Principals’ Communication Strategies and Teachers’ Job Performance in Public Secondary Schools in IkotEkpene Education Zone of Akwa Ibom State, Nigeria.

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Abstract

The research investigates principals’ communication strategies and teachers’ job performance in public secondary schools in Ikot Ekpene Education Zone of Akwa Ibom State, Nigeria. Two research questions and two null hypotheses guided the study and were tested at 0.05 level of significance. Cross-sectional survey design was used for the study. Multistage sampling techniques were used in selecting the sample. Simple random sampling was used to select 68 secondary schools from the list of 85 public secondary schools in the zone, stratified sampling technique was used to select sample of 275 teachers representing 10% of the total population of 2,754 teachers in the zone. The research instrument was titled “Principal's Communication Strategies and Teachers’ Job Performance (PCSTJPQ)”. The instrument consist of three sections: A, B and C. section A was designed to request for demographic data from the respondents, these are name of school, position in school, cadre, class taught, age and sex. The Section B consists of 13 items generated for principal’s communication strategy and section C consist 17 items on teacher’s job performance. These items focused on the variables of the study and these were rated on four points rating scale of (a) strongly agree (S.A) – 4, (b) Agree (A) – 3, (c) Disagree (D) – 2, and (d) Strongly Disagree (S.D) – 1. The instrument was validated by three lecturers in the Department of Educational Management, Michael Okpara University, Umudike, Abia State and two experts in Measurement and Evaluation. The reliability of the instrument was computed using Cronbach Alpha reliability coefficient. Reliability coefficient of 0.87 was obtained. Data obtained were analyzed using Pearson Product Moment Correlation (t-test) and tested at 0.05 level of significance. The findings revealed significant relationship between principals’ communication strategies and teachers’ job performance in public secondary schools in Ikot Ekpene Education Zone of Akwa Ibom State. The study recommended that school’s principal should adopt good verbal and written communication strategies to boast the teacher’s job performances in secondary school system.

Keywords: Principals, Communication, Strategies, Teachers, Job Performance.
Introduction

Communication is the life wire of every forward looking organization. No organization or individual can survive without communication of some sort, because organization requires communication to function effectively and attain organizational aims, goals and objectives. Organization like the school may be described as an institution that is composed of people and groups who work together in a structured way to achieve a common purpose which is effective teaching and learning. Educational organization cannot operate without communication between students and teachers, departments and employees because any gap in communication results in administrative problems and may mar the goals of the school (Payne, 2010).

Communication is the basis of our lives as well as the life-blood of the school system. Communication is important in educational organizations to ensure that people carry out tasks for the success of the organization, to get new ideas and to increase employees worth and satisfaction in the organization (Riggio&Tylor 2011). The importance of effective communication in educational organizations cannot be over emphasized. Communication establishes effective leadership, acts as basis for decision making, promote cooperation and peace increases managerial efficiency, helps in proceeds of motivation and moral development, promotes good planning, creates awareness, enhances smooth working of staff, and acts as basis of coordination and cooperation (Schein, 2012).

Communication is the act of conveying a message or making something known to somebody by the exchange of information, ideas, thoughts, feelings and so on through words or non-verbal means, or by the use of letters, telephone, books, conferences and seminars (Aladenusi, &Ayodele, 2011). Teacher’s job performance plays a crucial role in student’s learning process. It is known to be related to teacher’s effectiveness (Armstrong, 2013). Teachers play a basic and dynamic role in the educational system. It is said that good performance of students depends upon effective teaching of their teachers. As professionals, teachers need to be appropriate role models and exhibit to their students a commitment to scholarly values and to life-long learning (Afolabi, Obude, Okediji, &Ezeh, 2010). One factor that might influence teacher’s job performance is organizational climate. The organizational climate dimensions were measured based on principal’s leadership behaviour and teacher’s behaviour. Principals can encourage effective performance of their teachers by identifying their needs and try to meet them (Adeyemi, 2010). This encouragement is very much dependent on various aspects of the principal’s leadership behaviour. Teacher’s behaviour too plays a role in the teacher’s job performance. Both principals’ behaviour and teachers’ behaviour are part of organizational climate which influence the teacher’s job performance. Therefore, this study wants to investigate whether a significance difference exist between principals’ communication strategies and teachers’ job performance in public secondary schools in IkotEkpene Education Zone of Akwa Ibom State, Nigeria.

Statement of the Problem

Communication has been found to be a central factor for effective job performance. Investigations reveal that principals’ ability to communicate, increased teachers’ morale, reduced misunderstanding and interpersonal conflict among staff and consequently enhanced teacher effectiveness. Communication has crucial impacts within
or among work groups in that organizational communication is a channel to flow information, resources, and even policies.

Lunenburg (2010) defined communication as the process of transmitting information and common understanding from one person to another. In general, communication is the exchange and flow of information and ideas from one person to another. It involves a sender transmitting an idea, information or feeling to a receiver. The person who initiates the conversation or sends the information or message is called the sender, while the person who receives the information is referred to as the receiver. Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit, and responds immediately (feedback). Feedback is a monitoring mechanism for effective communication to take place.

Teachers’ involvement in decision-making in matters that affect them is highly desirable. Armstrong, (2013) in his study pointed out that any organization that failed to make effective use of the creative abilities of its employees should expect the display of negative initiatives and imagination which would contradict the goals and objectives of such an organization. In secondary schools such actions could lead to un-seriousness and ineffectiveness in teaching work by teachers, as well as uncooperative attitude, protests and strike actions.

This study is aimed at investigating the possibility of principals’ communications strategies playing a significant role on teachers’ job performance in public secondary schools in Ikot Ekpene Education Zone of Akwa Ibom State, Nigeria. Thus, this study seeks an answer to one major question. Is there any significant difference between principals’ communications strategies and job performance in public secondary schools in Akwa Ibom State, Nigeria?

Research Questions

1. What is the relationship between principals’ verbal communications strategy as predict to teachers’ job performance in secondary schools in Ikot Ekpene Education Zone of Akwa Ibom State?

2. What is the relationship between principals’ written communications strategy and teachers’ job performance in secondary schools in Ikot Ekpene Education Zone of Akwa Ibom State?

Null Hypotheses

1. There is no significant relationship between principals’ verbal communications strategy and teachers’ job performance in secondary schools in Ikot Ekpene Education Zone of Akwa Ibom State.

2. There is no significant relationship between principals’ written communications strategies and teachers’ job performance in secondary schools in Ikot Ekpene Education Zone of Akwa Ibom State.
Methodology

The study used the descriptive research design to carry out this research work. Two different sample techniques were used in selecting the sample. First, the simple random sampling was used to select 68 secondary schools from the list of 85 public secondary schools in Ikot Ekpene educational zone. Then the second stage, the proportionate stratified random sampling was used to select sample of teachers from each of the schools. Sample of 275 teachers representing 10% of the total population were selected. The population of the study comprised all the 2,754 teachers in the 85 public secondary schools in Ikot Ekpene educational zone of Akwa Ibom State. The research instrument was titled “Principal's Communication Strategies and Teachers’ Job Performance (PCSTJPQ)”. The instrument consist of three sections: A, B and C. section A was designed to request for demographic data from the respondents, these are name of school, position in school, cadre, class taught, age and sex. The Section B consists of 13 items generated for principals’ communication strategy and section C consist 17 items on teachers’ job performance. These items focused on the variables of the study and these were rated on four points rating scale of (a) strongly agree (S.A) – 4, (b) Agree (A) – 3, (c) Disagree (D) – 2, and (d) Strongly Disagree (S.D) – 1. The instrument was validated by three lecturers in the Department of Educational Management, Michael Okpara University, Umudike, Abia State and two experts in Measurement and Evaluation. The reliability of the instrument (PCSTJPQ) was computed using Cronbach Alpha reliability coefficient. Reliability coefficient of 0.86 was obtained; two research questions and two hypotheses guided the study and were tested at 0.05 level of significant. Data was analyzed using Pearson Product Moment Correlation

Answering of the Research Questions

Research Question 1: What relationship exists between principals’ verbal communication strategies and teachers’ job performance in secondary schools in Ikot Ekpene Education Zone of Akwa Ibom State?

Table 1: Nature of the relationship between principals’ verbal communication strategies and teachers’ job performance in secondary schools

<table>
<thead>
<tr>
<th>Variables</th>
<th>$\Sigma X$</th>
<th>$\Sigma X^2$</th>
<th>$\Sigma XY$</th>
<th>r-value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals’ verbal communication strategies (X)</td>
<td>2274</td>
<td>20044</td>
<td>40473</td>
<td>.756</td>
<td>Very strong positive relationship</td>
</tr>
<tr>
<td>Teachers’ job performance (Y)</td>
<td>4796</td>
<td>84578</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Result in Table 1 shows very strong positive relationship between principals’ verbal communication and teachers’ job performance (r = .756). This result indicates when the school principal has good verbal communication; it will enhance teachers’ job performance. This result also implies that when the school principals are able to communicate verbally in an effective manner with the teachers, it will help enhance their job performance.
**Research Question 2:** What relationship exists between principals’ written communication and teachers’ job performance in public secondary schools in Ikot Ekpene Education Zone?

**Table 2:** Nature of the relationship between principals’ written communication and teachers’ job performance

<table>
<thead>
<tr>
<th>Variables</th>
<th>(\Sigma X)</th>
<th>(\Sigma X^2)</th>
<th>(\Sigma XY)</th>
<th>(r)-value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals’ written communication</td>
<td>2112</td>
<td>17402</td>
<td>37772</td>
<td>.893</td>
<td>Very strong positive relationship</td>
</tr>
<tr>
<td>Teachers’ job performance</td>
<td>4796</td>
<td>84578</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Result presented in Table 2 shows correlation coefficient of .893 between principals’ written communication and teachers’ job performance. This means that there is a strong positive relationship between principals’ written communication and teachers’ job performance. This strong positive relationship implies that when principals are very effective in written communication, it will likely help improve their job performance. From this result, it can be deduced that an improvement in principals’ written communication will likely result to an improvement in teachers’ job performance.

**Test of Hypotheses**

**Null Hypothesis 1:** There is no significant relationship between principals’ verbal communications strategy and teachers’ job performance in secondary schools in Ikot Ekpene Education Zone of Akwa Ibom State.

**Table 3:** Relationship between principals’ verbal communication strategies and teachers’ job performance in secondary schools

<table>
<thead>
<tr>
<th>Variables</th>
<th>(\Sigma X)</th>
<th>(\Sigma X^2)</th>
<th>(\Sigma XY)</th>
<th>(r)-value</th>
<th>Critical -r</th>
<th>Decision at p&lt;.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals’ verbal communication</td>
<td>2274</td>
<td>20044</td>
<td></td>
<td>0.113</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Teachers’ job performance</td>
<td>4796</td>
<td>84578</td>
<td></td>
<td>0.756</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*significant at p<.05, n = 275, df = 273.*

Result summarized in Table 3 reveals that the calculated r of .756 is greater than the critical-r of 0.113 at 0.05 level of significance with 273 degrees of freedom. This means that there is a significant relationship between principals’ verbal communication strategies and teachers’ job performance in secondary schools in Ikot Ekpene Education Zone. The null hypothesis is rejected. Therefore, there is a significant relationship between principals’ verbal communication strategies and teachers’ job performance in secondary schools in Ikot Ekpene...
Education Zone. This means that when there is a significant improvement in principals’ verbal communication strategies, there will likely be a significant improvement in the performance of teachers in public secondary schools in Ikot Ekpene Education Zone.

**Null Hypothesis 2:** There is no significant relationship between principals’ written communications strategies and teachers’ job performance in secondary schools in Ikot Ekpene Education Zone of Akwa Ibom State

**Table 2:** Relationship between principals’ written communication strategy and teachers’ job performance

<table>
<thead>
<tr>
<th>Variables</th>
<th>$\Sigma X$</th>
<th>$\Sigma X^2$</th>
<th>$\Sigma XY$</th>
<th>Calculated r-value</th>
<th>Critical -r</th>
<th>Decision at p&lt;.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals’ written communication (X)</td>
<td>2112</td>
<td>17402</td>
<td></td>
<td>0.113</td>
<td>0.893</td>
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<tr>
<td>Teachers’ job performance (Y)</td>
<td>4796</td>
<td>84578</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*significant at p<.05, n =275, df = 273.

Result in Table 4 shows that the calculated r of 0.893 is greater than its corresponding critical-r (0.113) at 0.05 level of significance with 273 degrees of freedom. This result indicates that principals’ written communication strategy relates significantly with teachers’ job performance in public secondary schools in Ikot Ekpene Education Zone. Therefore, there is a significant relationship between principals’ written communication strategy and teachers’ job performance in public secondary schools in Ikot Ekpene Education Zone.

**Discussion of Findings**

The study showed a significant regression relationship between principals’ verbal communication strategies and teachers’ job performance in public secondary schools in Ikot Ekpene Education Zone. Akwa Ibom State, Nigeria. This study is in line with the opinion of Aladenusi and Ayodele, (2011) who found out that there was a significant relationship between principals’ verbal communication strategies and teachers’ job performance in public secondary schools. This means that when there is a significant improvement in principals’ verbal communication strategies, there will likely be a significant improvement in the performance of teachers in public secondary schools in Ikot Ekpene Education Zone. The result also showed a significant relationship between principal’s written communication strategies and teachers’ job performance. The finding supports the opinion of Lunenburg (2010) who found out that there was a significant relationship between the principals’ written communication strategies and teachers’ job performance in secondary schools. This implies that when there is a significant improvement in principals’ written communication strategies there will be likely be a significant improvement in teachers’ job performance thereby improving the academic performance of the students in the school organization.
Conclusion

Educational organization cannot operate without communication between students and teachers, departments and employees because any gap in communication results in administrative problems and may mar the goals of the school. Communication establishes effective leadership, acts as basis for decision making, promote cooperation and peace and increases managerial efficiency, helps in proceeds of motivation and moral development, promotes good planning, creates awareness, enhances smooth working of staff, and acts as basis of coordination and cooperation.

Recommendations

1. Schools administrators should use verbal communication strategies in their day to day administration of their schools.
2. Principals should adopt written communication strategies so as to improve the teachers’ job performances.
3. Verbal and written communication strategies should be used in the school system by the principals in order to help teachers to improve their job performances thereby improving the student academic performances as well as achieving the goals in the school system.

References


