

Demographic and Personality Variables as Predictors of Principals' Performance in Communication in the Management of Secondary Schools in South-South, Nigeria

¹Ominini Brother Asako Walson Ph.D & ²Goodhope Chinenye Igwe Ph.D

^{1&2}Department of Educational Management, Faculty of Education,
Ignatius Ajuru University of Education,
Rumuolumeni, Port-Harcourt, Nigeria.

¹walsonomis@yahoo.com, ²goodhope.igwe@iaue.edu.ng

Abstract

The study examined the relationship between demographic and personality variables and principals' performance in communication in the management of secondary schools in south-south, Nigeria. The study adopted the correlational survey design. Two research questions guided the study, while one null hypothesis was tested at 0.05 level of probability. The population of the study comprised of 1,356 principals and 27, 340 teachers of public secondary schools. A sample of 310 principals of government owned state secondary schools obtained using Taro Yamen's formula was used for the study, while 1,860 teachers rated their principals. Proportionate stratified random sampling was used to select the number of principals and teachers in the 18 Senatorial Zones in the six states of South-South for fair representation. The Principals' Communication Performance Scale (PCPS) was the instrument for data collection. This instrument was face validated by three experts and their overall internal consistency reliability co-efficient index obtained through Cronbach alpha method was 0.72. The data collected were analyzed using means, standard deviations and Pearson Product Moment Correlation Co-efficient for the research questions, while multiple regressions and associated t-test was used to test the null hypothesis. The findings revealed that principals' performance was high in communication. Leadership styles and location had substantial correlation coefficient with principals' performance in communication. Demographic and personality factors had joint significant relationship ($p < 0.05$) with principals performance in communication. These variables predicted 25%, of the variance in communication. Leadership style and location predicted the performance of principals in communication. Based on these findings, it was recommended that in the appointment of principals, leadership behavior and school location should be considered since these variables had significant and substantial relationship with principal's performance in communication. Besides, training and re-training programs should be given to principals with a view to helping them adopt more open leadership styles characterized by effective communication.

Keywords: Demographic, Personality, Principals, Secondary schools, Management, Communication, Performance.

1. Introduction

The existence and importance of Secondary Schools in the educational system has been expressed by several authors. Secondary school is a six-year form of education given to children after primary school and before tertiary education. The National Policy of Education (Federal Republic of Nigeria, 2014), stated that the aim of secondary education is to prepare

individuals for useful living within the society and for higher education. The Principal is the administrative head of secondary School and carries out functions such as communication in the day-to-day management of secondary schools. Communication is a basic administrative responsibility of the principal in ensuring that educational goals are achieved. Communication according to Craig (2009) is the process of sharing information and exchange of significant messages, ideas, attitudes, and feelings in ways that produce a degree of understanding between two or more people. Helene (2008) describes communication as the process of creating and exchanging messages. The process includes several key elements such as network, interdependence, relationship, environment, uncertainty and messages. Communication is the process by which information, ideas and feeling are convey in the simplest form to recipient for easy understanding; and the ability on the other part of the recipient to reciprocate in such a way that he can easily be understood. In this regard, communication is defined as the exchange of information, feelings or messages between the principal and other members of the school system for effective achievement of school goals. If the principal's communication style is unfavorable to teachers working with him, there is the tendency that the teachers would not co-operate with the principal and performance would be affected.

Principal's performance in communication is how well or frequently the principal carries out his roles in communication. The effective performance of principals in communication determines to a large extent the growth and development of secondary schools in Nigeria. The more frequently principals carry out their functions in communication, the higher their performance and the better for the achievement of school goals. Arlestig (2008) noted that a principal who has limited time to communicate school issues could compound problems which would have been solved more easily with effective communication. Communication is important in any social setting because it is one of the chief means by which its members work together. According to Hoy & Miskel (2005), the influence an executive has over his subordinates is partly dependent on the existence of a complete and sensitized communication system. Communication according to Kate (2010) is vital in the relationship governing employers and their employees, supervisors and their subordinates. It is the process through which work gets done by way of giving instruction. In almost all school activities, communication plays an important role. Miller (2006) stated that the aims of schooling are understood and communicated become prerequisites for what activities and perspectives are valued which lead to further actions. This implies that communication is both a way to understand various processes in the schools system which helps to influence the actions of others.

The purposes of communication have been highlighted: Oboegbulem and Onwurah (2011) enumerated the purposes of communication in the school system as: influencing the performance of organizational members – that is to motivate, direct, instruct, and evaluate; to clarify and express feelings; and to serve as an information input or exchange. In the school system, communication is vital in the relationships between principals, teachers, students, parents and the public for the achievement of the goals and objectives of education. With effective communication, ideas, attitudes and opinions are exchanged between the school and the public. Oboegbulem and Onwurah further noted that the medium of communication is perhaps one of the most crucial determinants for effectiveness of communication in the school system. They enumerated the following as medium the principal could use to enhance communication in the management of secondary schools. These include school morning assembly, letters and memoranda, staff meetings, school rules and regulations, signs, meeting with school functionaries, and prefectural representatives. If the principal's communication style is unfavorable to teachers working with him, there is the tendency that the teachers

would not co-operate with the principal and productivity would be affected. Hallinger and Heck (2009) noted that principal must foster an environment of open communication between teachers and principals, teachers and teachers, and teachers and students for the overall interest of all in the school system.

The performance of principals in the management of secondary schools in South-South Nigeria has remained questionable in contemporary times as there is still public outcry in the standard of education. Several authors attributed it to the performance of school administrators in specific task areas like communication. Effective communication could play an important part in all forms of relationship between the school and the public. However, for principals to perform efficiently in communication, certain qualities are essential. They need to adopt certain management styles and be motivated (Oredien, 2014). In other words, they ought to possess certain personality characteristics. Peretomode (2010) noted also that demographic variables such as age, gender, educational qualification, experience and marital status, could be advantageous or disadvantageous in the principals' performance of duties. It has been observed that demographic factors like educational qualification, experience, age, gender, specialization, marital status, and personality factors such as leadership style and motivation may have relationships with principal's performance in the management of secondary schools in South-South Nigeria with the belief that individual difference could enhance their performance. In the Nigeria setting, according to Ibukun (2011), age has been considered with other factors like qualification, sex, and experience in the appointment of teachers into position of principalship with the belief that these factors will make some individuals to be more effective than others.

Age is viewed as the length and time a man has lived from birth (Sturman, 2010). The general proposition is that younger principals exhibit better management capabilities than the older principals since individuals tend to gradually disengage from active work with age (Feldman, 1990). This was buttressed by Oredien (2014) that showed a positive relationship between principals' productivity and age. However, in a study Domina (2015) found that there was no significant relationship between principals' age and administrative performance. Due to these inconsistencies, it has become necessary to determine the extent to which age relate to principals performance in communication in the management of secondary schools.

Research studies have included gender as an important factor in job performance. Gender, according to Pollard and Morgan (2002), refers to the socially constructed expectations for male and female behaviours which prescribe a division of labour and responsibilities between males and females. While some research studies showed evidence of male superiority over females in task performance (Uko, 2012), some others reported that females perform better in school administration (Daresh & Male, 2010). Following these disagreements over which gender performs better, this work seeks to contribute in resolving this controversy on gender as it affects principals' performance communication in the management of secondary schools. Another demographic variable that is presumed to influence principal performance is professional qualification.

Professional qualification, according to Akpan (2017), is the knowledge and skill acquired after a period of training and instruction by seasoned experts. Professional training exposes one to knowledge, skills, and values needed for effective job performance. Though professional qualification has some research evidence in support of its potential in improving principals' job performance (Nwangwu, 2006), Ogbaji and Oti (2006) posited that professional qualification of principals has no impact on their job performance. It is therefore important that the relationship between professional qualification and principals'

performance in communication be examined. Experience may also be in the performance of principals in secondary school.

Experience as viewed by Sturman (2010) is the culmination of context based events that a person perceives. It is the professional growth as a result of a period of continued work, training and retraining on the job and other related processes. Sturman further noted that experience has some level of influence on principals' job performance. It has been suggested by Nwangwu (2006) that experience assists in developing the required social and intellectual skills, in learning how to work closely with other people and in finding out about individual interests and differences. This indicates that experience may be related to performance. However, Ogbaji and Oti (2006) opined that the length of time one stays on a job does not necessarily make one efficient; and argued that professional training is a more important factor than on-the-job experience in an administrator's job performance. It is therefore important to determine the extent experience relates to principals' performance in communication in the management of secondary schools. Another variable that may influence performance of principals is perhaps marital status.

Marital status is the state of being married or not married, separated, or widowed by a man or a woman (Anyanwu, 2009). It has been suggested by Erukoha cited in Walson (2015) that marital status influences teachers and administrators motivation, commitment to duty and task performance; and that married school administrators and teachers were more satisfied than the single ones. This implies a significant positive relationship between marital status and task performance. However, Okpalogu (2008) found an insignificant relationship between marital status and students' achievement in schools administered by married and single principals. It is therefore necessary that the relationship between marital status and principals' performance in communication be determined in the management of secondary schools.

Leadership styles, according to Oboegbulem and Onwurah (2011) are the underlining need structure of an individual that determines his behavior in various leadership situation. It is the consistency of the leader's goal or need as he/she functions in different situations. Leadership styles may be task or worker oriented, democratic, autocratic, eclectic or laissez-faire. Oredien (2014) submitted that variables like sex, experience and qualification do not influence performance with respect to staff and students achievement, rather school factors such as style of principal's management do influence the staff and students achievement. While some research studies showed evidence of the superiority of democratic leadership style over autocratic style in tasks performance of the principals (Walson, 2015), some others reported that principals who adopt eclectic leadership style achieved more results than those who use democratic and autocratic leadership styles (Osuku, 2013 and Gareth and Jennifer, 2016). An understanding of the leadership styles used by principals may be very essential. Therefore, it is important to determine the extent to which leadership styles relates to principals' performance in communication in the management of secondary schools.

Motivation is described as the psychological forces that determine the direction of a person's behaviour, level of effort and persistence in an organisation (Hoy and Miskel, 2005). It is concerned with the forces that influence people's behaviour in certain ways. Motivation is therefore necessary for effective performance at work. In the view of Sinden and Hoy (2008), the principal who is the chief executive officer of a secondary school needs to be well motivated towards achievement of educational goals. Ekere (2010) asserted that no matter how automated an organization may be, high productivity or performance depends on the level of motivation. The relationship between motivation and principals' performance in communication is to be examined in this study.

Nwosu (2009) noted that from available evidence, it has been discovered that the methods of selection of secondary school principals in Nigeria, which does not consider these demographic and personality variables is unsatisfactory and gives room for concern. The consequence of this anomaly according to Nwadinigwe (2007) is probably that most of the school principals may grope around and often use trial and error method in the day-to-day school administration. This gives rise to low morale and poor work attitude that affect their performance. There are theoretical connections among these demographic and personality variables and performance. There is also empirical evidence of the likely connection between these variables and principals' performance. The relationship may differ depending on the task areas of the management of secondary schools.

Therefore, there is the need to examine the relationship between these variables and principal's performance in communication in the management of secondary schools. The extent to which these variables relate with principals performance in communication in the management of secondary schools in South-South, Nigeria may not have been determined. Therefore, the problem of the study is: To what extent do demographic and personality variables relate with or predict principals' performance in communication in the management of secondary schools in South-South, Nigeria?

2. Purpose of the Study

The main purpose of the study was to determine the relationship between demographic and personality factors, and the performance of principals in communication in the management of secondary schools in South-South, Nigeria. Specifically the study sought to ascertain the:

Demographic and personality correlates of principal's performance in communication in the management of secondary schools.

Demographic and personality factors that predict principals' performance in communication in the management of secondary schools.

Research Questions

The following research questions are posed to guide the study.

What are the principals mean performance scores in communication in the management of secondary schools in South-South, Nigeria?

What are the correlation coefficients between demographic and personality variables and principals performance in communication in the management of secondary schools in South-South, Nigeria?

Hypothesis

The following null hypotheses were tested at 0.05 level of probability.

Demographic and personality variables do not significantly predict principals' performance in communication in the management of secondary schools in the South-South, Nigeria.

3. Methodology

The study adopted the co- relational survey design. The population of the study comprised all 1,356 principals and 27, 400 teachers of public secondary schools in South- South, Nigeria. The sample for the study is 2170 respondents which consisted of 310 principals and 1,860 teachers of government owned secondary schools obtained using Taro Yamen's formula. The teachers were sampled to rate their principals. To arrive at the sample size of 310 principals, proportionate stratified random sampling technique was used, while disproportionate stratified random sampling technique was used to select the required number of teachers per senatorial zone for fair representation. The Principals' Communication Performance Scale (PCPS) was used for data collection. It was a researcher developed instrument for the study. This instrument was face validated by three experts in Educational management and Measurement and Evaluation. The experts made necessary correction on the question items to

ensure that they measure what was expected to be measured based on the objectives of the study. The corrections were reflected in the final copy of the instrument. Decisions related to the performance of principals using the instrument were based on the mean ratings using real limits of numbers. 0.5-1.49 represented Never (N), 1.50-2.49 represented Occasionally (O), and 2.50-3.49 represented Frequently (F), while 3.50-4.49 represented Very Frequently (VF). On trial testing of the instrument on one administration using 20 teachers and ten principals, the overall internal consistency reliability co-efficient index obtained through Cronbach alpha method was 0.72. Data were collected through direct delivery method by the researcher and seven research assistants. Means, standard deviations, and Pearson Product Moment Correlation Co-efficient were used to answer the two research questions while multiple regressions and associated t-tests were used to test the hypothesis at 0.05 levels of significance.

Results

The results were presented in line with research questions and null hypothesis that guided the study as showed in the tables below.

Research Question One: What are the mean scores of principals’ performance in communication in the management of secondary schools in the South-South, Nigeria?

Table 1: Mean Ratings of Teachers’ Responses on Principals’ Performance in Communication

S/N	Questionnaire items (Communication)	X	SD	DEC
	My Principal			
1.	Discusses the school’s goals and mission with teachers at meetings	3.01	.85	F
2.	Informs staff and students about school rules and guidelines	3.08	.82	F
3.	Encourages teachers to discuss their problems with him/her.	2.55	.96	F
4.	Mention the school’s goals or mission in fora with students (e.g., in assemblies)	2.78	.87	F
5.	Sends out information about students to parents and guardians	2.69	.89	F
	Cluster	2.82	.61	F

F = Frequently, DEC = Decision

Data in table 1 revealed that all the items from 1-5 had high mean scores. Item 1 has a mean scorer of 3.01 and standard deviation of .85. The decision taken showed that respondents were of the opinion that, principals frequently discusses the school’s goals and mission with teachers at meeting. Item 2 have a mean score of 3.08 and standard deviation of .82. The decision taken that the respondents were of the opinion that principals frequently inform staff and students about school rules and guidelines to enable them adjust properly. Item 3 have a mean score of 2.55 and standard deviation of .96. The decision showed that respondents are of the view that principals frequently encourage teachers to discuss their problems with them. Item 4 have a mean score of 2.78 and standard deviation of .87. The decision taken showed that the respondents were of the opinion that, principals frequently mention the school’s goals or mission in forum with students like morning assemblies. Item 5 have a mean score of 2.69 and standard deviation of .89. The decision showed that the respondents were of the opinion that, principals frequently send out information about students to parents and guardians. The cluster mean of 2.82 and standard deviation of .61 showed that Principals frequently communicate school matters to students, and teachers for their guidance.

Research Question Two What are the correlation coefficients between demographic and personality variables and principals’ performance in communication in the management of secondary schools in South-South, Nigeria?

Table 2: Correlation Coefficients between Principals' Demographic and Personality Variables and Performance in Communication. (N = 310)

Variables			r ²	Percentage
Age	Pearson correlation	-.065	0.004225	0.42
	Sig. (2-tailed)	.257		
Gender	Pearson correlation	.024	0.000576	0.06
	Sig. (2-tailed)	.668		
Educational Qualification	Pearson correlation	-.071	0.005041	0.5
	Sig. (2-tailed)	.213		
Area of Specialty	Pearson correlation	-.086	0.007396	0.74
	Sig. (2-tailed)	.129		
Experience as Principle	Pearson correlation	-.055	0.003025	0.3
	Sig. (2-tailed)	.337		
Experience as VP	Pearson correlation	.017	0.000289	0.03
	Sig. 2(2-tailed)	.770		
Marital Status	Pearson correlation	-.079	0.006241	0.62
	Sig. (2-tailed)	.163		
State	Pearson correlation	.054	0.002916	0.29
	Sig. (2-tailed)	.334		
Location	Pearson correlation	-.130*	0.0169	1.69
	Sig. 2(2-tailed)	.022		
Leadership Style	Pearson correlation	.451**	0.2034	20.34
	Sig. (2-tailed)	.000		
Motivation	Pearson correlation	.043	0.001849	0.19
	Sig. (2-tailed)	.452		

The correlation coefficients between location and leadership styles of principals and performance (-.130, and .451 respectively) were substantial. However that of location was negative. Therefore, principals whose schools were located in the urban areas were more effective in communication than principals in the rural areas. Location explained 1.69% of the variance in principals' performance in communication. Principals that exhibited open leadership style communicate more effectively than principals that exhibited close leadership style. Leadership style explained 20.34% of the variance in principals' performance in communication. There was no substantial relationship between age (-0.65), gender (.024), educational qualification (-.017), area of specialty (-.086), experience as Principal (-.055), experience as Vice Principal (.017), marital status (-.079), state of origin (.054), motivation (.043), and principals performance in communication.

Hypothesis (H₀₁): There are no significant linear relationships between demographic and personality variables, and principals' performance in communication in the management of secondary schools in the South-South, Nigeria.

Table 3: Analysis of Variance of Regression on Communication

Model	Sum of squares	df	Mean square	F	Sig.
Regression	177.568	11	16.143	9.025	.000
Residual	533.000	298	1.789		
Total	710.568	309			

Predictors: (Constant), Age, Gender, Educational Qualification, Area of Specialty, years of experience as Principal, years of experience as Vice Principal, Marital Status, State, Location, Leadership Style, and motivation.

Table 3 showed that F-value of 9.025 was significant at 0.000. It indicated that the demographic and personality variables of principals were significantly related to principals' performance in communication. Therefore, the null hypothesis of no significant linear relationship between demographic and personality variables and principals' performance in communication was rejected.

Table 4: Model Summary for Communication

Model	R	R Square	Adjusted R	Std. Error of the Estimate
	.500 ^a	.250	.222	1.33738

The coefficient of determination (R^2) is 0.250. This indicates that 25% of the variance in communication is caused by variations in the predictor variables. Therefore, 25% of the variance in communication is predicted by demographic and personality variables.

Table 5: t-Values of the Demographic and Personality Variables on Communication

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	7.161	2.162		3.313	.001
Age	-.021	.025	-.045	-.826	.409
Gender	-.057	.169	-.018	-.338	.735
Educational Qualification	-.072	.167	-.023	-.431	.667
Area of Specialty	-.278	.199	-.075	-1.393	.165
Experience as Principal	-.002	.016	-.006	-.105	.916
Experience as VP	.003	.017	-.011	.205	.839
Marital Status	-.472	.242	-.104	-1.950	.052*
State	.066	.046	.075	1.425	.155
Location	-.406	.161	-.134	-2.527	.012**
Leadership Style	.223	.025	.457	8.966	.000**
Motivation	.013	.010	.067	1.293	.197

(** Sig. at $P < 0.05$; * Sig. at $P < 0.1$)

To determine which of the variables were significantly related to or predicted principals' performance in communication, the t-values of each variable were presented in table 5. The t-values were age (-.826, $P < 0.409$), Gender (-.338, $P < 0.735$), Educational qualification (-.431, $P < 0.667$), Area of specialty (-1.393, $P < 0.165$), Experience as principal (-.105, $P < 0.916$), Experience as Vice-principal (0.205, $P < 0.839$), Marital status (-1.950, $P < 0.052$), State of origin (1.425, $p < 0.155$), Location (-2.527, $P < 0.012$), Leadership styles (8.966, $P < 0.000$) and motivation (1.293, $P < 0.197$). Out of the demographic and personality variables, only location and leadership style had significant relationship ($P < 0.05$) with and predicted Principals' performance in communication. Principals whose schools were located in rural areas were less effective in communication than those in the urban areas. Principals who exhibited open leadership style were more effective in communication than those who exhibited close leadership style. The relationship between marital status of principals and their performance in communication tended towards significance ($P < 0.052$).

4. Discussions of Findings

The Extent of Principals' Performance in Communication in the Management of Secondary Schools

The results revealed that Principals frequently communicate school matters to students, and teachers for their guidance. Principals in south-south, Nigeria frequently discussed schools' goals and mission with teachers at meetings, informed staff and student about school rules and guidelines to enable them adjust properly, encouraged teachers to discuss their problems with them, mentioned the schools' goals or mission in forum with students like morning assemblies, and sent out information about students to parents and guardians. These findings agree with that of Okwor (2012) that principal regularly meet with teachers and students to discuss school activities, and disseminate information regularly to staff and students. Buttressing these findings, Hallinger and Heck (2009) noted that principal must foster an environment of open communication between teachers and principals, teachers and teachers, and teachers and students for the overall interest of all in the school system. If the principals' communication style is unfavorable to teachers working with him, there is the tendency that the teachers and other stakeholders would not co-operate with the principal and administration of the school would be affected. Communication is therefore important in school management to the extent that any lacuna in the communication system due to imperfection in the channels of flow could prevent the achievement of expected goals. Hence, Walson and Earnest, (2020) reiterated that school administrators need to take proactive steps to understand and apply communication medium that are positive oriented in contemporary times for the benefit of school organizations.

Demographic and Personality Variables as Correlates of Principals' Performance in Communication in the Management of Secondary Schools

The findings showed that there was substantial relationship between some demographic and personality variables and principals' performance in communication in the management of secondary schools. Location and leadership styles related with principals' performance in communication.

Location related with principals performance in communication. Principals whose schools were located in urban areas were more effective in communication than their counterparts in the rural areas. This could be attributed to principals' sensitivity of their schools proximity to government agencies where information is dispersed to the schools. Ikediugwu cited in Okonkwo (2020) in a study found that location was a strong factor in secondary school administration. Therefore, location is important in school administration, especially when urgency is required in processing information that would enhance the achievement of school goals.

Besides, the findings that there was a correlation between leadership style of the principals and performance in communication agrees with the assertion of Okorie (2010) who noted that leadership is an essential factor that propels the management of all internal and external aspects of an organization and attributes largely to the achievement of goals. The leader exerts much influence on how people interact, communicate and conduct the activities of the organization through motivation and delegation of duties. Shaman (2006) noted that the moral decadence and other social vices in our school system today can be changed through principals' leadership role in effective communication with the various stakeholders in the school system. This is because; no aspect of the school system works in isolation, but are interrelated through communication network.

Demographic and Personality Variables as Predictors of Principals' Performance in Communication in the Management of Secondary Schools

The findings of this study showed that the demographic and personality variables (age, gender, educational qualification, experience, marital status, location, state, motivation, and leadership styles) jointly had significant relationship with principals' performance in communication. The findings further showed significant relationship between some demographic and personality variables with principals' performance in communication. For instance, location of school had significant relationship with principals' performance in communication; there was significant relationship between leadership styles and principals' performance in communication. These findings agreed with that of Okpe (2010), on the influence of demographic variables and school climate on principals' job performance in public secondary schools in South-East, Nigeria. The results showed that educational qualification, experiences, and gender jointly and significantly influence principals' job performance. The results of this study also agreed with some aspects of the findings of Okpalugo (2008) who in a study found out that there was also a significant relationship between principals' age, gender, experience, qualification, marital status, and students' achievement. The finding of the study also showed that location had significant relationship with principals' performance in communication. These findings agreed with that of Akiri and Ugborugbo (2008) that performance of teachers was significantly influenced by location. Teachers in urban areas perform better than those in semi-urban and rural areas. The result of their study further revealed that the performance of female teachers was significantly influenced by location. Female teachers performed best in urban schools and worst in rural schools.

The findings of this study revealed that leadership style and had significant relationship with principals' performance in communication. Principals that exhibit a more open leadership style were more effective than those that exhibited close leadership styles in communication. Most effective school administrators were those that exhibited openness by communicating school activities to various stakeholders. These findings are not surprising because principals' whose relationships with others are characterized with mutual respect and warmth, with open channels of communication, articulated goals, and optimizing the use of resources for the achievement of school goals should perform well.

These findings agreed with those of earlier studies. Kolawole and Fashina (2009) reported that there was a significant relationship between principals' leadership style and job performance. Studies by Jack (2012), and Omeke and Onah (2012), also reported that there was significant relationship between Principals' relationship style and secondary school teachers job satisfaction and subsequent higher performance. However these, findings were contrary to earlier studies. Sawati, Anwar, and Majoka (2011) reported that there is no significant influence of any particular management style of high school administrators and schools' academic results.

The results also showed that marital status tended towards significance with Principals' performance in communication. These results agreed with that of Okpalugo (2008) on the relationship between principals' demographic variables and academic achievement. The results showed that schools administered by married Principals had the best results. However, these findings were contrary to that of Aguh (2003), who observed that marriage subject couples to more responsibilities which gives them time to follow up official matters or attend to their official work very regularly and subsequently affect their performance.

5. Conclusion

The following conclusions were drawn based on the research findings.

Principals' frequently communicated school activities to staff, students and other stakeholders. This task area is usually the concern of the principals in the day-to-day

management of the schools. Demographic and personality variables like Leadership style and school location predicted Principals' performance in communication. Principals that exhibited open leadership styles were more effective than those that exhibited close leadership styles in communication and became handy in improving their performance in communication in the management of secondary schools. On the other hand, schools that are located in the urban areas were more effective in communication than their counterparts in the rural areas due probably to their proximity to government agencies where information is dispersed to the schools.

Educational Implications

The findings of the study revealed that personality variable like leadership style had significant and positive relationship with Principals' performance in communication. The leadership behaviors exhibited by the principals from the findings of the study such as accessibility, communicating openness to staff about school activities; encouraging teacher's self-expression; creativity, and interaction; show of concern and respect for staff; and delegating duties to them enhanced teachers' co-corporation and commitment to duty and impacted positively on their performance in communication. Principals' open leadership styles were handy in predicting their performance in communication in the management of secondary schools in South-South, Nigeria.

Recommendations

Based on the findings of the study and the educational implications which have been highlighted, the following recommendations were made:

Demographic and personality variables like Leadership style and school location should be considered in the appointment of principals since they had significant relationship with Principals' performance in communication in the management of secondary schools.

Training and re-training programmes should be given to Principals with a view to helping them adopt more open leadership styles that will enhance their communication roles in the management of secondary schools.

References

- Aguh, E.C (2003). Principals' personal characteristics and administration of secondary schools in Rivers State. Unpublished Master's thesis, University of Port-Harcourt.
- Akiri, A.A, & Ugborugbo, N.M. (2008). An examination of gender's influence on teachers' productivity in secondary schools. *Journal of Social Science*. 17(3), 185-191.
- Akpan, F.F. (2007). Administration of community relations and principal's effectiveness in Cross Rivers State, Nigeria. Unpublished Ph.D thesis, University of Calabar.
- Anyanwu, J. (2009). Gender differences in marital dysfunction, occupational maladjustment and performance among clerical workers. *Journal of the Nigerian Academy of Education*, 5(1), 32-46.
- Arlestig, H. (2008). Structural prerequisites for principals' and teachers communication about teaching and learning issues. *Improving schools*, 11(3), 191-205.
- Craig, R.T. (2009). Communication theory as a field. *Communication theory*, 9(2), 119-161
- Daresh, K.J. and Males, I.R. (2010). Effect of teachers' age and gender on students' perception. Georgia: EDRS Books.
- Domina, T. (2015). Leveling the home advantage: Assessing the effectiveness of parental involvement in elementary school. *Journal of Sociology of Education*, 78, 233-249.

- Ekere, J.N. (2010). Motivational factors as correlates of Librarians' job satisfaction in Nigerian University Libraries. Unpublished Ph.D Thesis, Faculty of Education, University of Nigeria, Nsukka.
- Erukoha, J.O. (1999). Job Satisfaction among teachers: The role of the principal. Conference proceedings on management workshop for principals of secondary schools in Cross Rivers State, Calabar: Ministry of Education.
- Federal Republic of Nigeria (2014). National Policy on Education (4th edition), Abuja National Educational Research Council Press.
- Gareth, R.J. Jennifer, M.G. (2016). Contemporary management. (4th edition). New York: Mcgraw-Hill Company Inc.
- Hallinger, P. & Heck, R. (2009). Reassessing the principal's role in school effectiveness: A review of empirical research. *Educational Administration Quarterly*, 32(1), 5-44.
- Helene, A. (2008). Communication between principals and teachers in successful schools. Academic dissertation, Faculty of Social Sciences, Umea University, Sweden.
- Hoy, W.K. & Miskel, C.G. (2005). *Educational administration theory, research, and practice*, (7th edition). New York: McGraw Hill.
- Ibukun, O.A. (2011). Principal leadership effectiveness, Regent University. *International Journal of Leadership Studies*, 6(2), 23-29.
- Ikediegwu, V.C. (1999). A comparative assessment of leadership styles of male and female principals' in public secondary schools in Enugu State. Unpublished Ph.D. thesis, Faculty of Education, University of Nigeria, Nsukka.
- Jack, C.D. (2012). The correlation of the perceived leadership style of middle school principals to teacher job satisfaction and efficacy. Doctoral Dissertation, Liberty University, retrieved on 28/7/2019 from [www.view content.egi application/pdf](http://www.view.content.egi.application/pdf)
- Kate, T.(2010). The effect of communication in secondary schools, retrieved from <http://www.ehow.com/facts-5973855-effect-communication-secondary-schools.html#ixzz1SXVTEpPq>, Retrieved 3rd July, 2013
- Kolawole, S.O. & Fashina, S.O. (2009). Motivational factors and principals' job performance in secondary education in Ondo State, Nigeria. *International Journal of Educational Management* 3(1), 10-19.
- Linda,E.(2002). Human management. University of Nothingham, LindaElison@nothingham.
- Miller, K. (2006). *Organizational communication: approaches and processes* (4th ed.) Belmont, CA: Thompson/Wadsworth.
- Nwadinigwe, P.I. (2017). Gender differential in managerial grid among secondary schools in Lagos State. *The Counselor, Counseling Association of Nigeria*, 70-73.
- Nwangwu, I.O. (2006). Evaluation of the performance of secondary school teachers in Enugu state. Unpublished Ph.D thesis, Enugu State University of Science and Technology (ESUT), Enugu.
- Nwosu S. (2009). The complexity of secondary school administration - The principals' task. A keynote address delivered at the seminar/orientation course for principals and vice principals, Ministry of Education, Benin- Edo State.
- Oboegbulem, A. I & Onwurah, C.U. (2011). *Organization and management of education-A Nigerian Perspective*. Nsukka: Great AP Express Publishers.

- Ogbaji, A.C. and Oti, C.U. (2006). Performance based leadership education: An appraisal and criticism of its concept and operation. *Education leadership*, 61(7), 48-52.
- Okorie, F.S. (2010). Principals leadership strategies and attainment of educational objectives in public secondary schools in Akwa-Ibom State, Unpublished Ph.D thesis, Institute of Education, Rivers State University of Science & Technology, Port Harcourt.
- Okpalugo, E.N. (2008). Relationship between principals' demographic variables and the academic achievement of students in Rivers State. Unpublished M.Ed Thesis, Department of Educational Management, University of Port Harcourt.
- Okpe, P.C. (2010). Influence of demographic variables and school climate on principals' job performance in South-East, Nigeria. Unpublished Ph.D thesis, Faculty of Education, University of Nigeria, Nsukka.
- Okwor, P.C. (2012). Relationship between principals' demographic characteristics and organizational effectiveness in secondary schools in Kogi State. Unpublished M.Ed thesis, Faculty of Education, University of Nigeria, Nsukka.
- Omeke, F.C. & Onah, K.A. (2012). The influence of principals' leadership style on secondary school teachers' job satisfaction. *Journal of Educational and Social research*, 2(9), 45-53.
- Oredein, A.O. (2014). Predictors of managerial effectiveness in schools. *Journal of Educational Research*, 3(1), 208-216.
- Osuku, E.D. (2014). *Managerial psychology-A compendium*. Port –Harcourt: Minson Publishers.
- Oyewale, B. K. & Alonge, H.O. (2013). Principals' instructional supervisory role performance and teachers' motivation in Ekiti Central Senatorial District of Ekiti State, Nigeria. *Journal of Educational and Social Research*, 3(2), 295-302.
- Peretomode, V.F. (2010). *Educational administration applied concepts and theoretical perspectives for students and practitioners*. Lagos: Joja Educational Research and Publishers.
- Polland, M.S. & Morgan, S. P. (2002). Emerging parental gender indifferences and sex composition of children in third birth. *American Sociological Review*, 67, 600-613.
- Sawati, M. J., Anwar, S. & Majoka, M. I. (2011). Principals' leadership styles and their impact on schools' academic performance at Secondary Level in Khyber Pakhtoonkhwa, Pakistan. *Interdisciplinary Journal of Contemporary Research in Business*, 3(1), 10-39.
- Shaman, A.F. (2006). Attributes of principals leadership styles and capacities in secondary school administration. In Hoy, W.K. & Miskel, C.G. (eds.) *Educational leadership and reform*. Greenwich: Information Age Publishing.
- Sinden, J.E. & Hoy, W.K. (2008). A quality analysis of enabling school structure: Theoretical, Empirical and Research considerations. Working paper. The Ohio State University. Retrieved 24/7/2011.
- Sturman, M.C. (2010). *Times and job performance: A three-part study examining the relationship of job experience, organizational tenure, and age with job performance*. New York: Centre for Advance Human Resources Studies working.
- Uko, E.S. (2012). Gender, leadership styles and administrative effectiveness of principals in Cross Rivers State. *Global Journal of Educational Research*, 1(1), 1-8.

- Walson, O.B.A (2015). Demographic and personality variables as correlates of principals performance in the management of secondary schools in South-South Nigeria. Unpublished Ph.D thesis, University of Nigeria, Nsukka. www.unnvisuallibrary
- Walson, O.B.A and Earnest, C. (2020). Communication in schools. In Okwo, F.A. & Walson, O.B.A.(Eds). Educational management, issues and principles. Port-Harcourt: Pearl Publishers.
- Okonkwo, J.A. (2020). Leadership in school administration. In Okwo, F.A. & Walson, O.B.A.(Eds). Educational management, issues and principles. Port-Harcourt: Pearl Publishers.