



## AN INVESTIGATION INTO HOW COMMUNICATION STRATEGIES AFFECT THE ADMINISTRATION OF SECONDARY SCHOOLS IN ENUGU NORTH LOCAL GOVERNMENT AREA, ENUGU STATE

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### ABSTRACT

*The study investigated the Influence of Communication Strategies on the Administration of Secondary Schools in Enugu North Local Government Area of Enugu State. Three research questions guided the study. The study employed the descriptive survey research design. The population of the study comprised all the seven hundred and sixty-one (761) teachers in nine (9) secondary schools in Enugu north LGA, in Enugu North L.G.A. A sample of 480 secondary school teachers drawn from Nine (9) senior secondary schools. Data collected for research questions were analyzed using descriptive statistics of mean. The results showed that Communication Strategies adopted by principals and teachers impact on the administration of secondary school in Enugu North Local Government Area; Communication Strategies adopted by principals and teachers impact on personnel in secondary school administration in Enugu North Local Government Area; and Communication Strategies adopted by principals and teachers impact on the implementation of school curriculum in secondary school administration in Enugu North Local Government Area. Based on the findings of the study, implications of the findings were noted, recommendation and suggestions for further studies were made.*

### Introduction

Like a body, every organ is vital in playing a complimentary role in the development and running of day- to - day functioning of the body. The function of each organ is important to the whole body, as much as they are unique to each other. In education cycles the law is categorical in the complementary rôle played. by the government and the community in management, provision of moral, spiritual and financial support of education Foster, (2022). Therefore, the problems associated with management in our secondary schools have been of great concern especially with conflict management methods used by education officials and the head teacher. In the Nigerian education system, various legislations serve as guidelines for management and administration of educational institutions.

However, it appears that most educational institutions have been less successful in how to manage conflicts (Enya, 2022). The Ministry of Education report indicate that in spite of the government policies put in place, Nigerian educational institutions have continued to report increased cases of conflict. In the recent past, the concern has shifted to the changing nature and



increased number of organizational conflicts. Most of these conflicts occur in secondary schools, middle level colleges and tertiary institutions (Enya 2022). Many of the conflicts are characterized by violence and wanton destruction of institutional property. It affects the community, the school administration and the government directly or indirectly. If allowed to continue, it will ruin educational institutions and education itself.

The Board of Governors or the teachers had either rejected the head teachers that were transferred or had faced frequent unrest among students in their schools. As a way of preventing and solving future conflicts, the Teachers Service Commission transferred other head teachers to put off conflicts in their stations. The 2% that left headship found educational administration too hot to remain around. In turn these conflicts may influence levels of work satisfaction among teachers and students' academic performances (Briscoe, (2014)). As a result, head teachers and teachers were either transferred, interdicted or sacked; learning disrupted impacting negatively on students' academic results but worst of all, permanent tension created between the government, the community and the head teacher.

The AEO further reported that the conflicts had seen at least six head teachers transferred while running of the schools faced a lot of difficulties due to student transfers and low morale with all the stakeholders. In addition to the above, Omboko (2020) further indicates that conflicts in schools may reduce strengths and resources such as social support and integration among teachers and all those involved in education which ultimately increase problems in schools among students. Thus, conflicts not only threaten school functioning, but may trigger a chain of other educational and social problems which include abuse of office, disagreement, quarrels, hostility and violent fights which may have a negative impact on the successful running of the school. There are more and more tussles about roles of schools' stakeholders in education.

The role of each of these stakeholders is clearly stated in the Nigeria Education Act (Cap 211 of 2020) which notes that commission responsible for the assignment of teachers to schools on behalf of the ministry shall assign teachers to schools after consultation with the Teachers Service Commission and so far as may be compatible with the maintenance of proper educational standards at the school and the economical use of public funds. The head teachers of secondary schools have a big responsibility as they give direction to their staff. They are responsible for all matters pertaining to the smooth running of the school. However some head teachers lack skills in human resource management such as conflict resolution (Kempiles, (2017)). Conflicts arise due to different opinions each person has on some issues. Failure 'to resolve' these conflicts greatly affect school performance and results in poor working relationship amongst teachers, students and the board members. According to Newstorth and Davis (2022) prolonged interpersonal conflicts lead to deterioration of cooperation and team work, at personal level some people may feel defeated while the self-image of others will decline and personal stress level will rise. Ability to manage conflict is probably one of the most important skills a head teacher can possess. Effective head teachers vary their methods of handling conflict to fit a special situation. Although Nigeria Education Staff Institute (NEST) trains head 5 teachers and their deputies on managerial skills before they assume office, it cannot cope with the demand due, to inadequate human and financial resources to undertake this task effectively. At times there is crisis appointment due to abrupt need for replacement and therefore some head teachers assume office before the induction course, consequently, most of them fail to handle conflicts



constructively causing adverse effects on the smooth running of the institution as well as in staff morale.

### **Statement of the Problem**

The Nigerian education system especially secondary education, is witnessing a lot of challenges that seem to be impacting negatively on the achievement of its stated goals and objectives. There are several instances where it seems teachers are not performing some duties assigned to them because they see such duties as that of the principal. On the other hand, teachers, at times, perform some roles that are statutorily meant for the principals, such as classroom supervision, curriculum implementation, school business management, maintenance of discipline and other students' personnel functions. When such happens, it always ends up in disagreement and conflict. The extent of such conflict on the administration of secondary schools is the problem of this study. Therefore, the problem of this study, asked as a question is: the Influence of Communication Strategies on the Administration of Secondary Schools in Enugu North Local Government Area in Enugu State

### **Purpose of the Study**

The main purpose of this study was to determine the Influence of Communication Strategies on the Administration of Secondary Schools in Enugu North Local Government Area in Enugu State. Specifically, this study was designed to identify:

1. The extent that communication strategies adopted by principals and teachers impact on the administration of secondary schools in Enugu North Local Government Area.
2. The extent that communication strategies adopted by principals and teachers impact on personnel in secondary school administration in Enugu North Local Government Area.

### **Research Questions**

The following research questions guided the study:

1. To what extent do communication strategies adopted by principals and teachers on the administration of secondary school in Enugu North Local Government Area?
2. To what extent do communication strategies adopted by principals and teachers impact on personnel in secondary school administration in Enugu North Local Government Area?

### **Method**

The design of the study is ex-post facto or causal comparative research design. The ex-post facto research design seeks to establish relationship without any control or manipulation of the variables of interest. The study was carried out in Enugu North local Government Area of Enugu State. Population of this study consists of principals and teachers in public secondary schools in Enugu North Local Government Area of Enugu State. The population, according to the census figure released by the Post Primary School Management Board (PPSMB) in 2024 is given as,



nine (9) secondary schools in Enugu north LGA, seven hundred and sixty-one (761) teachers. (PPSMB 2024). The sample size for this study is four hundred and eighty (480) principals and teachers. Simple Random Sampling Technique was adopted in drawing the sample for the study. The researcher developed questionnaire used to collect data for the study. Copies of the questionnaire were face validated by three experts one in the area of Measurement and Evaluation and two Educational Foundation of Peaceland College of Education, Enugu. To ensure the reliability of the instrument, the test-retest method was applied. Cronbach Alpha statistics was used to determine the internal consistency of the questionnaire items. The result yielded reliability coefficients reliability of 0.85 which makes the instrument reliable for use in the present study. The research questions were answered using mean, with standard deviation.

## Results

### Research Question 1

To what extent do communication strategies adopted by principals and teachers impact on the administration of secondary schools in Enugu North Local Government Area?

**Table 1:** Responses on the extent of communication strategies adopted by principals and teachers impact on the administration of secondary schools in Enugu North Local Government Area

SN	ITEM	X	REMARKS
1	Punitive transfer	3.22	Agreed
2	Poor interpersonal relationship	2.89	Agreed
3	Withdrawal of staff benefit	2.80	Agreed
4	Grievances	2.67	Agreed
5	Frustration	2.67	Agreed

Table 1 indicates that the teachers and principals' mean response scores on the items listed in this cluster are all above the item mean of 2.5. This resulted to an overall mean response score of 3.29 showing therefore that role conflict between principals and teachers.

### Research Question 2

To what extent do communication strategies adopted by principals and teachers impact on personnel in secondary school administration in Enugu North Local Government Area?

Table 2: Responses on the extent communication strategies adopted by principals and teachers impact on personnel in secondary school administration in Enugu North Local Government Area

SN	ITEM	X	REMARKS
6	communication strategies often lead to Impressive Conditions of Service	2.89	Agreed
7	communication strategies cause Administrative Competencies of Head Teacher	2.74	Agreed
8	Proper communication strategies help to combat Misappropriation or Embezzlement of Funds	3.05	Agreed
9	communication strategies help to curb Indiscipline on the Parts of Students	2.50	Agreed
10	communication strategies help to curb Indiscipline on the Parts of Teachers and Administration	2.61	Agreed
11	communication strategies help to solve Poor Academic Performance by the students	3.15	Agreed
12	communication strategies help to curb the problem of Inadequate Resources in secondary schools.	3.10	Agreed

Results as shown in table above indicate that the responses of teachers and principals on impact of role conflict on curriculum implementation gave rise to mean responses. Both the teachers and principals' responses in all the items listed are above the item mean of 2.5. The overall mean for respondents which indicate that teachers and principals to agree that role conflict between them has negativ impact on curriculum implementation.

### Summary of Findings

The following are the findings of the study:

1. Communication Strategies adopted by principals and teachers impact on the administration of secondary school in Enugu North Local Government Area.
2. Communication Strategies adopted by principals and teachers impact on personnel in secondary school administration in Enugu North Local Government Area.

### Discussion of Findings

Findings from research question one showed that; Effective communication strategies are crucial for successful school administration. According to Muyiera (2022), the mode and way of communication used in a school affects the interaction among staff and students, ultimately impacting the overall atmosphere and quality of instruction. Principals' communication strategies play a significant role in shaping teacher productivity and student outcomes. As noted by Doobs (2016), the principal's position in the communication network is vital, and they must be able to



initiate, act as an intermediary, or retransmit information effectively. Effective communication strategies can realign and modify the attitudes of teachers, students, and the school community towards achieving set targets.

Findings in research question two showed that; Communication strategies adopted by principals and teachers play a crucial role in shaping the effectiveness of personnel management and overall administration in secondary schools. Effective communication fosters collaboration, minimizes conflict, boosts staff morale, and enhances the implementation of school policies. Principals who use open, transparent, and supportive communication strategies are more likely to build trust and respect among the staff. This, in turn, motivates teachers and other personnel to perform better. Clear communication allows teachers to collaborate more effectively, share ideas, and work towards common goals, thereby improving the functioning of the school. Effective communication helps to preempt and resolve conflicts quickly, reducing friction among staff and ensuring a smoother administrative process. When school policies and objectives are communicated clearly, staff members are more likely to understand and align their activities with institutional goals. Oyetunji, (2006), in her study titled "The relationship between leadership style and school climate in Botswana secondary schools", found that, principals who practice participative communication and involve teachers in decision-making processes tend to foster a more positive school climate, which significantly impacts staff performance and administrative efficiency. This finding underscores the importance of inclusive communication strategies in enhancing not just school climate but also personnel productivity and job satisfaction.

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