

RELATIONSHIPS BETWEEN PRINCIPALS' COMMUNICATION STYLES AND ADMINISTRATIVE EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The need for administrative effectiveness in secondary school systems in Anambra State to ensure quality and prompt delivery of educational services cannot be over-emphasized. This prompted the researchers to determine the relationship between principals' communication styles and administrative effectiveness in public secondary schools in Anambra State. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. Correlation research design was adopted for the study. The population was 5,214 participants comprising 264 principals and 4,950 teachers in public secondary schools in Anambra State. Proportionate stratified random sampling technique was used to draw the sample for study. Structured questionnaires were used for data collection. The instruments were face and construct validated. The researcher administered 285 copies of the instruments were administered to the respondents with the help of two research assistants using direct method and retrieval and 280 copies were retrieved. Data were analyzed using Pearson Product Moment Correlation Coefficient while the p-value was used to determine the significance of relationship at 0.05 significant levels for all hypotheses. The results among others revealed that principals agreed that there is very high positive relationship between result-driven communication style and administrative effectiveness in public secondary schools in Anambra. Accordingly, it was recommended among others that efforts should be made to encourage principals to adopt result-driven communication style so as to improve on their administrative effectiveness.

Keywords: Communication Style, Administrative Effectiveness

Introduction

Public discussions and symposia on education across the world frequently focus on the need for consistent improvement on the quality and standard of education. The reason for this is not far-

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fetched. No nation can develop beyond the level of development in their education sector. Annan (2018) argued that education is a human right with immense power to transform, and that on its foundation rests the cornerstones of freedom, democracy and sustainable human capital development. Nigeria's education system is divided into three parts namely: primary, secondary and tertiary. Secondary education is considered very critical because it serves as a link or bridge between the primary and tertiary education. More so, it provides additional trainings that otherwise were not provided at primary school level and as such equips the learners with requisite skills and competences for further academic endeavors. As Ajayi and Adegbasum (2008) succinctly put it; a major factor that necessitated the provision of secondary education in Nigeria is because education provided at primary school level seems to be inadequate for a child to acquire permanent literacy and numeracy skills expected of a child at the end of the training.

Secondary schools in Nigeria are headed by Principals whose responsibilities among others involves the administration of the school in such a manner that efficiency and effectiveness of the system is achieved. To be effective in administration implies that a culture of continuous administrative effectiveness must be cultivated in secondary schools. Momoh and Obiweluozor (2015) posit that administrative effectiveness is the ability of the school principals to provide a link between the school and its various stakeholders while ensuring effective communication and transmission of information for the realization of school goals. Nwokolo and Sam-Kalagbor (2019) are of the view that effective administration of school system is largely dependent on how well and best the school principals or administrators blend the human relation skills and management strategies towards the realization of optimal educational results. They went further to posit that one such human relations skill is the communication skills adopted by the principals towards the administration of the school system.

Communication is very crucial in every organization. Mbakwe (2022) viewed communication as a tool for linkage between discourse and the social practice of strategizing. Communication is a fundamental element of administration that involves passing of relevant information to persons who needs the information. Effective communication states clearly the tasks and resources needed to carry out assignments, the roles and duties as well as the results expected from the subordinates; which makes work easier for better performance, effectiveness and greater

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productivity (Nuryani et al., 2021). Communication styles are forms and methods in which communication flows in an organization. They are the forms and communication links in the organization according to the organizational structures (Rowland, 2015).

Osborne (2018) indentified result-driven communication and multi-channel communication styles as ideal for administrative effectiveness. In this study, the aforementioned communication styles identified by Osborne were also adopted as communication styles that could be applied by the principals for administrative effectiveness in public secondary schools in Anambra State.

Result-driven communication style is an aspect of communication style that could foster administrative effectiveness in secondary schools in Anambra State. The importance of result-driven communication as significant to administrative effectiveness cannot be over-emphasized (Akinwale & Okotomi, 2018). According to Opprova (2020), result driven communication style is focused on achieving measurable results, with respect to the goals of the organization. As the name suggest, this communication style aims at achieving a specific output or result. Mbakwe (2022) viewed result-driven communication as communication style adopted by the principal in transmitting and receiving information from the teachers which aims at achieving the goals of the school. It is a great concept that speaks to a principal's ability to create momentum based on their ultimate goal of getting things done (Obilor, 2015). With reference to the Nigerian secondary schools, principals and teachers ought to employ this style to strategically plan for achievement, such as a secured learning environment for the achievement of their targeted goals. Principals and teachers through result-driven communication style will harmoniously work together to achieve the aims and objectives of secondary school education. However, in order to ensure that administrative effectiveness is achieved in secondary schools through result-driven communication style, it is imperative that multiple communication channels are made available. This requires the application of multi-channel communication pattern.

Multi-channel communication style is another important communication style that leads to the attainment of the goals through effective administration. Multi-channel communication is a vital aspect of communication process or mode that involves the use of multiple communication channels such as emails, social media, web chat among others in transmitting and receiving information in the school system. Fidel (2020) defined multi-channel communication style as the existence or use of two or more communication channel over the same path. Multi-channel

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communication style is used when messages are to be delivered in multiple ways so as to have the greatest impact (Oldham, 2019). Okechukwu and Oputa (2021) opined that multi-channel communication refers to principal's way of communicating with teachers over several different platforms in order to ensure the achievement of school goals and objectives. The scholars asserted that when principals and teachers in secondary schools make use of multi-channel communication styles, students are likely to achieve more academically since messages directly influence school administration as well affects the communication process (Obilor, 2015). One way principals improve in the school administration is through effective communication with their subordinates. This communication can be both formal and informal (Okechukwu & Oputa, 2021). Effective communication with the subordinate provides the staff with the knowledge necessary to become aware of, and committed to their job (Murray, 2018). It allows the principal to build a sense of teamwork so that the administration of the school can be successful (Afe et al., 2014). Once there is no communication from the principal to his subordinates, there will be no team spirit and this may lead to lack of job satisfaction and poor performance from the staff. The researcher through interactions with some teachers observed that effective communication appears to be defective in most public secondary schools in Anambra State, despite its importance in school administration. This suggests that poor performance of students in both internal and external examinations could be as a result of strained relationship between the principals and teachers in the schools. Ineffective communication style may not engender anticipatory spirit of leaders. Ideally, the principals should be able to create consensus among staff on rules and their enforcement. They must have knowledge and understanding of effective communication styles and the appropriate time to adopt them. Creating a collaborative environment and result-oriented communication is a single most important factor in school administration. Experience has revealed that this scenario appears to be lacking in some schools where principals appear to have favourites that they share information with to the negligence of their perceived enemies.

Needless to say that communication to a large extent determines the ability of the principal to succeed. It is against the foregoing background that the researcher conceived the idea to determine the relationship between principals' communication styles and their administrative

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Statement of the Problem

Principals in secondary schools have the responsibility of providing the needed leadership that will help galvanize the teachers and other resources in the school to bring about optimum performance of the school system. The principal is expected to define the goals, show the path and clarify the means through which these goals can be realized. One skill and competence that will help the principals as administrators to do this is effective communication. A principal can succeed if he adopts the right type of communication styles in running the affairs of the school. However, observation made by the researcher as well as documentary evidence in literature such as poor attitude of teachers towards their job, is an indication that they (teachers) may not have been properly informed as to what really constitute their schedule. More so, there appears to be noticeable gap in terms of synergy between the principals and the teachers, principals and students among others. All of these are pointers to the effect that principals in the state may not be operating optimally as far as communication in the school system is concerned and may not effectively administer the school. There is therefore, an urgent need to mitigate this trend to save the future of secondary education in Anambra state. Hence this study will determine the relationship between Principals communication styles and their administrative effectiveness in secondary school in Anambra state.

Research Questions

The following research questions guided the study:

1. What is the relationship between result-driven communication style and administrative effectiveness in public secondary schools in Anambra State?
2. What is the relationship between multi-channel communication style and administrative effectiveness in public secondary schools in Anambra State?

Hypotheses

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

1. There is no significant relationship between result-driven communication style and administrative effectiveness in public secondary schools in Anambra State.
2. There is no significant relationship between multi-channel communication style and

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Method

The study adopted the correlation research design. Two research questions guided the study and two hypotheses were tested. The population was 5,214 participants comprising 264 principals and 4,950 teachers in public secondary schools in Anambra State. Proportionate stratified random sampling technique was used to draw the sample for the study. The instruments for data collection were structured questionnaires titled: Principals' Communication Styles Questionnaire, (PCSQ); and Administrative Effectiveness Questionnaire, (AEQ). Face and construct validity of the instrument (PCSQ & AEQ) were ascertained. The Cronbach's Alpha statistics was used to determine the reliability of PCSQ and AEQ respectively which yielded reliability coefficients of .92 and .93 respectively. Out of the 285 (83 principals & 202 teachers) copies distributed, 280 (80 principals & 200 teachers) copies were returned duly completed, and were used for data analysis. This gave a return rate of 99.41%. Pearson Product Moment Correlation Coefficient (r) was used to answer research questions. The (r) was used to determine the nature of the relationship between the variables of the study while the P value was used to test the hypotheses. The decision rule was: a null hypothesis was not be upheld where the calculated p-value is less than the stipulated level of significance ($p < .05$). The null hypothesis was not upheld when the calculated p-value was greater than the stipulated level of significance ($p > .05$). The strength or the size of the relationship was equally guided and determined by the table below

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

Results

Table 1: Correlation analysis of the relationship between result-driven communication style and their administrative effectiveness in public secondary schools in Anambra State

Variables	N	Result-driven communication	Administrative effectiveness	Remarks
Result-driven communication	200	1.00	.841	Very high positive relationship
Administrative effectiveness	80	.841	1.00	

The correlation analysis displayed in Table 1 presents the results on the relationship between result-driven communication style and administrative effectiveness in public secondary schools in Anambra State. Pearson Correlation Coefficient (r) value of 0.841 was obtained. The results show that the respondents agreed that result-driven communication style has substantial positive relationship with administrative effectiveness in public secondary schools in Anambra State.

Research Question 2: What is the relationship between multi-channel communication pattern and administrative effectiveness in public secondary schools in Anambra State?

Table 2: Correlation analysis of the relationship between multi-channel communication style and their administrative effectiveness in public secondary schools in Anambra State

Variables	N	Multi-channel communication	Administrative effectiveness	Remarks
Multi-channel communication	200	1.00	.887	Very high positive relationship
Administrative effectiveness	80	.887**	1.00	

Results of data analysis summarized in Table 2 on the relationship between multi-channel communication style and administrative effectiveness reveal that the Pearson Correlation

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Coefficient (r) value gotten was 0.887. The results imply that the research participants accepted that multi-channel communication style has a very high positive relationship with administrative effectiveness in public secondary schools in Anambra State.

Hypothesis one

H₀: There is no significant relationship between result-driven communication style and their administrative effectiveness in public secondary schools in Anambra State.

H₁: There is significant relationship between result-driven communication style and their administrative effectiveness in public secondary schools in Anambra State.

Table 3: Simple linear regression summary analysis of result-driven communication style and administrative effectiveness in public secondary schools in Anambra State

Variables	R		Adjusted R	Std. Error of the Estimate	F-value	P-value	Remarks
	R	Square	Square				
Result-driven communication	.841 ^a	.702	.700	2.994	998.922	.000 ^b	Significant

a. Dependent Variable: Administrative effectiveness

b. Predictors: (Constant), Result-driven communication

The results of test of hypothesis presented in Table 3 indicate that the p-value (.000) is less than .05. Therefore, the null hypothesis was not upheld while the alternative hypothesis was upheld. This signifies that there is significant correlation between result-driven communication style and administrative effectiveness in public secondary schools in Anambra State with strong R-value of 0.841. More so, the R-square value was .702, which also specifies that there is 70.2% significant correlation between result-driven communication style and administrative effectiveness in public secondary schools in Anambra State.

Hypothesis two

H₀: There is no significant relationship between multi-channel communication style and administrative effectiveness in public secondary schools in Anambra State.

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H₁: There is significant relationship between multi-channel communication style and administrative effectiveness in public secondary schools in Anambra State.

Table 4: Simple linear regression summary analysis of multi-channel communication style and administrative effectiveness in public secondary schools in Anambra State

Variables	R		Adjusted R	Std. Error of the Estimate	F-value	P-value	Remarks
	R	Square	Square				
Multi-channel communications	.887 ^a	.801	.800	2.992	998.953	.000 ^b	Significant

a. Dependent Variable: Administrative effectiveness

b. Predictors: Multi-channel communication

The analysis of test of hypothesis five displayed in Table 4 above shows that the p-value (.000) is less than .05. Therefore, the null hypothesis was not upheld while the alternative hypothesis was upheld. This signifies that there is significant correlation between multi-channel communication style and administrative effectiveness in public secondary schools in Anambra State with strong R-value of 0.887. More so, the R-square value was .801, which also proves that there is 80.1% significant correlation between multi-channel communication style and administrative effectiveness in public secondary schools in Anambra State.

Relationship between Principals' result-driven communication style and their administrative effectiveness

The findings in Table 1 revealed that principals concurred that there is very high positive relationship between result-driven communication style and administrative effectiveness. In Table 3, the findings also revealed that there is significant relationship between result-driven communication pattern and administrative effectiveness. The implication of the two results is that principals and teachers in Anambra State agreed that there is significant relationship between result-driven communication style and administrative effectiveness. The interpretation of the results is that principals' working harmoniously with the teachers; adopting good security measures in schools; coordinating security issues properly; exploring every avenue to ensure the satisfaction of teachers; and opposing environmental disasters are attributes of result-driven

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communication that predicts administrative effectiveness. The respondents also acknowledged that result-driven communication style is a weapon for maintaining secured learning environment that directs principal's interest towards achieving a serene environment. Result-driven communication style is a vital tool for enhancing administrative effectiveness in schools. This is because result-driven communication style is recognized as a very essential component in the administration of school organization. There is no gainsaying that principals who adopt result-driven communication style will be more effective in discharging their managerial functions.

The above results on the relationship between result-driven communication style and administrative effectiveness concur with the findings of Nwokolo and Sam-Kalagbor (2019) whose study on principals' staff management strategies and effective administration in public secondary schools in Rivers State found that result-oriented communication is a management strategy for effective administration of secondary schools. The study by Nwokolo and Sam-Kalagbo also showed that there is no significant difference between result-oriented communication pattern and administrative effectiveness of public secondary schools in Rivers State. The result of this study is also in agreement with that of Obilor (2015) study on the influence of principals' communication styles on administrative effectiveness in public secondary schools in Ajeromi Ifelodun Local Government Area in Lagos State. The study discovered that there is no significant difference between result-driven communication style and administrative effectiveness in public secondary schools in Ajeromi Ifelodun Local Government Area in Lagos State. The study recommended that principals should often adopt result-driven communication style in their schools to ensure increased productivity.

Relationship between Multi-Channel Communication Style and Administrative Effectiveness

The correlation results displayed in Table 2 revealed that principals and teachers agreed that there is very high positive relationship between multi-channel communication style and administrative effectiveness. In Table 4, the results also revealed that there is significant relationship between multi-channel communication pattern and administrative effectiveness. Going by the two results, it is evident that the respondents agreed that there is positive and significant relationship between multi-channel communication style and administrative

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effectiveness in public secondary schools in Anambra State. In other words, the research participants acknowledged that the items in cluster B are correlates of administrative effectiveness. They recognized that multi-channel communication style creates a better alternative for information to yield results; helps principal to achieve much academically as well makes principal to be current on innovations regarding instructional delivery, which are attributes of administrative effectiveness. As a matter of fact, multi-channel communication style encourages active participation from everyone by calling for suggestions on school issues.

The findings on the relationship between multi-channel communication style and administrative effectiveness is in agreement with Nebo et al. (2015) who carried out a study on the role of effective communication on organizational performance using Nnamdi Azikiwe University as a case study. Their study found that multi-channel communication system enhances organizational performance. The results of this study are also supported by the observation of Murray (2018) who found that multiple communication channels are important management strategy for promoting employees' commitment and organizational productivity. The position of Mbakwe (2022) that adopting multi-channel communication style by principals in Anambra State predicts teachers' task performance also gives credence to the findings of this study. Mbakwe's study discovered that multi-channel communication style help principals to effectively communicate and receive feedback from the subordinates; which facilitates the administration of the schools

Conclusion

Based on the findings of the study it was concluded that there is high and positive relationship between principals' communications styles and administrative effectiveness in public secondary schools in Anambra State.

Recommendations

Based on the findings of the study, it was recommended that efforts should be made to encourage principals to adopt result-driven communication style so as to improve on their administrative effectiveness.

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