

Influence of Principals' Communication Behavior on Teachers' Attitude to Work in Senior Secondary School in Federal Capital Territory Abuja, Nigeria

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Abstract

This study was carried out to determine the influence of Principals' Communication Behavior on Teachers' Attitude to Work in Senior Secondary Schools in Gwagwalada Area Council FCT Abuja. Stratified Random Technique was used in selecting 300 Teachers and 12 Principals from 12 Senior Secondary School (8 publics and 4 private schools) in Gwagwalada Area Council of the FCT which form 50% of the entire populations. Two questionnaires were used to collect relevant data. The questionnaires were "Principals' Communication Behavior Questionnaire (PCBQ) and Teachers' Attitude to Work Questionnaire" (TAWQ). The instruments were validated by experts in Educational Management in University of Abuja, Nigeria. The reliability co-efficient of PCBQ and TAWQ were ascertained, through a pilot test using 15 respondents. Their reliability coefficient values were found to be 0.872 and 0.798 respectively. The research questionnaires were analyzed by using mean and standard deviation, while multiple regressions were used to test the main hypothesis at 0.05 level of significance. The findings of the study revealed that communication behaviors displayed by Principals in Gwagwalada Area Council Senior Secondary Schools are: assertive, aggressive, passive and avoidance communication behavior. The general attitude to work of teachers in Senior Secondary School in Gwagwalada Area Council is positive. However, the positive attitude varies from tasks to tasks and from school to school. Principal Communication Behavior made a contribution of 73.7% to teachers' attitude to work. This implies that about seventy-four percent of teachers' attitudes to work are accounted for by principals' communication behaviors. There is a significant relationship between principals' communication behavior and teachers' attitude to work in Senior Secondary School in Gwagwalada Area Council, Abuja. That is Principal's Communication behavior positively may have affect teachers' attitude toward their work or duty. The implication of this is that the extent to which the school Principals display

assertive, aggressive, passive and avoidance communication behavior affects the extent to which teachers perform jobs and this will go a long way in determining school effectiveness in Gwagwalada Area Council Senior Secondary School. Principals' display communication behaviors that negatively affect teachers' attitude to work. Based on this, it was recommended that; there should be prompt dissemination of information and principals should be ready to discuss the goals and aspiration of the schools with the teachers. Principal' should actively employ the principle of participative management in decision making as this enhances cordial relationship.

Keywords: communication behavior, altitude to work, teachers, principal, performance, Gwagwalada, FCT

Introduction

Communication is an effective organizational factor that facilitates the creation of enabling environment which is essential for interactions among personnel, positive interpersonal relationship as well as organizational cohesion. Communication refers to the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else. (Merriam Webster - An Encyclopedia Britannica Company, 2015). Communication also refers to any process in which people share information, ideas and feelings which involves not only the spoken and written words but also body language, personal mannerisms and style (Nakpodia, [1]. The relevance of communication to any organization (private or public sector) cannot be over stated. Communication plays a central role in the effective and efficient management of any organization.

The principal of secondary Schools' who is the instructional leader and chief administrative officer plays the role of planning, organizing, directing, coordinating, controlling and evaluating the work of people especially those under him. This implies that the way the principal communicates or relate with staff, students, parents and other community members determines astronomically how the stakeholders view their individual and collective responsibility and roles within the school's system. This assertion is aptly supported by Idowu and Esere [2] who stated that: '*Communication permeates all levels of human experience and it is central to understanding human behavior and*

relationship efforts aimed at fostering behavioral change among individuals, group, organizations, communities and societies''.

As a distinct feature of any organization, communication is perceived as a pillar which maintains structure of peaceful co-existence and mutual understanding (Ojebode, [3]. In the context of Schools organization, communication is the transmission or sharing of ideas, messages or attitudes among administrators, teachers, student, parent and other constituents. It is the means through which action plans are coordinated towards the actualization of common goals and also serves as channel of motivating members of an organization to implement the plan of the organization willingly and enthusiastically. In a similar assertion, ojebo (2006) stressed that: *Much more than the manufacturing or other organizations; educational organization need managers and workers skilled in communication and interpersonal relationship because their raw materials and finished goods are human beings.*

As chief administrative officers the performance of their task calls for adequate and well-structured planning that will trigger effective communication that will facilitate the attainment of the organization goals and objectives. Behavior is the way in which one act or conduct oneself, especially toward others. According to Iwundu [4], behavior simply means an action that a person overtly or covertly expresses overtime. Hence, we can predict what a person is likely to do given certain set of circumstances. A behavior is defined as any observable or measurable movement or activity of an individual. Ekero [5] also identified behavior as man action that has great deal of influence in his environment, just as the environment on has on him: hence the accumulation of behavior is a result of interaction with the environment.

Effective Communication and Principalship

Effective communication in the secondary Schools system has been linked to the administrative powers of the schools' principals by a variety of studies (Pearson, Nelson, Titsworth and Harter, [6]; described effective communication as the life blood of every organization. Communication is said to be effective if the message intended by the initiator (the one putting out the communication) is understood in the same sense by the recipient (the one for whom the message is intended and who receives it). Obayi, (1998) noted that effective communication is the basic process to all functions which are performed in an organization. Effective communication is a social process for

reduction of chaos, uncertainty and agitation. It serves as a unifying mechanism between various interdependent parts. It is a positive and reliable tool for achieving organizational goals.

Communication is significant within the school's organization for a number of reasons. They are:

- Effective coordination of organizational activities
- Enhancement of knowledge and understanding in the organization
- Introduction of change – planned and unplanned
- Making of decisions or rules, and their acceptability
- Organizational relationships – internal and external
- Day-to-day and periodic control
- Stimulation of action towards accomplishing objectives
- Enhancing attitudinal modifications towards loyalty to the organization.

Concept of behavior

Behavior, according to Iwundu (2000), simply means an act of acting to a person whereby he overtly or covertly expresses himself overtime. Hence, we can predict what a person is likely to do giving certain set of circumstances. Ekeru (2001) is of opinion that man as an actor has a great deal of influence in his environment, just as the environment on him: hence the accumulation of behavior that means behavior is a result of interaction with the environment.

There are two major types of behavior namely: Overtly or covertly (Ekwe and Nwankwo [7]).

Overt behavior are those actions which can be seen or observed such as aggression which involves bullying, shouting, demanding, putting people down, swearing, telling people what to do especially by compulsion, showing off, bossy, ignoring, intimidating etc. This is the way violent people behave most of the time.

Covert behaviors are those actions of behavior which cannot be seen, they are innate such as anger, thought, attitude, motivation etc. Any administrator who wants to achieve his objectives should not be too extreme with any of the mentioned behavior. He should be able to control his actions in certain situations to enable him in good relationship with his subordinates who must partake in the achievement of the set goals. The principals of secondary Schools as the administrators of the school's community needs to be very careful when communicating with their

teachers as their communication behavior will positively or negatively affect the achievement of the goals and objectives of the organization.

There are four types of communication behavior according to Athens [8] such communication behaviors are as follows:

- Assertive
- Aggressive
- Passive or submissive
- Avoidance
- Passive- Aggressive

Assertive Communication Behavior

Assertive behavior involves protecting your space and rights whilst not isolating another person's right or space. It relies on honest, direct and appropriate expression of needs, wants or feelings as a first, not a last resort. The mutual acceptance of each other's position leads to more open and fruitful communication.

An assertive principal ensures that adequate information is gathered before decisions are taken. An assertive principal is comfortable during information exchange with the teachers and acknowledges the importance of building trust and confidence in his staff during information about the organization. Adeyemi [9] also noted that principals with assertive communication behavior see the need to democratize decision making and problem solving. This further and consultative in their approach towards Schools issues.

Aggressive Communication Behavior

Aggressive behavior shows both physically and verbally of anger or dominance. It can be an automatic reaction or one-off reaction to a particularly sensitive or threatening situation or perhaps the straw that broke the camel's back. Aggression can sometimes be an expression of fear, lack of self-esteem, or inability to control a situation in any other way.

An aggressive principal does not pay attention to issues bothering his/her staff as he tends not to listen to them as much as the staff expects. In this situation, communication is usually one sided and not bi-directional and mostly different from principals who like to consult with staff before decision making is reached. Olaniyan [10] and Hoy and Miskel (1992) concurred that a principal

whose communication behavior is aggressive does not maintain clear channels of communication between themselves and their subordinates. This implies that such principals do not believe in delegating or permit subordinates to take part in decision making.

Passive or submissive communication behavior

Passive communication behavior lets one to reduce anxiety, guilt or fear by letting your views or thought be misconstrued, ignored or lets you be taken advantage of. We often experience an immediate pleasant effect from pleasing others, wanting to appear polite and helpful in an excessive way or wanting to avoid a ‘scene’. A passive principal in most situations seems to allow complete freedom to group decision without his or her participation. This type of communication behavior allows subordinates such as teachers, the opportunity to engage in their statutory functions the way they like without any form of direction. In communicating, the principal does not interfere with events determined by the group. This indicates that principals with passive communication behavior are nonchalant about their subordinates carrying out their functions as well as the decision they make.

Avoidance Communication Behavior

Avoidance is used to avoid any confrontation. It ignores the isolation of rights and responsibilities through fear of consequences or because you don’t wish to be bothered with the consequences. People can avoid uncomfortable situations either through refusal to recognize the problem or deliberately side-stepped confrontational situations. Principals whose communication behavior is linked to the avoidance style are more concerned about refraining from unnecessary discussions or disagreements with staff. In most cases, such principals do not entertain confrontation among staff or with staff. In situations where such conflicts occur, principals with avoidance communication behavior exempt themselves from participating fully in resolving such problems. Having clarified the basic types of communication, it is well cleared that every aspect of communication come down to what is said how it is said. Therefore, principals who want to achieve the objectives of the organization should adopt a conclusive type of communication behavior at a certain circumstance taking into consideration importance of a coherent pattern of voice, speech content, facial expression etc. if he is to convey the intended behavior clearly.

Passive-Aggressive behaviors

Much like passive communication behaviors, passive-aggressive behaviors display a lack of confidence and strength; however, as with aggressive communication, passive-aggressive communicators show a need to express emotions -- but in a fearful way. People who communicate in this way may avoid the objects of their anger while releasing anger indirectly, such as through backhanded compliments or talking negatively about others behind their backs. The passive-aggressive communicator is the person who smiles at you when he or she is actually angry with you, the person who appears calm and cooperative but subtly disrupts, spread rumors and sabotages, according to Signe Whitson, a licensed social worker, in the Psychology Today article "Passive Aggressive vs. Assertive Behavior in Relationships." This type of communicator does whatever it takes to quietly get revenge.

Purpose of the study

The general purpose of this study is to ascertain the influence of principals' communication behaviors on teachers' attitude to work in Gwagwalada Area Council of FCT Secondary Schools. Specifically, this study is set to achieve the following:

1. Identify and discuss the communication behaviors of principal in senior secondary Schools in Gwagwalada Abuja.
2. Ascertain the attitude teachers' exhibit towards their work in senior secondary Schools in Gwagwalada Abuja.
3. To determine the relationship between principal's assertive communication behavior and teacher's attitude towards their work in senior secondary Schools in Gwagwalada area council.
4. To determine the relationship between principal's aggressive communication behavior and teacher's attitude towards their work
5. To determine the relationship between principal's passive communication behavior and teacher's attitude toward their work
6. To determine the relationship between principal's avoidance communication behavior and teachers' attitude towards their work.

Area of study: The study was carried out in Gwagwalada Area council of FCT, Abuja Nigeria. The target population of the study consists of 8 Principals and 462 teachers from 8 Public Senior Secondary Schools in Gwagwalada Area council.

Table 1: PUBLIC SENIOR SECONDARY SCHOOLS AND DISTRIBUTION OF TEACHERS

Schools Name	No of Teachers
1. Government Girls Secondary Schools, Dukpa	44
2. Government Secondary school, Gwagwalada Abuja	64
3. Government Secondary Schools, Gwagwalada	62
4. Schools for the Gifted, Gwagwalada	51
5. Government Secondary Schools, Dobi	61
6. Government Secondary Schools, Hajj camp	54
7. Government Secondary Schools, Zuba	62
8. Government Science Secondary Schools, Tungan maji	64
Total	462

RESEARCH METHOD AND MATERIALS: The research design adopted for this study is descriptive survey. The samples size for this study consists of 8 Principals and 231 teachers which is 50% of the entire populations. A random sampling technique is used to select the respondent. This study selected only principals and teachers who had been in their current positions for 5 or more years. The researcher used questionnaire to collect data from the respondents. The researcher designed instrument title principals' communication behavior (PCBQ) and teachers' attitudes to work questionnaire (TAWQ). The PCBQ and TAWQ is divided into two sections. Section 1 contains question on personal data such as rank, gender, teaching experience and educational qualifications. Section 2 contains questions on principals' communication behaviors and teachers' attitude to work respectively in Gwagwalada senior secondary Schools. The instrument is a four-point rating scale with response mode of strongly agree (SA) = 4, Agree (A) = 3, disagree (D) =2 and strongly disagree (SD) =1

The internal consistency reliability of the instrument was ascertained through a trial testing using 20 teachers and five principals from public senior secondary Schools in Kwali area council of Abuja a sister Area council. SPSS software was used to calculate Cronbach alpha correlation. This yielded 0.87 and 0.80 for Principal's communication behavior (PCBQ) and Teacher's attitude towards work (TAWQ) respectively.

The instrument for data collection was distributed and collected from the respondents (principals and teachers) at designated locations in their respective Schools. The instrument was administered personally by the researcher with the aid of two research assistants who were properly briefed by the researcher about the study.

Means was used to answer the researcher questions. In analyzing, the mean scores that is between 2.50-4.00 is regarded as agree, while mean score between 0.50-2.49 is regarded as disagree. Multiple Regressions was used to analyze the main hypothesis at 0.05 level of significance because the data had different respondents has more than two variables while simple regression was used to analyze the operational hypothesis because it involved only two variables predictor and criterion variables.

PRESENTATION AND ANALYSIS OF RESULT

Question 1: What are the Communication Behaviors displayed by Principals in Gwagwalada area council Senior Secondary Schools?

To answer this research question, respondents’ reactions to questionnaire items in section A of PCBQ were collated and analyzed. The results are as shown in table 1

Table 2: Principals’ Assertive communication behaviors

Questionnaire Items	No	No	%	%	mean	Decision
	Agree	Disagree	Agree	Disagree		
Assertive Behavior						
1. The principal clearly Communicate his needs and feelings to the teachers	192	39	83	17	3.98	Agree
2. The principal is focused in identifying ways to resolve Schools’ problems	176	55	76	24	3.75	Agree

3. The principal emphasizes the need to protect his own rights as well as those of his teachers	153	78	66	34	2.76	Agree
4. Principal plays a vital role in building confidence among members of staff	185	46	80	20	3.68	Agree
5. Principal disallow conflicts to generate among staff	51	180	22	78	3.39	Agree
6. Principal is passionate about understanding the needs of the teachers	190	41	82	18	3.63	S.A
7. Principal consult teachers Always before taking important decisions	144	87	62	38	2.13	Disagree
Assertive Behavior Mean					3.33	Agree

The table 2 above shows that Principals in senior secondary Schools in Gwagwalada area council displays assertive communication behavior as evidence by the mean score of 3.33. This therefore implies that principals to a high extent display assertive communication behavior in Gwagwalada senior secondary Schools. However, principal do not always consult teachers before taking important decisions as seen from the mean score of 2.13. Principals should improve in this aspect of communication behavior.

Table 3: Principals’ Aggressive Communication behaviors

Questionnaire Items	No Agree	No Disagree	% Agree	% Disagree	mean	Decision
Aggressive Behavior						

8. The principal manipulates sensitive situations to suit his own interest	214	17	92.6	7.4	4.16	S.A
9. The principal prefers dominating discussions without listening to members of staff	190	41	82	18	3.63	S.A
10. The principal place slight emphasis on recognizing the views of members of staff	183	48	79	21	3.50	S.A
11. Principal show no interest in giving motivational Incentives to staff.	173	58	75	25	3.25	A
12. Principal frown at opposing views or opinions from staff	210	21	90	10	4.24	S.A
13. The principal takes very sensitive and important decision all alone.	93	138	40	60	1.14	S. D
14. Principal does not delegate authority to other staff members to perform duties	116	115	50.2	49.8	2.5	A
Aggressive Behavior mean					3.32	A

The table 3 shows that Principals in Senior Secondary Schools in Gwagwalada area council display aggressive behavior with a mean of 3.32. However, it was strongly disagreed that principal takes sensitive decision without consulting teachers (mean 1.14). This implies that when it comes to sensitive decision making, principals get their teachers involved in senior secondary Schools in Gwagwalada area council. This is a positive communication behavior that is highly encouraged.

Table 4: Principals’ Passive Communication behaviors

Questionnaire Items	No Agree	No Disagree	% Agree	% Disagree	mean	Decision
Passive Behavior						
15. The priority of the principal lies in allowing teachers express themselves	217	14	94	06	3.39	A
16. The principal does a lot in ensuring that there is no confrontation among the staff	210	21	90	10	3.20	A
17. The principal accommodates the views and feelings of members of staff in order to create positive interpersonal relationship	180	51	78	22	3.39	A
18. Principal is diplomatic in handling negative actions of the staff	215	16	93	7	4.39	S.A
19. Principal is nonchalant about gathering information from the staff	150	81	65	35	2.99	A
20. Principal is nonchalant about disseminating information to staff	160	71	69.2	30.8	3.18	A
21. The principal favors certain party while delegating duties	162	69	70	30	3.19	A
Passive Behavior Mean					3.39	A

The table 4 above indicates that principals in senior secondary Schools in Gwagwalada area council display passive communication behavior. This can be seen from the mean score of 3.39. Principals are to ensure that information is properly gathered and disseminated and teachers under them should be given equal opportunity to contribute ideas. In other words, favoritism should be avoided.

Table 5: Principals' Avoidance Behavior Communication behaviors						
Questionnaire Items	No	No	%	%	mean	Decision
	Agree	disagree	Agree	Disagree		
Avoidance Behavior						
22. The principal is concerned about ensuring that confrontation with staff is avoided	151	80	65	35	2.99	A
23. The principal pays less attention to situations that are uncomfortable or problematic	161	70	69.7	30.3	3.18	A
24. The principal does everything possible to ensure that sensitive Schools issues do not escalate into problems	220	11	95	5	4.54	A
25. Principal react to all Issues in school	118	113	51	49	2.05	D
Avoidance behavior Mean					3.19	A
Grand mean (all four communication behaviors)					3.31	A

Table 5 indicated that good numbers of respondents are in favor of the questionnaire items on principals' avoidance communication behavior with a mean score of 3.19 This therefore indicates that the communication behaviors displayed by Principals in Gwagwalada area council senior secondary Schools avoidance communication behavior. The grand mean 3.31 clearly show that

Principal in Senior Secondary Schools in Gwagwalada area council display Assertive, Aggressive, Passive and Avoidance Communication behaviors. The more and more the principal display this communication behavior, the more teacher’s attitude to work is affected.

4.2 Question 2: What type of attitudes do teachers in senior secondary Schools exhibit in work place?

To answer this question, the respondents’ reaction to TAW questionnaire were collated and analyzed as shown in the results in table 5

Table 6: Teachers’ attitude to work

Questionnaire Items	No Agree	No disagree	% Agree	% Disagree	mean	Standard deviation
1. Teachers are always punctual to Schools	6	2	75	25	2.83	1.06
2. Teacher writes lesson plan before their lesson	7	1	88	12	3.58	0.640
3. They keep to time allotted to lesson period	6	3	75	25	3.17	0.799
4. Teachers fill and submit their class records as at when due	5	3	63	37	2.83	0.799
5. They always use adequate teaching materials	7	1	88	12	3.00	0.577
6. Teachers do not show interest in assisting the dull students	3	5	37	63	1.67	0.624
7. Teachers do not motivate the students’ individual						

creativity	2	6	25	75	2.08	0.913
8. Teacher evaluates students by the end of every lesson	7	1	88	12	3.08	0.862
9. Teachers help student to solve identified instructional problems	8	0	100	0	3.42	0.493
10. They use student performance to evaluate and reform them teaching techniques	6	2	75	25	3.00	0.707
11. Teachers identify and spend extra time with student that are slow learners	6	2	75	25	2.67	0.745
12. Teachers solicits the principal help in challenging areas	5	3	63	37	2.92	0.879
13. Teachers maintain discipline among students	7	1	88	12	3.83	0.728
14. The old teachers assist the new teachers in settling down on their job	5	3	63	37	2.58	0.759
15. Teacher show interest in participating in Schools' activities	7	2	88	12	3.25	0.722
16. Teachers render cordial and supportive relationship						

to other teachers	7	1	88	12	3.42	0.759
17. Teacher maintains sound discipline approach in their class management	6	2	75	25	2.67	0.687
18. They ensure students consistently participate in class and other Schools activities	7	1	88	12	3.167	0.553
19. Teachers show royalty towards the achievement of the schools' objectives.	6	2	75	25	3.00	0.913
20. Teachers conduct effective supervision of student's test examination activities.	7	1	88	12	3.42	0.640
Total					2.979	0.743

Table 6 shows that the general attitude to work of teachers is positive. However, the positive attitude varies from tasks to tasks and from Schools to Schools as can be seen from the respondent responses.

The main hypothesis is tested with regression as shown

H₀: There is no significant relationship among Principals' Communication Behavior and Teachers' attitude to work in Senior Secondary Schools in Gwagwalada area council, Abuja.

Table 7: Regression Analysis of Principals' Communication Behaviors and Teachers' Attitude to work

Model	Sum of Squares	Df	Mean Square	FC	Ft	Sig.
Regression	3.016	4	.754	5.613	5.05	.019 ^a
Residual	1.075	8	.134			

Total 4.090 12

In table 7, the regression test carried out shows that principals’ communication behavior can significantly influence teachers’ attitude to work in Gwagwalada area council Senior Secondary Schools. This is because the calculated F-value 5.613 is greater than the table F-value 5.05. Therefore, the null hypothesis was rejected and it could be stated that there is significant relationship between Principals’ Communication Behaviors and Teachers’ attitude to work in Senior Secondary Schools in Gwagwalada area council, Abuja. Teachers’ attitude to work will determine whether the goals of the schools as an organization are achieved.

Table 8: Summary of Results of contribution of Principals’ communication behaviors on teachers’ attitude to work

Model	Beta	Std. Error	t	Sig
(Constant)	1.306	1.004		
Assertive	.176	.276	.680	.516
Aggressive	.844	.101	4.579	.002
Passive	.199	.383	-.662	.527
Avoidance	.142	.174	.437	.674

Table 8 showed that the coefficient of contribution of principals’ Aggressive communication behavior is .844, the highest while Avoidance contribution is .142, the least. This indicates that Principals’ Aggressive communication behavior contributes more to teachers’ attitude to work in Senior Secondary Schools in Gwagwalada area council. This also implies that Principals aggressive communication behavior influences teachers’ attitude to their work more than the other three communication behaviors. Principals thus should understand what it means to display aggressive behavior and should therefore minimize the use of aggression to communicate. Next to aggressive behavior is passive communication behavior with .199 as its coefficient of contribution to teachers’ attitude to work. While that of Assertive communication behavior is .176. This showed it contribute less in compares with passive communication but more than avoidance communication behavior.

CONCLUSION AND RECOMMENDATIONS

Summary of Findings

The results of the research questions in this study revealed that:

1. The communication behaviors displayed by Principals in Gwagwalada area council senior secondary Schools are: assertive, aggressive, passive and avoidance communication behavior as indicated by the mean score of 3.33, 3.32, 3.39, and 3.28 for assertive, aggressive, passive and avoidance. The more and more the principal display these communication behavior, the more teacher's attitude to work is affected.
2. In displaying assertive behavior, principals clearly communicate their needs and feelings to teachers, they focus on ways to resolve school's problems and play vital role in building confidence among members of staff. They also disallow conflicts among staff just as they are passionate about understanding the need of teachers. They however do not consult teachers before taking important decisions.
3. Principal display of aggressive behavior shows that they manipulate sensitive situations to suit their own interest. They preferred dominating discussions and place less interest in recognizing the view of staff. Also, they take very sensitive and delegate decision alone and they do not delegate authority to other staff.
4. In displaying passive behavior, the principals' priority lies in allowing teachers express themselves, they ensure that there is no confrontation among staff and they accommodate the views of staff in order to create positive interpersonal relationship. They are diplomatic in handling negative actions of staff. They are however nonchalant about gathering and disseminating information to staff.
5. The display of avoidance behavior by principal shows that they ensure that confrontation with staff is avoided, they also pay less concern to situation that are problematic and do everything possible that ensure that school issues do not escalate into problems. They also do not react to every in school.
6. The general attitude to work of teachers in senior secondary Schools in Gwagwalada area council is positive. However, the positive attitude varies from tasks to tasks and from Schools to Schools as can be seen from the respondent responses in table 7. Teachers resume work in time except in some few cases in public senior secondary Schools and this can be trace to lack of proper supervision or checkmate on the teachers by their superordinate. Teachers plan ahead what they

will teach and what method to use in delivering lesson in a way that will foster better understanding by the student. They also attend to their lessons according to the time table schedule. Though not a good percentage agreed that teachers submit their class record as at when due, but their attitude toward this is still positive. Senior secondary Schools teachers in Gwagwalada area council like to assist dull student who show interest to learn. They also use adequate teaching materials for teaching where available especially in government Schools. Private Schools in Gwagwalada still need to do more on this regard particularly in making teaching materials available for teachers. Teachers in senior secondary Schools in Gwagwalada also motivate individual student's creativities, help them to solve identified problems and evaluate students' performance in order to evaluate and reform their teaching techniques.

Findings from the main hypothesis:

1. The Multiple Regression of Principal Communication Behavior and Teachers Attitude to work above shows that the regression coefficient (R square) is 0.737. This indicates that about 73.7% of the variation in teachers' attitude to work is accounted for by principals' communication behavior. It can therefore be inferred that Principals' communication behavior affects teachers' job performance which is an important indicator of Schools effectiveness in Senior Secondary Schools in Gwagwalada Area Council of the FCT. This implies that a principal's communication behavior affects teacher's attitude toward their work or duty. The implication of this is that the extent to which the Schools Principals display assertive, aggressive, passive and avoidance communication behavior affect teacher's jobs performance and this will go a long way in ensuring Schools effectiveness in Gwagwalada area council Senior Secondary Schools.
2. The assertive behavior displayed by Principal affects the type of attitude teachers in secondary Schools exhibit in work place as seen by the calculated F-value 13.881. Principal should therefore be conscious of the effect (either negative or positive) this behavior has on the teachers under them so as to know when to use it.
3. Principals display of aggressive communicate behavior also affect teachers work attitude evident with calculated F value 10.851. Principal should study his/her teacher's attitude to work and should use aggressive communication behavior where necessary but as much as possible reduce the use of this behavior so as to foster positive attitude by teachers to-ward their work.

4. The F-value 18.309 in table 12 of chapter four shows vividly that Principals display of nonchalant (passive) communication behavior affects the attitude to work of teachers.
5. Avoidance communication behavior by principal has a strong effect on teachers' attitude to work as shown by table 13 with F-value 7.915. Principal should address all problematic issues that might affect the work progress of teacher in Schools.
6. The coefficient of contribution of principals' Aggressive communication behavior is .844, the highest while it is .176, .199 and .142 for assertive, passive and avoidance communication behavior respectively as shown in table 14. This also implies that Principals aggressive communication behavior influences teachers' attitude to their work more than the other three communication behaviors. Principals thus should understand what it means to display aggressive behavior and should therefore minimize the use of aggression to communicate.
7. The conclusion from the preceding findings is that Principals are deficient in terms of communication behavior particularly and decision-making process. It is very clear that teachers' attitude to their job would improve if Principals' communication behavior improves.

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