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SCHOOL COMMUNICATION AND TEACHERS' JOB PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN NASARAWA WEST SENATORIAL ZONE OF NASARAWA STATE, NIGERIA FOR ACHIEVING THE NEW SUSTAINABLE DEVELOPMENT.

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Abstract

The study assessed School Communication and Teachers' Job Performance in Senior Secondary Schools in Nasarawa West Senatorial Zone of Nasarawa State, Nigeria. For achieving the new sustainable development. The study was guided by three research questions, three objectives and three hypotheses. Cross-sectional survey research design was adopted in the study. The population of this study consisted of 2605 teachers. The sample size of this study consisted of 578 respondents. The instrument used for data collection was tagged 'Questionnaire on the School Communication and Teacher Job Performance (QSCTJP)'. The instrument yielded the validity index of 0.82. The coefficient of internal consistency of 0.79 was obtained which means that the instrument was suitable for data collection. Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearson's product moment correlation was employed to test the formulated null hypotheses at 0.05 level of significance. The findings of the study showed that there is a significant relationship between upward communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State

KEYWORDS:
School, Communication, Teacher, job Performance, Sustainable and Development

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Nigeria for achieving the new sustainable development, there is a significant relationship between downward communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State Nigeria for achieving the new sustainable development. and there is a significant relationship between horizontal communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State Nigeria for achieving the new sustainable development. One of the recommendations of the study was that Principals of senior secondary schools in Nasarawa West Senatorial Zone of Nasarawa State Nigeria should be periodically subjected to series of training through workshops, conferences and seminars to enable them acquire the useful skills and knowledge needed to promote upward communication in the school system for achieving the new sustainable development.

Introduction

The survival of any institution depends on the pattern of communication. Communication serves as the bedrock for achieving the stated school goals and objectives. Without proper communication in the school system among students, teachers and principals, disharmony may occur in the process of coordinating the activities of a school because in most cases, ineffectiveness in school management normally arise due to difficulty in the exchange of information among the various members of a school. Every principal in secondary school is tasked with the responsibility of the day-to-day management of a school. In the secondary school system, the role of a principal is to communicate in a manner that would induce the behaviour of teachers positively to improve the quality of teaching-learning situation in the school system. The attainment of the objectives of secondary schools required proper communication of princicipals with teachers on their job schedules and other school policies. Bello (2013) described communication as the exchange of information and transmission of ideas in organization to enhance the attainment of the stipulated objectives.

In the view of Stephen (2011), communication is a critical factor in directing and mobilizing the labour force towards the achievement of the goals and objectives of an institution. It is the avenue through which the basic management functions are performed because school managers direct the affairs of their schools, co-ordinate, plan and control through series of communication patterns. School communication takes place between among principals, teaching and non-teaching

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staff, students, community members and other stakeholders. The goals of secondary schools are shared by the principals who are the heads of secondary schools with the relevant individuals within the school system through communication. As such, without proper school communication, it may be difficult for teachers to be informed about their responsibilities in a manner that would improve their job performance.

The pattern of communication is very crutial to the survival, smooth running and success of any institution. The successful transfer of information from one person to another within an institution lies on school communication process without which the managerial and academic functions may not be properly performed. In the secondary setting, all the managerial functions of planning, organising, staffing, directing, coordinating, reporting and budgeting may not be performed successfully without the appropriate patterns of communication. The essence of school communication is to share the policies of a school among the stakeholders that are associated with a particular school. When there are communication gaps, lapses or where communication is not effective, principals may not give out instructions properly, teachers may not receive appropriate information and instructions as well as all the administrative policies and practices in the school system may not be clearly spelt out to ease the job performance among teachers (Ubeku, 2015).

Communication is essential to effective team performance and communications for any institution is like he tblood flow in the human body because in the view of Stephen (2011), communication is a critical factor in directing and mobilizing the workforce towards the accomplishment of the organizational goals or objectives. It is the vehicle through which the basic management and administrative functions are carried out. Managers and administrators direct through communication, they co-ordinate through communication, they plan and control through communication. It is a give and take method which involves the sender and the receiver (Nakpodia, 2015). Communication in schools takes place between and among principals, teaching and non-teaching staff, students as well as other stakeholders. The goals of schools are shared by the principals, who are the managers of secondary schools with staff within the school system through communication. Communication seems to be one of the important vehicles though which the efforts of staff members in the school system are channeled to all school activities towards the attainment of the stated goals and objectives.

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The pattern of communication adopted by school managers may help to determine the nature of interaction and peaceful atmosphere needed for effective teaching and learning because it directs the behaviour and the activities of both staff and students in the school setting. It is the responsibility of every principal to adopt the forms of that would help to realign and modify the attitude of teachers, students and community members towards the achievement of set targets in a school. Teachers are the most important set of people in the educational system as without them, the education system may not achieve its goals and objectives. The importance of teacher's job performance necessitate the identification of factors that would help to enhance their job performance. Job performance means the situation of accomplishing a given task (Nwosu, 2017). Teacher job performance refers to the duties undertaken by a teacher in the school system with the aim of realizing the stated goals and objectives. Teachers' job performance could be determined using the level of their satisfaction, attitudes to work, commitment, determination and spirit of enthusiasm. Job performance is important to enhance the quality of instructional delivery in the school setting. The pattern of communication between principals and teachers may help to enhance the effective job performance among teachers or render them ineffective. When teachers are not properly informed about their job description, they may get wrong instruction that would lead to poor job performance. However, principals have different patterns of communication when sharing their ideas, thoughts, resolutions and school policies with teachers. Generally, communication in secondary schools occurs in three forms which include downward communication, upward communiation and horizonal communication. This study will assess the impact of the above patterns of communication on teachers' job performance in senior secondary schools in Nasarawa Western Senatorial district of Nasarawa State Nigeria for achieving the new sustainable development..

Downward communication involves the flow of rules, policies and procedures from the top level to the lowest level of the school system. In other words, communication from superiors to subordinates in a chain of command is seen as downward communication. This form of communication in a secondary school entails the transfer of information from the principal, to vice-principals, teachers, non-teachong staff and students. In the downward communication, instrcutions on job perforamce are passed from the higher to lower levels of the school organizational structure. Through downward communication, information on

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new strategies and school goals would be made available to teachers by their principals to enable them undertake their assigned responsibilities dilligently. The downward flow of information provides a channel for directives and instructions to members of an institution Solaja, Faremi, & Adesina (2015). However, such instructions may be distorted if it is not properly transmitted to the receivers. A disorted information lacks the ability to produce good results. This pattern of communication flow would be used by principals to transmit work-related information to teachers to enable them understand what they are expected to do within a given period of time. Differences in experience, knowledge, levels of authority and status between principals and teachers may lead to wrong assumptions that would lead to poor job performance due to misunderstanding and misinterpretation of instructions by principals regarding the job description of teachers. The principle of downward communication discourage principals from communicating in an unambiguous manner with teachers in order to ensure that teachers clearly understand their assigned responsibilities and perform them diligently (Anderson, 2013).

Another form of communication that would induce teachers job performance is upward communication flows. In the school system, upward communication is the transfer of information from the lower level of staff to the top level such as from teachers to principals in the case of secondary school setting (Canary, 2011). Upward communication involves the reports on tasks performance, expression of grievances, complaints and other information from teachers to principals in secondary schools. In secondary school system, principals who encourage upward communication may promote cooperation, gain respect from teachers, secure teachers' support, increase the confidence of teachers, reduce confusion and frustration among teachers. The major content of upward communication include request for instructional materials, proposals, complaints for poor working conditions, appeals, reports and other information directed from teachers to principals. Principals that encourage upward communication channels would enhance the job satisfaction of teachers. It is expected that principals operate open-door policy to enable teachers feel free and approach them with the problems that hinder their teaching effectiveness. Upward communication may help to inform school management about the challenges, levels of performance and other issues that may prevent job effectiveness among teachers.

Horizontal communication is another means of helping teachers to undertake their job successfully. This pattern of communication exists among staff within the

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same level or rank in order to promote corporation and exchange of ideas required to enhance effective job performance. Horizontal communication channel encourages both lateral and diagonal flow of information to enable different departments and units to operate in harmony with other units without having to follow rigidly up and down channels. Many school build in horizontal communications in the form of task forces, committees, liaison personnel, or matrix structures to facilitate coordination. Horizontal communication involves the exchange of information between individuals and groups on the same level in an institution as against the up or down communication pattern. Sharing information, solving problems and collaborating horizontally is often more timely, direct and efficient than upward or downward communication since it occurs directly among staff working at the same level. Communication within a team is an example of horizontal communication as members may coordinate tasks, work together and develop strategies to resolve conflicts peacefully (Lunenburg, 2010). Horizontal communication occurs formally in meetings, presentations and formal electronic communication, and informally in other, more casual exchanges within the school setting among teachers handling similar subjects or heads of departments.When there are differences in style, personality or roles among coworkers, horizontal communication may not run smoothly. Rivalry among staff could make them to be reluctant to cooperate and share useful ideas needed to enhance effective teaching and learning in the school system.

Principals are required to communicate the school policies and programmes to teachers to enable them have ideas of the jobs they are to performed to achieve the goals and objectives of a school. Through proper school communication, teachers would express themselves to the principals about the nature of their job responsibilities and genral working conditions. Umoh (2013) suggested that a two-way communication channel is required for both the principals and teachers to facilitate teachers' professional growth through effective job performance. It is the responsibility of every principals to encourage a two-way communication channels which allows feedback to and fro the staff but when such process is discouraged, teachers may not have access to adequate instruction and information needed to undertake their assigned responsibilities diligently. The ability of the principal to communicate effectively would help teachers to participate actively in the instructional delivery activities of their schools. This study was design to assess the impact of communication on teachers' job

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performance in senior secondary schools in Nasarawa West Senatorial District, of Nasarawa State Nigeria for achieving the new sustainable development.

Statement of the Problem

In recent times, there is seem to be public complaints on the decline of students academic performance in both internal and external examinations in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria. Such decline may be attributted to the level of low teachers' job commitment and poor job performance. Principals who supposed to assign, guide and direct teachers to undertake their assigned responsibilities successfully seem to be too hostile and unapproachable for teachers to communicate the challenges they encounter in the process of performing their teaching jobs to them. This may lead to poor upward communication with negative effect on the overall performance of teachers. Principals without appropriate communication skills may provide wrong instruction when assigning responsibilities to teachers. The inappropriate instruction may influence frequent misunderstanding with the consequences of making teachers to be in the state of confusion, thereby making mistakes on regular basis. Teachers who experience the above difficulty may not be effective to perform their teaching responsibilities successfully. Such teachers may be easily frustrated and develop low morale that would lead to poor self-motivation and low productivity for achieving the new sustainable development.

When there are communication gaps in the school system, the various staff and units of a school tend to operate in isolation and perhaps experience conflict that would hinder the general objectives of teaching and learning in an institution. Authoritative principals may discourage upward communication in a manner that would lead to breakdown in communication and influence misunderstanding, confusion and frustration among teachers and prevent them from carrying out their teaching tasks effectively. Some principals seem to withhold vital information regarding the school policies from teachers thereby making teachers to rely on rumours or grapevine information to perform their tasks. In the school system, teachers cannot plan or teach properly in the absence of adequate and vital information concerning teaching and learning. This study was design to assess school communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State Nigeria for achieving the new sustainable development.

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Research Questions

The following research questions have been generated for the purpose of this study:

1. What is the relationship between upward communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria?
2. What is the relationship between relationship between downward communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria?
3. What is the relationship between horizonatl communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria?

Objective of the Study

The main objective of this study was to assess school communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria for achieving the new sustainable Development. The specific objectives of the study included the following:

1. To determine the relationship between upward communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria?
2. To ascertain the relationship between downward communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria.
3. To examine the relationship between horizonatl communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria.

Statement of Hypotheses

The study tested the following hypotheses at 0.05 level of significance:

HO1. There is no significant relationship between upward communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria.

HO_2. There is no significant relationship between downward communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria.

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HO_3. There is no significant relationship relationship between horizontal communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria.

METHODOLOGY

The study assessed School Communication and Teachers' Job Performance in Senior Secondary Schools in Nasarawa West Senatorial Zone of Nasarawa State, Nigeria. For achieving the new sustainable development. The study was guided by three research questions, three objectives and three hypotheses.. Cross-sectional survey research design was adopted in the study. The population of this study consisted of 2605 teachers. The sample size of this study consisted of 578 respondents. The instrument used for data collection was tagged 'Questionnaire on the School Communication and Teacher Job Performance (QSCTJP)'. The instrument yielded the validity index of 0.82. The **c**oefficient of internal consistency of 0.79 was obtained which means that the instrument was suitable for data collection. Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearson's product moment correlation was employed to test the formulated null hypotheses at 0.05 level of significance.

DATA PRESENTATION

Descritive Analysis of Research Questions

Descriptive statistics of mean ($\bar{X}$) and standard deviation were used to answer the research questions and the results are presented on Table 1 to 3 below:

Research Question One: What is the relationship between upward communication and teachers' job Performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria?

Table 1: Mean and Standard Deviation Analysis Showing the Upward Communication and Teachers' Job Performance in Senior in Secondary Schools in Nasarawa West Senatorial Zone of Nasarawa State, Nigeria

S/N	ITEMS	SA	A	D	SD	$\bar{X}$	Std. σ	Decision
1.	Teachers are afraid of communicating with the principal which	68	50	220	230	2.20	0.70	Disagree

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	limit their job performance.							
2.	Teachers freely express their grievances to principals.	84	60	184	240	2.32	0.66	Disagree
3.	Principal gives teachers opportunity to seek clarification about conflicting issues from him to help and improve the job efficiency of teachers.	70	105	208	185	2.41	0.73	Disagree
4.	Suggestions from teachers that would enhance their job performance go directly to the principal.	68	110	206	184	2.18	0.81	Disagree
5.	Teachers undertake their job diligently because they are granted access to report the difficulty they encounter in performing their job to the principal.	137	220	167	44	2.55	0.65	Agree
6.	Principal welcomes complaints from teachers that would promote effective job performance from teachers.	88	40	230	210	2.25	0.78	Disagree
7.	Teachers perform their job properly because they have direct	67	85	210	206	2.35	0.74	Disagree

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	communication with the principal.							
Cluster Mean						**2.32**	**0.72**	**Disagree**

Scale Mean 2.50

Table 1 shows that item 1 has the mean score of 2.20 and standard deviation of 0.70, item 2 has the mean score of 2.32 and standard deviation of 0.66, item 3 has the mean score of 2.41 and standard deviation of 0.73, item 4 has the mean score of 2.18 and standard deviation of 0.81, item 5 has the mean score of 2.55 and standard deviation of 0.65, item 6 has the mean score of 2.25 and standard deviation of 0.78 while item 7 has the mean score of 2.35 and standard deviation of 0.74. The details of the analysis indicated that the cluster mean of 2.32 is below the scale mean of 2.50, the results showed that there is poor upward communication that leads to teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria for achieving the new sustainable development.

Research Question Two: What is the relationship between relationship between downward communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria?

Table 2: Mean and Standard Deviation Analysis Showing the Relationship between Downward Communication and Teachers' Job Performance in Senior in Secondary Schools in Nasarawa West Senatorial Zone of Nasarawa State, Nigeria

S/N	ITEMS	SA	A	D	SD	$\bar{x}$	Std. σ	Decision
8.	Principal communicates politely with teachers to improve their job performance.	53	75	205	235	2.10	0.79	Disagree
9.	Principal encourages upward communication to motiave teachers to	92	94	169	247	2.20	0.62	Disagree

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	undertake their job properly.							
10.	Principals do not delay in passing instructions on teaching responsibilities to teachers.	88	110	237	177	2.30	0.63	Disagree
11.	There is free flow of interaction between principal and teachers.	70	106	234	192	2.35	0.60	Disagree
12.	Principal discusses the school policies with teachers on regularly.	64	133	148	257	2.40	0.75	Disagree
13.	Principal does not withhold vital information of the school that require effective job performance from teachers.	73	84	215	230	2.22	0.77	Disagree
14.	Principal possess the appropriate skills for effective communication with teachers to ease their job.	69	86	238	209	2.38	0.70	Disagree
Cluster Mean						**2.27**	**0.69**	**Disagree**

Scale Mean 2.50

Table 2 showed that item 8 has the mean score of 2.10 and standard deviation of 0.79, item 9 has the mean score of 2.20 and standard deviation of 0.62, item 10 has the mean score of 2.30 and standard deviation of 0.63, item 11 has the mean score of 2.35 and standard deviation of 0.60, item 12 has the mean score of 2.40 and standard deviation of 0.75, item 13 has the mean score of 2.22 and standard deviation of 0.77 while item 14 has the mean score of 2.38 and standard deviation

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of 0.70. The details of the analysis showed that the cluster mean of 2.32 is below the scale mean of 2.50, the results showed that there is a low rate of downward communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District, of Nasarawa State, Nigeria for achieving the new sustainable development.

Research Question Three: What is the relationship between horizontal communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria?

Table 3: Mean and Standard Deviation Analysis Showing the Relationship between Horizontal Communication and Teachers' Job Performance in Senior in Secondary Schools in Nasarawa West Senatorial Zone of Nasarawa State, Nigeria

S/N	ITEMS	SA	A	D	SD	$\bar{x}$	Std. σ	Decision
15.	Teachers exchange ideas to ease their job performance.	75	35	208	250	2.44	0.74	Disagree
16.	Teachers learn from one another through mutual interactions to enable perform their job successfully.	82	85	178	223	2.38	0.60	Disagree
17.	Principal encourages free flow of information among staff of the same level.	55	105	203	205	2.40	0.71	Disagree
18.	Tasks are assigned to teachers to perform in group to enable them share information among themselves.	46	106	210	206	2.25	0.67	Disagree
19.	Principal does not encourage rivalries that could prevent free	104	103	147	214	2.50	0.65	Average

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	interactions among staff.							
20.	Formal meetings are organized for teachers to meet and deliberate on issues that boost their job performance.	56	76	225	211	2.02	0.59	Disagree
21.	Teachers are brought together to develop strategies to resolve conflicts in the shool that could prevent their effective job performance.	74	79	206	209	2.18	0.62	Disagree
Cluster Mean						**2.31**	**0.65**	**Disagree**

Scale Mean 2.50

Table 3 shows that item 15 has the mean score of 2.44 and standard deviation of 0.74, item 16 has the mean score of 2.38 and standard deviation of 0.60, item 17 has the mean score of 2.40 and standard deviation of 0.71, item 18 has the mean score of 2.25 and standard deviation of 0.67, item 19 has the mean score of 2.50 and standard deviation of 0.65, item 20 has the mean score of 2.02 and standard deviation of 0.59 while item 21 has the mean score of 2.18 and standard deviation of 0.69. The details of the analysis showed that the cluster mean of 2.31 is below the scale mean of 2.50, the results showed that there is poor horizontal communication and poor teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria for achieving the new sustainable development.

Testing of Hypotheses

The following hypotheses were tested using Pearson's product moment correlation at 0.05 level of significance.

Hypothesis 1: There is no significant relationship between upward communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria.

Table 4: Correlation Coefficient Analysis Showing the Relationship between Upward Communication and Teachers' Job Performance in Senior in Secondary Schools in Nasarawa West Senatorial Zone of Nasarawa State, Nigeria

Group		N	Df	r_{-cal}	r_{-tab}	Level of Sig.	Remarks
Downward Communication							
Teachers' Job Performance	2.45	568	566	0.543	0.196	0.05	Reject H_{01}

Significant at df=566; Sig. Level=0.05, $r_{-calculated} > r_{-tabulated}$

Table 4 indicated the correlation coefficient of the significant relationship between upward communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria. The analysis of the results revealed that the r-calculated value is 0.543 while the r-table value is 0.0196 at the significant level of 0.05 and 566 as the degree of freedom. Since the calculated value of 0.543 is above the table value of 0. 0196, the null hypothesis one was rejected which implies that there is a significant relationship between upward communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria for achieving the new sustainable development.

Hypothesis 2: There is no significant relationship between downward communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District, of Nasarawa State, Nigeria.

Table 5: Correlation Coefficient Analysis Showing the Relationship between Downward Communication and Teachers' Job Performance in Senior in Secondary Schools in Nasarawa West Senatorial Zone of Nasarawa State, Nigeria.

Group		N	Df	r_{-cal}	r_{-tab}	Level of Sig.	Remarks
Upward Communication							
Teachers' Job Performance	2.45	568	566	0.602	0.196	0.05	Reject H_{02}

Significant at df=566; Sig. Level=0.05, $r_{-calculated} > r_{-tabulated}$

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Table 5 showed the correlation coefficient of the significant relationship between downward communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria. The analysis of the results indicated that the r-calculated value is 0.602 while the r-table value is 0.0196 at the significant level of 0.05 and 566 as the degree of freedom. Since the calculated value of 0.602 is above the table value of 0.0196, the null hypothesis two was rejected which means that there is a significant relationship between downward communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria for achieving the new sustainable development.

Hypothesis 3: There is no significant relationship between horizontal communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria.

Table 6: Correlation Coefficient Analysis Showing the Relationship between Accommodating Strategy on Teachers' Job Performance in Secondary Schools in Nasarawa West Senatorial Zone of Nasarawa State, Nigeria

Group		N	Df	r_{-cal}	r_{-tab}	Level of Sig.	Remarks
Horizontal Communication							
Teachers' Job Performance	2.45	568	566	0.495	0.196	0.05	Reject H_{03}

Significant at df=566; Sig. Level=0.05, $r_{-calculated} > r_{-tabulated}$

Table 8 revealed the correlation coefficient of the significant relationship between horizontal communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria. The analysis of the results indicated that the r-calculated value is 0.495 while the r-table value is 0.0196 at the significant level of 0.05 and 558 as the degree of freedom. Since the calculated value of 0.495 is greater the table value of 0.0194, the null hypothesis three was rejected which shows that there is a significant relationship between horizontal communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District, of Nasarawa State, Nigeria for achieving the new sustainable development.

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Discussion of the Findings

The findings of the study indicated that there is a significant relationship between upward communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria for achieving the new sustainable development. The findings of the research disagreed with Osakwe (2016) who submitted that to a high extent, the principals were competent in communication with teachers which help to improve their job performance in Federal Government Colleges in North Central, Nigeria. Downward communication involves the flow of rules, policies and procedures from the top level to the lowest level of the school system. In other words, communication from superiors to subordinates in a chain of command is seen as downward communication. This form of communication in a secondary school entails the transfer of information from the principal, to vice-principals, teachers, non-teachong staff and students. In the downward communication, instrcutions on job perforamce are passed from the higher to lower levels of the school organizational structure. Through downward communication, information on new strategies and school goals would be made available to teachers by their principals to enable them undertake their assigned responsibilities diligently. However, such instructions may be distorted if it is not properly transmitted to the receivers. A disorted information lacks the ability to produce good results. This pattern of communication flow would be used by principals to transmit work-related information to teachers to enable them understand what they are expected to do within a given period of time. Differences in experience, knowledge, levels of authority and status between principals and teachers may lead to wrong assumptions that would lead to poor job performance due to misunderstanding and misinterpretation of instructions by principals regarding the job description of teachers. The principle of downward communication discourage principals from communicating in an unambiguous manner with teachers in order to ensure that teachers clearly understand their assigned responsibilities and perform them diligently.

The findings of the study further showed that there is a significant relationship between downward communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria for achieving the new sustainable development. The findings of the study confirmed the position of Nakpodia (2015) who maintained that teachers' performance in secondary schools is significantly dependent on the

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communication skills of the principals in secondary schools in Delta State. In the school system, upward communication is the transfer of information from the lower level of staff to the top level such as from teachers to principals in the case of secondary school setting. Upward communication involves the reports on tasks performance, expression of grievances, complaints and other information from teachers to principals in secondary schools. In secondary school system, principals who encourage upward communication may promote cooperation, gain respect from teachers, secure teachers' support, increase the confidence of teachers, reduce confusion and frustration among teachers. The major content of upward communication include request for instructional materials, proposals, complaints for poor working conditions, appeals, reports and other information directed from teachers to principals. Principals that encourage upward communication channels would enhance the job satisfaction of teachers. It is expected that principals operate open-door policy to enable teachers feel free and approach them with the problems that hinder their teaching effectiveness. Upward communication may help to inform school management about the challenges, levels of performance and other issues that may prevent job effectiveness among teachers.

The findings of the study also demonstrated that there is a significant relationship between horizontal communication and teachers' job performance in senior secondary schools in Nasarawa West Senatorial District of Nasarawa State, Nigeria for achieving the new sustainable development. The findings of the study agreed with Ngozika, Usen and Emmanuel (2015) who submitted that principals discourage horizontal communication which influence teachers' job performance in secondary schools in Akwa Ibom South Senatorial District. Horizontal communication is another means of helping teachers to undertake their job successfully. This pattern of communication exists among staff within the same level or rank in order to promote corporation and exchange of ideas required to enhance effective job performance. Horizontal communication channel encourages both lateral and diagonal flow of information to enable different departments and units to operate in harmony with other units without having to follow rigidly up and down channels. Many school build in horizontal communications in the form of task forces, committees, liaison personnel, or matrix structures to facilitate coordination. Horizontal communication involves the exchange of information between individuals and groups on the same level in an institution as against the up or down communication pattern. Sharing

information, solving problems and collaborating horizontally is often more timely, direct and efficient than upward or downward communication since it occurs directly among staff working at the same level. Communication within a team is an example of horizontal communication as members may coordinate tasks, work together and develop strategies to resolve conflicts peacefully. Horizontal communication occurs formally in meetings, presentations and formal electronic communication, and informally in other, more casual exchanges within the school setting among teachers handling similar subjects or heads of departments.When there are differences in style, personality or roles among coworkers, horizontal communication may not run smoothly. Rivalry among staff could make them to be reluctant to cooperate and share useful ideas needed to enhance effective teaching and learning in the school system.

Conclusion

The following conclusions were drawn based on the findings:

The study concluded that there is poor job performance by teachers in senior secondary schools in Nasarawa West Senatorial Zone of Nasarawa State, Nigeria for achieving the new sustainable development, due to the inability of principals to encourage upward communication.

The study also concluded that principals in senior secondary schools in Nasarawa West Senatorial Zone of Nasarawa State, Nigeria do not properly communicate downward to the teachers to enable them perform their job effectively for achieving the new sustainable development.

The study further concluded that there is poor job performance by teachers in secondary schools in Nasarawa West Senatorial Zone of Nasarawa State due to the inability of principals to encourage horizontal communication among teachers.

Recommendations

The following recommendations were made based on the findings of this study:

1. Principals of senior secondary schools in Nasarawa West Senatorial Zone of Nasarawa State, Nigeria should be periodically subjected to series of training through workshops, conferences and seminars to enable them acquire the useful skills and knowledge needed to promote upward communication in the school system, for achieving the new sustainable development.
2. The Nasarawa State Government should ensure that there should be a policy discouraging verbal instruction from the principals to teachers, as

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such, all forms of downward communications should be in written form so that teachers could get clear instructions on the responsibilities assigned to them and perform their jobs diligently. For achieving the new sustainable developmemt.

3. The Nasarawa State Ministry of Education should set up clear guidelines on how teachers should interact and communicate among themselves to promote team spirit and sharing of ideas in a manner that will help them to undertake their assigned tasks effectively, For achieving the new sustainable developmemt.

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