Managerial Styles as Correlate of Teachers Job Performance in Secondary Schools in Nigeria

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Abstract: **The development of any nation is primarily dependent on the education system available in the country. Education is nowhere without teachers playing a pivotal role in ensuring achievement in an educational institution. Teachers' job performance plays a crucial role in students' learning process. At every level of the educational system, teachers are the ones that execute the education programmes. The teacher maintains and improves the educational standard of every nation. Onye and Anyaogu (2017:1) opine that "the success or failure of any education system depends to a large extent on the quality, quantity and the caliber of teachers who are the interpreters and transmitters of desired knowledge, skill, attitudes, and values in the society". Teachers are arguably the most important group of professionals for the future of our nation. The increased importance in teachers' job performance has made it extremely important to identify the factors that influence their job performance.**

One factor that might influence teachers' job performance is organizational climate. The organizational climate dimensions were measured based on principals' managerial styles. "Principals can encourage effective performance of their teachers by identifying their needs and trying to meet them" (Adeyemi, 2010:10). This encouragement is very much dependent on various aspects of the managerial styles. Nwankwo in Uwazurike (2019:136) notes that a bad administrative leader may render ineffective even the best school programme, the most adequate resources and the most motivated staff and students.

I. INTRODUCTION

Job performance refers to an act of accomplishing or executing a given task. Teachers job performance can be defined as the actions they perform in schools in order to achieve educational goals (Hwang, Bartlett, Greben and Hand, 2017). According to Obilade in Muraina (2014) teachers' job performance could be described as the duties performed by the teacher at a particular period in the school system in achieving organizational goals. Therefore, teachers' job performance is the conscious commitment and participation of the teachers in the day to day administration of the school with the view to actualizing set school goals and objectives. The principals and teachers as human resources are sine qua non in the attainment of school goals, in terms of instructional leadership, pupils' discipline, academic achievement of the students, optimal use of existing school plants and other areas of teaching tasks for the overall actualization of set goals and objectives (Muriana, 2014). The principal as the chief executive of the school provides instructional leadership by coordinating curricular, extra-curricular programmes and is also responsible for the general administration of secondary school system. According to Chidobi (2012) the principal is the educational leader who is in-charge of the administrative task areas in secondary schools. It is his duty to ensure that goals of educational policies and programmes are realized.

Therefore, the importance of a school principal possessing the requisite managerial skills for the attainment of set goals and objectives of education for national transformation cannot be overemphasized. It is worthy to note that managerial styles are essential capabilities that determine the extent to which an executive or head of an organization (school) will succeed. Okoye in Emenalo (2013) viewed managerial style as the approach adopted by an executive in planning, controlling, organizing and directing the operations of an educational enterprise for the purpose of achieving the objective target set for the educational system as a whole. The styles of management that a principal decides to adopt in coordinating the affairs of a school could go a long way in either increasing or decreasing the morale of staff members especially the teachers. To achieve the goals of education, the principal should work in synergy with the teachers. Can we then say that there is good interpersonal relationship between principals and teachers? What are the best managerial styles a principal can adopt to improve teachers job performance? To improve teachers' job performance, principals should be abreast with the different management skills because human beings behave differently at different situations. However this paper using descriptive method will limit its discussion to the different managerial skills principals can employ to enhance teachers' job performance.

Management Skills

Managerial skills have been given different interpretations by different scholars. On his part, Fullan in Anyaogu (2016) defines managerial skills as the competencies required for effective and efficient planning, staffing, organizing, coordinating, controlling and decision-making. Sayed, Amin, Tehrani and Ali (2010) in Thompson and Ofojebe (2020) defined managerial skills as "specialized technical knowledge in certain jobs that managers possess to enable them perform their duties and roles". Therefore, managerial skills are the ability, knowledge and experience needed for the accomplishment of management tasks and for the attainment of organizational goals and objectives. In this view, principal

managerial skills refer to the ability to skillfully and successfully plan, supervise, organize, co-ordinate, control, make decisions and initiate actions that would aid and encourage teachers actualize schools' set goals and objectives. Scholars have identified some skills used by successful managers in both private and public organizations that are result oriented. Katz in Ifediatu (2017) elaborated on these globally accepted managerial skills as developed by Henri Fayol, which are; conceptual, human and technical skills. Muraina (2014) notes that managerial skills include; communication skills, supervisory skills, and organizational skills while Memisoglu (2015) identified managerial skills as: conceptual skills, technical skills and interpersonal skills. Notwithstanding, managers are at liberty to adopt managerial styles that would help in the actualization of organizational (school) goals and objectives.

Conceptual Skill: This skill enables the manager to coordinate all activities of the different parts of the organization. It is the ability to visualize or see the organization as a whole. It includes; analytical, creative and initiative skills. According to Katz in Ifediatu (2017), conceptual skills are mostly required by the top-level management. This is because they spend more time in planning, organizing and problem solving. It helps them to solve the problems for the benefit of the entire organization and also helps the managers to fix goals for the whole organization and to plan for every situation that may arise from time to time. Conceptual skill is the mental capabilities to initiate, organise, interpret and harmonise ideas and constructs related to the workings of the organisation and in keeping with the visions and goals of the entity. Conceptual skill allows the leader to think through ideas, abstractions and theorise on hypothetical conditions as well as making insights, strategizing via long and short term plans and putting them into action. Peretomode (2012) maintained that conceptual skill is mainly related to knowledge in as much as managerial effectiveness is strongly related to high-level intellectual and mental exercise requiring extensive access to organised knowledge and information. Consequently, the principals are expected to be creative individuals possessing divergent thinking ability, information processing and synthesizing capabilities as well as good memory. Okoye in Emenalo (2013) posits that conceptual skill enables the principal to perform the functions of building relationships, diagnosing the situation and generating an alternative course of action. Okoye further states that innovations and changes in the school are only possible when the change itself has been conceptualized–establishing a relationship for effective implementation of the modification. Changes or innovations in school should be from simple to complex; sweeping changes do not always lead to effectiveness. For instance, changes may be from a change of school belt or tie to switch to the whole uniform. Okoye lamented the conspicuous shortage of individuals possessing conceptual skill within the ranks of principals in secondary schools, emphasizing that conceptual ability has become increasingly necessary given the soaring diversity of contemporary management functions.

Human Skill/Interpersonal Skill: This skill includes the ability to work with people, motivate and inspire them. It implies interpersonal relationship. It helps the managers to understand, communicate and work with others. It makes the manager a cohesive team leader who understands and listens to various members of the group. Since all managers have to interact and work with people, this skill is therefore very essential. Interpersonal relationship skill is concerned with the ability of school managers to interact and work together with the subordinates to achieve school set goals and objectives (Thompson &Ofojebe, 2020).

A human skill can be referred to as skill that the principal adopts that gives room for good human interaction in the school. Basically, the tasks ahead of any school administrator are so enormous that it requires a lot of approaches in order to "live-up-to-expectations." The approaches apart from their personal qualities include, having good rapport with their members of staff, delegating part of their responsibilities with authorities to their staff members. This delegation enhances trust, cordiality and confidence between the school managers and staff. It also enhances the development of staff. In a school where the principal shows his/her cares about the staff, there is a greater tendency for such staff to feel more concerned with achieving the various tasks which they are called to perform. Giani and Obiechina (2019) assert that interpersonal relationship skills include the ability to work with people in order to motivate and inspire them. The principal needs to maintain cordiality and allow free flow of information through the teacher to him/her. The principal needs to make the teachers feel as part of the school not as visitors by giving full attention to their opinions and showing affection to them always. A Principal that gives room for interaction with teachers by allowing teachers to approach him/her at necessary time will have teachers that perform well in their jobs.

Technical Skill: This skill is the most needed at the top management level. In this skill more time is spent in planning, organizing and problem solving. It has to do with proficiency in activities such as managerial processes, procedures and strategization techniques. This skill is needed by managers to design and put into operation policies and plans. Technical skills help the managers to use different machines and tools effectively. Technical skill is the ability to perform task satisfactorily in a specialised area or discipline. This can be viewed as the principal's abilities, knowledge and expertise acquired through training, education and experiences that can be applied to solve management problems in the school. "Special abilities" and "expertise" are the two focal words for understanding the concept of technical skills. They highlight the importance of specialised training for principals to equip them to perform their duties efficiently. Oluremi (2013) reasoned that the rationale behind the adequate training of administrators is to prepare them to perform their administrative functions excellently. Technical skill is crucial for increased productivity of the school principal; the extent to

which a principal knows and applies technical skill in solving managerial problems goes a long way in determining the success of the school.

Technical skill include the ability to conduct structured interview during recruitment, ability to engage in short and long term strategic planning, ability to work on curriculum and extract the required scheme for the terms and sessions, ability to analyze and set-out rules and regulations, procedures and protocols governing the school's operations, ability to forecast and project the income and expenditures of the school in the light of economic and political realities, budgeting and costing and controlling capabilities as well as the ability to resolve conflict in the school among others. These abilities aid the principal in handling administrative matters smoothly (Cheng, in Opara and Nwokafor, 2020).The importance of technical skill calls for professionalization of principals in order to equip them properly for discharging their responsibilities effectively. This has become apparently imperative given the perceived poor or lack of technical ability demonstrated by some secondary school principals. This has evidently resulted in ineffective administration of such schools. Oluremi (2013) states that the prevailing situation in which appointment of heads mostly depends on the Bachelor's degree and rank requires a far-reaching upgrade, noting that master degree in education management should be made as a precondition for appointment into the position of secondary school principals. Ajayi and Oni in Oluremi (2013) assert that administrators should not only be trained in the art of administration alone but also should be trained on principles of administrative control. This enables them to ensure efficient operations of the school. For instance, the process involved in curriculum interpretation, classification and tabulation require a considerable degree of technical skill in areas of child development and motivational psychology, in order to accurately match child's developmental characteristics with the learning contents. It is crucial that administrators should collaborate with other staff in ensuring that learning content or experiences are consistent with the learner's interest. Learning experiences should be tailored to suit the future needs of the students' functional education.

*Supervisory Skill:*Okpe (2018) notes that supervision of teachers' instructional activities is very important as it helps to guide, direct and stimulate growth with the aim of improving teaching and learning. Through instructional supervision, teachers are assisted to improve on their strengths and overcome their weaknesses. This act also strengthens teachers' professional growth and development. Zachariah in Thompson and Ofojebe(2020;275) posits that the essential supervisory skills required of school administrators include the ability to solve instructional problems, building upon strengths of staff members, observe teachers in the classroom, design an instrument for evaluating instruction, analyze teaching, monitor teaching performance and adjust supervisory guidance. There should be thorough supervision

of teachers work so as to enhance teachers' job performance. However, it is worrisome that some principals give little or no attention to this all important aspect of educational management and this consequently leads to poor job performance by teachers.

II. TEACHER JOB PERFORMANCE

Performance could be described in various ways. It could be an act of accomplishing or executing a given task. It could also be described as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives. Douglas McGregor leadership theory X and Y developed the theory of job performance. Theory 'X' postulates that a negative attitude brings low performance, while theory 'Y' predicts that positive attitude results in high performance. The theory that a teacher exhibits influences his or her level of performance (Adeyemi, 2010). In this regard, teacher performance could be measured through a rating of his or her activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to job, extra-curricular activities, supervision, effective leadership, motivation and morale among others.

Teachers' job performance could be described as the duties performed by a teacher or teachers at a particular period in the school system to achieve organisational goals. It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. Achmad (2017) defined teachers job performance as "the result achieved in carrying out the tasks assigned to them based on their skills, experience, sincerity, and time available" However, it is noted that employees behave differently under different situations. Leaders here can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfy or meet them. Various activities or tasks executed by the teaching staff determine the teachers' job performance. In this regard, the teachers performance could be measured through annual report of his/her activities in terms of punctuality, performance in teaching, lesson preparation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers. High performance organizations achieve superior results by clarifying their strategy, streamlining their design (processes, systems and structure) and making each member of the organization a contributing partner to the business. For the attainment of a high level of efficiency, secondary school teachers are expected to participate regularly in professional development activities. These activities may be intended to help teachers to learn new teaching methods, broaden their subject matter content knowledge, or stay informed of changing policies, among other purposes. Though, there seems to be outstanding teachers' job performance in secondary schools in Nigeria, there is still need for improvement. To this effect, Principals should boost their

managerial styles and also improve on their communication skills for the teachers' better performance.

Managerial styles and Teachers' Job performance

Personnel management is that part of school management which is concerned with the management of human beings in an organization. It seeks to bring together and develop into an effective educational organization, men and women who make up the teaching workforce, enabling each to make his own best contribution to its success. Teachers are among the personnel in an organization like a school. Meanwhile, personnel management is that specialized activity of the organization which caters for the employment, development and utilization of the organisation's human resources. Management of teaching workforce involves a number of strategies that begins and maintain activities toward the achievement of personal and organizational goals. Job performance is critical to the success or failure of any organization. Organizational heads are most concerned about the job performance level of their staff as only then can the set objectives of the organization be attained. Job performance is an act of accomplishing or executing a given task within a time period. It can also be described as the ability to skillfully use the right behavioural attitude to achieve organizational goals and objectives. To this end, Peretomode in Adeyemi (2010) argues that job performance can be determined by workers' level of participation in the day to day running of the organization (school). It is obvious, that employees behave differently under different situations and leadership. Organizational heads or executives (principals) need to constantly encourage their staff (teachers) for effective job performance by identifying their needs and trying to satisfy them for optimum result.

Therefore, the principal is responsible for the implementation of educational policies in the school by the conscious utilization of both human and material resources optimally in such a way that school goals and objectives are achieved. Specifically, the principal's functions/roles include; establishing of healthy school climate and culture; curriculum/instruction development and improvement; provision and maintenance of school plant facilities; and instructional supervision (Azubike in Egboka, Ezeugbor andEnueme, 2013). The principal is also seen as the person on whose shoulders rest the success or failure in the attainment of school goals. This is because, the principal is responsible for setting school goals, which must be in line with national educational objectives, analyzes tasks and share responsibilities to staff (teachers) according to their area of specialization and expertise (Uyanga in Asiabaka and Emenalo, 2019).

The importance of the managerial skills of the principals cannot be over-emphasized. Morgan in Emenalo (2013) opines that communication which is one of the human skills is a vital and fundamental element in the management process as it is based on the ability of working with people. Morgan

further stated that the success of managerial actions depends to a large extent on the effective use of communication process. In other words, keeping everyone informed is a positive way of ensuring effective use of the managerial skills which help in getting the support and commitment of teachers towards the achievement of school set goals and objectives.

"Communication is seen as the ability of the communicator to successfully exchange information and ideas between two or more people through the means of speaking, listening, writing, body expression, symbolic signs or any other means as deemed fit by the sender" (Thompson andOfojebe, 2020). The process of communication is all about sending, interpreting, and responding by using many patterns and directions. It is an integrated process of transmitting and receiving different kinds of information. This information may be words, signs, face expressions, or voice tone. Lasswell in Anyaogu (2016) suggests that the communication process is all about answering five questions which are: Who? Says what? In which channel? To whom? and with what effect? However, many researchers like and Littlejohn and Foss (2010) agree that communication is a broad concept that could be defined in several ways according to researchers' perspectives. Communication here is like a crystal that shines with different colours according to the direction of the light spot on it. In addition, they identify important points that clarify different perspectives or dimensions in which previous researchers define the communication process as the level of observation, or abstractness, intentionality, and normative judgment.

The level of observation or abstractness depends on how broad the communication is. A general "inclusive" definition describes communication as the process that aims to pass and exchange information between people (Littlejohn & Foss, 2010). Some people have different intentions or goals for their communication, such as communicating for imparting or exchanging of attitudes, ideas, and information by using the human abilities or technological media. Others communicate only to fulfill their social needs. People without communication are like robots that do things without understanding or questioning about what or why. The purpose or the benefit of what they are doing have no meaning for them. All what they care about is getting the satisfaction of their employers no matter how they feel about it. Interaction through communication to understand the purpose and to get deeply involved in what they are doing is the process that gives a dynamic feature for any relationship. This is why Uwazurike and Ugoji in Okeke and Uwazurike (2016:96) pointed out "that ineffective communication will throw the school into a state of confusion forcing the school to undergo entropy and wither away".

Communication process can be improved by using various communication channels that help the information to be transferred smoothly between communicators. These channels of communication may be ranked in degree from the most to the least immediate, such as face-to face, picture, telephone, interactive computer, telegram, letter, direct intermediary and

leaked rumour through an intermediary. The careful choice of the communication channel, as well as, communication styles appears to have the highest impact on the success of the communication process.

Communication Skills

Communication skill is the ability or competency of principals to exchange ideas and disseminate information to their subordinates in a timely and accurate manner (Thompson &Ofojebe, 2020). Just like everything in life, communication is a continuously changing process that can never be done in the same way every time. Every person, situation, or even every idea needs to be transmitted in a specific style that best serves the purpose. Communication patterns can vary according to peoples' perspectives about the best way to do it and their understanding of its purpose. According to Manafa (2018), communication skills entail speaking appropriately to people while maintaining good eye contact, eloquent speech with tailored language, listening effectively, writing clearly with concise language, being confident, friendliness, empathy, use of question, open-mindedness and presenting your ideas appropriately. It is then, unfortunate to note that most school principals refuse to give listening ears to their teachers. Some principals are not competent in their use of clear and brief expressions while giving out information. This, thereby, results in confusion, tension and misinterpretation of ideas in the school

In their own study about the dynamics of human communication, Myers and Myers in Fagbamiye (2004) mention four basic communication styles that people use. These are open communication style, inclusive communication style, aggressive communication style and assertive communication. An open communication style is one in which all members of the school feel free to share feedback, ideas and even criticism at all levels. In a school where a principal adopts an open communication style, such principal usually allows teachers to share feedback. This implies that the principal uses participatory decision making method or leadership skills. The principal is open even to criticisms from both internal and external stakeholders. This type of communication style encourages all staff to say their minds on issues bothering them on school policies, programmes and views, and opinions expressed will not be used against them. The style also allows school principals to see teachers not only as workers but as human beings whose views and opinions must be heard on all issues affecting them.

An inclusive communication style is another style that can be adopted by principals in schools. It is one in which conscious steps are taken by principals to ensure that all staff members in the school feel that they are involved in the decisions that affect their day- to- day activities (Barnlund, in Okorji and Unachukwu, 2014). In other words, a school principal with an inclusive communication style is open to people and allows contributions from within and outside the school. This is so important because the school is regarded as an open system that depends on input from both internal and external environment. Such principal does not only accept the inputs from school stakeholders, but ensures that the views and opinions raised are considered during decision making.

Another communication style is the assertive style. A school principal who engages in assertive communication is open to hearing the opinions of others and feels comfortable enough to express his own opinions as well. He has high self-esteem, and the confidence to effectively communicate with others without getting offended or being manipulative. While engaging in conversations, he states limits and expectations, and observations without judgment, he is an active listener, and checks on others' feelings. Generally speaking, one can conclude that open, inclusive and assertive communication styles can be regarded as a democratic communication style. This style of communication of the leader according to Lussier (2010) is characterised by cooperation, democratic and politic language, delegation of duty and authority, and two-way communication. It is also characterized by respect for everybody's opinions and ideas. It can also be said that school principals with democratic communication style are people oriented leaders who usually care about the welfare and the well-being of the followers and do everything possible to make subordinates happy in order to be able to give their best.

Aggressive communication style can also be used by principals in airing their ideas, goals and visions among teachers in schools. Aggressive communication is a style in which individuals express their feelings and opinions and advocate for their needs in a way that violates the rights of others. Thus, aggressive communicators are verbally and /or physically abusive (Abbas, 2014). A school principal who uses aggressive communication style creates a win-lose situation and uses intimidation to get his own needs met. He is usually a poor listener and tends to monopolize discussions. He is a fault finder, tries to dominate others, uses humiliation to control others, criticizes, blames or attacks others, has low frustration tolerance, speaks in a loud, demanding and overbearing voice, acts threateningly and rudely. This style affects teachers' job performance negatively because they work with fear and so cannot put in their best or make use of their own initiative.

It is also worthy of note that aggressive communication style has a bearing with autocratic communication style. A school principal that uses autocratic communication style dictates policies and procedures, decides what goals are to be achieved, directs and controls all activities without any meaningful participation by the subordinates. Messages in this style of communication come with orders that must be obeyed by the subordinates without any question. No use of personal initiative in the work place is allowed and no group inspired decision is allowed. Such a leader stays aloof from the group and hence takes decisions alone and assigns tasks to members when necessary without seeking their interest or opinions. It can also be added that the school principals with autocratic

communication style are product or output oriented leaders. They are not interested in the well-being of workers; rather, they are only concerned about workers meeting targets and deadlines. Abbas (2014) sees communication skill as vital because members of staff need to know what they are expected to do, what standards of performance are expected of them and how long they have to do any job assigned to them.

Importance of Effective Communication in a School System

In any organisation, formal or informal, effective communication leads to effective management which aids achievement of organizational goals. Effective personnel management is a function of effective communication as management involves working with and through others to achieve corporate goals. The realisation of the goals of a secondary school as an educational organisation, among others, hinges on effective communication among the various stakeholders. For example, research by Tareilo (2011) indicates that principals spend 70% to 80% of their time in interpersonal communication with various stakeholders. Communication helps to build relationships and facilitates achievement of goals in schools.

The importance of effective communication between principals and staff in a school system cannot be overemphasized. This is because every administrative functions and activities in a school involves some forms of direct or indirect communication. Whether planning and organising or leading and monitoring, school administrators communicate with and through other people. This implies that principal's communication skills and styles affect both personnel and schools' effectiveness (summers, 2010). He therefore, concludes that one of the most inhibiting forces to schools' effectiveness is lack of effective communication between the leaders and the subordinate. In order for the school principal to make sound and coherent decision, plan, organise, control etcetera, he must map-out strategies for receiving and passing information to every individual within the school for effective management.

III. COMMUNICATION AND TEACHERS JOB PERFORMANCES

Communication can be defined as a process of passing on information from one person to another. "Communication channels could be formal, informal; downward or upward; lateral or horizontal and diagonal". (Uwazurikeand Ugoji, 2016:99 in Okeke andUwazurike, 2016). Earlier, Hannagan in Ozuzu (2012) defines communication as a way of passing on information about the effectiveness of particular work behaviours and it is thought to perform several functions. For example, it is directive, by clarifying specific behaviours that ought to be performed; it is motivational, as it stimulates greater effort; and it is error correcting, as it provides information about the extent of error being made. However, the importance of communication in institutions of learning has in most cases been undermined especially in public secondary schools in Nigeria. Effective communication can

lead to higher level of performance. It also gives room for a person to track how well he/ she is doing in relation to the set goal, so that if necessary, adjustments in effort can be made. Hannagan indicates that communication may be in form of memos, telephone calls, messages, posting notices, writing letters and sending E-mail or fax. Unfortunately, these modes of communication are not properly applied in fields of education more particularly in public secondary schools in Nigeria. It is important for employers to communicate on what is to be done and how it is to be done. Communication may be presented directly or indirectly to individuals to boost up their performance. The concept of communication is supported by House (1968) path-goal theory in Kpee (2015) which stipulates that for subordinates to perform well the leader has to guide or direct them through verbal or written communication in form of notices, memos or meetings. The theory further stresses that through communication, errors are identified and corrected. It also helps one to know how well or bad he or she is performing a given task. This enhances performance in any organization or institution of learning.

Communication further increases awareness of and relevance of competencies, gives people a more rounded view of performance and finally it clarifies to employees, critical performance aspects. Communication is more than distributing messages, it is an interplay between actors. Depending on how communication is conducted, in what circumstances and with what actors, it can deliver different outcomes. The communication quality is dependent on both the actors, such as principals and teachers, and the actual situation and its prerequisites. Armstrong in Anyaogu (2016) further notes that communication is often anonymous and may be presented to individuals or managers or both the individual and the manager. However, he noted that some organizations do not arrange for communication to be anonymous; it depended on the organization's culture. The more open, the culture is, the more open communication is likely to be revealed to the subordinates. One of the reasons why communication is important is that it supports a number of human resource supplies. However, many a time's communication has been mishandled and has tended to reduce its proper meaning in leadership. Areas in which it has been mishandled include; education managers not being frank and often giving wrong communication to teachers. Sometimes too, principals entrust their information to junior staff who often report wrongly to their colleagues.

From the above reviews, it is important to conclude that, the idea of communication is important in any organisation; where communication is truly practiced; the leadership tends to be democratic while where it is denied to the subordinates, the leadership style becomes autocratic. On the other hand, some leaders leave communication as a free will. It may or may not be communicated to the subordinates. It is unfortunate, however, that the idea of communication as a leadership behaviour had not been fully explored and yet its values if well managed cannot be denied. Communication

within an organization differs in some respect from other communication processes. Organizations have objectives to fulfill and expected results to achieve. How the tasks and meetings are organized are other structural prerequisites that contribute to how communication is conducted. Organizations are dependent on the actors and their history, values and attitudes. Communication in organizations viewed as social systems are often expected to contribute to create a professional and responsive community. Examples of elements in a responsive community that needs support in the communication process is a wholeness that welcome diversity, strong core values, mutual trust and care, teamwork and participation, and affirmation (Bredeson, in Ozuzu, 2012). Communication is closely connected to organizational structure and culture. Communication can be used to analyze and reflect as well as affect what is happening in the organization. In almost all school activities, communication plays an important role. How and what we talk about both construct and form our reality. According to Uwazurike et al (2016:96)"communication is an integral part of any organization, which fuels it towards creating, transmitting, integrating ideas, facts, options and feeling towards the optimal realization of organizational goals, since it is the process through which information are disseminated throughout the organization". To articulate our ideas, feelings, emotions and skills we communicate not only with verbal but also with non-verbal methods. These are essential in teaching-learning process. Teachers can utilize a variety of verbal and non-verbal skills to aid students' comprehension of difficult concepts.

"Effective communication can greatly enhance staff morale, job satisfaction as well as improve instructional techniques which in effect will put the school and leader in the right direction" (Aderalegbe, in Okeke and Uwazurike 2016: 96). In order to foster productive communication in the classroom, principals must allow for flexible changes that are beneficial for group interaction. It should be noted, however, the appropriate spatial distances and arrangements are limited by a myriad of variables, including the conversational topic, the nature of the relationship, and the physical constraints present in the managerial style. Moreover, communication is not just about talking to students and colleagues in a workplace. It is more than exchanging words between and among individuals. Communication is a way of managing people's actions within the organization. A good manager motivates subordinates through effective communication. Communication is so vivid in our everyday work and lives that we easily forget how much it affects what and how we do things. In an organization like a school, communication can be to satisfy individual and social needs, to encourage people to cooperate and understand the organizational goals, as well as a way to distribute information and messages. Thus, without communication, there can be no organization. Organisation needs communication for its survival. It is evident that communication forms the life wire of any organization

without which it will fail to achieve its objectives" (Okeke and Uwazurike, 2016).

IV. CONCLUSION

It is clear that management is one of the most important human activities that permeates all organizations including schools. Effective managerial styles help boost teachers job performance. The content of this work has strong bearing on communication as an inevitable managerial skill. Therefore, it rests on the school heads (principals) to employ different managerial styles to achieve organisational goals, bearing in mind that employees behave differently under different situations. Competent principals who supervise, lead, and communicate effectively with their teachers will witness improved performance from teachers in terms of instructional delivery, attendance to classes, notes writing and record keeping, than incompetent principals. Principals who are competent will be able to closely monitor teachers; they will be able to communicate objectives and roles expectations to teachers and will be able to motivate teachers through their managerial styles. Meanwhile, no managerial style is better than the other. A leader's managerial style should be situational. Principals should always be up-to-date with different managerial skills to enable them perform better. It is therefore, believed that effective managerial styles will enhance teachers' job performance in secondary schools in Nigeria.

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