



INFLUENCE OF COMMUNICATION PATTERNS ON ADMINISTRATIVE PERFORMANCE OF PRINCIPALS IN PUBLIC SECONDARY SCHOOLS IN UMUAHIA NORTH LGA, ABIA STATE

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Abstract: This study was carried out to examine the influence of communication patterns on administrative performance of principals in public secondary schools in Umuhia North LGA. Abia state. The study adopted a descriptive design, three research questions were raised to guide the study with three null hypotheses formulated and tested at 0.05 level of significance. Population of the study comprised 579 (20 principals and 559 teachers). A sample size of 110 were randomly selected. A 30- item questionnaire was designed and validated by three experts. Data was collected using Communication Pattern and Administrative Performance Questionnaire (CPAPQ). Cronbach alpha was used to determine the reliability test which yielded an index of 0.89. Data collected from the field were analyzed using mean and standard deviation to answer the research questions. The results of the study revealed that communication pattern used by the principals to a high extent influences their administrative performance with a pooled mean of 2.99, that principals use of chain communication pattern in relating to their sub-ordinates has a high extent influence on their administrative performance with a pooled mean of 2.96. It was recommended that appropriate adoption and use of circle and chain patterns rightfully will help school administrators to maintain quality communication flow and conducive environment for improvement of principals' performance for administration effectiveness.

Key words: Communication pattern, principal, administrative performance and effectiveness

Introduction

Communication in organizations remain a vital means of transmitting or sending information across for effective functioning of such people. Communication thus seems to be the most needful and required channel for effective purpose clarification as well as getting things done in any organization as expected. Ibiam (2015) defines communication as the process of sharing thought, ideas, feelings or desire among people. According to Canary (2011), communication is the transfer of message or information from one person to a group of people for common understanding. In essence, there must be at least

a person at both ends of the line of information to give and receive information, ideas, thoughts, feelings and all things connected with the successful imparting of the information should be clearly understood by the transmitter and the receiver of the message. Without communication there can be no functional organization. Furthermore, communication is defined as the process of knowledge sharing and issuance of instructions in an organization which gears towards compliance and achievement of the purpose to which the information is being shared.

Communication is the basic foundation for effective existence of an organization since the process of achieving



quality productivity in an organization requires human effort. Communication therefore deals with clear and well-defined instruction understandable by the recipient to take response of understanding to an issued instruction. Ogedi and Nwachinemere (2019) opined that communication is the medium through which information from the encoder could be comprehensively transmitted to the oral or non-oral medium in order to make a meaning that will be useful to both parties. Since the school system is made up of people with diverse nature and attributes working together in a structured way for common purpose, effective communication plays a role in promoting harmonious and good inter-relationship between the principal and staff and among staff themselves. It enhances co-operation between the super ordinate officer and those under him and thus facilitates effective co-operation. Communication in an organization is the exchange of ideas, information, facts and emotions by two or persons by the use of words, letters and symbols. With regard to school administration (Secondary school), the principal is expected to acceptable patterns of communication with some groups. The groups are students, the teachers and the non - teaching staff etc. There are occasions when he has to discuss with each group separately. Where communication with these groups are not perfectly coordinated, then there will be problems in the school activities especially teaching and learning exercise. Communication is an essential element in the school management as such no school can operate successful outside quality communication with the teachers', non-teaching staff and students. Okorji (2014) averred that school administrators spend and devote a lot of time in communicating in various ways like planning, staffing, coordinating and decision making: Thus, effective communication remains significant for administration to perform the critical functions of management. This entails that the school administrator is the center piece of communication network in the school, hence is in a position to facilitate communication that will enhance effective learning and teaching activities and create

understanding and co-operative effort among all those involved in the education process. This means that principals of schools should propagate and adopt good communication patterns with which they will use to effect good administration in the school, otherwise there will be administrative problem. Principals' communication strategies therefore remain an essential aspect of communication pattern.

Communication patterns are major tools for effective administration which have been ignored by many educational administrators including school heads. It therefore becomes needful that school administrators must ensure effective communication pattern in other to accomplish good communication network in the school. Ibiam (2015) averred that good school administrator should ensure follow-up and feedback strategy which is one of the notable pattern of communication. This means that there should be a communication channel which avails the sub-ordinates to air their views as well as feeling free to respond and ask questions for the purpose of clarification. It seems that in some organizations including schools, the administrator pays little attention to adequate and prompt information to the members like teachers and other staff with regards to policies and goals of the organization or school. Okorji (2014) concert that in feedback mechanism of communication, message is required immediately and as such any delay tends to cause damage in the system. Effective communication pattern in secondary school reduces the occurrence of rumor among students and staff. When the principal constantly informs his staff and students on developments in the school, the latter do not have to search for such information which they are anxious to hear and are therefore prepared to get this from whatever source, no matter how distorted. These patterns of communication include; upward communication pattern, downward communication pattern, horizontal communication pattern and vertical communication pattern.



The pattern of communication adopted by the school principal determines the effectiveness of the communication. No matter how good the message could be, if it is sent through wrong channel the message will not only be ineffective but will cause serious administrative problem. Non-adherence to the proper communication pattern in school by principals results to total breakdown of communication in school organization. Cheney (2011) contend that effective upward communication pattern could be hindered as a result of:

1. Administrators failure to respond when staff members pass up information or problem. Failure to respond means that there has not been communication.
2. Administrator tends to be defensive rather than taking actions. This simple act may lead to withholding of required information that may facilitate effective functioning in the system.
3. Physical barriers can also hinder upward pattern of communication flow. This may occur as a result of separating the administrator with the staff.
4. Lack of time between communication and action is likely to inhibit upward communication pattern.

Poor communication in school organization prevents understanding by teachers of the goals and objectives of the school and without this clear understanding, there can be no sense of direction, many of the dysfunctional conflicts and crises between school head and staff or school administration and students or between school administrators. The pattern of communication in the schooling system remain one of the major indices for evaluating principals' administrative performance.

Ezeugbor (2014) defined administration as to concern with the coordination of various activities of people in the school system in order to accomplish organizational goal. Ezeocha in Ogonnaya, Oboegbulem, Onwurah and Enyi

(2013) defines administration in its totality as a process which entails the utilization of human, material and financial resources in maximizing the realization of goals or objectives. The implication of the definitions above is a connotation that administration deals extensively with the utilization of all resources available to the school administrator to ensure that the desire purpose to which the organization (school) is being attained.

Counting from the above, educational administration involves the planning, organization, coordinating and control of both human and material resources towards the attainment of pre-determined goals. Citing Okunamiri in Ngerem (2017) defines educational administration as the arrangement of human (teacher and non-teachers) and material (school plant, equipment, fund, constraints etc.) resources and programmes available for education and carefully using them systematically for the attainment of educational objectives. Education administration is therefore the medium through which the school administrator or management coordinates and controls the scarce resources of an educational institution to achieve desired educational objectives.

The principal could be seen as the person who foresees the activities of the school system ranging from staff personnel administration, students' personnel administration, school-community relation, school plant maintenance, financial control and management, general management of the school system, supervision of instructional activities and implementation as well as ensuring that the school rules and regulations are maintained. Chukwudebelu (2012) defines the principal as the one responsible for the overall operations of his/her school. This assertion is an indication that a principal is the administrative academic and social head of school who through his/her leadership ability controls, coordinate, and directs the workforce activities through delegation of duties such as instructional supervision, maintenance of facilities and improvement of the school system. Umezurike in Owoh (2015) define the principal as one who occupied a key position in the



secondary school as the chief executive. She contends that the principal is possessed with the day-to-day responsibility of the school administration, management and take account of available school plan, responsible for effective control and supervision of financial and school, keeps records of the school events for accountability purpose, maintains effective school-community relations and enhance efficiency in staff development and productivity level of the school.

The principals who do not adhere to the communication patterns in schools would likely witness barriers or gaps which would also be harmful to their administration. Lack of sound objective, where the principal or administrator uses words which are unclear (vague) and imprecise while communicating with staff or student, then the purpose of such issue would not be actualized. There may be lack of definition of responsibilities in the case of faulty organization. There may also be too long chains of command and too wide spans of control. Where the atmosphere or environment is not normal, the issues being communicated may be given wrong interpretations, in other words an innocent remark may be given wrong understanding. These among others constitute, problems on the administration of schools since proper communication system have been ignored. Principals good communication pattern therefore tends to foster administrative performance.

Administration refers to the administrative performance which deals with the effectiveness of an administrator towards the use of human and material resources to attain the stipulated goals of an organization. Maduabum in Owoh (2015) sees administrative effectiveness as combination of knowledge, skills and attitude that can be developed through training aimed at accomplishing specific tasks by the school heads. According to Jaiyeoba (2003), administrative effectiveness is the degree to which an organization (school) performs/achieves a slated objective using available human and material resources. However, the ability of the school administrator to

communicate effectively and efficiently remain a factor effective performance of such administrator. Administrative performance therefore deals with the ability of the school principal to achieve the core objectives and sole goal of the school system within a stipulated time. Put in a different view, administrative performance is the extent to which the school administrators coordinates, plans and organizes the school system, using animate and inanimate resources to attain the organization's goal. The effectiveness of the principals as administrator of their schools; depends on the extent to which they perform administrative functions effectively. Adegun, (2010) identified some indicators of administrative effectiveness to include high productivity, morale (high motivation), turnover rate of teachers, degree of integration, maximization of individual potentialities, maximum utilization of available resources and value contribution to the society. Good communication also boosts the moral of individuals in the school. The teachers and students in the school will have sense of responsibility especially when they are involved in the scheme of things going-on in the school. Other advantages of good communication patterns are that it reduces as well as enable individuals to know their duties and when and how to carry them out. It reduces drastically the occurrence of misunderstanding in schools. It as well increases the cordial relationship between the school and the community and improves inter- personal relations among staff and students of the school. Miner in Okorji (2014) identified four distinct directions in which communication flows in an organization and the school is no exempted. These include horizontal, upward, downward and diagonal. This could have afforded more progressive influences on the administrative performance of the principal. The principals' administrative performance therefore influences the activities of secondary school programmes.

Public secondary schools are schools that are founded under the principle of collective effort as coordinated by the government. Modebelu (2017) defined public



secondary schools as schools owned, controlled and managed by government with tax- payers' fund. Public secondary schoolstherefore refers to all educational institutions having the following features; teachers to give instructions, funded with tax payers money, an assigned administrator, based on one or more buildings, enrolled or prospectively enrolled students three years duration. Public secondary schools are under the Ministry of Education, which are a part of public service, and those under it are meant to enjoy the same benefits with civil service. These schools are maintained at public expense for the provision of education for its clients at the community or district (Wikipedia, 2017). Public schools remain an academic institutions that are supported with public fund, authorized by actions of and operated under the oversight of a publicly constituted local, state or federal educational agency, which provides educational services to all students who are enrolled under appropriately credentialed teachers under the supervision of a qualified supervisor responsible for all aspects of school administration including supervision, evaluation of staff, discipline and safety. In a different view, public secondary schools are defined as those institutions of learning at the upper basic level owned and managed by either the federal, state or local governments in providing quality education for the lower or primary school leavers through government agencies or ministry. Therefore, there should be proper communication patterns that will buttress the achievement of educational aims and objectives, hence, the need for this study to examine the influence of communication patterns on administrative performance of principals in public secondary school in Umuahia North LGA in Abia state.

Communication is the process by which information is passed between individuals and or organization by means of previously agreed symbols. In other words, communication takes place when one mind acts upon its environment that another mind is influenced, and in that other mind an experience occurs familiar to the experience in the first mind. Allwell, Onyekwere, Anyanwu and

Ezechi (2011) defines communication as a process of sharing information, idea, feelings and emotion. This brings to the meaning of communication as a means of social interaction aimed at transmitting valuable knowledge, sharing of experience and directing humans to achieve desired goals. Ogedi and Nwachinemere (2019) defines communication as the medium through which information from the encoder could be comprehensively transmitted to the decoder by either oral or non-oral medium in order to make meaning that will be useful to both parties. This in essence unveils every good communication always makes meaning to both the sender and the receiver as well as satisfy the purpose to which such information is being communicated.

It was on this premise that Montana and Charnov (2008) avers that communication is a process whereby information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium. The above definition brings out the basic elements of communication which include the sender, the receiver, the message or information and the medium. Bamlund (2008) concerted that when information is communicated, the receiver then decodes the message and gives the sender feedback. The above notwithstanding, Mehrabian (2010) analyzed the elements of communication and state thus: all forms of communication require a sender, a message, and an intended recipient. This means that communication requires that all parties involved have an area of communication commonality and that communication can be verbally, non-verbally or through media. Agreeing to this fact, Ogedi and Nwachinemere (2019) averred that communication at any given level basically involves the sources, the message and destination. Setrial (2005), saw communication as the articulation of information, decisions, feelings, observations and issues in an organization as a way of influencing action, behaviours, beliefs and goals of one actor in a social system by another actor being influenced.



Differently put, communication involves the process of conveying information with the aim of influencing the attitudes and actions of others through proper expression, guidance and directives (effective communication patterns) to achieve a desired goal. This shows that communication can appear in a written form using writing signs, symbols, message, memo, diagram, chart or email to transmit message from the encoder to the decoder. It therefore provides evidence of dispatch and receipt, ensure platform to agreement, provides evaluation and summary of an issue, confirm and interpreted oral communication and ensure that ideas that are complex are relayed effectively.

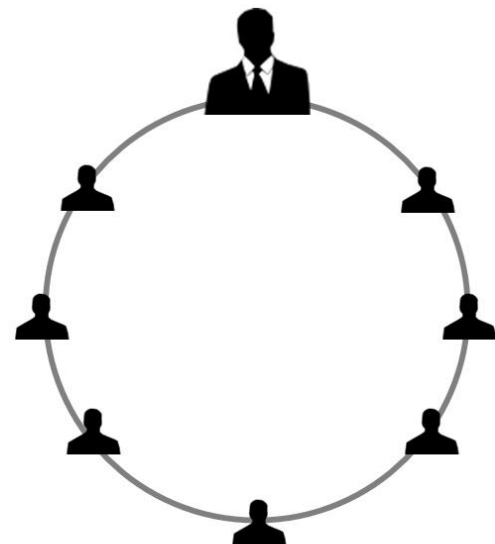
It should be noted that the concept “Communication Patterns” involve the totality of those processes and means that guarantee or ensure successful transmission of information, ideas or facts from the sender to the receiver without distortion. Communication is the act or a process by which information is exchanged between individuals through a common system of symbols, signs or behavior. This implies that communication should involve various processes, means and skill to ensure sound message delivery. Communication patterns thus connote those regular means through which effective communication can take place. The administrative function of planning, organization and controlling among others, really involve the genuine application of appropriate communication patterns.

It seems that Balsuska, Marcuso and Volkmaun, (2009) and Roy, (2012) are in agreement that an administrator must make decisions, receive and disseminate information through effective process and patterns of communication to guarantee that, any information passed from the source (sender) actually gets to the destination. “Communication patterns” generically covers the flow of communication while it comes to group communication it has a certain pattern in its own. Few patterns are popular in mainstream communication studies such as Circle, Chain, Y and

Wheel. All communication patterns are all have certain problems with each other.

In circle and chain patterns all group members can't directly communicate with the group header. They can communicate with group leader. They can communicate to leader only through the group members. In wheel, all the group members can communicate directly with group Leader.

a. **Circle pattern:** This can be illustrated with the diagram below: (adapted)



A. Circle pattern

In Circle pattern, the sender (Group Leader) can communicate with the receivers (group members) who presents next to him/her. No other group members can receive the sender's message directly and they receive messages from the other group members who sharing the message from the sender. In this pattern of communication, the sender messages travel all over the group through sharing by its members which takes time to reach sender again. This kind of communication could be likened to upward communication medium where information flows from the super ordinate (leader of the group) to the sub-



ordinates (group members). Supporting this concept, Ogedi and Nwachinemere (2019) aver that down ward communication explains the policies and procedures in the school system, evaluates sub-ordinates performance as well as directs the activities of the organizational workforce.

b. Chain Pattern: This pattern of communication can be described diagrammatically below (adapted).



B. Chain pattern

In Chain pattern, the same problems were appearing as like a circle pattern. The worst part in the pattern is that the last member receives the modified messages from the leader. In this case the leader can't find whether the last member receives the correct information or not because there is no feedback to identify the message distortion. This kind of communication could be seen as upward communication style in which information flows from the sub-ordinate to the super ordinate. Okorji (2014) opined that the typical content of upward communication refers to the process in which information travels low from the staff member to the leader. This could be in form of request in terms of problems and expectation, performance report, suggestion for improvement, grievance and dispute and financial and accounting information. Cheney (2010) identified the problem of chain communication to include failure to respond information by the administrator, defensive rather than been taking action by the leader, and time lag between the communication and action.

The communication pattern of every administrator to a certain extent seems to determine the level of organizational performance as such communication strategies in any given organization remains vital in

attaining its goals. The ideal situation seems to involve good communication pattern, feedback mechanism of communication, interrelationship between administrators and workforce, quality personnel relations, good staff personnel administration, students' personnel administration education of organizational workforce, good control of communication flow in the system, editing of information before circulating, providing record for every message sent and good flow of information in the system remains good measure towards effective communication in an organization, the education system in particular.

However, it seems that there is the problem of poor communication pattern in the school system ranging from principals' failure to regularly inform the staff about the changes in policies and progress in the school, poor feedback mechanism, poor personnel relations, poor personnel administration, lack of editing of information or message before circulating, lack of record for message sent out, poor information network in the school, his affects the administrative system of the school. This situation raises serious question on the level of the principals' performance on the administrative duties of the school. The problem of this study thus put in question form; to what extent do communication patterns of principals in public secondary schools' influence principals' performance in Umuahia North LGA in Abia State? The research was guided by three research questions and three hypothesis tested at 0.5 level of significance.

* To what extent does the communication patterns used by school principal influence principals' administrative performance?

* To what extent do circle pattern of communication influence administrative performance of principals?

* To what extent do chain pattern of communication influence administrative performance of



* There is no significant difference between the mean ratings of male and female teachers on the communication patterns used by principals.

Method

The design of this study was descriptive survey carried out through ex-post-facto design which is ideal for conducting social research when it is not possible or acceptable to manipulate the characteristics of human participants. The population of this study was 559 (210 males and 349 females) teachers from public secondary schools in Umuahia North LGA. The sample size of the study was 110 (45 males and 65 females) teachers in public secondary schools selected through proportional stratified random sampling technique. The figure 110 teachers represent 20% of the population. The instrument for data collection was researcher developed questionnaire and documentary data titled 'Influence of Communication Pattern on Administrative Performance of Principals in Public Secondary Schools Questionnaire (ICPAPPPSSQ)' with 15 item statements arranged under strongly agree (SA)-4, agree (A)-3, disagree (D)-2 and strongly disagree (SD)-1 for research question 1 and very high extent (VHE)-4, high extent (HE)-3, low extent (LE)-2 and very low extent (VLE)-1 for research questions two and three. The research instrument for this study was face and content validated by three experts ; two experts from the Department of Educational Management and one expert from Measurement and Evaluation in the Department of Science Education in Michael Okpara University of

Agriculture, Umudike. The essence of these three experts' validation is to ensure general test format, relevance, suitability and clarity of the items. The experts' corrections and suggestions was incorporated in the final draft of the instrument. In order to ascertain the reliability of the instrument, a reliability test was conducted. The trial – test was conducted in secondary schools in Ikwuano local government area in Abia State which is outside the study area. In the trial test, the modified questionnaire was administered on five principals and 25 teachers who were randomly selected from the schools in the interval of two weeks. The questionnaire was collected on the spot. The data collected were analyzed using Cronbach alpha statistic to determine its internal consistency and a reliability coefficient of 0.86 was realized. This makes the instrument reliable. The researcher administered the instrument with the help of four briefed assistants to the respondents for easy administration and retrieval. Data generated from the questionnaire was analyzed using mean and real limit number to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significant using regression analysis. However, the mean bench mark of 2.50 was determine the decision made in the research questions ; as significant P-value was used for decision making of the null hypothesis at 0.05 level of significance which entails that null hypotheses will be accepted.

**Results****Table 1: Mean responses on the extent communication patterns and principals administrative effectiveness**

S/N	Communication patterns	$\bar{X}$	SD	Remarks
1	Communication patterns used by principals enhance administrative performance	3.32	0.70	High extent
2	Adoption of circle pattern communication tends to facilitate administrative performance of principals	3.03	0.20	High extent
3	Adoption of chain pattern communication tends to facilitate administrative performance of principals	3.10	0.73	High extent
	Pool mean	3.15	1.14	High extent

Table 1 shows that the mean responses of respondents on all the item statements are above the mean bench mark of 2.50 which indicate high extent. These implied that the respondents agreed that communication patterns used by the principals to a high extent influence their administrative performance. This was evidenced by the pooled mean of 3.15 which is above the mean benchmark

of 2.50. we therefore conclude that principal's communication pattern to a high extent influence principal's administrative performance in public secondary schools in Umuahia North local government area of Abia state.

Table 2: Mean response of teachers on the extent circle communication pattern influence principals administrative performance

S/N	Extent of Influence of Circle Communication Pattern	X	Remark
1.	Circle pattern communication is often used by the principals	2.74	High Extent
2.	Information flows fast with circle pattern of communication	2.84	Low extent
3.	Staff members receive instruction directly from the principal which enhances his/her performance	1.98	Low extent
4.	Circle communication pattern delays information in the school which may affect Principals' performance	2.51	High extent
5.	Circle communication pattern tends to direct the workforce activities For effective productivity of the school	1.23	Low extent
	Pooled Mean	2.99	High extent

Table 2 shows that the mean responses in all the items are above the mean benchmark of 2.50 indicating high extent responses. This implied that respondents agreed that circle pattern communication influence principal's

administrative performance to a high extent. Since the pooled mean of analysis yielded 2.99 which is above the mean benchmark of 2.50; we therefore conclude based on the analysis that circle communication pattern to a high



extent influence principal's administrative performance in public secondary schools in Umuahia North local government area of Abia State.

Table 3. Mean responses on the chain communication pattern and administrative performance of principals

S/N	Extent of chain communication pattern on principal's administrative performance	$\bar{X}$	SD	Remarks
9.	Modified message as received by the last participant likely affects the actions of performance in chain communication	3.16	0.72	High Extent
	Chain pattern communication used by principals in relating to sub-ordinates seems to pass incorrect information to the receiver such hinder expected performance	3.2	0.66	High extent
10.	Information in chain pattern flow from sub-ordinate to super ordinate likely cause grape vine information in the system	2.9	0.80	High extent
11.	The chain pattern communication leads to defensive approach rather than action taking by the principal which may hinder good administrative performance	2.7	0.76	High extent
12	Chain communication results to time lag between The communication and action by the principal	2.66	0.77	High extent
	Pooled Mean	2.96	0.74	High extent

Table 3 shows that the mean responses in all the items above have the mean benchmark of 2.50 indicating high extent responses. This implied that respondents agreed that chain pattern communication influence principal's administrative performance to a high extent. Since the pooled mean of analysis yielded 2.96 which is above the

mean benchmark of 2.50; we therefore conclude based on the analysis that chain communication pattern to a high extent influence principal's administrative performance in public secondary schools in Umuahia North local government area Abia State.

Table 4: z-test analysis of male and female teachers on the types of communication patterns used by principals in their administrative performance in public secondary schools

Teachers	N	X	SD	DF	z-cal	P-value	Remark
Male	45	3.86	0.96	108	1.34	0.69	NS
Female	65	3.04					



Result on table 4 shows a z-calculated value of 1.34 and p-significant value of 0.69. since the significant p-value of 0.69 is less than the z-calculated, the null hypothesis was upheld. This shows that there is no significant difference.

Discussion

The result of the data analyzed based on the questionnaire administered provided the answer to the research questions and hypotheses as presented on tables shows that male and female teachers used for the study are of the opinion that communication pattern used by the school administrator (principal) influences their performance at a high extent. This was evidenced by the pooled mean of 3.15 and SD of 1.14 which is above the mean benchmark of 2.5 as such the pooled mean of the indicated a high extent influence ; meaning that the teachers in public secondary schools in umuahia north local government area of Abia state are of the view that the communication pattern adopted by the principals influences their performance administratively. This finding is in agreement with Balsuska, Marcuso and Volkmaun, (2009) and Roy, (2012) who are in agreement that an administrator must make decisions, receive and disseminate information through effective process and patterns of communication to guarantee that, any information passed from the source (sender) actually gets to the destination. Also the z-test analysis indicated that the z-cal.of 0.2981< the z-tab of 1.96 at 0.05 level of significance meaning that the respondents agreed that significant difference does not exist between male and female teachers on communication pattern used by principals and their administrative performance in public secondary schools in Umuahia North local government of Abia State.

The result of the data analyzed based on the questionnaire 6-10 administered to the respondents provides answer to the research question as presented . It shows that male and female teachers used for the study are of the view that circle pattern communication used by the school administrator (principal) influences performance. This was evidenced by the pooled mean of 2.99 and SD of

0.76 which is above the mean benchmark of 2.5 as such the pooled mean of the indicated a high extent influence ; signifying that the teachers in public secondary schools in umuahia north local government area of Abia state are of the view that the circle communication pattern to a high extent influence the administrative performance of principals. This finding also agree with Ogedi and Nwachinemere (2019) stressed the chain pattern of communication which is down ward communication explains the policies and procedures in the school system, evaluates sub-ordinates performance as well as directs the activities of the organizational workforce Also the z-test analysis indicated that the z-cal.of -0.6232< the z-tab of 1.96 at 0.05 level of significance meaning that the respondents agreed that significant difference does not exist between male and female teachers on circle communication pattern and principals administrative performance in public secondary schools in Umuahia North local government of Abia State.

The result of the data analyzed based on the questionnaire 11-15 administered to the respondents provides answer to the research question as presented. It shows that male and female teachers used for the study are of the view that chain pattern communication used by the school administrator (principal) influences their performance administratively. This was evidenced by the pooled mean of 2.96 and SD of 0.74 which is above the mean benchmark of 2.5 as such the pooled mean of the indicated a high extent influence ; implying that teachers in public secondary schools in Umuahia North local government area of Abia State are in agreement that the chain communication pattern to a high extent influence the administrative performance of principals. This finding is not in agreement with Cheney (2010) who identified the problem of chain communication to include failure to



respond information by the administrator, defensive rather than been taking action by the leader, and time lag between the communication and action which hinders effective performance. However, the z-test analysis in table 4.9 revealed that the z-cal.of $-0.2488 < \text{the z-tab of } 1.96$ at 0.05 level of significance. This imply that the respondents agreed that there is no significant difference between chain communication pattern and administrative performance of principals in public secondary schools in Umuahia North local government of Abia State.

Conclusion

The study sought to determine the influence of communication patterns on administrative performance of principals in public secondary schools in Umuahia North local government area of Abia state on the areas of communication patterns used by principals, circle communication pattern and chain communication pattern on administrative performance of principals. That the communication pattern used by principals in relating with their sub-ordinates plays an influencing role to their performance administratively. From the analysis, circle pattern communication influences administrative performance of principals. That information received directly from the administrator by the staff members which is an indices of chain communication pattern facilitates performance of principals in the school administration.

Recommendations

Based on the findings, the following recommendations were made:

1. The principals should adopt communication patterns in the secondary schools as one of the management functions that provide conducive environment free from external and internal aggression for the institutions to operate in order to facilitate effective job performance in the system.
2. The need for self-development in using appropriate communication pattern for a given situation remain a vital issue in education to

address so as to ensure that every information communicated in the system facilitates quality feedback.

3. Appropriate adoption and use of circle and chain, communication patterns rightfully will help school administrators to maintain quality communication flow and conducive environment for the school which is likely to improve the performance of the school administration effectively.

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