Distorted information could lead to possible misunderstanding and breakdown of discipline in organizations like the secondary schools (Onyia, 2017).

On the other hand, effective communication in an organization brings about positive administrative climate which is manifested in high productivity and job satisfaction in the organization. Ogunsaya (2013) maintained that if communication is effective, work is performed more efficiently and problem solved more quickly. Thus

there is a positive relationship between communication and the behaviour of the workers in an organization.

Effective communication in a school system has the intent of motivating or influencing behaviour. This is in view of the fact that as people interact with others to resolve problems, ideas, attitudes and feelings are exchanged and understood. High spirit, high consideration and trust and low maladministration are the basic feature of open school climate. In the school system, these features lead to teacher satisfaction and productivity. Ogunsaya (2013) conceived that for teachers to be highly productive in the school system, the school principals has to be dynamic, showing good examples and treat teachers with dignity, involving them as much as possible in arriving at important decisions that may likely affect them in the school. This means communicating properly information that concerns staff welfare and how they will perform to achieve the set objectives of the school. Dickie (2014) showed that effective communication will lead to the success of the school.

In addition effective communication enhances learning and teaching activities to create understanding and concerted cooperative effort among all those involved in the education process (Okeke, 2016). Effective communication in a school makes the principal to generate good decisions, think out well, conceived plans and establish sound school structures. It even makes them to be well liked by his associates because he appreciates the social system of the school. In secondary school system, effective communication would give teachers a better understanding of their work. It will also help

teachers to work intelligently, efficiently and to accept the need for change when the need arises.

When the communication is effective between principals and teachers, it will go a long way to promoting the academic performance of the students (Kolawale, 2013). He went further to posit that the ideal school climate that enhances better academic performance should be one that will give room for freedom of action by the teachers and students to a reasonable extent. This condition allows for high interaction, adequate intimacy among students, motivation for teachers and students enhances higher productivity and academic performance in school. Effective communication is therefore directly related to administrative climate of secondary schools (Kolawale, 2013).

2.8 Theoretical Framework

The theoretical framework of this research shall be examined through theories x and y of Macgregor. The theory of human engineering as set by McGregor (1960) provided an insight into the nature of human beings. He categorized the nature of human beings into two categories: theory X and theory Y. Theory X view man as lazy and bad while theory Y posits that people in an organization will see the manager as he sees them. Therefore, co-operation, supportiveness, commitment will depend on the situation (Mgbodile, 2014).

Theory X represents laissez faire climate. Principals of secondary schools who adhere to the laissez faire climate will most likely employ the following communication behaviour in their schools.

- i. Information will flow in a downward direction. This means that the information will flow from the principal to the last man in the hierarchy.
- ii. Decision making will be concentrated in the hands of a few people near the top of the school. Moreover there may be concentrate arrangement or sitting during decision making.
- iii. Upward communication will be limited to suggestion boxes and spy system.
- iv. Little interaction with teachers takes place with fear and distrust.
- v. Downward communication is limited to informative messages and announcements. This means that the principals only come around to dictate to teachers what are to be done and not to be done.
- vi. Since upward communication does not exist, decision making is usually based on partial, often, inaccurate information. The application of theory X has some unpleasant consequences to the principals (Mgbodile, 2014).

This implies that the use of this approach in the school system will not enhance conducive administrative climate. This is because there will be atmosphere of distrust, fear and misunderstanding. In secondary system, this condition cannot produce conducive administrative climate for its sustenance. The teachers in such schools will not regard the school work as “our work”. They will always be regarding the school work as “their work”. This state of affairs implies that the teachers are not at all that concerned with the progress of the school because they are disenchanted with the situation (Mgbodile, 2014).

On the other hand, theory represents the reward climate. The principal who adopts theory Y or reward climate will most likely be responsible for the following communication behaviour:

- i. Decision making is spread throughout the organization. Input emanate from members of the staff.
- ii. Messages move up, down and across the organization.
- iii. Feed back is encouraged.
- iv. Since communication is spread throughout the organization, it becomes most likely that information delivery will not be partial it is also likely to be accurate (Mgbodile, 2014).

The adoption of theory Y in the school system will make the communication system to be open, in atmosphere of trust and reciprocity. This will encourage enduring intimacy, thus promoting conducive administrative climate. Work can be intrinsically motivating depending on the teachers' perception of the administrative climate in the school. In secondary schools teachers, performance is affected by a lot of pertinent organizational considerations such as principals communication patterns, structurally relationship, planning and control processes (Mgbodile, 2014).

2.9 Review of Empirical Studies

Some related studies on the influence of communication on administrative climate of secondary schools have been done elsewhere. Bello (2013) conducted a study on teachers' perception of the principals' communication system and its impact on their attitude to work in the old Kaduna State. He used 1000 teachers and 50 secondary schools in the Education Zone for the study. A 30-item questionnaire was developed by the researcher and administered to 1000 teachers and 50 principals respectively. Mean and standard deviation were used to answer the four research questions. The t-test statistic was used to test the two null hypotheses formulated for the study at 0.05 level of significance. The result showed that the principals' communication system had a great impact on the performance of teachers and on their attitude to work. The study therefore is related to the current study.

In another study Egboka (2014) conducted a study on the relationship between principals communication styles and staff compliance with the principals directives in Enugu Education Zone of Enugu State. The research design used was descriptive survey design. The population used for the study was 152 principals and 4,500 teachers in the education zone. A sample of 240 teachers was selected using proportionate random sampling. Five research questions and three hypotheses were formulated to guide the study. Research questions were analyzed on individual items basis using mean and standard deviation. The z – test was used to test the null hypotheses at an alpha level of 0.05. He found out inadequate communication among the school personnel's creates

environment of rumour, counter-rumour and negative remarks, which are injurious to the schools health.

Dogamo (2016) carried out a study on the relationship between communication behaviour of school principals and the organizational climate of schools in Awka Education Zone of Anambra State. The researcher used survey research design. Five schools were sampled using disproportionate stratified random sampling procedure. A 15 – item questionnaire was developed by the research and administered to five hundred and forty (540) respondents. Mean and standard deviation were used in answering the research questions while analysis of variance (ANOVA) was used in testing the null hypotheses formulated for the study. He found out that there was a significant relationship between the communication behaviour of principals and the organizational climate of their schools. Effective communication enhances the principals understanding of the teachers and school challenges such as discipline.

Ugwoke (2017) conducted a research in Nigeria to investigate the challenges faced by the principals in the use ICT in the administration of secondary schools. A descriptive survey design was used to carry out the study. Since the population was 59 principals, there was no need for sampling; therefore the whole population was used as respondents for the study. Structured questionnaires were used as a tool for data collection. The results from the findings showed that even though there are computer laboratories, the equipment are unavailable. Principals used telephones and ICT medium to contact stakeholders like parents and security agents for action. The constraints were

identified as lack of finance and personnel. It was therefore recommended that principals need to liaise and collaborate with alumni association in order to source for both financial and physical resources. Ugwoke (2017) obtained data from the principals on what challenges they encounter while employing the use of ICT in administration but the present study went further by sampling the opinions of the other stakeholders, the deputy principals, teachers and students. In addition, the previous study differs from the present study in the design; while the previous study used descriptive survey design; a mixed method design was employed in the current study.

Furthermore, Dogamo (2011) found that there was a significant relationship between the principal's perception of their own behaviour and that perceived by the teachers. The study found that open climate schools tend to rate male administrators more satisfactory communicators, than their female administrators. The findings of previous research works are relevant to this study. This is in view of the fact that all the studies were directed towards finding how communication affects administrative climate of schools. However, none was centered on studying the influence of communication on administrative climate of, hence the need for this research study. This study therefore is necessary of it would help to fill the gap between the roles pledged by school principals and their communication pattern in promotion of positive administrative climate.

In the United States of America, Cox (2012) conducted a study on school communications. It was a qualitative, multiple-case study which also examined communication by principals and superintendents with their stakeholders using social

media. Research tools were semi-structured interviews by which data was collected from 12 principals and 12 superintendents purposively selected from the United States of America and Canada. Research findings sustained that social media tools used as communication channels promote more effective relations between administrators and their stakeholders and can provide stronger connections and interactions internally and externally to stakeholders. In conclusion, Cox recommended blogs, twitter, social networking sites, podcasts and online videos to modern administrators since the results shows that they were effective tools and channels to engage with stakeholders in a two-way communication.

Zizka (2014) carried out a study on Communication Channels: The Effect of Frequency, Duration, and Function on Gratification Obtained (GO) in Switzerland. The study was guided by gratifications theory and a cross sectional survey design was used while participants were principals randomly selected as respondents. Findings showed that the choice and frequency of the use of channels of communication can have a significant effect on the relationship of both the sender and the receiver of the message if not done properly and correctly. The study further established that though there are several communication channels such as e-mail, letters, phone, or face-to-face, one must choose the best channel for the message to be communicated and how often the particular channel needs to be used. If an administrator habitually uses a wrong channel to convey information it might be wrongly interpreted by the employees. From the results, it was established with 52% variance, that the regression model of use of frequency, duration,

and function can predict GO. This study concluded with implications for positive social change for employees in higher education and the workplace. Zizka (2014) study was carried out in Switzerland to determine the effect of frequency, duration, and function on gratification obtained on the use of communication channels. The previous study was guided by gratification theory while the current study employed motivational language theory.

Hajar and Kamal (2016) carried out a research on the effectiveness of school principal communication on teacher job satisfaction in the United Arabs Emirates. A quantitative methodology used a five Likert scale questionnaire on 196 teachers who were selected to participate in the research. Findings disclosed a significant relationship between principal and teacher communication practices and teachers' job satisfaction. These practices as specified by Hajar and Kamal (2016) are the use of direct and continuous communication, in addition to listening to teachers. The research findings could mean that though the use of media tools promote effective relations between administrators, listening and face to face communication can make communication effective especially in the education sector. It was concluded that improving principal-teacher communication increases their job satisfaction and provides new insights to job accomplishments. Though the previous research was carried out in a school setting, participants to the study were only teachers. The present study bridged the gap by interviewing the deputy principals and principals and also including the students as participants. Channels of communication have to be frequently and habitually used by the

principals to achieve its effectiveness. This means it should be part and parcel of the principals' administrative duties to employ the correct channels in his/her day to day interactions with the subordinates.

2.10 Summary of Literature Review

The literature review for this study was discussed under the following headings; conceptual framework, theoretical framework and review of empirical studies. The conceptual framework work was further discussed under the following sub-headings; The Concept of Communication, Concept of Job Performance, Communication Process, Communication Patterns in Secondary School, Methods of Communication in Secondary School, Obstacles to Effective Communication in Secondary Schools, Influence of Principals Ineffective Communication strategies on Teachers Job Performance and Influence of Principals Effective Communication strategies on Teachers Job Performance respectively.

Studies related to principal's effective communication techniques and teacher's job performance has been extensively reviewed globally, regionally and locally. Although some available literature focused on commercial or business organizations and public institutions, findings are relevant to this present study. Of useful note is the fact that in all the literature reviewed, there still remains a gap to be bridged on how effective communication can be ensured and used to promote job performance of teachers especially in public secondary schools.

CHAPTER THREE

METHODOLOGY

The chapter is a presentation of methodological approach adopted for this research study. It was treated under the following sub-headings:- Design of the study, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of instrument, reliability of instrument, method of data collection, and method of data analysis.

3.1 Research Design

The design of this study is ex-post facto research design. The researcher seeks to find out the principal communication strategies and how it influences teacher's job performance in some selected public secondary schools in Esan West Local Government Area of Edo State. This research design is considered appropriate because it seeks to establish cause-effect relationships and the researcher has no control over the variables of interest and therefore, cannot manipulate them. In addition, opinion of a large sample was sought for and presented in their settings to draw inference.

3.2 Population of the Study

The population of the study comprised 210 male and female teachers working in the 16 public secondary schools in Esan West Local Government Area, Edo State.

3.3 Sample and Sampling Techniques

The sample proportionate sampling technique was adopted to select 50% of the total number of teachers in each of the 16 government owned secondary schools in Esan

West Local Government Area. This gave a total of 105 Secondary School Teachers and Principals (both males and females) drawn from the population which constitute the sample size

Source: Ministry of Education, Esan West LGA.

The sample size was worked out by the researcher

3.4 Instrument for Data collection

In this study, the instrument used was a semi-structured questionnaire designed by the researcher. The questionnaire was preferred due to its suitability. The instrument was arranged in four clusters A, B, C and D with each cluster treating one research question.

A 4-Point rating scale was used in this order:

Strongly agree (SA) - 4 points

Agree (A) -3 points

Disagree (D) -2 points

Strongly disagree (D) - 1 point

3.5 Validity of Instrument

In order to determine the validity of the instrument, the researcher gave the questionnaire to her supervisor who studied it and made necessary corrections before it was administered to the respondents sampled. The questionnaire was further discussed with the respondents to determine the suitability, clarity and relevance for the study purpose.

3.6 Reliability of the Instrument

The instrument was subjected to trial testing to ascertain its reliability. To achieve this, 20 copies of the instrument were administered to 6 principals and 14 teachers in Irrua, Esan Central L.G.A, Edo State. The data collected were analyzed using the cronbach technique for testing of reliability. The results show that the reliability coefficients are 0.86, 0.82, 0.70 and 0.82 for clusters A, B, C and D respectively the overall reliability coefficient is 0.92. This high correlation coefficient showed that the instrument was reliable.

3.7 Method of Data Collection

The researcher personally administered the questionnaire to the respondents after due permission was obtained from the principal of the schools. A letter to respondents was attached to the questionnaire to explain the purpose of the research exercise. The respondents were allowed to make their objective responses independently after which the filled questionnaire was collected by the researcher on the spot. The on-the-spot collection ensures the complete return of the entire questionnaire meant for the study.

3.8 Method of Data Analysis

The data collected was analyzed using mean and standard deviation (SD) and results were presented in tables. A four point scale response pattern of strongly agree (SA), Agree, (A) Disagree (D) and Strongly Disagree (SD) with 4, 3, 2 and 1 points respectively was used in answering the item statements. Any response below 2.50 was

taken as having ranked negative and rejected while responses up to 2.50 or above was accepted and taken as positive.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

This chapter presents the data analysis, results of the data collected and discussion of findings. The data are presented in order of the four research questions and four hypotheses which guided the study. The means and standard deviation were used to answer the four research questions while as the t-test statistical analysis, was used in testing the null hypotheses formulated at 0.05 level of significance.

4.1 Results

Table 4.1: Socio-demographic characteristics of the respondents

Variables	Principals (%)	Teachers (%)
Sex		
Male	14 (13.3%)	35 (33.3%)
Female	6 (5.7%)	50 (47.6%)
Total	20 (19.0%)	85 (80.9%)
Rank		
Junior secondary school	10 (9.5%)	45 (42.8%)
Senior secondary school	10 (9.5%)	40 (38.1%)
Total	20 (19.0%)	85 (80.9%)
Age		
20-30 years	-	15 (14.3%)
31-40 years	2 (1.9%)	22 (20.9%)
41-50 years	8 (7.6%)	29 (27.6%)
51 years & above	10 (9.5%)	19 (18.1%)
Total	20 (19.0%)	85 (80.9%)
Marital Status		
Married	20 (19.0%)	75 (71.4%)
Single	-	10 (9.5%)
Total	20 (19.0%)	85 (80.9%)
Religion		
Christian	20 (19.0%)	75 (71.4%)
Muslims	-	10 (9.5%)
Total	20 (19.0%)	85 (80.9%)

Table 4.1 showed the socio-demographic characteristics of the respondents. One hundred and five respondents were recruited for this study comprising of 20 (19.0%) principals and 85 (80.9%) teachers. Among the principals, 10 (9.5%) were in junior secondary, and 10 (9.5%) were in senior secondary, while among the teachers, 45 (42.8%) were in junior secondary and 40 (38.1%) were in senior secondary. Based on age group, 2 (1.9%) fell within age group 31-40 years, 8 (7.6%) were in age group 41-50 years and 10 (9.5%) were in age group 51 years and above. Among the teachers, 15 (14.3%) belong to age group 20-30 years, 22 (20.9%) fell within age group 31-40 years, 29 (27.6%) were in age group 41-50 years and 19 (18.1%) were in age group 51 years and above. Based on marital status, all the principals (19.0%) were married, 75 (71.4%) of the teachers were married and 10 (9.5%) were single. With respect to religion, all the principals (19.0%) were Christians, 75 (71.4%) of the teachers were Christians and 10 (9.5%) were Muslims.

Research Question One: What are the communication strategies adopted by secondary school principals to enhance teacher’s job performance?

Table 4.2: Mean score of respondents on the communication strategies adopted by secondary school principals

S/n	Items	Mean (x)	SD	Decision
1	Provision of information and sending via text message	3.48	0.72	Accepted
2	The use of circular letters and notices board in dissemination of information in schools	2.95	0.82	Accepted
3	The use suggestion box mechanism for information dissemination in schools	3.32	0.71	Accepted
4	Staff meetings are used to convey message in the schools always	3.65	0.87	Accepted
5	The use of seminars, workshop and club meeting are effective ways of transmitting information in schools	3.31	0.79	Accepted
6	Use of radios and television announcement for sending information in schools	2.35	0.86	Rejected
7	Use of memos and questionnaires make communication easy in school	2.22	0.88	Rejected
	Grand Mean	3.04	0.81	Agreed

Research questions one sought to identify the strategies used by secondary school principals for communication aimed at promoting teachers job performance. Table 4.2 indicates that item statements 1 to 5 are used by principals in secondary schools in Esan West LGA for effective communication. These strategies are used by them to ensure effective teaching and learning and improve teacher's performance. Item statements 1-5 are above 2.5 criterion level of acceptance with varying degrees of standard deviation. The mean rating of item statements 1 to 5 is 3.48, 2.95, 3.32, 3.65 and 3.31 with corresponding standard deviation of 0.72, 0.82, 0.71, 0.87 and 0.79 respectively. On the other hand, item statements 6 and 7 with mean rating and standard deviation of 2.35 and 0.86 and 2.22 and 0.88 were rejected as they were below the 2.5 criterion level of acceptance.

The above showed that the principal's provides information through the use of reminders circular letters, notice boards, suggestion box, electronic media etc. All these strategies are used to ensure that effective teaching and learning takes place in the school between the students and teachers. Other strategies includes the organization of workshops, seminars for teachers and students in the school on the new trends in teaching and learning, memories and staff meetings were regularly used by the principals to ensure effective and efficient communication system in the school to promote teaching and learning and teacher's job performance. This accounts for its 3.04 grand mean.

Research Question Two: What is the influence of principal communication strategies on teacher’s job performance?

Table 4.3: Mean score of respondents on the influence of principal communication strategies on teacher’s job performance

S/n	Items	Mean (x)	SD	Decision
6	Effective communication motivates me	3.39	0.76	Accepted
7	Effective communication encourages me to do my job	3.36	0.78	Accepted
8	Lack of communication brings confusion	3.29	0.80	Accepted
9	Lack of effective communication demoralizes me	3.27	0.77	Accepted
10	Poor communication strategies have negative influence on my job performance	3.33	0.79	Accepted
	Grand Mean	3.33	0.78	Agreed

Research questions two sought to identify the influence of principal communication strategies on teacher’s job performance. Table 4.3 indicates that item statements 6 to 10 are influence of principal’s communication strategies on teacher’s job performance in secondary schools in Esan West LGA. Item statements 6-10 are above 2.5 criterion level of acceptance with varying degrees of standard deviation. The mean rating of item statement 6 to 10 is 3.39, 3.36, 3.29, 3.27 and 3.33 with corresponding standard deviation of 0.76, 0.78, 0.80, 0.77 and 0.79 respectively, with grand mean of 3.33. The above showed that the principal’s communication strategy has both positive and negative influence on teacher’s job performance. The positive influence of effective

communication between principal and teachers is that it increased teacher's motivation and encourages them to do their job effectively, while the negative influence of poor communication between principal and teachers is that it brings confusion and demoralizes the teacher which negative affect job performance.

Research Question Three: What are the factors that militate against effective communication between principals and teachers in secondary schools?

Table 4.4: Mean score of respondents on factors that militate against effective communication between principals and teachers in secondary schools

S/n	Items	Mean (x)	SD	Decision
11	Mistrust, threat and fear distort information in schools	3.75	0.77	Accepted
12	Poor medium of communication distorts encoding and decoding of information	3.11	0.90	Accepted
13	Inappropriate setting of the information to excessive intermediaries	3.25	0.81	Accepted
14	Emotional state of the communicator	3.16	0.89	Accepted
15	Poor delegation of function	3.12	0.90	Accepted
	Grand Mean	3.28	0.85	Accepted

Research questions three sought to identify the factors that militating against effective communication in secondary schools. Table 4.4 indicates that all the item statements are above the criterion mean of 2.50. Items 11, 12, 13, 14, 15 with 3.75, 3.11, 3.25, 3.16 and 3.12 mean rating and a corresponding standard deviation of 0.77, 0.90, 0.81, 0.89 and 0.90, with overall grand mean of 3.28, showed that all the items accounts for poor communication system in secondary schools. By this, there is mistrust among the principals and teachers. Also identified is the lack of delegation of authority by the principals to his very senior teachers coupled with role conflict situations in the schools. Other problems identified are poor medium of communication which affects encoding and decoding process, inappropriate setting of the message due to the existence of numerous intermediaries and emotional state of the communicator. The analysis above showed that all the respondents are homogenous in their responses to identifying the factors that militates against effective communication in secondary schools between principals and teachers in secondary schools in Esan West LGA, Edo State.

Research Question Four: What are the strategies to promote effective communication between principals and teachers in secondary schools?

Table 4.5: Mean score of respondents on strategies to promote effective communication between principals and teachers in secondary schools

S/n	Items	Mean (x)	SD	Decision
16	Maintenance of free flow of information	3.35	0.76	Accepted
17	Principals should adopt open-door policy and ensure timely and accurate dissemination of information to teachers	3.22	0.89	Accepted
18	Maintenance of regular staff meeting as an avenue to get feedback	3.26	0.75	Accepted
19	Teachers are often given information on issues concerning them	3.38	0.80	Accepted
20	Provision of information communication technology (ICT) in schools.	3.25	0.86	Accepted
	Grand Mean	3.29	0.73	Accepted

Research question four identified the factor that will promote effective communication in secondary schools. Table 4.5 indicates that items 16 to 20 have means above the criterion level of 2.50. Items 20, 21, 22, 23 and 24 have mean of 3.35, 3.22, 3.26, 3.38 and 3.25 with standard deviation of 0.76, 0.89, 0.75, 0.80 and 0.86 which are all above the criterion level of 2.50. This is shows that effective communication in schools can be enhanced through the maintenance of free flow of information, adoption of open door policy by the principals and holding of regular staff meetings to iron out

issues or problems that may impede communication system in schools. Other measures are giving out information to teachers on the issues or problems that affect them and the general tone of the school, the use of information communication technology. All these were agreed by the respondents as avenues to promote effective communication in secondary schools which accounts for 3.29 grand mean of all the responses which is above the criterion level of 2.50 mean ratings. This shows that all the item statements will enhance effective communication between principals and teachers in secondary schools in Esan West LGA, Edo State.

Hypotheses 1: There is no significant difference in the mean ratings of principals and teachers on the communication strategies adopted by secondary school principals to enhance teacher’s job performance.

Table 4.6: t-test comparison of principals and teachers mean ratings on the communication strategies adopted by principals to enhance teacher’s job performance

Source	N	Mean	SD	df	t-cal	t-critical	Decision
Principals	20	2.53	0.82	153	1.89	1.96	Not Significant
Teachers	85	2.47	0.52				

As indicated on Table 4.6, the z-cal value of 1.89 is less than the critical value of 1.96 at alpha level of 0.05 and degree of freedom (df) 153. This shows that the difference in the mean ratings of principals and teachers on the communication strategies adopted by principals for teacher effectiveness was not significant. Therefore, the null hypothesis of no significant difference between the groups was therefore not rejected.

Hypotheses 2: There is no significant difference in the mean ratings of principals and teachers on the influence of principal communication strategies on teacher’s job performance.

Table 4.7: t-test analysis of the significant difference in the mean ratings of principals and teachers on the influence of principal communication strategies on teacher’s job performance

Source	N	Mean	SD	df	t-cal	t-critical	Decision
Principals	20	3.16	0.68	115	-0.86	1.96	Accept
Teachers	85	3.11	0.52				

The result in table 4.7 indicates that the mean for principal is 3.16, with standard deviation of 0.68, while for teachers is 3.11 with a corresponding standard deviation of 0.52. On testing the hypotheses at 0.05 level of significance and at a degree of freedom of 115, the t-calculated value was less than the t-critical value. By this, there is no significant difference in the mean ratings of principals and teachers on the influence of principal communication strategies on teachers’ job performance in secondary schools in Esan West LGA, Edo State.

Hypotheses 3: There is no significant difference between the mean ratings of male and female principals on the problems that hinder effective communication between principals and teachers in secondary schools.

Table 4.8: t-test analysis of the significant difference between the mean response of male and female principals on the problems that hinder effective communication in secondary schools

Principals	N	Mean	SD	df	t-cal	t-critical	Decision
Male	14	3.81	0.46	110	-0.62	1.96	Accept
Female	6	3.93	0.17				

The result in table 5 indicates that the mean for male principal is 3.81, with standard deviation of 0.46, while for female principal is 3.93 with a corresponding standard deviation of 0.17. On testing the hypotheses at 0.05 level of significance and at a degree of freedom of 110, the t-calculated value was less than the t-critical value. By this, there is no significant difference in the mean ratings of male and female principals on the problems that hinder effective communication in the administration of secondary schools in Esan West LGA, Edo State.

Hypotheses 4: There is no significant difference between the mean ratings of male and female teachers on the strategies for promoting effective communication between principals and teachers in secondary schools.

Table 4.9: t-test analysis of the significant difference between the mean rating of male and female teachers on the strategies for promoting effective communication between principals and teachers in secondary schools in Esan West LGA

Teachers	N	Mean	SD	df	t-cal	t-critical	Decision
Male	35	3.11	0.59	296	-1.92	1.96	Accept
Female	50	3.21	0.48				

The result in table 4.9 indicates that the mean for male and female teachers are 3.11 and 3.21 respectively with 0.57 and 0.48 standard deviation at a degree of freedom of 296. Using the t-statistic at 296 degree of freedom to test the hypothesis at 0.05 level of significance, the t-calculated value was -1.92 and t-critical was 1.96. From the above values, it can be observed that the t-calculated value is less than t-critical. Therefore, it could be accepted that there is no significance difference in the mean opinions of both the male and female secondary schools teachers on the strategies for promoting effective communication in the administration of secondary schools in Esan West LGA of Edo State. This implies that gender is not a factor to consider in analyzing the strategies for promoting effective communication in the administration of secondary schools in this area of study.

4.2 Discussion of the Findings

This study was carried out to determine the principal communication strategies and how it influences teacher's job performance in some selected public secondary schools in Esan West Local Government Area of Edo State. From research question one, the result obtained showed that secondary school principals use reminders, circular letters and notice boards in the dissemination of information in schools. This is aimed at ensuring healthy atmosphere in the school to promote teaching and learning and enhance teachers job performance. The mean ratings of the respondents form items 1 to 5 ranked positive which means that they are all above the criterion level of acceptance of 2.50. Other methods used are the organization of workshops, seminars to inform both the

teachers through staff meetings but this item is no regular as expected in the school. The findings is in line with Ogunsaya (2013) and Okeke (2016) who opined that all these methods are used by the secondary school principals in their routine activities in the school to promote teaching and learning and teachers job performance.

From research question two, it is evident that communication techniques by the principals affect job performance of teachers. This implies that it motivates and encourages when it is positive but demotivates and discourages when it is negative. This reveals a high influence of communication techniques on job performance. Hajar and Kamal (2016) posited that there is a significant relationship between principal-teacher communication practices and teachers' job performance; these practices, according to them are, use of direct and continuous communication, and listening. The researcher assumes from the findings that teachers' poor job performance can be induced by unhealthy communication behaviours by the principals. In other words, if the principals communicate appropriately and effectively, teachers' job performance can be enhanced.

The opinions of teachers and principals, both male and females were also sought by the researcher on the problem that militate against effective communication between principal and teachers in secondary schools in Esan West LGA, Edo State. All the item statements (11-15) ranked positive as their means were all above the criterion level of 2.50. This shows that they are actually the problems that hinder effectives communication between principal and teachers in the administration of secondary schools. Those identified problems are mistrust among the principals male and female alike. Other

problems associated with ineffective communication network of principals of secondary schools in Esan West LGA are excessive use of power by principals and poor leadership qualities depicted by both the male and female principals.

This similar problem of communication distortion mars effective flow of ideas or information in secondary schools. This assertion is in agreement with previous study by Ugwu (2015) when he asserted that distortions in communication could lead to break down of effectiveness and efficiency in administrating secondary schools by principals and lead to low job performance among teachers. Also Edem (2018) identified poor delegation of authority from principals to teachers as one of the problems hampering effective communication in secondary schools. Harrison (2015) also reported that the problem of mistrust between principals and teachers also hinder the teachers from performing their functions. All this arises due to poor communication strategy adopted by secondary school principals in schools. This will make it difficult for teachers to effectively perform their job.

As shown in research question four, secondary school principals and teachers both agreed that the strategies for effective communication in Esan West LGA, Edo State are maintenance of free flow of information, exposition of vital information to teachers and maintenance of regular staff meeting. Another method of enhancing effective communication in the school as identified is the use of information communication technology. The use of ICT will enhance the storage and retrieval of vital information in schools by the principals. The use of computer will make information or ideas permeate

all segments of the schools system. The use of ICT in information dissemination in secondary schools will solve the problem identified by Akinjide (2014) when he asserts that one of the barriers to effective communication is decoding. The teachers sometimes may not understand the information passed on them by the school principals. This problem can be prevented by the use of aforementioned device to improve teaching and learning as it will create a favourable administrative climate and enhance job performance. The problems of intermediaries, improper specification, semantics as identified by Ugwueze (2017) will be served through Information Communication Technology (ICT).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

This study was carried out to determine the principal communication strategies and how it influences teacher's job performance in some selected public secondary schools in Esan West Local Government Area of Edo State. Four research questions and hypothesis were formulated for this study. The study was structured into five chapters. Chapter one focused on the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study and definition of major terms used in the study. The literature review for this study was discussed under the following headings; conceptual framework, theoretical framework and review of empirical studies. Chapter three is a presentation of methodological approach adopted for this research study. It was treated under the following sub-headings:- Design of the study, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of instrument, reliability of instrument, method of data collection, and method of data analysis. Chapter four presents the data analysis and results of the data collected, as well as discussion of findings. The data are presented in order of the four research questions and four hypotheses which guided the study. The means and standard deviation were used to answer the four research questions while as the t-test statistical analysis, was used in testing the null hypotheses formulated at 0.05 level of significance. Chapter five was discussed under the

following subheading; summary, conclusion, recommendations and suggestions for further studies.

5.2 Conclusion

The study concludes that the communication strategies adopted by principals in secondary schools is through the use of reminders circular letters, notice boards, suggestion box, electronic media etc. Other strategies include the organization of workshops, seminars for teachers and staff meetings. Principal's communication strategy has both positive and negative influence on teacher's job performance. Positive influence improves teacher's motivation and encourages them to do their job effectively, while the negative influence brings confusion and demoralizes the teacher which negative affect job performance. Mistrust, lack of delegation of authority by the principals, inappropriate setting of the message due to the existence of numerous intermediaries and emotional state of the communicator were identified as factors affecting communication. Finally, the study showed that effective communication in schools can be enhanced through the maintenance of free flow of information, adoption of open door policy by the principals and holding of regular staff meetings to iron out issues or problems that may impede communication system in schools. Other measures are giving out information to teachers on the issues or problems that affect them and the general tone of the school, the use of information communication technology.

5.3 Recommendations

The following recommendations have been made in the light of the findings;

- i. All secondary school principals in Esan West LGA of Edo State should be encouraged to use a wide range of media of communication in secondary schools.
- ii. The state government should provide the secondary schools with communication gadgets like radios, television and telephones. This is important since it would enable the principals and teachers send and receive information in the schools.
- iii. The post primary school management board (PPSMB) should organize seminars, conferences and workshops from time to time for all the stakeholders in secondary schools on the importance of effective communication in schools. Such workshops should focus on ideal techniques of communication in secondary schools and the strategies for improving communication behaviour of secondary school principals.
- iv. The leadership style of principals should be transformational and transactional to ensure free access of information in schools.

5.4 Suggestions for Future Studies

Based on the findings of the study, the researcher recommends that further comprehensive study on the communication behaviour of secondary school principals in Edo State with focus on strategies for improving the communication behaviour of secondary school principals in the state be carried out.

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APPENDIX
LETTER OF RESPONDENTS

Department of Vocational,
And Technical Education,
Faculty of Education,
University of Benin, Benin
City, Edo-State.

Dear Respondent,

I am final year student in the above mentioned Department and Institution. I am carrying out a research on **“Principal Communication Strategies and how it Influences Teacher’s Job Performance in some Selected Public Secondary Schools in Esan West Local Government Area of Edo State”**.

The information supplied will be treated in strict confidence however your honest expression of opinions of each question is highly solicited and appreciated.

Thanks for your anticipated co-operation.

Yours faithfully,

QUESTIONNAIRE

Instruction: Tick (√) any of the 4-points rating scale to indicate your level of agreement:
4-points scale - (SA) - Strongly Agree (A) – Agree (D) – Disagree (SD) – Strongly Disagree

Socio-demographic Data

- [1] Sex: Male () Female ()
- [2] Age: 20-30 () 31-40 () 41-50 () 51 & above
- [3] Category: Principal () Teacher ()
- [4] Rank: Senior () Junior
- [5] Marital status: Married () Single ()
- [6] Region: Christian () Muslim ()

a. Communication strategies adopted by secondary school principals

S/N	Items	SA	A	D	SD
1	Provision of information and sending via text message				
2	The use of circular letters and notices board in dissemination of information in schools				
3	Staff meetings are used to convey message in the schools always				
4	The use of seminars, workshop and club meeting are effective ways of transmitting information in schools				
5	Use of memos and questionnaires make communication easy in school				

Keys: SA-Strongly Agreed, A-Agreed, D- Disagreed, SD- Strongly Disagreed

b. Influence of principal communication strategies on teacher's job performance

S/N	Items	SA	A	D	SD
6	Effective communication motivates me				
7	Effective communication encourages me to do my job				
8	Lack of communication brings confusion				
9	Lack of effective communication demoralizes me				
10	Poor communication strategies have negative influence on my job performance				

KEYS: SA – Strongly agreed, A – Agreed, D – Disagreed, SD – Strongly disagreed

c. Factors that militate against effective communication between principals and teachers in secondary schools

S/N	Items	SA	A	D	SD
11	Mistrust, threat and fear distort information in schools				
12	Poor medium of communication distorts encoding and decoding of information				
13	Inappropriate setting of the information to excessive intermediaries				
14	Emotional state of the communicator				
15	Poor delegation of function				

d. Strategies to promote effective communication between principals and teachers in secondary schools

S/N	Items	SA	A	D	SD
16	Maintenance of free flow of information				
17	Principals should adopt open-door policy and ensure timely and accurate dissemination of information to teachers				
18	Maintenance of regular staff meeting as an avenue to get feedback				
19	Teachers are often given information on issues concerning them				
20	Provision of information communication technology (ICT) in schools.				

KEYS: SA – Strongly agreed, A – Agreed, D – Disagreed, SD – Strongly disagreed