UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.19 (2);
January-June, 2025 https://unijerps.org
2023 Impact Factor: **6.834;** 2022 ***Impact Factor***: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363*

EFFECTIVENESS OF PRINCIPALS' COMMUNICATION STRATEGIES ON TEACHER JOB PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The study investigated the effectiveness of principals' communication strategies on teacher job performance in secondary schools in Anambra State. Two research questions guided this study. The descriptive survey research design was employed in the study. Population for the study consisted of 5,637 teachers from the 259 public secondary schools within 6 education zones in Anambra State. Sample size of the study constituted a total of 564 teachers and 130 public secondary schools within the 6 education zones, selected at 10% and 50% respectively, from the entire teacher and public secondary schools' population using stratified random sampling technique. A researcher-developed 28-item questionnaire titled: "Effectiveness of Principals' Communication Strategies on Teacher Job Performance (EPCSTJPQ)", organized on a 4-point rating scale, was the instrument for data collection. The research instrument was validated by three experts from the Department of Educational Management and Policy. A pilot-test was carried out in order to establish reliability of the questionnaire. Data collated were analyzed using mean scores statistics rated at 2.50 and standard deviation statistics. The findings of the study revealed among others, that the principals mostly used the staff meetings and verbal communications to improve teacher job performance in secondary schools in Anambra State. It was also found out that most of the principals' communication strategies were ineffective to improve teacher job performance. Among the recommendations which were proffered from the findings of the study are that constant professional development training programmes should be organized for principals in effective communication strategies, including digital communication tools and techniques through financial support from Anambra State government and Post Primary Schools Service Commission (PPSSC) in order to improve teacher job performance in secondary schools.

Keywords: Effectiveness, Principals, Communication, Strategies, Teachers, Job, Performance

Introduction

Principals are the chief custodians who manage all curricular and extracurricular activities in the school. As the administrative head and one who sits at the peak position and helm of affairs, principals oversee and coordinate the day-to-day activities of their schools. Being the leader in the school organization, the principals control both the human affairs and material resources in the school. Principals are primarily responsible for the smooth administration of all aspects of the school's operation (Akpakwu, 2012). A principal, according to Leithwood and Riehl (2021), is the chief administrator of a school responsible for overseeing its operations, managing staff, implementing educational policies and fostering a conducive learning environment. Principals as further observed by Akpakwu (2012) perform specific functions in the school which includes administrative functions, staff personnel functions, students' functions, school-

community relations functions, school plant functions, instructional roles, school finance to business management functions. They provide instructional leadership, manage resources, create a positive school climate to support student learning and achievement (Leithwood & Riehl, 2021, likewise build relationships with different stakeholders for all-round development of the school. Principals make sure that all the staff including teachers perform their specific tasks and duties for accomplishment of goals in the school organization. While executing these functions for goal(s) accomplishment, principals are expected to expected to employ effective communication strategies that would positively impact on teachers' job performance.

Teachers job performance could be found in the ability of teachers to improve student test scores and academic progress in subjects like mathematics or English (Leithwood & Riehl, 2021). This can be found in teachers' participation in workshops, adoption of innovative teaching methods and collaboration with colleagues to enhance teaching practices (DuFour, 2023). Wati (2018) indicated that teachers job performance includes development of curriculum, preparation of lesson plan, creating a syllabus in accordance with the curriculum, performing their teaching task, conducting students' assessment, evaluation and extracurricular activities, effective monitoring and inspection, promoting effective instructional leadership, motivation and discipline for development of learners' potentials, implementation of instructional activities that aim to help the learning process of students, following a sequence of learning materials with attention to learning objectives, choosing instructional materials in accordance with the purpose of learning, learners age and ability level, relating to parents and guardians about their children or wards academic performances and progress, among others. So, teachers' job performance can be regarded as multidimensional (Ali & Haider, 2017; Yusoff, Ali & Khan, 2014). For teachers to efficiently accomplish the aforementioned tasks, this is highly dependent on effectiveness of principals' communication strategies. In recent years, the role of effective communication strategies in educational leadership has gained increasing attention due to its pivotal influence on teacher job performance and overall school effectiveness. Principals, as leaders in secondary schools, play a crucial role in fostering an environment conducive to learning and professional growth. Their communication strategies which are of utmost importance are instrumental in shaping teacher morale, collaboration and instructional practices, thereby impacting on their job performances for positive student outcomes.

Some examples of effective communication strategies that principals can employ to improve teacher job performance in secondary schools as pointed out by scholars such as DuFour (2023), Fullan (2022), Hallinger (2023), Leithwood and Riehl (2021) includes but are not only limited to; maintaining an open door policy; organizing regular conferences involving parents, principals and teachers to discuss students' academic progress, behavioural issues, and collaborative strategies for improvement; establishing effective feedback system; addressing conflicts among staff members promptly and fairly, employing effective mediation techniques; fostering constructive dialogue; maintaining harmonious work environment using effective teamwork and collaborative means; facilitating professional learning communities where teachers meet regularly to discuss student data, instructional strategies, and collaborative problem-solving to enhance teaching practices; analyzing student performance data and sharing insights with teachers to inform instructional planning and interventions aimed at improving learning outcomes; cultivating effective school culture by

promoting a supportive and inclusive environment where mutual respect, teamwork and collaboration among staff are valued and encouraged; allocating structured time for teachers to collaborate on lesson planning, curriculum alignment, and instructional strategies, promoting collective efficacy; encouraging a culture of peer observation where teachers observe each other's classes, provide constructive feedback, and share best practices to enhance teaching techniques; effective use of digital tools by leveraging platforms like emails, newsletters, and online forums to disseminate information, share resources, and facilitate ongoing communication with staff; recognizing and celebrating teacher accomplishments, such as certifications, student achievements, and innovative teaching practices, to boost morale and motivation; transparent communication of expectations to ensure consistency and alignment among staff members; organizing constant professional development programmes for teachers through workshops, induction and orientations, conferences, guided practices, and seminars, focused on educational trends, pedagogical innovations, and subject-specific strategies to enhance teaching effectiveness and student engagements; collaborating with teachers to set individualized professional goals aligned with school objectives; scheduling one-on-one meetings with teachers to provide personalized feedback on their teaching practices, recognizing teachers' achievements, and offering support for teachers in difficult areas needing improvement (DuFour, 2023; Fullan, 2022; Hallinger, 2023; Leithwood &d Riehl, 2021).

The above-mentioned strategies are essential for fostering a supportive and effective school environment where teacher job performance is enhanced through strategic communication and collaborative efforts led by principals. However, it becomes very crucial for effectiveness of these principals' communication strategies. Leithwood and Riehl (2021) observed that the perceived effectiveness of these communication strategies on teacher job performance in Anambra State secondary schools is crucial for understanding their impacts on teacher job performance. Teachers' perceptions are influenced by the clarity of communication, the relevance of feedback, the extent of support received, and the overall organizational climate created by principals; which are all part of ensuring the effectiveness of these communication strategies. Effectiveness of communication strategies hence, contributes to improved teacher morale, job performance and satisfaction, professional growth, and ultimately, student achievement outcome (Leithwood & Riehl, 2021). Furthermore, several factors could influence principals' adoption of effective communication strategies in secondary schools. These factors include leadership style, organizational culture, resources available for communication technologies, support from educational authorities, and the principal's own communication skills and beliefs about effective leadership (Fullan, 2022). Without the presence of these factors, it becomes difficult for secondary school principals to enhance effective communication strategies. Thus, the need to highlight possible strategies that would enhance effectiveness of principals' communication for improving teacher job performance and overall school effectiveness in secondary schools in Anambra State and beyond. Hallinger (2023) opined that, possible strategies to effectiveness of principals' communication for improving teacher job performance include: promoting continuous professional development for principals in communication skills, fostering a culture of open communication and collaboration, leveraging technology for efficient communication channels, and establishing clear feedback loops to monitor the impact of communication strategies on teacher morale and job performance. Abiodun-Oyebanji (2019) suggested that in-service training in the art of

effective communication could be of great help to school administrators in performing their primary duties as instructional leaders and organisation developers for continuous school improvement. According to Mitgang (2012), effective principals are to establish trust and create structures that promote principal-teacher communication (interactions) and maintain a high level of moral values. From all the foregoing discussions, improved effective communication is needed to bring about effective management processes likewise promoting teacher job commitment. In Nigeria and Anambra State inclusive, much effort has been geared towards improving the educational system. In line with international trends, one of the primary thrusts of these efforts has been on improving the effectiveness of communication in schools. A look at secondary schools in Anambra State, it seems as if many principals have failed in providing effective communication strategies that will positively impact on teacher job commitment.

The ineffectiveness of principals' communication is showcased in their poor attitude towards work and job commitment, poor quality of work, indiscipline, poor task accomplishment, ineffectiveness of teaching, poor students' academic performance and achievement, among others. The consequences of ineffectiveness of principals' communication strategies would lead to poor results and outcomes making it difficult for educational goals attainment. Principals' poor communication skills might be one of the reasons why Osuji and Ndu study cited in Abiodun-Oyebanji (2019) stated that many teachers believed that they were not part of the school system because of the communication pattern of their principals which, many a time, excludes them from the day to-day running of the school, which often leads to teachers' poor job performance and ultimately ineffectiveness of the entire school system. It then seems that principals need new strategies that could enhance their effectiveness, among which is the adoption of effective communication patterns. Corroborating with the above statements, Abiodun-Oyebanji (2019) lamented that it has been observed that many school principals do not carry their subordinates along in the day-to-day running of their schools. Many of the teachers often complain that they are aliens to many of the activities in their schools, due to the failure of their principals to intimate them of the everyday affairs of the school, of which they are major stakeholders. It is a known fact that information dissemination (whether verbal or electronical), is key to the management of any human or social organisation such as the school system, especially during this era of digitization, hence this aspect of the school system cannot be handled with levity. Nwankwo (2014) lends credence to this, that information dissemination is fundamental to school management. According to him, people (teachers inclusive) need information to effectively do their jobs or take action. Each person or group, whether teaching or non-teaching staff therefore needs information in order to co-ordinate activities with others. For instance, teachers need information on the goals of the school and the best possible ways to achieve them; this must also be communicated to them from time to time by the school principal. On the other hand, the school principal equally needs information about almost everything in the school system- the resources (both human and non-human), the policies and strategies which must he accurately and promptly transmitted to the members of the school community (teachers, students, parents, etc) as the case may be. Buttressing further the importance of communication in the school system, Mills study conducted in 2008, cited Abiodun-Oyebanji (2019) found a significant positive correlation between principal's communication pattern and school effectiveness. Rowland study carried out in 2018, cited in

Abiodun-Oyebanji (2019) likewise revealed that principal's daily communication behaviour plays a vital role in the environment of the school. Again, Day et al. study cited in Abiodun-Oyebanji (2019) showed that, research findings from diverse countries and different school contexts have revealed the powerful impact of the principal's communication processes to school effectiveness and improvement. Moreover, Olaleye (2013) study reported that principals get involved in academic activities of their schools, by observing and checking teachers and communicating adequately with them. Thus, it becomes important to examine how effective the principal's communication strategies are, for improved teacher job performance in secondary schools across Anambra State. Although, several empirical studies like those of Asiyai (2011), Katua, Mulwa and Mungai (2019), Kindiki (2009), Kiprop (2012), Mba and Maclean (2022), Mulwa (2014), Muriithi (2013), Nwogbo, Nwankwo and Nwachukwu (2019) have been conducted on various aspects of principals' communication strategies; but these studies have their own mix, differences, findings and shortcomings, hence, necessitating the present study. The present study however, identified effective communication strategies used by principals, and explored their effectiveness on teacher job performance in secondary schools in Anambra State. This study further sought to address these gaps by exploring the current landscape of communication strategies among principals, evaluating their impact on teacher job performance, identifying barriers to effective communication, and proposing practical strategies for improvement.

Statement of the Problem

Effective communication is crucial in educational leadership, particularly for principals in secondary schools in Anambra State, as it significantly impacts teacher job performance and overall school effectiveness. Despite the recognized importance of effectiveness of communication strategies employed by principals, there is a gap in understanding the specific communication strategies being utilized, their perceived effectiveness, and the factors influencing their adoption in this context. Understanding these dynamics is essential for fostering a conducive learning environment and enhancing educational outcomes in Anambra State secondary schools. While there is existing research exploring the impact of principals' communication strategies on teacher job performance, there is a lack of specific empirical studies focusing on the unique context of secondary schools in Anambra State. Specifically, there is a need for research that investigates the specific types of communication strategies employed by principals in Anambra State, their perceived effectiveness from the perspective of teachers, and the actual impact on teacher job performance and overall school effectiveness. This gap is significant because effective communication is crucial for fostering a positive school climate, enhancing teacher motivation, and improving overall school outcomes. Understanding which communication strategies are most effective in the local context of Anambra State can inform policy and practice to optimize principals' leadership approaches. Additionally, empirical evidence from such studies can provide actionable insights for professional development programmes aimed at enhancing principals' communication skills and effectiveness in secondary schools both in Anambra State and beyond. By addressing this gap, future research can contribute to enhancing educational leadership practices in Anambra State, ultimately leading to improved teacher job performance, enhanced school climate, and better educational outcomes for students. Therefore, the problem in which this study sought to address is to find out the effectiveness of principals' communication strategies on

teacher job performance in secondary schools in Anambra State.

Purpose of the Study

The purpose of this study is to assess the effectiveness of principals' communication strategies on teacher job performance in secondary schools in Anambra State. Specific objectives of the study aimed at:

1. Finding out the communication strategies employed by principals to improve teacher job performance in secondary schools in Anambra State.
2. Assessing the perceived effectiveness of these communication strategies on teacher job performance in secondary schools in Anambra State.

Research Questions

The following research questions guided this study:

1. What communication strategies do principals employ to improve teacher job performance in secondary schools in Anambra State?
2. How do teachers perceive the effectiveness of principals' communication strategies on their job performance in secondary schools in Anambra State?

Methods

The descriptive survey research design was employed in the study. This research design entailed using a research instrument, the questionnaire, to collect data from a sample of teachers within a large population of teachers in the public secondary schools in Anambra State. Information retrieved from the sample of teachers was thereafter analyzed using a statistical tool in other to generate data and draw generalization given based on the findings. Population for the study consisted of 5,637 teachers from the 259 public secondary schools within 6 education zones in Anambra State. Justification for choosing only the teacher population was based on the fact that they were in a better position to expose and describe the reality likewise true situation of things as they existed in the area of study regarding the study. Sample size of the study constituted a total of 564 teachers and 130 public secondary schools within the 6 education zones, selected at 10% and 50% respectively, from the entire teacher and public secondary schools' population using stratified random sampling technique. A researcher-developed 43-item questionnaire titled: "Effectiveness of Principals' Communication Strategies on Teacher Job Performance (EPCSTJPQ)", organized on a 4-point rating scale, was the instrument for data collection. Construction of the questionnaire was based on the purpose of the study and research questions. The questionnaire items were structured on 4-point scale of Strongly Agree (SA) - 4 points, Agree (A) - 3 points, Disagree (D) - 2 points and Strongly Disagree (SD) -1 point, in order to answer research questions one, three and four. While questionnaire items structured on 4-point scale of Highly Effective (HE) - 4 points, Effective (E) - 3 points, Less Effective (LE) - 2 points and Ineffective (IE) -1 point, was used to answer only research question two.

The research instrument was validated by three experts from the Department of Educational Management and Policy. The experts determined the face and content validity of the questionnaire by making some necessary corrections on few items on the instrument and which were equally incorporated before the final distribution of the questionnaire. Reliability of the questionnaire was established through a pilot-test on a single administration of the instrument. This involved sampling 18 teachers from 3 public secondary schools in Anambra State which were not part of the study. After the pilot-test, scores obtained were collated and computed using

Cronbach Alpha statistics which gave internal consistency reliability values of 0.81, and 0.67, for each of the two clusters respectively and summed up to yield an overall reliability value of 0.74, showcasing that the questionnaire was reliable for conducting the study. Method of data collection was through a personal contact with the respondents. An on-the-spot method was also adopted in distributing all the copies of the questionnaire, involving the help of three research assistants representing each of the education zones in this area. These research assistants who were familiar with both the intentions of the study and area of study, received directives and instructions on how to collect the necessary information from the teachers using the questionnaire. At first the research assistants took permission from the principals before administering the questionnaire to the teachers. Distribution of the questionnaire to the respondents took a period of one week. A total of 564 copies of the questionnaire were distributed to the sampled teachers and all of them were retrieved at a 100% rate of return. Data collated were analyzed using mean scores statistics rated at 2.50 and standard deviation statistics. The decision rule for taking decisions on the items on the questionnaire which was rated at 2.50 was that any mean score which rated at 2.50 and above was regarded to be in support of the statement and therefore termed as either agree (A) or effective (E). Any mean score that rated below 2.50 was regarded as not in support of the statement and therefore termed either disagree (D) or ineffective (IE).

Results

Research Question One: What communication strategies do principals employ to improve teacher job performance in secondary schools in Anambra State?

Table 1: Mean Scores and SD of Teachers concerning Communication Strategies Employed by Principals to Improve Teacher Job Performance in Secondary Schools in Anambra State N = 564Teachers

S/N	Please show your agreement concerning the communication strategies employed by principals which improved teacher job performance in your school. The principal in:	SA	A	D	SD	X	SD	Decision
1.	constantly scheduling staff meetings coupled with verbal communication to enhance teacher job performance	193	216	75	80	2.93	1.02	**Agree**
2.	establishing effective constructive feedback system to improve teacher job performance	53	69	253	189	1.98	0.91	**Disagree**
3.	facilitating teachers' professional growth likewise improvement by organizing constant capacity building training programmes through conferences, seminars, workshops, guided practices, induction and orientation, including promoting the culture of peer observation for teacher job performance	98	101	197	168	2.23	1.06	**Disagree**
4.	consistently maintaining an open-door policy which impacts on teacher job performance	87	113	213	151	2.24	1.01	**Disagree**
5.	efficiently addressing conflict among staff members using management techniques to enhance teacher job performance	209	219	59	77	2.99	1.01	**Agree**
6.	continuously maintaining supportive, inclusive likewise harmonious work environment to promote effective school climate and culture for teacher job performance	81	105	191	187	2.14	1.04	**Disagree**
7.	encouraging effective teamwork and collaborations among staff in aspects of curriculum planning and implementation including other teaching tasks for teacher job performance	180	199	96	89	2.83	1.05	**Agree**
8.	effective use of digital resources such as online platforms through emails, social media apps, online forums to disseminate information that enhances teacher job performance	102	124	177	161	2.30	1.07	**Disagree**
9.	using other written communication channels such as memos, newsletters, warning letters, reports to enhance teacher job performance	105	118	186	155	2.31	1.07	**Disagree**

10.	creating opportunities for active participatory decision making to improve teacher job performance	88	112	202	162	2.22	1.03	**Disagree**
11.	celebrating teachers' accomplishment likewise promoting teachers' recognition in order to boost their job performance.	160	187	116	101	2.72	1.06	**Agree**
12.	inventing efficient methods for promoting pedagogical innovations to enhance teacher job performance	96	111	201	156	2.26	1.04	**Disagree**
13.	constantly scheduling one-to-one meetings with teachers to provide personalized feedback likewise determine their difficulties in teaching practice to improve teacher job performance	109	114	179	162	2.30	1.08	**Disagree**
14.	offer support to teachers in areas needing improvement in order to enhance their job performance	161	204	105	94	2.77	1.04	**Agree**
	Overall Mean Score & SD =					**2.44**	**1.08**	**Disagree**

Analysis of result in Table 1 revealed that all the items from 2 to 4, 6, 8 to10, 12 and 13 were rated below 2.50 of the acceptable mean score by the teachers to show their disagreement with all these statements. Except for items 1, 5, 7, 11 and 14 which were rated above 2.50 of the acceptable mean score by the teachers to show their agreement with these statements. The overall mean score and standard deviation (SD) of 2.44 and 1.08 indicated closeness in the mean responses of the teachers. This result showcased the communication strategies employed by principals to improve teacher job performance in secondary schools in Anambra State. However, the principals only employed a few of these communication strategies which involved constantly scheduling staff meetings coupled with verbal communication, efficiently addressing conflict among staff members using management techniques, encouraging effective teamwork and collaborations among staff in aspects of curriculum planning and implementation including other teaching tasks, celebrating teachers accomplishment and promoting teachers recognition, and offer support to teachers in areas needing improvement in order to improve teachers job performance in the secondary schools.

Research Question Two: How do teachers perceive the effectiveness of principals' communication strategies on their job performance in secondary schools in Anambra State?

Table 2: Mean Scores and SD of Teachers on Perceived Effectiveness of Principals' Communication Strategies on their Job Performance in Secondary Schools in Anambra State N = 564Teachers

S/N	**Please show your agreement concerning your perceived effectiveness of these communication strategies employed by principals on your job performance.** Effectiveness of principals' communication strategies provided through:	HE	E	LE	IE	X	SD	Decision
15.	staff meetings	173	244	98	49	2.96	0.91	**Effective**
16.	constructive feedback system	82	78	209	195	2.08	1.03	**Ineffective**
17.	capacity building training programmes such as conferences, seminars, workshops, guided practices, induction and orientation, culture of peer observation	52	101	212	199	2.01	0.95	**Ineffective**
18.	open door policy	87	100	199	178	2.17	1.04	**Ineffective**
19.	conflict management techniques	163	249	97	55	2.92	0.92	**Effective**
20.	school-community relationship strategies	96	103	193	172	2.22	1.06	**Ineffective**
21.	teamwork including collaborative practices	89	110	167	198	2.16	1.07	**Ineffective**
22.	use of digital resources such as online platforms through emails, social media tools, online forums	98	104	184	178	2.22	1.07	**Ineffective**
23.	use of written communication channels such as memos, newsletters, warning letters, reports	72	90	195	207	2.05	1.02	**Ineffective**

24.	active participatory decision making	111	120	221	112	2.41	1.02	**Ineffective**
25.	teachers' recognition practices including accomplishment	79	106	183	196	2.12	1.04	**Ineffective**
26.	laying procedures for promoting pedagogical innovations	84	118	199	163	2.22	1.02	**Ineffective**
27.	one-to-one meetings with teachers to provide personalized feedback	105	122	183	154	2.32	1.07	**Ineffective**
28.	supportive efforts for teachers' work improvement	62	176	218	108	2.34	0.91	**Ineffective**
	Overall Mean Score & SD =					**2.30**	**1.05**	**Ineffective**

Analysis of result in Table 2 revealed that all the items from 16 to 18 and 20 to 28 were rated below 2.50 of the acceptable mean score by the teachers to show their disagreement with all these statements. Except for items 15 and 19 which were rated above 2.50 of the acceptable mean score by the teachers to show their agreement with these statements. The overall mean score and standard deviation (SD) of 2.30 and 1.05 indicated closeness in the mean responses of the teachers. This result showcased that the teachers perceived principals' communication strategies on their job performance in secondary schools in Anambra State as ineffective. Apart from the scheduling staff meetings which was perceived by the teachers as effective, majority of the principals' communication strategies were ineffective to enhance teachers job performance.

Discussion of Findings

The finding of this study indicated the communication strategies employed by principals to improve teacher job performance in secondary schools in Anambra State. However, the principals only employed a few of these communication strategies which involved constantly scheduling staff meetings coupled with verbal communication, efficiently addressing conflict among staff members using management techniques, encouraging effective teamwork and collaborations among staff in aspects of curriculum planning and implementation including other teaching tasks, celebrating teachers accomplishment and promoting teachers recognition, and offer support to teachers in areas needing improvement in order to improve teachers job performance in the secondary schools. This finding agrees with the findings Nwogbo, Nwankwo; and Nwachukwu (2019) study in the aspect which revealed that the communication strategies adopted by principals for teacher effectiveness included: holding meetings with staff to discuss equipment design for effective instruction. More so, all other communication strategies such as: establishing effective constructive feedback system, facilitating teachers' professional growth and improvement by organizing constant capacity building training programmes through conferences, seminars, workshops, guided practices, induction and orientation, including promoting the culture of peer observation, consistently maintaining an open door policy, continuously maintaining supportive, inclusive and harmonious work environment to promote effective school climate and culture, effective use of digital resources such as online platforms through emails, social media apps, online forums to disseminate information, using other written communication channels such as memos, newsletters, warning letters and reports, creating opportunities for active participatory decision making, inventing efficient methods for promoting pedagogical innovations, and constantly scheduling one-to-one meetings with teachers to provide personalized feedback and to determine their difficulties in teaching practices; were not effectively employed by principals to improve teacher job performance in secondary schools in Anambra State. This finding disagrees and does not concur with the findings Nwogbo, Nwankwo; and Nwachukwu (2019) study which revealed the communication strategies adopted by principals for teacher effectiveness included:

making effective use of suggestion boxes in his school administration, maintaining an open-door policy in running the school and allowing teachers to give their own suggestions on matters concerning them. The present study finding deviates from Asiyai (2011) study which found out that effective communication was important in maintaining conducive school environment for teaching and learning. This is because the principals communicated the rules and expectations of the school to the staff and students to know the consequences of their actions. This finding does not flow with the findings of Muriithi (2013) study which indicated that holding of classroom meetings, use of school prefects, communication during assembly, use of guidance and counselling, use of rewards and incentives, holding of open forums, encouraging members to pass information among themselves were some of the communication strategies commonly used by teachers' in Mukurweini District on student's discipline. Majority of the teachers also indicated that they often used notice boards on student's discipline. However, facial expression was rarely used on students' discipline. Majority of the teachers 89% indicated that school category affects the way they communicate on the student discipline. The study results revealed that the category of the school for boys only, girls only and mixed for both boys and girls affect the way teachers communicated on student discipline. The study also found that communication strategies with the least preferences for teachers on student discipline included the use of reward system, the use of eye contact and facial expression. Whereby, majority of the communication strategies were not effectively employed as indicated by the present study, this situation jeopardized principals' efforts to improve teacher job performance in secondary schools in Anambra State.

The finding of this study revealed that apart from the scheduling staff meetings which was perceived by the teachers as effective, majority of the principals' communication strategies were reported to be ineffective in order to enhance teachers job performance. This finding corroborates with the findings of Kindiki (2009) study on influence of principals' communication on students' discipline reported by Katua, Mulwa and Mungai (2019) which established that there were poor communication channels used by school administrators and undemocratic school administration which did not consider meetings and assemblies as important strategies of communication. The study advocated for the use of meetings and assemblies as strategies of communication as they improved interaction and relationship between the administration and students which led to unity within the school. This implies that improving on effective communication by use of school assemblies for important ideas could step up students' discipline in secondary schools. This finding also flows and is equally in falls in line with the findings of Kiprop (2012) study which indicated that most principals adopted a master-servant or superior-inferior attitude in dealing with students, hence, this showcased ineffectiveness of their strategies in dealing with students. The present study finding is not in consonance with Mulwa (2014) study which established that both the learners and the principals had an opportunity to converse together hence sharing concerns that were affecting learners at that particular moment. With principals' ineffective communication strategies, it becomes difficult to improve teacher job performance in the secondary schools.

Conclusion

This study concludes and submits that the principals predominantly relied on the use of staff meetings and verbal communications with a few others to improve teacher job performance in secondary schools in Anambra State. Despite the

prevalent use of communication strategies such as verbal communication and staff meetings, it was found that many of these strategies were ineffective in significantly improving teacher job performance; which was influenced by several factors. Hence, the need for possible strategies that would enhance effectiveness of principals' communication for improving teacher job performance and overall school effectiveness in secondary schools in Anambra State, as discovered in the study. For improved teacher job performance in secondary schools in Anambra State maximum attention should be channeled towards effectiveness of principals' communication strategies.

Recommendations

Based on the findings, the following recommendations have been proffered:

1. Constant professional development training programmes should be organized for principals in effective communication strategies, including digital communication tools and techniques through financial support from Anambra State government and Post Primary Schools Service Commission (PPSSC) in order to improve teacher job performance in secondary schools.
2. There is need for principals to utilize technology which includes using social media and other platforms for sharing information, scheduling meetings, and providing timely updates on school policies and initiatives likewise other efficient means to enhance effectiveness of their communication strategies for improved teacher job performance in secondary schools.
3. Principals should give due considerations to those factors such as their leadership styles, organizational factors, among others, influencing the adoption of effective communication strategies in order to improve teacher job performance in secondary schools.

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