

# INFLUENCE OF COMMUNICATION ON PRINCIPAL-TEACHER RELATIONSHIP IN SECONDARY SCHOOLS IN BENUE STATE – NIGERIA

By

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## ABSTRACT

*This study investigated influence of communication on principal-teacher relationship in secondary schools in Benue State. The study was guided 2 research questions. 2 hypotheses were formulated and tested. The study adopted a descriptive survey research design. The population of the study was 3878 teachers in 52 secondary schools out of which 363 respondents were sampled comprising of 24 principals and 339 teachers in 24 schools. The instrument used for the study was a 10 item self-developed questionnaire titled “Communication and Principal-Teacher Relationship Questionnaire (CPTRO)”. The data generated were analyzed using descriptive statistical tool of mean and standard deviation to answer research questions and Chi-square was used to test the hypothesis at 0.05 level of significance. The findings revealed that downward and upward communication patterns have significant influence on principal-teacher relationship in secondary school. It was therefore, recommended that in order to enhance upward communication so to reap its fruits in principal-teacher relations the common forms of downward communication such as official memos, organizational publications, policy statement, manual, procedures among others should be enhanced among principals through seminars and workshops so as to sensitize them to follow the rules of the communication pattern. Furthermore, these training will help to understand that downward communication is more than passing information to subordinates.*

**Keywords:** *Communication, Principal-teacher relationship, Downward and Upward communication patterns*

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## INTRODUCTION

In any organization, formal or informal, communication leads to effective management which aids achievement of organizational goals. Communication is so vivid in our everyday work and lives, that we easily forget how much it affects what and how we do things. This implies that communication has great value for humans. People with good communication skills are able to convey their thoughts, knowledge and ideas effectively to other people. As in all dimensions of social life, in educational organizations, communication is also crucial. For an active, qualified, and productive education, communication is inevitable among school managers and teachers, both in the school environment and outside of it. Linus, Allison and Paul (2019) avail that communication in a school system has the intent of motivating or influencing behaviour; this is in view of the fact that as people interact with others to resolve problems, ideas, attitudes and feelings are exchanged and understood. To this end, communication remains a unique instrument that integrates management functions in

an organization. This explains why communication is inevitable and indispensable in the school system for effective management.

Communication is a knowledge-conveying process between a source and a receiver who understands the message correctly (Iscan, 2013). Communication as a concept simply means the basic ideas and facts about the transmission of messages from one person or group of people to another. Communication could be defined as the process of creating, transmitting and interpreting ideas, facts, opinions and feelings (Akinnubi, Gbadeyan, Fashiku, and Kayode, 2012). According to the authors, communication is a process that involves creating and transmitting of ideas, facts, opinions and feelings in form of a message from one person (encoder) and the message is translated and interpreted by another person (decoder). For instance, in the school settings, a principal would create a message in form of objects, transmitting the message to the teachers. These objects are translated and interpreted based on the facts and ideas. From the foregoing, communication is the means by which people are linked together in an organization. Just the way fuel is to a vehicle so is communication to an organization, it is a force that drives an organization. Communication links individuals, creates and maintains individual and organizational perceptions, motivates and persuades others.

Thus, no institution can function without communication among its components and structure. Communication can have several purposes; to satisfy individual and social needs, to cooperate and understand the world, as well as a way to distribute information and messages. Communication therefore is more than distributing messages; it involves interplay between actors (Johansson, 2013). Depending on how communication is conducted, in what circumstances, organization and with what actors, it can render different outcomes. This entails that communication remains a unique instrument that integrates management functions in an organization. Educational institutions are not left out, in this regard secondary schools.

Secondary school is a crucial tier in the hierarchy of education in Nigeria. It is the midway between primary and tertiary schools (Nanbak, 2020). It is the form of education that students receive after their primary education and or before their tertiary education. It is intended for pupils between the ages of 11-17. Secondary school is the budding ground for future professionals as well as the foundation for the discovering and classification of the specific fields of professions. Secondary schools being an institution for learning has set goals it tend to pursue with its daily activities that are hinged on the principal and teachers. Onyeike and Nwosu (2018) state that the principal as an administrative staff among other functions plays a supervisory role on the teachers as to how the school aims and objectives are being achieved while the teacher on the other hand is assigned majorly with the responsibility of implementing every policy and programs designed to achieve the institutional aims, goals and objectives. Hence there is need for smooth interaction between these major actors.

School principals interact with teachers, teachers interact with other teachers, and teachers interact with students, all affecting the others' well-being. School principals also play a central role in ensuring a positive environment for teaching and learning in schools. School principals are responsible for a set of responsibilities such as internal relations to teachers and other school staff (Spillane & Lee, 2014). The internal relations capture the relational aspects of principals' behaviour, focused on within-school interpersonal relationships. This includes behaviours related to developing and sustaining student and family relationships and attending school activities, as well as handling staff conflicts and engaging informal and social interactions with staff which all centers on communication because the principal is the chief administrator, responsible for the overall management of the school community that includes staff, students and families. Communication is essential to

the job because it ensures that everyone understands the school's mission and their role in it. Therefore, the levels of success a school can record depend on the level of relationship between its principal and teachers and the modus operandi of the school which tend to hinges on communication in schools. The role the leader plays and the relationship the leader develops with their subordinates have been measured as fundamental components for the subordinates' work performance in various organizations (Simmonds, 2010). Principals hold the heart of the school organization and their actions and relationships with their teachers affect the satisfaction, cohesion, and commitment levels of teachers and principals as well (Tschannen-Moran, 2011).

In secondary school different communication patterns used exists, these include; downward communication pattern, upward communication pattern, diagonal communication pattern and horizontal communication Pattern. This implies that in any form of communication process in the school, meanings and messages are conveyed through one communication pattern or the other.

Downward communication is a type of communication that moves from the head to the subordinates in the form of instruction, order, warnings and directions. Downward communication refers to the type that starts from the top to the bottom levels of the school organization. According to Onyeiwu (2014) this type of communication is usually in written form and takes place in a routine manner, is implemented by regular staff releases, memoranda, personal direction, telephones and any other system at the disposal of the management. In this study, it is a process whereby directives flow from principal to vice principal and through the channel to teachers, students and parents. In school system, in order to have a good communication pattern between the principal and his teachers, the principal is expected to integrate properly the downward pattern of communication with other patterns as it can ensure proper coordination and organization of school activities and equally improve the relationship that exists between the principal and his teachers. The downward flow of communication provides a channel for directives, instructions, and information to organizational members. However, much information gets lost as it is passed from one person to another. Traditionally, downward communication was emphasized but there is ample evidence that if this is the only direction of communication, problems will develop. Drucker in Jones and George (2013) is even more emphatic when he states that downward communication does not work because it ignores the receiver of the communication. Moreover, the message can be distorted if it travels a great distance from its sender to the ultimate receiver down through the formal school organization hierarchy (Tourish, 2010).

Upward communication is another important pattern of communication to be adopted in schools. According to Linus, Allison and Paul (2019) upward communication refers to the flow of communication from the subordinates to the superiors at the top. Most organizations in this country are likely to overlook the great importance of allowing information to pass from the lower to the higher levels of the organizations. As a result, the organization may not provide adequate means for persons in different organizational units to communicate with each other on this level. In addition, subordinates may hesitate to even bring matters to the attention of their superiors particularly if the news is not good. Furthermore, some subordinates may not be articulate enough to express their thoughts. In spite of these, there is much to be gained if upward communication is encouraged in our organization..

Stressing the need for harmonious, interactive, and integrated co-existence of principals, teachers, and students in the school, for learning to be achieved, Ndu, Ocho and Okeke (2017) assert that communication that is not effective has been shown to be a source of school administrators' failure. Lunenburg and Ornstein (2018)

in their own studies reported that a good understanding of the communication patterns could lead to improved performance in school administration. According to them, communication patterns interlinks with most of the processes that take place in school, such as planning, organizing, staffing, directing, coordinating, and reporting which could be cemented by principal teacher relationship.

One of the most important of all the principal-teacher relational components is that of trust (Ekechukwu & Ifeanyichukwu, 2021). It is important that school leaders develop the trust factor necessary for teachers to follow and support their efforts. The building and sustaining of one-to-one relationships with teachers through communicative and supportive behaviours is the main trust-promoting behaviour of the principal (Gimbel, 2018). Daily interpersonal interactions of a principal are necessary to gather trust and support from teachers. In schools, this means that, instead of worrying constantly about setting the direction and then engaging teachers and others in a successful march (often known as planning, organizing, leading, motivating, and controlling), the “leader” can focus more on removing obstacles, providing material and emotional support, taking care of the management details that make any journey easier, sharing in the comradeship of the march and in the celebration when the journey is completed, and identifying a new, worthwhile destination for the next march (Sergiovanni, 2016). Principals are chief executives of their secondary schools, their administrative roles include planning, organizing, controlling, coordinating etc. It may mean sharing cordial relationship and having understanding in terms of accepting staff suggestions during meetings. A principal is the head teacher of a school, especially the second tier of education. There is a common saying that a tree cannot make a forest. This implies that principals should know that they are more of team leaders who have to carry along the staff they either appointed from or appointed to administer by building a good relationship with them. Thus, effective collaboration.

According to Nwangwa and Barrah (2021) principals should learn how to communicate effectively with their staff. This is because effective communication enhances effective administration of an organization. Also, to support this view, Fasai (2019) asserts that principals should communicate and allow free communication among members of staff in order to guide against rumour, misunderstanding and misrepresentation. Teachers and other members of staff have a sense of belonging when they relate cordially with their principal and they are involved in decision-making process. According to Ogbonna (2015) the more a teacher is actively involved in decision making process especially in his subject area, the more committed he feels and so participates and cooperates in school activities and this increases his job performance.

Good working relationship, if it exists between principals and teachers is very vital in the school system. Principal-teacher good working relationship is important because, it will ensure that laid down standards and maintained and the objectives of the school pursued to a meaning end. It will also create a friend atmosphere that will motivate students to learn. In almost all school activities, good relationships help to play an important role (Misbah, Shabana and Safia, B2020). Working days for principals and teachers contain many meetings, interactions and conversations. And when such are functioning effectively, may contribute largely to school outcomes especially on students’ academic performance. According to Ikenga and Ogbaga (2021) principals need to have or acquire features of leadership to enable them carry their teachers along. One of the principals’ challenges is to support teachers to improve students’ outcome. What principals and teachers talk about and how they relate influence and reflect on students’ academic performance. As a good leader who wishes to maintain good working relationship with her teachers by working harmoniously with them in order to

achieve students' academic performance he/she should possess some outstanding leadership qualities which involve rational thinking ability, thinking critically and arriving at a logical conclusion.

In most situations, attaining of secondary schools' goals in Nigeria and Makurdi Local Government Local Government in Benue State seem to be a mirage and the unknown element of this problem is the direct relationship that exists between teachers and principals towards the actualization of educational objectives. Certain effective principal skills are critical in the attainment of desired levels of teacher participation which could be hanged on communication patterns inherent in the school system. The foregoing implies that principal-teacher relationship and communication are synonymous. If one is unable to communicate adequately then one cannot lead. Of all the essential tools of principal-teacher relationship communication is among the most important (Ramsey 2016). Creating a collaborative environment and open communication has been described as the single most important factor for successful school improvement initiatives (Ibtesam 2015). Good communication will foster a good school climate and sustains good administration in schools which stimulate achievement of predetermined objective of secondary schools.

The societal expectation of the school is for it to be effective in term of administration of the school in order to provide quality education to the students. The effectiveness of the school to a greater extend depends on the principal ability to communicate effectively with the teachers. Research evidence has shown that secondary schools in Benue State are having challenges in meeting with the societal expectation which is caused by poor communication within the school. It is against this background that, this study seeks to examine the influence of communication on principal-teacher relationship in secondary schools in Benue State.

### **Statement of the Problem**

The principal-teacher relationship begins with communication. Good communication is considered the key to fostering a good school climate which enhances higher self-esteem and students' levels of achievement. Teacher empowerment, morale and self-efficacy are all contributing factors to a good school climate and are all influenced by the level of communication shared by both principals and teachers in one form or another. For all of this to be effective principal-teacher relationship is deemed a necessary component and is classified by some researchers as the "foundation of school effectiveness" that is hinge on communication. It has been noted that good working relationship between the leader and the subordinate play a crucial in any organization and this is inclusive in education because the principals and teachers are responsible for implementing policies based on practice and showing good examples during interaction in all dimensions of communication patterns.

Communication on the other hand, lies at the center of the organizational structure. This implies that for any organization to be successful there must be flow of communication. In secondary school system, especially in Benue State, there have been complaints about poor relationship between principals and their teachers concerning ill nature of their interaction as principals are often accused of being nice to those they like and unduly harsh to those they dislike and most often they are likely to be accused of not informing the teachers about school affairs. Consequently, teachers lack commitment to effective teaching and learning, lack co-operation which at times result in some teachers flouting the principals' order, inciting the students against the principal, putting little or no effort in executing their duties such as not preparing their lesson plans, not giving or marking assignments, lateness to school, absenteeism, truancy and unwillingness to co-operate with the principals. All these may contribute to poor relationship in the areas of sharing of ideas, assistance among others

areas between principals and their teachers in schools. Therefore, there is need for a study on influence of communication on principal-teacher relationship in secondary schools in Benue State. Put in question form the problem of this study is: how communication influence principal-teacher relationship in secondary schools in Benue State?

### **Objective of the Study**

The main purpose of this study was to investigate influence of communication on principal-teacher relationship in secondary schools in Benue State. Specifically, the study intends to:

- i. determine the influence of downward communication pattern on principal-teacher relationship in secondary school in Benue State
- ii. determine the influence of upward communication pattern on principal-teacher relationship in secondary school in Benue State

### **Research questions**

The following research questions guided the study.

- i. What is the influence of downward communication pattern on principal-teacher relationship in secondary school in Benue State?
- ii. What is the influence of upward communication pattern on principal-teacher relationship in secondary school in Benue State?

### **Hypotheses**

The following hypotheses were formulated and tested at 0.05 level of significance

- i. There is no significant influence of downward communication pattern on principal-teacher relationship in secondary school in Benue State.
- ii. There is no significant influence of upward communication pattern on principal-teacher relationship in secondary school in Benue State.

## **REVIEW OF LITERATURE**

De Nobile (2013) carried out a study titled upward supportive communication for school principals in Australia. The aims of the study were to identify upward supportive communication as a salient aspect of organisational communication in a different sample of schools from an earlier study; compare the frequency of upward supportive communication compared to downward and horizontal supportive communication. The study was guided by three research questions. Three hypotheses were formulated and tested. The study adopted a descriptive survey research design. A total of 1575 teaching and non-teaching staff members from over 140 primary schools across Australia returned useful questionnaires. Data were collected using the Organisational Communication in Primary Schools Questionnaire (OCPSQ). In order to identify aspects of organisational communication, factor analysis was conducted on the OCPSQ data. Responses to interview questions regarding upward supportive communication were coded using the strategies of categorising and connection-making recommended by Maxwell and Miller. The study found that critical upward communication improves decision making in organisations. Without it, senior management teams become out of touch with the mood of their people, and underestimate or miss emerging problems in their marketplace. They are more likely to produce strategies that are misaligned with the perceptions of their employees. The possibility of successful strategic

implementation is therefore dramatically reduced. It was also established that upward supportive communication was identified as a salient and measurable aspect of organisational communication in schools. Compared with other forms of supportive communication (downward and horizontal) it was the least prominent overall regardless of school sector (government, Catholic or independent). While there were slight differences in the means of upward supportive communication between sectors, the trend was consistent with the overall pattern and only the difference between government and Catholic schools was found to be statistically significant.

Romero, Novikova, Jaramillo, Parra and Romero (2020) studied organizational communication between teachers and managers: comparative analysis of Colombian institutions. The objective of the research was to determine the relevant factors of communication problems in two official schools in Colombia. The study was guided by two research questions and two hypotheses. The study adopted a survey research design. The population of the study comprised of 450 teachers. The sample consisted of 58 teachers. The instrument for data collection was a self-designed 9-question survey. The data analysis was carried out using the U-Mann Whitney test. The findings revealed that that both institutions have significant differences in their internal organizational communication. It was found that in downward communication (DC), both samples (EIa and EIb) are similar when directors provide guidance on organizational culture in general. Moreover, the two institutions are analogous, when workers receive timely response from their managers. Optimal downward communication, with clear and appropriate information, allows employees to comprehend directors' guidelines, so that a great number of workers can perform multiple tasks in a better and successful manner. With regard to horizontal communication (HC), in both schools, teachers share information among them to solve common problems, in compliance with adequate communication and organizational relationship at the same hierarchical level. For upward communication (UC) in both educational institutions, teachers agree on raising and conveying their concerns to the administrative team; however, the messages transmitted do not arrive as expected. Such a situation hinders the effective execution of activities in general, due to the lack of active listening.

## **METHODOLOGY**

This study adopted a descriptive survey research design. The survey research is a quantitative research method used for collecting data from a set of panel or respondents. According to Emailkwu (2013), survey research design is one in which a group of people or items are studied in their natural setting by collecting, analyzing and interpreting data from people considered to be a representative sampled of the entire population. The design was adopted because it deals with data collection and analyses without manipulating the study variables. It is therefore suitable for this study because the factors investigated and data collection procedures sought the opinions and feelings of the respondents.

The population of this study consisted of 3878 respondents out of which 58 are principals and in the 58 secondary schools in Benue State (Source: Ministry of Education and Benue State Teaching Service Board, TSB, 2023). The sample size for this study comprised of 363 respondents out of which 24 are principals and 339 are teachers in 24 secondary schools representing 12% of the secondary school in the study Area (Nwogu, 2006). The 363 respondents was based on TaroYamene (1967) who states that for a study of known population  $N$  and error level, the minimum sample size requirement should be given by the formula.

A structured questionnaire titled: Communication and Principal-Teacher Relationship Questionnaire (CPTRQ) developed by the researcher was used for data collection. The instrument contains 10 items, which is

divided into 2 clusters: A - B with each cluster addressing a research question. Cluster A hinges on the influence of downward communication pattern on principal-teacher relationship in secondary school and cluster B deals with the influence of upward communication pattern on principal-teacher relationship in secondary school A four-point rating scale is provided for each item of the questionnaire as follows: Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2 and Strongly Disagree (SD) = 1

Data from the respondents were collated and analyzed using mean and standard deviation to answer the research questions and since four-point rating scale is adopted 2.50 was used as mean cut-off point decision rule on respondents' opinions on each item as whether it has influence or not. Hypotheses were tested using chi-square statistics at 0.05 level of significance. Chi-square statistical tool was adopted because it is use to compare observed data with data we would expect to obtain according to a specific hypothesis (Fisher & Yates, 2016). The decision rule for rejection or otherwise of the hypotheses is based the  $p$  value and alpha value. Hypothesis of no significance influence was accepted for any hypotheses whose  $p$  value is equal to or greater than alpha value of 0.05 ( $p \geq 0.05$ ). While any hypothesis whose  $p$  value is less than alpha value of 0.05 ( $p \leq 0.05$ ) was rejected.

## RESULT

This section deals with data presentation, analysis, interpretation and discussion of findings. The results are presented and analyzed based on the research questions raised and hypotheses formulated for the study.

### 4.1 Result

#### Response Rate

A total of 363 copies of the questionnaire were administered out of which 361 representing 99.4% were completed and returned while 2 representing 0.6% were not returned. The response rate depicts that a good proportion of the administered questionnaire were completed and returned which can give a true representation of sample and study population for a reliable and dependable result.

**Research Question 1:** What is the influence of downward communication pattern on principal-teacher relationship in secondary school in Benue State?

**Table 1: Mean and Standard Deviation of downward communication pattern on principal-teacher relationship in secondary school**

S/N	Item Description	N	SA	A	D	SD	$\bar{x}$	Std
1	Direct flow of information from the principals to teachers enhances good relationship between them	361	131	94	105	31	2.90	1.00
2	Instructions from principal to teachers promote healthy relationship between both parties.	361	147	82	76	56	2.89	1.11
3	Directives on procedures to be followed in the school by the principal to the teacher breeds unhealthy relationship between them.	361	132	86	103	40	2.86	1.04
4	Giving immediate feedback by the principal to the teachers on certain practices by teachers' mal their relationships.	361	125	65	101	70	2.68	1.14
5	Official memos from the principals to teachers who deviates from the norms of the school negatively affects principals – teachers relationship	361	128	77	98	58	2.76	1.10
<b>Cluster Mean and Standard Deviation</b>							<b>2.82</b>	<b>1.08</b>



Table 1 reveals that the mean of the 5 items ranges between 2.68 – 2.90 and S.D 1.00 to 1.14 while the grand mean is 2.82 and S.D 1.08. This result indicates that items all the items have a mean score greater than the criterion mean of 2.50. this result means that downward communication pattern has immense influence on principal-teacher relationship in secondary schools.

**Research Question 2:** What is the influence of upward communication pattern on principal-teacher relationship in secondary school?

**Table 2: Mean and Standard Deviation of upward communication pattern on principal-teacher relationship in secondary school**

S/N	Item Description	N	SA	A	D	SD	x	Std
6	Communication from teachers to principal uncovers problems to routine performance which enhances cooperation.	361	135	68	109	49	2.80	1.09
7	Flow of communication from teachers to principals produces suggestions for improvement of a good working relationship	361	126	67	113	55	2.73	1.10
8	Movement of information from teachers to principals' grievances which enhances team work between them.	361	112	71	129	49	2.68	1.06
9	Disputes between principals and teachers are reduced when information flows from teachers to principals.	361	116	71	116	58	2.68	1.09
10	Relationship is enhance between principals and teachers on how each party perform when there is communication from teachers to principal	361	117	81	119	44	2.75	1.04
<b>Cluster Mean and Standard Deviation</b>							<b>2.73</b>	<b>1.08</b>

Table 2 reveals that the mean of the items 6-11 ranges between 2.68 – 2.80 and S.D 1.04 to 1.09 while the grand mean is 2.73 and S.D 1.08. This result indicates that all the items have a mean score greater than the cut-off mean of 2.50. This depicts that upward communication pattern has enormous influence on principal-teacher relationship in secondary school.

### TESTING OF HYPOTHESES

**Hypothesis 1:** There is no significant influence of downward communication pattern on principal-teacher relationship in secondary school in Benue State.

**Table 3: Chi-Square Analysis of the influence of downward communication pattern on principal-teacher relationship in secondary school in Benue State**

Responses	o	e	df	$\chi^2$	p	Remark
Strongly Disagree	51	90.3				
Disagree	96.6	90.3				
Agree	80.8	90.3	3	38.634	.000	Significant
Strongly Agree	132.6	90.3				
Total	361					

Table 3 revealed that  $p$  (sig.) is 0.000 while  $p(x) = 0.05$  at  $df = 3$  therefore, the hypothesis of no significant is rejected. This implies that there is a significant influence of downward communication pattern on principal-teacher relationship in secondary school in Benue State

**Hypothesis 2:** There is no significant influence of upward communication pattern principal-teacher relationship in secondary school.

**Table 4: Chi-Square Analysis of the influence of upward communication pattern on principal-teacher relationship in secondary school**

Responses	o	e	df	$\chi^2$	p	Remark
Strongly Disagree	51	90.3				
Disagree	117.2	90.3				
Agree	71.6	90.3	3	39.166	.000	Significant
Strongly Agree	121.2	90.3				
Total	361					

Table 4 shows that  $p$  (sig.) is 0.000 while  $p(x) = 0.05$  at  $df = 3$  therefore, the hypothesis of no significant is rejected. This implies that there is a significant influence of upward communication pattern principal-teacher relationship in secondary schools.

### Discussion of Findings

Based on the analyzed data the following findings are discussed:

Downward communication pattern has influence on principal-teacher relationship in secondary schools. This finding was confirmed with test of hypothesis 1 which revealed that there is a significant influence of downward communication pattern on principal-teacher relationship in secondary school in Benue State. Romero, Novikova, Jaramillo, Parra and Romero (2020) found that in Optimal downward communication, with clear and appropriate information, allows employees to comprehend directors' guidelines, so that a great number of workers can perform multiple tasks in a better and successful manner. The justification for this finding is that downward communication gives direction for teachers and also enables principals to present information in a clear manner; and as well brings about unity of direction among staff members which enhance their togetherness

Upward communication pattern has influence on principal-teacher relationship in secondary schools. This finding agreed with De Nobile (2013) who found that upward communication improves decision making in organisations. Without it, senior management teams become out of touch with the mood of their people, and underestimate or miss emerging problems in their marketplace. They are more likely to produce strategies that are misaligned with the perceptions of their employees. The possibility of successful strategic implementation is therefore dramatically reduced. It was also established that upward supportive communication was identified as a salient and measurable aspect of organisational communication in schools. Compared with other forms of supportive communication (downward and horizontal) it was the least prominent overall regardless of school sector (government, Catholic or independent).

### Conclusion

Based on the findings of this study the following conclusions are drawn: communication have enormous influence on principal teacher relationship in secondary schools. This communication is seen in the areas or the following patterns: downward and upward communication patterns. This was proven upon the premise that these patterns of communication enhance, enable, sustains, help and improve principal-teacher relationship in schools.

## Recommendations

Based on the findings of this study the following recommendations are made:

- i. In order to enhance downward communication so as to enhance principal-teacher relations the common forms of downward communication such as official memos, organizational publications, policy statement, manual, procedures among others should be enhanced among principals through seminars and workshops so as to sensitize them to follow the rules of the communication pattern.
- ii. The study established that upward communication is reverse of downward communication hence, it is usually subject to filtering and distortion. To undo these scenarios, communication should be allowed to travel in both directions through the formal school organization hierarchy.

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