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Relationship among Principals' Communications Skills, Teachers' Job Performance and Students' Academic Achievement in Public Secondary Schools in Kwali Area Council, FCT, Abuja, Nigeria

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Abstract

This study investigates the relationship among principals' communication skills, teachers' job performance, and students' academic achievement in public secondary schools in Kwali Area Council, FCT, Abuja. It focuses on how principals' friendliness, listening ability, confidence, and feedback skills influence teachers' effectiveness and subsequently enhance students' academic outcomes. Four research objectives, questions, and hypotheses guided the study, which was anchored on Goal Setting Theory (Locke, 1960s) and Emotional Intelligence Theory (Goleman, 1995). A descriptive survey design was adopted, involving a population of 218 (5 principals and 213 teachers). Using simple random sampling, 90 respondents were selected. Data were collected using the QPCSTJPSAA questionnaire and analyzed with descriptive statistics and Pearson Product Moment Correlation. Findings reveal strong positive relationships between principals' communication skills and teachers' job performance as well as students' achievement. The study recommends improved communication practices among principals to boost teacher performance and student learning outcomes.

Keywords: Principals' Communication Skills, Teachers' Job Performance, Students' Academic Achievement, Public Secondary Schools, Educational Leadership, Kwali Area Council, FCT Abuja

Introduction

Education is seen as the backbone of development in any nation. It improves the quality of life of a society through refinement of its potentials. Education further enhances the application of man's achievement towards improvement of his environment. In every known great nation, therefore, national development was preceded and accomplished by educational advancement. Education has been seen as a vehicle for economic, social-cultural and political development of nations and individual (Fullan, 2012). Education is a social process in which one achieves societal competence and individual growth. Education is the art of learning about one-self and one's environment for the purpose of self-development.

It must be stressed that education cannot be an instrument par excellence for achieving national development where the secondary education is not effectively managed to accomplish its aims and objectives. In the administration of secondary schools, the principal is central. Principals are seen to be responsible for three 'Ps' in the school – the people, the programme, and the plant (Adeyemi, 2010). This they do by giving direction and leading to achieve objectives; ensure the implementation of school programmes, including efficient and effective maintenance of school plants with its facilities. They function as managers and instructional leaders. They have the primary responsibility of accomplishing the nation's aims and objectives of secondary school education as stipulated in the National Policy on Education (2013). In doing this, they play a number of important roles which include providing effective leadership in secondary schools that is aimed at enhancing better job performance of staff and in essence, promoting students' academic achievements. Effective communication by school principals shapes teachers' job performance and, indirectly, students' learning outcomes. Principals who communicate expectations clearly, provide regular feedback and foster two-way dialogue create an environment that improves teacher morale, instructional commitment and classroom practices (Dairo, 2024). Empirical studies across Nigeria report significant positive relationships between principals' communication/leadership skills and teachers' organizational behaviour and job performance, suggesting that communication is a key administrative lever for school improvement (repository study, 2025). Teacher effectiveness influenced by professional development, motivation and supportive supervision consistently predicts student achievement in Nigerian secondary schools, indicating that gains in teacher performance translate into higher student scores (TAAPublications, 2025; Olaifa, 2025). Conversely, some local studies note mixed findings, implying that communication alone may not suffice without resources, policy support and teacher incentives (Umeh et al., 2024). Given these mixed but generally positive findings, investigating the relationship among principals' communication skills, teachers' job performance and students' academic achievement in Kwali Area Council will clarify local dynamics and provide evidence to guide practice and policy in FCT schools.

Concerning communication skill, Armstrong (2013) said that principals spend most of their time in talking with teaching and non – teaching staff and listening to their ideas. A good principal is a person who listens to more than talk with them. A principal is basically a communicator. Thus, principal as education manager is a communicator, a person who is obliged to have the skills to communicate various information related to its duties. It can be said that a manager with good communication skills can be seen from three indicators, namely, the extent to which he or she knows something about barriers in communication, how to overcome them, and how far he mastered listening skills. A principal also takes the lead in meeting others and do not wait for others to come to you. In other words, take matters in your hands to empower yourself as waiting for others depicts a low self-esteem. That is the spirit of friendliness in communication (Armstrong, 2013).

There is a strong relationship between principal's communication skills and teachers' job performance. This fact is attested by Goleman (2012, p. 26) when he said "Intellect alone will not make a leader; leaders execute a vision by motivating, guiding, inspiring, listening, persuading and most crucially, through creating resonance'' The above description by the author shows the importance of principals' communication to staff. Principals' communication inspires and persuades staff of the school especially teaching staff towards high job performance. This is line with what Bradberry & Greaves (2013, p.15) observed when they said that, ''principal's communication is a motivating and persuading factor that can make a principal listen and identify the emotions of staff and students in the school environment thereby making provisions to ensure that all derives maximum satisfaction of their needs or desires. This significantly leads to the job performance of staff in the school environment especially teaching staff.''

Performance has been defined or described in various ways by scholars. It is seen as an act of accomplishing or executing a given task (Adetayo, 2010) and the ability to combine skillfully the desired or expected behaviors towards the achievement of organizational goals and objectives (Onyanga, 2011). Job performance therefore, is the way and manner in which a staff in an organization performs the duties assigned to him or expected of him in order to realize the organization's goals and objectives. In the school system, a teacher's job performance could be described as the duties performed by a teacher at any given time in the school geared towards achieving both the daily school and classroom objectives and the entire set goals and objectives of education. The performance could be described as low, moderate, high, etc, depending on the extent of his commitment to work in order to achieve set objectives and goals (Adeyemi, 2014). This means that the variables of job performance such as teaching, use of scheme of work, lesson note preparation, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. To this end, principal's communication skills become necessary in identifying teachers' needs and ensuring their satisfaction. In this manner, principal's communication skills will be regarded as an input to work; and teachers' job performance will be regarded as an output. Hence, high teachers job performance as a result of positive influence on principals'

communication skills will be measured by teachers' performance in lesson preparation, lesson presentation, mastery of subject matter, teachers' commitment to job and extra-curricular activities (Dessler, 2015). Other areas of high teachers' job performance as a result of positive influence on principals' communication skills includes effective classroom leadership, effective supervision, effective monitoring of students' work, motivating students' interest, class control and disciplinary ability of the teachers (Adeyemi, 2014).

Principals are accountable for the performance of their school, which is dependent on employee's productivity, whether teaching or non-teaching staff (Senge, 2010). The employees especially the teaching staff in secondary schools are unable to be productive if the principals are not sensitive to teachers' needs. This is where principal's communication skills come to play. In the words of Adepoju (2016), good principal's communication skills entail giving appreciation, positive recognition, and treating teachers in a caring and considerate manner. These acts by the principal are very significant and necessary because it can have a lasting effect in teachers' job performance. However, it has been observed that teachers in most government schools in Nigeria hardly have recognitions. This fact is attested by Egwurudi (2008) when he said that, poor principals' communication skills lead to teachers not being treated equally with the same level of friendliness with their colleagues by their principals. They may be friendly atmosphere between a principal and some teachers in the school while other teachers may not have the same friendly atmosphere. This is a real example of poor principal's communication skills because principal's friendliness with some teachers over other teachers will lead to inability of the principal to determine and identify the need of all teachers and geared all of them to collective job performance. This seems to be an issue in public secondary schools in Kwali Area Council, Federal Capital Territory (FCT), Abuja, where principals' exhibit weak communication skills by having friendly atmosphere between some teachers in the school while other teachers may not have the same friendly atmosphere which can be as a result of differences in religions, language, or culture. Psychologically, it affects those teachers with low friendly atmosphere with the principal and which in-turn affects their commitment in teaching.

According to Adeyemi (2014), one of the positive factors of principal's communication is effective feedback mechanism. He will set up committees and smaller groups of members of staff to investigate ideas or strategies. On the contrary a principal deficient in feedback will hardly relate to staff and their circumstances; and will find it difficult to achieve team work. This seems to be the situation in public secondary schools in Kwali Area Council, FCT, Abuja, where most teachers work independently in terms of developing personal strategies towards classroom management, teaching methodologies and design of lesson notes and lesson plan. On the contrary, principals and teachers ought to work together to ensure that the above is not done independently by the teachers but, with the collective effort between principals and teachers in order to achieve effective job performance of teachers which is reflective in the students' classroom performance in terms of class high participation during teaching and

learning process, and overall academic achievement. The above is possible through principals' feedback mechanism.

The principal is the chief executive officer of his or her school. All the learning activities in the school are coordinated by the principal. This means that the capacity of a principal is a critical variable in improving instructional quality and students' academic achievement through improved teachers' job performance. These sentiments are echoed by Dessler (2015) who described a principal as a pilot of a school system on whose shoulders the ultimate responsibility of the whole school rests. Principals' communication has a crucial role to play in overseeing teachers' job performance and keeping students' academic achievement in check because, they need to relate with the students to identify areas of strengths and weaknesses in the teaching and learning process of the students (DeFranco & Golden, 2013). In a similar vein, Akinleye (2010) states that principals set the pace, lead and motivate pupils and staff to perform to their highest potential; which is to a large extent is as a result of good principals' communication skills. However, most principals in government secondary schools in Nigeria as observed by Abdu-Raheem (2014), lack effective communication and relationship with students in listening attentively and identify the areas of strengths and weaknesses in the teaching and learning process due to their personal busy schedules and other formal engagements thereby handing over duties to the Vice Principal Administrative and Vice Principal Academics. This affects teachers' job performance in teaching which in turn affects students' academic achievements. This seems to be the situation in public secondary schools in Kwali Area Council, FCT, Abuja, where most times the principals' communication is so weak in listening attentively so as to identify students' areas of strengths and weaknesses in teaching and learning process as a result of their personal busy schedule or other formal matters. This can have an effect negatively on the academic achievements of students.

Academic achievement of students according to Adeyemi (2008) refers to all areas of students' endeavours in the school system with more emphasis to subject matters in the classroom. Hence, the author emphasizes that the students' attitude to learn in the school, the level of participation during teaching and learning process, interaction with students in terms of socialization, good characters and behaviours, high level of psychomotor skills, good communication skills and good expression of oneself, including good grades in both formative and summative evaluation in subject matters in the school system are regarded as academic achievement.

Adetayo (2008) shows that academic achievement of students in our schools especially government schools is so poor compared to the olden days because of the teacher's incapability to teach efficiently and effectively. This incapability is to a large extent based on the principal poor communication to teachers which will in turn affect students' academic achievement. This seems to be so due to poor principals' application of communication skills in listening attentively so as to identify students' areas of strengths and weaknesses in teaching and learning process in public secondary schools in Kwali Area Council, FCT, Abuja. Below

is an example of academic poor achievement of students in some selected public secondary school in Kwali Area Council, FCT, Abuja.

Table 1: Academic achievement of students in some selected public secondary schools in Kwali Area Council, FCT, Abuja in the May/June WAEC Senior Secondary Certification Examination, 2018 – 2022

SCHOOLS	YEAR	NO. OF REGISTERED CANDIDATES	CANDIDATES WITH CREDIT PASSES IN ENGLISH, MATHEMATICS & THREE (3) OTHER SUBJECTS	PERCENTAGE PASS %
Government	2018	271	147	54.2
Secondary	2019	209	96	45.9
School, Dangara	2020	170	94	55.3
	2021	214	67	31.3
	2022	233	169	72.5
Government	2018	205	100	48.8
Secondary	2019	227	113	49.8
School, Kwali	2020	234	102	43.6
	2021	201	105	52.2
	2022	208	95	45.7
Government	2018	211	95	45.0
Secondary	2019	206	100	48.5
School, Kwaita	2020	225	125	55.6
	2021	211	92	43.6
	2022	179	112	62.6
Government	2018	182	91	50
Secondary	2019	222	100	45.0
School, Pai	2020	258	84	32.6
	2021	269	95	35.3
	2022	201	96	47.8
Government	2018	155	64	41.3
Secondary	2019	183	73	39.9
School, Yangoji	2020	211	99	46.9
	2021	200	101	50.5
	2022	204	119	58.3

Source: West African Examination Council (2023)

The result above cannot be said to have satisfied the aspiration of the government and that of the nation. Some blame the school administrators (principals) and the teachers while some blame the students themselves and the parents. Whoever to be blamed, the fact remains that, principals' communication skills to teachers have a lot to do with students' academic achievement (Leith, 2014). It is against this background that the researcher is carrying out a research on principals communication skills, teachers' job performance and students' academic achievement in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria

Statement of the Problem

It has been observed that principals in public secondary schools in Kwali Area Council, exhibit weak friendly skill in communication by having friendly atmosphere between some teachers in the school while other teachers may not have the same friendly atmosphere which can be as a result of differences in religions, language, or culture. Psychologically, it affects those teachers with low friendly atmosphere with the principal and which in-turn affects their commitment in teaching. Additionally, principals' communication is so weak in listening attentively so as to identify students' areas of strengths and weaknesses in teaching and learning process as a result of their personal busy schedule or other formal matters. This can have an effect negatively on the academic achievements of students. Furthermore, principals who may exercise their official leadership position in the school but lack confidence in employing communication skills may not geared teachers towards high performance. Finally, teachers work independently in terms of developing personal strategies towards classroom management, teaching methodologies and design of lesson notes and lesson plan without proper feedback mechanism in communication established by principals. However, unlike previous studies, the researcher of this present study is concerned over the fact that deficiency of principals in adaptation of friendly skill in communication, listening skill in communication, confidence skill in communication and feedback skill in communication may affects teachers' job performance and in turn affects students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria.

Research Questions

In order to give direction to the study, the following questions were raised:

1. How does principal friendly communication skill relate to teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria?
2. How does principal listening communication skill relate to teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria?
3. How does principal confidence skill communication relate to teachers' job performance and students' academic achievements in public secondary schools in

Kwali Area Council, FCT, Abuja, Nigeria?

4. How does principal feedback communication skill relate to teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria?

Objectives of the Study

The main aim of this research work is to examine the relationship among principals' communication skills, teachers' job performance and students' academic achievement in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria. The specific objectives of the study are to:

i. Determine how principal friendly communication skill relates to teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria
ii. Ascertain how principal listening communication skill relates to teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria
iii. Examine how principal confidence communication skill relates to teachers' job
iv. performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria
v. Determine how principal feedback communication skill relate to teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria

Statement of Hypotheses

The following null hypotheses are formulated and will be tested at 0.05 level of significance:

Ho 1: There is no significant relationship among principal friendly communication skill, teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria

Ho 2: There is no significant relationship among principal listening communication skill, teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria

Ho 3: There is no significant relationship among principal confidence skill communication, teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria

Ho 4: There is no significant relationship among principal feedback communication skill, teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria

Significance of the Study

This study may contribute significantly to the current body of knowledge about the relationship between the principals' communication skills, teachers' job performance and

students' academic achievements both in theory and practice. This is because the outcome/findings and recommendations of the study will form a basis for principals' and teachers to develop strategies for improving communication flow and job performance respectively which will in turn enhance students' academic achievement.

This study may also be significant to students in having a suitable learning situation. This is because principals' communication skills may enhance teachers' job performance and subsequently improves students' academic achievement.

It is hoped that identification of the relationship between the principals' communication skills and teachers' job performance in public secondary schools in Kwali Area Council, FCT, Abuja, will spark the interest of school leaders and instructional leaders to seek to identify measures of improving academic achievement among secondary school students. Also, the findings of the study could provide empirical evidence on causes of poor academic achievements of secondary school students in this region of the country.

It will also help the practitioners of educational management, policy makers, education officers, teachers, parent-teacher association (PTA) and school sponsors, be able to base their management functions, decisions and actions on concrete knowledge of issues as supported by this research findings.

Furthermore, this study may be beneficial to researchers in the field of educational administration and planning as the findings from this study could be used as reference materials or pedestal for further studies of similar background.

Research Design

The study made use of descriptive survey research design. Descriptive survey research design is a design that is used when the researcher is carrying out a study from a large population (Otuka, Azare and Ogunsala, 2004). Specifically, the study used cross-sectional survey because it requires that data are collected at a particular time, from a large sample for the purpose of describing a population represented by the sample at that particular time. Anikweze (2013) looked at cross-sectional design to involve the collection of data within a short span of time from a random sample of the targeted population. This design is considered suitable because it assisted the researcher in collecting data to examine the principals' communication skills, teachers' job performance and students' academic achievement in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria.

Population of the Study

The population of this study is 218 which consists of 5 principals and 213 teachers in the five (5) public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria. The total population of the study is therefore 218. The distribution of the schools, principals and teachers is shown in the table 3.2 below:

Table 2. Schools, Principals and Teacher population in Kwali Area Council, FCT, Abuja, Nigeria

S/N	Schools	No of Principals	No. of Teachers	Total
1	Government Secondary School, Dangara	1	40	41
2	Government Secondary School, Kwali	1	43	44
3	Government Secondary School, Kwaita	1	45	46
4	Government Secondary School, Pai	1	41	42
5	Government Secondary School, Yangoji	1	44	45
	Total	5	213	218

Sample and Sampling Procedure

A sample is a subset of a population, while sampling is a process of selecting or obtaining a sample. Therefore, the sample of this study consists of principals and teachers in the five (5) public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria.

Simple Random Sampling procedure of 40% randomization was used by the researcher to collect data for the research. The sample size is 90 which comprises of 5 principals and 85 teachers representing 40% of the total population of 5 principals and 213 teachers in the five (5) public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria. The sample of the 5 principals and 85 teachers were spread in the five (5) public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria, as depicted in the table below:

Table 3. Sample Distribution of Principals and Teachers

S/N	Schools	Sample of Principals	Sample of Teachers	Total
1	Government Secondary School, Dangara	1	16	17
2	Government Secondary School, Kwali	1	17	18
3	Government Secondary School, Kwaita	1	18	19
4	Government Secondary School, Pai	1	16	17
5	Government Secondary School, Yangoji	1	18	19
Total		5	85	90

Gleen (2013) was of the opinion that in survey research, a sample size of 40% is considered maximum in determining the sample size when the population is small. The level of significance (40% randomization of the sample size) indicates the confidence the researcher has on the sample that the subjects drawn have all the characteristics of the population. Hence,

the sample size is 90 representing 40% of the total population of 5 principals and 213 teachers in the five (5) public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria.

Instrumentation

The researcher developed a structured instrument for data collection from principals and teachers of public secondary schools; including a pro-forma to harvest students' scores. The questionnaire was constructed in two sections A and B'; and was used in this study. The questionnaire was designed by the researcher and it is called Questionnaire on Principals' Communication Skills, Teachers' Job Performance and Students' Academic Achievement (QPCSTJPSAA). QPCSTJPSAA consists of two sections. Section A elicited essential information about the bio-data of the respondents while Section B was constructed based on the modified 4-point likert-like scales of measurement of Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D). The options of the items were weighted in the likert-format with SA=4, A=3, SD=2, and D=1. Section B of the questionnaire contained 24 items on relationship between principals' communication skills, teachers' job performance and students' academic achievement in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria

Validity of the Instrument

To establish the validity of instrument, the questionnaire was giving out to expert in Educational Management, Nasarawa State University, Keffi; and the expert scored the instrument. The critical appraisal of the content of the questionnaire relative to the objectives of the study was helpful to the study; improved the quality of the questionnaire and indeed provided face validity for the instrument. The mean scores of the validation scale yielded a logical validity index of 0.80. The instrument was adjudged comprehensively and appropriate for the purpose of the study.

Reliability of the Instrument

To ascertain the reliability of the instrument, a pilot test was carried out using principals and teachers outside the sample population, but part of the entire population of the study. The instrument was administered to this pilot group of principals and teachers. Two schools were used for the pilot study: Government Secondary School, Kwali; and Government Secondary School, Pai. Twenty principals and teachers, 10 from each of the two schools were administered with the instruments accordingly. The responses from them were scored and analyzed using split half reliability test method to obtain the coefficient of internal consistency which gave 0.84 percent.

Administration of the Instrument

The questionnaires were administered personally by the researcher including with the aid of research assistance with prior arrangement with the public secondary schools concerned using

researcher introductory letter obtained from the department of Educational Management, Nasarawa State University, Keffi. The privacy of information and other ethical sureties was also guaranteed. Immediately after the permission was granted, the researcher administered the instrument to the selected respondents. Freedom to ask questions for clarification was equally granted and the period of 3 days was given to the respondents to respond to the items after which the researcher retrieved the questionnaire from them.

Procedure for Data Analysis

The data was analyzed using descriptive statistics. A test of hypotheses was carried out using Pearson Product Moment Co-efficient Co-relationship (PPMCC) statistical tool. PPMCC is a statistical tool used in testing relationship of variables as depicted in the hypothesis of the study. Therefore, PPMCC was used in examining relationship between principals' communication skills, teachers' job performance and students' academic achievement in public secondary schools in FCT, Abuja, Nigeria.

Justification of Methods

The research work adopted descriptive survey research design because the researcher carried out the study from a large population. The population of the study session is considered in this study because, this research work cannot be carried out without having a targeted persons that the study problem will address in order to contribute to knowledge. The sample size session is considered in this study because, this study has a representative respondent from the entire population that responded to the questionnaire, so as to gather fact that was used as a contribution to the body of knowledge. The instrument used in generating data was constructed on modified 4-point likert's scales of measurement of Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D), because the items of the instrument showed the degree of which it was agreed or disagreed by respondents. The options of the items were weighted in the modified likert-format of 4 points with SA=4, A=3, SD=2, and D=1. The validity of the instrument session was considered in this study because, the instrument that was used in generating data, was validated by an expert in the Department. The reliability of the instrument session was considered in this study because, the instrument that was used in generating data, was pilot tested to show consistency of facts in the data that was generated from the sample population. The questionnaires were administered personally by the researcher, because the instruments have to be collected from the sample respondents for the data analysis. Descriptive statistics of mean and standard deviation was used for analyzing data with a mean cut-off point of 2.50 for decision making. Any mean score of 2.50 and above was accepted as having the desired influence while any mean score below 2.50 was rejected as not having influence. Pearson Product Moment Co-efficient Co-relationship (PPMCC) statistics was used to test the null hypotheses at 0.05 level of significance. It was useful in testing the relationship of variables as depicted in the hypotheses of this study. This statistic

is considered suitable because the instrument elicited non-parametric data (Anikweze, 2013). All analyses were done using Statistical Package for Social Science (SPSS).

Data Presentation

Data were presented based on the returned questionnaire from the respondents. The sample size of this study is 90 as shown in page 48. However, the total number of returned questionnaires is 85. This means that the total number of respondents is 85. Some of the respondents which total 5 were for reasons unavoidably absent when the researcher was collecting the questionnaires distributed. So, the researcher was able to collect 85 questionnaires from the 90 questionnaires distributed. A period of 3 days was given to the respondents to respond to the items after which the researcher retrieved the questionnaires from them.

The 85 returned questionnaires comprise of principals and teachers in all the five (5) public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria, representing 40% of the total population of 5 principals and 213 teachers. The data of the 85 respondents is thus provided below:

Data Analysis

The data collated from research question one was analyzed in the table below using descriptive statistics (Mean Ratings and Standard Deviation).

Table4. Mean Ratings and Standard Deviation of Respondents on how principal friendly communication skill relates to teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria

Item No	Item Description	SA	A	D	SD	$\bar{X}$	SD	Decision
1.	Principal calmness and composure when relating to teachers, improve their job performance which in turn can enhance students' academic achievement	41	29	10	5	3.35	0.68	**Agree**
2.	Principal smile when interacting with teachers, improve their job performance which in turn can enhance students' academic achievement	42	28	9	6	3.44	0.57	**Agree**
3.	Principal who readily apologizes for his mistakes, helps teachers to learn and work hard to improve their job performance which in turn can enhance students' academic achievement	43	27	11	4	3.37	0.68	**Agree**

Item No	Item Description	SA	A	D	SD	$\bar{X}$	SD	Decision
4.	Principal who is quick to read mood and relates accordingly, help teachers to improve their job performance which in turn can enhance students' academic achievement	44	26	12	3	3.33	0.69	**Agree**
5.	Principal who readily and willingly encourage teachers to do their best, help them to improve their job performance which in turn can enhance students' academic achievement	45	27	10	3	3.23	0.79	**Agree**
	Cluster Mean					3.34		Agree

Table 4.1 shows that items 1-5 had mean scores of 3.35, 3.44, 3.37, 3.33 and 3.23 with corresponding standard deviations of 0.68, 0.57, 0.68, 0.69 and 0.79 respectively. Based on the criteria for decision making, it means that all the items were rated above the cut-off point of 2.50. The cluster mean of 3.34 was also above the cut-off point of 2.50. The standard deviation scores of the respondents are small signifying homogeneity for the items raised. This implies that principal friendly communication skill strongly relates to teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria.

The data collated from research question two was analyzed in the table below using descriptive statistics (Mean Ratings and Standard Deviation).

Table5. Mean Ratings and Standard Deviation of Respondents on how principal listening communication skill relates to teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria

Item No	Item Description	SA	A	D	SD	$\bar{X}$	SD	Decision
6.	Principal who listens to teaching staff no matter his or her mood, help them to improve their job performance which in turn can enhance students' academic achievement	45	27	10	3	3.55	0.62	**Strongly Agree**
7.	Principal who is sensitive and listens to the demands of teachers, help them to improve their job performance which in turn can enhance students' academic achievement	44	26	12	3	3.40	0.66	**Agree**

Item No	Item Description	SA	A	D	SD	$\bar{X}$	SD	Decision
8.	Principal listening and interaction with teachers on their needs, help them to improve their job performance which in turn can enhance students' academic achievement	43	27	11	4	3.37	0.71	**Agree**
9.	Principal listening and recognition of teachers needs, help them to improve their job performance which in turn can enhance students' academic achievement	42	28	9	6	3.43	0.64	**Agree**
10.	Principal listening and cooperation with teachers, help them to improve their job performance which in turn can enhance students' academic achievement	41	29	10	5	3.64	0.57	**Strongly Agree**
	Cluster Mean					3.48		Agree

Table 5. shows that items 6-10 had mean scores of 3.55, 3.40, 3.37, 3.43 and 3.64 with corresponding standard deviations of 0.62, 0.66, 0.71, 0.64 and 0.57 respectively. Based on the criteria for decision making, it means that all the items were rated above the cut-off point of 2.50. The cluster mean of 3.48 was also above the cut-off point of 2.50. The standard deviation scores of the respondents are small signifying homogeneity for the items raised. This implies that principal listening communication skill strongly relates to teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria.

The data collated from research question three was analyzed in the table below using descriptive statistics (Mean Ratings and Standard Deviation).

Table 6. Mean Ratings and Standard Deviation of respondents on how principal confidence communication skill relates to teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria

Item No	Item Description	SA	A	D	SD	$\bar{X}$	SD	Decision
11.	Principal good eye contact increases his confidence in communication, which can help to boost teachers' job performance and in turn enhance students' academic achievement	40	28	10	7	3.36	0.70	**Agree**

Item No	Item Description	SA	A	D	SD	$\overline{X}$	SD	Decision
12.	Principal good posture increases his confidence in communication, which can help to boost teachers' job performance and in turn enhance students' academic achievement	41	27	11	6	3.43	0.67	**Agree**
13.	Principal controlled nervousness increases his confidence in communication, which can help to boost teachers' job performance and in turn enhance students' academic achievement	42	29	10	4	3.41	0.64	**Agree**
14.	Principal controlled speech pattern increases his confidence in communication, which can help to boost teachers' job performance and in turn enhance students' academic achievement	40	30	9	6	3.31	0.73	**Agree**
	Cluster Mean					3.41		Agree

Table 6. shows that items 11-14 had mean scores of 3.36, 3.43, 3.41 and 3.31 with corresponding standard deviations of 0.70, 0.67, 0.64 and 0.73 respectively. Based on the criteria for decision making, it means that all the items were rated above the cut-off point of 2.50. The cluster mean of 3.41 was also above the cut-off point of 2.50. The standard deviation scores of the respondents are small signifying homogeneity for the items raised. This implies that principal confidence communication skill strongly relates to teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria.

The data collated from research question four was analyzed in the table below using descriptive statistics (Mean Ratings and Standard Deviation).

Table 7. Mean Ratings and Standard Deviation of Respondents on how principal feedback communication skill relate to teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria

Item No	Item Descriptio	SA	A	D	SD	$\bar{X}$	SD	Decision
15.	Principal feedback in communication makes teachers improve their classroom teaching and learning process, which in turn enhance students' academic achievement	40	30	9	6	3.33	0.78	**Agree**
16.	Principal feedback in communication makes teachers to always prepare their lesson notes, which in turn enhance students' academic achievement	42	29	10	4	3.39	0.67	**Agree**
17.	Principal feedback in communication makes teachers to always prepare their lesson plan, which in turn enhance students' academic achievement	41	27	11	6	3.33	0.75	**Agree**
18.	Principal feedback in communication improves teachers' classroom management, which in turn enhance students' academic achievement	40	28	10	7	3.49	0.59	**Agree**
	Cluster Mean					3.37		Agree

Table 7. above show that items 15-18 had mean scores of 3.33, 3.39, 3.33 and 3.49 with corresponding standard deviations of 0.78, 0.67, 0.75 and 0.59 respectively. Based on the criteria for decision making, it means that the mean scores for all the items were rated above the cut-off point of 2.50. The cluster mean of 3.37 was also above the cut-off point of 2.50. The standard deviation scores of the respondents are small signifying homogeneity for the items raised. This implies that principal feedback communication skill strongly relates to teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria

Testing Research Hypotheses

In order to test the four hypotheses of this study, the Pearson Product Moment Correlation Co-efficient was used to test the options of respondents at 0.05 level of significance and the results are presented on Tables 5 to 8 and the detailed analysis shown in (Appendix, C).

Test of Null Hypothesis 1

H01: There is no significant relationship among principal friendly communication skill, teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria. The result of the analysis of data using Pearson Product Moment correlation statistics is presented in Table 5.

Table 5

Summary of Correlation analysis of the relationship among principal friendly communication skill, teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria

Variables	$\sum X$ $\sum Y$	$\sum Y^2$ $\sum Y^2$	$\sum XY$	r-cal
Principals' friendly skill in communication	41	22031	18429	0.364*
Teachers Job Performance	29	19442		

* p <.05; d f= 430; critical – r = 0.098

The results presented in Table 5, revealed that the calculated r-value of 0.364 is greater than the critical r-value of 0.098 at .05 level of significance and 158 degrees of freedom. With this result, the null hypothesis is rejected implying that; there is a significant relationship among principal friendly communication skill, teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja,

Nigeria. However, there was a weak positive relationship (r=0.364) between the variables which were statistically significant in explaining principal communication skills.

Test of Null Hypothesis 2

H02: There is no significant relationship among principal listening communication skill, teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria. The result of the analysis of data using Pearson Product Moment correlation statistics is presented in Table 6.

Table 6

Summary of Correlation analysis of the relationship among principal listening communication skill, teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria

Variables	$\sum X$ $\sum Y$	$\sum Y^2$ $\sum Y^2$	$\sum XY$	r-cal
Principals' listening skill in communication	45	22117	19827	0.624*
Teachers' Job Performance	27	19442		

* p <.05; d f= 430; critical – r = 0.098

The results presented in Table 6, revealed that r calculated value of 0.624 is greater than the critical r-value of 0.098 at .05 level of significance and 158 degrees of freedom. As a result, the null hypothesis was rejected implying that; there is a significant relationship among principal listening communication skill, teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria. In addition, there was a moderate positive relationship (r=0.624) between principal listening skill in communication, teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria.

Test of Null Hypothesis 3

H03: There is no significant relationship among principal confidence skill communication, teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria. The result of the analysis of data using Pearson Product Moment correlation statistics is presented in Table 7.

Table 7

Summary of Correlation analysis of the relationship among principal confidence skill communication, teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria

Variables	∑X ∑Y	∑Y² ∑Y²	∑XY	r-cal
Principals' confidence skill in communication	40	24118	19970	0.538*
	28	19442		
Teachers' Job Performance				

* p <.05; d f= 430; critical – r = 0.098

The results presented in Table 7, shows clearly that calculated r-value of 0.538 is greater than the critical value of 0.098 at .05 level of significance and 158 degrees of freedom. Thus, the null hypothesis was rejected implying while the alternate hypothesis was upheld. This result implies that; there is a significant relationship among principal confidence skill communication, teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria. There was also a moderate positive relationship (r = 0.538) between the variables (principals' confidence skill in communication, teachers' job performance and students' academic achievements).

Test of Null Hypothesis 4

H04: There is no significant relationship among principal feedback communication skill, teachers' job performance and students' academic achievements in public secondary schools

in Kwali Area Council, FCT, Abuja, Nigeria. The result of the analysis of data using Pearson Product Moment correlation statistics is presented in Table 8.

Table 8

Summary of Correlation analysis of the relationship among principal feedback communication skill, teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria

Variables	$\sum X$ $\sum Y$	$\sum Y^2$ $\sum Y^2$	$\sum XY$	r-cal
Principals' feedback skill in communication	40	22031		
			18429	0.364*
Teachers' Job Performance	30	19442		

* p <.05; d f= 430; critical – r = 0.098

The results presented in Table 8, revealed that the calculated r-value of 0.364 is greater than the critical r-value of 0.098 at .05 level of significance and 158 degrees of freedom. With this result, the null hypothesis is rejected implying that; there is a significant relationship among principal feedback communication skill, teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria. However, there was a weak positive relationship (r=0.364) between the variables which were statistically significant in explaining principals' communication skills.

Discussion of Findings

Based on the results of the analysis of the four research questions and testing of the four hypotheses postulated for the study, the following findings are organized and discussed.

The first finding of this study revealed that there is significant relationship among principal friendly communication skill, teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria. This finding is in line with Bayo (2017) who admitted that, friendliness refers to the ability to put up a warm personality that makes you approachable, easy to relate with and without any hostility. Aside being warm and devoid of hostility, a friendly person is someone who has a great level of respect for others. He is not snobbish but respects people's feelings, ideas, and beliefs. Even if they do not respect them, they don't make it obvious to them. At times, to be friendly means putting up a pretense that you love or admire someone even if you don't. This includes being able to show patience and care, as well as spending enough time with people. Friendliness is more of a character than a skill. However, it can be learnt and improved upon as well. The second finding of the study indicated that there is significant relationship among principal listening communication skill, teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria. This finding corroborates with Oluwole (2018) who posited that, listening is the ability to

accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. If there is one communication skill you should aim to master, then listening is it. Listening is so important that many top employers provide listening skills training for their employees. This is not surprising when you consider that good listening skills can lead to better customer satisfaction, greater productivity with fewer mistakes, and increased sharing of information that in turn can lead to more creative and innovative work. Many successful leaders and entrepreneurs credit their success to effective listening skills. John (2015) emphasize that hearing is different from listening. According to John, hearing refers to the sounds that enter your ears. It is a physical process that, provided you do not have any hearing problems, happens automatically. Listening, however, requires more than that: it requires focus and concentrated effort, both mental and sometimes physical as well. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages.

The third finding revealed that there is significant relationship among principal confidence skill communication, teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria. This finding supports Olufemi (2015) who posited that, communicating with confidence is an important life skill. Being assertive in conversation with others helps you get what you want and need and stand up for yourself and your values. Whether you're trying to persuade your friends to go to your restaurant of choice or writing an email to your boss asking for a raise, having confidence in yourself when speaking and writing can make your life better. Projecting confidence in yourself and your ideas helps others to pay attention and hopefully be persuaded. Being confidence in conversation involves: Make eye contact: Making eye contact with those you are speaking to shows respect and helps maintain attention. If you are speaking to a crowd, try looking to their foreheads if direct eye contact makes you uncomfortable. Maintain good posture: Back straight, head up but relaxed is a good way to show confidence. If you feel better, you will communicate with more confidence.

The fourth finding revealed that there is significant relationship among principal feedback communication skill, teachers' job performance and students' academic achievements in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria. This finding is consistent with Oyewole (2019) who states that, feedback is the response of an audience to a message or activity. Feedback can be conveyed both verbally and nonverbally. Learning how to give effective feedback is as important as any subject matter we teach. The term 'feedback' is taken from cybernetics, a branch of engineering concerned with self-regulating systems. In its simplest form, feedback is a self-stabilizing control system such as the Watt steam governor, which regulates the speed of a steam engine or a thermostat that controls the temperature of a room or oven. In the communication process, feedback refers to a response

from the receiver which gives the communicator an idea of how the message is being received and whether it needs to be modified. . . "Strictly speaking, negative feedback does not imply 'bad,' and positive feedback 'good.' Negative feedback indicates that you should do less of what you are doing or change to something else. Positive feedback encourages you to increase what you are doing, this can go out of control (Bayo, 2016). If you are crying, feedback from those around may cause you to dry your eyes and put on a brave face (if feedback is negative) or weep unashamedly (if feedback is positive)."

Conclusion

The Human Resource Manager achieves results only through proper management of both human and non-human resources. Of the two categories of the resources, the management of the human resource is the most difficult because of its dynamic and sensitive nature as well as its complexity.'' Therefore, effective communication skills will enhance the relationship between principals and staff of secondary schools especially teaching staff.

Hence, the need for principals' adaptation of communication skills such as friendliness, listening, confidence and feedback which will go a long way in improving teachers' job performance and in turn enhance students' academic achievements.

The study shows that there is a strong relationship between principal's communication skills, teachers' job performance and students' academic achievements. Intellect alone will not make a leader; leaders execute a vision by motivating, guiding, inspiring, listening, persuading and most crucially, through creating resonance. Principals' communication inspires and persuades staff of the school especially teaching staff towards high job performance. Principal's communication is a motivating and persuading factor that can make a principal listen and identify the emotions of staff and students in the school environment thereby making provisions to ensure that all derives maximum satisfaction of their needs or desires. This significantly leads to the job performance of staff in the school environment especially teaching staff in public secondary schools in Kwali Area Council, FCT, Abuja, Nigeria.

Recommendations

Based on the findings of this study, the following recommendations were made;

1. Kwali Area Council should be conscious of working with the education board at federal level in organizing workshops that can train and equip principals on the effective communication skills which will aid in enhancing their relationship with teachers and in turn improves teachers' job performance and further enhances students' academic achievements.
2. Education stakeholders in Kwali Area Council, should make provision of organizing conferences and seminars that can train and equip principals on the effective communication skills which will aid in enhancing their relationship with teachers and in turn improves teachers' job performance and further enhances students' academic achievements.
3. Principals in public secondary schools in Kwali Area Council, should ensure that they adopt these communication skills which include friendliness, listening, confidence and feedback which will in turn aid their relationship with teachers thereby leading to improve job performance of teachers and further enhances students' academic achievements

4. Teachers on the hand should also ensure that they give full cooperation to principals because feedback is a completion of communication process. Hence, when teachers convey the required emotion in the communication process, it enhances smooth communication between principals and teachers and further enhances students' academic achievements.

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