



T.R.N.C.

NEAR EAST UNIVERSITY

**EDUCATIONAL ADMINISTRATION, SUPERVISION,
PLANNING AND ECONOMICS**

**COMMUNICATION PATTERNS AND PRINCIPAL
ADMINISTRATIVE EFFECTIVENESS IN
GOVERNMENT SECONDARY SCHOOLS:
NIGERIA**

MASTER'S THESIS

Polycarp Effiong UDOH

Nicosia

2019



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Nicosia

2019

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DECLARATION OF RESEARCH ETHICAL CONDUCT

I hereby declare that this research work is original and it was carried out by me under the supervision of **Assit. Prof. Dr. Fatma KÖPRÜLÜ**. All information in this document has been obtained and presented in accordance with academic rules and ethical conduct.

I also declare that, as required by the ethical rules and conduct on plagiarism, I have judiciously cited and referenced all materials and sources I have consulted for this study.

I hereby declare that Near East University, Institute of Graduate Studies and Research is allowed to store and make available electronically the present Dissertation.

Polycarp Effiong UDOH

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ABSTRACT

COMMUNICATION PATTERNS AND PRINCIPAL ADMINISTRATIVE EFFECTIVENESS IN GOVERNMENT SECONDARY SCHOOLS: NIGERIA

UDOH, Polycarp Effiong

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The purpose of this study was to find out the extent to which communication patterns, influence principals' administrative effectiveness in government secondary schools in Calabar South Local Government Area, Nigeria. A qualitative research method was adopted for the study. A reflective essay instrument was developed to collect data. The reflective essay form comprises of two sections; The first section includes the demographic information about the respondents and the second section contains 10 open ended questions which seek information from the respondents about the study. In this study the data were collected from 48 participants; 16 male teachers, 16 female teachers, 8 non-teaching male staff and 8 non- teaching female staff in eight (8) government secondary schools in Calabar South Local Government Area, Nigeria. A stratified sampling technique was adopted to choose the 48 respondents that participated in the study. The basis for the selection was years of experience, gender and job position and the age gap of the respondents ranging from 25-55. The results of the findings revealed that there is no one best pattern of communication that the school principal "must" adopt to communicate with the staff in the school; by implication, the efficacy or effectiveness of any of the patterns largely depended on the situational factors, (timing, situations, individuals, purpose etc.). The ability of the school principal to understand these dynamics and know when to adopt a pattern of communication that best suits the situation is a key to administrative effectiveness. In addition, the finding revealed that there is a significant relationship between communication and principals' administrative effectiveness.

Keywords: Effectiveness, School Administrator, Efficiency, Communication, Patterns, Performance, Principal, Education

ÖZET

NİJERYA DEVLET ORTAOKULLARINDA İLETİŞİM YÖNTEMLERİ VE OKUL İDARECİLERİNİN YETERLİLİĞİ

UDOH, Polycarp Effiong

Eğitim Yönetimi, Denetimi, Planlaması ve Ekonomisi Ana Bilim Dalı

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Bu çalışmanın amacı, Nijerya'daki Calabar Güney Yerel Yönetim Bölgesi'ndeki devlet ortaokullarında müdürlerin idari etkinliğini ne ölçüde etkilediğini bulmaktır. Çalışma için nitel bir araştırma yöntemi benimsenmiştir. Veri toplamak için bir yansıtıcı deneme aracı geliştirilmiştir. Yansıtıcı deneme formu iki bölümden oluşmaktadır; Birinci bölüm katılımcılarla ilgili demografik bilgileri, ikinci bölüm ise katılımcılarla çalışma hakkında bilgi arayan 10 açık uçlu soruyu içermektedir. Bu çalışmada veriler 48 katılımcıdan toplanmıştır; 16 erkek öğretmen, 16 kadın öğretmen, 8 öğretmen olmayan erkek personel ve Nijerya'daki Calabar Güney Yerel Yönetim Bölgesinde sekiz (8) devlet ortaokulunda 8 öğretmen olmayan kadın personel. Çalışmaya katılan 48 katılımcıyı seçmek için tabakalı bir örnekleme tekniği benimsenmiştir. Seçimin temeli yılların deneyimi, cinsiyet ve iş pozisyonu ve 25-55 arasında değişen katılımcıların yaş aralığıydı. Bulguların sonuçları, okul müdürünün “kabul etmesi” gereken en iyi iletişim modelinin olmadığını ortaya koydu. okuldaki personel ile iletişim kurmak; ima yoluyla, herhangi bir modelin etkinliği veya etkinliği büyük ölçüde durumsal faktörlere (zamanlama, durumlar, bireyler, amaç vb.) dayanmaktadır. Okul müdürünün bu dinamikleri anlama ve duruma en iyi uyan bir iletişim modelini ne zaman benimsemeyi bilme yeteneği idari etkinliğin anahtarıdır. Ayrıca, bulgu, iletişim ve müdürlerin idari etkinliği arasında anlamlı bir ilişki olduğunu ortaya koydu.

Anahtar Kelimeler: Etkililik, okulumüdürü, yeterlilik, iletişim, yöntemler

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Symbols and Abbreviations

ELT : English Language Teaching

GSS : Government Secondary School

List of Diagram

Diagram of Pattern of Communication

CHAPTER ONE

1.1. Introduction

Communication is vital in school or education system. Communication is needed in the school for coordination of functions and activities. Communication takes place in school in different dimensions; the principal being the school head has line of people to communicate with; he communicates with the teachers, non-teaching staff, parents, students and the public/community as well. The teachers as well in return communicate with the principal as well to give feedback and also get directives, the teachers communicate among themselves to share ideas and support each other, the teachers also is in constant communication with the students, and the students on their part communicate with the principal (though occasionally), communicate with their teachers constantly and as well communicate with their fellow students in the school. People engage in communication with each other or in a group for different purposes, but with a specific aim to have a common or share common understanding of the subject matter, and thus act on it as expected, which is the essence of every communication. In other words, communication is said to only take place when the receiver of the message correctly interprets the message received as intended by the sender. To lead to the school effectively, the school administrator must as a matter of requirement be proficient in communication. It is through effective communication that the school administrator conveys the school vision, give instructions, guide in the instructional programs and relate with the general public.

Acknowledging the essence of effective communication in school administration, the ministry of education in Nigeria has established standards to guide the principals and as well puts measures to help the principals develop and perfect their communication abilities. Irby (2006) opined that principals spent over seventy (70) percent of their working hours to communicate with different stakeholders in the school. Communication in school flows in different directions, a school principal usually adopts a particular pattern of communication to communicate with the people concerned.

Peretmode (1999) defines patterns of communication as communication channels in a social organization. In other words, communication patterns are the pathways through which organization information flows within the organization-School. The patterns of communication is also associated with organizational structure, highlighting hierarchical arrangement of lines of authority, it's also associated with job efficiency and worker's job satisfaction.

Many authorities in educational field assert that there is a correlation between communication pattern and school administrator effectiveness. There are plethora of literature affirming the relationship that exist between communication and leadership and school effectiveness or performance. On the contrary, some writers on this subject are of the opposite view, from their study they opined that communication skills do not necessary influence of impact on school effectiveness.

It is on this note that this study seeks to not only investigate but it seeks to explore in in-depth communication and its patterns and how it impacts on job performance and school effectiveness. The primary purpose of this of this study is to discover the most effective communication patterns the school principal can adopt to achieve effectiveness and as well identify negative communication patterns that are capable to hinder the principal from achieving success in school administration.

Communication is an integral part of any organization, be it educational or otherwise. Therefore, communication according to Mbipom (2000) is the transmission of information, ideas, feelings, attitude or instruction from one person or member of an organization to another.

In educational system, communication can be describe as importing or exchanging ideas or messages otherwise information that is capable of facilitating the educational institution activities aimed at achieving its objectives and possibly attain standard for which it was established.

Therefore, the perfect act of communication takes place when the idea(s) in the mind of the sender is successfully transferred without any interference to the mind of the receiver or the process of making oneself understood by others. Therefore, the ability to identify the right pattern to communicate effectively is a key to administrative success in the field of education or other endeavors.

In educational organization, communication can be transmitted in a number of directions; downward, upward, horizontal and diagonally (formal) and through the grape vine and rumor mill (informal).

Formal communication is regarded as official information and it centers on written and documented information in the educational system.

The importance of communication cannot be overemphasized. In view of this, this research focused on ascertaining or determining the communication patterns of secondary education board and principal administrative effectiveness in public secondary schools in southern senatorial district, cross river state, Nigeria.

1.2. Statement of Problem

Ineffective communication in the educational system had been noted as one of the major set-backs and cause of conflicts in the system. Drunch (1978) sees conflict in educational administration to be attributed to imperfect communication which often results in distortion of information and worsening of institutionalized differences.

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 extent depends on the principal ability to communicate effectively with the teachers. Research evidence has shown that schools in Calabar South local government area in Nigeria are having challenges in meeting with the societal expectation which is caused by poor communication within the school. Therefore, this study is undertaken to proffer solutions to these challenges in the government secondary schools in this area.

Abanyam (2001) affirms that when communication lines in the school system closes, it has adverse effect on the relationship of members of the organization. To this end, this study aimed at examining the communication patterns of principal of secondary education and administrative effectiveness.

1.3. Purpose of the Study

The purpose of the present study is to determine the influence of communication patterns on the principal administrative effectiveness.

The focus is on the pattern of communication the principal adopts to communicate with the teachers and other staff in the school and how these patterns of communication influence the principal administrative effectiveness.

Therefore, the purpose of this study is to:

To determine principals' communication ability and develop effective communication solutions in the affected schools that will contribute to school effectiveness. Examine how communication patterns adopted by secondary school principals affect administrative effectiveness in schools in southern senatorial district, cross river state, Nigeria. Show how effective communication in educational system would help in achieving the goal and objectives of the system. See if there exist a relationship between communication and administrative effectiveness and explore such relationship. And make possible recommendations on how to solve problems of communication in educational system.

1.4. Research Questions

- i. To what extent does communication pattern influence principal's administrative effectiveness?
- ii. How does effective communication of the school impact on teachers' job performance?
- iii. What are the effects of poor communication in the school?
- iv. What are the basic communication skills a principal should possess for an effective school administration?
- v. In your opinion, in what way does communication in the school impact on students learning?

1.5. Significance of the Study

The result of this research work will be significant in the following ways:

- i. It is hoped that the findings would proffer solutions on how to improve communication problems where it exists in the school system, and

establishes parameter for determining the effectiveness of communication in school administration.

- ii. It is believed that the study will show the importance of effective communication and also highlight the functional relationship that exist between the secondary education board and principal of schools in regards to administrative effectiveness.
- iii. It would help those in educational system to know what each must contribute to the maintenance of an effective communication networks which is the basis for proper coordination of human and material resources in the school system.
- iv. Also, it is believed that this work will contribute positively in many ways to both academic work and organization because its findings will also add to our already acquired knowledge of communication in actual organizational setting as well as to existing literature on communication.

1.6. Scope of the study

This work is restricted to the communication patterns used in secondary education board in relation with principal administrative effectiveness in southern senatorial district of cross river state, Nigeria.

It will attempt to collect data on the principal effectiveness; the study will be limited to the meaning of communication, types of communication, its channels and directions, communication patterns and principal administrative effectiveness, communication and teachers' job performance and satisfaction, communication and its effects on students' academic performance. In summary the scope of this research work is to do in-depth exploration of relevant literatures as it relates to communication and effective school administration.

1.7. Limitation of the Study

This study is limited to the geographical boundaries of Southern Senatorial District Cross River State, Nigeria.

It is primarily concerned with the investigation of the communication patterns and principal administrative effectiveness.

Other limiting factors include inadequate finance; distance, transportation problems and time frame for the study constitute the limitations.

1.8. Definition of the Terms

For the purpose of this work the following terms/words used in the work are clearly defined.

- 1 **Communication:** process of transmitting information and understanding from one person to another.
- 1 **Effectiveness:** to perform credibly, producing desired result
- 2 **System:** an organized set of ideas or theories or particular way of doing things.
- 3 **Administrative:** organizing the work of an organization.
- 4 **Feedback:** responses of the receiver to the sender.
- 5 **Principal:** the head or the administrator of a secondary school. Channels of communication: the means through which messages are transmitted to receivers.
- 6 **Communication Patterns:** are structures in which communication flows in an organization. They are the communication links in work teams according to the organizational structures.

CHAPTER TWO

LITERATURE REVIEW

This chapter is intended to take a closer look at wealth of literature on communication which others have worked on however; for the purpose of the study emphasis will be on literature review on the following:

2.1. Meaning of Communication

2.2. Communication Patterns

2.3. Communication and Principal Administrative Effectiveness

2.4. Directions of Formal Communication Flow in School (Downward, upward, horizontal, diagonal)

2.5 Informal Communication Flow in School Organization

2.6 Process of Communication in School

2.7 Importance of Communication in School

2.8 Communication Barrier in School Organization

2.9 Principal Communication and Teachers' Job Performance and Job Satisfaction

2.10 School Effectiveness, Teachers' Performance and Students' Academic Performance

2.11 Communication and School Leadership

2.12 Summary

2.1. Meaning of Communication

To define a concept such as communication is a very difficult task, over the years there has been plethora of definitions from scholars from different backgrounds as to the meaning of communication. In spite of all these definitions, the question of what communication is has remained unsolved.

However, one way to begin to consider the meaning of any word is to look it from the etymology of the words. The term communication comes from a Latin word “communis” common or communicates, which suggest an act of trying to establish a community to ones, or simply to share. It is clear here that the term implies a sharing of minds, bringing about a common set of symbols in the minds of participants, hence understanding. Ezenibe(1994) notes that communication is a two way traffic, through which information must flow both ways, resulting in a participatory procedure in share responses and also emphasizes the fact it should be viewed as a process and not as synonym for message. This is because one may speak of a communication process the way he speaks of message, in that sense: there may be a communication without there being a receiver of the message. But when we speak of communication (as a process) there must be sender and receiver.

Nerri and Lowerstein (1971) see communication as basically a special process. They noted not only with spoken and written words do variety of actions pushes on, but also with non-verbal languages such as, smiles, frowns, greetings, nods, gesture, mode of dressing etc.

Hall (1986) would have us believe that tremendous distortion exist among men trying to communicate with other. The job of trying to and or achieving understanding and gaining insight into the mental process of others is more difficult and the situation more serious than most of us care to admit.

Many experts in this field seems to insist that we rather physically transmit only signals or sign-visible, audible or tactile. But Cherry (1978) insists that the mere transmission and reception of a physical signals does not bring about communication, rather it stimulates the message in the recipient who perceive it, in other word, the signals has potentials for triggering or selecting responses in the recipients.

According to Chappell and Read (1974) communication is any means by which thought is transferred from one person to another, this definition project communication as a human phenomenon which entails responses to psychological motivation which is accomplished by an interpersonal relationship involving the sending and receiving of information.

Some scholars like Cherry (1978) defines communication using cognitive perspective. According to him, communication is the use of words, letters, symbols or similar means to achieve common or shared information about an object or situation and occurrences. Similarly, Davis (1972) says that communication is the transfer of information and understanding from one person to another. Wilson (1995) supports this view by noting that communication occurs when a message or cue given by one organism is perceived by another and thus alters the probability pattern of behavior in another organism in a fashion adaptive of either one or both of the participants.

It is therefore a way of reaching others with ideas, facts, thoughts, and values. The ideas here are on shared information, information here involves facts, opinion, ideas passed from person to another by words or symbols. If the message transmitted is received accurately; that is, the receiver having the same understanding of the information and responds accurately then one can say communication has taken place.

On the other hand, scholars like Skinner (1975), Dance (1967) and Miller (1967) take on the behavioral perspective which focuses on stimulus response relationship between receiver and sender.

Skinner maintained that “communication is a verbal or symbolic behavior by which the sender of a message achieves intended effects on the receiver”. Dance (1967) suggests that communication is the eliciting of responses. Miller, in the same direction pointed that communication has as its central interest on those behavioral situations in which a source transmits message(s) to a receiver with conscious intent to affect the latter’s behavior.

From the perspective of an organization, the behavioral conceptualization of communication appears to be practical; communication in the organization is intended to influence the receiver. A specific response is desired by the source of any message in an organization, when a message has the intended effects it does not matter whether such information is shared or not. No doubt, the sharing of information is an important aspect of communication in any situation.

From this discourse, one will possibly accept that the meaning of the term communication largely depends on the purpose, background and perspective of the person defining it.

More so, taking into consideration all the many ways to look at communication, each of these definitions contains key terms such as process, transmission, reception of symbols and or word and eliciting meaning without which there might possibly be no act of communication.

2.2. Communication Patterns

Communication patterns refers to the communication network in an establish organization. It outlines the different directions through which information flows within the organization. Peretmode (1991) asserts that communication networks refer to the patterns of communication channels in a social organization. Vicky (2007) in the same tone opined that the patterns of contacts among the members of the organization and flow of information among them are communication network. Individuals within the organization deploy various techniques or ways to share useful work related information. The pattern could be formal or informal, the formal or official pattern usually follows the organizational hierarchical structure to convey work related information, in some instances and for some purposes, the school principal can adopt the informal method to reach out to the workers, in such case the official or formal protocol is by pass.

There are many types of communication patterns by that different organization and leaders will require a certain structure for their communication. An effective school principal do not rely on one pattern of communication to relate with different people, he adopt different pattern based on the prevailing situation and what he want to achieve at the moment and also the dynamic of the people involved or he wants to communicate with. Communication patterns in the school is a vital aspect of the system, it serves diverse functions, as highlighted by Shaws (1960) and Leavitt (1951) in peretmode (1991), communication patterns can serve or be used to

1. Regulate behavior,
2. Promote innovation,
3. Integrate activities,
4. Inform and instruct group members.

A seasoned school principal designs their school and work structure in a manner that effective communication is encouraged among and between various units in the school environment.

Foushee et al (1986) demonstrated that patterns of among workers who recently worked together were more clearly associated with higher levels of performance than the patterns of workers who just start working together for the first time. These have been further investigated and described in research by Kanki and Foushee (1989) which indicated that workers who share similar patterns appears to perform better as a team, thus group process analyses has shown that communication patterns can be associated with performance difference.

No function can be carried out in an organization without effective communication; school principals plan, organize, control, coordinate, and perform other related administrative functions through communication. According Stephen 2011 communication and the pattern adopted to communicate is a critical factor in directing and mobilizing the workforce towards accomplishment of the organizational goals and objective. Communication in school takes place among and between principal and teachers and other non-teaching staff, students, as well as other stakeholders. The vision and goal of the school are shared by the principal with relevant stakeholders through communication, the management of the human and non-human resources cannot be effectively and efficiently utilize without effective communication. It could therefore be said that effective communication as well as the choice of the right pattern are pivotal to the achievement of educational goal in schools.

In school communication takes place at all times and in various directions, however, principal adopt certain pattern when communicating and this pattern to a great extend could determine the effectiveness of a school system. The pattern that the principal adopt in coordinating the affairs of the school could go a long way in either to increase or decrease the workers morale. An effective communication pattern adopted by the principal can enhance smooth running of the school which also helps in the actualization of the set goal and objectives.

In summary, the concept communication is one that describes a dynamic process in which communication is a primary means by which individual develop

and coordinate activities in order to achieve goals. Variations in communication pattern are useful indicators of crew solutions as well as crew problems. In any case, communication must be interpreted within a task, operational environment and interpersonal context which change dramatically over time, sometimes in expected routine ways and sometimes in unexpected rapidly evolving ways, as both a skill and a tool for achieving objectives. Communication pattern and practices can be linked to work performance outcomes.

2.2.1. Types of communication patterns

There are various patterns of communication, however, the following are the primary communication patterns found in formal organizations.

- Wheel pattern
- Chain pattern
- Y pattern
- Star pattern

1. **Wheel Pattern:** this pattern is the highly centralized pattern, everyone in the organization depends on the central authority to communicate, the person at the top is the source of all information and it is from and through him that all information in the organization flows from. It could be say that this is an improvement over the chain pattern because it gives an immediate connection between the top level and the workers. The nature of this communication pattern makes it much easier for the person at the top to have direct communication contact with those at lower level, however, this pattern could lead to over controlling and tracking and will therefore be burdening to the low level workers. one of the interesting thing about the wheel pattern is it allow the top management level to relate with low level officers directly, without any intermediaries to distort the information and its flow, it is also observed that this pattern of communication is best used in small establishment , hence this pattern is considered to be effective.

2. **Chain Pattern:** this pattern is communication pattern that operate through line of communication of the organization structure. This pattern is likened

to scalar chain, here the leader initiate the communication and then it flows down through the line of command. In the school system for example, the principal send out information to the vice principal, the vice principal will in turn write to the head of department, and from head of department to head teacher and then to the teachers. The communication can proceed from downward or upward; that is , from the most senior ranking officer in the hierarchical order to the lowest level employee and vice versa. Talathi(2018) believes that this kind of communication pattern carries most reliable information, but he however noted that this pattern can also be very slow in relating work related information to the employees because of the organizational structure protocol the information or communication will be subjected to, thereby affecting the employees' performance and productivity. In the same view, Dofa (2018) observed that since this pattern involves long line of information flow, it is possible that distortion and misinformation or miscommunication will be encountered.

3. **Y Pattern:** Maharjan (2018) posited that pattern in an organization is the most complicated pattern, by the nature of this pattern the group/unit/department within the organization is divided into three groups and the group members can only communicate or relate official information with other members of the organization through the leader. Leavitt (1973) also affirmed that Y pattern communication usually post challenges for the employees in the organization in trying to establish communication with others because of it complications. In Y pattern, there exist different sub groups/units in the centre of these groups/units stands a leader who coordinate the affairs of the subgroups. This pattern share the same characteristics of the chain and circle patterns, where there exist chain of command, meaning the group members cannot communicate directly to the overall ranking officer (boss) in the organization, rather they can only communicate through their intermediate or immediate senior within the subgroup and that is the information flow goes; from one intermediate senior within the sub group to another before getting to the overall leader who operate from the circle. In like manner, if the overall leader wants to communicate with the employees, he has to follow the same organization

communication structure to reach the employees. It is because of this protocol in the line of communication that Leavitt considers this pattern as the most complicated pattern.

In a contrary view, Peretomode (1991) has posited that despite the over centralized and complicated nature of the Y pattern, the pattern is more effective in accomplishing small task within the organization.

4. **Star Pattern (All-Channel Pattern):** this pattern of communication network comprises of different directions of information flow in the organization. All-channel allows employees in the organization to communicate, relate work related information among them freely and favorably irrespective of their rank level or position or subgroup at the organization. This pattern provide fair level ground for the workers to actively engage in the communication process and thus contribute in the decision making, this pattern encourages active participative work culture. Dofa (2018) asserts that all-channel pattern is ideal pattern of communication for the organization to adopt if the organization or the head of the organization intend to bring satisfaction to the workers through communication. The all-channel is considered the most decentralized among all other pattern because it all allows all the members of the organization to communicate and send work related information to each other without any organization hierarchical structure protocol. Peretomode (1991) is of the view that this pattern of communication is more effective if one wants to achieve success on complex task in the organization, he added that this pattern of communication brings higher level of satisfaction to workers in the organization because of it participative nature. Frazer (2012) considered this pattern as free flow pattern, because it allows all group members to communicate with each other freely and by that it makes information to flow fast.

(See appendix for diagram of communication patterns)

2.3 Communication and Principal Administrative Effectiveness

The effectiveness of an educational administrator and consequently the effectiveness of educational organization are hinged on good share communication.

Through effective communication a school principal is able to achieve the school goals and perform at a high level. Leadership, motivation, job performance and decision making, satisfaction, record keeping, etc is dependent on result oriented communication found in the organization.

The role of communication in regard to administrative effectiveness cannot be over emphasized. This stem from the fact that in an exhaustic theory of organization (education or any other system) communication occupy a central place because the structure extensiveness and scope of the organization are almost determined by communication and it techniques.

Over eight percent of the administrative processes are depended on effective share information. Communication is important to management as a process of getting things done through people requires the administrator to communicate favorably. Mgbekem (2004) sees effective communication as the vehicle through which the basic management functions are carried out. Davis (1973) views communication as the nervous system of any organized group, providing information and understanding necessary for organizational behavior.

In highlighting the importance and the relationship, Aderonnu and Aina are of the strong opinion that communication is the Achilles heels of management, arguing that effective communication can leads to managerial success or administrative effectiveness, while communication failure may be responsible for many human and organizational catastrophes and administrative chaos.

Based on the essential nature of communication in an organization as it affects our daily lives and existence, it becomes necessary that we explore and understand the effect of communication in administration of school. Flippo (1984) estimates that the percentage of time an administrator or a manger allocate to communication process ranges from seventy five percent to ninety percent in his working hours, while Abbastiello and Bidstrup (1969) estimated that five percent of

communication time is spent in writing, ten percent in talking/speaking and forty percent in listening.

Whether the estimated percentage is true or not, one thing is certain that communication is one means through which organized activity may be unified, behavior modified, change effected, and productivity enhance and goals achieved. Communication is the means that links administrative process and functions.

Salami (1987) posits that administrator's attitude to communication may to an extent determine the organizational climate and may also influence the attitude of members in the work place. Okon (2008) asserts that there is no aspect of school administration that does not involve communication or communicating whether among teachers, between principal and teachers and students etc.

Communication plays vital roles in the day to day running of the school. Harrison (1975) in his study on job performance and satisfaction in an organization revealed that a significant relationship exist between communication and job performance. By this, Harrison meant that, when people are better informed on what to do at the work place, there is that tendency that they will perform their duty efficiently.

Nwaofor et al (1981) maintains that the principal ability to communicate effectively is an indispensable instrument for effective school administration.

According to some writers on organizational communication, they have listed types of communication to include the following; formal and informal, but for the purpose of this study, the focus will be on the three basic types of communication that is very prevalent in school and which the school principal use to communicate within the school. These three basic types of communication in school are: formal written communication, formal oral communication and combination; this is the combination of written and oral communication to pass across messages.

2.3.1 Formal Oral Communication is the kind of communication that expresses ideas or information through words of mouth. It is the process of verbally transmitting information and ideas from one person to another to a group of person.

Formal oral communication can take the following form:

1. Presentation
2. Lectures in the class
3. Conference speeches
4. Interview
5. press conference
6. seminar discussion
7. radio broadcast
8. Meeting discussion etc.

The following are the common characteristics of formal oral communication:

1. Language of communication is usually formal
2. Impersonal
3. The setting of the communication flow is usually one –way style
4. Information communicated is usually informative

Formal Communication as the name implies, is the type of communication that operate or is based on formal structure. That is; information flows through organization chain of command or you may say hierarchical structure of the organization. By this structure, it highlights who should write to who, and who should reply or report to who. Since formal written communication is an official communication, Peretomode (1991) asserts that formal written communication takes the following forms: newsletters, memos, emails, conference reports, staff meetings minutes, manuals, telegrams, etc. Samiksha (2018) sees formal communication as interchange of work-related information in an official way, which is highly controlled and involves deliberate efforts. Samiksha highlighted the following as characteristics of formal communication:

1. More than sixty (60) percent of daily task in the organization are been carried out through verbal communication
2. Official matters involving policy and conditions of service are be carried out by written form of communication for records and reference for the future.
3. In most cases, formal communication usually set the stage for a relationship to be established between the sender and the receiver of the information.

4. Pathway; deliberate effort must be made to create a channel to convey the message/information to the desired receiver(s), and such message or information must be official information.

2.3.2 Formal Written Communication is the form of communication that information is been communicated in either written or printed format. Formal written communication is considered the most formal form of communication of all kinds of communication

Some common features of formal written communication

1. The written or printed information is presented in an official way
2. Record/documentation. Information communicated is saved for future purposes
3. Valid and reliable
4. Unique and formal
5. Grammatical is observed

Written communication demands thoughtfulness and attention on the part of the writer, regarding the information been communicated, grammatical construction, choice of words, spelling etc. the writer must take into consideration the readers /receiver, hence the information should be presented in a very simple, clear and logical terms for easy understanding.

In an organization such as the school, written formal communication can take the following forms: Job description, brochure, proposal, newsletters, emails, bulletins, memos, advertisement, meeting minutes, instructions, procedures, reports, and any other official document.

2.3.3 Formal Combination Communication Process

This kind of communication involves the use of both formal written and verbal communication to communicate with the people involved in the line of communication. This method of communication usually serves the purpose of follow-ups and reinforcement.

2.4 Directions of Formal Communication Flow in School

In the school setting, formal communication can flow through the following directions:

1. Downward communication flow
2. Upward communication flow
3. Horizontal communication flow
4. Diagonal communication flow

2.4.1 Downward Communication and Principal Administrative Effectiveness

Downward communication which is the more prominent of vertical system is the sending of message from those at the top of the hierarchy to workers at the bottom in an organization. Such information may be sent either by written or oral form of communication. Ndum (2013) asserts that this kind of communication flow is superior-subordinate communication which flow through the line of authority.

Peretomode (1991) is of the opinion that the most common forms of downward communication are official memos, organizational publications, policy statement, manual, procedures etc. It is generally agreed that the aim of downward communication is to give job directions and other related instructions. It is on this note that Katz and Khan (1978) have pointed five basic purposes served by downward communication in the school:

1. To provide specific task direction or job instruction.
2. Provide information about organizational about rationale of a job,
3. To provide information about organizational policies procedures and practices
4. To provide subordinate with performance feedback.
5. To provide information of an ideological nature to assist in the inculcation of goals.

In the school system downward communication helps to tie different units/levels together and it is important for coordination. The commissioner, Board

Chairman, Principal and other superior officers in educational system used it to start actions by subordinates and to communicate instructions, objective, policies and other related information. This form of communication is mostly of informative and directive in nature and requires actions on the part of the subordinates.

Larkin and Larkin (1994) suggest that downward communication is most effective if top managers communicate directly with immediate supervisor and immediate supervisors communicate with their subordinates. That is, the school administrators communicate with the deputy or vice school principal, and then the vice will pass the information to heads of departments, while the heads in turn communicate with teachers in their department. Larkin et al added that a wealth of evidence shows that increasing the power of immediate supervisors increase both satisfaction and performing among employees. This was first discovered by Donal Pelz (1952) and it commonly referred to as the Pelz effect. Pelz was attempting to find out what types of leadership styles leads to employees' satisfaction. He found that what matters most is not the supervisor leadership, as his power to communicate directly with them and to have them provide inputs in decisions. Ensuring that supervisor are informed about organizational issues/changes before staff in general and then allowing them to communicate these issues/changes to their staff/subordinates, helps reinforce their position of power.

When the supervisor/ intermediate senior is perceived as having power, employees have greater trust in them, greater desires for communication with the superior and are more likely to believe that the information coming from the supervisor is accurate. Roberts and O'Relly (1974), and Jablin (1980), after reviewing for almost 30 years of research, pronounced the Pelz effect to be one of the widely accepted propositions about organizational communication.

Downward communication is more than passing information to subordinates. It may involves effectively managing the tone of the message; as well as showing skills in delegation to subordinates to ensure the job is done effectively by the right person.

Unfortunately, information is often lost or distorted as it comes down. In fact many information and direct commands are either not understood as intended by the sender.

It was on this note, that Tubbs and Moss (1980:43) suggested different channels that may be employed to send messages downward. This includes Memos, departmental meeting, letters, bulletin, notice board, poster etc. in line with this, Fraser et al (2003) in their work says school administrator in most cases should get out of their offices move around the school and talk to employees on the “firing lines” in order words, this techniques is referred to; Management By Wandering Around (MBWA). It allows administrator to become more aware of the needs of their subordinates, also school administrator should conduct regular supervisory-subordinate discussions such participative interactions will help administrator identify, analyzed and solve problems collaboratively with subordinates.

In a study conducted to determines various variables that constitute administrative effectiveness, in school organization Gibson and Hodgets (1991) opined that perhaps the most tried and true rule of effective downward communication is to communicate orally then follow up in writing.

2.4.2 Upward Communication and Principal Administrative Effectiveness

The upward system came as a result of the realization of the importance of the view of employees in policy formulation and other related matters. It is reverse of downward communication, a means by which information are sent from the bottom of the organizational structure to the top.

However, Lunenburg added that several reasons, upward communication is difficult to achieve. Upward communication is usually subject to filtering and distortion because subordinates do not want their superior to learn anything that may be potentially damaging to subordinate careers. This tendency is likely to increase when subordinates do not trust superior.

Other research shows that lower-level subordinates perceives much less openness to upward communication than is perceived at higher levels in the organization. In fact higher level managers involve their subordinate more in the decision making process and thus expect upward communication more than do lower-level manager.

Rebecca (1985) in Lunenburg (2008) recommends four practices to improve upward communication if the school administrator must achieve success in his school. These are:

1. Employee meeting
2. Open door policy
3. Employee letter and participation in social group

Rebecca explained these practices thus:

1. Employee meeting attempt to probe job problems, need and administrative practices that help and hinder subordinate job performance. These meeting sometimes referred to as quality circles, provide feedback to administrators and encourage subordinate to submit ideas to superiors. As a consequence subordinate feels a sense of personal worth and importance because administrators listen to them.
2. Open door policy: An open door policy is a statement that encourages subordinate to walk in and talk to administrators many levels up the hierarchy. Generally, however, the finding advises that subordinate are encouraged to see their immediate superior first. Then if their problem is not resolved at that level, they are free to approach higher level administrators.

The goal of open door policy is to facilitate upward communication toward administrative effectiveness, but is often difficult to implement because psychological barriers often exists between superior and subordinate.

Employee letters: this direct and personal method provides subordinate with the opportunity to present their ideas to administrators. To increase the effectiveness of this procedure, submission can be anonymous, all submission must be answered, and replied must be delivered without delay in an answer box in which employees communicate with their superiors.

Participation in social group; this method provides excellent opportunities for unplanned upward communication. Information at these activities is shared informally between subordinate and superior.

2.4.3 Horizontal Communication and Principal Administrative Effectiveness

Horizontal communication takes place between employees at the same hierarchical level within the organization and maybe across department or unit levels

who have no direct reporting relationship. It is the situation where information are exchange among or between offices of the same rank in an organization, between members of work group and another, for example in school system, it could be between the head of biology department and the head of another department, teacher and teacher vice principal in charge of administration and vice principal in charge of academics etc.

In the school setting, this type of communication is used to speed up information flow efforts for the achievement of the school goals and objectives. Stoner (2000) stressed that the main purpose of lateral communication is for integration and problem solving. It involves discussions, and meeting to accomplish task that cross department lines.

One empirical study has shown that a greater deal of communication in school system does not follow the organizational hierarchy but cuts across chains of commands. This study also x-ray that school provides many occasion for oral cross communication which ranges from informal meetings to small conversations but all geared towards ensuring that all units of the school are working toward the same general purpose or goal.

Lunenburg (2008) opines that besides task coordination horizontal communication furnishes emotional and social support among peers in the school environment. In effect it serves as a socialization process for the organization, Ndum (2013) observed that horizontal communication serves as a platform for the staff in the system to build interpersonal relationship; it is a channel through which members of the school can gain knowledge, communication skills as well as socialization skills that can help them improve on their job performance. This was why Okon (2008) in his vast knowledge on organization communication opined that an administrator who understands the important of horizontal communication toward achieving administrative effectiveness will do all his best to approve and encourage it by creating avenues to put people in direct contact with each other.

2.4.4 Diagonal Communication and Principal Administrative Effectiveness

According to Peretomode (1991) diagonal communication refers to all transmission that cut across an organization chain of command. It often takes the

form of interaction between line and staff. Wilson (1992) say diagonal communication is the communication between superior and subordinate located in different functional division/units or department. In the school for example; it is the kind of communication that takes place between the principal and an any junior teacher in the school or the head of English language department and a junior teacher in chemistry department. In adopting diagonal pattern to communicate they by-pass the usual chain of command structure to discuss on issues affecting their job. Donnelly et al (1984) in Peretomode (1991) are of the view that although diagonal communication probably is the least used channel of communication in organization, it is important in situation in which members cannot communicate effectively through other channels.

Enukoha (2004) states that diagonal verbal communication form at least 65 percent of all the overall communication activities in the school organization. Here the head (Commissioner, Board Chairman and say Principal) takes time to communicate and introduced new body of knowledge, policies, procedures, rules, regulation etc, to their subordinate. This is done through explanation, illustration, argument etc. it provides them both the superior and subordinate with ample opportunity to express their satisfaction and frustration to the fullest since it is face-to-face interaction.

2.5 Informal Communication Flow in School Organization

Informal communication otherwise known as grapevine in a workplace is a kind of communication that stems out of social interaction of workers in the organization, mostly for personal needs or interest rather than the organization. This kind of communication and the method it follows for dissemination is unofficial, informal communication method does not observe the formal protocol of hierarchy and does not go through the normal or usual chain of command of the organizational structure. Meaning that, the most superior in the organization can engage in some kind of communication with a very lowest staff. It is generally believed that the primary channel for flow of informal communication is word- of- mouth, however, informal communication also flow through electronic mails, telephone discussion, cards as well as gesture.

In informal communication the people involve barely address one or a particular topic of discussion, issues are discussed as the flow randomly and by whomsoever that is knowledgeable about the subject of concern. Information that passes through this method spread fast, this was why skillmaker (2014) posited that the risk associated with informal communication is that false information can be spread across easily and also genuine information may be distorted in an attempt to gossip or in trying to pass across such information among workers. Informal/grapevine promotes rumors in the workplace, which in most cases if not properly manage could pose negative challenges in the organization. In summarizing the work of Skillmaker (2014) the following were seen as the primary purpose workers get involve in informal communication in the work place;

1. For psychological relief
2. For socialization
3. For office politic
4. For conflict resolution
5. To exchange of ideas
6. To build team spirit
7. To proffer solution(s) to challenging issues

As it has been stated above, that informal communication does not follow any formal structure or protocol in disseminating information, however, it thus follow some forms in spreading the information, as it is pointed out here in an online article, “Business Jargons”... *informal communication*, 2019. It is highlighted in the article that informal communication flows through the following network:

1. Single strand chain
2. Gossip chain
3. Probability chain
4. Cluster chain

Rakes (1993), enumerated the following as the condition that gives rise to information communication in the school:

- i. Subordinates tends to find simple means of communicating when the formal method is too rigid or narrow

- ii. Subordinates will gossip when critical information in the organization is been withheld
- iii. Subordinates will be worried and look for channels to express their fear and concern when there are been subjected to feelings of job insecurity
- iv. When subordinates work position allows too much free time on the job

As expressed above, grapevine is part and parcel of every organization, and very visible in the school setting. Teachers engages in different kind of discussion with each other in the staff office and at the cafeteria, teachers and parents discuss about the academic wellbeing of the child, principal and teacher engages in an informal interaction to get clarification on job assignment, over 90 percent of the communication that takes between teachers and students are informal as well as with the principal and students, students and students interactions are still part of informal communication that takes place in the school. Informal communication method basically is about interpersonal communication among workers in the workplace. Hence, if this method is not properly manage in the organization, it may lead to more serious problem, on the other hand, it could as well help to fill in some lapses or address some issues in the organization if the school principal is able to see the potentials this method offers and utilize it effectively. Principal can use this method of communication to commence some findings to get first-hand information from subordinate about (issues in) the organization, here the subordinate express their concern; making known their satisfaction and dissatisfaction to the principal or the school management, the subordinates gets the platform to express themselves face –to –face accompanied with gesture, which avails the principal unfiltered feedback.

Rakes (1993) observes that institutional grapevine has long frustrated school administrators who sees this method of communication as diminishing their influence as they lose control of the information flow. But this network satisfies many information needs of the staff and should be seen as part of the organization and manage properly rather than as something to be ignored. It seems ideal to conclude this subject with the words of Skillmaker (2014) who posited that both and formal and informal communication are vital and are needed for smooth management of the school for it success.

2.6 Process of Communication in School

The process of communication in an organization has been addressed from different perspectives by different scholars based on their individual academic background or influence, as well as using different models. Some address from Aristotle's model, some Westly and Macha model, Shammon-Weaver model and some Leayan model. Worthy of note, is despite the background of the scholars and the model they used to describe communication process, there is always something that is common in all the definitions. They all agreed on some basic elements of communication. These elements are:

1. The source/ sender
2. The message
3. The channel
4. Receiver
5. The noise and
6. The feedback

2.6.1 Information Source or the Message Sender: this is the person that begins the communication process; he/she is the initiator of the information or the message that is intended to be send across to others. The source could be an individual or a group/ organization or a representative of a group. Ndum (2013) postulates that the sender of the message usually has three primary functions in the communication; Ndum highlights these thus: (1) the sender determines the meaning of the message to be communicated. (2) The sender encodes his thought or idea into meaningful message; that is; translate the symbols, numbers, gestures and letters into meaningful form for the receiver. (3) In the school setting, the source (mostly, the school principal) is the one who conceive the idea, possess the information and have reasons to communicate

2.6.2 The Message: the physical form of thought that has been decoded and expressed in words or letters or information. The message could be oral, written, or nonverbal. In an organization such as school, the school administrator or the originator of the message communicate using more than one form of communication to communicate, to achieve effective communication with the receiver(s) they usually combine different forms of communication to communicate.

2.6.3 The Channel: the medium through which the sender of the message send information to the receiver. The channel is the bridge between the source of the message and the receiver(s). The following serves as the channel of information transmission; face -to- face discussion, telephone conversation, Peretomode (1991), opines that in school, the channel could be staff meetings, memos, written records, electronic mails, etc. and nonverbal mediums could as well be a channel.Ndum (2013) in affirmation of Peretomde's view asserts that in an organization such as school, the stakeholders in the school often serves as the channel or means for transmission of information. By this, the head teacher or the head of department function as the medium between the school management and the teacher to channel all the information from the management to the staff and vice versa.

2.6.4 Receiver: the person that receive the message from the sender/information that is transmitted or sent from the sender/source. The receiver can either be an individual, a group or an organization or a representative of people. Ndum (2013) highlight three primary functions of the receiver of the message as thus: (i) as the recipient of the message. (ii) The receiver decodes the information received into meaningful message for understanding in order for action to be taken as expected or intended by the sender/source of the message. This process is otherwise seen as a thought process of/for the recipient of the message. Here the recipient translate or interpret the code (s) (could be messages, symbols, signs, numbers, letters, gesture) received into a meaning idea or information. Peretomode (1991) notes that the receiver mostly interprets the code or information received from past experience(s) and various personal frames of reference. The ability of the receiver of the message to interpret/ decode the message as intended or to match the sender's idea, the more effective the communication becomes.

2.6.5 Noise: Lunenburg (2010) asserts that noise in the communication process simply refers to anything that causes distortion or disruption for the free flow precise interpretation of the information/ message as intended by the sender. He further listed the following as the some elements that can constitute noise in the communication process, these are: emotions, language barrier, educational background, perceptions, interruptions, attitude, filters, etc.

2.6.6 Feedback: this is the response from the receiver of the message that was sent to him/her by the message sender/source. Banerjee (2019) submits that feedback process determines if the receiver of the message actually get the meaning of the message as intended acted upon as it should. Feedback response can take the following form; oral communication, written or nonverbal. Feedback is very important in any kind of communication or in the communication process, it allows us to regulate information we send to people / a person and the ones we also receives from people or a person.

Kreither (1977) in Peretomode (1991) identified three types of feedback usually found in organization. These are (1) informational feedback (2) corrective feedback (3) reinforcing feedback.

The informative feedback furnishes one with information about a particular subject matter. The corrective feedback as the name implies is for corrections, it is for evaluative and instructional in nature. Often deals with the needs of the recipient to make some corrections or some points clear in the sender's message. The reinforcing feedback is a situation where information that has been sent to the receiver is been followed up by a positive acknowledgement by the receiver.

2.7 Importance of Communication in School

Communication is something we engage in our everyday life and everywhere we find ourselves. At homes, at place of work, communication takes place between employer and employees and among coworkers/ colleagues or friends. It could take the form of formal or informal way. The role communication plays in the organization and human life cannot be over look. By communication are people are able to establish relationships, communication makes the process of sharing ideas information much easier, working in a team or managing of a group, assigning of duties and responsibilities to the individual at the place of work all runs on the wheels of communication, effective communication. Our daily lives become better when we learn communication skills and know how to communicate effectively.

In the extensive discourse on communication, examining communication and it attendant impact in the school cannot be left out. In the school setting, effective communication is the soul of the school; take communication out of the school, the

school is dead. Everything that happens or activity that takes place in the school runs by communication. According to Andrade (2015) whether it is principal to teacher(s), teacher(s) to principal, teacher to teacher, teacher to students, principal to students, principal to parents, principal to the community, teachers to parents, student to student, and non-teaching staff to principal or teachers. All these interaction and relationships is hanged on communication and ability to communicate meaningfully. A school administrator who possesses good communication skills and is proficient in engaging in effective communication with the teachers and other staff to discuss work related issues is certain to achieve effectiveness in the school. In the same vein, a teacher who is capable of communicating with students effectively can motivate the students to be active in the class school activities towards academic success. Ndum 2013 postulated that primarily communication serves six functions in the school. These are; (1) to inform (2) to regulate (3) to manage (4) to integrate (5) to persuade and (6) to socialize

1. The informative function entails providing relevant and sufficient information to the staff in the school to keep them inform about any change or latest development regarding work and or the organization in order for them to carry out their duty effectively.
2. Regulative functions of communication deals with the organization rules, regulations, policies, procedures, values, etc., it educates the people concern or involved of / on the traditions of the organization and demands or expects their compliance to such stated/ laid down policies for preservation and growth of the organization as well as for good image projection
3. Integrative functions of communication centers around on how to get workers at the place of work to coordinate their and resources to work together to achieve a common goal. This function emphasizes the need to spell job expectations, procedures, for task assignment, the need for team work, the importance of unity of purpose at the place as well as division of labor and specialization for efficiency and high productivity
4. Management function of the communication is the mother of all other functions of communication. According to ndum 2013, the management function of communication is saddle with the responsibility of developing interpersonal relationships among staff, ensures the staff comply to

organization norms and standards and encourage effective communication among workers for understanding , for high job performance and satisfaction

5. Persuasive functions is concern with the manager of the organization or the principal of a school to persuasively convinces their subordinate into carrying out certain functions assign to them and according to job prescription.
6. Socialization function of communication in the organization simply means integrating the staff into the system, creating enabling environment for them to associate, organizing orientation and refreshers programs for staff as well as the behavior that is expected of them.

2.8 Communication Barrier in School Organization

Research has shown that many factors accounts for organizational communication failure or breakdown. Lunenburg (2010) listed the following to constitute barriers organizational communication process: sender barrier, encoding barrier, medium barrier, decoding barrier, receiver barrier, and feedback barrier. The breakdown in communication may take place in any of the listed level of the process. Organization communication barrier may lead to breakdown in communication in the organization which may cost the organization so much loss.

Keith Devis (1982) in Ndum (2013) and Eisengberg (2010) in Lunenberg (2010), in their vast knowledge on organizational communication has classified organizational communication barrier into the following categories: (1) process barrier. (2) Physical barrier (3) semantic barrier (4) personal barrier (5) psychological barrier

1. Process barriers talks about the steps in communication process, stressing that every stage of the communication is very vital to the whole process of communication. Breakdown in any of the stage is capable of causing barrier, hence making the communication line ineffective.
2. Physical barrier simply refer to all those physical obstruction present during communication that obstruct the effectiveness of the communication. Physical barrier may be: unwanted sound from radio/television set, call interruption from telephone, blockades, voice, illegible writings, etc., just any physical thing that is capable to disrupt free flow of communication.

3. Semantic/ language barrier, research findings has proven that language or linguistic ability can be an obstruction to effective communication. Language(s) Words, or terminology, that is use in the communication if not well understood by the any of the party in the communication may cause breakdown and therefore becomes a barrier. Since the same word can mean different things to different people, it is therefore ideal to establish a common ground to understanding to communicate effectively.
4. Personal/psychological/psychosocial; Lunenberg (2013) postulates that three important concepts are associated with this particular barrier, namely; field of experience, filtering, and psychosocial distance. Lunenberg explain these concepts thus; (1) field of experience refers to people's perceptions on different matters, individual needs, background, values, biases as well as expectations. (2) Filtering; human emotions constitute to this aspect of barrier. That is; interpreting information based on state of mind or prevailing emotions. (3) Psychosocial distance barriers refer to psychological distance that exists between the source of the information and the receiver. The manner and words in which the sender uses to communicate to the receiver is of utmost importance in communication. Example, if the superior use wrong choice of words and attitude to communicate to subordinate or vice versa, chances are the receiver of the message may react in a way that may impede the communication line between them or the organization.

2.9 Principal Communication and Teachers' Job Performance and Job Satisfaction

It is logical to think that teachers' satisfaction in the school is a reflection of an effective school principal. Principal have come to the consciousness that one of the most basic components for school success as a principal and as an institution lies in the human component which is about effective communication and the ability to communicate effectively. Researchers on school organization and communication have done extensive study to examine the relationship that exists between principal communication and teachers' job satisfaction. This section reviews some related literature.

Helwig in his work *an analysis of the relationship of the degree of satisfaction of teachers with the formal communication of principal*, conducted in some schools in Ohio found out that the frequency of oral and written communication between principals and teachers was related to teachers morale and also that the communication frequency was also related to school climate.

Lashbrook (1984) in his extensive study in attempt to see if principal's communication impact on teachers' job satisfaction; the following were the indicators for the study assessment: feedback, rewards, supports, mission and goals for the school. From the findings it was revealed that the respondents (teachers) have same perception about their principal communication effectiveness as well as their degree of job satisfaction. The conclusion of the findings reveals that there is significant relationship between teachers' perception of principal communication effective and job satisfaction.

Research findings on school administrator's transformational leadership revealed a positive and significant relationship to teachers' job satisfaction. Hence, in secondary schools where school administrators were seen as transformational school leader recorded high in staff job satisfaction and recorded higher performance progress. The instrument used for the study was structural equation model (SEM), to ascertain the direct influence of school administrators transformational leadership on school staff turnover, some school accomplishment and the indirect influence of teachers job satisfaction on relationship between principal transformational leadership and teachers turnover and job performance.

Kranot et al (2006), in their study *school teachers and job satisfaction*, discovered that principal who adopt transformational leadership approach in management of the school were more likely to encourage and promote the personal teacher efficacy. Meaning that transformational is likely to impact on all the activities in the school and mostly on teachers' professional development and self-fulfillment which the crux for high productivity in the organization. It is in light of this, that Kranot consider this kind of supports as variable for teachers' job satisfaction.

Richmond et al (1979) opines that workers' job satisfaction is associated with principal communication pattern and staff perception of the principal's human relation and management ability.

2.10 School Effectiveness, Teachers' Performance and Students' Academic Performance

There is a correlation between school effectiveness and job performance, which invariably impact on students' academic achievement of performance in the school. For school to experience effectiveness there must be some records of successful or satisfactory job performance by the staff (teaching and nonteaching staff) spearheaded by the principal. Effective communication is a basic prerequisite demanded of a school principal who intends to be successful. Studies on school and educational leadership stress on the impact of school administrators leadership on establishing conducive learning and working environment devoid of danger or any kind of harm. Whitaker 1989 postulates that one of the basic factors to make a school effective lies in an effective (principal) leadership.

Halawah (2005) observed that many factors account for school success but an effective school administrator remains one of the prominent factors in the quest for school effectiveness. Hallinger and Heck 1976 in Halawah 2005 based on the studies conducted on school effectiveness, school restructuring, and instructional leadership, point to the impact of principal leadership on student learning and improvement. Stressing that the impact of the principal leadership on students learning and academic performance cannot be undermine.

School administrators contribute immensely in creating conducive learning environment, positive school climate, set standard for all to follow, and enforce school discipline for effective school management. Brewer and Blaze 2001 in Hawalah 2005 sees the school administrator as instructional leader and outline his/her roles in the school as thus: (1) he leads and the guides in the instructional contents and development. (2) Build community of learners (3) delegate responsibilities and involve others in the decision making process. () encourage and support staff professional development programs. () create positive school climate etc.

In a study conducted by Dofa (2018) on strategic school management, resolves that seasoned school administrators set high and realistic goal for the staff and for the school they lead, above all other things, an effective principal always have in his/ her heart the students and their academic achievement, he is ever ready to support any meaningful initiative that will improve or empower the student ability.

According to Kidwell (2000) there is a significant relationship that exists between positive school climate and increase student academic achievement in the school. Kidwell maintains that school administrators' effectiveness impact on students' performance in the school either positively or negatively. In affirmation of kidwell's view, Krug 1992 asserts that school administrators who create stimulating and reinforcing working and learning environment will discover that both teachers and students will be willing to do what needs to be done individually and collectively to help the principal and the school at large to achieve it set goals.

The school climate does not only affect the staff and the students, it also affects the principal as well. Positive school climate enhances the school principal effectiveness. Korir et al (2000) in Hawalah (2005) pointed out that principals must model behavior consistent with the school vision, discover and implement instructional methods that enable the achievement of the school predetermine goals.

2.11 Communication and School Leadership

Communication in school setting is seen as the life wire of the organization. No meaningful activity can take place in the school without communication. School principals carryout their management functions through effective communication. Stephen 2011 in Akinwale et al 2018 says that communication is a basic element for the school leader in the course of directing and mobilizing the workers towards the achievement of the school objectives. The vision and mission of the school, the decision making process, the delegating of responsibilities, school planning, and other related matters are been communicated by the school principal to the stakeholders through effective communication. From this, one can deduce that communication play prominent role in the administration of school and in the achievement of the school goal. It can also be said that, in the absent of an effective communication in the school it becomes difficult for the school to attain success,

because people will not be properly informed of their responsibilities and expectations.

Leadership is a cardinal factor as well as occupies a central stage in education system. Rahman 2013 cited Handam 2000 on his definition of educational leadership thus; that educational leadership is a process of multidimensional and multi-interaction between all the relevant stakeholders in the school, where the school influences others positively to carry out their assign responsibilities/duties effectively and efficiently. On the other hand, the school administrator is the first and the reference point for others members of the school to look up to for directions in the right path. Rahman notes that for the school principal to live up to expectations of his/her subordinates, adopting an open door policy will be a step in the right direction, in order to encourage the staff to communicate their concern or work related matters. Studies have revealed that school leaders who encourage open door policy, upward communication flow and adopt a communication pattern that aids easy flow of information within the school usually record high school performance.

According to Manasse 1984 in his study on *characteristic of an effective principal*, submits that effective school administrators have great vision for their school, establish a clear goal and objectives and strategies backup with activities that helps achieve such laid out goal.

All the people in the school get involve in different forms of communication, for different purposes but for one common goal- towards achievement of the school predetermine goal.

2.12 Summary

Literature on communication and how it affects principal administrative effectiveness has been reviewed, ideas has been borrowed from the authorities reviewed. Most authorities reviewed revealed various components of communication.

Communication is the life blood of every school organization; it is a process that links the individual, the group and organization. It occupies a central place in organization, the administrator spends over seventy percent of his time

communicating the administrator ability to communicate effectively is an important skill for school administration.

The communication process is continuous and involves steps, communication within school setting flows in directions, downward, upward, horizontal and diagonal. These communication flows are likely to occur in open than closed organizational climate. Communication is said to be effective when it prompt appropriate actions based on information received.

The role of communication regarding administrative effectiveness cannot be over emphasized, the administrators effectiveness to a considerable level depend on good shared communication.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes the systematic approaches, process, procedures and strategies used in the study. Methodologies are designed in such a way that there will possibly work on primary data, this being a strategy for finding out the effect of communication patterns and principal administrative effectiveness in secondary schools and not necessarily drawing conclusion.

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3.1. Research Design

Qualitative research design was adopted for this study, to gain a deep understanding of the organization and event, rather than a surface description of a large sample of a population. It aims to provide an explicit rendering of the structure, order, and broad patterns found among a group of participants. A case study design was used, the phenomenological perspective supports that the researcher should know the respondents' perception and experience in order to understand the behavior of the individual.

Qualitative research design does not introduce treatments or manipulate variables, or impose the researcher's operational definitions of variables on the participants. Rather, it lets the meaning emerge from the participants. It is more flexible in that it can adjust to the setting. Concepts, data collection tools, and data collection methods can be adjusted as the research progresses. Denzin et al (2005), views qualitative research study as a situational activity that explores the place of the observer in the world. Qualitative research is a set of interpreting, material practices that make the world visible. The main features of this definition, is that it emphasizes the importance of the content or the environment of the study being studied. One of the characteristics of qualitative research is that they are explorative. Exploratory

research is very practical and useful in shading more light on topics and area of study that seems to have low interest (Neuman and Robson, 2012).

Qualitative research aims to get a better understanding through first- hand experience, truthful reporting and quotations of actual conversations. It aims to understand how the participants derive meaning from their surroundings, and how their meaning influences their behavior. Anol Bhattacharjee (2012) opined that the emphasis in qualitative analysis is sense making or understanding a phenomenon, rather than predicting or explaining.

3.2. Research Participants and Sample of the Study

In this study, the data were collected from 48 participants from all the 8 government secondary schools in Calabar south in cross river state. 32 secondary school teachers, 16 male and 16 female teachers were selected for this study. That is; 4 teachers from each school (2 male and female teachers) and 16 non-teaching staff (2 from each school) were as well selected from the secondary schools in Calabar South Local Government Area of Cross River State to participate in the study.

In the first part of the interview form, “biographical features” section is taken place. The distribution of data obtained from biographical features is given in the following tables.

Table 1.

Names of the Schools

Names of the Schools	f	%
Government Secondary School, Uwanse	4	12.5
Pinn Margret Commercial Secondary School	4	12.5
Government secondary school, Barracks road	4	12.5
Government secondary school, Atu	4	12.5
Government secondary school, Henshaw Town	4	12.5
Government secondary school, Anantigha	4	12.5
Government secondary school, Idang	4	12.5
Government secondary school, Mayne Avenue	4	12.5
Total	32	100.00

Table 1: the distribution table of the names of the government schools in the study and the number of respondents selected from each school. 32 teachers; comprises 16 females and 16 males teachers were selected from the 8 government secondary schools in the area of study.

Table 2.

Positions of Respondents

Positions of Respondents	f	%
Heads of Department	24	50
Head Teachers	8	16.7
Nonteaching Staff		
1. Account/Finance Manager	5	10.4
2. Facility/Maintenance Manager	3	6.25
3. School Secretary	5	10.4
4. Health And Counseling Manager	3	6.25
Total	48	100.00

Table 2: summary of the job positions of the respondents in the study, both teaching and nonteaching staff

The breakdown of the position of the respondents: Male: (3) Male Head teachers, (13) Male Heads of Department

Female: (4) Female Head Teachers, (12) Female Heads of Department

Nonteaching Staff:

Male Account /Finance (1), Facility/Maintenance (5), School Secretary (1), Health and Counseling (1)

Female: Account /Finance (4), Facility/Maintenance (0), School Secretary (2), Health and Counseling (2) Table 3.

Overview of the Age Range of Respondents

Age Range of Respondents					
Teaching staff	f	%	Nonteaching staff	f	%
36-40	4	12.5	36-40	2	12.5
41 above	28	87.5	41 above	14	87.5
Total	32	100.00		16	100.00

Distribution table showing an overview of the Age Range, frequency and the percentage of Respondents in the study

The age range for the male teachers; male teacher between the ages of 36-40 was only one and for ages 41 and above; were 15 male teachers.

The age range for the female teachers; female teacher between the ages of 36-40 were three . For ages 41 and above; were 13

For nonteaching staff: The age range for the male staff; male staff between the ages of 36-40 was nil. For ages 41 and above; were eight.

The age range for the female staff; female staff between the ages of 36-40 was two and for ages 41 and above; were six.

Table 4.

Years of Experience of the Respondents

Years of Experience of the Respondents					
Teaching staff	f	%	Nonteaching staff	f	%
11-15	6	18.7	11-15	7	43.8
16-20	19	59.4	16-20	6	37.5
21 above	7	21.9	21 above	3	18.7
Total	32	100.00		16	100.00

Distribution table showing years of experience, the frequency and the percentage of the respondents in the study.

The breakdown for years of experience of the teaching staff: Males; 3males teachers falls within the range of 11-15 years of experience, 9males teacher fall within 16-20 years of experience, and 4 males teachers fall in the of 21years and above. For the female teachers; 3 female teachers falls within the range of 11-15 years of experience, 10 females teacher fall within 16-20 years of experience, and 3 f males teachers fall in the of 21years and above.

For nonteaching staff: Male, 11-15year of experience (4male workers). 16-20 years of experience (2male workers). 21 years and above (2 male workers).

For female: 11-15year of experience (3female workers). 16-20 years of experience (4female workers), and 21 years and above (1) female worker.

Table 5.

Distribution of Participants According to Their Gender

Gender					
Teaching staff	f	%	Nonteaching staff	f	%
Male	16	53.1	Male	6	37.5
Female	16	53.1	Female	10	62.5
Total	32	100.00		16	100.00

Distribution table showing an overview of the gender, frequency and the percentage of the Respondents in the study for both the teaching staff and nonteaching staff.

3.3. Sample Technique

In order to get specific group to be selected for purpose of achieving those pre-determined events based on the researcher Judgment, a stratified random sampling technique was adopted by choosing 48 persons altogether for the study. Stratified sampling is a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects

the final subjects proportionally from the different strata. With this technique, the researcher has a higher statistical precision compared to others sampling techniques. This is because the variability within the subgroups is lower compared to the variations when dealing with the entire population. Since this technique has high statistical precision, it likewise implies that it requires a small sample size which can save a lot of time, money and effort of the researchers. This enables the researcher to sample the rare extremes of the given population. Stratified sampling method is useful in such researches because it ensures the presence of the key subgroup within the sample. Explorable.com (Jun 2, 2009)

In this study, the basis for the selection was on; years of experience, gender, and position. 32 secondary teachers, comprising of 16 male and 16 female teachers respectively, 4 teachers from each school (2 male and female teachers) and 16 nonteaching staff (2 from each school), making it 48 respondents in total from government secondary schools in Calabar South Local Government Area of Cross River State.

In this study, a general coding was first made with reflective data and then grouped into themes and sub-themes. In addition under the theme and sub-themes there is a striking citation from the views of the respondents, names of the respondents were not mentioned in the study, instead codes was used for the respondents, the codes was as follows; T 1, T 2, T 3, ... for teaching staff, and NT 1, NT 2, NT 3, ... for non-teaching staff. The data were analyzed by content analysis technique. The first stage of content analysis can also be called "categorical analysis". This analysis provides the classification of the main substances and the determination of their frequencies. Bilgin (2014) defines categorization as grouping items that constitute a whole by differentiating them according to certain criteria(s).

3.4. Research Instrument

Being a qualitative research study, open ended questions and reflective essay forms were used to gather the data from the respondents.

According to Creswell (2014) open ended research instrument allows the respondents to create options to respond and allows the respondent to give an in-depth response on topic of research. This instrument allows the researcher to do

more detail investigations, gather more insightful and first-hand materials or data from respondents.

3.5 Data Collection Procedures

The researcher went to all the 8 government secondary schools in Calabar South Local Government Area in Cross River State to have 48 copies of the reflection forms distributed to the 48 respondents to fill. At the end he also collected the entire reflections back; in addition, the researcher also has a recorded interview with the respondents.

3.6. Validation of the Instrument

To ensure the validity and reliability of the instrument, the reflective form was constructed by the researcher and the thesis supervisor and was given to two professors in the graduate school of education for scrutiny. Also, it was finally subjected to further scrutiny by an expert in measurement and evaluation in the faculty of education, Near East University, North Cyprus.

3.7. Reliability of Instrument

Reliability in measurement refers to the consistency or dependability of a measurement instrument to yield the same result after two or more administration of the instrument (Akpan 1995). To measure the reliability of the instrument used for this study, a trial test involving 48 respondents was carried out once at the interval of two weeks, the raw data obtained and analyzed from these administrations proved the reliability of the instrument.

3.8. Procedure for Data Analysis

To identify the view of the participants, the data obtained through the research was analyzed descriptively. According to Yıldırım and Şimşek (2013), results are obtained by evaluating data within the specified theme and by considering the cause and effect relationship. Data obtained took place as research findings within the specified theme. In addition to this, coding was made by reading the interviews that were transferred to the computer environment and the obtained data was analyzed by analyzing the content.

CHAPTER FOUR

RESULTS

This chapter is concerned with the presentation of findings and data analysis of teachers' opinions on communication patterns and its impact on principal administrative effectiveness. The results of the analysis are reviewed, and then presented in a tabular form; it focused on the discussion of the findings, which emerged as a result of the present investigation in relation to related theories and previous studies.

4.2 Findings of the Data Analysis

The main points of this research work are based on the research questions which were expected to be answered as the following...

1. To what extent does communication patterns influence principal administration effectiveness?
2. How does effective communication of the school principal impact on teachers' job performance?
3. How does your principal communicate feedback to teacher/nonteaching staff on job performance evaluation?
4. In your opinion, how can the principal-teacher communication flow be enhanced?
5. What is your assessment of your principal communication ability?
6. What are the effects of poor communication in school?
7. What steps can be followed to overcome the challenges of poor communication in the school?
8. What are the basic communication skills a school principal should possess for an effective school administration?
9. In your opinion, in what way does communication in school impact on students' learning?
10. In what way does principal's communication contribute to teachers' professional development?

4.3 Data Presentation

Table 6.

Communication Patterns that Influences Principal's Administrative Effectiveness

THEME	(TEACHING STAFF)				(NON-TEACHING STAFF)			
	Male	Female	f	%	Male	Female	f	%
Condition	0	0	0	0	0	0	0	0
Effective Communication	3	1	4	12.5	1	2	3	18.7
Effective Management	0	0	0	0	0	0	0	0
Situational	9	8	17	53.1	5	4	9	56.2
Patterns of Communication	4	7	11	34	2	2	4	25
Total	16	16	32	100	8	8	16	100

Table 6, when analyzing the patterns of communication that influences principal administrative effectiveness in the school, it was revealed that over half of the opinions (53 percent) in the study agreed on the subtheme on *situational*, 34 percent believed on the subtheme; *patterns of communication* and 12 percent go with the subtheme on *effective communication*.

From the analysis, it is evident that the teachers believed that there is no one specific or peculiar pattern of communication that is best that must be used by the school principal to communicate work related information to bring about administrative effectiveness in school. Teachers rather submits that situations are dynamic, individuals are unique and different, time differs based on these differences the efficacy of any pattern depends on the principal's ability of understanding when to use a particular pattern that best suit a situation.

Below are some of the teachers direct quotations related with the subtheme *situational*.

"Pattern of communication can influence both positively or negatively, it all depends on the principal ability and sensitivity to know when to use a pattern that best match prevailing situation"(T1)

“Different pattern works differently, the ability to know the difference is a key to administrative effectiveness” (NTT2)

“The effectiveness of any pattern relies on the matter at hand” (T3)

“Adopting the right pattern that best suit the matter on ground will record high administrative effectiveness” (T4)

“All the patterns have different effects on administrative effectiveness” (T5)

“Situation determines the pattern to be used by a smart principal” (NT6)

Administrative effectiveness largely depends on pattern of communication adopted by the school principal to communicate with the staff(NT7)

Table 7.

Impact of Principal Effective Communication on Teachers' Job Performance

THEME	(TEACHING STAFF)				(NON-TEACHING STAFF)			
	Male	Female	f	%	Male	Female	f	%
Personality	1	1	2	6.25	3	1	4	25
Withdrawn	5	4	9	28.1	0	2	2	12.5
Positive Performance	10	11	21	65.6	5	5	10	62.5
Total	16	16	32	100	8	8	16	100

Table 7 shows that 65 percent of teachers who took part in the study have indicated that principal effective communication with the teachers will lead to **positive job performance**. In the same vein result has revealed 28 percent of teachers believe in subtheme **withdrawn** by the principal to move teach.

Some example of views on the subtheme on **positive performance**

“If the principal is effective in communication, the teacher will be active in performing their job” (T6)

“It is the duty of the principal to effectively communicate job expectations, aims and objectives to the teachers in order to put them in track about their duty and obligation”(NT4)

“The more effective the principal is in communicating work related instructions to the teachers the more likely the teachers will perform their duty efficiently”(T8)

“School principal that is effective in communication has the potentials to command influence and push teachers into positive actions” (NT5)

“When the teachers are properly informed and equip with useful information regarding their job, of course, they will perform better on their job” (NT1)

“There is a correlation between principal communication and teachers’ job performance in school” (T2)

“Relevant and timely work related information from the school principal to the staff can impact on the staff performance”(T9)

Table 8.

The Ways Principal Communicate Feedback to Teachers on Job Performance Evaluation

	(TEACHING STAFF)				(NON-TEACHING STAFF)			
THEME	Male	Female	f	%	Male	Female	f	%
Reward system	2	3	5	1	2	2	4	25
Formal communication method	13	11	24	75	5	4	9	56.2
Sanctions	1	2	3	9.3	1	2	3	18.7
Total	16	16	32	100	8	8	16	100

Table 8 shows the views of the teachers on the ways principal communicate feedback on job performance evaluation, the subtheme were categorizes as; ***reward system, sanctions and official communication method.***

The analysis revealed that 75 percent of the respondents are of the view that the school principal communicates job performance through official communication methods

Some views of the teachers on the subtheme ***official communication methods***

“The school principal communicates to the teachers through job evaluation report” (T5)

“Sometime through staff meetings” (NT2)

“Through heads of department or head teachers” (T6)

“Through official letters” (NT1)

“By one-on-one interaction with individual teacher” (T7)

Majority of the teachers believed that communication precedes actions, sanctions or reward comes after communication.

Table 9.

Ways Principal-Teachers Relationship Can Be Enhanced

THEME	(TEACHING STAFF)				(NON-TEACHING STAFF)			
	Male	Female	f	%	Male	Female	f	%
Effective communication	8	10	18	56.2	4	4	8	50
Reward system	2	2	4	12.5	1	2	3	18.7
Mutual relationship	6	4	10	31.2	3	2	5	31.2
Total	16	16	32	100	8	8	16	100

In table 9, 56 percent of teachers agreed that *effective communication* of the principal to the teacher can enhance their relationship, 31 percent focus on *mutual relationship* as a way to enhance principal-teacher relationship 12 percent are of the view that *reward system* can better the relationship between principal and teachers in the school.

Example of opinions on the subtheme of *effective communication*

“Adopting basic communication skills” (T6)

“Using both informal and formal methods to communicate” (T4)

“Encouraging open vibrant feedback channel” (T2)

“Using simple terms to communicate” (NT3)

“By sharing useful information” (T9)

“Constructive criticism can make a different” (NT1)

Example of direct quotes of the respondent on the subtheme *mutual relationship* as a means to improve principal-teacher relationship

“Developing interpersonal relationship”(NT7)

“Bridging the gap on the hierarchical structure of job position” (T8)

“Building mutual trust with the staff” (T5)

“Been sensitive to people” (NT10)

Table 10.

The Assessment of the Principal Communication Ability

THEME	(TEACHING STAFF)				(NON-TEACHING STAFF)			
	Male	Female	f	%	Male	Female	f	%
Active	3	4	7	21.8	2	2	4	25
Average	4	2	6	18.7	2	1	3	18.7
Poor	9	10	19	59.3	4	5	9	56.2
Total	16	16	32	100	8	8	16	100

In table 10, the principal ability to communicate in the school has been revealed from the study analysis, the analysis shows that 59 percent of the teachers that participated in the study believed the principals are *poor in communication*, 21 percent of the teachers are of the view that the principal is *active in communication* and 18 percent holds that the principal communication ability is *average*.

The following are the direct quotes on the subtheme poor communication ability

“He can’t engage in an effective communication” (NT3)

“The principal is too rigid in sharing information” (T1)

“The principal does not know how to carry people along in communication” (NT6)

“He barely listens to other people opinion” (T3)

“The principal believe all the information must be official and formal” (T4)

“The principal is not flexible and sensitive” (T6)

Example of views on the subtheme *average*

“He can still do better” (T2)

“There is room for improvement” (T3)

“The principal is too emotional” (NT1)

“She is just in the middle”(NT5)

Direct quotations from the teachers on the subtheme *active*

“Satisfactory”(NT4)

“Effective communicator”(NT7)

“Can engage in an effective communication”(T8)

In general, teachers believe that a school principal should possess the basic communication skills and should be very effective in communication to spur positive actions towards achieving school effectiveness.

Table 11.

The Effects of Poor Communication in School

	(TEACHING STAFF)				(NON-TEACHING STAFF)			
THEME	Male	Female	f	%	Male	Female	f	%
Poor interpersonal rel. ship	5	3	8	25	2	2	4	25
Communication barrier	2	3	5	15.6	1	2	3	18.7
Ineffective Sch. Management	10	9	19	59.3	5	4	9	56.2
Total	16	16	32	100	8	8	16	100

In table 11, from the analysis it is evident that 62 percent of the teachers that participated in the study are of the view that poor communication in the school can lead to *ineffective school management*.

The respondents views on the subtheme on “ineffective school management”

“Hindrance to achievement of school aims and objectives can be cause by poor communication in school” (T1)

“Delay or duplication of duty is usually as a result of poor communication among staff” (NT1)

“Interpersonal relationship among teachers and between the principal can be affected negatively by poor communication in the school.” (T3)

“Poor job performance among teacher and poor academic performance among students in the school is caused by poor communication” (T5)

Table 12.

Ways to Overcome Communication Challenges in School

THEME	(TEACHING STAFF)				(NON-TEACHING STAFF)			
	Male	Female	f	%	Male	Female	f	%
Effective communication	10	10	20	62.5	3	4	7	43.7
Effective management	1	2	3	18.7	3	2	5	31.2
Interpersonal relationship	5	4	9	28.1	2	2	4	25
Total	16	16	32	100	8	8	16	100

From the analysis in table 12, it is seen that 62 percent of teacher that took part in the study agreed with the subtheme of developing effective communication strategy as a means to overcome communication challenges in the school.

Some direct quotations from the teachers on the subtheme *developing effective communication strategy*.

“Everyone in school should learn basic communication skill” (T1)

“Embracing both formal and informal means of communicating can solve the challenge of communication in the school” (NT3)

“Encouraging feedback from all the staff in the school can make positive difference” (T2)

“The principal should use simple terms to communicate with the staff” (NT2)

“Selecting the proper channel to communicate work related information can make positive impact in addressing the communication issues in the school” (T5)

“Be able to adopt the right pattern of communication to match with the prevailing situation is an important factor” (T6)

The analysis have shown that vast majority of the respondents agreed with the view that effective communication between the principal and the teachers has the potential to solve the problem of communication challenge in the school and bring out school effectiveness.

Table 13.

Communication Skills a School Principal Should Possess for Effective School Administration

THEME	TEACHING STAFF				NON-TEACHING STAFF			
	Male	Female	f	%	Male	Female	f	%
Basic communication skills	9	12	21	65.6	5	5	10	62.5
Management skill	2	1	3	9.3	1	1	2	12.5
Interpersonal Rel.ship skill	5	3	8	25	2	2	4	25
Total	16	16	32	100	8	8	16	100

From the study analysis of table 13 shows 65 percent of the teachers that participated in this study have expressed that the principal needs to possess **basic communication skills** to be effective school administrator. Listening skill, writing skill, speaking were seen as basic concept of the subtheme as seen from the direct quotations of the respondents.

“The principal must possess excellent written and verbal communication skills” (T8)

“I believe every principal should be a confident speaker to command influence” (NT4)

“A school principal with a persuasive speaking skill can motivate the staff to perform their duty efficiently with his speaking skill” (NT3)

“Creative and professional writing skill is a basic skill every school principal should endeavor to have”(T6)

“Attentive listening skill is an asset to a principal that want to achieve success through team work” (T1)

The greater percent of the respondents believe that school principal that possess the basic communication to actively engage the staff in work related communication is likely to succeed in the management of the school.

Table 14.

The Impact of Communication on Students Learning In School

THEME	(TEACHING STAFF)				(NON-TEACHING STAFF)			
	Male	Female	f	%	Male	Female	f	%
Conditional	8	7	15	46.8	4	5	9	56.2
Academic success	4	6	10	31.2	2	2	4	25
Poor performance	4	3	7	21.8	2	1	3	18.7
Total	16	16	32	100	8	8	16	100

Table 14 shows the view of teachers on the impact of communication on students learning in the school. 46 percent of the teachers that participated in the research study are of the opinion that the impact of the communication on students learning is *conditional*.

Some direct quotes from the teachers on the subtheme *conditional*

If students are better inform, they will perform excellently in their academics, and if they are not well inform, their academic performance in school will be low

“If the teachers are not effective in communication to effectively teach the students, it will have some negative effect on the student learning” (NT9)

“When there is good flow of information between the principal the teachers the students will benefit maximally” (T2)

“Students’ academic success extensively depend on the kind of information at their disposal in the school (NT2)

“Where the students do not have access to relevant information, their learning or academic work may suffer”. (T5)

Table 15.

Ways Principal Communication Contributes To Teachers’ Professional Development

	(TEACHING STAFF)				(NON-TEACHING STAFF)			
THEME	Male	Female	f	%	Male	Female	f	%
Conditional	2	1	3	9.3	2	2	4	25
Improve performance	7	8	15	46.8	5	6	11	68.7
Aspiration	7	7	14	43.71	0	1	1	6.25
Total	16	16	32	100	8	8	16	100

The analysis from the table 15 shows the views of teachers on ways principal’s communication contribute to teacher’s professional development. The subtheme was categorized into *improved performance, aspiration, and conditional*. 46 percent of the respondent in the study relied on the subtheme of *improve performance*, 43 percent believed that principal positive and constructive communication with the teachers has the potential to inspired the teachers *to aspire* in their professional career.

Some direct quotes from the teachers on the subtheme *improve performance*

It can expose the teachers to their weakness as well as their strength (T6)

Makes significant contribution to teachers’ career development (T7)

Can boost morale if the information is constructive (T1)

Can increase sense of commitment (T2)

Serve as drive for higher performance (NT3)

It can give direction in the right path (NT8)

Can motivate and lead to professional aspiration (T3)

CHAPTER FIVE

DISCUSSION

5.1. Discussion

From the analysis of the respondents' views on the pattern of communication mostly used by the principal, 50 percent (been the highest) , of the respondents in Pinn Margret Commercial Secondary School, are of the opinion that principal communicate to them following the hierarchically order, that is the principal pass any information down through the vice principal(s) and goes down the chain of command to junior staff and follow suit in any case that demands feedback, which is typical chain pattern.

In Government Secondary School, Uwanse, the findings shows that the highest (30%) percent of the respondents are of the views that the information they got in the school comes to them through their heads; heads of department and head teachers, that is the school principal relate work related information to the staff through the heads directly without going through the vice principal to send the information, which by implication means the principal adopt Wheel pattern to communicate with the staff .

The percentage of the respondents in Government Secondary School, Idang that agreed that the principal relate with them through their intermediate senior ranks 30 percent, which means the principal uses the Y pattern to communicate with the staff.

Respondents in Government Secondary School, Anatigha, responded, with majority of them saying the principal communicate to them through the school authority structure, which is the chain pattern of communication

The result of the analysis of the respondents' view at Government Secondary School Barracks Road reveals that the highest percent (40%) of the respondents agreed that principal reach out to the staff through official organizational hierarchical structure which represent chain pattern

Analysis of the findings, from Government Secondary School, Mayne Avenue, reveals that majority of the respondents says that they get information through the

heads of various unit, which means that the principal adopt Wheel pattern mostly to communicate with staff in the school.

The result (35%) from Government Secondary School in Atu shows that the principal depends most on the vice principal to share information down the line of command which indicates chain pattern.

The result gotten from the analysis of the respondents' views on the pattern of communication the principal in Henshaw Town Government Secondary School uses mostly to communicate with the staff in the school shows that the principal mostly communicate work related information to the staff through the vice principals, which invariably means the principal depends on chain pattern.

From, this results, it is clear that greater numbers of the principals in government secondary schools in the area of the study relied on and uses the chain pattern of communication mostly to communicate or pass information to the staff. Chain Pattern is communication pattern that operate through line of authority of the organization structure. This pattern is liken to scalar chain, here the leader initiate the communication and then it flows down through the line of command, (example from Principal to Vice, to the Heads, to the Supervisors, and any other superior in the before getting to the junior staff) . In the school system for example, the principal send out information to the vice principal, the vice principal will in turn write to the head of department, and from head of department to head teacher and then to the head teachers and then to the teachers. The communication can proceed from downward or upward; that is , from the most senior ranking officer in the hierarchical order to the lowest level employee and vice versa. Talathi (2018) believes that this kind of communication pattern carries most reliable information, but he however noted that this pattern can also be very slow in relating work related information to the employees because of the organizational structure protocol the information or communication will be subjected to, thereby affecting the employees' performance and productivity. In the same view, Dofa (2018) observed that since this pattern involves long line of information flow, it is possible that distortion and misinformation or miscommunication will be encountered.

In the question of the pattern of communication that influences principal administrative effective in the school, or when asked which pattern of communication is ideal or best for school administration, majority of the respondents that participated in the study stated that there is no one best pattern, they emphasized that communication is dynamic as well as humans and situations, hence there is no one best pattern of communication that the principal must adopt to communicate with the staff in the school, the results shows that it is generally believed that the efficacy of any pattern of communication depends largely on situational factors (time, purpose, situation, etc.) and the ability of the of the principal to understand the uniqueness of situations and know the best pattern of communication to use at the given point. This implication is in agreement with the research finding of Peretomode (1991) which asserts that communication pattern differs in terms of centralization and decentralization, as well as in terms of their effectiveness, efficiency, and members' satisfaction.

Of the five most used patterns, the all- channel, and circle patterns are considered as very decentralized, meanwhile the Chain pattern, Y pattern and the Wheel patterns are very centralized. Middlemist and Hitt (1981) observed that Wheel and Y channel are more effective in accomplishing simple task in school, while the circle and all wheel are more effective on the complex task. The work of Greebaum (1974), Leavitt (1978), and Shaw (1964) also supported this finding that the effectiveness of any of the pattern largely depends on the situational factors; hence the principal as the main administrative figure in the school must not rely on one or a particular pattern of communication to relate with the staff at all time.

Also, the study revealed that there is a significant relationship between communication and administrative effectiveness. That is, the more effective the communication in the school among the teachers and the principal, the better and higher the teachers' job performances. It has been revealed that when principal is effective in communicating the school vision, mission, procedures, expectations, government policies and other related job information to the teachers in time, and provides effective channel for prompt feedback, the teachers will be well inform and better equipped to discharge their duty effectively and efficiently. In support of this finding, Nwafor et al (1981) maintains that principal ability to effectively communicate work related information with the staff is an indispensable instrument

for effective school administration. Effective communication from the school administrator is very important and can be very impactful on the staff job performance. Salami (1987) posits that administrator's attitude to communication may to a greater extent determines the organizational climate and can as well influence the attitude of the members of the organization. Harrison in his study on job performance and satisfaction in an organization reveal that significant relationship exist between communication and job performance, by this Harrison meant that when people are better inform on job task and responsibility at the work place, there is tendency that they that duty efficiently.

We have seen from the study findings that feedback is very vital to both the teachers and the principal and to the school at large system to measure and to evaluate job performance and to regulate actions. Kreither (1997) in Peretomode (1991) identifies three basic functions of feedback in the school. Kreither listed and explained the function of feedback in school thus; 1. Informative feedback, 2 Corrective feedback, 3 Reinforce feedback. Informative feedback serves the purpose of getting the people inform on a subject matter. Corrective feedback is used for correction(s), it is evaluative and instructional in nature. The reinforcing feedback is sued for follow up purposes. By implication the school administrator adopts different ways to communicate feedback to the staff based on the kind of information he/she wants to pass across to the respective individuals or group and the response expected. Banjeree (2019) submits that feedback process determines if the receiver(s) of the message actually get the meaning of the message as intended and acted upon as expected.

It has emerged from this study that respondents believed that principal's – teachers communication flow can be enhanced through effective communication with each other. Establishing a sustainable mutual relationship and bridging the hierarchical gap of job position in the organization were also been emphasized by the respondents as a way to improve on the relationship communication flow that exist between the school principal and the staff at school. Aderonmu and Aina (1987) are of the opinion that communication that exist between those major actors in the school is very important and very delicate and must be given due attention to, because such communication can lead to school success or failure. Aslanargun E. (2012) conducted in a similar research work to examine the leadership characteristic

of a school principal, the results that emerges from that findings revealed that shared instructional leadership and communication was emphasized as a key to successful school leadership. Leithwood (2002) opines that school behavior including positive interaction with the staff are of most important than any other motivational techniques.

Some of the respondents' opinions have been focused on the school administrator's communication ability and skills, which includes exchange of ideas and shared roles in decision making. This finding shows some lapses in the principal communication ability as well as revealed their poor communication skills. The participants in this study have expressed that a school principal among other vital attributes and skills should possess basic communication skills and ability to effectively engage in an effective communication. Attentive listening skill, confident and persuasive speaking skill, and professional, creative and constructive writing skill were highly rated by the respondents of this study as basic communication skills every school principal should be acquainted with. This findings is supported by the research work of Nabena (1988) which investigated communication strategies used by principals of schools in Nigeria; the finding of that study revealed that school administrators selected oral and written combination strategy for administrative communication because they found this strategy to be most effective.

In similar study conducted by Blaze and Blaze(2000) to evaluate style of administration and supports for the teachers in school, the findings emerges from the study revealed that the is a correlation between the school principal communication ability school administration outcome, the study furnishes that successful administration entails effective and constant communication between the school administrator and the staff in the school, this come through advising and criticizing teachers in a constructive manner encouraging and providing useful feedback, motivating through words of praise, providing professional supports through professional discussions. In general, the evidence from this study revealed that respondents believed that school administrator that possess the basic communication skill, proficient in speaking, writing and listening skill is likely to succeed in the management of the school.

The results that emerge from this study revealed that majority of the respondents are of the opinion that poor communication in the school is capable of causing or to lead to ineffective school management. Poor job performance among staff, poor academic performance among students, delay/duplication of duties, hindrance to achievement of school goals were all stressed as results of poor communication in the school by the respondents, to support this findings, Ndum(2013) postulates that breakdown in communication and its process can leads to many managerial problems in the (school) organization, which is the typical case in the area where this study was conducted. Many factors accounts for poor communication in the organization, Lunenburg (2010) outlines the following to constitutes communication barriers in the school system; Sender barrier, encoder barrier, medium barrier, decoding barrier and receiver barrier. In an expansive study of Keith (1982), Ndum (2013), Lunenburg (2010) on organizational communication, has classified communication barrier into the following categories: 1. Process barrier, 2. Physical barrier, 3. Semantic barrier, 4. Personal barrier, and 5. Psychological barrier. Their finding concludes that the breakdown in communication may occur in any of the listed level.

Effective communication and the building vibrant interpersonal relationship were the main emphasis of the respondents in this study. The respondents believed that to overcome communication challenge in the school, school administrators must develop workable communication strategies that will encourage effective communication in the school. The findings highlights learning basic communication skills, communicating through both formal informal methods, adopting the pattern of communication that best suit situation to communicate as some of the strategies towards overcoming poor communication. Ndum (2013) posits that to improve communication in the school organization requires a planned programme of organizational development. Peretomode (1991) maintains that for the purpose of attaining educational objectives and goals, the school administrator and staff in the school can overcome communication challenges if they take the following points into consideration: use clear and concise words in communication, select proper channel to communicate, encourage feedback, use multiple channels to communicate, develop basic communication skills, be time conscious, follow up official written information with (in)formal oral communication.

On the basis to examine the impact of communication on students' academic outcome and on teachers' professional development respectively, the results that emerges from the findings revealed that there is a relationship that exist between communication and job performance, hence communication significantly impact on teachers job performance and students' academic performances. Hawalah (2005) from his study "**job performance and satisfaction**" observed that there is a correlation between job performance and organization effectiveness. By implication, we cannot talk about school effectiveness without satisfactory or successful job performance by the staff. It's the satisfactory job performance or service delivery by the teachers (staff) that brings about students' successful academic performance in the school, hence performance is predicated on availability and accessibility of information and communication. By this, one can conclude that communication, performance and organizational effectiveness are tightly interwoven.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1. Summary of the study

The purpose of this study was to find out the extent to which communication patterns influence principals' administrative effectiveness in government secondary schools in Calabar South Local Government Area, Nigeria. A qualitative research method was adopted for the study, a reflective essay instrument was developed to collect data for the study, the reflective essay form comprises of two sessions; first section capture the demographic information of the respondents and the second session contains 10 open ended questions which seeks to obtain information from the respondents about the study. In this study data were collected from 48 participants; comprises of 16 male teachers, 16 female teachers, 8 nonteaching male staff and 8 nonteaching female staff in eight (8) government secondary schools in Calabar South Local Government Area, Nigeria.

A stratified sampling technique was adopted for the study to choose the 48 respondents that participated in the study. The basis for the selection was years of experience, gender and job position and the age bracket of the respondents range from 25-55.

The summary of the findings revealed that:

There is no one best pattern of communication that the school principal "must" adopt to communicate with the staff in the school, by implication, the efficacy or effectiveness of any of the pattern largely depend on the situational factors, (timing, situations, individuals, purpose etc.) the ability of the school principal to understand these dynamics and know when to adopt a pattern of communication that best suit situation is a key to administrative effectiveness. However, this study finding revealed that there is a significant relationship between communication and principals' administrative effectiveness.

Also, the discussion showed that to a large extent the findings conformed to some existing theories and empirical studies.

6.2. Recommendation

Based on the findings of this research study which has obvious implication for the management of secondary schools in calabar south local government area in particular, the following recommendations were made.

- i. The principal as the main administrative figure in the school must not rely on one or a particular pattern of communication always to communicate with the staff.
- ii. School administrator should embrace different types of communication and explore different channels of communication to communicate with the staff to keep the communication line active.
- iii. Mutual relationship is a very vital aspect of a healthy organization; hence, the principal should endeavor to establish or improve on interpersonal relationship with the staff.
- iv. Develop workable communication strategies that will encourage effective communication and support all in the school to learn the basic communication skills.
- v. Every activities in the school depends on communication, without effective communication the school administrator cannot achieve administrative effectiveness or record success in the school, hence it is recommended that the school administrator explore professional grounds to ensure that the communication lines in the school is active.

6.3. Suggestion for Further Studies

The following suggestions were made for further studies

- i. Research should be undertaken to find out the impact of communication technologies in the school.
- ii. Research should be undertaken to find out the effect of communication and organization behavior.

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ATTACHMENTS

Annex 1. Reflection Form

My name is Polycarp Effiong Udoh, a student at Near East University, Turkish Republic of Northern Cyprus (TRNC), pursuing a master degree in Educational Administration Planning and Supervision. I am carrying out a research to evaluate Communication Patterns and Principal Administrative Effectiveness Public Secondary School in Southern Senatorial District of Cross River State Nigeria.

The reflection form consists of two parts; the demographic part and 10 open ended questions part about Communication Patterns and Principal Administrative Effectiveness in Public Secondary School in Southern Senatorial District of Cross River State Nigeria.

I kindly request you to provide me with reliable and valid information. Information provided will be treated as confidential and used for academic purposes only.

Polycarp EFFIONG UDOH

Near East University

Master Student

SECTION A: DEMOGRAPHIC ASSESMENT OF THE TEACHING STAFF (tick the right option or fill the right answer in the spaces provided)

1. Name of School: _____

2. Position of respondent: _____

3. Age range: 21-25, 26-30, 31-35, 36-40, and 41 above.

4. Gender: Male ☐ Female ☐

5. Highest qualification attained (please Tick only one below)

SSCE	DIPLOMA	NCE	DEGREE	MASTER	PhD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Type of school: Government ☐ Private ☐

7. Years of Experience?

1-5 years ☐ 6-10 years ☐ 11-15years ☐ 16-20 years ☐ 21 and above ☐

Section B

Reflection Questions

1. To what extent does communication patterns influence principal's administrative effectiveness? How?

2. How does effective communication of the school principal impact on teachers' job performance?

3. How does your principal communicate feedback to teachers on job performance evaluation?

4. In your opinion, how can the principal-teacher communication flow be enhanced?

5. What is your assessment of your principal communication ability?

6. What are the effects of poor communication in the school?

7. What steps can be followed to overcome the challenges of poor communication in the school?

8. What are the basic communication skills a principal should possess for an effective school administration?

- 9.** In your opinion, in what way does communication in the school impact on students learning?

- 10.** In what way does principal's communication contributes to teachers' professional development?

Annex 2. Consent Form

CONSENT FORM

Communication Patterns and Principal Administrative Effectiveness in School Government Secondary Schools, Calabar South, LGA, Cross River State, Nigeria

Dear participant,

You are invited to participate in a research study exploring effective ways principals can improve teaching- learning situation in school through effective communication. As a teacher, you are in a position to provide valuable information on this topic.

We ask that you read this form and ask any questions you may have before agreeing to participate in the study.

This study is being conducted by: **Polycarp Effiong Udoh** , of department of Management, Planning, Inspection and economy, Near East University, under the supervision of **Dr. Fatma Koprulu**, of department of educational administration, planning, supervision and economy, Near East University

Background Information

The purpose of this study is to ascertain the communication practices employed by principals that teachers perceive to help improve their instruction in government secondary schools in Southern Cross River State. The role of the principal is wide-ranging and the information gathered from this study aims to direct principal efforts to better help teachers improve their instructional practices.

Procedures

If you agree to be in this study, we would ask you to do the following things:

- Please do not write your name or school affiliation anywhere on the Reflection Form
- Please read the directions on the Reflection Form carefully
- Please read each statement of the Reflection Form carefully and express your opinions to what extent you think principal practices would help you in improving your teaching practices.
- Please submit the completed Reflection Form to the person who distributed it to you.

Risks and Benefits of being in the Study

The risk of participating in this study is that you will use your valuable time for the study.

Although you will not benefit directly from participating, your knowledge and experience will contribute to a growing knowledge base on how we can improve education in Southern Cross River State.

Compensation

Your participation in this study is solely voluntary without any compensation; however the researcher really appreciates your valuable time.

Confidentiality

The records of this study will be kept confidential and any information collected through this research project that personally identifies you will not be voluntarily released or disclosed without your separate consent, except as specifically required by law. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only researchers will have access to the records.

Voluntary Nature of the Study

Participation in this study is voluntary. You can decide to participate or not. Your discontinuation or refusal to participate at any time will not jeopardize your relationship with the researcher or Near East University.

Contacts and Questions

The researcher conducting this study is: Polycarp Effiong Udoh. You may ask any questions you have now. If you have questions later, you are encouraged to contact him with 07039513039 or email at peeudoh26@com. You may also contact his supervisor, Dr. Fatma Kuprulu at +905338620596 or email at fatma.koprulu@neu.edu.tr

Questions or Concerns:

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), you are encouraged to contact the NEAR EAST INSTITUTIONAL REVIEW BOARD. All reports or correspondence will be kept confidential.

You will be given a copy of this information to keep for your records, and that you are not waiving any legal claims.

Statement of Consent

Your signature indicates that you have read the above information, that you have had the opportunity to ask questions and have your questions answered. That you may withdraw your consent at any time and discontinue participation without any penalty.

I consent to participate in the study.

Participant name _____

Signature: _____ Date: _____

Witness' name _____

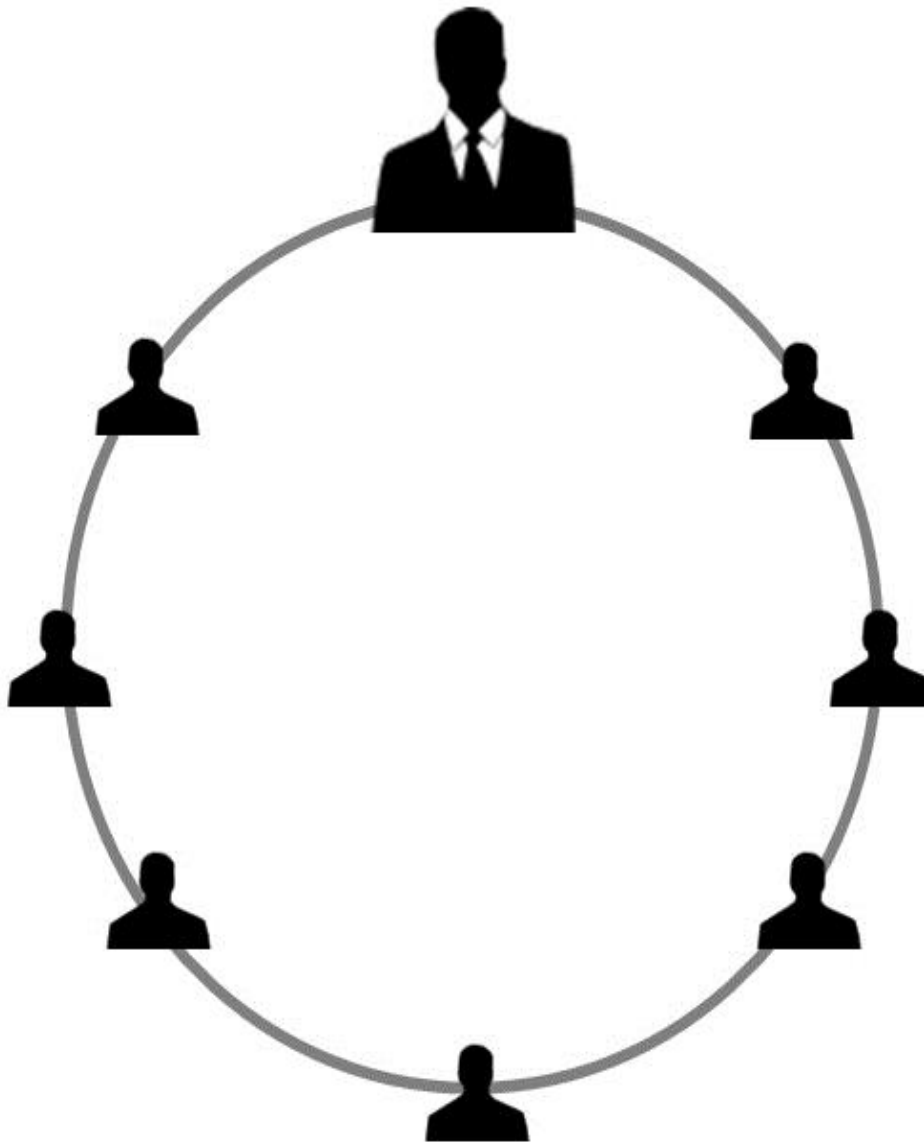
Signature _____ Date _____ phone: _____

Address _____

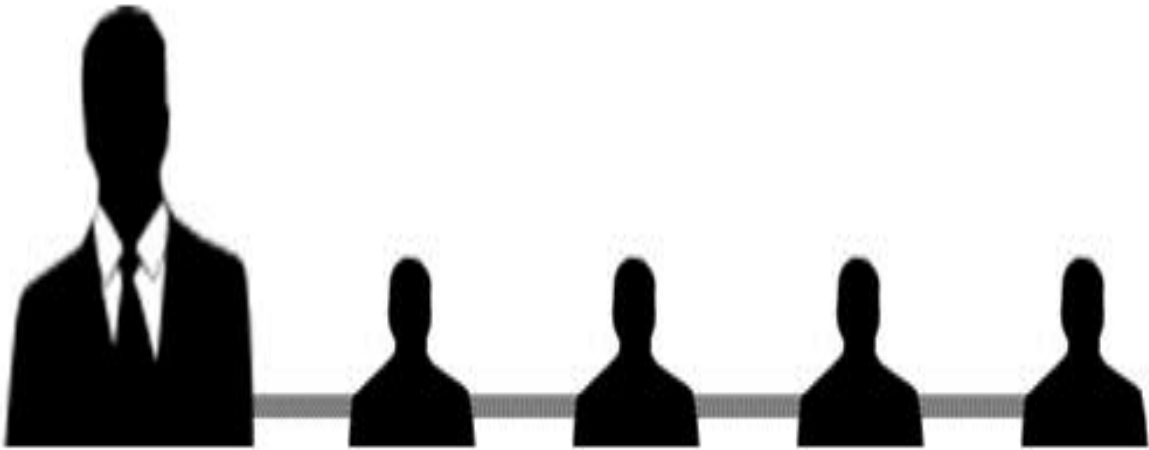
Researcher's name: _____ **Date:** _____

Address _____

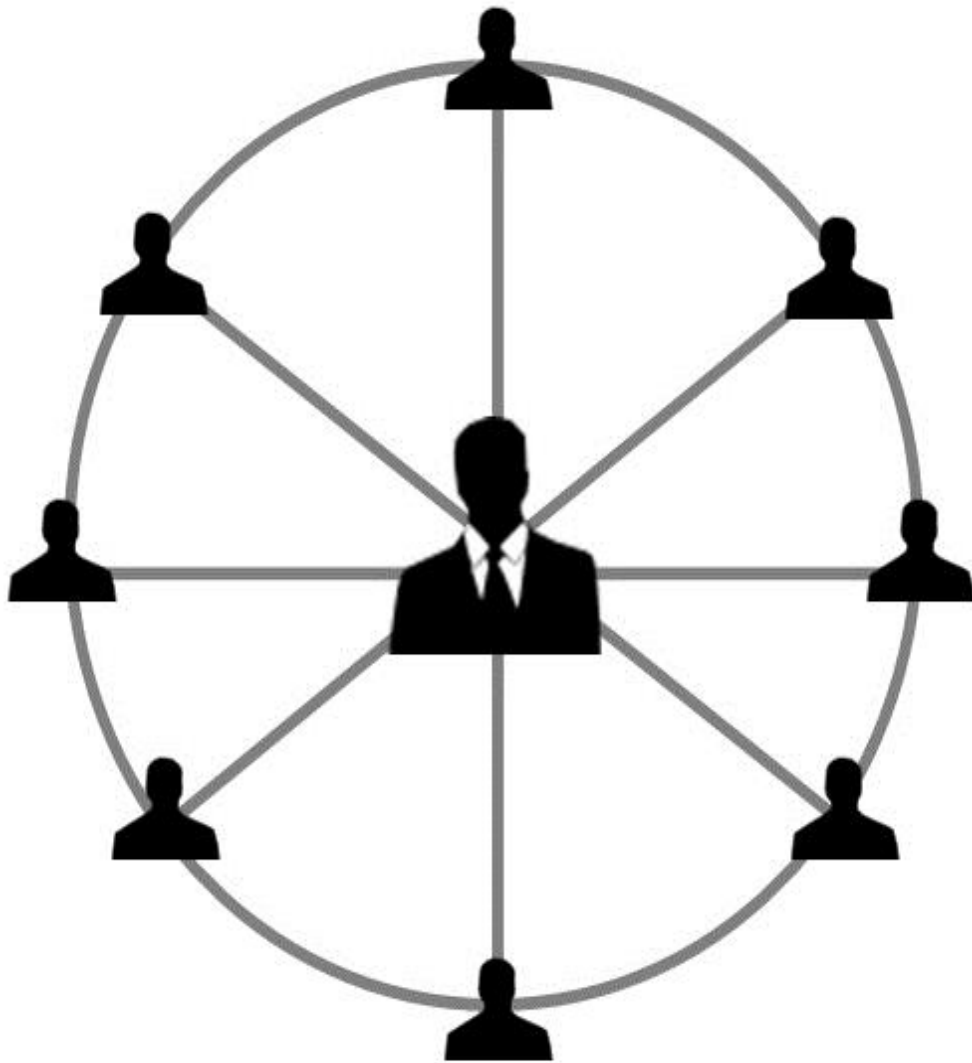
Signature _____ Phone _____



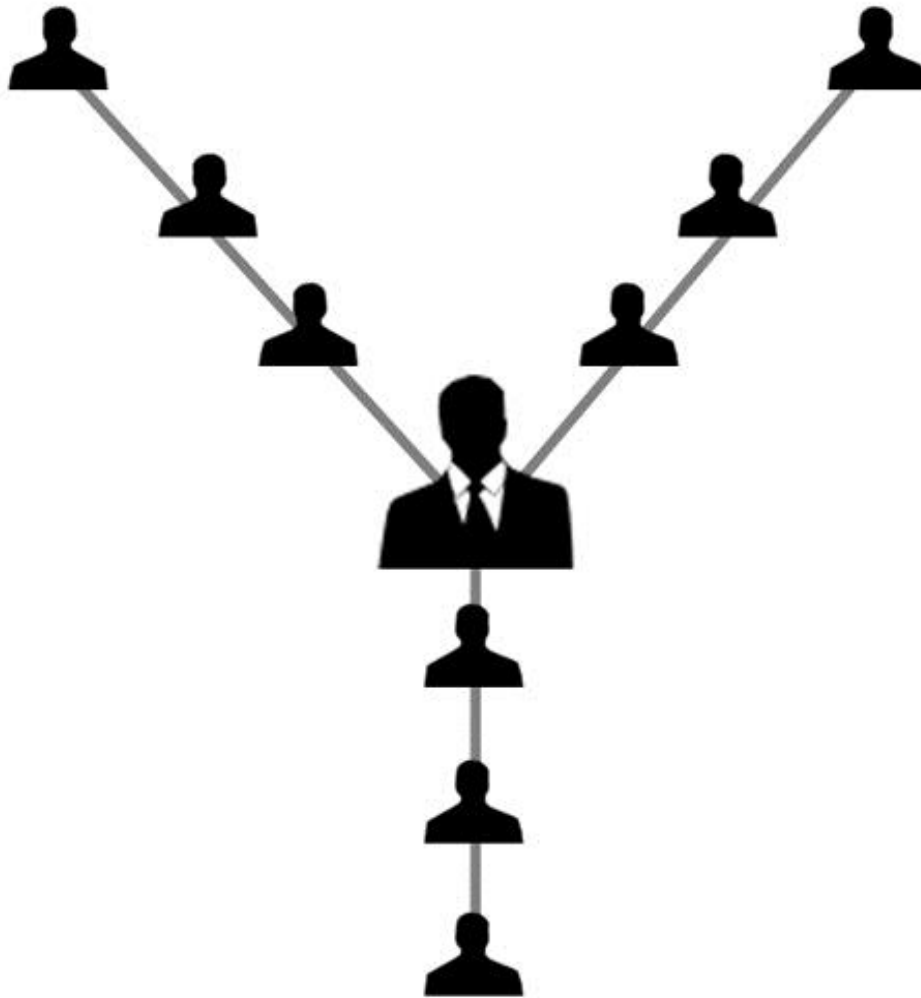
A. Circle pattern



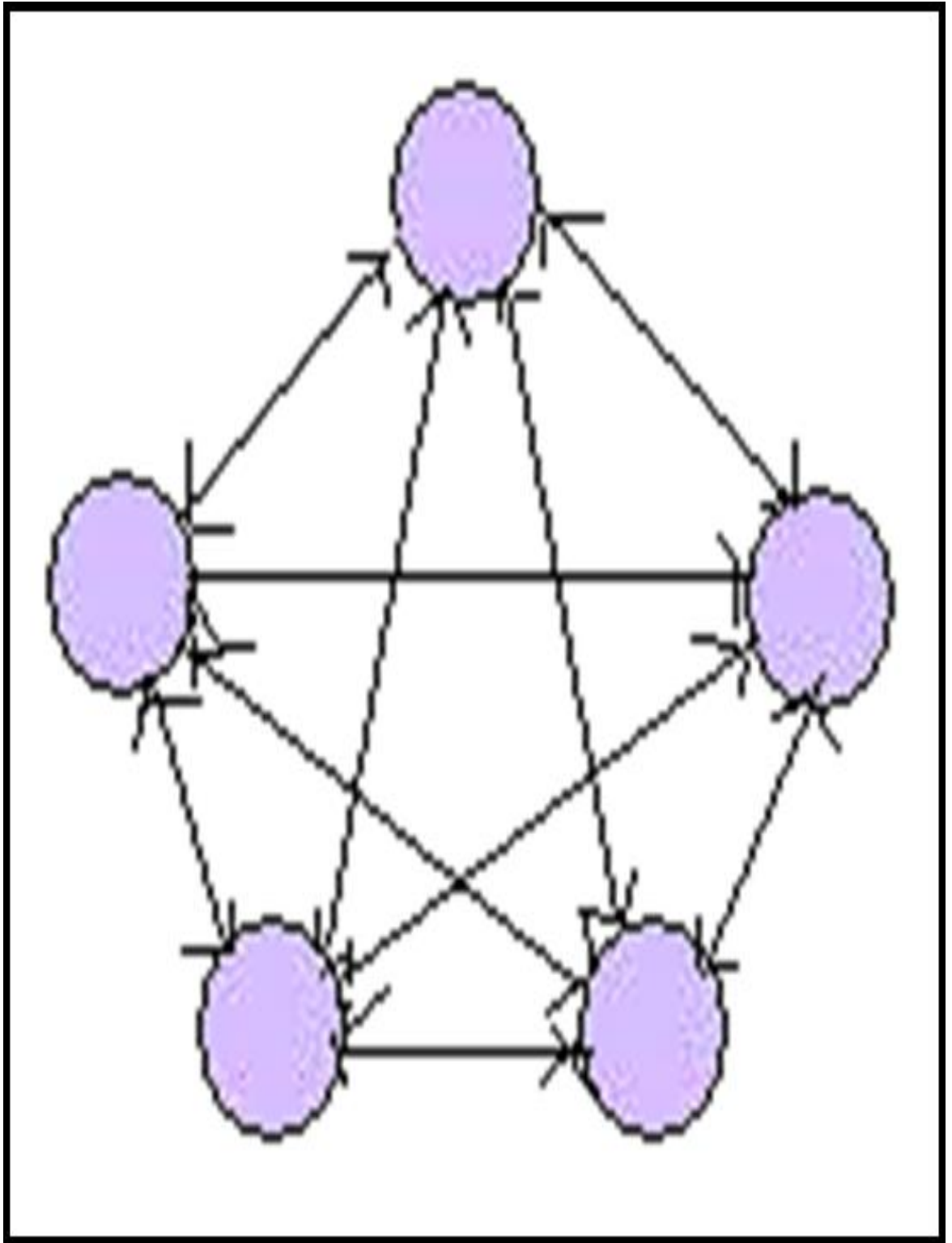
B. Chain pattern



D. Wheel pattern



C. “Y” pattern



ALL CHANNEL/ STAR PATTERN

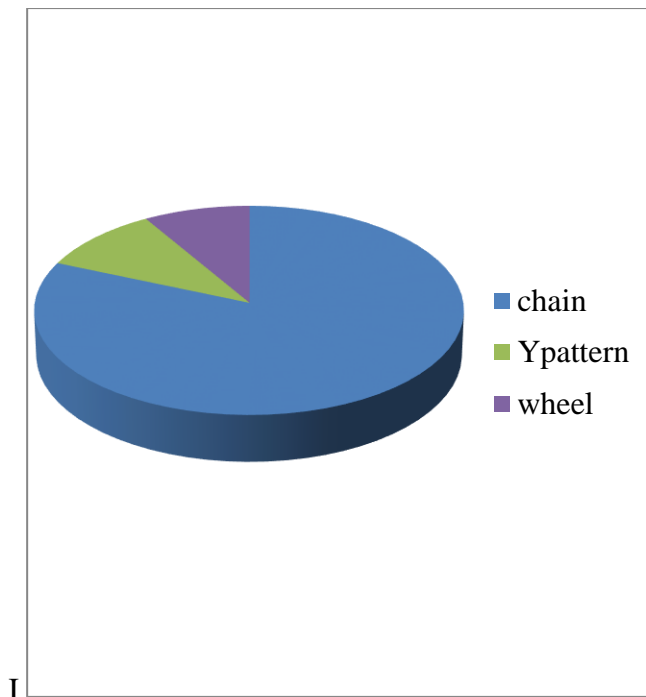


Chart showing schools patterns of communication adopted by school principals in schools

From the analysis, it can be seen from above, in majority of the schools, the school principals adopt chain communication pattern to communicate with the staff in the schools. In the following schools:

1. Pinn Margaret Commercial Government Secondary School
2. Government secondary school Anatigha
3. Government secondary school Barracks Road
4. Government Secondary school Mayne Avenue
5. Government secondary school Atu
6. Government secondary school Henshaw Town.

While Y pattern of communication was adopted at Government secondary school Idang and Wheel pattern was most prevalent in Government secondary Uwanse. According to Palistha (2018), in chain pattern of communication, all group members can only communicate to people who are above them or below them in the chain of command. The information flows in one direction. All the group members cannot communicate with the leader, meaning the group member must pass through others in the chain of command to get to the desired superior. Chain pattern of communication is strictly hierarchical, information is passes down on chain of authority, because of this nature, information are usually delayed and distorted. The workers at the bottom level in most cases received altered version of the information because of the long line in the information dissemination. Dofa 2018 notes that the protocol associated with chain communication pattern usually affects workers job performances. Notably Dofa's postulation x-rays the prevailing situation in the schools where this study was conducted.

ETHICS COMMITTEE FORM

YAKIN DOĞU ÜNİVERSİTESİ

BİLİMSEL ARAŞTIRMALAR ETİK KURULU

28.10.2019

Dear Polycarp Effiong Udoh

Your application titled **“Communication patterns and principal administrative effectiveness in school organisation”** with the application number YDÜ/EB/2019/353 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

TURNITIN

Polycarp Dofa

ORIJINALLIK RAPORU

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BENZERLIK ENDEKSI

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INTERNET
KAYNAKLARI

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YAYINLAR

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ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

1

www.nou.edu.ng

İnternet Kaynağı

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orgcommunication-nanda.blogspot.com

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redfame.com

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Submitted to University of Calabar

Öğrenci Ödevi

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Submitted to University of South Africa

Öğrenci Ödevi

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Barbara G. Kanki. "Communication and Crew
Resource Management", Crew Resource
Management, 2010

Yayın

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cep.unep.org

İnternet Kaynağı

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Submitted to University of Northumbria at
Newcastle

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