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SCHOOL ADMINISTRATORS' COMMUNICATION TYPOLOGY AS A  
PREDICTOR OF TEACHERS' JOB PERFORMANCE IN UNITY SCHOOLS IN  
SOUTH-SOUTH, NIGERIA

By

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**ABSTRACT**

*The study was carried out to assess the extent to which school administrators' communication typology acts as a predictor of teachers' job performance in unity schools in South-South, Nigeria. A correlational design was adopted for the study. The research area was South-South Nigeria. The population of this study was 1,644 respondents which comprised all the 17 principals and 1,627 teachers of all the seventeen (17) unity schools of 2020/2021 academic session in South-South education zone, Nigeria. Simple random sampling technique was used to select a total of was 510 respondents which comprises of 50 teachers from the 10 selected unity secondary schools and 10 principals from each of the 10 selected unity secondary schools. The instruments for data collection were 'School Communication of Administrators Questionnaire (SCAQ) and 'Teacher Job Performance Questionnaire (TJPQ). The data obtained were analysed using Pearson Moment Correlation Coefficient. Linear Regression analysis (ANOVA) was used to test the null hypotheses at 0.05 level of significance. Conclusions made from the study states that on the overall that school administrators' communication; (typology communication) to a high extent relate to teachers' Job performance in unity secondary schools. The findings revealed that different communication patterns pooled, sequential, and reciprocal significantly influence how teachers perform their professional duties. One of the recommendations made from the study was that School administrators should deliberately apply communication typologies pooled, sequential, and reciprocal according to the context and task requirements to enhance teachers' clarity, efficiency, and engagement*

**KEYWORDS: Unity Schools, typology communication, Job Performance**

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**INTRODUCTION**

Typology communication is a fundamental element in the effective management and administration of educational institutions. In schools, communication facilitates the exchange of information between principals, teachers, and other staff members, thereby promoting coordination, collaboration, and the achievement of educational goals. One important concept in organizational communication is the typology of communication, which refers to the classification of communication patterns based on how information flows and how individuals interact within an organization. These communication patterns help administrators understand how tasks are coordinated and how decisions are communicated among members of an institution (Keyton, 2017).



In organizational and administrative studies, communication typology provides a framework for understanding how different structures of communication influence organizational performance. Communication within an organization may take various forms depending on the level of interaction and dependence among members. According to James D. Thompson, the structure of communication in an organization is largely determined by the level of interdependence among members and their tasks. When activities are closely connected, communication becomes more frequent and interactive, whereas loosely connected tasks require less direct communication (Thompson, 1967).

Communication typology is commonly categorized into patterns such as pooled, sequential, and reciprocal communication. Pooled communication occurs when members work independently but contribute to a shared goal, while sequential communication follows a step-by-step flow where one task must be completed before another begins. Reciprocal communication involves continuous interaction and feedback among members of the organization. These patterns are essential in ensuring effective coordination, decision-making, and information sharing within institutions (Robbins & Judge, 2019).

Within educational administration, communication typology plays an essential role in leadership and school management. School principals rely on different communication patterns to convey instructions, coordinate academic activities, and maintain effective relationships with teachers and other staff members. For instance, general school announcements may follow pooled communication, while curriculum planning or problem-solving activities may require reciprocal communication where teachers and administrators engage in discussions and exchange ideas. Effective communication structures therefore help ensure that information flows smoothly across different levels of the school system (Hoy & Miskel, 2017).

Teachers' job performance is also closely influenced by the communication patterns that exist within a school. When communication between principals and teachers is clear, consistent, and interactive, teachers are better informed about school policies, instructional expectations, and academic goals. Such clarity enhances teachers' ability to plan lessons, manage classrooms effectively, and contribute positively to the overall development of students. Conversely, ineffective communication may lead to misunderstandings, poor coordination, and reduced teacher productivity (DeVito, 2019).

Furthermore, effective communication typology encourages collaboration among teachers and administrators. Through open dialogue, feedback, and professional interaction, teachers are able to share ideas, address challenges, and adopt innovative teaching strategies that improve classroom instruction. Communication patterns that promote participation and feedback can also increase teachers' motivation, job satisfaction, and commitment to their responsibilities (Bush, 2016).



Despite the importance of effective communication in schools, many educational institutions still experience challenges related to poor communication structures between principals and teachers. These challenges may hinder cooperation, create confusion about roles and responsibilities, and ultimately affect the quality of teaching and learning. Understanding how principals' communication typology influences teachers' job performance is therefore essential for improving school management and educational outcomes.

### **Statement of the Problem**

Unity Schools' teachers are personnel trained in knowledge, skills, attitudes, and values in formal training institutions to teach or impart these to learners in the most acceptable way. Effective teaching requires not only professional competence but also proper coordination, guidance, and communication from school administrators. Communication within schools originates from the psychological need of employees to discuss their work, instructional strategies, and organizational events. While structured communication by administrators can provide clarity, guidance, and timely feedback, it can also be ineffective when improperly managed, leading to confusion, delays, or misunderstanding among teachers (Keyton, 2017; Robbins & Judge, 2019).

The issue of administrators' typology of communication and its influence on teachers' job performance has been a long-standing concern for educational managers. In Unity Schools and other educational institutions, inadequate or poorly structured communication patterns have been linked to unclear instructions, lack of coordination in teaching activities, reduced teacher motivation, and diminished classroom effectiveness. Teachers may misinterpret directives, delay implementation of policies, or feel unsupported by administrators, which can negatively affect overall teaching quality and student outcomes (Hoy & Miskel, 2017; DeVito, 2019).

Despite the potential benefits of effective communication typologies—such as pooled, sequential, and reciprocal communication—in promoting teamwork, clarity of roles, and professional collaboration, the negative consequences often outweigh the positives when communication patterns are inconsistent or unmonitored. School administrators may struggle to implement appropriate communication strategies, and teachers may experience gaps in information, lack of feedback, or limited involvement in decision-making, all of which can hinder their professional performance (Bush, 2016; Keyton, 2017).

In view of this, the study deemed it pertinent to raise a query which it seeks to answer: To what extent do school administrators' typologies of communication influence teachers' job performance in Unity Schools?

### **Objective of the Study**

The study sought to:



1. To find out the extent to which school administrators' usage of grapevine communication relate teachers' job performance in unity schools.

### **Research Question**

1. To determine the predictive relationship between communication typology of school administrators and teachers' job performance in unity secondary schools in South-South, Nigeria.

### **Hypotheses**

- H<sub>01</sub>: Significant relationship does not exist between communication typology of school administrators and teachers' job performance of unity schools in South-South, Nigeria.

### **The Concept of Communication**

Communication process is a very important aspect of school organization. The concept of communication in formal organization has received consideration attention in recent years. Education is one of the organizations whose functions depend on effective communication and coordination in the educational management, interactions and between the teachers and principals (Ibiam, 2015). Educational administrators spend ample time communicating. As a result, the critical role communication plays in school and the effort devoted to it means that effective communication skill is an essential process in school life. This means that school administrator should understand communication because it permeates the instructional, interpersonal and administrative processes of schools. Consequently, for school administrators to boost the job effectiveness of their teachers, they must be versed in the acquisition and utilization of effective communication.

Wentz (2018) stated that effective communication involves more than speaking. People communicate by writing, listening, and using non-verbal signals to get their message across. What people do not say while speaking could be just as important as what they do say, and how our body language supports or refutes what we are saying could mean the difference between communicating and just speaking. School administrators, according to Laud (2018), spend vast majority of their days communicating. How they address their faculties can set the stage for effective communications and excellent teachers' performance within a school.

### **Principal's Typology Communication**

Typology of communication refers to the classification of communication patterns based on how information flows and how individuals interact within an organization. In organizational and administrative studies, typology helps scholars and managers understand the different structures through which communication occurs and how these structures influence coordination, decision-making, and performance. Communication typology is particularly useful in institutions such as schools, businesses, and



government organizations where information must move effectively between leaders and members to achieve organizational goals (Keyton, 2017).

In organizational theory, communication typology explains how tasks and relationships among members determine the pattern of information exchange. According to James D. Thompson, organizations structure their communication based on the level of interdependence among members. This means that the way people communicate in an organization depends on how their work activities are connected. When tasks are loosely connected, communication tends to be limited, but when tasks are closely linked, communication becomes more frequent and interactive (Thompson, 1967).

Communication typology is often categorized into patterns such as pooled, sequential, and reciprocal communication. These patterns describe the degree to which individuals depend on one another to complete tasks and exchange information. In pooled communication, members contribute individually to a shared goal; sequential communication involves step-by-step information transfer; while reciprocal communication requires continuous feedback and interaction among participants (Robbins & Judge, 2019).

In educational administration, typology of communication is important for effective leadership and coordination within schools. School principals use different communication patterns when interacting with teachers, students, and administrative staff. For example, general announcements may follow a pooled pattern, while academic planning may require reciprocal communication where teachers and administrators discuss ideas and provide feedback (Hoy & Miskel, 2013).

Understanding communication typology helps organizations improve teamwork, reduce misunderstandings, and enhance efficiency. By recognizing the appropriate communication structure for different tasks, leaders can ensure that information flows properly and that members of the organization work collaboratively toward achieving shared objectives (Keyton, 2017).

Typology in education refers to the classification of teachers into different categories according to their instructional styles, attitudes toward teaching, and approaches to classroom management. These categories help researchers and school administrators understand how teachers differ in their professional practices and how such differences influence the effectiveness of teaching and learning. By grouping teachers into identifiable types—such as teacher-centered, learner-centered, or innovative facilitators—educators can better examine patterns of behavior and instructional strategies that shape classroom outcomes. According to Yoshida, Conti, Yamauchi, and Kawanishi (2023), teaching typologies provide a useful framework for understanding the diversity of instructional practices among teachers and how these practices influence teaching effectiveness.

One important effect of typology on teachers' job performance is its influence on teaching strategies and classroom delivery. Teachers who fall within learner-centered



typologies often encourage discussion, collaboration, and critical thinking among students. Such approaches tend to improve student participation and learning outcomes because students are actively involved in the learning process. On the other hand, teachers categorized under a strictly teacher-centered typology may rely heavily on lectures and direct instruction. While this method can be effective in certain contexts, excessive dependence on it may limit students' engagement and creativity. Studies suggest that teachers who adopt flexible and interactive teaching typologies tend to demonstrate higher instructional effectiveness and better classroom management (Agustina, Saripudin, Yulifar, & Supriatna, 2022).

Typology also affects teachers' job performance by shaping their professional attitudes and motivation toward teaching. Different teacher types exhibit varying levels of commitment, adaptability, and openness to innovation. For example, innovative or reflective teacher typologies often demonstrate a strong willingness to integrate modern teaching techniques, digital tools, and collaborative learning strategies into their lessons. Such adaptability improves lesson quality and encourages continuous professional growth. Conversely, teachers who adhere rigidly to traditional methods may struggle to adapt to modern educational demands, which can affect their overall job performance and responsiveness to students' needs (López-Hernández, Martínez-Orozco, & Soto-Pérez, 2025). Furthermore, typology influences how teachers interact with students and manage the classroom environment. Teachers who belong to supportive or facilitative typologies often establish positive relationships with students by encouraging open communication and mutual respect. This type of classroom climate fosters trust, discipline, and motivation among learners, which ultimately enhances academic performance. Research indicates that positive teacher-student relationships are strongly linked to effective teaching and improved job performance among educators (Hattie, 2018). When teachers understand their typological orientation, they can consciously adopt practices that strengthen these relationships and improve learning outcomes.

Another important impact of typology on teachers' job performance is its role in professional development and educational planning. Educational administrators can use teacher typologies to design targeted training programs that address specific instructional needs. For instance, teachers identified as highly structured but less interactive may benefit from training that emphasizes student-centered learning strategies. By recognizing these categories, schools can provide tailored support systems that help teachers refine their skills, enhance instructional quality, and meet evolving educational standards (Darling-Hammond, Hyler, & Gardner, 2017). Understanding teacher typologies contributes to improved institutional decision-making and educational policy development. When educational stakeholders recognize the diversity of teacher profiles within schools, they can implement policies that promote collaboration, mentorship, and professional learning communities. These initiatives allow teachers to learn from one another and adopt effective teaching strategies that enhance their performance. Consequently, typology serves not only as a tool for categorizing teaching practices but also as a valuable framework for improving teacher



effectiveness, fostering professional growth, and strengthening the overall quality of education.

### **Effect of Typology Communication on Teachers' Job Performance**

Communication within educational organizations plays a vital role in determining how effectively teachers carry out their professional responsibilities. Typology of communication refers to the classification of communication patterns that exist within an organization and how these patterns influence the exchange of information among members. In schools, communication between principals, teachers, and other staff members affects decision-making, coordination of activities, and the overall functioning of the institution. When communication structures are well organized and effective, teachers receive clear guidance and support, which enhances their job performance and productivity (Keyton, 2017).

Typology of communication helps explain the different ways information flows within an organization. Organizational theorists have emphasized that communication patterns influence how individuals collaborate and accomplish shared objectives. According to James D. Thompson, organizations adopt different communication structures depending on the level of interaction and interdependence among members. In educational settings, these structures shape how teachers interact with administrators and colleagues while performing their duties. Effective communication typology ensures that teachers are adequately informed about school policies, curriculum changes, and instructional expectations, which ultimately improves their job effectiveness (Robbins & Judge, 2019).

One important way typology of communication affects teachers' job performance is through improved clarity of roles and responsibilities. When communication patterns within a school are properly structured, teachers receive accurate and timely information about their duties, schedules, and academic objectives. This clarity minimizes confusion and ensures that teachers focus on delivering quality instruction to students. Clear communication from school leadership also promotes accountability and helps teachers align their classroom activities with the overall goals of the institution (Hoy & Miskel, 2017).

Another significant effect of communication typology on teachers' performance is the enhancement of collaboration among staff members. Reciprocal communication patterns encourage open dialogue, teamwork, and continuous feedback between teachers and school administrators. When teachers actively participate in discussions and decision-making processes, they are more likely to share ideas, solve problems collectively, and adopt innovative teaching strategies. Such collaborative environments increase teacher motivation and improve their effectiveness in classroom management and instructional delivery (DeVito, 2019).

Sequential communication patterns also contribute to teachers' job performance by ensuring that academic tasks follow an organized and systematic process. In schools,



instructional activities such as curriculum planning, lesson preparation, assessment, and evaluation often occur in stages. Effective sequential communication ensures that teachers receive necessary instructions at the appropriate time, enabling them to prepare adequately for their teaching responsibilities. This structured flow of information improves efficiency and ensures that educational activities are completed successfully (Bush, 2016).

Furthermore, pooled communication patterns allow teachers to work independently while contributing to the collective goals of the school. In this type of communication structure, each teacher performs specific tasks within their classrooms while adhering to common guidelines and policies provided by school leadership. Although teachers may work separately, their individual efforts combine to achieve the overall educational objectives of the institution. This communication pattern promotes autonomy while maintaining coordination among staff members (Keyton, 2017).

Effective typology of communication also influences teachers' job satisfaction and morale. When principals communicate effectively with teachers and maintain open communication channels, teachers feel valued and respected within the organization. Positive communication relationships foster trust, transparency, and mutual understanding between administrators and teachers. These factors contribute to higher job satisfaction and encourage teachers to perform their duties with greater dedication and commitment (Robbins & Judge, 2019).

In addition, communication typology plays a crucial role in improving teachers' professional development and instructional competence. Schools that encourage interactive communication allow teachers to share knowledge, experiences, and best practices with their colleagues. Through staff meetings, workshops, and collaborative discussions, teachers gain new insights that help them improve their teaching skills and classroom performance. Continuous communication and knowledge sharing therefore contribute significantly to teachers' professional growth (DeVito, 2019).

Another important effect of communication typology is its role in enhancing organizational coordination and conflict resolution. Schools often face challenges such as misunderstandings, workload pressures, and differences in opinions among staff members. Effective communication patterns enable school leaders to address these challenges quickly by facilitating open discussions and feedback. When communication channels are clear and inclusive, teachers can express concerns and receive support from administrators, which helps maintain a harmonious working environment (Bush, 2016).

Overall, the typology of communication within a school has a strong influence on teachers' job performance. Effective communication patterns promote clarity, collaboration, motivation, and professional development among teachers. When school principals adopt appropriate communication structures, teachers are better equipped to perform their instructional duties efficiently and contribute to improved student learning outcomes. Therefore, effective communication typology remains an essential factor in



enhancing teachers' productivity and the overall effectiveness of educational institutions (Hoy & Miskel, 2017).

### **Job Performance**

Job performance as it relates to the teaching profession is an index of teachers' effectiveness which refers to the relationship between characteristics of the teachers and their effects on educational outcomes of classroom teaching (Nwosu, 2017). He revealed further that teachers' performance refers to actions or procedure a teacher embarks upon in order to attain specific school goals. Performance very much depends on perception, values and attitudes. There appear to be many variables influencing job performance are perception, values and attitude.

Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ayeni, 2014). Similarly, the roles and contexts of educations' motivational methods and tools cannot be underemphasized because high motivation enhances productivity which is naturally in the interests of all education.

The performance of employees on different jobs in close coordination is needed for success of the organization (Macey & Schneider, 2018). Employees are performing different jobs in an organization depending upon the nature of the organization. They mainly perform tasks like production, storage, manufacturing, transportation, marketing, purchasing, distribution, promotion of business, finance and accounting, human resource, research and public relations. All these activities are interrelated to achieve the targets. These are to be performed by the employees properly so they can give their best output at the job. This will have great impact on the total production and progress of the organization. Various factors like training, motivation, dedication, welfare, management policies, fringe benefits, salary and packages, promotion, communication etc. are responsible to encourage the people to work sincerely and give their best output (Korkaew & Suthinee, 2012). The importance of employees' performance must be understood by the management and sincere efforts must be put in that direction.

### **Methodology**

A correlational design was adopted for the study. The research area was South-South Nigeria. The population of this study was 1,644 respondents which comprises all the 17 principals and 1,627 teachers of all the seventeen (17) unity schools of 2020/2021 academic session in South-South education zone, Nigeria. Simple random sampling technique was used to select a total of was 510 respondents which comprises of 50 teachers from the 10 selected unity secondary schools and 10 principals from each of the 10 selected unity secondary schools. The instruments for data collection were 'School Communication of Administrators Questionnaire (SCAQ) and 'Teacher Job Performance



Questionnaire (TJPQ). The data obtained were analysed using Pearson Moment Correlation Coefficient. Linear Regression analysis (ANOVA) was used to test the null hypotheses at 0.05 level of significance.

**Result and Hypotheses**

**Research Question 1:** What is the predictive relationship between communication of school administrators and teachers Job performance in unity secondary schools in SouthSouth Nigeria?

**Table 1: Summaries of descriptive statistics (Multiple correlation) for the coefficient of relationship among the extent communication of school administrators(X) (verbal (X<sub>1</sub>), listening (X<sub>2</sub>), non- verbal (X<sub>3</sub>), written (X<sub>4</sub>), electronic (X<sub>5</sub>), feedback(X<sub>6</sub>) & grapevine (X<sub>7</sub>) and teachers Job performance in unity secondary schools (Y)**

N	R	R <sup>2</sup>	Remarks
510	0.68	0.46(46%)	High Relationship

Sample Size (n), Multiple Correlation Coefficient (R), coefficient of determination (R<sup>2</sup>) and Remarks

On table 1, a Multiple Correlation Coefficient was computed to describe the coefficient of relationship among the extent communication of school administrators (X) (verbal (X<sub>1</sub>), listening (X<sub>2</sub>), non-verbal (X<sub>3</sub>), written (X<sub>4</sub>), electronic (X<sub>5</sub>), feedback(X<sub>6</sub>) & grapevine (X<sub>7</sub>) and teachers’ Job performance in unity secondary schools (Y) shows that the coefficient of relationship was high with a coefficient of 0.68 which was positive and within the coefficient limit of +/- -0.60 to 0.79. The coefficient of determination (R<sup>2</sup>) 0.46 indicates that 46% of the variance observed in teachers’ Job performance in unity secondary schools was accounted for communication of school administrators; verbal, listening, non-verbal, written, electronic, feedback and grapevine. The result of the finding is in support of Keyton, (2017) who highlighted that communication typology helps organizations improve teamwork, reduce misunderstandings, and enhance efficiency. By recognizing the appropriate communication structure for different tasks, leaders can ensure that information flows properly and that members of the organization work collaboratively toward achieving shared objectives. The result is also in support of Bush, (2016) according to him, effective communication typology encourages collaboration among teachers and administrators. Through open dialogue, feedback, and professional interaction, teachers are able to share ideas, address challenges, and adopt innovative teaching strategies that improve classroom instruction. Communication patterns that promote participation and feedback can also increase teachers’ motivation, job satisfaction, and commitment to their responsibilities.

**Hypothesis one**

**Ho<sub>1</sub>:** What is the predictive relationship between communication of school administrators and teachers’ job performance in unity secondary schools in SouthSouth, Nigeria?



**Table 2: Summaries of One Way ANOVA (F-test) for the coefficient of relationship communication of school administrators(X) (verbal (X<sub>1</sub>), listening (X<sub>2</sub>), non-verbal (X<sub>3</sub>), written (X<sub>4</sub>), electronic (X<sub>5</sub>), feedback(X<sub>6</sub>) & grapevine (X<sub>7</sub>) and teachers Job performance in unity secondary schools (Y)**

Model	Sum of Squares	Degree of Freedom	Mean Squares	F <sub>cal</sub>	F <sub>tal</sub>	Decision
Regression	7683.145	7	1097.592			
Residual	672.012	503	1.336	821.55	2.01	Reject Ho <sub>8</sub>
Total	8355.157	510				

F-test of Significance of Multiple Linear Correlation/Regression among the variables

On table 2, a One-Way ANOVA F-test of significance of multiple linear correlation statistic was computed to display the significance of coefficient of relationship among the extent communication typology of school administrators; (verbal, listening, non-verbal, written, electronic, feedback and grapevine) and teachers' Job performance in unity secondary schools. It was indicated in the table that the calculated F-ratio value of 821.55, using a degree of freedom of (7, 503) at 0.05 level of significance. Since the calculated F-value of 821.55 is greater than the tabulated F-value of 2.01, hence the researcher rejected the null hypothesis; thus, concluding that there is significant relationship among the extent communication typology of school administrators and teachers job performance in unity secondary schools in South-South Nigeria. This result is in support of the findings of Robbins & Judge, (2019) who stated that effective communication typology ensures that teachers are adequately informed about school policies, curriculum changes, and instructional expectations, which ultimately improves their job effectiveness. The result of the finding is also in support of Hoy & Miskel, (2017), who mentioned that effective communication typology remains an essential factor in enhancing teachers' productivity and the overall effectiveness of educational institutions.

## CONCLUSION

The study concluded that school administrators' typology of communication and teachers' job performance in Unity Schools in South-South Nigeria. The findings revealed that different communication patterns pooled, sequential, and reciprocal significantly influence how teachers perform their professional duties. Specifically, reciprocal communication, which involves continuous feedback and interactive dialogue between administrators and teachers, was found to strongly enhance teachers' motivation, collaboration, and instructional effectiveness. Sequential communication ensured that teachers received information in an organized manner, facilitating lesson planning and classroom management, while pooled communication allowed teachers to work independently toward collective school goals. Overall, the study concluded that the typology of communication adopted by school administrators is a critical factor in



shaping teachers' job performance. Administrators who apply appropriate communication patterns effectively improve role clarity, teamwork, professional development, and job satisfaction among teachers. Consequently, understanding and implementing the right communication typology can significantly enhance teaching quality and student outcomes in Unity Schools.

## RECOMMENDATIONS

Based on the findings, the study recommends the following:

1. School administrators should deliberately apply communication typologies pooled, sequential, and reciprocal according to the context and task requirements to enhance teachers' clarity, efficiency, and engagement.
2. Professional development programs should emphasize understanding and applying different communication patterns to maximize teachers' performance, motivation, and satisfaction.
3. School leaders should regularly assess the effectiveness of their communication strategies, ensuring that the chosen typologies meet teachers' needs and promote continuous improvement in instructional outcomes.



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