

***Principals' Communication Gap involving School Facilities, School Records and Administrative Effectiveness in Public Secondary Schools in Uyo Local Government Area of Akwa Ibom State, Nigeria***

**Emmanuel Usoudo Umoetuk**

[emma\\_umoetuk@yahoo.com](mailto:emma_umoetuk@yahoo.com)

*Department of Science Education  
Akwa Ibom State University, Ikot Akpaden*

**Jamestina Adaora Boc-Ifeobu**

[jamestinaadaora@gmail.com](mailto:jamestinaadaora@gmail.com)

*Department of Business Administration  
University of Business and International Studies, Switzerland*

<sup>1</sup>**Alice Abonjia Kulo**

[kuloalice2018@gmail.com](mailto:kuloalice2018@gmail.com)

<sup>1</sup>**Egbai Inyang Ekpor**

[ngekor0302@gmail.com](mailto:ngekor0302@gmail.com)

<sup>1</sup>*Department of Educational Foundations  
University of Calabar, Calabar*

---

**Abstract**

*The persistent and increasing rate of poor administration of secondary schools seem to indicate the level of principals' communication gaps which is expected to promote administrative effectiveness. The study investigated principals' communication gap involving school facilities and school records and administrative effectiveness in public secondary schools. The design was a Correlational research design. Population comprised all principals, vice principals and teachers in the 15 public secondary schools in Uyo Local Government Area of Akwa Ibom State with a sample of 76 respondents selected by simple random sampling technique. Researchers-developed instruments titled "Principals' Communication Gap Questionnaire" (PCGQ) and "Administrative Effectiveness Questionnaire" (AEQ) were used to collect data with a reliability of 0.91 and 0.89 respectively. Correlation analysis was used to answer two research questions and test the two hypotheses at 0.05 level of significance. Findings of the study revealed that there was a significant strong positive relationship between principals' communication gap involving school facilities and school records and administrative effectiveness in public secondary schools. Based on the findings, it was recommended, among others, that school principals should always communicate every needed information to the students and teachers so as to make them informed for effective administration.*

**Keywords:** principals, communication, gap, facilities, records

**Introduction**

The effective management of secondary schools in Nigeria is an important factor in achieving educational goals. The importance of school administration, which involves the management of available human and material resources by school principals, cannot be

overemphasized. According to Unachukwu and Orji (2021), a principal is the chief administrator of a secondary school, responsible for ensuring the smooth operation of the school on a daily basis. Kareithi (2018) further posits that the principal's duty is to utilize the available resources of the school to achieve predetermined objectives and goals. Udoka (2018) stressed that the principal is the head of leadership in a secondary school, charged with overseeing daily operations on behalf of the government. In this context, the principal serves as the eye of the secondary school board (Obiekwe & Mbanefo, 2019). The duties of the principal include staffing, coordinating, planning, instructional supervision, reward and motivation (Udechukwu, 2016), sound instructional leadership, supportive staff-personnel services, thorough and supportive instructional supervision, good motivation, and effective communication systems where teachers are actively involved in planning and evaluating instructional programmes.

In the education system, communication is essential for the coordination of functions and activities. The school head, who is the principal, has a line of people to communicate with, including teachers, non-teaching staff, parents, students, and the general public. Effective communication is necessary for the school administrator to convey the school's vision, give instructions, guide instructional programmes, and relate with the general public. Failure to establish a positive relationship between the communicator (school principal) and the receiver (teachers) may lead to a communication gap, where the intended message is distorted, resulting in misunderstanding.

A communication gap occurs when the meaning intended by the speaker is not what is understood by the recipients. Identifying how communication gaps emerge in the workplace and taking necessary steps to maintain effective communication can benefit the organization. Communication gaps within and outside the instructional situation can result in serious administrative crises in the school system. Basic knowledge on essentials of communication can minimize such gaps and improve performance between the subordinate and the superordinate in the school organization. Unfortunately, a number of barriers are responsible for ineffective communication in the school system. Thayer (2015) classified these barriers into five broad categories, namely: communication gap involving school facilities, communication gap involving school records, communication gap involving school discipline, communication gap involving reward system, and communication gap involving decision-making.

In achieving teaching and learning objectives, school facilities represent a crucial resource. These facilities encompass human resources, physical infrastructure, and instructional materials and equipment, including teachers, store attendants, librarians, laboratory assistants, classrooms, dormitories, libraries, laboratories, staff rooms, quarters, examination halls, administrative buildings, machines, audio-visual materials, chalkboards, stools, and workshop equipment. The administration of school facilities entails aligning asset planning and decision-making with educational priorities and strategies. A sound administration across the facilities life cycle facilitates better decision-making regarding asset acquisition, operation, and disposal in a cost-effective manner (Adeboye, 2015). As Evans (2019) posits, the public school administrator acts as the executive head of a significant business entity in any city or country, holding responsibility for substantial investments in real property and the well-being of thousands of students. Managing such a complex role demands time, ability, and judgment, with the most essential function being

the administration of the instructional programme. A good learning environment is crucial to good teaching.

According to Abdulkarim (2017), the quality of care given to school facilities, both human and infrastructural, significantly impacts the atmosphere of a school. Only within a well-planned and well-supervised programme of services to enhance the educational climate can schools be truly effective. However, poor communication regarding school facilities may impede the effectiveness of school administration, necessitating actions and follow-ups from teachers to principals and vice versa on utilization challenges. Chidi and Victor (2012) found a high positive correlation between principals' communication gap involving school facilities and administrative effectiveness in secondary schools in Ebonyi State. Due to a lack of response, teachers felt that communication was consistently negative (Ekpoh & Eze, 2015), leading to a reduction in the utilization and maintenance of school facilities.

It is compulsory for every staff member in a school to manage school records. These official documents, books, and files contain essential and crucial information on actions and events, which are kept and preserved in school offices for utilization and retrieval of information when needed (Durosaro, 2012). Principals, teachers, counsellors, and administrative staff keep such records. Major school records include students' personal files, staff record books, log books, visitors' books, and inventories books, among others. Record keeping and management aim to ensure that accurate and proper records of students' achievements and growth, information on school activities, and matters that promote efficiency and effectiveness of the school system are kept, among others. The aim of records management is to achieve the best storage, retrieval, and exploitation of school records in the school system and to improve the efficiency of record making and keeping processes. A study by Imhangbe et al. (2018) indicated that Principals' communication gap involving school records had positive influence on school administrative effectiveness in Edo Central Senatorial District, Nigeria. It was recommended that the way principals gave effective feedback on school records should be enhanced among the principals of senior secondary schools in the district. Therefore, school records management needs proper directives on how to be used, and as such, the principal needs to communicate how the usage of school records could enhance administrative effectiveness (Wilson, 2017).

Principal's administrative effectiveness refers to the ability of the school principal to plan, organize, direct, coordinate, and harness all the resources at their disposal for the purpose of achieving school goals. According to McCrimmon (2017), administrative effectiveness involves efficient ways of getting things done with the least cost. A school principal displays effectiveness in several ways, such as fully utilizing teachers to achieve educational goals. One cannot appraise the application of communication in secondary school administration in isolation of the principal, vice-principal, and teachers. It is based on this that the study aims to determine the relationship between the principal's communication gap involving school facilities, school records, and administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom State, Nigeria.

### **Research questions**

The following research questions were raised to guide the study:

1. What is the relationship between principals' communication gap involving school facilities and administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom state?
2. What is the relationship between principals' communication gap involving school records and administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom state?

### **Hypotheses**

The following null hypotheses are formulated for the study and were tested at 0.05 level of significance.

**Ho1:** There is no significant relationship between principals' communication gap involving school facilities and administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom state.

**Ho2:** There is no significant relationship between principals' communication gap involving school records and administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom state.

### **Methodology**

The correlational research design was adopted in the study. This is a design that has crucial importance that must be applied in any investigation that is directly aimed at determining the relationship between independent and dependent variable (Kpolovie, 2016). The design was considered appropriate since the researchers are interested in determining how principals' communication gap relates with effective administration. The study was conducted in Uyo Local Government Area. Uyo is the state capital of Akwa Ibom. The population comprised of all the 314 teaching staff and 60 principals (15 principals and 45 vice principals academic, administration and special duties) in the 15 public secondary schools in Uyo Local Government Area of Akwa Ibom State in 2022/2023 academic year. (Source: Akwa Ibom State Secondary Education Board, Uyo, 2022).

The sample size for this study was 76 teachers and administrators; consisting of 67 teachers and nine Principals (three Principals and six Vice Principals) from three randomly selected schools. The six Vice Principals made up of two Vice Principals on Academics, two Vice Principals on Administration and two Vice Principals on Special Duties. Simple random sampling technique was used for this study.

Two researchers-made instruments titled "Principals Communication Gap Questionnaire" (PCGQ) and "Administrative Effectiveness Questionnaire" (AEQ) were used for data collection. The instruments consisted of two sections, Sections A and B. Section A contained items on the demographic details of the respondents; section B of PCGQ contained 10 items on principals' communication gap involving school facilities and school records; each of them had five items. In AEQ, section B contained 10 items on Administrative Effectiveness. The instruments were scored using a four point rating scale as follows: Very High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points, Very Low Extent (VLE) = 1 point. The instruments were subjected to face validity by three experts. Two of the experts were from the field of Educational Management and Planning and one expert in Measurement and Evaluation from the

Department of Science Education, Akwa Ibom State University. The experts' suggestions and comments were incorporated in the final copy of the instruments that were used to collect data for the study.

To determine the internal consistency of the instruments, the researchers randomly selected 25 staff (teaching staff, Principals and Vice Principals) in public secondary schools in Uyo Local Government Area of Akwa Ibom State who are part of the population but not to be part of the study sample to respond to the instrument. Data generated was subjected to inter-item analysis using Cronbach Alpha Reliability Coefficient Statistics for reliability coefficient determination. The reliability coefficients for PCGQ and AEQ were .91 and .89 respectively.

The researchers with the help of two well-trained research assistants administered the instruments to the selected schools after seeking permission from the respective Principals. The researchers administered the questionnaire to the respondents during break periods. The exercise lasted for two weeks. The researchers obtained 100% return rate of the questionnaire. Data collected was analysed using simple correlation statistics. The r value (coefficient) of Pearson Product Moment Correlation statistic was used to answer the research questions based on the interpretation scale of + or -1 while the null hypotheses were tested using sig (2-tailed) value (p-calculated value) at 0.05 alpha level of significance.

## **Presentation of results**

**Research question one:** What is the relationship between principals' communication gap involving school facilities and administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom state?

**Table 1:** Pearson correlation between principals' communication gap involving school facilities and administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom State

<b>Variables</b>	<b>N</b>	<b>R</b>	<b>Remark</b>
School Facilities	76	.878	Strong Positive Relationship
Administrative Effectiveness	76		

From the result in table 1, it is revealed that r-value is .878. This implied that there is a strong positive relationship between principal's communication gap involving school facilities and administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom state.

**Ho1:** There is no significant relationship between principals' communication gap involving school facilities and administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom state.

**Table 2:** Result of Pearson correlation between principals' communication gap involving school facilities and administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom State

Variables	n	Df	alpha	Sig.	Decision
School Facilities	76	74	.05	.000	Significant
Administrative Effectiveness	76				

The result in table 2 showed that the p-cal value of .000 is less than the .05 alpha level of significance at 74 degree of freedom. This showed that the formulated null hypothesis one that there is no significant relationship between principals' communication gap involving school facilities and administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom state was rejected. Therefore, there is a significant relationship between principals' communication gap involving school facilities and administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom state.

**Research question two:** What is the relationship between principals' communication gap involving school records and administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom state?

**Table 3.** Pearson correlation between principals' communication gap involving school records and administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom State

Variables	n	R	Remark
School Records	76		Strong Positive Relationship
Administrative Effectiveness	76	.849	

From the result in table 3, it is revealed that r-value is .878. This implied that there is a strong positive relationship between principal's communication gap involving school records and administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom state.

**Ho2:** There is no significant relationship between principals' communication gap involving school records and administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom state.

**Table 4:** Result of Pearson correlation between principals’ communication gap involving school records and administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom State

<b>Variables</b>	<b>n</b>	<b>Df</b>	<b>alpha</b>	<b>Sig.</b>	<b>Decision</b>
School Records	76	74	.05	.000	Significant
Administrative Effectiveness	76				

From the result in table 4, it is showed that the p-cal value of .000 is less than the .05 alpha level of significance at 74 degree of freedom. This showed that the formulated null hypothesis two that there is no significant relationship between principals’ communication gap involving school records and administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom state was rejected. Therefore, there is a significant relationship between principals’ communication gap involving school records and administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom state.

**Discussion of the findings**

The first hypothesis postulated that there exists an insignificant correlation between communication gaps within the principal's purview of school facilities and administrative effectiveness within the public secondary schools situated in Uyo Local Government Area of Akwa Ibom State. However, the results have demonstrated otherwise, indicating a substantial association between the aforementioned variables. Moreover, a robust positive correlation was observed between the communication gaps of principals concerning school facilities and the administrative efficacy of public secondary schools situated in Uyo Local Government Area of Akwa Ibom State. The findings posit that the effective adoption of feedback communication by principals when addressing school facilities would significantly enhance administrative effectiveness. It is thus crucial that principals communicate to teachers and students when school facilities are improperly used. Additionally, the school administration would benefit from improved communication between the principal, students, and teachers regarding the proper usage of school facilities during the teaching and learning process. However, the principals' silence regarding school facilities could lead to setbacks in school administration and an overall lack of administrative effectiveness.

The results of this study are consistent with the findings of Chidi and Victor (2012), which highlighted a significant correlation between communication gaps within the principals' purview of school facilities and administrative proficiency in secondary schools situated in Ebonyi State. The findings of this study is in line with a study by Ekpoh and Eze (2015) which demonstrated a significant association between communication gaps within the principals' purview of school facilities and administrative effectiveness in Ikom Education Zone of Cross River State, Nigeria. In conclusion, the study suggests that the administrative effectiveness of schools can be improved significantly when the school principals provide proper feedback on school facilities.

The results derived from hypothesis two, which posited that there is no significant correlation between communication gaps in school records management by principals and administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom state, indicate that there is indeed a significant relationship between these variables. The research findings also demonstrate a strong positive correlation between communication gaps in school records management by principals and administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom state. These results suggest that administrative efficiency can be enhanced considerably if principals adopt an effective feedback communication strategy when managing school records. It is essential for principals to inform teachers about the significance of school records as crucial documents that reflect the progress and processes of a school. For instance, principals should communicate effectively with teachers about the use of school records such as diaries, time books, class registers, and visitors' books, among others. Failure to communicate effectively with staff members and assuming that teachers know what to do could lead to administrative challenges in schools.

The findings of this study are consistent with those of Ekpoh and Eze (2015), which also indicate a significant correlation between communication gaps in school records management by principals and administrative effectiveness in Ikom Education Zone of Cross River State, Nigeria. The results of this study are also in line with Wilson's (2017) research findings, which suggest a significant relationship between principals' school records management and administrative performance. The study identified that the management of school records by principals has a considerable impact on the administrative performance of schools. These results are also supported by Imhangbe et al.'s (2018) research findings, which demonstrate that communication gaps in school records management by principals have a positive influence on school administrative effectiveness in the area of study.

### **Conclusion**

It was concluded, based on the findings, that principals' communication gap significantly relates with administrative effectiveness in public secondary schools in Uyo Local Government Area of Akwa Ibom state. Effective communication produces effective administration in schools.

### **Recommendations**

Based on the findings of this research, it was recommended that:

1. School principals should try and eliminate communication gap involving school facilities and school records.
2. Principals should properly give feedback on school facilities which would enhance administrative effectiveness of schools.
3. Principals should always be able to communicate every needed information to the students and teachers so as to make them informed.



## References

- Abdulkarim, G. V. (2017). The relationship between school environment and performance of students. An unpublished MED thesis, University of Nigerian Nsukka.
- Adeboye, F. F. (2015). Management of School facilities and Equipment in Secondary schools in Onitsha Education Zone. An Unpublished M.ED thesis, University of Nigeria, Nsukka.
- Chidi, A. O. & Victor, B. E. (2012). Impact of Managerial Techniques on administrative effectiveness among secondary school teachers in Enugu State. *African Journal of Education and Technology*, 2(1), 119-136.
- Durosaro, R. B. (2012). Management of school records. In F. Durosaro & S. Ogunsaju (Eds.), *The Craft of Educational Management*. Ilorin: Indemac.
- Evans, J. T. (2019). Principals' leadership capacities as perceived by teachers in secondary schools in Ekiti State, Nigeria. *European Scientific Journal*, 8(22), 28-38.
- Ekpoh, M. M. & Eze, F. J. (2015). *Communication and Job Commitment: An Introduction*. Abeokuta: Gbemi Sodipe Press Ltd.
- Imhangbe, E. T., Okecha, E. Y. & Obozuwa, C. N. (2018). The relationship between principals' communication gap involving school records and secondary school effective administration in Edo Central Senatorial District, Nigeria. *Journal of the Institute of Personnel Administration of Nigeria*, 3(1), 15-25.
- Kareithi, M. W. (2018). *Effect of performance appraisal system on performance of secondary schools' teachers in Kirinyaga West sub-county, Kenya*. Unpublished Master's degree thesis, KCA University, Kenya.
- Kpolovie, P. J. (2016). *Advance Research Methods*. New York publishers.
- McCrimmon, F. B. (2017). Major causes of declining quality of education in Nigeria from administrative perspective: A case study of Dekina Local Government Area. *Canadian Social Science*, 6(3), 183-198.
- Obiekwe, T. D. & Mbanefo, S. C. (2019). Exploring the relationship between human resource management and effective administration. *Journal of Staff Development*, 17(4), 1-9.
- Thayer, D. N. (2015). Principals' communication styles' and teachers job satisfaction in primary schools in Lagos State, Nigeria. *International Journal of Academic Research in Education*, 2(2), 60-68.
- Udechukwu, M. N. (2016). *Human Resource Management: An overview*. Ojota: Labofin Publishing Co.
- Unachukwu, G. O. & Orji, F. O. (2021). Relationship between staff performance appraisal and reward practices adopted by principals and teachers' job productivity in public secondary schools in Anambra State, Nigeria. *Unizik Journal of Educational Research and Policy Studies*, 8, 114-120.
- Udoka, T. (2018). Strategic appraisal management in Nigerian schools. *Educational Journal on Effective Teaching in Schools*, 2(1), 14-25.
- Wilson, G. (2017). Principals' school records management and administrative performance in Emohua Local Government Area of Rivers State. *International Journal of Academic Research in Education*, 2(2), 69-88.