

PRINCIPALS' COMMUNICATION STRATEGIES AND TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN IKENNE LOCAL GOVERNMENT AREA OF OGUN STATE

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ABSTRACT: *The purpose of this study was to find out the extent to which principals' communication strategies contributes to teachers' work performance in secondary schools. The target population comprised of all teachers in public secondary schools in Ikenne Local Government Area of Ogun State. A self-administered questionnaire tagged ““Principal's Communication Strategies and Teachers' Job Performance (CSTJPQ)”” was used to collect data from a randomly selected 191 teachers. Descriptive analysis and inferential statistics (Multiple Regression Analysis and Pearson's Product Moment Correlation Coefficient) was used to analyse the information generated from the questionnaire. The result shows that 24.7% of the variability observed in the teachers' job performance was accounted for by the principals' communication strategies. A positive significant relationship was found between principals' communication strategies and teachers' job performance in secondary schools ($r = .603$; $p > .05$). It was also found that socio-demographic variables (gender, marital status and qualification level) accounted for 22.1%, 15.2%, and 24.7% variability of teachers' satisfactions' level of principal communication strategies respectively. The most potent predictor of teachers' satisfactions level on principal communication strategies among the predictor variables of the study was gender ($\beta = .377$; $t = 8.851$; $p < .05$), followed by academic qualification ($\beta = .356$; $t = 7.576$; $p < .05$), and lastly by marital status ($\beta = .303$; $t = 5.991$; $p < .05$). The paper concludes that assessing teacher performance in an academic institution is as important as assessing learning in pupils and students; and that teachers' job performance to a large extent depends on factors like the principal communication strategies and resources.*

KEYWORDS: Communication Strategies, Teachers, Principals, Work Performance, Secondary Schools.

INTRODUCTION

Development of nation is primarily dependent on the education system available in the country. Education is nowhere without teacher's playing a pivotal role in ensuring achievement in an educational institution. Teacher's job performance plays a crucial role in student's learning process. It is known to be related to teacher's effectiveness (Medly and Shannon, 1994). 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 (Medly and Shannon, 1994).

One factor that might influence teacher's job performance is organizational climate. The organizational climate dimensions were measured based on principal's leadership behavior and teacher's behavior. 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 behavior. Teacher's behavior too plays a role in the teacher's job performance. Both principals' behavior and teachers' behavior are part of organizational climate which influence the teacher's job performance.

Teachers are arguably the most important group of professionals for our nation's future. Without teacher, the education system will be crippled. The increased importance in teacher's job performance has made it extremely important to identify the factors that influence teacher's job performance. In recent years, effects of organizational climate on teacher's performance have become topic of concerns for researchers and education officers with less attention on communication satisfaction. Although numerous studies have been conducted on teacher's job performance, past research has been constrained by the shortage of studies on the influence of communication satisfaction on teacher's job performance. Number of reports has shown that teacher's job performance is deteriorating around the world in general, and also Nigeria in particular. This seems to be affecting the teaching and learning process as well other instructional activities at school. As a result, students are the most affected individuals. Hence, it is crucial to determine the factor that has influence in teacher's job performance.

Job performance referred to an act of accomplishing or executing a given task (Lindsay, 1995; Griffin, 2012). Teacher job performance defined as duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999). 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 (Cheng, 2002). When an individual is satisfied, their job performance might increase. They tend to be more committed to their work. Job performance is important to ensure the quality of instruction taking place at school.

As noted by Akpan, (2002) teachers would need proper motivation to enhance their effectiveness not only by extrinsic rewards but also by intrinsic rewards. Related to motivation is communication. 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. Organizational communication can be broadly defined as communication with one another in the context of an organization (Eisenberg & Goodall, 1997; Shockley-Zalabak, 2006). This type of communication, in turn, includes activities of sending and receiving messages through various layers of authority, using various message systems, and discussing various topics of interest to the group we belong to or the company we work for. Organizational communication research has mainly been conducted both in the business management field and in the communication field; however,

researchers in the public administration field have provided little knowledge about organizational communication and its roles and effects.

Several studies emphasize that effective communication can enhance organizational outcomes (Garnett, Marlowe, & Pandey, 2008; Pandey & Garnett, 2006). Communication can influence on the perceptions and opinions about persons, communities, organizations, governments, and even society. One of the outcomes of administrative communication is related to the flow of information, regulations, policies, and procedures.

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. While the literature is contributing to establishing an understanding of how the context of the organization influences communication processes and how the nature of communication differentiates it from other forms of organizational behavior, theoretical and empirical work still remains to be done to answer how organizational communication operates in public and nonprofit organizations and how it influences managerial issues and outcomes.

Teachers' involvement in decision-making in matters that affect them is highly desirable. Nwobosi (1983) 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 unseriousness and ineffectiveness in teaching work by teachers, as well as uncooperative attitude, protests and strike actions.

Friedman (1991) supported this claim in his own study, that insufficient decisionmaking participation influenced effectiveness of teachers. These findings were equally supported by the works of Sairos and Sairos (1992), Hipps and Halpin (1992) and Dinhan (1992). Other researchers on participation of teachers in decision-making in schools, revealed a positive correlation between participation in decision making and teachers' productivity. The logic 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, employees would become more motivated, more committed to the organization, more productive and more satisfied with their job. Ekara (1996) also found out that teachers who had opportunity to participate, always and actively in decision-making processes of the school were more enthusiastic about their system than those who had limited opportunity to participate.

However, proper management by school heads can produce efficient and effective work force among the teachers for the achievement of educational goals and objectives through appropriate communication strategies. It is in consideration of the fact that the teacher has a statutory responsibility of realizing the educational dreams of the society that the researcher sought to find out the extent to which communication satisfaction contributes to teachers work performance in secondary schools.

Research Hypotheses

Based on the above, the present research seeks to test the following hypotheses:

1. Principals' communication strategies will not significantly predict teachers' job performance.
2. There is no significant relationship between principals' communication strategies and teachers' job performance.
3. Teachers' demographic variables (gender, marital status, and level of education) will not significantly predict their satisfactions' level of principal communication strategies.

METHODOLOGY

Research Design: The descriptive research design was used to carry out this research work. The design is suitable for the study as it facilitated the description of situation as it related to the variables of the study which are communication satisfaction and teachers' performance in secondary schools. To this extent, these variables were not manipulated as the influence (either positive or negative) of the independent variable on the dependent variable had already occurred.

Population of the Study: The population of this study comprised of all teachers in public secondary schools in Ikenne Local Government Area of Ogun State.

Sample and Sampling Procedure: The sample was selected using multi-stage sampling technique. First, the Local Government Area will be divided into four major (4) administrative zones namely Ikenne, Ilishan, Iperu and Ogere. Out of the four (4) administrative zones in the Local Government Area, two (2) would be selected using the simple random sampling technique. Secondly, from each of the selected administrative zones, 4 public secondary schools would be randomly selected to give a total of 8 participating public secondary schools in all. Third, from each of the 8 participating public secondary schools, 25 teachers would be selected through the simple random sampling technique from both junior and senior secondary schools making a total of 50 respondents from each selected school and 200 participants in all.

Research Instrument: The research instrument is titled "Principal's Communication Strategies and Teachers' Job Performance (CSTJPQ)". This questionnaire consist of two parts: A and B. the part 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 consist of 30 items generated based on the earlier objectives of the study. These items focused on the variables of the study and these were rated on four points attitudinal scale of (a) strongly agree (S.A) – 4, (b) Agree (A) – 3, (c) Disagree (D) – 2, and (d) Strongly Disagree (S.D) - 1. To test the reliability of the instrument, the researcher administered the instrument in two other schools in Sagamu LGA of Ogun State, which were not part of the study. This constitutes the pilot study group. A split-half correlation coefficient was used to determine the reliability of the instrument. A coefficient alpha level of 0.77 was observed.

Data Analysis: Quantitative data was analyzed using descriptive and inferential statistics. Statistical Package for Social Sciences (SPSS) was used to analyze the quantitative data. Descriptive statistics such as frequencies and percentages was used to describe the data. Inferential

statistics of Pearson Product Moment Correlation Coefficient and regression analysis significant of 5% error margin (0.05 alpha level) were used to test the earlier stated hypotheses.

RESULTS

Table 1: Model summary of the multiple regression analysis of the moderating influence of Principals' communication strategies to the prediction of teachers' job performance

Model	R	R ²	Adj. R ²	SE	Change Statistics				
					R ² Change	F Change	d f 1	d f 2	Sig. F Change
Predictor Variables	.497	.247	.247	9.876	.247	10.411	1	190	.009

a. Predictor: (Constant), Principals' communication strategies

b. Dependant Variable: Teachers' job performance

Table 2 shows that the independent variable (principals' communication strategies) yielded a coefficient of multiple regression R (adjusted) of 0.247 and a multiple R² (adjusted) of 0.247. This implies that 24.7% of the variance in teachers' job performance is accounted for by the principals' communication strategies. The table reveals that the analysis of the variance of the multiple regression data produces an f-ratio value significant at 0.05 level, $F_{(1,190)} = 10.411$; $P < .05$. The finding implies a moderating influence of principals' communication strategies to the prediction of teachers' job performance.

This result is in line with the report of that performance is deeply tied to individuals' internal motivation systems (Kark & Van Dijk, 2007), therefore, a leader's ability to cultivate a work environment that augments employee motivation proves critical to their performance (Hebda et al., 2007; Carlisle & Murphy, 1996).

Table 2: Pearson Product Moment Correlation Coefficients of the Relationship between Teachers' Job Performance and communication satisfaction

Variables	Job Performance	Communication Satisfaction
Job Performance Pearson correlation	1	.603
Sig. (2-tailed)		.000
N	191	191
Communication Pearson correlation	.603	1
Sig. (2-tailed)	.000	
N	191	191

Correlation is significant at the 0.05 level (2-tailed).

The results in Table 2 revealed a significant positive relationship between significant relationship between principals' communication strategies and teachers' job performance in secondary schools ($r = .603$; $p > .05$). The null hypothesis which stated that "There is no significant relationship between principals' communication strategies and teachers' job performance" cannot be sustained. Therefore, the alternate hypothesis which stated that "There is a significant relationship between principals' communication strategies and teachers' job performance" is accepted. This implies that principals' communication strategies and teachers' job performance will significantly influence the Secondary Schools' tone in order to achieve overall school performance.

This corroborates the findings of Gilley, (2005); Howkins, (2001) who found out that organizational leadership behaviors have a direct influence on actions in the work environment that enable change and performance. One of the possible reasons for this could be because leaders may function as change agents—those individuals responsible for change strategy and implementation; as well as creating a vision, identifying the need for change, and implementing the change itself through effective communication strategy.

Table 3: Summary of Analysis of variance of the predictive power of gender, marital status, and marital status on teachers' satisfactions level of principal communication strategies

	Source of variation	SS	Df	MS	F.cal	F table	Sig.
Gender	Between group	53.876	1	53.876			.000
	Within group	1690.430	190	8.897	6.056*	3.850	
	Total	1744.306	191				
$R = .482$; $R^2 = .232$; $Adj. R^2 = .221$; $F_{(1,190)} = 6.056$; $p < .05$							
Marital status	Between group	38.999	1	38.999			.000
	Within group	1162.040	190	6.116	6.377*	3.850	
	Total	1201.039	191				
$R = .390$; $R^2 = .152$; $Adj. R^2 = .152$; $F_{(1,190)} = 3.850$; $p < .05$							
Qualification	Between group	213.279	3	71.093			.000
	Within group	1863.644	188	9.913	7.172*	3.380	
	Total	2076.923	191				
$R = .501$; $R^2 = .251$; $Adj. R^2 = .247$; $F_{(3,188)} = 7.172$; $p < .05$							

*Significant at < 0.05 alpha level

The hypothesis stating that teachers' demographic variables (gender, marital status, and level of education) will not significantly predict their satisfactions' level of principal communication strategies was rejected by the outcome of this study. Going through the results in Table 3, the calculated value of F for teachers' gender, marital status and qualification level were 6.056, 6.377, and 7.172 respectively, which are greater than the critical value of F= 3.850, 3.850, and 3.380 respectively. It was equally observed that gender, marital status and qualification level accounted for 22.1%, 15.2%, and 24.7% variability of teachers' satisfactions' level of principal communication strategies respectively. This indicates that teachers' gender, marital status, and level of education will significantly predict their satisfactions' level of principal communication strategies. This study lend credence to the findings of Aladenusi and Ayodele (2011) that teachers socio-biographical data such as gender and qualification will moderate the influence school and

personal factors on the way they perform at work. And that a collaborative effort between the principal and teachers will improve service delivery in our schools Aladenusi and Ayodele (2012).

It also corroborates the findings of Caleb (2007); Williams (2006), Babajide (2005), Akintayo and Oloyede (2004) who reported that organizational productivity could be enhanced by various factors that are keenly related to the background characteristics and personality of the individual workers. Hallmark (2010) and Ojo (2004) in the same vein submitted that principal factors (which include age, gender, qualification and experience) were found to be significantly correlated with school leadership efficiency and productivity improvement.

Table 4: Beta Coefficients and t Ratio for Relative Contributions of gender, marital status, and marital status to the prediction of teachers' satisfactions level of principal communication strategies

	Unstandardized Coefficients		Standardized Coefficients	t-ratio	Sig.
	B	Std. Error	Beta (β)		
(Constant)	41.009	11.143		20.104*	.000
Gender	.213	.105	.377	8.851*	.000
Marital status	.189	.132	.303	5.991*	.007
Qualification	.227	.126	.356	7.576*	.000

*Significant at 0.05 level

a. Dependent Variable: Principal communication strategies.

The results in Table 4 revealed the strength of causation of the predictor variable on the criterion variable. The most potent predictor of teachers' satisfactions level on principal communication strategies among the predictor variables of the study is gender ($\beta = .377$; $t = 8.851$; $p < .05$). Academic qualification is the next potent factor ($\beta = .356$; $t = 7.576$; $p < .05$), and lastly by marital status ($\beta = .303$; $t = 5.991$; $p < .05$) in the prediction of teachers' satisfactions level on principal communication strategies.

The implication of this finding is that the role attributed to gender in the work organization to a large extent determines how efficient and effective an individual will be. Also, the dichotomy in employees' job performance, job performance, job effectiveness and job productivity in tertiary institution based on gender is a reflection of work role, job identity, and organizational climate or culture. This study is line with the findings of Green, Jegadeesh and Tang (2007) that any difference in representation and advancement observed in employees' job performance, job effectiveness and job productivity based on gender would be as the result of both gender discrimination and gender-related job preferences.

CONCLUSIONS

Assessing teacher performance in an academic institution is as important as assessing learning in pupils and students. Teachers are accountable in the educational process and their assessment serve as one way to monitor and regulate accountability- that is, through assessment, the performance and effectiveness of a teacher can be determined. On the basis of the findings of the present research it can be concluded that teachers' job performance to a large extent depends on factors like the principal communication strategies and resources.

In specific words, this study has empirically established the relationship between communication satisfaction and teachers work performance in secondary schools in Ikenne LGA of Ogun State, Nigeria. Also, the study has established the moderating role of gender, marital status, and academic qualification on the relationship between communication satisfaction and teachers work performance in secondary schools.

RECOMMENDATIONS

Teachers are the cornerstone or the hub of any educational system. The National Policy on Education states: "no education system can rise above the quality of its teachers" (NPE, 2014). The following recommendations were made in line with the findings:

1. There should be free flow of communication from superiors to subordinates when subordinates are constantly told what they are to do, confusion does not set in and therefore are able to perform optimally.
2. The principle of unity of command must always be put into practice by the organization. This stipulates that each person in an organization should report to only one person.
3. The ministry of education, as well as the principals should give more attention to work environment of secondary schools in order to make it more favourable while the teachers should continue to improve on their job performance. Since the work environment is significantly related to job performance of teachers, government should encourage the support of parents, students, philanthropists, and corporate institutions in improving secondary schools' work environment in terms of physical facilities, information services, authority-staff relationship, and staff development in order to enhance better job performance of the teachers.
4. The issue of staff development should be viewed more seriously by the Ministry of Education and the State Secondary Education Board. A well planned growth oriented professional through staff training exposure to latest research in science and technology, arts and social science, the art and science of administration as well as pedagogy of teaching should be organized for teachers on a yearly basis as this will help update their knowledge and contribute to effectiveness in instructional delivery.

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