



INFLUENCE OF PRINCIPALS' COMMUNICATION SKILLS ON EFFECTIVE TEACHERS, JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOL RIVERS-EAST SENATORIAL ZONE, RIVERS STATE, NIGERIA.

DR UGOCHI IGWEKA VICTORIA
School of Education & General Studies
Federal College of Education, Isu.
Ebonyi State, Nigeria.

Abstract

This study examined the influence of Principals Communication skills on effective teachers' job performance in Public Secondary Schools in Rivers-Eat Senatorial Zone, Rivers State Nigeria. Two research questions and two null hypotheses guided the study. It adopted descriptive survey research design. Structured questionnaire titled: "Principals' Communication skills on teachers job performance" with twelve (12) items were used for data collection. A total of 487 respondents, made up of 14 Principals and 473 teachers were used for the study. The questionnaires were face and content validated by the experts and its reliability established at 0.72 co-efficient index. Mean and standard deviation were used to answer the research questions, while t-test statistics were used to test the hypotheses. Base on the findings, it was recommended that Government at all levels through her relevant agencies should organize workshops/seminars for Secondary School Principals and teachers on effective use of Communication devices, among other things.

Keywords: Secondary School Principals, Communication skills and Teachers' job performance.

Introduction

Communication is necessary in organizations as it can make or mar organizations' performance. It is actually the exchange of information or ideas between two or more persons. Bianca (2016) defined communication as an interaction between an individual and a vast range of people. Communication skills become very important when dealing with people; as through them, one can express oneself better and also be in a position to understand people better. In secondary school, the Principal frequently relates with the subordinates who are mainly teachers. The way he relates with them determines how they follow him. With appropriate communication approach, the Principal conveys his ideals/instructions/feelings to his teachers effectively. He may speak directly to them or may also pass through a medium such as middle man, phone or internet. Thus, his choice of words has to be simple, immaculate, and polite (Ichemati, 2017).

Another key area of communication skill is understanding the person one is communicating with. The Principal should show humility in order to understand his subordinates. His communication with them should not be one sided but open ended; that is, there should be room for feedbacks. Teachers perform better when they have the feeling that their opinions are respected and that they are important. Thus, they should be carried along in issues pertaining to the school. According to Namvaran et al. (2013), it is needful to trust the employee and delegate tasks to them as these lead to satisfaction and creates sense of responsibility since workers do their best when they are trusted.

Communication between the Principal, teachers and students should be continuous and devoid of suspicion. There should be trust between the parties and whatever is discussed should be open or confidential based on details. Also, what is expected to be implemented by either party should be carried out without hesitation. The



Principal should continually inform his subordinates about his plans and activities (when needed) and should never be tired of listening to his subordinates; perhaps, convening periodic meetings could be helpful.

An effective communication skill by the Principal promotes and accelerated progress in schools (Adejumobi & Ojikutu, 2013). As long as everyone is on the same page, work is easily executed and more developments recorded. Also, through effective communication skills, the principal wins the trust of his subjects and they can vouch for him any day. Very importantly, since he has built confidence in his subordinates, they can proceed to work in his absence with happiness and vigour as if he was there. On the other hand, poor communication skills by the Principal creates a situation where the school will be having so many problems such as mistrust, delay in policy execution, infighting, low motivation in teachers/students and so on.

Nwosu (2017) examined the impact of Principals' communication strategies and teachers job performance in public secondary schools in Ikenne Local Government Area of Ogun State. The target population comprised all teachers in public secondary schools in Ikenna Local Government Area of Ogun State. a self-administered questionnaire tagged "Principals' Communication strategies and Teachers' Job Performance (CSTJPQ)" was used to collect data from a randomly selected 191 teachers. Descriptive analysis and inferential statistics; the Pearson's Product Moment Correlation Coefficient were used to analyze the information generated from the questionnaire. The result shows that 24,7% of the variables observed in the teachers' job performance was accounted for by the Principals' communication strategies. A positive significant relationship was found between Principals' communication strategies and teachers' job performance in secondary schools ($r = 603$; $p > 0$). It was also found that socio-demographic variables (gender, marital status and qualification level) accounted for 22.1%. 15.2% and 24.7% variability of teachers' satisfactions' level of Principal communication strategies respectively. The most potent predictor

of teachers satisfactions level on Principal communication strategies among the predictor variables of the study was gender ($B=377$, $t=8.851$; $p < 05$), followed by academic qualification ($B=356$; $t=7.576$. $P < 05$), and lastly by marital status ($B=.303$; $t = 5.991$, $p < 05$). The paper concluded that assessing teacher performance in an academic institution is as important as assessing learning in pupils and students; and that teachers' job performance to a large extent depends on factors like the principal communication strategies and resources.

Rim (2016). In a study, examined the Effectiveness of School Principal Communication on Teacher Job Satisfaction and provided suggestions to improve Principal-teacher communication process . It answered questions about Principals' communication practices, teachers' satisfaction levels, the most effective Principal-teacher communication practices which lead to high teacher's job satisfaction, and differences based on the Principals gender in communication with teachers. To achieve the goals of the research, an accessible population of 196 teachers were used, from eight different cycle, government schools in the Ai Ain Educational Zone, in the Emirate of Abu Dhabi of the Principals, three were male and five were female. A quantitative methodology used a five Likert scale questionnaire (from Never to Always). The study revealed that a significant relationship exists between Principal-teacher communication practices and teachers' job satisfaction. Moreover, there was a difference between teachers' satisfaction and male and female Principals communication practices. Teachers' recommendations to improve Principal-teacher communication in a way that increases their job satisfaction provide new insights in the United Arab Emirates context.

Alamgir et al (2017) examined the perception of students regarding the role of teacher communication skills in their academic success. Comprehensive questionnaire on social economic and demographic aspects of the study was designed by the researcher to achieve the set objectives. All those universities where sports sciences and physical education programmes



were offering, were taken as population of the study. The empirical data regarding the role of a teacher communication skills in students' academic success were obtained from (418, thirty percent 30 from each University) samples of 14 universities of Pakistan. The data was collected from the respondents through personal contact and by using the developed scale. After collection of data, the data was finally classified in the form of tables and regression was employed for the analysis of data. After analysis of data the researcher arrived at conclusion that teacher communication skills have significant role in the academic achievement of the students.

Equally, Katua (2019) examined the influence of school Principals communication strategies and students' discipline in public secondary schools in Kisasi Sub-County, Kitui County Kenya. The study objectives sought to establish the influence of Principals' use of school assemblies, guidance and counseling notice boards and suggestion boxes as communication strategies on students' discipline in public secondary schools in Kisasi Sub-County. The target population for this study was 20 Principals, 140 teachers who consisted of 20 deputy Principals, 20 heads of departments, guidance and counseling, 20 form four class teachers and 20 Presidents of the students' council from which a sample of 18 Principals, 54 teachers, and 18 students council were picked making a total of 90 respondents. Descriptive survey research design was used in the study. Questionnaires were used as tools for data collection. The study used test re-tests technique to establish instrument reliability. Cohen's Kappa Coefficient was used to correlate the pre-test and post-test result. It recommended that effective communication of Principals and staff is very essential and requires workshop or seminars for both Principals and teachers.

Statement of Problem

Effective secondary school leadership requires among other things effective communication skills to drive the policies and engineer teachers' great job performance. Unfortunately, most of our principals, as managers of the secondary schools lack the communication skills, especially the use of social media such as

whatsapp, voice messages etc. Therefore, it is the intention of this paper to find the influence of Principals' communication skills using such devices.

Purpose of the Study

The purpose was to investigate the influence of principals' communication skills on effective teachers' job performance in public secondary schools in River-East Senatorial Zone, Rivers State Nigeria. Specifically, it sought to find out:

1. The types of communications skills/measures used by the principals to influence teachers' job performance in Rivers State.
2. The influence of the Principals Communication skills/measures on teachers' job performance in Rivers State.

Research questions

These formulated research questions, guided the study.

1. What are the types of communication skills/measures used by the Principals to influence teachers' job performance in secondary schools in Rivers State?
2. To what extent do the Principals' communication skills/measures influence teachers' job performance in secondary schools Rivers State?

Hypothesis

H01: There is no significant difference between the mean ratings of principals and teachers on the principals' types of communication skills to influence teachers' job performance in Rivers State.

H02: There is no significant difference between the mean ratings of principals and teachers on the influence of principals' communication skills on teachers job performance in Rivers State.

Methodology

This study adopted a descriptive survey research design. The design is appropriate because it helps the researcher in data collection, processing and interpretation. All the public secondary schools were used in Rivers-East senatorial zone of



Rivers State, Nigeria. The sample size was 487 respondents, made up of 14 principals and 473 teachers.

Two research questions and two hypothesis formulated guided the study. The mean and standard deviation were used to answer the research questions, while the hypotheses were tested using t-test statistics at 0.05 alpha level. A four point likert scale questionnaire was used for data collection; with scaling of strongly agree 4 points, Agree-3 points, Disagree 2 points and strongly disagree-1point. The mean of 2.5 and above was accepted while below 2.5 was

(rejected) not accepted. It was face and content validated by experts and reliability established at 0.72 coefficient index.

Results

The results of the data analysed are presented in the table below, according to the research questions, thus:

Research question 1: What are the types of communication skills used by the Principals to influence teachers' job performance in Rivers State?

Table 1: Mean rating sand standard deviation of Principals and teachers on the types of communication skills used by the principals to influence teachers' job performance in Rivers State, Nigeria.

S/N	Item Statement	Principals -14			Teachers – 473		
		Mean	SD	Decision	Mean	S D	Decision
	The Principal communicates with the teachers regularly through						
1.	Text (SMS), short message service	3.36	0.51	Agree	2.80	0.63	Agree
2.	Whatsapp	2.15	0.78	Disagree	2.32	0.91	Disagree
3.	Voice Message	1.75	0.84	Disagree	2.45	0.88	Disagree
4.	Visit to classes	3.21	0.53	Agree	3.14	0.56	Agree
5.	Staff general meeting	3.10	0.57	Agree	3.05	0.58	Agree
6.	Addressing teacher every morning after assembly	2.60	0.68	Agree	2.52	0.75	Agree
7.	Interaction with the teachers as the need arises	3.00	0.60	Agree	2.56	0.68	Agree
	Grand mean	2.73	0.64	Agree	2.68	0.66	Agree

From the data analysis in table one above, it show that the principal regularly communicates with the teachers except on whatsapp with mean of 2.15 and 2.32 for principals and teachers; and voice messages with 1.7 for principals and 2.45 for teachers. The result showed the types of communication skills/measures used by the

principals to influence teachers' job performance in Rivers State.

Research question 2: To what extent do the principals' communication skills influence teachers' job performance in secondary schools in Rivers State?



Table 2: Mean ratings and standard deviation of principals and teachers on the extent the principals communication skills influence teachers' job performance in public secondary schools in Rivers-East Senatorial zone in River s State?

S/N	Item Statement	Principals -14					
		Mean	SD	Decision	Mean	SD	Decision
1.	Through effective communication, messages are well understood.	3.08	0.71	Agree	3.15	0.68	Agree
2.	Principal uses many communication channel to pass messages to teachers	2.70	0,83	Agree	2.81	0.80	Agree
3.	Teachers who are frequently communicated feel belonged	3.03	0.76	Agree	3.01	0.78	Agree
4.	Teacher communicates more instructions orally in classroom to students	3.77	0.61	Agree	2.78	0.81	Agree
5.	Teacher with poor communication skills may cause failure of students to learn and promote their academic	3.62	0.64	Agree	2.88	0,79	Agree
	Grand Mean	3.28	0.67	Agree	2.91	0.78	Agree

In answer to research question 2, the respondents opined that Principals communication skills influence teachers' performance in public secondary schools in Port Harcourt, Rivers State with mean scores of 3.08, 2.70, 3.03, 3.77 and 3.62 for the Principals. While the mean scores of teachers are 3.1, 2.81, 3.01, 2.78 and 2.88. The grand mean of Principals is 3.28 and that of teachers is 2.91. Therefore, the respondents are

of the view that Principals' communication skills influence effective teachers' performance in Public secondary Schools in Rivers-east Senatorial zone in Rivers State.

H01: There is no significant difference between the mean ratings of principals and teachers on the principals' types of communication skills to influence teachers' job performance in Rivers State.

Table 3: t-test analysis of difference between the mean ratings of principals and teachers on the principals types of communication skills to influence teachers' job performance in River State.

Category	Number	Mean	SD	DF	t-cal	t-crit	Decision
Principals	14	2.73	0.64	485	0.87	1.96	Ho1: Accepted
Teachers	473	2.68	0.06				

The result of data analysis presented in table 3, show that the mean rating score of 14 principals

is 2.73 with standard deviation of 0.64. While the 473 teachers have the mean score of 2.68 and



standard deviation of 0.66 at 485 degree of freedom. Then, the T-calculated is 0.87 and critical value is 1.96. Since the t-cal 0.87 is less than crit value of 1.96 at 0.05 significant level, the null hypothesis is accepted, which state that, there is no significant difference between the mean ratings of principals and teachers on the principals' types of communication skills to

influence teachers' job performance.

Ho2: There is no significant different between the mean ratings of principals and teacher on the influence of Principals communication skills on teachers job performance in Rivers State.

Table 4: T-test analysis of difference between the mean ratings of principals and teachers on the influence of principals' communication skills on teachers' job performance in Rivers State.

Category	Number	Mean	SD	DF	t-cal	tt-crit	Decision
Principals	14	3.28	0.67	485	1.04	1.96	H02: Accepted
Teachers	473	2.91	0.78				

From the data analysis in table 4 above, it is observes that the principals mean score and standard deviation were 3.28 and 0.67 respectively. While that of teachers were 2.91 and 0.78 respectively at 485 degree of freedom. Therefore, since the t-calculated of 1.04 is less than the critical value of 1.96, the null hypothesis is accepted which states that, there is no significant difference between the mean ratings of principals and teachers on the influence of principals communication skills on teachers job performance in Rivers State.

Discussion

The analysis of this study showed that the principals communicate with the teachers, using text messages, at staff general meeting, at morning assembly and as the need arises. Equally, the principals' communication skills influence effective teachers' job performance in Public secondary schools in Rivers State. These findings are in agreement with the findings of Nwosu (2017) who stated that the secondary

school teachers' job performance to a large extent depends on the principals' communication strategies. Also, in affirmation to the above, Rim (2016) asserted that the principal-teacher communication in a way, increases the teachers job satisfaction.

Conclusion

Sequel to this study's findings, it could be concluded that, there is significant influence of principal's communication skills on the job performance of public secondary school teachers in Rivers-East Senatorial Zone of Rivers State Nigeria.

Recommendations

The paper recommends that, Government through its relevant agencies should organize workshops or seminars for the public secondary school principals and teachers on effective use of communication devices such s text messages, whatsapp, voice messages in addition to staff general meetings and morning assembly.



References

- Adefumobi, F.T. and Ojkutu R.K. (2013) School Climate and Teachers' Job performance in Lagos State, Nigeria. *Discourse Journal of Educational Research* 1 (92). 26-36.
- Bianca, A. (2016). *Nine skills needed to become a successful administrator*. Retrieved from <http://work.chron.com>.
- Ichemita M.A. (2017). *Principals' Administrative skills and Teachers' performance in Secondary Schools in Rivers State*. Unpublished dissertation, University Press.
- Namvaran, K., Rabavi R., and Avarsin S. (2013). *Relationship between human skills and effectiveness of manager in Secondary Schools of Hash rood*. Iran Press.
- Nwosu J.C. (2017). Principals' Communication strategies and teachers' job performance in public secondary schools in Ikenne Local Government Area of Ogun State. *International Journal of Education. Learning and Development*. 5 (9), 1-12.
- Rim, K.A. (2016). *Effectiveness of school principal communication on teachers job Satisfaction*. Unpublished Master's degree on Education thesis. University Education Press.