

PRINCIPAL'S COMMUNICATION SKILL'S AS PREDICTORS OF TEACHER'S JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA.

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Abstract

The study examined principals' communication skills as predictors of teachers' job performance in public secondary schools in Anambra State. Five research questions guided the study and six null hypotheses were tested at 0.05 level of significance. The study adopted a correlational research design. The population of the study was 5,396 respondents which comprised 5,133 teachers and 267 principals in 267 public secondary schools in six education zones of Anambra State. The sample of 663 respondents which comprised 513 teachers (that is, 10% of teachers' population) and 150 principals were used for the study. The instruments for data collection were researchers-structured questionnaire titled: Principals' Communication Skills Questionnaire (PCSQ) and Teachers' Job Performance Questionnaire (TJPQ). The instruments were subjected to face and construct validation by three experts. The reliability of the instruments were determined using Cronbach Alpha method. Simple regression analysis was used for the study. The study revealed that verbal communication skills and non-verbal communication skill positively and significantly predicted teachers' job performance in public secondary schools in Anambra State to a moderate extent while writing communication skills positively and significantly predicted teachers' job performance in public secondary schools in Anambra State. Based on the findings, the study recommended that principals in public secondary schools in Anambra State should endeavor to enforce a mix of oral and writing technique of communication along non-verbal, communication skills in order to ensure the flow of relevant information that will improve teachers' job performance in public secondary schools in Anambra State.

Keywords: Principals' Communications Skills, Teachers' Job Performance, Public Secondary Schools.

Introduction

Teachers promote quality education from the domain of teaching and learning through creative ideas, participation and cooperative learning, research, analysis and critical thinking, problem solving, innovation and encouragement of creative and divergent thinking. Teachers' activities in area of teaching and learning lead to proper development of knowledge, skills, attitudes, values that enables students to function effectively and live as responsible citizens and also make useful contribution to the society. Therefore, teachers' job performance play a crucial role in the students' learning processes. Good performance of students to some extent depends on the effective job performance of their teachers.

In the school system, a teachers' job performance could be described as the duties performed by a teachers at any given time in school geared towards achieving both the daily school and classroom objectives and the entire set goals and objectives of education (Agu & Oputa, 2021). Such duties include among others: covering of scheme of work adequately, giving and marking of continuous assessment regularly, be able to manage stubborn students in the class without distorting teaching and learning, preparing plan of any lesson to be taught to mention but a few. From the definitions, one would understand that teachers' job performance is sine-qua-non for the achievement of educational goal at large.

Teachers' job performance is referred to as an act of accomplishing or executing a given task. It is defined as duties performed by a teacher at a particular period in the school system in achieving organizational goals (Nwosu, 2021). Continuing, Nwosu (2021) noted that teachers' job performance could be measured through teachers' job satisfaction and job attitude such as job commitment, feelings of job challenge, job meaningfulness and job responsibilities. When an individual is satisfied, their job performance might increase and tend to be more committed to their work. Job performance is important to ensure the quality of instruction taking place at schools. In schools teachers' job performance can be mapped well through arranging training programmes for them and they will get motivated and their confidence also increases. Obiekwe *et al.* (2020) were of the opinion that the social and economic conditions of teachers have an effect on teachers job performance, that is, low salary, lack of facilities, status of teachers in society,

teachers mental health and moral, stress of work, relationship with the principals, working environment are all those factors that have strong impact on teachers job performance.

However, one factor that might influence teachers' job performance is principals' communication skills. Communication skills are vital for principals of schools because they have to deal with so many people at a time. The possession of good communication skills by school principals is imperative for better presentation, motivation, and enthusiasm and conflict resolution in all affairs of schools. This skill can help the principals to get feedback and in maintaining healthy relationship with all staff members (Dean, 2020). Principals have to communicate with teachers, students, helping staff, higher authorities and community. This skill enables school head teachers to accomplish their duties efficiently. Communication skill eventually develops and forms a bond between people residing in a particular place, eliminating any differences or grudges between people, the main ones are role models and leaders in a school community who are responsible for creating a communication bridge between teachers and students in order to achieve a friendly school environment. (Hossein & Aziz, 2022).

Problem or misunderstanding may arise, if there is breakdown in communication or principal failure to provide timely information to members of staff. Nwosu (2021) asserted that managers who are involved in communication process need to possess both basic skills and abilities; otherwise the information could be misunderstood. Principals' application of appropriate communication skills as situation demands is essential for the smooth running of the school. Communication skills are the competencies, techniques and abilities to expertly disseminate information or express feelings, thoughts or ideas from one person to another or a group of people for mutual understanding so as to attain common goals. Nwite and Eze (2016) outlined communication skills to include, listening skill, verbal skill, non-verbal skill, written skill, and feedback skill. In the same vein, Okoye (2014) listed communication skills to include: Writing, listening, speaking (verbal) and reading skills. The communication skills that are of great interest to the researcher in view of their relevance in positioning teachers toward greater performance are writing, verbal, non-verbal, listening and feedback skill.

Writing skills are important part of communication. Good writing skills allow one to communicate the message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. Written communication skills involve expressing oneself clearly, using language with precision; constructing a logical argument; note taking, editing and summarising; and writing reports. Malama (2021) opined that written communication skills refer to the ability to convey information effectively and clearly through written text. It involves using appropriate language, tone, and style to communicate the intended message, while also taking into account the audience and purpose of the communication. The purpose of written communication is to capture reader's attention and get the point across clearly. Ultimately, when one communicates in writing, it helps the reader understand the perspective on the topic. There are certain qualities all effective written communication shares, and if one adds these elements to the writing, the work will be more powerful.

The writing skills are the skills one use to write effectively and succinctly. Good writers are those who can communicate their point to their audience in a way that the other person can understand. Writing skills do not just include the physical act of writing, but the ability to pass information without seeing the person. Skills like research, planning and outlining, editing, revising, spelling and grammar, and organization are critical components of the writing process (Egboka & Alike, 2019). In some ways, effective written communication is even more important than spoken communication. Unless it is being recorded, regular speech does not last. However, written communication is a record and people may refer back to it later. This means that in addition to creating a connection with one's audience, one needs to consider the lasting impact of what one writes. Think about how it will be perceived by the audience initially, as well as the impact it will leave. It is also the best choice of communication when transmitting lengthy or complex information, as it allows for thorough elaboration in a way that verbal interaction cannot.

Verbal skill is the ability of the principal to, express or exchange thoughts or information through sound, words or speech. Angelika (2018) 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. Khan et al. (2019)

asserted that verbal skill is the ability of the communicator 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 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.

Non-verbal communication is the act of conveying information without the use of words. This might involve using certain facial expressions or hand gestures to make a specific point, or it could involve the use (or non-use) of eye contact, physical proximity, and other nonverbal cues to get a message across. Brown and Ford (2017) defined non-verbal communication skills as the ability to convey meaning without the use of words either written or spoken. In other words, any communication made between two or more persons through the use of facial expressions, hand movements, body language, postures, and gestures is called as non-verbal communication. Bill (2018) agreed that non-verbal communication is non-word human responses like facial expressions and gestures and the perceived characteristics of the environment through which the human verbal and non-verbal messages are transmitted.

Non-verbal communication includes facial expressions, the tone and pitch of the voice, gestures displayed through body language (kinesics) and the physical distance between the communicators (proxemics). Non-verbal communication is also known as silent language and involves the use of cues gestures, vocal characteristics, facial expressions, and spatial relationship between the sender and the receiver to convey a message (Eaves & Leathers, 2017). For example, a smile, glance, stare, or frowns convey different meanings. Every day, we respond to thousands of nonverbal cues and behaviours, including postures, facial expressions, eye gaze, gestures, and tone of voice among others. Non-verbal communication is important because it gives valuable information about a situation, including how a person might be feeling, how someone receives information and how to approach a person or group of people.

However, unsatisfactory state of affairs in some public secondary schools in Anambra State may be attributed to lapses in principals' application of communication skills. Manafa (2018) observed that principals are lacking in competency to listen, use clear, brief and straightforward language in communicating with staff and this results to confusion, tension and conflict in public secondary schools in Anambra State. The tension and conflict adversely affect interpersonal relationship among principals and teachers. The cases of absenteeism, persistent lateness and other form of professional misconduct may indicate lapses in principal's communication skills to control the teachers' activities. It is in the light of this unpleasant situation that this study sought to investigate principals' communication skills as predictors of teachers' job performance in public secondary schools in Anambra State.

Statement of the Problem

Irrespective of the yearnings of parents, teachers and some stakeholders of education for credible and qualitative education, Nigerian education seems to be at the verge of collapse. It is the prerogative of secondary school principals to adopt effective administrative strategies that would enhance teachers' job performance to ameliorate the daunting challenges facing the country's education system. However, researcher's observations and repeated visits to public secondary schools in Anambra State seem to portray poor principals' administrative strategies which gave rise to teachers' poor job performance. Manifestations of this assertion are exemplified through poor instructional supervision and content delivery, conflict among principals and teachers, non-cordial relationship among teachers and principal, aggressive communication and teachers' absenteeism in schools. There is no gainsaying the fact that realization of educational objectives cannot be possible when there is teachers' poor job performance due to inadequate principal's administrative skills in secondary schools. Bearing in mind that the education industry cannot thrive devoid of its teachers' performance, the propeller of teachers' motivation for good job performance is hinged on the principals' communication skills of writing, verbal, non-verbal skills that enhance teachers' job performance seem not to be applied by public secondary school principals in Anambra State. This appears to have affected teachers' job performance. The researcher, parents and other stakeholders are, therefore, worried over this situation especially on the extent principals' communication skills predict teachers' job performance. In the light of these problems, the study deemed it necessary to examine principals' communication skills as predictors of teachers' job performance in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study was to examine principals' communication skills as predictors of teachers' job performance in public secondary schools in Anambra State, Nigeria.

Specifically, this study sought to:

1. Examine the predictive value of writing communication skill on teachers' job performance in public secondary schools in Anambra State.
2. Investigate the predictive value of verbal communication skill on teachers' job performance in public secondary schools in Anambra State.
3. Ascertain the predictive value of non-verbal communication skill on teachers' job performance in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the predictive value of communication skill on teachers' job performance in public secondary schools in Anambra state?
2. What is the predictive value of verbal communication skill on teachers' job performance in public secondary schools in Anambra state?
3. What is the predictive value of non-verbal communication skill on teachers' job performance in public secondary schools in Anambra state?

Hypotheses

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

1. Writing communication skill does not significantly predict teachers' job performance in public secondary schools in Anambra state.
2. Verbal communication skill does not significantly predict teachers' job performance in public secondary schools in Anambra state.
3. Non-communication skill does not significantly predict teachers' job performance in public secondary schools in Anambra state.

METHOD

The study adopted correlational research design. The study was carried out in Anambra State. The population of the study was 5,396 respondents which comprised 5,133 teachers and 267 principals in 267 public secondary schools in six education zones in Anambra state. The sample of 663 respondents which comprised 513 teachers (that is 10% of teachers' population) and 150 principals were used for the study. Stratified and simple random sampling techniques were used for the study. The instruments were subjected to face and construct validation using three experts, drawn from the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam campus. Construct validation of the instrument was obtained using Principal component analysis method. The instruments were trial tested in Enugu state. The responses of the respondents were collected to determine the internal consistency of the items in each of the instrument. This was done using Cronbach alpha method. They yielded coefficient values of 0.81 for written communication skill; 0.79 for verbal communication skill; 0.82 for nonverbal communication skill. The instrument was administered to the respondents by the researchers with the help of four trained research assistants. Out of 663 copies of the instruments administered 644 copies were correctly completed and returned. The data collected were analyzed using SPSS (Statistical Package for Social Science) version 25. Simple regression analysis was used to answer the research questions and to test the hypotheses at 0.05 level of significance.

RESULTS

Research Question 1: What is the predictive value of writing communication skill on teachers' job performance in public secondary schools in Anambra State?

Table 1: Summary of simple regression analysis with writing communication skill as predictor of teachers' job performance in public secondary schools in Anambra State.

	Unstandardized β	Std. Dev. β	Standardized β
Constant	33.174 0.653	6.239 0.364	0.711
Writing Skill			
R	0.711		
R ²	0.628		
Adj. R ²	0.516		

The summary of the simple regression analysis as shown in Table 1 revealed that principals' writing communication skill highly predict teachers' job performance in public secondary schools in Anambra State as shown by the regression coefficient ($R = 0.711$). The coefficient of determination (R^2), 0.628, showed that the explanatory power of the variable was highly strong. This implies that 63% of the variations in teachers' job performance in public secondary schools in Anambra State were accounted for by the variations in principals' writing communication skill. The adjusted R^2 supported the claim of the R^2 with a value of 0.516 indicating that 52% of the total variation in the dependent variable (teachers' job performance) was explained by the independent variable (principals' writing communication skill). Thus, adjusted R^2 supported the statement that the explanatory power of principals' writing communication skill is highly strong in determining the teachers' job performance in public secondary schools in Anambra State. Nevertheless, the standardized beta weight ($\beta = 0.711$) showed that principals' writing communication skill is a positive predictor of teachers' job performance in public secondary schools in Anambra State. Hence, when principals practice writing communication skill in schools, it would not only increase teachers' job performance but also improves the administrative effectiveness of public secondary schools in Anambra State.

Research Question 2: What is the predictive value of verbal communication skill on teachers' job performance in public secondary schools in Anambra State?

Table 2: Summary of simple regression analysis with verbal communication skill as predictor of teachers' job performance in public secondary schools in Anambra State

	Unstandardized β	Std. Dev. β	Standardized β
Constant	30.471	6.815	
Verbal Skill			
	0.464	0.439	0.521
R	0.521		
R ²	0.445		
Adj. R ²	0.398		

The summary of the simple regression analysis as shown in Table 2 revealed that principals verbal communication skill moderately predict teachers' job performance in public secondary schools in Anambra State as shown by the regression coefficient ($R = 0.521$). The coefficient of determination (R^2), 0.445, showed that the explanatory power of the variable was moderately strong. This implies that 45% of the variations in teachers' job performance in public secondary schools in Anambra State were accounted for by the variations in principals' verbal communication skill. The adjusted R^2 supported the claim of 'the R^2 with a value of 0.398 indicating that 40% of the total variation in the dependent variable (teachers' job performance) explained by the independent variable (principals' verbal communication skill). Thus, adjusted R^2 supported the statement that the explanatory power of principals' verbal communication skill is moderately strong in determining the teachers' job performance in public secondary schools in Anambra

State. However, the standardized beta weight ($\beta = 0.521$) showed that principals' verbal communication skill is a positive predictor of teachers' job performance in Anambra State. Thus, principals practicing verbal public secondary schools communication skill in schools intend to improve not only teachers' job performance but also relationships, increase engagement and productivity in public secondary schools in Anambra State.

Research Question 3: What is the predictive value of non-verbal skill on teachers' job performance in public secondary schools in Anambra State?

Table 3: Summary of simple regression analysis with non-verbal skill as predictor of teachers' job performance in public secondary schools in Anambra State.

	Unstandardized β	Std. Dev. β	Standardized β
Constant	30.121	7.105	
Non-Verbal Skill	0.438	0.327	0.515
R	0.515		
R ²	0.429		
Adj.R ²	0.365		

The summary of the simple regression analysis as shown in Table 3 revealed that principals' non-verbal communication skill moderately predict teachers' job performance in public secondary schools in Anambra State as shown by the regression coefficient ($R = 0.515$). The coefficient of determination (R^2), 0.429, showed that the explanatory power of the variable was moderately strong. This implies that 43% of the variations in teachers' job performance in public secondary schools in Anambra State were accounted for by the variations in principals' non-verbal communication skill. The adjusted R^2 supported the claim of the R^2 with a value of 0.365 indicating that 37% of the total variation in the dependent variable (teachers' job performance) was explained by the independent variable (principals' non-verbal communication skill). Thus, adjusted R^2 supports the statement that the explanatory power of principals' non-verbal communication skill is moderately strong in determining the teachers' job performance in public secondary schools in Anambra State. More so, the standardized beta weight ($\beta = 0.515$) showed that principals' non-verbal communication skill is a positive predictor of teachers' job performance in public secondary schools in Anambra State. Thus, principals practicing non-verbal communication skill will not only enhance teachers' job performance but also navigate complicated state of affairs and build strong relationship at schools in public secondary schools in Anambra State.

Hypotheses 1: writing communication skill does not significantly predict teachers' job performance in public secondary schools in Anambra State.

Table 1: Test of significance of simple regression analysis with principals writing communication skill predicting teachers' job performance in public secondary schools in Anambra State.

	Unstandardized β	Std. Dev. β	Standardized β	t-value	p-value
Constant	33.174	6.239	21.519	0.000	
	0.653	0.364	0.711	28.476	0.000
Writing Skill					
R	0.711				
R ²	0.628				
Adj. R ²	0.516				
F	42.504				0.000

The summary of the test of significance of simple regression analysis as shown in table 1 showed that the simple regression coefficient (R) is 0.711 while R^2 is 0.628 and adjust R^2 0.516, F Ratio associated with regression is 42.504, the t- test is 28.476 and the P- value= 0.000. Since P-value (0.000) is less than the specified level of significance 0.05, and the T-calculated value of 28.476 is greater than T-critical value of 1.96 at 0.05 level of significance and 496 degree of freedom , the study rejected the null hypotheses that principals writing communication skill does not significantly predict teachers job performance in public secondary schools in Anambra state and accepted the alternative hypothesis and principals writing communication skill significantly predicted teachers job performance in public secondary schools in Anambra State.

Hypotheses 2: Verbal communication skill does not significantly predict teachers' job performance in public secondary schools in Anambra State.

Table2: Test of significance of simple regression analysis with principals verbal communication skill predicting teachers' job performance in public secondary schools in Anambra State.

	Unstandardized β	Std. Dev. β	Standardized β	t- value	p- value
Constant	30.471	6.815		20.725	0.000
	0.464	0.439	0.521	26.465	0.000
Verbal Skill					
R	0.521				
R^2	0.445				
Adj. R^2	0.398				
F	35.427				0.000

The summary of the test of significance of simple regression analysis as shown in table 2 indicated that the simple regression coefficient (R) is 0.521 while R^2 is 0.445 and adjust R^2 0.398, F Ratio associated with regression is 35.427, the t- test is 26.465 and the P- value= 0.000. Since P-value (0.000) is less than the specified level of significance 0.05, and the t-calculated value of 26.465 is greater than T-critical value of 1.96 at 0.05 level of significance and 496 degree of freedom , the study rejected the null hypotheses that principals writing communication skill does not significantly predict teachers job performance in public secondary schools in Anambra state and accepted the alternative hypothesis and principals writing communication skill significantly predicted teachers job performance in public secondary schools in Anambra State.

Hypotheses 3: Non-Verbal communication skill does not significantly predict teachers' job performance in public secondary schools in Anambra State.

Table 3: Test of significance of simple regression analysis with principals' non-verbal communication skill predicting teachers' job performance in public secondary schools in Anambra State.

	Unstandardized β	Std. Dev. β	Standardized β	t- value	p- value
Constant	30.121	7.105		20.581	0.000
	0.438	0.327	0.515	25.847	0.000
Non-Verbal Skill					
R	0.515				
R^2	0.429				
Adj. R^2	0.365				
F	32.114				0.000

The summary of the test of significance of simple regression analysis as shown in table 3 showed that the simple regression coefficient (R) is 0.515 while R^2 is 0.429 and adjust R^2 0.365, F Ratio associated with regression is 32.114, the t- test is 25.847 and the P- value= 0.000. Since P-value (0.000) is less than the specified level of significance 0.05, and the t-calculated value of 26.465 is greater than T-critical value of

1.96 at 0.05 level of significance and 496 degree of freedom, the study rejected the null hypotheses that principals' writing communication skill does not significantly predict teachers' job performance in public secondary schools in Anambra state and accepted the alternative hypothesis and principals' writing communication skill significantly predicted teachers' job performance in public secondary schools in Anambra State.

DISCUSSION

Findings on the principals' application of writing communication skill predict teachers' job performance in public secondary schools in Anambra State revealed that principals' application of writing communication skill positively and significantly predicts teachers' job performance in public secondary schools in Anambra State. This implies that an increase in principals' application of writing communication skill will increase teachers' job performance. The study also showed that principals' application of writing communication skill significantly predicted teachers' job performance in public secondary schools in Anambra State. This is in agreement with the finding of Egboka and Alike (2019) who reported that communication skills have enhanced the performance of staff. This is supported by the finding of Nwosu (2021) who asserted that there is a significant relationship between principals' communication skills (strategies) and teachers' job performance. In line with the finding of the study, Malama (2021) findings disclosed that writing communication skill is a precise key skill because it expands the connection between employer and manager, service provider and customers, and the chain continues. Well-known writing conveys message or information with 100% clarity. The similarities found in the findings could be attributed to the fact that writing communication skills allows for standardization, which can lead to more effective interaction. It provides a quick and easy way for people who might not be in the same location to communicate with each other. Writing communication skill entails focus, development, unity, coherence and correctness and it appropriately conveys complex information by arranging simple words. Findings on the principals' application of verbal communication skill predict teachers' job performance in public secondary schools in Anambra State indicated that principals' application of verbal communication skill positively and significantly predicts teachers' job performance in Anambra State. The study also revealed that principals' application of verbal communication skill predicts teachers' job performance in public secondary schools in Anambra State indicated that principals' application of verbal communication skill positively and significantly predicts teachers' job performance in Anambra State. The study also revealed that principals' application of verbal communication skill predicted teachers' job performance in public secondary schools in Anambra State. This is in line with the finding of Anodo (2018) who reported that there was a relationship between communication skills in an organization and staff job productivity. Thus principals practicing verbal communication skill in schools intend to improve not only teachers' job performance but also relationships, increase engagement and productivity. This finding is supported by Thompson and Ofojebe (2020) who reported that there is a relationship between communication and staff job performance. In line with the finding of this study, Khan et al (2019) showed that verbal communication skill positively impacts on teachers' task performance. They portrayed that it is not just about the words, it is also about the caliber and complexity of those words, how one strings those words together to create an overarching message, as well as the intonation (pitch, tone, cadence) used while speaking to impact on performance. This agreement in findings could be because verbal communication skill plays crucial roles in directing and mobilizing staff towards accomplishment of the school objectives. Principals' use of right choice words or sound in communicating with teachers helps to maintain staff self-esteem and enhance their commitment in performing their job. The principals' application of verbal skill helps in improving teamwork, boost teachers' morale and facilitates 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 principals' application of non-verbal communication skills predict teachers' job performance in public secondary schools in Anambra State showed that principals' application of non-verbal communication skill positively and significantly predicts teachers' job performance in public secondary schools in Anambra State. This implies that an increase in Principal's application of non-verbal skill will increase teachers' job performance and vice versa to a moderate extent. The study also inferred that principals' application of non-verbal communication skill significantly predicted teachers' job performance in public secondary schools in Anambra State. This is in agreement with the finding of Yakubu and Afolabi (2020) that there was a significant relationship between principals' communication skills and teachers' job performance. They showed that the application of non-verbal communication skills speaks louder than the application of verbal communication skills. In fact, most people can deceive others much more easily with words than they can with their bodies (Giami & Obiechina, 2019). Words are relatively easy to control; body

language, facial expressions, and vocal characteristics are not. By paying attention to these non-verbal cues, you can detect deception or affirm a speaker's honesty. The similarities in the findings is not surprising owing to the fact that it is through non-verbal communication that the receiver of information or message reacts accordingly in order to foster unity skills to teachers on outcome of decisions enriches their knowledge possible modification of the roles in attaining the school objectives.

Non verbal communication plays a significant role in job performance, as it can improve teachers' ability to relate, engage, and establish meaningful interactions in everyday academic life in schools. A better understanding of this type of communication may lead people to develop stronger relationships with others. Principals' application of non-verbal communication skill helps to promote understanding among teachers, cooperation, harmony and mutual interpersonal relationship which enhance teachers' job performance. Non-verbal communication is often more subtle and more effective than verbal communication and can convey better meaning than words.

Conclusion

Based on the findings of this study, it is concluded that principals application of writing verbal and non verbal communication skills are critical variables that positively and significantly predict teachers' job performance in public secondary schools in Anambra State. In other words, teachers' job performance could be a function of communication skills possessed by principals' .

Recommendations

Based on the findings of the study, the following recommendations are made

1. Ministries of Education should sponsor principals to workshops, seminars and conferences to enable them up-date their knowledge and communication skills in order to create conducive school environment that would enhance teachers job performance.
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' job performance in public secondary schools in Anambra State.
- 3 School principals should be conscious of the intelligent use of their body language during conveying information so as to make their body language more compatible with their verbal communication in other to avoid teachers harbouring doubts in the system.

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