



INFORMATION COMMUNICATION MANAGEMENT AS A PREDICTOR FOR EFFECTIVE ADMINISTRATION OF SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA

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Abstract:

This study, "Information and communication management as a predictor for effective administration of secondary schools in Enugu State", examined and investigated how information communication management is a predictor for effective administration of secondary schools in Enugu State. A correlational research design was used for the study. Three research questions guided the study, and three null hypotheses were posited and tested. The population of the study was made up of 8,588 principals and teachers in government-owned secondary schools in Enugu State. The sample comprised 12 principals and 356 teachers, giving a total of 368 principals and teachers. This sample was drawn from the three educational zones using simple random sampling techniques. Two Research instruments were designed by the researcher, titled Information Communication Management Questionnaire (ICMQ) and Effective Administration Questionnaire (EAQ) and validated by one expert in educational administration and planning and two experts in Measurement and Evaluation, University of Nigeria Nsukka. The test-retest method of reliability of the instrument was used, and the data

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obtained were analyzed using Pearson product-moment correlation coefficient and yielded a correlation coefficient of 0.85 and 0.82 respectively. Research questions 1 and 2 were analyzed using the Pearson product-moment correlation coefficient and research question 3 was analyzed using mean and standard deviation while simple linear regression was employed in testing the hypotheses at 0.05 level of significance. The results of the data analysis revealed that principals' information communication management predicted the effective administration of secondary schools to a high extent. There was a significant relationship between principals' information communication management and effective administration. Based on these findings, it was recommended that principals should be aware of the various lines of communication in order to promote effective administration.

Keywords: information communication management, effective administration, secondary schools

1. Introduction

Information is conveyed either as the content of a message or through direct or indirect observation of anything. That which is perceived can be construed as a message in its own right, and in that sense, information is always conveyed as the content of a message. Information is that which informs. It is related to data and knowledge, as data represents values attributed to parameters, and knowledge signifies an understanding of real things or abstract concepts (Casagrande, 2019). Information management is the collection and management of information from one or more sources and the distribution of information to one or more audiences. In the secondary school system, information management involves the collection and subsequent transmission of relevant information from the administrator downward to his subordinates on the state of affairs of the school, changes in policies, meetings, and other areas of the school for proper academic activities. This information can also flow upward from teachers and students or staffers upwards in the form of feedback to the administrators (Obi, 2016).

On the other hand, communication is a means of connecting people in the school community. It is a key function of management. Obi, quoted in Unachukwu and Okorji (2014) defined communication as the transfer of a message or information from one person to another or a group of people for common understanding. The school organization cannot exist without communication between students and teachers, departments, and employees. How we convey what is needed cannot be done without communication. Information Communication is the pivot of human relationships and social behavior and facilitates the achievement of goals. Ayanniyi (2016) averred that information communication is intended for conveying information, instruction, advice, feelings, opinions, and facts correctly and accurately from one person to another person or group of persons.

The school as a social service enterprise requires effective Information Communication Management in order to achieve its set goals. The Centre for Management Development in 2013 argued that information Communication Management is a basic requirement for success as a professional and as a manager. Koontz (2011) viewed organizational Information Communication Management as the transfer of information being understood by the receiver.

The need for information communication management for the effective administration of public secondary schools cannot be over-emphasized. A good administrator must be in a position to maintain good working relationships with his subordinates via proper Information Communication Management. In light of the above, Nwadiani (2012) stressed the need for a common purpose to be commonly known by the members of any organization. Furthermore, Nwosu (2018) asserted that effective information communication, whether oral, written, visual, or by symbol, is an essential factor in management. Much of the success in school organization depends upon the principal's ability to manage information communication effectively with teachers, students, parents, and supervisors on the state of affairs of the school. This includes challenges faced by the school, successes recorded by the school, new government policies and programmes, school objectives and programmes, school objectives and a host of other events around the school. Edem (2014) observed that lack of communication is set by the absence of students' government and lack of participation in major school that negatively affects them.

From the foregoing, it can be observed that there is a relationship between effective information communication management and productivity in the educational sector. Ukairo (2016) examined the patterns of communication in Enugu State secondary schools. He found that the commonly used communication pattern in Enugu State secondary schools includes morning and afternoon assemblies, meetings, notice boards, and verbal methods. He, however, found out that the assembly is the most widely used method of communication in the areas of this study.

The essential aim in any organization is goal achievement. Thus, the organizational manager must provide the means of transmitting information in order to accomplish its purpose. Miner (2016) in Unachukwu and Okorji (2014) identified four directions in which communication flows in an organization, and the school is no exception. They include downward, upward, horizontal, and diagonal.

According to Anukam Okinamiri and Ogbonna (2010), upward information communication refers to the information that is passed to subordinates in an organization through the superior and continues up the highest level of authority in the organizational process, which flows from staff members to the principals. The typical content of upward information communication is requested information that the lower-level manager thinks is important to the higher-level manager's suggestions, complaints, and financial information. Ukeje, Akabuogu, and Ndu (2019) opined that upward communication can be carried out through face-to-face contact, staff meetings and conferences, a grievance

procedure, a complaint system, a questionnaire, a letter or school periodical, and a professional union or association.

It must be noted that the effective use or application of any of the processes mentioned above is dependent on the leadership style that is in operation in the organization. Okorie (2015) explained that horizontal flow of information is with people on the same level or similar organizational level and diagonal flow is with people at different levels who have no reporting relationship (No-boss-subordinate relationship). Horizontal communication is basically for coordinating or disseminating information on activities within or across departments, units, or divisions in the school system.

Horizontal information communication, often referred to as lateral communication, involves peers and colleagues of the same level in the school system. Unachukwu and Okorji (2014) noted that traditional views of the process of communication in schools have been dominated by a downward communication flow. Such flows transmit information from higher to lower levels of authority in school organizations. In other words, information flows from supervisor to teachers down to the student through speeches; school bulletins, school manual and handbook, individual instruction, policy statement, e-mail, inter-office memos, and notices are all channels of downward communication flow.

Diagonal information communication takes place between persons at different levels who have no reporting relationship (no-boss-subordinate relationship). It operates across the formal lines of an organization's chain of command (Ekekwe, 2013)

Ukeje (2012) observed that the effectiveness of decision-making depends to a large extent on the adequacy of information communication in all its phases. Lewis (2017) stressed that the administrator needs to keep the teachers and other subordinates abreast of what is happening with the policies and programs of the education system. Poor management of information communication in any organization is a serious source of frustration and tension for most of the chief executives.

Information communication lies at the core of the major component of personnel motivation and management, such as leadership decision-making, delegation, planning, organizing, directing, and controlling. Effective communication helps promote harmonious relationships between the principal and staff and among themselves. Uwazuruike (2016) classified leadership according to their decision-making strategies and according to their taxonomy of leadership styles encourage their subordinates' greater participation in decision-making. The authoritarian leader determines policies alone while the democratic leader allows group discussion and free flow of information that are necessary in an organization such as the school. In a school as an organization Ukairo (2016) articulated that information communication has been recognized as the pivot around which every administrator activity revolves. The administrator is expected to possess administrator competence that will help him to harness the translation of ideas, facts, directions, commands, or guides in oral or written words in a manner that the communication will transfer the ideas from his mind to the mind of the receiver, who is expected to react positively.

However, many researchers like Anisiobi (2013) affirmed that teachers and principals are not satisfied with the level of communication style used. Etuk (2015) explained that effective information communication management helps to create a conducive working and learning environment and enhances the effective administration of public secondary schools. Nwosu (2018) maintained that effective information communication management will result in more efficient operations and help to achieve organizational goals. Nwosu (2018) ascertained that effective information communication is an essential factor in management. Okorie (2015) explained that principals are beginning to lay down patterns of communication flow in both downward and upward directions to facilitate people's communication. Unachukwu and Okorji (2014) explained that information flows from principals to teachers through speeches, individual instruction, and inter-office memos, among others, enhanced effective administration.

According to Unachukwu and Okorji (2014), there are various channels of communication in the school system. These are:

- Telephone: This appears to be the most commonly used means of information and communication in the 21st century. Every large organization, like a school, has a telephone by which the organization can communicate effectively with teachers and staff by way of calling and texting.
- Telex and Fax: These are high-speed channels of information communication, but some small organizations may be unable to afford them.
- Postal and Telegraphic Services: the cheapest means of information communication are postal and telegraphic services. They are old means of communication in school organizations.
- Face-to-Face Conversation: Information about the school can be accessed through the mass media, which includes newspapers, radio, television, etc.
- Internet: To get internet access, you must have a telephone set, computer set, and all necessary accessories for access linkage. It connects the world and provides prompt access for the exchange of information
- Newsletter: It is an effective way of communication, especially with parents. Principals and teachers issue this to parents and guardians. It often describes the school events, e.g., meetings, data of resumption, and other events.

It is evident, therefore, that the school administrator has many channels of information communication. It is now left for the good administrator to choose an effective channel that suits the situation on the ground and use it effectively in order to achieve the set organizational goals of the school. However, this study sought to identify the type of channel used by the Enugu State secondary school principals for the effective dissemination of information.

2. Literature

2.1 Concepts of Information and Communication Management

Information communication management is the deliberate art of planning, executing, monitoring, and improving communication processes within a team, project, or organization. Information communication management must, therefore, include the management of information as well as the management of information and communication technology. Information communication management is, therefore, a *“multidisciplinary concept or practice spanning four main disciplines – information technology, information management, communication and management – to improve the use of information in an organisation and the society at large”*.

Information communications management is the use of modern electronic equipment to facilitate information and communication, ideas, knowledge and skills. It is the process of data management, whether hard or soft. Information communication management is essential for success at the personal, team, and organizational levels. It can drive project success, build reputation and goodwill, and communicate the stability and clarity of an organization. The information communication system in any organisation like the school is vital to the organisation's survival and smooth running. Through the use of language, mankind has been able to record history and transmit its culture from one generation to the other. This transmission exercise lies on communication process without which managerial, administrative and academic functions will not be possible in the school. In fact, without effective information communications, organisations will not be what it is, and functions will not be carried effectively towards goal achievement, with the use of communication, man has helped himself or herself to build societies and other social groupings, which contribute to his survival and to more enjoyable patterns of living. In all organisations, the transfer of information from one individual to another is absolutely necessary (Onyeiwu, 2014).

It is a universal activity in one form or another between people at all times in their lives with the exception of a few religious orders. Within an organisation it is formalised as social interaction and is measured by its total amount, its frequency, which initiates it, the degree of reciprocity and its directions, upwards, downwards or sideways, among the members. In all organizations, the transfer of information from one individual to another is absolutely necessary. It is the means by which behavior is modified, change is effected, information is made productive, and goals are achieved. It could be seen that without communication, the organisation cannot exist, for there is no possibility of others. Information communication, from the viewpoint of Kokach (2016), *“is to effect a change, to influence action towards the welfare of the enterprise; and as such the need for an effective channel of communication becomes imperative for the attainment of the organisational goals”*. To them, information communication is the means by which people are linked together in an organisation.

The information communication process follows a systematic procedure. It is a give-and-take method involving the sender and the receiver (Nakpodia, 2016). Usually,

the sender must have an idea to put across, which makes it a 3-way grid – the sender, the message and the receiver. For better communication in school, the principal must first and foremost conceive an idea and relate such idea to his staff and expect a response. In the school system, the principal does not work alone. He has to share information and transfer ideas and feelings through communication to enhance the collective cooperation of others within the school. The school principal must not only communicate downward management in thoughts and in decisions but also upward reactions and development in the ranks. In fact, in order to persuade, instruct, direct, request, inform, and stimulate, the principal must engage in upward and downward communication. Hence, the importance of the upward flow of communication in an educational organisation cannot be underestimated.

It helps education administrators to get feedback from the people that might be affected. These people represent an important source of ideas for improvement (Merihue, 2010). The communication network, therefore, is seen as being very significant to the life of the school. This is because it is a Major Avenue through which the school personnel gets an opportunity to identify and appreciate what the school is doing, the atmosphere in which it operates, what is expected from the school and the public. Based on the background, the study investigated Information Communication management as a predictor for the effective administration of secondary schools in Enugu State.

2.2 Theoretical Framework

This study is concerned with conceptualizing the theoretical context in which the investigation is rooted. The system theory is, therefore, considered most relevant to this study. In addition to system theory, administrative theory was reviewed.

2.2.1 Systems Theory by Ludwig Von Bertalanffy (1920)

The system theory was propounded by Ludwig Von Bertalanffy in 1920. Systems theory holds that an organization is a social system made up of integrated parts. The system was seen as a series of interrelated and interdependent parts in such a way that the interaction of any part of the system affects the whole system. That is, one part of the system must interact and depend on the other parts around it to function effectively. The system theory is relevant to the education system because the education system (school) is a system, and the concept of interaction and interdependence of parts with the education system, like all other social systems, has identical properties with the other system. This study is anchored on system theory. The schools are looked at in terms of social system as complex interactive examined structurally and operationally. The theory is of immense help to this study as the principal reflects in the objectives, functions and the ultimate goal of the educational system in which they operate. The principal, as the administrator, represents a crucial component of the social system. This implies that the principal, as the chief executive of the school, deals with people at all times and is bound to *get along* with them through information and communication management. For the principal to perform his administrative role very well, he is expected to ensure that he exhibits the

qualities required of him so as to achieve secondary school objectives and goals as stipulated in the National Policy (FRN, 2013). This brings to the limelight the ideas of the principal's administrative effectiveness. It contends that when there is information and communication management, the principals do their work very well, and productivity is likely to be high.

2.2.2 Administrative Theory by Henry Fayol (1989)

Administrative theory was propounded by Henry Fayol in 1989. Administrative theory states that all the activities that occur in an organization or an industrial undertaking could be grouped into technical, commercial, financial, security, accounting and administration. These were: division of labour, authority and responsibility, discipline, unity of command, unity of direction, subordination of individual interest, remuneration of personnel, centralization, scalar chain, order, equity, stability of tenure of personnel, initiative and esprit de corps. Henry Fayol tried to abstract certain universal principles by which an organization should be structured and operated. Henry Fayol's work was complementary to Taylor's scientific principles. Three principles were highly emphasized by this theorist. They are: Division of Labour: Each employee performs a specialized function. Unity of Command: Each employee reports to only one superior. Coordination: The harmonious integration of the different aspects of an organization. Span of supervision - the number of subordinates reporting to one manager or supervisor, the hierarchical arrangement of functions and authority, and the subordination of individual to institutional authority. The administrative theory is related to the present study because it focuses on how the entire organization should be structured and managed through information and communication management to improve administrative effectiveness.

3. Statement of the Problem

Information Communication is very important in every organization, such as the school. It has been a great concern to school administrators because a break in information communication brings about great havoc in the school system by way of the administration. Most times, messages are not decoded properly, such that the intended meaning is not interpreted correctly. Teachers do not put in their best into effective teaching as a result of lack of satisfaction emanating from information communication gap between them and the principals in the schools. Presently, in Enugu State, there is a communication gap between school administrators and their subordinates. Most administrators do not take information communication management seriously. They rarely attend the assemblies and meetings, leaving it in the care of the compound master or chapel prefect.

The administrators do not carry their subordinates along in terms of briefing their staffers and students on new government policies and programmes, setting goals, discussing the school challenges and prospects, holding parent-teacher association

meetings with prefects and a host of other events in the school. These oftentimes lead to student unrest, not by the host communities, and negative attitudes from teachers as they do not understand what is happening in the system and are not part of the decision-making process. There is a need for a common purpose to be known by members of any organization through information communication management, as this may bridge the gap created by the lack of proper dissemination of information. From the above, it is an indisputable fact that information communication management is the exclusive responsibility of the principals to organize and manage the flow of information in the school to bring about optimal productivity. As a result, the statement of the problem put in question form is: To what extent does Information Communication management act as a predictor for the effective administration of secondary schools in Enugu State?

3.1 Research Questions

The following research questions were raised to guide the study.

- 1) To what extent do the principals' information communication strategies predict the effective administration of secondary schools in Imo State?
- 2) To what extent do principals' management and dissemination of information predict the effective administration of secondary schools?
- 3) What are the principals' methods of communication for the effective administration of secondary schools?

3.2 Hypotheses

The following null hypotheses formulated were tested at a 0.05 level of significance.

- 1) There is no significant relationship between principals' information communication management and the effective administration of secondary schools.
- 2) There is no significant relationship between principals' management/ dissemination of information and effective administration.
- 3) There is no significant difference between the mean responses of principals and teachers on the principals' methods of communication for the effective administration of secondary schools.

4. Method

A correlational research design was adopted for the study. This is because the study attempts to explore a non-cause-and-effect relationship between two or more variables. The research work is aimed at determining the extent to which the independent variables correlate with the dependent variables. The target population of the study consists of 8,588 principals and teachers in government-owned secondary schools in Enugu State. There are 284 principals and 8,304 teachers from the three educational zones of the state. The principals and teachers were chosen for the study among others as they will provide

adequate information needed by the researcher on information communication management for effective administration in secondary schools.

Based on Krejcie and Morgan's (1971) formula for determining sample size from a known/finite population, a sample size determination, 12 principals and 356 teachers were randomly drawn from the population. However, through a proportional stratified random sampling technique, 368 principals and teachers were selected from the six educational zones using a sampling fraction of 0.043. A simple random sampling technique was used for the study. This sample was drawn from six public senior secondary schools out of fifteen (186) public secondary schools. Two Research instruments were designed by the researcher: the Information Communication Management Questionnaire (ICMQ) and the Effective Administration Questionnaire (EAQ). The ICMQ instrument was divided into two sections; Section A contains demographic facts while Section B contains 14 items that elicited the respondent views on information communication management. The EAQ questionnaire was also divided into two sections. The first section measures demographic information, while section two contains 21 items used to elicit the respondents' view of secondary schools in Enugu State. This was on a 4-point Likert scale like Very High Extent (VHE), High Extent (HE), Low Extent (LE), Very Low Extent (VLE) and Strongly Agree (SA), Agree (A) Disagree (D), and strongly Disagree (SD). The instrument was validated by experts in the Educational Management and Measurement and Evaluation Department, Michael Okpara University of Agriculture, Umudike. The reliability of the instrument was determined using the Pearson product-moment correlation coefficient, which yielded a correlation coefficient of 0.85 and 0.82, respectively.

A total of 386 copies of the instrument were administered to the 386 teachers and principals. The instrument was distributed by hand with the help of two research assistants, and all the copies of the instruments were returned. The data obtained from this study were analyzed using Pearson product-moment correlation coefficient for research questions 1-2 and mean, and standard deviation for research question 3. The null hypotheses were tested with simple linear regression at a 0.05 level of significance.

5. Results

5.1 Research Question One

To what extent does the principals' information communication management predict the effective administration of secondary schools in Enugu State?

Table 1: Pearson Product Moment Correlation Analysis of Principals' Information Communication Management and Effective Administration of Secondary Schools

Variables	R	R ²	% of Contribution	Decisions
Principals' information communication management	0.853 ^a	0.764	74.6	High Extent
Effective administration				

N = 368

Results in Table 1 revealed that there was a high extent of prediction between principals' information communication management and effective administration of secondary schools in Enugu State as indicated by the correlation coefficient r (0.853). The correlation coefficient r (0.853) is a linear correlation between the observed variables, which indicated a high positive relationship. The coefficient of determination (R^2) 0.764 indicates that 74.6% of the variance was observed in effective administration in public secondary schools.

5.1.1 Hypotheses One: There is no significant relationship between principals' information communication management and the effective administration of secondary schools.

Table 2: Simple Linear Regression Analysis for the Extent of Relationship between Principals' Information Communication Management and Effective Administration

Variables	Term	Sum of Square	Df	Mean Square	F-cal	Sig.	Decisions
Principals' information communication management	Regression	432.748	1	432.748	7.726	.012	S
	Residual	20500.758	366	56.013			
	Total	20933.506	367				

$R = 0.853^a$, $R^2 = 0.764$ (value of the consistent), S = significant at $P \leq 0.05$

Predicted = Effective Administration

Data in Table 2 shows an F-calculated value of 7.726 at a 0.05 level of significance. The Table also shows a p-value of .012, which is less than the alpha value of 0.05. Thus, the null hypothesis, which states that there is no significant relationship between principals' information communication management and effective administration of secondary schools, is thereby rejected. This means that there was a significant relationship between principals' information communication management and the effective administration of secondary schools.

5.2 Research Question 2: To what extent do principals' management and dissemination of information predict the effective administration of secondary schools?

Table 3: Pearson Product Moment Correlation Analysis of Extent of Prediction between Principals' Management and Dissemination of Information and Effective Administration

Variables	R	R^2	% of Contribution	Decisions
Principals' management and dissemination of information	0.787 ^a	0.673	67.3	HPR
Effective administration				

HPR = High and Positive Relationship

N = 368

Data in Table 3 found that there was a high extent of prediction between principals' management and dissemination of information and effective administration of secondary

schools. The correlation coefficient r (0.787) is a linear correlation between the observed variables, which indicated a high positive relationship. The coefficient of determination (R^2) 0.673 indicates that 67.3% of the variance observed in the effective administration of secondary schools was accounted for by principals' management and dissemination of information.

5.2.1 Hypothesis Two: There is no significant relationship between principals' management/ dissemination of information and effective administration.

Table 4: Simple Linear Regression Analysis for the Significant Relationship between Principals' Management/ Dissemination of Information and Effective Administration

Variables	Term	Sum of Square	Df	Mean Square	F-cal	Sig.	Decisions
Principals' management/ dissemination of information	Regression	5315.302	1	5315.302	99.608	.001	S
	Residual	19530.492	366	53.362			
	Total	24845.794	367				

$R = 0.787^a$, $R^2 = 0.673$ (value of the consistent), S = significant at $P \leq 0.05$

Predicted = Effective administration

Data in Table 4 shows an F-calculated of 99.608 at 0.05 level of significance. The Table also shows a p-value of .001, which is less than the alpha value of 0.05. Thus, the null hypothesis, which stated that there is no significant relationship between principals' management/ dissemination of information and effective administration, is thereby rejected. This means that there was a significant relationship between principals' management/ dissemination of information and effective administration.

5.2.2 Research Question Three: What are the principals' methods of communication for the effective administration of secondary schools?

Table 5: Mean Responses Respondents on Method of Communication for Effective Administration

Item No	Item Statement	Mean	SD	Remarks
11	Individual instructions	3.09	0.76	Agreed
12	E-mail	2.33	0.53	Disagree
13	Inter-office memo	3.07	0.75	Agreed
14	School bulletins	2.39	0.55	Disagree
15	School manual and handbook	2.41	0.55	Disagree
16	Telephone mobile	3.10	0.76	Agreed
	Average Mean	2.73	0.65	Agreed

Data in Table 5 shows that items 11, 13, and 16 had mean scores above 2.50. It implies that the items are accepted since they received mean scores above the acceptance level of 2.50. Moreover, items 12, 14, and 15 had mean scores below the acceptance mean of 2.50. It implies that the respondents do not accept the e-mail, school bulletins, and school manual and handbook as the principal's method of communication for effective

administration. However, the revealed from the responses of the respondents with Average Mean scores of 2.73 show that principals' methods of communication for effective administration are individual instruction, inter-office memos, and telephone mobile.

5.3 Hypothesis Three: There is no significant difference between the mean responses of principals and teachers on the principals' methods of communication for the effective administration of secondary schools.

Table 6: t-test Analysis of the Difference between Mean
 Responses of Principals and Teachers on the Principals' Methods of
 Communication for the Effective Administration of Secondary Schools

Variable	N	Mean	SD	DF	SE	t _{cal}	Sig	Decision
Principals	12	2.33	0.53	366	0.16	0.81	0.42	NS
Teachers	356	2.41	0.55					

NS = Not Significant; N = 368.

The results of the above analysis showed the calculated t-value of 0.81 at a 0.05 level of significance. The table also shows a p-value of 0.42, which is greater than the alpha value of 0.05. with 366 degrees of freedom. We have enough evidence to retain the null hypothesis and state that there is no significant difference between the mean responses of principals and teachers on the principals' methods of communication for the effective administration of secondary schools.

6. Discussion of Findings

6.1 Principals' Information Communication Management and Effective Administration of Secondary Schools

The study accepted that principals' information communication management predicted the effective administration of secondary schools to a high extent. The correspondents' hypothesis affirmed that there was a significant relationship between principals' information communication management and effective administration. This finding is in line with the results of Anisiobi (2013), who affirmed that teachers and principals are not satisfied with the level of communication style used. This finding revealed that principals' information communication management has a positive relationship with effective administration. This implies that principals' information communication management predicted effective administration. This finding is in agreement with the view of Etuk (2015), who explained that effective information communication management helps to create a conducive working and learning environment and enhance the effective administration of public secondary schools. The finding is also similar to the finding of Nwosu (2018), who maintained that effective information communication management will result in more efficient operations and help to achieve organizational goals.

6.2 Principals' Management and Dissemination of Information for Effective Administration

This study accepted that principals' management and dissemination of information predicted the effective administration of secondary schools to a high extent. The correspondent hypothesis revealed that there was a significant relationship between principals' management and dissemination of information and effective administration. This implies that principals' management and dissemination of information predicted effective administration. The finding is in line with the finding of Nwosu (2018), who ascertained that effective information communication is an essential factor in management. This also implies that the principals share important information with their staff and that there are upward and downward flows of communication in the secondary schools. This finding is in agreement with the view of Okorie (2015), who explained that principals are beginning to lay down patterns of communication flow in both downward and upward directions to facilitate people's communication.

6.3 Principals' Method of Communication for Effective Administration

The study found that principals' methods of communication for effective administration are individual instructions, inter-office memos, and telephone mobile. The corresponding hypothesis affirmed that there is no significant difference between the mean responses of principals and teachers on the principals' methods of communication for the effective administration of secondary schools. This finding is in line with the view of Unachukwu and Okorji (2014), who explained that information flows from principals to teachers through speeches, individuals' instruction, and inter-office memos, among others, enhanced effective administration. They further maintained that principals can communicate effectively with teachers and staff by way of calling and texting through the telephone and mobile.

7. Conclusion

This study investigated the principals' information and communication management as a predictor for effective administration in Enugu State secondary schools. From the findings, the researchers can deduce and conclude that principals' information management predicted effective administration of the secondary school, and clarity of information communication makes the message straightforward to understand. Principals' management and dissemination of information predicted effective administration in secondary schools, teachers do not communicate freely with principals. Principals' methods of communication for effective administration are individual instruction, inter-office memos, and telephone mobile. However, secondary school principals in Enugu State do not use the school manual and handbook, school bulletins, and email as a communication method. Finally, the study concluded that effective information communication management assesses the emotional atmosphere of the school and students' reactions to change.

8. Recommendations

Based on this study's findings, discussion, and conclusion, the following recommendations are made.

- 1) Principals should be aware of the various lines of information communication to promote effective administration.
- 2) There should be an interpersonal relationship between the teachers and the principals to ensure management and dissemination of information effective administration
- 3) The principals should use e-mail, school bulletins, and school manuals and handbooks to disseminate their information for fast and easy communication to promote effective administration.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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