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FACTORS INFLUENCING PRINCIPALS' EFFECTIVE COMMUNICATION STRATEGIES FOR IMPROVED TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The purpose of this study was to ascertain the factors influencing effective communication strategies of principals for improved teachers' job performance in Anambra State. One research question guided the study. This study was conducted in secondary schools in Anambra State. The descriptive survey research design was adopted. All the secondary schools both public and private in all the 6 education zones in the state were studied. There are 257 public secondary schools and 298 private secondary schools in the 6 education zones. The population of the study consists of 3395 teachers in the six education zones. The sample for the study comprised 1,733 teachers in public and 1,662 teachers in private secondary schools in Anambra State respectively. The sample consisted 30% of the entire population. A researcher-developed questionnaire was the instrument for data collection. Construction of the questionnaire was based on the purpose of the study and research questions. The face and content validity of the instrument was established by three experts. The reliability of the instrument was determined using the split-half method. Cronbach's alpha method was used to obtain correlation co-efficient of 0.85 for the instrument. The researcher collected the data from the respondents. Data collated were analyzed using mean scores statistics rated at 2.50 and standard deviation statistics. In this study, it is concluded, among others that, organizing continuous professional development or in-service training for principals in the art of effective communication strategies and skills using adequate financial support, fostering/building effective a culture of open communication, teambuilding and collaboration, leveraging technology for efficient communication channels, establishing clear feedback loops to monitor the impact of communication strategies on teacher job performance, establishing trust and create structures that promote principal-teacher communication (interactions), promoting effective school-community partnerships, are effective strategies for improving teachers' job performance in secondary schools in Anambra State. Based on the findings, it was among others, recommended that the Anambra State government and Post Primary Schools Service Commission (PPSSC) should promote professional development training programmes for principals and teachers on effective communication strategies and teachers' job performance in secondary schools.

Keywords: Factors; Effective Communication; Strategies; Principals; Teachers Job Performance

Introduction

Excellence in school management stems from high-quality stakeholder relationships, and communication is the key to building these relationships. Effective communication creates positive school cultures wherein staff can adapt and embrace change. Increased skill in all components of effective communication decreases the fear associated with challenging conversations. Trust is essential to build strong relationships among stakeholders. Clarity of intent increases transparency, and active listening supports people to process feedback and implement changes for growth. These essential characteristics build the strong stakeholder relationships necessary for productive schools focused on improvement. Communication will enable the maintenance of relationships while delivering honest assessment, challenging colleagues, engaging in difficult conversations, and creating partnerships with families.

Nwankwo, (2022), Obumse, (2022) and Nonyem, and Chimaa, (2020) noted that schools, as complex, dynamic systems require effective communication to meet the diverse needs of its stakeholders. Communication is essential to maintain healthy relationships between the students, teachers, parents, and the community. Establishing effective communication practices in the school requires understanding the characteristics of communication, including the benefits and common barriers. As noted by Onyekwelu, (2024), Obumse, & Chinwe, (2021), the three critical components of effective communication – trust, transparency, and active listening – build the relationship necessary to engage in challenging conversations. Effective leadership in education, as a teacher or administrator, requires excellent communication skills and a willingness to engage in challenging conversations. Schools have many stakeholders: students, teachers, administrators, and families. As noted by Iloka, (2025), Ethelmary, Nwankwo, & Aroh, (2019), Ezeaku (2019), each group has high expectations of the school, and fulfilling those expectations depends on excellent communication skills, both verbal and non-verbal.

Again, principals are mandated to ensure that they maintain communication with teachers using several strategies, to make teachers work towards achievement of the school goals and objectives. Ekwesianya, Okaforcha, & Okeke, (2020), Enwezor, (2021) and Ojimba, (2024) stated that the stress of teaching in a classroom without being support by principals' effective communication strategies can lead the teachers to lose their passion. Effective communication involves clarity, transparency, empathy, and the ability to motivate and inspire teachers towards achieving school goals and objectives (Nwakoby, (2025), Nwakoby, & Iloka, (2025) and Enwezor, & Obi, (2022). Besides, effectiveness can be referred to as the degree to which objectives are achieved and the extent to which intended outcomes are realized in practice (Hallinger, 2023). Thus, the effectiveness of a principal's leadership can be measured by improvements in students' academic performances, teacher job

performances and school climate using different communication strategies (Enwezor, (2021, Okeke, 2022, Okeke, & Okaforcha, 2025). The success of any school in addressing its goals and objectives is highly linked to the effectiveness of leadership, that is, the principal's communication strategies. This suggests that to maintain quality services and qualitative education in Anambra State, effective communication strategies is necessary.

According to Okaforcha and Okeke, (2025), Enwezor, and Chukwunonye, (2022), Ucheagwu-Okoye, (2025), the processes of effective communication need to be understood in order to develop and promote them. In the same vein, the barriers to effective communication need to be understood in order to minimize them for the smooth running of the schools. All three essential components - trust, transparency, and listening - must be established.

Trust is the first of three essential components to build a relationship capable of engaging in challenging conversations effectively. People earn trust through daily interactions that demonstrate they listened and cared, not through grand gestures. Building trust is comparable to building interest in a bank account; it takes time and requires commitment. Each interaction is a bid for acknowledgment; if the experience is positive, trust grows, but if it is negative, it depletes the previous balance. Staff need to believe they are in a safe space, where they will not be ridiculed for making mistakes, in order to engage in difficult conversations. If mutual respect, collaboration, and trust in leadership are already the norm, it is much easier to engage in challenging conversations.

After establishing a trusting relationship, retracting the statement if the other person gets defensive is not necessary. Ezeamama, Ofozoba (2023) and Ibe, (2022), Okoye, and Ezeaku, (2025), noted that the relationship creates an environment for the participants to examine the reaction and express their thinking. Critical conversations, while using the essential components of effective communication, can repair previously damaged school cultures. Trust is the first critical element needed to build the relationship necessary for effective communication.

Transparency underpins trust, because it demonstrates the stakeholder's purpose, goals, and values. Transparent leadership leads to increased productivity because the employee's focus is in better alignment with leadership goals. Stakeholders seek transparency in the organization's directives and vision because they have experienced overwhelming changes and lack of focus in the past. Leaders who are open and transparent about their struggles are more relatable to employees. According to Okaforcha and Okeke, (2019), Ojimba, (2020) and Iloka and Nwakoby, (2025), During the low points, honesty encourages stakeholder trust in future decisions. Challenging conversations are most successful when the parties involved have a clear vision and are open about their intent. Without clear communication with staff, changes feel forced at the last minute. This is not healthy for the school overall progress. In-person communication is more transparent, because people can read indirect communication, and this leads to fewer misunderstandings. Transparency

is key to building the earned trust needed for effective communication.

The final essential component of effective communication is listening. There are two types of listening: deep listening wherein the expectation is to hear concerns but not solve the problem, and strategic listening that involves guiding questions and suggestions. Strategic listening is active; it requires the listener to ask relevant questions and clarify the message. Ucheagwu-Okoye, (2025) and Nneka Anthonia Obumse and Uju Egenti (2021) noted that behaviours that inhibit effective communication include judgment, offering unwarranted advice, lack of confidentiality, and interrupting the speaker. Furthermore, Anushiem, (2023), Azubuike, (2024), Okeke, Okaforcha, & Ekwesianya, (2019) stated that ineffective communicators often ask whether there are questions but do not leave adequate time for people to respond. Awareness of indirect communication is also essential; gestures or body language can signal to the other person to finish speaking. Listening is the foundation for productive responses during difficult conversations. When involved in a difficult conversation, it is vital to resist the urge to respond before listening. Another component of effective communication is listening to criticism or feedback, especially when it is difficult to hear. As noted by Abonyi (2021), the goal is to create a culture in the classroom and school whereby active listening and engagement in collaborative conversations are expected. Trust, transparency, and listening – the three essential components of effective communication – must be present to achieve a collaborative culture in a school.

Communication is a very common concept in everyday life and takes place in every setting, organization, area or a place, no work or operation or function is carried out without effective means of communication. Within the process of communication, it is apparent that barriers and obstacles do occur, which can be avoidable and which cannot be avoidable; therefore, an individual should inculcate all the required skills, attitudes and traits amongst himself so that he can effectively overcome all the barriers to communication.

Communication, according to Ofozoba, (2020), Ibe, (2019), Anushiem, (2017), Ekwesianya, (2022), is known to be the key factor for the success of any organization, within any kind of an organizational structure, individuals have to work in collaboration, they need to conduct meetings, discuss with each other various issues regarding their functions and activities; on the other hand, if they develop amongst themselves strained relations and hard terms then they will not be able to work effectively and incur profitability, productivity and goodwill within the organization. In concerning communication, there are some barriers that every organization deals with; individuals are of the viewpoint that the process of communication is very simple and straightforward, which is true but, what makes the process complicated, difficult and tedious, the answer to this is barriers. Barriers are the ones that make the process of communication difficult. As note by Okechukwu, (2025), Enwezor, & Obi, (2022), Ezeaku, (2025), it is essential to overcome the barriers by identifying the

causes that give rise to them, some of the barriers are avoidable whereas some are unavoidable and an individual is not left with any option but to face the barriers. Okaforcha and Okeke, (2020) and Nwankwo, & Ezeibe, (2021) stated that, keeping the technology updated, developing within oneself effective speaking and listening skills, being respectful, being fluent in English language, not speaking to each other while working on an important assignment, developing effective leadership, stress management, anger management, time management skills and so forth, are some of the ways that lead to avoidance of barriers; some of the barriers are unavoidable such as inappropriate priorities, when these kinds of barriers come up then the individual should develop within himself the confidence and aptitude to deal with such kinds of barriers. Implementation of solutions to remove those barriers leads to effective communication as well as efficiency in achieving the desired goals and objectives. As noted by Onyekwelu, (2024) and Ucheagwu-Okoye, (2025) Okaforcha and Iloka, (2025), Nwankwo, & Okoye, (2022), within an organization, the common barriers that are part of the communication are:

a) Perceptual Barriers – These are the barriers which arise due to differences of opinion between two people, differences of the viewpoints do prove to be a major barrier, therefore these differences do generate a requirement for effective communication; any kind of disagreement between two persons is not healthy for the functioning of the organization.
b) Emotional Barriers – At times it happens that people do not develop interest in communicating with their fellow employees due to the feelings of fear, mistrust, anger or annoyance, that may arise within their minds and these are stated to be emotional barriers.
c) Language Barriers – Language is the means which is said to be the most effective means of communication with others. The language provides understanding of the content that an individual is willing to express or communicate with the others. When two persons or groups of people are involved in communicating with each other and if a common language is used that is understandable to all individuals, then their objectives will be fulfilled and the process of communication will be made effective. Within an organization, it is vital to develop a common language in order to communicate appropriately. For example, when international students come to study in India, they are not familiar with the national language, hence English is considered to be the common language that is understood by all and utilized for the purpose of communication.
d) Cultural Barriers – Within an organization, individuals belonging to different nationalities, regions, cultures, religions, castes, creed and different status groups are employed together. These people at times do familiarize themselves with other people's cultures and backgrounds, whereas other times they are even unaware. A cultural barrier occurs when people of different cultures are unable to communicate with each other efficiently and this inability may be due diverse factors such as different

backgrounds, languages, customs, viewpoints, ideas, notions and so forth.

e) Physical Barriers – Within an organizational structure, it is vital to have team spirit and individuals should work in coordination with each other and be cooperative towards each other. Formal and informal means of communication occurs within an organization. One of the crucial factors is proximity within an organizational structure. There is a system of hierarchy and those individuals who are placed at the higher levels of the hierarchy have closed doors, offices and cabins and are physically placed at the distance; their subordinates are in this way unable to communicate with them and this is a physical barrier to effective communications.

Content barriers, as stated by Okeke, Okaforcha and Ekwesianya, (2019) and Okoye, (2021), are noted to be the factors that cause hindrances, distractions, disturbances or obstacles during the course of the communication process; barriers that occur during the course of the communication process tend to distort, block, alter or misrepresent the information that is being exchanged between the sender and the receiver. No matter what place or area it is, whether it is a workplace, home, recreation park, shopping complex etc. barriers tend to take place within the course of communication everywhere. What is important is the identification of those barriers and adoption of measures in order to overcome them. Content barriers have been identified into the following categories: (Onyekwelu, & Adinna, 2022, Anthony, 2019, Anushiem, & Anushiem, 2023).

a) Non-assertive Behavior – It is a barrier during the course of communication, the reason being that this kind of behavior on the part of somebody breaks down the communication between the people; this kind of behavior develops unwillingness to communicate with indecisive people.
b) Anger or Frustration – It is a barrier, the reason being that when an individual is angry or frustrated than no one shows interest in communicating with people with this kind of an attitude; the reason for unwillingness to communicate with angry and frustrated people is that in these kinds of approaches people tend to communicate in an inappropriate manner.
c) Personal Bias – When a person is personally biased to one person rather than the other, then there is breakdown of communication between people; for instance, sometimes teachers tend to get biased for one student in class rather than the other, when students feel that a teacher is biased towards a particular student, then they tend to develop some kind of negativity and there is break down of communication between them.
d) Team Diversity – As it has been understood, within the organizational settings, educational institutions and other places, individuals are from diverse backgrounds, they have different religions, castes, cultures, traditions, norms, beliefs, customs, ethnicity and sometimes they even speak different languages; hence, all these factors are stated to be barriers within the course of effective communication.
e) Lack of Confidence – When two or more individuals are involved in communication with each other, it is vital that they are confident and possess the required ability to communicate; when an individual lacks the

confidence, ability to communicate well or get involved in an oral conversation or written with another, then it is a barrier in the course of effective communication. Feelings of nervousness, anxiety, apprehension prove to be barriers within the course of effective communication.

f) Inappropriate Priorities – Priority means the state or quality of being earlier in time or occurrence; when a certain priority arises which is inappropriate then it is a barrier to effective communication. For example, if a manager has a meeting or a group discussion with his subordinates and all of a sudden, a family emergency comes up and he is required to hurry to his house and is unable to go for the meeting, then a family emergency is said to be an inappropriate priority during the course of his work.

g) Organizational Structure – In some cases, an organizational structure is formulated in a complicated manner which proves to be a barrier to effective communication, the structure should be simple and not complex; for instance, if the structure is large and there is lot of space, employees may not even see each other and may not be able to communicate with each other effectively, therefore, it is vital that within the organizational structure, the employees should be well familiar with each other.

h) Distractions and Interruptions – While communicating, there are number of distractions that occur for instance, in telephonic conversations, disturbances in the line, when internet is not working, some kind of noise in the background, people doing their work and ringing of the doorbell, people having a meeting and somebody entering the room without notifying etc.

i) Tunnel Vision – Tunnel vision means unable to depict accuracy at the 100% level; when one is not accurate and precise about the situation, case, concept or a circumstance about which communication is taking place, this is also a barrier to effective communication.

j) Rank Differences – When there are differences in the rank of individuals within an organizational setting, then it is a barrier to effective communication; people who are subordinates, in other words they are low in rank do not tend to communicate effectively with people of the higher rank; they may have a feeling of disparity or would feel discriminated against. Not only within the organizational structure but also economically backward sections of the society do not communicate in an effective manner with upper class, wealthy individuals; therefore, rank differences prove to be barriers to effective communication.

k) Task Preoccupation – In this case, for example, an individual has to go for a very important formal meeting with a client and when he is about to leave another client enters in order to resolve some issues, then it becomes his job duty that he should attend to the issues of that client before leaving for the meeting; in this case, a client coming up instantly without informing proves to be a barrier to effective communication.

Authors (Onyekwelu, (2024); Ofozoba & Ofozoba, 2023, Enwezor, & Chukwunonye, 2021) have identified strategies for overcoming communication barriers and they include:

1. Eliminating Differences in Perception – Within the organization when individuals

are recruited, their performance, qualifications, skills, abilities, knowledge, attitude should be taken into consideration; there should be proper training and development programs, employee selection procedures and individuals should possess effective communication skills especially regarding the English language, they should be fluent in English, in speaking as well as in writing.

2. Use of Simple Language – While communicating no matter what language, the use of words should be understandable, clear and simple; usage of complicated words might make an individual perplexed and such words should be avoided.
3. Reduction and Elimination of Noise Levels – Noise is the most common barrier which occurs everywhere, for instance, when family members are communicating at home, constant noise comes from busy neighborhoods, or at the workplace too while working on the computers, people may get engaged in informal conversations, hence that leads to emergence of noise levels. It is necessary to identify the sources of noise and then formulating measures in order to eliminate those sources.
4. Active Listening – The receiver should listen to the speaker with awareness and in a considerate manner; he/she should respond by asking questions, the speaker should always be aware of the fact that the listener understands everything that he is saying and this overcomes the barrier to effective communication.
5. Emotional State – During communication, the speaker is required to make effective use of body language and not depict one's emotional state; for example, if the speaker is upset due to some reason than he should not portray his distress in his speech, the listeners might misinterpret the information if it is delivered by a speaker in a distressed mood.
6. Simple Organizational Structure – The hierarchical levels within the organization should be optimum in number; the operations and functions implemented within the organization, the leadership skills, span of control, authority, rules, policies should be organized appropriately and put into operation in an effective manner.
7. Avoid Information Overload – Employers as well as the employees should not overload themselves with work; they should manage their work for the day accordingly, extended working hours should be avoided and employees should also take out time during their working hours to listen to the subordinates and workers grievances; they should practice effective time management skills.
8. Provide Constructive Feedback – While making provision of feedback to the employees and subordinates, negativity should be avoided and feedback should always be delivered in a constructive manner; negative feedback is stated to be a barrier to effective communication. The content of the feedback can be negative, if the superior feels that there have been some misinterpretations, but it should be communicated in a constructive manner with a positive attitude.
9. Proper Media Selection – The medium of communication should be proper; if it is a simple message or just a minor notice, it can be delivered either through a face-to-face conversation or through a telephone; information which is complicated and

lengthy should be delivered in a written manner for example, through letters, notices, newspapers or electronic mail, therefore proper media selection also leads to effective communication.

10. Flexibility in Meeting the Targets – Employees when they are employed within an organization, should work towards accomplishing the desired goals and objectives, they should not be put under pressure to complete a particular assignment within a particular time period, in other words, they should be allowed sufficient time, especially when the task is extensive; in accomplishing the organization's goals and objectives, it is essential to have effective means of communication and flexibility should be allowed in meeting of the targets.

In the light of the above strategies, authors such as Onyekwelu, (2021), Azubuike, (2025), Ucheagwu-Okoye, (2021) and Okoye, (2025), stated that 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 teachers' 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 teachers' performance have become topical among researchers and educators with less attention on communication satisfaction. Although numerous studies have been conducted on teachers' job performance, past research has been constrained by the shortage of studies on the influence of communication satisfaction on teacher's job performance.

According to Okaforcha, (2021), Adinna and Onyekwelu, (2021), Anthony (2014), one of the factors influence teachers' job performance is organizational climate. The organizational climate dimensions are measured based on principals' leadership behaviour and teachers' behaviour. Principals are expected to encourage effective performance of their teachers by identifying their needs and try to meet them. This kind of encouragement is very much dependent on various aspects of the principals' leadership behaviour. Ekwesianya, (2025), Ezeaku, and Okoye, (2025), Okechukwu, (2025), observed that teachers' behaviour too plays a role in the teachers' job performance. Both principals' behaviour and teachers' behaviour are part of organizational climate which influence the teachers' job performance.

Job performance, according to Nwabachili, Iloka and Ucheagwu-Okoye, (2022), is an act of accomplishing or executing a given task. Teacher job performance refer to the duties performed by a teacher at a particular period in the school system in achieving organizational goals which could be measured through teacher's job satisfaction and job attitudes such as job commitment, feelings of job challenge, job meaningfulness and job responsibility. When an individual is satisfied, their job performance might increase. According to Abonyi (2020), they tend to be more committed to their work. Job performance is important to ensure the quality of instruction taking place at school.

Purpose of the Study

The purpose of this study was to ascertain the factors influencing effective communication strategies of principals in Anambra State. Specific objective of the study was to ascertain the factors influencing effective communication strategies of principals for improved teachers' job performance in Anambra State

Research Question: What are the factors influencing effective communication strategies of principals for improved teachers' job performance in Anambra State?

Research Method

This study was conducted in secondary schools in Anambra State. The descriptive survey research design was adopted. All the secondary schools both public and private in all the 6 education zones in the state which include Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha were studied. There are 257 public secondary schools and 298 private secondary schools in the 6 education zones. The population of the study consists of 3395 teachers in the six education zones. The sample for the study comprised 1,733 teachers in public and 1,662 teachers in private secondary schools in Anambra State respectively. The sample consisted 30% of the entire population.

A researcher-developed questionnaire titled: "Effective Principals' Communication Strategies for Teachers' Job Performance Questionnaire (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.

The face and content validity of the instruments was established by three experts: two in educational administration and planning and one in measurement and evaluation; all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Anambra State. The reliability of the instrument was determined using the split-half method. This was done by administering copies of the instrument to 20 teachers from public secondary schools and another 20 teachers from private secondary schools) in Enugu state. Cronbach's alpha method was used to obtain correlation co-efficient of 0.85 for the instrument. The researcher collected the data from the respondents. The research questions were answered using mean scores and standard deviation.

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 agree (A). Any mean score that rated below 2.50 was regarded as not in support of the statement and therefore termed disagree (D).

Presentation of Results

Table 1: Mean Scores and SD of Teachers on Factors Influencing Principals' Effective Communication Strategies for Improved Teachers' Job Performance in Secondary Schools in Anambra State

S/N	Please show your agreement on factors that influence principal's effective communication strategies for improved teacher job performance in your school. This includes:	SA	A	D	SD	X	SD	Decision
1.	principals' leadership styles	153	229	89	93	2.78	1.02	**Agree**
2.	organizational factors such as school culture	185	203	96	80	2.87	1.02	**Agree**
3.	availability of adequate written communication tools likewise technologies	204	215	87	58	3.00	0.96	**Agree**
4.	support from higher educational authorities through the Ministry and other education boards	197	188	98	81	2.89	1.04	**Agree**
5.	principals' own communication skills and beliefs like establishing effective feedback system, interpersonal factors, intra/internal factors, use of overloaded or lengthy information	173	244	80	67	2.93	0.96	**Agree**
6.	teachers' cooperation with principal especially in areas of clarity of information, having good listening abilities, etc.	169	198	108	89	2.79	1.04	**Agree**
	Overall Mean Score & SD =					**2.88**	**1.01**	**Agree**

Analysis of result in Table 1 revealed that none of the items from 1 to 6 were rated below 2.50 of the acceptable mean score by the teachers to show their disagreement with all these statements. All the items 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 2.88 and 1.01 indicated closeness in the mean responses of the teachers. This result showcased the factors influencing effective communication strategies by principals to improve teacher job performance in secondary schools in Anambra State.

Discussion of Findings

The findings of this study revealed the factors that influence effective principals' communication strategies for improved teachers' job performance in secondary schools in Anambra State. These strategies include: principals' leadership styles, organizational factors such as school culture, availability of adequate written communication tools and technologies, support from higher educational authorities through the Ministry and other education boards, principals' own communication skills and beliefs like establishing effective feedback system, interpersonal factors, intra/internal factors, use of overloaded or lengthy information, and teachers' cooperation with principal especially in areas of clarity of information, and having good listening abilities. This finding corroborates and relates with the findings of Mba and Maclean (2022) study which confirmed that factors to effective communication ranging from organizational or institutional factor, interpersonal factor, intrapersonal or internal factor and overload of information. However, for effectiveness in principals' communication strategies due considerations and attention must be given to these factors for enhancement of teacher job performance. Therefore, to consistently improve teachers job performance in secondary schools in

Anambra State, priority attention must be focused on minimizing the inhibiting factors for effective principals' communication strategies and the consequent improved teachers' job performance in Anambra State.

Conclusion

In this study, it is concluded that, principals' leadership styles, organizational factors such as school culture, availability of adequate written communication tools and technologies, support from higher educational authorities through the Ministry and other education boards, principals' own communication skills and beliefs like establishing effective feedback system, interpersonal factors, influence principals' effective communication strategies for improved teachers' job performance in secondary schools in Anambra State.

Recommendations

Based on the findings, the following recommendations are made:

1. The Anambra State government and Post Primary Schools Service Commission (PPSSC) should promote professional development training programmes for principals and teachers on effective communication strategies and teachers' job performance in secondary schools.
2. Secondary school principals should use 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 effective their communication strategies for improved teacher job performance in secondary schools.

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