PRINCIPALS' COMMUNICATION PATTERNS AS CORRELATES OF ADMINISTRATIVE EFFECTIVENESS IN SECONDARY SCHOOLS IN ANAMBRA STATE

by

Ifeanyichuwku Ugwu PhD[1]
Phone: 08036052742
E-mail:if.ugwu@unizik.edu.ng
DEPARTMENT OF EDUCATIONAL MANAGEMENT & POLICY
NNAMDI AZIKIWE UNIVERSITY, AWKA

&

Okoye, Ferdinand Nwafor[2]
Phone: 08032655838
E-mail: fn.okoye@unizik.edu.ng
DEPARTMENT OF EDUCATIONAL MANAGEMENT & POLICY
NNAMDI AZIKIWE UNIVERSITY, AWKA

Abstract
This study investigated principals' communication patterns as correlate of their administrative effectiveness in public secondary schools in Anambra State. Two research questions guided the study and two hypotheses were tested at .05 level of significance. Correlation research design was adopted for the study. The population was 5,214 participants comprising 264 principals and 4,950 teachers in public secondary schools in Anambra State. Proportionate stratified random sampling technique was used to draw the sample for study. Structured questionnaires were used for data collection. The instruments were face and construct validated. The researcher administered 341 copies of the instruments were administered to the respondents with the help of two research assistants using direct method. and retrieval. Data were analyzed using Pearson Product Moment Correlation Coefficient while the p-value was used to determine the significance of relationship at 0.05 significant levels for all hypotheses. The results among others revealed that there is relationship between principal communication patterns and their administrative effectiveness in public secondary schools in Anambra.It was recommended among others that Anambra State Ministry of Education should regularly organize training programmes for principals and teachers on modern communication methods.

Background to the Study

There is consensus among scholars across the globe that destroying a nation does not require the use of nuclear or atomic bombs, what is required is simply to carefully lower the standards and destroy the education system of such a nation. This is so because it is through education that the door of development, modernization, civilization and industrialization of any nation is unlocked. Okechukwu (2022) noted that through education, nation can harness her numerous resources, develop her manpower and improve the quality of life of her citizens. An extensive outlook into the Nigerian educational system shows that it is systematically structured into pre-basic, basic, secondary and tertiary education (Federal Republic of Nigeria [FRN], 2013). The secondary education is the focus of this study.

In Nigeria, secondary school education is considered as a strategic sub-sector of the education industry because it is at this level that the youths consolidate the basic knowledge gained in primary school, and also acquire the necessary culture to become useful citizens in the society. Indeed, the achievement of these primary objectives of secondary school education demands that standard be raised in the school system. As a result, the head of the school (principal) must develop his managerial competency to ensure positive response to administrative efforts and actions with the intention to accomplish stated school

goals. This implies that a culture of continuous administrative effectiveness must necessarily be cultivated in secondary schools. Administrative effectiveness is the positive response to administrative efforts and actions with the intention to accomplish stated goals. Momoh and Obiweluozor (2015) viewed administrative effectiveness as the ability of the school principals to provide a link between the school and its various stakeholders while ensuring effective communication and transmission of information for the realization of school goals.

Unfortunately, there have been complaints by stakeholders in public secondary schools on the failure of some secondary school leadership to effectively manage activities in public secondary schools in Anambra State. This may be responsible for lack of teachers' commitment to achieving school goals in the education zone. In order to achieve optimal educational results, secondary school leadership in Anambra State is expected to undergo socio-cultural changes that emanate from the adaptation of effective principal-teacher communication patterns.

As a leader, the principal is vital to improvement of educational performance and eventual quality in the school. This implies that the school principals have a responsibility of developing the visions that will guide the operations of their schools. It is the statement of vision, mission and values defined by principals and well communicated to the teachers and other stakeholders that will inspire quality oriented practices to support constant innovations, changes and improvements in schools (Nnaemego, 2020). Teachers on the other hand are human resources who impart knowledge and stimulate learning formally in classroom situation. Ofoegbu (2017) posited that the success of an educational organization depends largely on the effective communication between the school head and the teachers.

Communication is very crucial in every organization. Effective communication states clearly the tasks and resources needed to carry out assignments, the roles and duties as well as the results expected from the subordinates; which makes work easier for better performance, effectiveness and greater productivity (Nuryani et al., 2021). Communication patterns are structures in which communication flows in an organization. They are the forms and communication links in the organization according to the organizational structures (Rowland, 2015).

The concept "patterns" are interchangeably used in this study as forms, styles, modes and methods of communication. Obilor (2015) viewed principals' communication pattern as the mode of exchange of information, ideas and values between the principals and the teachers. On the other hand, Osborne (2018) identified open communication and inclusive communication as the effective administrative patterns.

Open communication pattern is one in which all members of the organization feel free to share feedback, ideas and even criticize at all level. Osborne (2018) categorically noted that principal allows teachers to share feedback and criticism in an open communication pattern. This means that there is free flow of information between the principal and the teachers for successful school improvement initiatives and increased productivity Likewise, inclusive communication pattern is another communication pattern adopted by principals for effective administration of secondary schools.

Inclusive communication pattern allows sharing of information in a way that everybody can understand. Elaine (2014) defined inclusive communication pattern as the approach that seeks to create a supportive and effective communication environment, using every available means of communication to understand and be understood. It implies making sure that you recognize that people understand and express themselves in different ways. According to Okorie (2012), inclusive communication means getting information and expressing oneself in ways that meet his needs

Needless to say that the ability of secondary school administrators to achieve secondary school objectives and administrative effectiveness has to do with the concern for school resourcefulness; the ability to provide all necessary school resources; and the effective organizational climate management through effective communication.

However, it is obvious those principals who do not organize and effectively utilize the potentials of their staff will truly be unsuccessful. Where communication is effective, the principal carries his teachers along and they all work together towards the realization of the goals and objectives of education.It is against the foregoing background that the researcher conceived the idea to investigate principal-teacher communication patterns as correlate of administrative effectiveness in public secondary schools in Anambra State.

Statement of the Problem

Secondary school education in Nigeria is designed to produce useful citizens who are equipped with necessary qualities to serve in various sectors of the economy. The attainment of this objective seems to have been hampered by ineffective communication between principals and teachers in secondary schools in Anambra State. Observations made by the researchers show that in many cases, secondary school students in Nigeria graduate as unprepared individuals with little or no competencies for work or life. Many times, they do not meet the satisfaction of employers, the stakeholders, tertiary institutions and the society at large. This problem is believed to have contributed to the high rate of unemployment and low scores in Unified Tertiary Matriculation Examinations (UTME) among secondary school leavers, since a reasonable percentage of them came out as ineligible graduates. Not only does this serve as an indicator that the secondary schools seem not to be achieving the objectives for which they are established, it is also an indication of possibility that the existing management practice with respect to communication pattern is deficient. To reverse this trend, the need for this study becomes quite compelling.

Purpose of the Study

This study investigated principals' communication patterns as correlate of their administrative effectiveness in public secondary schools in Anambra. Specifically, the study sought to find out the relationship between:

1. Principals' open communication pattern and their administrative effectiveness in public secondary schools in Anambra State;
2. Principals' inclusive communication pattern and their administrative effectiveness in public secondary schools in Anambra State;

Research Questions

The following research questions guided the study:

1. What is the relationship between principals' open communication pattern and their administrative effectiveness in public secondary schools in Anambra State?
2. What is the relationship between principals' inclusive communication pattern and their administrative effectiveness in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at .05 level of significance:

1. There is no significant relationship between principals' open communication pattern and their administrative effectiveness in public secondary schools in Anambra State.
2. There is no significant relationship between principals' inclusive communication pattern and their administrative effectiveness in public secondary schools in Anambra State.

Method

The study adopted the correlation research design. Two research questions guided the study and two hypotheses were tested.The population was 5,214 participants comprising 264 principals and 4,950 teachers in public secondary schools in Anambra State. Proportionate stratified random sampling technique was used to draw the sample for the study. The instruments for data collection were structured questionnaires titled: Principals' Communication Patterns Questionnaire, (PTCPQ); and Administrative Effectiveness Questionnaire, (AEQ).Face and construct validity of the instrument (PTPCQ & AEQ) were ascertained. The Cronbach's Alpha statistics was used to determine the reliability of PTCPQ and AEQ respectively which yielded reliability coefficients of .91 and .90 respectively. Out of the 341 (93

principals & 248 teachers) copies distributed, 339(92 principals &247 teachers) copies were returned duly completed, and were used for data analysis. This gave a return rate of 99.41%. Pearson Product Moment Correlation Coefficient (r) was used to answer research questions. The (r) was used to determine the nature of the relationship between the variables of the study while the P value was used to test the hypotheses. The decision rule was: a null hypothesis was not upheld where the calculated p-value is less than the stipulated level of significance ($p < .05$). The null hypothesis was not upheld when the calculated p-value was greater than the stipulated level of significance ($p > .05$). The strength or the size of the relationship was equally guided and determined by the table below

Coefficient (r)	Relationship
$\pm .00 - .19$	Very Low
$\pm .20 - .39$	Low
$\pm .40 - .59$	Moderate
$\pm .60 - .79$	High
$\pm .80 - 1.00$	Very High

Results

Table 1: Correlation analysis of the relationship between open communication pattern and administrative effectiveness in public secondary schools in Anambra State

Variables	N	Open communication	Administrative effectiveness	Remarks
Open communication	247	1.00	.916**	Very high positive relationship
Administrative effectiveness	92	.916**	1.00	

The results in Table 1 show the relationship between open communication pattern and administrative effectiveness in public secondary schools in Anambra State. The computed Pearson Correlation Coefficient (r) value is 0.91 implying very high positive relationship between the two variables. This means that there is very high positive relationship between open communication pattern and administrative effectiveness in public secondary schools in Anambra State.

Table 2: Correlation analysis of the relationship between inclusive communication pattern and administrative effectiveness in public secondary schools in Anambra State

Variables	N	Inclusive communication	Administrative effectiveness	Remarks
Inclusive communication	247	1.00	.756**	High positive relationship
Administrative effectiveness	92	.756**	1.00	

The summary of data analysis presented in Table 2 reveals that the computed Pearson Correlation Coefficient (r) value is 0.75, suggesting high positive relationship inclusive communication pattern and administrative effectiveness in public secondary schools in Anambra State. However, there is high positive relationship between inclusive communication pattern and administrative effectiveness in public secondary schools in Anambra State.

Hypothesis One

Table 3: Pearson Product moment summary analysis of open communication pattern and administrative effectiveness in public secondary schools in Anambra State

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	P-value	Remarks
Open communication	.916[a]	.726	.725	2.984	998.856	.000[b]	Significant

a. Dependent Variable: Administrative effectiveness

b. Predictors: (Constant), Open communication

The analysis of the test of hypothesis two in Table 3 shows that the p-value (.000) is less than .05. However, the null hypothesis was not upheld while the alternative hypothesis was upheld. This signifies that there is significant correlation between open communication pattern and administrative effectiveness in public secondary schools in Anambra State with strong R-value of .916. More so, the R-square value was 0.726, which also indicates that there is 72.6% significant correlation between open communication pattern and administrative effectiveness in public secondary schools in Anambra State.

Hypothesis Two

Table 4: Pearson product moment summary analysis of inclusive communication pattern and administrative effectiveness in public secondary schools in Anambra State

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	P-value	Remarks
Inclusive communication	.756[a]	.549	.547	2.995	998.448	.000[b]	Significant

a. Dependent Variable: Administrative effectiveness
b. Predictors: (Constant), Inclusive communication

The results of the test of hypothesis two as presented in Table 4 show that the calculated p-value (.000) is less than .05. Thus, the null hypothesis was not upheld while the alternative hypothesis was upheld. This signifies that there is significant correlation between inclusive communication pattern and administrative effectiveness in public secondary schools in Anambra State with strong R-value of 0.756. More so, the R-square value was .549, which also implies that there is 54.9% significant correlation between inclusive communication pattern and administrative effectiveness in public secondary schools in Anambra State

Relationship between Principals' Open Communication Pattern and their Administrative Effectiveness

The findings presented in Table 1 showed that the respondents agreed that there is very positive relationship between open communication pattern and administrative effectiveness. The findings in Table 3 also showed that there is significant relationship between open communication and administrative effectiveness. However, both results showed that the research participants in public secondary schools in Anambra State agree that relationship exists between open communication pattern and administrative effectiveness. The idea behind this is that principals and teachers in public secondary schools in the state admit that open communication pattern improves administrative effectiveness because it helps the principals to be careful; makes teachers to feel belonged; enables the teachers to adhere to the school rules; makes the teachers to attend their lesson regularly; and makes the teachers to be punctual to schools. The respondents also recognized that open communication pattern is a factor of administrative effectiveness since it helps principals behave as role models; helps the school staff to avoid negative reactions; reduces quarrel among the staff in the school; reduces indiscipline among the staff in the school; and refines the character of the personnel in the school.

The results on the relationship between open communication pattern and administrative effectiveness are in agreement with the results of an earlier study by Obilor (2015) which found that open communication style influences administrative effectiveness in public secondary schools in Ajeromi Ifelodun Local Government Area in Lagos State. The study also established that there is no significant difference in the responses of principals and teachers on influence of open communication style on administrative effectiveness in the schools studied. The findings also tally with that of Osakinle and Okafor (2013) whose study on lack of effective communication among couples in Ekiti State, Nigeria revealed that open communication is a very essential tool for effective family. The study further revealed that lack of effective communication pose many threats to the relationship of couples

Relationship between Principals' Inclusive Communication Pattern and their Administrative Effectiveness

The results in Table 2 indicated that principals and teachers accepted that there is high positive relationship between inclusive communication pattern and administrative effectiveness. The results in Table 4 indicated that there is significant relationship between inclusive communication pattern and administrative effectiveness. From these results, it is clear that research participants accept that there is relationship existing between inclusive communication pattern and administrative effectiveness in public secondary schools in Anambra State. The principle behind this is that the research subjects acknowledged that inclusive communication pattern is a determinant of administrative effectiveness because it makes teachers have confidence in themselves; helps teachers improve in their areas of weakness; helps them work hard; helps them to work with conscience towards perfection; and helps teachers' carryout adequate continuous assessment of their students. The respondents also recognize that there is relationship between inclusive communication pattern and administrative effectiveness due to the fact that inclusive communication pattern encourages teachers seek for scholarship; derive job satisfaction; go for developmental programmes as well as adopt the best method of instructional delivery.

The findings above correspond with the study of Williams (2017) who conducted a survey on principal and communication prefect in schools. The study findings discovered that inclusive communication is essential for the management of the school. The study specifically noted that school administrators who employ inclusive communication pattern motivate the school personnel to work in harmony for the achievement of the schools programmes.

Conclusion

Based on the findings of the study it was concluded that there is very high relationship between

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