

PRINCIPALS COMMUNICATION SKILLS AS CORRELATES OF TEACHERS ORGANIZATIONAL BEHAVIOUR IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE.

UGHAMADU, U, OKAFOCHA, C & CHUKWUE, O. A

Department of Educational Foundations

Faculty of Education

Chukwuemeka Odumegwu Ojukwu University, Igbariam

Abstract

The study examined principals' communication skills as correlates of teachers' organizational behaviour in public secondary schools in Anambra State. Three research questions guided the study and three null hypotheses tested at 0.05 level of significance. The study was a correlational research design. The population of the study was 267 principals in the 267 public secondary schools from the six Education Zones in Anambra State. There was no sampling because the population was small and manageable by the researcher. Three instruments were used for data collection: Principals' Communication Skills Questionnaire (PCSQ) and Teachers' Organizational Behaviour Questionnaire (TOBQ). The instruments were subjected to face and construct validation. Face validation was done by three experts two in Education Management and one in Measurement and Evaluation, all in Educational foundations, Faculty of Education, COOU, Igbariam Campus while construct validation was carried out by Principal Component Analysis (PCA) with the help SPSS v.26. The reliability of the instrument was done using Cronbach Alpha technique and the average coefficient values of 0.83 for PCSQ, 0.77 for CMSQ and 0.83 for TOBQ were obtained and considered highly reliable and suitable for the study. Direct method of data administration was utilized by the researcher together with six research assistants. Pearson Product Moment Correlation statistical tool was used for the study at 0.05 level of significance. The findings of the study revealed that there is a positive and significant relationship among principals' verbal communication skill ($r=0.521$, $p=0.000$), listening communication skill ($r=0.753$, $p=0.000$), feedback communication skill ($r=0.547$, $p=0.000$) with teachers' organizational behaviour in public secondary schools in Anambra State. The study concluded that principals mix applications of communication skills jointly are positively and significantly correlated to teachers' organizational behaviour in public secondary schools in Anambra State. Based on the findings, the study recommended among others that Ministry of Education in line with Post Primary Schools Service Commission, Awka should sponsor principals in workshops, seminars and conferences to enable them update their knowledge on communication skills in order to create conducive school environment that would enhance and sustain teachers' organizational behaviour in public secondary schools in Anambra State. The study contributed to knowledge by establishing the empirical fact that teachers' job organizational behaviour stemmed from verbal skills, listening skills and feedback skills that are promoted by principals who jointly apply good communication skills in running the affairs of the school. It established that Principals' Communication Skills are essential in developing, motivated, committed and competent teachers who are willing to put extra efforts to discharge their duties which lead to higher organizational behaviour in school.

Keywords: Principals' Communication skills, Teacher's Organizational Behaviour.

INTRODUCTION

Education system is an organization made up of people with diverse views, attributes and opinions brought together with the intention to provide the educational needs of the society. One of the ultimate aims of education is to strengthen the individuals and the society's problem-solving capacity and ability so that people can solve different problems using education. Education lies at the heart of social and economic development. It has the power to reduce poverty, improve health, and promote democracy. Secondary education is the education which children receive after primary or basic education and before the tertiary level. The members of staff in the school interact and work together to achieve common objectives. The attainment of secondary education objectives of preparing learners for further studies and useful living in the society is contingent on the competency of the teachers and their organizational behaviour. This showed that secondary school is a dynamic social system driven by organizational behaviour of teachers.

Organizational behaviour is concerned with how an individual or groups of people act in the workplace. Jami and Agha (2022) defined organizational behaviour as the unique attitude and conduct manifested by personnel within an organization which is central to performance and corporate effectiveness. It is the attitude of people working in an organization. Edgar (2023) described teachers' organizational behaviour as the character and work habits exhibited by teaching staff of educational institutions. It is the manner in which teachers act or behave toward colleagues and learners in the work environment. Obiakor *et al.* (2024) defined organizational behaviour as the operations, actions, functions and attitudes of individuals who make up the organization. Teachers' organizational behaviour is the attitudes and conducts of teachers in carrying out their work.

In the context of Anambra State which is borne out of the fact that Anambra is considered educationally an advantaged State, the public secondary schools are often grapple with limited resources, large class sizes, high workload demands and inadequate support systems which as a result, some teachers display poor organizational behaviour as evidenced in several cases of heightened absenteeism, low morale, lack of interest in the teaching job, conflicts, lack of motivation, poor class attendance and other statutory demands such as preparation of lesson notes. This poor exhibition of organizational behaviour of teachers is the biggest danger as it leads to absence of fulfillment of school goals and objectives. The principals' behaviour such as communication skills that supposed to have enhanced teachers' organizational behaviour seem not to be handled with all seriousness which might have resulted to low performance and commitment of teachers in some public secondary schools in Anambra State.

Communication skills are the abilities or competencies of principals to exchange ideas and disseminate information to their subordinates in a timely and accurate manner. Manafa (2018) opined that communication skills entail speaking appropriately to people while maintaining good eye contact, eloquent speech with tailored language, listening effectively, writing clearly with concise language, being confident, friendliness, empathy, use of question, open mindedness and presenting one's ideas appropriately. Ukaigwe and Jack (2020) noted that communication skills are vital because members of staff need to know what they are expected to do, what standards of performance are expected of them and how long they have to do any job assigned to them. Manafa (2018) in addition, asserted that poor usage of communication skills in secondary schools in Anambra State has been a great concern to the school management and members of staff. Manafa further observed that most school principals refuse to have listening ears to the members of staff and also not competent to use clear, brief and straight forward language while giving out information, there by bringing confusion, tension and conflicts in the school. The communication skills that are of great interest to the researchers in view of their relevance in positioning teachers toward greater organizational behaviour are verbal, listening and feedback communication skills.

Verbal communication skills are the ability of the principal to express or exchange thoughts or information through sound, words or speech. Odu-Dikoro (2023) referred to verbal communication skills as the ability to communicate effectively through speech. It includes articulating thoughts and ideas clearly, listening actively, and responding appropriately in conversation or presentation. Verbal communication skills also involve using appropriate language, tone, and nonverbal cues such as body language and eye contact. Bello and Oredein (2023) asserted that verbal communication skills are the ability of the communicators to be outspoken so that one can hear and understand the message being communicated. This communication skill enables the principals to orally disseminate information to members of staff. Principals' application of verbal communication skills is essential in rendering professional advice, assistance, guidance and counseling services to members of staff. Examples of verbal communication include: face-to-face conversation and use of electronic media for oral conversations among others. Thus, good verbal communication increases good listening skills.

Listening communication skills is one of the communication skills that school principals adopt in school administration. Nwankwo *et al.* (2021) stressed that listening carefully and with interest to the other person's words and observe their behaviours, is an essential skill of communication. Listening skills is the ability to pay attention so as to accurately receive and interpret information and ideas. Arguing in the same line, Malama (2021) defined listening communication skill as the ability of someone who may be the communicated to pay attention to the communicator in order to decode the message property. Listening skills enables principals to understand staff views in the school. Effective listening promotes interpersonal relations, cooperation, understanding and harmony in the school. Listening requires concentration, attention and patience. Ugwu and Okoye (2024) opined that active listening include behaviours such as: empathetic, appropriate gesture and expressions to indicate listening and asking helpful questions among others. Listening does not just entail hearing but an active psychological process that involves meaningful information reception with adequate concentration. Listening skills also entails soliciting the teachers'

opinions and willingness to consider it during decision making. The listening communication skills enable principals to learn, understand and obtain information to foster good interpersonal relationships in school which create room for effective feedback skills for improvement.

Feedback communication skills is another communication skill that is both critical to fostering loyalty and integrity of the school administrators. Feedback communication skills lies at the heart of communication. Egboka and Igbokwe (2022) noted that feedback skill is a two-way process in which everyone tries to learn something positive from the other person's suggestions. It is all about mutual understanding, respecting each other's opinions, and learning something from each other's experiences. Feedback communication skills means the ability of the communicate to respond appropriately to the message being communicated. In the views of Akinnubi et al. (2024), feedback is essential because it conveys to the sender that the message was received and understood. It serves as a powerful reinforce of what staff are getting right in school. Feedback occurs when the receiver responds to the sender's message and returns the message to the sender. Some teachers rely on feedback from principals on a given issues for necessary actions.

Consequently, perhaps, the undesirable behaviour of teachers could be reciprocal of the unfair treatment of the principals in public secondary schools in Anambra State. To buttress this, Thompson and Unachukwu (2022) observed that teachers, who perceive any form of unfairness in the treatment meted to them by the system may sooner than later begin to exhibit varying degrees of negative behaviour. Sequel to this, Thompson and Unachukwu (2022) further noted that some secondary school administrators fail to take into consideration the well-being, needs and emotions of the teachers which could make them become disconcerted, thereby developing negative attitudes toward their workplace. The series of principals' unhealthy or unethical behaviours such as being biased, refusing teachers to air their views on school affairs, favouritism, untimely dissemination of communication and poor application of communication skills might be among the contributing factors to unwillingness of teachers to act beyond their formal job description and expectations. It is against this background that prompted the researcher to investigate principals' communication skills as correlates of teachers' organizational behaviour in public secondary schools in Anambra State.

Purpose of the Study

The general purpose of the study was to examine principals' communication skills as correlates of teachers' organizational behaviour in public secondary schools in Anambra State. Specifically, the study sought to:

1. determine the relationship between verbal communication skills and teachers' organizational behaviour in public secondary schools in Anambra State.
2. ascertain the relationship between listening communication skills and teachers' organizational behaviour in public secondary schools in Anambra State.
3. examine the relationship between feedback communication skills and teachers' organizational behaviour in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between verbal communication skills and teachers' organizational behaviour in public secondary schools in Anambra State?
2. What is the relationship between listening communication skills and teachers' organizational behaviour in public secondary schools in Anambra State?
3. What is the relationship between feedback communication skills and teachers' organizational behaviour in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between verbal communication skills and teachers' organizational behaviour in public secondary schools in Anambra State.
2. There is no significant relationship between listening communication skills and teachers' organizational behaviour in public secondary schools in Anambra State.
3. There is no significant relationship between feedback communication skills and teachers' organizational behaviour in public secondary schools in Anambra State.

Method

The study adopted correlational research design. The study was carried out in Anambra State, Nigeria. The population of the study was 267 principals in the 267 public secondary schools from the six Education Zones in Anambra State (Planning, Research and Statistics Department, Post Primary Schools Service Commission (PPSSC), Awka Anambra State as at Second Term 2023/2024 Academic Session). There was no sampling because the population is small and manageable by the researcher. Three instruments were used for data collection: Principals' Communication Skills Questionnaire (PCSQ) and Teachers' Organizational Behaviour Questionnaire (TOBQ). The instruments are structured in four sections namely A, B and C. Section A deals with the personal data of the respondents, while section B, C and D deals with PCSQ, CMSQ and TOBQ respectively.

Section 'B' was Principals' Communication Skills Questionnaire (PCSQ) as structured by the researcher to measure communication skills of principals in public secondary schools in Anambra State. The instrument PCSQ contained 30-items spread across three Clusters 'A-C.' Cluster 'A' elicited information on verbal communication skills with 10-items; Cluster 'B' elicited information on listening communication skills with 10-items; and Cluster 'C' elicited information on feedback communication skills with 10-items. These items were placed on 4-point scale of Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 points) and Strongly Disagree (SD) (1 point).

These items were placed on 4-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The range of scores was weighted as 4, 3, 2 and 1 respectively.

Section 'C' was Teachers' Organizational Behaviour Questionnaire (TOBQ) as also structured by the researcher to measure organizational behaviour of teachers in public secondary schools in Anambra State. The instrument TOBQ has 20-items with a 4-point scale of Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 points) and Strongly Disagree (SD) (1 point). The reliability of the instrument was ascertained through a pilot test on 20 principals from public secondary schools in Enugu State. The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient of 0.83 for PCSQ, 0.77 for CMSQ and 0.83 for TOBQ. Out of 267 copies of the instrument administered, 264 (99%) of the instrument were correctly completed and returned, while 3(1%) were either misplaced or not properly completed. Pearson Product Moment Correlation Coefficient Statistical tool was used to answer the research questions and test the null hypotheses at 0.05 level of significance.

Results

Research Question One: What is the relationship between verbal communication skills and teachers' organizational behaviour in public secondary schools in Anambra State?

Table 1: Summary of Pearson Product Moment Correlation on the relationship between verbal communication skills and teachers' organizational behaviour in public secondary schools in Anambra State.

Variables	N	r	r ²	Remark
Verbal Communication Skills	264	0.521	0.445	Moderately Positive
Teachers' Organizational Behaviour	264			

****Significant at $p < 0.05$**

The summary result of Pearson Product-Moment Correlation Coefficient on Table 1 showed that principals' verbal communication skills has a moderate positive relationship with teachers' organizational behaviour in public secondary schools in Anambra State with: $r = 0.521$, $r^2 = 0.445$, percentage (%) = 44.5 and $N = 264$. This revealed a moderate positive correlation coefficient value of 0.521 which indicated that there is a moderate positive relationship existing between principals' verbal communication skills and teachers' organizational behaviour in public secondary schools in Anambra State. This implies that a unit increase in the practice of verbal communication skills by principals leads to 0.521(52%) increase in teachers' organizational behaviour in public secondary schools in Anambra State. The coefficient of determination (r^2) value of 0.445 showed that the explanatory power of the variable was moderately strong. This implies that 45% of the variations in teachers' organizational behaviour in public secondary schools in Anambra State were accounted for by the variations in principals' verbal communication skills.

Research Question Two: What is the relationship between listening communication skills and teachers' organizational behaviour in public secondary schools in Anambra State?

Table 2: Summary of Pearson Product Moment Correlation on the relationship between listening communication skills and teachers' organizational behaviour in public secondary schools in Anambra State

Variables	N	r	r ²	Remark
Listening Communication Skills	264	0.753	0.624	Highly Positive
Teachers' Organizational Behaviour	264			

****Significant at $p < 0.05$**

The summary result of Pearson Product-Moment Correlation Coefficient on Table 2 showed that principals' listening communication skills has a high positive relationship with teachers' organizational behaviour in public secondary schools in Anambra State with: $r = 0.753$, $r^2 = 0.624$, percentage (%) = 62.4 and $N = 264$. This revealed a high positive correlation coefficient value of 0.753 which indicated that there is a high positive relationship existing between principals' listening communication skills and teachers' organizational behaviour in public secondary schools in Anambra State. This implies that a unit improvement in principals' listening communication skills leads to 0.753(75%) improvement in teachers' organizational behaviour in public secondary schools in Anambra State. The coefficient of determination (r^2) value of 0.624 showed that the explanatory power of the variable was highly strong. This implies that 62% of the variations in teachers' organizational behaviour in public secondary schools in Anambra State were accounted for by the variations in principals' listening communication skills.

Research Question Three: What is the relationship between feedback communication skills and teachers' organizational behaviour in public secondary schools in Anambra State?

Table 3: Summary of Pearson Product Moment Correlation on the relationship between feedback communication skills and teachers' organizational behaviour in public secondary schools in Anambra State.

Variables	N	r	r ²	Remark
Feedback Communication Skills	264	0.547	0.438	Moderately Positive
Teachers' Organizational Behaviour	264			

****Significant at $p < 0.05$**

The summary result of Pearson Product-Moment Correlation Coefficient on Table 3 showed that principals' feedback communication skills has a moderate positive relationship with teachers' organizational behaviour in public secondary schools in Anambra State with: $r = 0.547$, $r^2 = 0.438$, percentage (%) = 43.8 and $N = 264$. This revealed a moderate positive correlation coefficient value of 0.547 which indicated that there is a moderate positive relationship existing between principals' feedback communication skills and teachers' organizational behaviour in public secondary schools in Anambra State. This implies that a unit advancement in principals' feedback communication skills leads to 0.547(55%) advancement in teachers' organizational behaviour in public secondary schools in Anambra State. The coefficient of determination (r^2) value of 0.547 showed that the explanatory power of the variable was moderately strong. This implies that 55% of the variations in teachers' organizational behaviour in public secondary schools in Anambra State were accounted for by the variations in principals' feedback communication skills.

Hypothesis One

H₀₁: There is no significant relationship between verbal communication skills and teachers' organizational behaviour in public secondary schools in Anambra State.

Table 7: Summary of Pearson Product Moment Correlation on the significant correlation between verbal communication skills and teachers' organizational behaviour in public secondary schools in Anambra State.

Variables	N	r	r ²	p-value	Remark
Verbal Communication Skills	264	0.521	0.445	0.000	Significant
Teachers' Organizational Behaviour	264				

****Significant at $p < 0.05$**

The summary result of Pearson Product Moment Correlation Coefficient on Table 7 showed the significant relationship between principals' verbal communication skills and teachers' organizational behaviour in public secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that there is no significant relationship between principals' verbal communication skills and teachers' organizational behaviour in public secondary schools in Anambra State and accepted the alternative hypothesis that there is significant relationship between principals' verbal communication skills and teachers' organizational behaviour in public secondary schools in Anambra State.

Hypothesis Two

H₀₂: There is no significant relationship between listening communication skills and teachers' organizational behaviour in public secondary schools in Anambra State.

Table 8: Summary of Pearson Product Moment Correlation on the significant correlation between listening communication skills and teachers' organizational behaviour in public secondary schools in Anambra State.

Variables	N	r	r ²	p-value	Remark
Listening Communication Skills	264	0.753	0.624	0.000	Significant
Teachers' Organizational Behaviour	264				

****Significant at $p < 0.05$**

The summary result of Pearson Product Moment Correlation Coefficient on Table 8 showed the significant relationship between principals' listening communication skills and teachers' organizational behaviour in public secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that there is no significant relationship between principals' listening communication skills and teachers' organizational behaviour in public secondary schools in Anambra State and accepted the alternative hypothesis that there is significant relationship between principals' listening communication skills and teachers' organizational behaviour in public secondary schools in Anambra State

Hypothesis Three

H₀₃: There is no significant relationship between feedback communication skills and teachers' organizational behaviour in public secondary schools in Anambra State.

Table 9: Summary of Pearson Product Moment Correlation on the significant correlation between feedback communication skills and teachers' organizational behaviour in public secondary schools in Anambra State.

Variables	N	r	r ²	p-value	Remark
Feedback Communication Skills	264	0.547	0.438	0.000	Significant
Teachers' Organizational Behaviour	264				

****Significant at $p < 0.05$**

The summary result of Pearson Product Moment Correlation Coefficient on Table 9 showed the significant relationship between principals' feedback communication skills and teachers' organizational behaviour in public secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that there is no significant relationship between principals' feedback communication skills and teachers' organizational behaviour in public secondary schools in Anambra State and accepted the alternative hypothesis that there is significant relationship between principals' feedback communication skills and teachers' organizational behaviour in public secondary schools in Anambra State.

Discussion

Findings on the relationship between principals' verbal communication skills and teachers' organizational behaviour in public secondary schools in Anambra State indicated that Principal's Verbal Communication Skills has a positive relationship with teachers' organizational behaviour in public secondary schools in Anambra State. This means that improvement in principals' Verbal Communication skills will lead to improvement in teachers' organizational behaviour in Public secondary schools in Anambra State and vice versa. The study also revealed that principals' verbal communication skills has a significant relationship with teachers' organizational behaviour in public secondary schools in Anambra State. This is in line with the findings of Nwosu (2022) that there is relationship between communication skills in an organization and staff job productivity. This findings is supported by Odu-Dikoro (2023) who reported that there is a relationship between communication and staff job performance. Principals' use of right choice words or sound in communicating with teachers help to maintain staff self-esteem and enhance their commitment in performing their jobs. The principals' application of verbal skills helps in improving teamwork, boost teachers' morale and facilitate the execution of tasks delegated to them. Principals' application of verbal skills is essential in rendering professional advice, assistance, guidance and counseling services to members of staff.

Findings on the relationship between principals' listening communication skills and teachers' organizational behaviour in public secondary schools in Anambra State showed that principals' listening

communication skills has a positive relationship with teachers' organizational behaviour in public secondary schools in Anambra State. This implies that an increase in principals' application of listening communication skills will increase teachers' organizational behaviour and vice versa in public secondary schools in Anambra State. The study also revealed that principals' listening communication skills has a significant relationship with teachers' organizational behaviour in public secondary schools in Anambra State. This is in agreement with the findings of Jideofor (2022) who reported that communication skills (techniques) have enhanced the performance of staff. This is supported by the findings of Bello and Oredein (2023) who reported that there is a significant relationship between principals' communication skills (strategies) and teachers' job performance. Ugwu and Okoye (2024) findings revealed that principals' listening skills positively enhance teachers' job performance. Ughamadu et al. (2024) insisted that not only does listening enhance ones' ability to understand better; it also makes the experience of speaking to be more enjoyable to other people. The similarities in findings could be attributed to the fact that communication skills which also entails listening to staff, gives them the opportunity to air their views on issues affecting their performance. Principals' paying attention to suggestions or complaints of the teachers on issues affecting their performance gives them a sense of belonging and motivates them toward higher performance. Principals' patience in listening to aggrieved staff enhances their organizational behaviour.

Findings on the relationship between principals' feedback communication skills and teachers' organizational behaviour in public secondary schools in Anambra State inferred that principals' feedback communication skills has a positive relationship with teachers' organizational behaviour in public secondary schools in Anambra State. This implies that an increase in principals' application of feedback communication skills will increase teachers' organizational behaviour and vice versa in public secondary schools in Anambra State. The study also revealed that principals' feedback communication skills has a significant relationship with teachers' organizational behaviour in public secondary schools in Anambra State. This is in agreement with the findings of Dunu (2023) that there was significant relationship between principals' communication skills and teachers' job effectiveness. Eziuzo et al. (2024) posited that without feedback, communication is nothing more than information. This makes feedback the primary component in the communication process because it gives the sender the opportunity to analyze the effect of the message. It helps the sender ensure that the recipient has interpreted the message correctly. In line with the findings, Akinnubi et al. (2024) reported that principals' feedback communication skills does not only relate positively and significantly to teachers' job performance but also improves teachers' confidence, motivation to teach and ultimately, boost their morale and zeal for improved performance. The similarities in the findings is not surprising owing to the fact that it is through feedback that the receiver of information or message reacts accordingly in order to foster unity of purpose in performing a task. Prompt feedback to teachers on outcome of decisions enriches their knowledge and also informs them on possible modification of the roles in attaining the school objectives. Feedback is also a mechanism in which principals could use to clarify and explain conflicting issues to staff. This helps to promote understanding among teachers, cooperation, harmony and mutual interpersonal relationship which enhance teachers' organizational behaviour.

Conclusion

The principals sees to the daily management of the schools. Sometimes misunderstanding, misinterpretation and break down of law and order occur as a result of breakdown of communication between the principals, the staff and the students. The ability of the principal to effectively manage the school is the function of his communication skills. Based on the findings, the study concluded that principals mix applications of communication skills jointly are positively and significantly correlated to teachers' organizational behaviour in public secondary schools in Anambra State.

Recommendations

Based on the findings, the following recommendations were made:

1. Ministry of Education in line with Post Primary Schools Service Commission, Awka should sponsor principals in workshops, seminars and conferences to enable them up-date their knowledge on communication skills in order to create conducive school environment that would enhance and sustain teachers' organizational behaviour in public secondary schools in Anambra State.
2. Principals in public secondary schools in Anambra State should endeavour to enforce a mix of communication skills in order to ensure the flow of relevant information that will improve teachers' organizational behaviour in public secondary schools in Anambra State.

3. School Principals should apply intelligent use of verbal skills, active listening skills and constructive feedback skills so as to foster good interpersonal relationship and cooperation for enhancing teachers' organizational behaviour in public secondary schools in Anambra State.

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