



Principals Communication Skills and Motivation as Correlates of Teachers Productivity in Mission Secondary Schools in Delta State

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ABSTRACT

This study examined principal's communication skills and motivation as correlates of teacher's productivity in Mission secondary schools in Delta State. Two objectives, two research questions and two hypotheses guided the study. The study adopted a correlational research design. Population of the study was all the 1,188 school personnel, (114 vice principals and 1,073 teachers) in the 40 Mission schools in Delta State. Sample size of the study was 668 school personnel comprising 114 vice principals and 549 teachers. Stratified sampling technique was used for sample selection. Two scales titled "Communication Skills and Motivation Scale, (CSMS)" and Teachers' Productivity Scale (TPS) were used to gather information from the respondents which was face and content validated by two Measurement and Evaluation experts in the University of Port Harcourt. Reliability of the instrument was determined through split-half reliability test and co-efficients of 0.76 and 0.73 were obtained for the dependent and independent scales of the instrument. Data obtained were analyzed using Pearson Product Moment Correlation (r) statistics to answer the research questions while regression analysis of variance was used to test the hypotheses at 0.05 level of significance. The result of the study showed that communication skills and motivation have low positive relationship of $r=0.15$ and $r=0.14$ with teachers' productivity in these schools. Based on this finding, it was recommended that a combination of oral and written communication technique should be used by principals to improve teacher's productivity in Mission secondary schools in Delta State.

Keywords: Communication Skills, Motivation. Teachers Productivity, Mission Secondary Schools, Delta State

INTRODUCTION

A teacher is a person trained in knowledge, skills, attitude and values, in a formal training institution, to teach or impart same to the learners in the most acceptable way. (Amaele 2010). Asiabaka and Emenalo (2011) describes the teacher as the human catalyst who intentionally influences the interaction among teachers, learners and the environment of the learner by restructuring the environment in such a way that the learners will acquire the desired knowledge, skills and attitudes and meaningfully contribute to the development of humanity at an appropriate time. Hence, the success or failure of any education system depends to a large extent on the quality and calibre of teachers who are the interpreters and transmitters of desirable knowledge, skills, attitudes and values in the society. According to Olaniyan (2009), productivity of teachers might be depicted as the responsibilities executed by an instructor at a particular time in the educational structure in attaining administrative objectives. Productivity is somewhat, what a singular individual does. Execution of the instructors in educational institutions is exceedingly impacted by motivation.

Emphasizing on principals' communication skills and teacher's productivity, Mbiti (2010) remarked that communication is the lifeblood of any organization. No institution can meet the needs of its people without proper communication. Information has to flow from the school management to the staff and students. The principals must brief heads of departments before disseminating the news to

other members of staff and students. Principals should however make judicious use of communication skills to encourage good communication between the school and community, establish close relationship between parents by holding meetings with them at intervals, and building parents-teachers link (Wilbur, 2015). This is important for the successful administration of the school.

The importance of communication skills in administrative effectiveness of the principals cannot be over emphasized perhaps, that is why Morgan (2012) lamented that; possibly the most vital and fundamental element in the management process is based on working with people, which is done through some forms of communication. He stated further that the success of administrative actions depends to a large extent on the effective use of communication process. Nwankwo and Luisggel (2012), also stated that keeping everyone informed is a positive way of ensuring effective leadership, co-operation, co-ordination, support and commitment and improving job.

Several studies emphasize that effective communication can enhance institutional outcomes (Garnett, Marlowe, and Pandey, 2008). Communication can influence the perceptions and opinions about persons, communities, organizations, governments, and even society. One of the outcomes of administrative communication is related to the flow of information, regulations, policies, and procedures (Harold, 2010). Communication is essential to any kind of organization and information plays a crucial role in effective communication. Theories on organizational communication has evolved from the concept as a tool of management designed to facilitate task completion and as such was to operate as one of many organizational variables (Shockley-Zalabak, 2006). As a tool of management, communication is “the central means by which individual activity is coordinated to devise, disseminate, and pursue organizational goals” (Gardner, Paulsen, Gallois, Callan, and Monaghan, 2011). It is a tool for an organization to operate as a system.

From the scientific management point of view, communication is a tool of organizational design to facilitate and operate task completion so that the theorists had emphasis on communication flow from supervisors to subordinates (Shockley-Zalabak, 2006). Likewise, Taylor’s scientific management was operated by a well-defined chain of command and specific division of labour. These two principles were developed based on work standards and measurement of standards. From his point of view, communication can be explained as a tool to increase the efficiency and effectiveness of the chain of command, rules, and regulations.

On the other hand, many scholars view communication as a core process of organizing (Jones, Watson, Garner, and Gallois, 2014; Weick, 2007). As the human behaviour perspective has been important in the atmosphere to emphasize cooperation, participation, satisfaction, and interpersonal relationships among workers, communication-related issues have also been recognized for organizing processes. Effective communication was a cornerstone of the human behaviour perspective, so theorists emphasized interactive communication among employees to improve mutual trust. They also recognized the importance of both formal and informal communication (David, 2011). This perspective has provided an idea about communication as an organizing process of human interaction and has influenced the theoretical backgrounds of communication theorists. Weick (2007), for example, said “Interpersonal communication is the essence of organization because it creates structures that then affect what else gets said and done and by who the structures themselves create additional resources for communication such as hierarchical levels, common tasks, exchangeable commodities, and negotiable dependencies.” Jones, Watson, Garner, and Gallios (2014) also understood communication as “an essential element in the on-going organizing process through which social structures are produced, reproduced and changed.” As an organizing process, communication is not just a tool of management but a critical element to affect management.

Empirical evidence shows that communication breakdown was the greatest barrier to cooperate excellence. Inefficient communication in any organization (school) is symptomatic of a faulty cooperate chain. Effective communication promotes good working relationship between the management and the organizational workers. It also enhances good rapport between the superior and subordinates and everybody working in a particular organization. It must be noted that organizational efficiency depends on the effective communication patterns adopted by the organization (Bernstein, 2012).

Palsey (2013) in his research on thinking about school as organization concluded that organization may be said to exist, when there are people with abilities to communicate, willingness to contribute and who have aims and purposes in common. To explain the influence of communication skill on

administrative effectiveness of principals therefore, Scott and Mitchell (2016) mentioned four (4) major functions of communication as follows:

- 1 Communication gives employees the opportunity of expressing their feelings and also serves as a medium for conflict resolutions, reducing tensions and refining direction for individuals.
- 2 It serves a motivational function of encouraging achievements in subordinates.
- 3 It provides the necessary information for decision-making.
- 4 It is used to control the activities in an organization (school).

Washington's (2007) survey of 143 9th and 10th grade high school staff investigated the relationship between the perceived communication style of the principal and staff's emotional state, job performance and job satisfaction and found that there is a significant effect of principal's communication styles on teacher's job satisfaction and performance. In his series of studies over a five-year period, Whaley, (2009) attempted to determine whether or not a relationship existed between a school principal's communication effectiveness and teacher's performance on the job. Respondents rated their immediate supervisor's effectiveness in communicating five factors: mission, goals, feedback, rewards, and support. The results indicated that there were similar perceptions of principals' communication effectiveness as well as degrees of job satisfaction of staff. In other words, the researcher found out that there is a significant relationship between how they perceived their principals' communication and how satisfied they are on the job (Whaley, 2009).

AlFahad, AlHajri, and Alqahtani (2013) indicated that when both styles were used (transformational or transactional), staff were motivated to achieve, and that both styles were significantly positively correlated with staff's achievement motivation. Another study by Årlestig (2007) revealed that communication within the school merely transmitted the information necessary for conducting daily work, resulting in predictable behaviours, rather than stimulating learning and encouraging challenging dialogue about significant pedagogical and school improvement issues. The researcher divided his study into four subject areas: information flow, communication climate, message content, and organizational development.

Motivation is a critical variable in educational institutions as it upgrades staff productivity and efficiency. In truth, it is essential in deciding the effect of education. This is on account of the fact that motivated teachers will probably be focused on educational improvement of students and achievement of learning outcomes. Therefore, the teachers should be motivated with a specific end goal to enhance their job productivity. By and large, pay rates and wages are imperative stimulating components since they go far in fulfilling fundamental needs. In the event that a teacher is not motivated, the nature of job productivity will weaken.

According to Latt (2008), motivation and productivity are essential elements as far as association's achievements and accomplishments are concerned. In the event that progressions happen in outside setting then it is essential for an association to embrace that alteration since it might persuade to pick up a focused improvement. In support of this, the primary concern they required is the gifted and capable workers. According to Robbins et al., (2009) motivation plays a vital part in the institution since it expands the efficiency of workers and the objectives may be accomplished in an effective way. Workers' conduct can be transformed through motivation in any organization. Motivation additionally plays a vital part for teachers in light of the fact that it accomplishes their objectives in a proficient way.

According to Mustafa and Othman (2010) teacher motivation is critical in light of the fact that it enhances the abilities and information of teachers since it specifically impacts the student's accomplishment. Motivation can be intrinsic (inner) or extrinsic (outside). According to Wigfield, Guthrie, Tonks, and Perencevich (2004) intrinsic motivation alludes to inspiration determined by a concern or pleasure in the job itself, furthermore, subsists inside of the person instead of concentrating on outside force or a craving for prize. Intrinsically propelled employees are prone to perform their duties enthusiastically. They are likewise prone to investigate method for making strides their aptitudes and abilities. While extrinsic motivation alludes to exercises in environment which impact a person to take part in a sort of conduct. It originates from outside of the person. Rewards of cash or positions and threats of penalty as a consequence of awful conduct are samples of extrinsic motivation. Competition is likewise an outward help since it empowers the performer to succeed as well as to defeat others, not just to value the normal rewards of the movement. An encouraging crowd and the longing to win award are likewise extrinsic motivations. According to Bennell and

Akyeampong (2007), motivation might manipulate an employee's productivity in the direction of achievement of organizational goals and objectives.

According to Adair (2009), motivation covers every one of the motives which grounds a man to do something as well as the negative ones like apprehension alongside the more affirmative thought processes, for example, money, promotion or acknowledgment. The foundation of motivation is both intrinsic and extrinsic. Intrinsic motivation occurs when individuals take part in an action without outer impetuses. They get inspired when they can control the measure of exertion they put in an action since they know the outcomes they will get, won't be by good fortune. Intrinsic is motivation that is active by individual gratification, curiosity, or happiness.

Extrinsic motivation needs to do with incentives. Experts frequently balance intrinsic inspiration with extraneous inspiration, which is inspiration administered by support possibilities. Customarily, teachers regard intrinsic inspiration to be more attractive and to bring about preferable learning results over extrinsic inspiration (Deci, Koestner, and Ryan, 2009). Adelabu (2015) stated that teacher's motivation is exceptionally poor and teachers are likewise disappointed with their situation and compensation setting.

Dessler (2015) examined the perspectives of teachers in schools, their job performance and motivation. From a teacher's perspective motivation and job performance may be difficult to distinguish and motivation is often inferred from the output produced, the possibility of high motivation and low output or low motivation and high output is often not considered. The implications of either neglecting motivation or considering it a part of job performance for the empirically observed relationship between job performance and motivation can be significant. If effort is costly for an employee, ignoring effort can bias the estimated effect of job performance, because effort should increase job performance. As satisfaction is another very important thing in terms of motivation so employees are when satisfied with their job, organization environment, salaries, rewards, then automatically get motivated and show their best efforts towards their job performance.

Nadeem, Rana, Lone, Maqbool, Naz, and Ali (2011) stated that social and economic conditions of teachers have an effect on their performance i.e. low salary, lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have a strong impact on females teachers performance. The level of motivation of teachers reduced, when there is a poor social and economic condition in the place where the school is located. It was concluded that there is a significant relationship between these factors of motivation and the efficiency of female teachers.

Aim and Objectives of the Study

The aim of the study was to investigate principal's communication skills and motivation as correlates of teacher's productivity in Mission Secondary Schools in Delta State. Specific objectives of the study were to determine:

- i. The relationship between principal's communication skills and teachers' productivity in Mission Secondary schools in Delta State
- ii. The relationship between motivation and teachers' productivity in Mission Secondary schools in Delta State

Research Questions

The following research questions were formulated to guide the study:

- i. What is the relationship between principal's communication skills and teachers' productivity in Mission Secondary schools in Delta State?
- ii. What is the relationship between motivation and teachers' productivity in Mission Secondary schools in Delta State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- i. There is no significant relationship between principal's communication skills and teachers' productivity in Mission Secondary schools in Delta State.
- ii. There is no significant relationship between motivation and teachers' productivity in Mission Secondary schools in Delta State.

METHODOLOGY

Correlational research design was adopted for the study. The population of the study was 1,188 school personnel which was made up of 114 vice principals and 1,073 teachers in the 40 Mission schools in

Delta State. The sample size of the study was 668 school personnel made up of 114 vice principals and 549 teachers who were selected through stratified random sampling technique. Instrument used for data collection was questionnaire and they were titled “Communication Skills and Motivation Scale, (CSMS)” and Teachers’ Productivity Scale (TPS) and used to gather information from the respondents on the dependent and independent variables of the study. The instrument was face and content validated by two Measurement and Evaluation experts in the University of Port Harcourt. Reliability of the instrument was determined through split-half reliability test and co-efficients of 0.76 and 0.73 were obtained for the dependent and independent scales of the instrument. Data collected in the study were analyzed using Pearson Product Moment Correlation (r) statistics for answering the research questions while regression analysis of variance was used to test the hypotheses at 0.05 level of significance.

RESULTS

Research Question One

What is the relationship between principal’s communication skills and teachers’ productivity in Mission Secondary schools in Delta State?

Table 1: Pearson r on relationship between Principal’s Communication Skills and Teachers’ Productivity

Variables	Mean (\bar{x})	SD	r	r ²
Principals Communication Skills	25.98	3.74	.015	.000
Teachers’ Productivity	44.76	2.25		

Table 1 shows Pearson r on relationship between principals communication skills and teachers productivity. The result of the study revealed mean scores of 25.98, SD=3.74 for principals communication skills, and 44.76, SD=2.25 for teachers productivity. The computed $r=.015$ signified a positive relationship between principals communication skills and teachers productivity. The r^2 value of .000 indicates that principals communication skills influence teachers productivity by 0.00%. In conclusion, principals communication skills influence teachers productivity positively.

Hypothesis One

There is no significant relationship between principal’s communication skills and teachers’ productivity in Mission Secondary schools in Delta State.

Table 2: Regression analysis of variance on principal’s communication skills and teachers’ productivity

Model		Sum of Squares	df	Mean Square	F	Sig.	Decision
1	Regression	.661	1	.661	.130	.718 ^b	Not Significant
	Residual	3119.444	616	5.064			
	Total	3120.105	617				

Table 2 shows regression analysis of variance (ANOVA). The regression data for the study produced an $F(1,616) = .130$, $sig.=.718$. With $F(1,616) = .130$, $sig.=.718$, the relationship between principal’s communication skills and teachers’ productivity was not significant. Thus, the null hypothesis which states that there is no significant relationship between principal’s communication skills and teachers’ productivity in Mission secondary schools was retained.

Research Question Two

What is the relationship between motivation and teachers’ productivity in Mission Secondary schools in Delta State?

Table 3: Pearson r on relationship between Motivation and Teachers’ Productivity

Variables	Mean (\bar{x})	SD	r	r ²
Motivation	22.65	5.90	.014	.000
Teachers’ Productivity	44.76	2.25		

Data in Table 3 shows Pearson r on relationship between motivation and teachers productivity. The result of the study revealed mean scores of 22.65, SD=5.90 for motivation and 44.76, SD=2.25 for teachers productivity. The computed $r=.014$ signified a positive relationship between motivation and teachers productivity. The r^2 value of .000 indicates that motivation influence

teachers' productivity by 0.00%. In conclusion, motivation influences teacher's productivity positively.

Hypothesis Two

There is no significant relationship between motivation and teachers' productivity in Mission Secondary schools in Delta State.

Table 4: Regression analysis of variance on motivation and teachers' productivity

Model		Sum of Squares	df	Mean Square	F	Sig.	Decision
1	Regression	.569	1	.569	.112	.738 ^b	Not Significant
	Residual	3119.536	616	5.064			
	Total	3120.105	617				

Table 4 shows regression analysis of variance (ANOVA). The regression data for the study produced an F (1,616) =.112, sig=.738. With F (1,616) =.112, sig=.738, the relationship between motivation and teachers' productivity was not significant. Thus, the null hypothesis which states that there is no significant relationship between motivation and teachers' productivity in Mission secondary schools was retained.

DISCUSSION OF FINDINGS

Principal's Communication Skills and Teachers' Productivity

Finding on hypothesis 1 shows that there is no significant relationship between principal's communication skills and teachers' productivity in Mission Secondary schools in Delta State. This finding is not in agreement with Washington's (2007) who discovered that communication style of the principal and staff's emotional state, job performance and job satisfaction and found that there is a significant effect of principal's communication styles on teacher's job satisfaction and performance. This finding is also not in agreement with Årlestig (2007) who revealed that communication within the school merely transmitted the information necessary for conducting daily work, resulting in predictable behaviours, rather than stimulating learning and encouraging challenging dialogue about significant pedagogical and school improvement issues. This finding is also not in agreement with Whaley, (2009) whose results indicated that there were similar perceptions of principals' communication effectiveness as well as degrees of job satisfaction of staff.

Motivation and Teachers' Productivity

Finding on hypothesis 2 shows that there is no significant relationship between motivation and teachers' productivity in Mission Secondary schools in Delta State. This finding agrees with Dessler (2015) who established that motivation and job performance may be difficult to distinguish and motivation is often inferred from the output produced, the possibility of high motivation and low output or low motivation and high output is often not considered. This finding is also in line with Nadeem, Rana, Lone, Maqbool, Naz, and Ali (2011) who showed that level of motivation of teachers reduced, when there is a poor social and economic condition in the place where the school is located. This finding did not agree with AlFahad, AlHajri, and Alqahtani (2013) who indicated that when both styles were used (transformational or transactional), staff were motivated to achieve, and that both styles were significantly positively correlated with staff achievement motivation.

CONCLUSION

From the findings above, it was concluded that principals' communication skills and motivation were not significantly related to teachers' productivity in Mission Secondary schools in Delta State.

RECOMMENDATIONS

The following recommendations were made in line with the findings of the study:

1. Principals in Mission Secondary schools in Delta State should endeavour to enforce a mix of oral and written technique of communication in order to ensure the flow of relevant information that will improve teacher's productivity in the school.
2. Teachers should be motivated both financially and otherwise based on merit as this will go a long way to improve their job commitment as well as increase their level of productivity in all assigned responsibilities.

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