

INFLUENCE OF PRINCIPALS' COMMUNICATION STRATEGIES ON TEACHERS' JOB PERFORMANCE IN IMO STATE PUBLIC SECONDARY SCHOOLS

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Abstract

This study determined the influence of school principal's communication strategies on teachers' job performance in Orlu zone I and Orlu zone II education zones in Imo State Public Secondary Schools. Three research questions and three null hypotheses guided the conduct of the study. Related literatures were reviewed, which helped to highlight more facts necessary for building the study. Ex-post factor research design was used for the study. The population of the study comprised 6,125 (1325 male and 4800 female teachers) in Imo State public secondary schools. Sample and sampling techniques was used and the sample size was 378 teachers (110 male and 268 female) teachers from public secondary schools in Orlu zone I and Orlu zone II education zones. A researcher developed and validated instrument titled: "Influence of Principal's Communication Strategies (ICPS) on Teachers' Job Performance (TJP)" was used for data collection. The reliability of the instrument was determined using test and re-test method. The outcome yielded a reliability coefficient of .81. Mean and standard deviations were used for the data analysis. Findings of the study indicated among others that the use of oral communication strategy, written communication strategy, and non-verbal communication strategy used by the principals influences teachers' job performance positively. There was no significant difference in the mean rating of males and females' job performances, influenced by oral, written and non-verbal communication strategy used by principal. Based on the findings, it was recommended that principals in public secondary schools should endeavour to improve how they communicate with the teachers in the school through oral, written or non-verbal strategy in order to enhance their job performances.

Keywords: communication, strategies, job, performance, teachers, school principal, influence, Imo State

INTRODUCTION

Education is a vital instrument for national development. The educational goals of any nation are typically tailored to meet the needs of both individuals and society. In line with this, the Nigerian National Policy on Education outlines specific goals and objectives aimed at driving national growth and development. Within this framework, school principals, as educational managers, are expected to provide effective leadership and adopt appropriate communication strategies to enhance teacher performance in secondary schools. Communication is a critical element of all human interactions, enabling the exchange of information, ideas, emotions, and intentions. It can be expressed through spoken words, shared symbols, gestures, emotions, and written messages. For principals, this means communicating effectively with teachers using a variety of verbal and non-verbal methods to ensure clarity and mutual understanding.

Okorie (2012) describes communication as a process through which an individual conveys thoughts, ideas, feelings, and attitudes to others with the intention of receiving feedback. Similarly, Nosiri and Nwagbo (2006), as well as Ezeala, Izuagba, and Eke (2013), emphasize the necessity of a clear, effective, and reciprocal communication system in all human interactions. In the school setting, communication serves not only as a tool for information dissemination but also as a means of promoting awareness, cooperation, and active participation among both teachers and students.

Arlestig (2007) asserts that communication is fundamental to effective school management. As administrators of school activities, principals play a crucial role in shaping school improvement efforts through strategic communication. Scholars such as Nwosu (2017) note that through effective communication, principals can clarify expectations, focus on instructional goals, enhance teacher performance, and articulate a shared vision for academic excellence. Mbonu and Azuji (2021) further argues that meaningful school change cannot occur without strong leadership, grounded in collaboration and the consistent communication of shared values and goals.

Three characteristics of a principal's actions that demonstrate how well he communicates the school's vision and mission were identified by Azuji and Mbonu (2021). These includes that the principal improves activities that communicates value and meaning of learning to students and also uses communication channels with parents to set forth school's culture. The researchers noted that an effective leader, who creates a collaborative environment with open communication, may begin to see the academic and behavioural benefits, both for students and teachers. Although there are different communication strategies such as written, oral and non-verbal, the school principal seems to use written communication more to convey information from one section to the other. It can take the form of letters, telegrams, whatsapp, memos, notes, annual reports, text messages, newsletter, procedure, manuals and other publication.

Written communication, according to Aguba (2009), aids in the transmission of information and cultural heritage from generation to generation. According to Aguba, written mediums of communication such as newspapers, periodicals, and textbooks have the advantage of providing records, references, and protection under the law. Oral communication, on the other hand, is regarded as the oldest and most widely used means of communication in schools. It entails the use of the spoken word, which could be a face-to-face meeting between two persons. It can be official or informal, scheduled or unplanned. Oral communication requires both speaking and listening.

Nonverbal communication is defined as message transmission between the sender and the receiver that does not involve speech or formal language; the message is sent by the speaker's physical aspect, body movement, head nodding, and gestural behaviours; it assists educational administrators in increasing communicative impact and message efficacy (Izuagba, 2018). The school principal should be able to pick up on the signals and meaning of teachers' communication processes, as well as be aware of his own linguistic cues. Although oral communication is widely regarded as the most intimate and immediate manner of conveying information, Sanusi (2017) and Obioha (2015) contends that other modes of communication can be incredibly beneficial in fostering goodwill, raising morale, and gathering of information. These scholars agreed that effective communication is critical in creating trust, mutual respect, and function clarity. Skilful communication has been broadly accepted as an important leadership attribute across disciplines. Scholars have focused much attention on the study and practice of communication skills in fields, such as business, medicine, and social services and have identified the role of communicator as the number one most important element of highly effective principals. The importance of communication skills in administrative effectiveness of the principals cannot be over emphasized perhaps, that is why Mbonu and Azuji (2021), in their recent study, lamented that; possibly the most vital and fundamental element in the management process is based on working with people, which is done through some forms of communication. Mbonu and Azuji further that the success of administrative actions depends to a large extent on the effective use of communication process. Ayoro and Onyeike (2020) also noted that keeping everyone informed is a positive way of ensuring effective leadership, co-operation, co-ordination, support and commitment and improving job performance.

Job performance is a critical concept in organizational behavior, representing the set of behaviors that individuals engage in to accomplish the goals and objectives of an organization. According to Ng and Feldman (2010), job performance refers to the set of behaviors an individual performs toward achieving the goals of an organization. It is widely regarded as the focal outcome in the workplace, as it directly affects the efficiency, productivity, and overall success of an organization. In the educational context, job performance can be understood as the effective execution of assigned duties that contribute to the attainment of academic goals. Nwosu (2017) described job performance as the act of accomplishing or executing a given task. This implies that a teacher's effectiveness is judged based on their ability to meet performance expectations and contribute meaningfully to student learning and school development.

More specifically, Hwang, Bartlett, Greben, and Hand (2017) defined teachers' job performance as the actions performed in schools to achieve educational goals. These actions include lesson planning, teaching, evaluating students, maintaining discipline, and collaborating with other staff. Given the highly social and emotionally charged nature of teaching, the performance of teachers is largely dependent on their interactions

with students, colleagues, and school leadership. In the context of this study, teachers' job performance is defined as the duties performed by a teacher at a particular period in the school system toward achieving organizational goals. It involves both instructional and non-instructional tasks, and the extent to which these are carried out effectively reflects the teacher's level of commitment, motivation, and competence. Supporting this view, Osegbue, Ohamobi, and Manafa (2018) emphasized that motivational strategies employed by school principals significantly enhance teacher productivity in secondary schools. Motivation, which can stem from effective communication and collaborative leadership, plays a vital role in shaping teacher behaviour and improving job outcomes. Further, Osegbue, Manafa, and Ohamobi (2022) highlighted the role of collaborative teaching practices as an innovative approach to enhancing teachers' job performance. Their study underlined that when teachers are engaged in collaborative and communicative work environments, they exhibit greater job satisfaction, improved instructional delivery, and higher levels of professional commitment. Thus, the concept of job performance, particularly for teachers, encompasses not just task execution but also the emotional, interpersonal, and organizational aspects of work. For educational institutions to thrive, it is crucial that school leaders, especially principals, adopt effective strategies such as communication and collaboration to support and enhance teachers' performance. Teachers' job performance could be measured through teacher's job satisfaction and job attitudes such as job commitment, feelings of job challenge, job meaningfulness and job responsibility (Mbonu & Azuji, 2022). The reason is based on the notion that when an individual is satisfied, their job performance might increase. They tend to be more committed to their work. Hence, they need proper motivation to enhance their effectiveness not only by extrinsic rewards but also by intrinsic rewards which can be achieved through effective communication of the school leader.

Effective communication is a cornerstone of successful organizational management, as it fosters a healthy working relationship between leadership and staff. In educational institutions, where collaborative interaction is key to achieving set goals, the importance of effective communication cannot be overstated. It serves as a vital tool for ensuring that teachers are well-informed, motivated, and engaged in the school's vision and objectives. Research by Mbonu and Azuji (2021) supports this assertion, revealing that a leader's ability to communicate clearly and effectively significantly enhances teachers' morale. When school principals maintain open lines of communication with their staff, it reduces misunderstandings and interpersonal conflicts. This, in turn, leads to improved teacher effectiveness, greater job satisfaction, and a more cohesive school environment.

Moreover, the empirical findings of Unachukwu, Obumse, and Okafor (2023) identified communication breakdown as one of the most significant barriers to organizational excellence and academic achievement in public secondary schools. In the school setting, poor communication is symptomatic of a flawed administrative structure and often results in confusion, low motivation among staff, and inefficiencies in implementing school policies. These breakdowns can obstruct the flow of information, hinder decision-making processes, and strain relationships between the management and teachers. Supporting this view, Unachukwu, Obumse, and Okafor (2023) emphasized the role of effective communication in promoting mutual understanding and cooperation, especially between key stakeholders in the school system. Although their study focused on parent-student communication, the implication is consistent: clear and consistent communication builds trust and facilitates achievement. By extension, communication between school management and teachers functions similarly, bridging gaps, resolving conflict, and enhancing professional productivity. Therefore, it is evident that effective communication within schools is not merely a managerial function but a strategic approach to promoting teacher performance, organizational harmony, and the overall success of the school. Inefficient communication, on the other hand, compromises these outcomes and signals the need for administrative reform.

As a managerial tool, communication is frequently expected to share information with members, to coordinate activities, to reduce unnecessary managerial burdens and rules, and ultimately to improve organizational performance of both male and female teachers. The reasoning here is that by involving teachers in decisions that affect them and by increasing their autonomy and control over their work lives through appropriate communication, teachers, irrespective gender would become more motivated, more committed to the organization, more productive and more satisfied with their job.

The difference between male and female has been a conflict in the society and still being an issue for discussion up till this day, mostly in the area of special position (Okoro, 2004). One of the differences between male and female is in their communication style. Many studies have addressed this issue. For instance, Fishers (2009) examined if the perceived principal's communication behaviour was significantly different between male and female in secondary schools. Fisher thus noted that principals-teacher

communication strategies effectiveness involve informal development and found out that there are no differences between male and female communication style.

However, there have been many other studies that dispute Fishers (2009) findings. Their analysis of leader communication reveals that men use more words than women to get instructions to subjects. Anderson (2006) showed that the dominants of men are built into language and in speech. Therefore, the participants, gender in different situations had an effect on what was communicated and how. Shakes as cited in Fishers, (2009) found out that men and women communicate and listen for facts. Their differences in communication styles are linked to their priorities in life and value they bring to the job.

However, proper management by school heads, irrespective of gender, can produce efficient and effective work force among the teachers for the achievement of educational goals and objectives through appropriate communication strategies. Although skillful communication has been broadly accepted as an important leadership attribute across disciplines, more study is needed in the area of communication skills specifically among school leaders and how it influences teachers' job performances in secondary schools in Anambra state.

Statement of the Problem

The role of school principals' communication strategies in shaping teachers' job performance has been widely acknowledged by scholars. While many studies agree that effective communication from principals significantly influences teachers' performance, others have highlighted persistent communication gaps between school leaders and teaching staff. These gaps are often linked to poor job performance, increased absenteeism and truancy among both teachers and students, and a growing disconnect between school management and subordinates.

Communication is a vital element of the administrative process, underpinning key functions such as planning, decision-making, organizing, managing, and coordinating. Each of these administrative functions requires a steady and effective flow of information to be successful. The goals of secondary education, as outlined in the National Policy on Education, can only be achieved when clear and effective communication exists throughout the school system. Conversely, a breakdown in communication may result in discontent, strike actions, and the eventual dysfunction of the school system.

Although several studies have examined communication in relation to organizational effectiveness and factors affecting teachers' performance, there is a noticeable lack of research specifically focused on how principals' communication strategies impact teachers' job performance in public secondary schools in Imo State. This gap in the literature underscores the need for further investigation. Therefore, this study seeks to examine the influence of school principals' communication strategies on teachers' job performance in public secondary schools in Imo State, with the aim of addressing this identified research gap.

Purpose of the Study

The main purpose of the study was to determine the influence of school Principal's Communication Strategies on teachers' job performance in Public Secondary Schools, in Imo State. Specifically, this study sought to:

1. determine the influence of oral communication on teachers' job performance.
2. ascertain how written communication influences teachers' job performance.
3. examine whether non-verbal communication has influence on teachers' job performance.

Research Questions

The following research questions will guide the study.

1. How does oral communication strategy influence teachers' job performance?
2. To what extent does written communication strategy influence teachers' job performance?
3. How does non-verbal communication strategy influence teachers' job performance?

Hypotheses

The following null hypotheses will guide the study.

1. There is no significant difference between the mean ratings of male and female teachers on the influence of oral communication strategy adopted by principal on teachers' job performance.
2. There is no significant difference between the mean ratings of male and female teachers on the influence of written communication strategy used by principals on teachers' job performance.
3. There is no significant difference between mean ratings of male and female teachers on the influence of non-verbal communication strategy employed by principals on their job performance.

Research Method

This study employed a descriptive survey research design, which allowed for the collection and analysis of data without manipulating variables, in order to explore the influence of principals' communication strategies on teachers' job performance in Imo State public secondary schools. The area of study covered Orlu Zone I and II of Imo State, encompassing both urban and rural public secondary schools across 12 local government areas. These zones were selected due to their educational significance and demographic diversity. The population of the study consisted of 6,125 public secondary school teachers (1,325 males and 4,800 females) across Imo State. A sample of 378 teachers was drawn from 14 randomly selected schools using multistage sampling techniques, including simple random and disproportionate stratified sampling. The sample size was determined using Taro Yamane's formula.

Data was collected using a researcher-structured questionnaire comprising three sections: Section A comprised the respondents' demographic information. Section B comprised 30-item questionnaire on principals' communication strategies (IPCSTJP), while Section C comprised 20-item questionnaire on teachers' job performance. The validity of the instrument was ensured through expert review from three university lecturers in Education Management and Measurement & Evaluation. Their suggestions were incorporated into the final version.

To establish reliability, a test-retest method was used with a two-week interval on 20 teachers in Anambra State. The overall reliability coefficient obtained was 0.814, indicating a high level of consistency. For data collection, 378 questionnaires were distributed with assistance from five trained research assistants. After follow-ups, 360 valid responses were retrieved, yielding a 95.2% return rate. Data analysis involved the use of mean and standard deviation for answering research questions, while independent t-test was used to test hypotheses at a 0.05 significance level. A mean score of 2.50 and above was considered acceptable.

RESULTS

The data were presented in the tables with the answers to the research questions and corresponding null hypotheses.

Research Question One

How does oral communication strategy influence teachers' job performance?

Table 1: Mean and standard deviation (SD) of respondents on how oral communication influence teachers' job performance.

S/N	Item Statement	N	Mean	SD	Decision
1	Improvement of teachers' knowledge	360	3.03	0.93	Agree
2	Improvement of teachers' relation with student	360	3.00	0.85	Agree
3	Improvement of Teachers method of discipline	360	2.68	0.84	Agree
4	The use of oral	360	3.27	0.77	Agree
5	Oral communication	360	2.50	1.48	Agree
6	Teachers use	360	2.97	1/03	Agree
7	The use of oral	360	2.90	0.79	Agree
8	Oral communication	360	2.88	0.92	Agree
9	Using oral communication	360	2.70	1.07	Agree
10	Using oral communication	360	2.48	1.00	Disagree

Result from Table 1 revealed the mean scores of respondents on how oral communication influence teachers' job performance. The respondents agree to all the items except item 10 which they disagreed upon. This implied that oral communication strategy influenced teachers' job performance positively.

Research Question Two

To what extent does written communication strategy influence teachers' job performance?

Table 2: Mean and SD of extent written communication strategy influence teachers' job performance.

S/N	Item Statement	N	Mean	SD	Decision
11	Written Communication	360	2.61	1.00	HE
12	Written communication	360	2.92	1.05	HE
13	Teachers are trained	360	2.73	1.02	HE
14	Teachers Learn how	360	3.02	0.89	HE
15	Teachers learn proper	360	2.86	1.03	HE
16	Written	360	2.80	0.94	HE
17	Teachers learn how	360	2.52	0.94	HE
18	Through written	360	3.11	1.08	HE
19	Through written	360	2.94	0.82	HE
20	Teachers learn how	360	2.85	0.82	HE

Table 2 indicated the extent to which written communication strategy of principals influence teachers' job performance. Items 11 to 20 influenced teacher's job performance to a high extent. This implied that written communication strategy influenced teachers' job performance to a high extent.

Research Question Three

How does non-verbal communication strategy influence teachers' job performance?

Table 3: Mean and SD of how non-verbal communication strategy of principals influence teachers' job performance.

S/N	Item Statement	N	Mean	SD	Decision
21	Non-verbal strategy	360	2.65	1.00	Agree
22	Caring for students	360	2.75	0.86	Agree
23	Non-verbal communication	360	2.90	0.82	Agree
24	Using non-verbal	360	2.76	1.10	Agree
25	Teachers properly use	360	2.67	1.08	Agree
26	Teachers show good	360	2.81	0.82	Agree
27	Teachers properly	360	2.78	0.85	Agree
28	Through proper use	360	2.98	0.91	Agree
29	Through non-verbal	360	2.61	0.91	Agree
30	Teachers learn how	360	2.73	0.83	Agree

As displayed Table 3, all the items were agreed by the respondents as how non-verbal communication strategy of principals influences teachers' job performance. This indicated that non-verbal communication strategy influenced teacher's job performance positively.

Test of Hypotheses

Null hypotheses were tested at .05 level of significance.

Hypothesis ones: There is no significant difference between the mean rating of male and female teachers on the influence of oral communication strategy adopted by principals on teachers' job performance.

Table 4: Independent t-test of oral communication strategy on teachers' job performance

Variation	N	Mean	SD	t-cal	df	p-value	Decision
Male teachers	120	29.60	6.98	0.235	358	.814	do not reject
Female teachers	240	39.80	7.88				Ho

As can be seen in Table 4, independent t-test of mean ratings of male and female teachers adopted by principals on teachers' job performance indicated that t-calculated of 0.235 at 358 degrees of freedom and .05 alpha level has a p-value of .814. The p-value of .814 was greater than .05 alpha levels; hence the null hypothesis was not rejected. Based on the result, there is no significant difference between the mean ratings of male and female teachers on the influence of oral communication strategy on teachers' job performance.

Hypothesis Two: Mean ratings of male and female teachers on the influence of written communication strategy used to principals on teachers' job performance did not differ significantly.

Table 5: Independent t-test of written communication on teachers' job performance

Variation	N	Mean	SD	t-cal	df	p-value	Decision
Male teachers	120	28.50	4.74	.892	358	.373	Do not reject
Female teachers	240	32.02	4.77				Ho

Findings from table 5 revealed the t-calculated of respondents to be .892 at 358 degrees of freedom and p-value of .373. The p-value of .373 was greater than .05 level of significance; hence the null hypothesis was not rejected. Therefore, the mean ratings of male and female teachers on the influence of written communication strategy used by principals on teachers' job performance did not differ significantly.

Hypothesis Three: There is no significant difference between the mean ratings of male and female teachers on the influence of non-verbal communication strategy employed by principals on teachers' job performance

Table 6: Independent t-test of non-verbal communication strategy on teachers' job performance

Variation	N	Mean	SD	t-cal	df	p-value	Decision
Male teachers	120	27.95	4.92	0.911	358	0.363	Do not reject
Female teachers	240	30.44	5.02				Ho

Table 6 showed the independent t-test of male and female teachers on the influence of non-verbal communication strategy employed by principals on their job performance. The calculated t-value of .911 at 358 degrees of freedom and 0.05 alpha levels was not significant at a p-value of 0.363 which was greater than 0.05 alpha levels. Based on the result, the null hypothesis of no significant difference between the mean responses of male and female teachers on non-verbal communication on teachers' job performance was not rejected.

DISCUSSION

The findings from this study clearly demonstrate that principals' effective use of communication strategies significantly enhances teachers' job performance in public secondary schools. Whether the communication was verbal, non-verbal, or written, it consistently emerged as a vital instrument for fostering teacher efficiency and productivity. This is in agreement with Izuagba (2018), who emphasized that organizational communication is the essence of effective management, noting that schools thrive when there is a smooth flow of information between leadership and staff. Aguba (2009) also posited that the success of any school administrator largely depends on the ability to convey ideas clearly, manage feedback, and engage staff constructively.

Furthermore, the findings revealed no significant difference in the influence of communication strategies on job performance across gender. Both male and female teachers responded equally well to the communication techniques employed by principals. This supports the argument by Mbonu and Azuji (2021) that effective school leadership, when distributed equitably and supported by sound communication, positively influences all staff, regardless of gender. Their study on distributed leadership and organizational commitment similarly showed that inclusivity in leadership practices fosters unity and enhances performance. While much of the literature on communication focuses on its role in the transmission of information (Nosiri & Nwagbo, 2006), this study contributes a unique perspective by examining how principals' specific communication practices influence teachers' job performance. Arlestig (2007) highlighted that communication within schools is a key element in school improvement, aligning with the current study's emphasis on practical communication strategies that principals can adopt for more effective teacher engagement.

In addition, the study supports the position of Osegbue, Manafa, and Ohamobi (2022), who noted that collaborative practices, driven by communication and mutual understanding, significantly boost teachers' job performance. When principals involve teachers in school decision-making and maintain clear and open communication, it encourages ownership, enhances morale, and strengthens commitment to organizational goals. This is consistent with findings by Ezeala, Izuagba, and Eke (2013), who observed that teacher involvement in administrative processes leads to greater professional enthusiasm and effectiveness. Teachers who feel engaged and informed are more likely to be committed to their duties. Similarly, Mbonu and Azuji (2022) found that positive school climate—fostered through good communication—predicts higher levels of job satisfaction among teachers.

On the contrary, a lack of effective communication can lead to poor attitudes among teachers, absenteeism, disengagement, and low performance. This echoes the concerns of Obioha (2015), who attributed nonchalant staff behavior and poor student outcomes to weak communication channels between school management and teachers. Nwosu (2017) also found that the failure of school principals to employ effective communication strategies results in a widening gap between management and staff, disrupting harmony and academic success. Ultimately, the principal, as the administrative head, plays a central role in shaping the professional conduct and productivity of teachers through communication. As Anderson (2006) asserts, effective school leadership relies not just on vision but also on the ability to communicate that vision in a way that galvanizes the workforce. By applying a range of communication strategies,

principals can build a collaborative, motivated, and high-performing teaching staff, thereby promoting quality education and improved student outcomes.

Conclusion

The study investigated the influence of principals' communication strategies on teachers' job performance in public secondary schools in Orlu Zone I and II of Imo State. Based on the findings, it can be concluded that communication—whether oral, written, or non-verbal—plays a critical role in enhancing teachers' job performance. Each of these communication strategies was found to have a positive and significant influence on how teachers perform their duties, highlighting the importance of effective communication in school leadership and administration.

Additionally, the study revealed that gender does not influence how communication strategies impact teachers' performance. Both male and female teachers responded similarly to the various communication strategies employed by principals. This suggests that when principals apply appropriate communication methods, they can effectively motivate and support all teachers, regardless of gender. Thus, effective communication from school leaders fosters a supportive and productive teaching environment. Therefore, principals should adopt and consistently apply a variety of communication strategies to ensure improved teacher performance and, ultimately, enhanced student outcomes.

Recommendations

The following recommendations are made based on the findings of the study:

1. Principals should prioritize oral communication strategies such as staff briefings, face-to-face meetings, and open discussions to maintain a clear and direct line of communication with teachers. This will help foster mutual understanding and quick resolution of issues affecting job performance.
2. Written communication should be effectively utilized through memos, newsletters, emails, and official circulars to ensure that information is documented, easily referenced, and uniformly disseminated across the school. This will promote transparency and clarity in school administration.
3. Principals should consciously apply non-verbal communication cues such as facial expressions, gestures, and body language that convey encouragement, support, and professionalism. Positive non-verbal communication can improve teacher morale and motivation.
4. Training and workshops on communication strategies should be organized for school administrators to improve their communication skills. This will ensure they are well-equipped to use the right communication method in the right context for better teacher engagement and performance.
5. Principals should treat all teachers equally, regardless of gender, in their communication approaches. Since the study found no significant gender differences, it is essential that communication strategies be inclusive and tailored to meet the needs of all teachers uniformly.
6. Education authorities and policymakers should emphasize the role of effective communication in leadership during principal selection, training, and evaluation. Incorporating communication competence into leadership development programs will enhance overall school performance.

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