

Principals Communication Skills and Administrative Effectiveness in Secondary Schools in Ilorin West Local Government Area, Kwara State, Nigeria

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Abstract

This study examined the principal communication skills and school effectiveness in public secondary schools in Ilorin West Local Government, Kwara State. The purposes of the study include to investigate: the relationship between communication skills and principals administrative effectiveness in Ilorin West Local Government, Kwara State. The research design used for this study was a descriptive survey. The sample of the study includes 265 out of 1385 respondents selected through proportional sampling technique. Self-designed questionnaire titled "Principals Communication Skills and Administrative Effectiveness Questionnaire" was used to obtain necessary data from the respondents. Descriptive statistics of percentage was used to answer research questions and Pearson product-moment correlation coefficient was used to test the hypotheses formulated. The findings of the study showed that there was a significant relationship between principal communication skills and administrative effectiveness. Based on the findings of the study, it was recommended among others that, Ministry of Education and All Nigeria Confederation of Principals of Secondary Schools (ANCOPSS) should regularly organize training on communication skills for school principals. This will expose principals to various communication skills and that can be adopted in schools. Secondary school principals in Ilorin West LGA of Kwara State must know when to use open communication skill and when to use inclusive communication skill for administrative effectiveness meaning that school principals should be conscious of type of communication to be adopted depending on the situation at a given time.

Key words: Open; Inclusive; Aggressive; Assertive Communication Skill, School Effectiveness

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BACKGROUND OF THE STUDY

The important of communication in human existence cannot be under estimated. Communication is very necessary in schools like every organization. And principal who is the head of an important tiers of the educational system in Nigeria needs to have appropriate communication skill. Secondary school is the education after the completion of basic education in Nigeria. Secondary school education, according to National Policy on Education (2004) is the education children receive after primary education and before tertiary education.

According to National Policy on Education (2004), the objectives of secondary education are to provide all primary school leavers with the opportunity for education at a higher level; provide trained manpower in the applied science, technology and commerce at sub-professional grades; develop and promote Nigeria languages, art and culture, inspire students with a desire for self-improvement and achievement of excellence, foster National unity with an emphasis on the common ties that unites us in our diversity, among others..

To achieve these objectives, there are several educational resources made available. These resources include physical, material, financial and human resources. The main responsibility of the principal is to efficiently and effectively utilize these resources to achieve the objectives of secondary school. To effectively manage

these resources the principals needs to be administratively effective (Aribisala, 2006). Administrative responsibilities is the main role of the Principal. The principal is responsible for the day to day running of the school. The responsibilities ranges from harnessing the resources available, managing the human resources available in the school. He is the chief administrative officer, chief accounting officer and even the chief security officer. Of all the resources, human resources is the most difficult to manage. Thus it is necessary to know how to communicate with them in order to enjoy their maximum cooperation towards achievement of school goals and objectives.

Communication remains one of the most important aspect of human existence and very important in any organization (School inclusive) for the achievement of its set goals and objectives. According to Ezenwekwe, (2013), Communication helps improve effective management of any organization this is because it improves the mutual understanding between the management and subordinates. Effective communication increases staff involvement and commitment in the organization for a better result. In fact, it is the totality of all the things that one person does to create understanding in the mind of another person. Principals of secondary schools are confronted with situations that involve a lot of communication exercise on daily basis. How effective they become depends largely on their ability to apply the appropriate communication skills in their daily interaction with their students, staff, parents and stakeholders. Coordinating the efforts of people towards the achievement of objectives and goals in any establishment has to do with administrative communication skills as its main trust. Without communication, there will be no good organization.

The primary aim in school administration is the improvement of teaching and learning process. And the principal needs to be administratively effective in order to achieve the goals and objectives of the school. Administrative effectiveness involves effective utilisation of available resources to achieve predetermined goals and objectives. For the principal to be administratively effective, there is need to device effective communication skills appropriate for a given situation at a given time. Communication skill can come in different types such as open communication skill, inclusive communication skill, aggressive communication skill, assertive communication skill. The ability of principals to know which of the communication skill to adopt at different scenario makes him or her an effective principal (Keyton, 2011).

Communication skill is the competency to communicate information exactly, clearly and as intended. It is also how one gives and receives information and transfer ones ideas and opinions with people. Communication skills entails speaking while maintaining good eye contact, eloquent speech with tailored language, listening effectively, writing clearly with concise language, being confident, friendliness, empathy, use of

question, open mindedness and presenting your ideas appropriately (Lussier, 2010).. The school principal is expected to be competent in all these communication skills and at the same time be aware of their non-verbal behavior and be skillful of “reading” their subordinates.

For effective administration of any establishment, especially the school system, communication is central and a sine qua non to school management. Hence, in the absence of application of effective communication, a vagary of individualistic and personal goals may most likely mar the organizational objectives. This will inevitably result to stagnation of activities of the teaching-learning process and reduced school tone with resultant poor academic performance of both the students and the schools. Effective communication is essential ingredient for the secondary school principals for effective administration. Adequate applications of communication skills are imperative in decision-making. The administrator that knows his onion should be able to define problems, generate and evaluate alternative courses of action, implement decisions, control and evaluate results formatively and summatively, using the right communication skills. Improper use of communication skills among secondary school principal pose a lot of negative effect in school management, which cause educational goals misplacement and creates impediment in teaching and learning processes. This most times leads to poor enhancement of teaching and learning in secondary schools. It also brings about conflicts between the principals and vice principals, and also vice principal writing petition against the activities of principal.

Lussier, (2010) noted that communication gap resulted in misunderstand rumour, and counter-rumour, mistrust in schools administrations, lack of unity of purpose and suspicious among staff, which resulted in lack of commitment by the staff, lower standard of education, wastage in school management low morale, frustration among staff and indiscipline among staff and students. It is on this ground that the researcher investigates principals’ communication skills and administrative effectiveness in secondary schools in Ilorin West LGA of Kwara State.

STATEMENT OF THE PROBLEM

Education is an instrument for national development and its success or failure is dependent upon the effective administration of the available resources, especially the human resources. The principal as the chief administrative officer needs to have good communication skills to be able to have good followership that is needed to achieve school objectives. According to Solaja, Faremi & Adesina, (2015), the stakeholders in the school have important roles to play in the achievement of the goals of the school. The principal needs to have appropriate way of communicating with the community in order to have good school- community relationship. The cooperation of the

parents is also needed in order to pay tuition and support the school in order ways. The principal also needs to know how to effectively communicate with the students in order to make them obey the school rules and regulations. And the teachers who are the main agent that operate the day to day activities in the school need to be communicated with, in a proper manner. It is only good communication skill that can ensure harmonious relationship of all these stakeholders.

However many principals lack these communication skills in Kwara state. Especially in Ilorin-west LGA. Some of them that had the skill may not know when to use the appropriate type. In a situation where principals talk to their subordinates as if they are slaves or threaten them with sanctions instead of persuading them to do certain task. According to Yusuf and Abdulkareem (2017), many principals rarely attend training before getting to the position and seven after becoming the principal of a school, they rarely attend trainings. Thus, it is expected that one cannot give what he or she doesn't have, thus this create a lot of problem of poor communication skills that eventually result in administrative ineffectiveness and eventual school ineffectiveness. This constitute the problem this study investigates with the sole aim of recommending the best way forward.

Purpose of the Study

The main purpose of this study is to investigate the relationship between communication skills and principals administrative effectiveness in Ilorin West Local Government, Kwara State. Specifically the purpose includes: to investigate.

- The relationship between open communication Skills and principals administrative effectiveness in Ilorin West LGA of Kwara State.
- The relationship between inclusive communication skills and principals administrative effectiveness in Ilorin West LGA of Kwara State.
- The relationship between aggressive communication skills and principals administrative effectiveness in Ilorin West LGA of Kwara State.
- The relationship between assertive communication skills and principals administrative effectiveness in Ilorin West LGA of Kwara State.

Research Questions

The following research questions are formulated to guide the study:

- What are the communication skills used by the principal in secondary schools in Ilorin West Local Government Area of Kwara State?
- What is the level of principals' school administrative effectiveness in secondary schools in Ilorin West Local Government Area of Kwara State?

MAIN HYPOTHESIS

Ho: There is no significant relationship between

communication skills and principals administrative effectiveness in secondary schools in Ilorin West LGA of Kwara State.

Operational Hypotheses

Ho₁: There is no significant relationship between principal open communication skill and school effectiveness in secondary schools in Ilorin west LGA of Kwara state.

Ho₂: There is no significant relationship between principal inclusive communication skill and school effectiveness in secondary schools in Ilorin West LGA of Kwara State.

Ho₃: There is no significant relationship between principal aggressive communication skill and school effectiveness in secondary schools in Ilorin West LGA of Kwara State.

Ho₄: There is no significant relationship between principal assertive communication skill and school effectiveness in secondary schools in Ilorin West LGA of Kwara State.

METHODOLOGY

The design of the study is a descriptive survey. The population of the study is made up of all the 1385 teachers in public secondary schools in Ilorin West LGA of Kwara State, Nigeria. The samples consisted of 20 school out of existing 65 public secondary schools in Ilorin West Local Government, Kwara State, research advisor (2006) was used to select 265 out of 1385 teachers in public secondary schools in Ilorin West LGA of Kwara State.

The instrument for data collection are researcher developed questionnaires titled: Principals Communication Skills and Administrative Effectiveness Questionnaire. The questionnaire were designed with four-point Likert scales of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree. The reliability of the instrument was ensured by test-retest method and the reliability co-efficient of 0.75 was obtained. The instrument was also validated by 3 psychometric properties experts in Measurement and Evaluation.

The questionnaires were given to principals and teachers respectively to provide answers and were retrieved back on the spot personally after the completion of the questionnaire. Percentage was used to answer the research questions while Pearson product moment correlation statistic was used to test all the hypotheses at 0.05 level of significance.

DATA ANALYSIS

This section presents the results from the analysis of data collected. The results are presented in tables.

Research Question One: What are the communication skills used by the principal in secondary schools in Ilorin West Local Government Area of Kwara State?

Table 1
Types of the communication skills used by the secondary school principal

S/N	Items	Responses	Percentage (%)
1.	My principal uses open communication	71	26.8
2.	My principal uses inclusive communication	75	28.3
3.	My principal uses aggressive communication	55	20.8
4.	My principal uses assertive communication	64	24.1
Total		265	100

Table one revealed that 71(26.8%) of respondents agreed that principal uses open communication in secondary schools in Ilorin West Local Government Area secondary schools, Kwara State, 75(28.3%) of the respondents agreed that school principal in Ilorin West Local Government, Kwara State uses inclusive communication in schools, 55(20.8%) agreed that principal uses aggressive communication in Ilorin West Local Government secondary schools and 64(24.1%) of the respondents agreed that principals in Ilorin West Local Government secondary school uses assertive communication in school. It is therefore concluded that majority of principals in Ilorin West Local Government Area secondary schools uses open communication in schools.

Research Question Two: What is the level of secondary school effectiveness in Ilori-west LGA, Kwara State?

Table 2
Level of Secondary School Effectiveness in Ilorin West LGA, Kw. State

S/N	Items	Responses	Percentage (%)
1.	High	118	44.5
2.	Moderate	110	41.5
3.	Low	37	14
4.	Poor	0	0
Total		265	100

Table five revealed that 118(44.5%) of respondents agreed that there is high school effectiveness as a result of principal communication skill in Ilorin West Local Government, Kwara State, 110(41.5%) of respondents agreed that school effectiveness is moderate in Ilorin West Local Government, Kwara State and 37(14%) of respondents agreed that there is low school effectiveness in Ilorin West Local Government, Kwara State. This showed that the level of school effectiveness in Ilorin West Local Government Area of Kwara State is high.

H0: There is no significant relationship between principals' communication skills and administrative effectiveness secondary schools in Ilorin West LGA of Kwara State.

Table 3
Principal Communication skills and Administrative Effectiveness in Ilorin West LGA of Kwara State

Variable	N	X	SD	p-value	Sig.	Decision
Communication skills	265	52.31	15.18	0.00	.05	Ho Rejected
Administrative effectiveness	265	40.36	12.44			

Table 3 shown that the p-value of .00 is lesser than the level of significance 0.05, thus the hypothesis is therefore rejected. Hence the null hypothesis which states that there is no significant relationship between principals' communication skills and administrative effectiveness is however rejected. The result however indicates that there is no significant relationship between principals' communication skills and administrative effectiveness in secondary schools in Ilorin West Local Government, Kwara State.

Hi: There is no significant relationship between open communication skills and administrative effectiveness secondary schools in Ilorin West LGA of Kwara State.

Table 4
Open Communication skills and Administrative Effectiveness in Ilorin West LGA of Kwara State

Variable	N	X	SD	p-value	Sig.	Decision
Open Communication skills	265	43.31	14.11	0.01	.05	Ho Rejected
Administrative effectiveness	265	40.36	12.44			

Table 4 shown that the p-value of .01 is lesser than the level of significance 0.05, thus the hypothesis is therefore rejected. Hence the null hypothesis which states that there is no significant relationship between open communication skills and administrative effectiveness is however rejected. The result however indicates that there is no significant relationship between open communication skills and administrative effectiveness in secondary schools in Ilorin West Local Government, Kwara State.

Hii: There is no significant relationship between inclusive communication skills and administrative effectiveness secondary schools in Ilorin West LGA of Kwara State.

Table 5
Inclusive Communication skills and Administrative Effectiveness in Ilorin West LGA of Kwara State

Variable	N	X	SD	p-value	Sig.	Decision
Inclusive Communication skills	265	47.01	13.12	0.01	0.05	Ho Rejected
Administrative effectiveness	265	40.36	12.44			

Table 5 shown that the p-value of .01 is lesser than the level of significance 0.05, thus the hypothesis is therefore rejected. Hence the null hypothesis which states that there is no significant relationship between inclusive communication skills and administrative effectiveness is however rejected. The result however indicates that there is no significant relationship between inclusive communication skills and administrative effectiveness in secondary schools in Ilorin West Local Government, Kwara State.

Hiii: There is no significant relationship between aggressive communication skills and administrative effectiveness secondary schools in Ilorin West LGA of Kwara State.

Table 6
Aggressive Communication skills and Administrative Effectiveness in Ilorin West LGA of Kwara State

Variable	N	X	SD	p-value	Sig.	Decision
Aggressive Communication skills	265	47.01	13.12	0.01	0.05	Ho Rejected
Administrative effectiveness	265	40.36	12.44			

Table 6 shown that the p-value of .01 is lesser than the level of significance 0.05, thus the hypothesis is therefore rejected. Hence the null hypothesis which states that there is no significant relationship between aggressive communication skills and administrative effectiveness is however rejected. The result however indicates that there is no significant relationship between aggressive communication skills and administrative effectiveness in secondary schools in Ilorin West Local Government, Kwara State.

Hiii: There is no significant relationship between assertive communication skills and administrative effectiveness secondary schools in Ilorin West LGA of Kwara State.

Table 7
Assertive Communication skills and Administrative Effectiveness in Ilorin West LGA of Kwara State

Variable	N	X	SD	p-value	Sig.	Decision
Assertive Communication skills	265	50.01	14.13	0.02	0.05	Ho Rejected
Administrative effectiveness	265	40.36	12.44			

Table 7 shown that the p-value of .01 is lesser than the level of significance 0.05, thus the hypothesis is therefore rejected. Hence the null hypothesis which states that there is no significant relationship between assertive communication skills and administrative effectiveness is however rejected. The result however indicates that there is no significant relationship between assertive

communication skills and administrative effectiveness in secondary schools in Ilorin West Local Government, Kwara State.

DISCUSSION OF FINDINGS

All the hypotheses were rejected which shows that stated that there is significant relationship between principals' communication skills (open; inclusive, aggressive and assertive) and administrative. The findings conform to the finding of Stephen, (2011) who asserted that communication skills is an instrument par excellence for effecting efficient and effective school administration and subsequent school effectiveness. De Vries, Bakker-Pieper, & Oostenveld, (2009). Concluded that all staff members in the school feel free to get involved in the decisions that affect their day-to-day activities when appropriate communication skill is used. Once they feel free to contribute during decision making process, they are motivated to give their all towards the effectiveness of the administration. Barnlund, (2008) also support that an effective school principal uses aggressive communication skill to create a win lose situation and uses intimidation to get his own needs met. It is suffix to say that an effective school principals needs to have good communication skill and knows when to when to use either open, inclusive, aggressive or assertive in order to achieve administrative effectiveness towards achieving school goals and objectives.

CONCLUSIONS

The study concluded that principals' communication skills play important roles in the smooth running of schools as well as increase in the job commitment and productivity of staff members which will also help in the achievement of educational goals in schools. Effective communication skills were found to be a veritable tool for an effective administrative effectiveness.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made to enhance secondary school effectiveness in Ilorin West LGA of Kwara State.

- Ministry of Education and All Nigeria Confederation of Principals of Secondary Schools (ANCOPSS) should organize training on communication skills for school principals. This will expose principals to various communication skills and the best one to adopt st different times.

- The principals need to know when to use open communication skill and when to use inclusive communication skill for school effectiveness meaning that school principals should be conscious of type of communication to be adopted.

- Necessary facilities should be provided to enhance effective communication within the school to aid effective communication.

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