Full length Research Paper

Inducement of development communication on the administration of secondary schools in Delta State, Nigeria

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This study investigated the extent to which development communication induces the administration of secondary schools in Delta State. It is a survey study based on ex-post facto design. The researcher raised some questions and formulated three hypotheses were tested using z-test to guide the study. The target of the population of the study was 320 public secondary school principals and 9608 teachers in the state. The researcher sampled 30 (9%) principals and 650 teachers (3%) through simple random sampling technique. The instrument was validated in its face and content values. The researcher made some findings that there is a significant difference in the inducement of development communication on the administration of secondary schools, using school location, sex and experience as the independent variables. Conclusions and recommendations were drawn from the findings that in development communication process, principals should know that development communication can never be over-emphasized in the daily running of the schools; as a result, principals should ensure that development communication is effectively carried out to enhance discipline and to maintain law and order.

Key words: Development communication, administration, secondary schools, Delta State, Nigeria.

INTRODUCTION

Human beings are at the centre of concern for sustainable development, and people are the most important and valuable resources of any nation. Development in human society is a many-sided process. At the level of individual, it implies increased skill and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being. The achievement of any of those aspects of personnel development is very much tied with development communication as a whole in the society. In fact, development communication is the application of the process of development communication to the development process in the administration of any organisation such as the school. In other words, development communication is the use of the principles and practice of exchange of ideas to fulfil development objectives. Thus, the job of development communication is to inform and motivate at the national, sectional and project levels on school organisations (Salawu and Crowder, 2007).

The idea of using development communication for the purpose of advancing the goals of development received a boost when it was realised that development has to do with the generation of psychic mobility and changing of attitude. It was also realised that the failures of certain development projects have been due to the absence of development communication component in the development calculus. Since this realisation had dawned on the development agencies, development communication has remained an integral but indispensable part of the developing process. This has been made manifest in the various information, education and development communication (IEC) documents that have been produced for the various development projects agents.

The concept "development" has undergone kaleidoscopic treatment over the decades. In the past, development had been largely viewed as economic, with the development of a nation being marked with such in-dices as gross national products (GNP), a gross domestic product (GDP) and income per capita. The assumption was that the benefits

of economic advancement, even if initially concentrated in the metropolitan centres in Nigeria, would eventually trickle down to the periphery.

Development communication system in any organisation like the school is very vital to the survival and smooth running of the organisation. 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. This is because development communication is seen as one human activity employing both traditional and modern media and channels for reaching the diverse audiences located in various sectors of the global village. 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 behaviour is modified, change is effected, information is made productive and goals are achieved. It could be seen that without development communication, the organization cannot exist, for there is no possibility of others. Development communication from the viewpoint of Koontz et al. (1984) "is to effect a change, to induce action towards the welfare of the enterprise; and as such the need for an effective channel of development communication becomes imperative for the attainment of the organizational goals. To them, development communication is the means by which people are linked together in an organization. The standpoint of Lesikar (1974: 4) on development communication is that:

> It is the ingredient, which makes organisation possible. It is the vehicle through which the basic management and administrative functions are carried out. Managers and administrators direct through development communication; they co-ordinate through development communication; and they staff, plan and control through development communication. There is hardly an action without development communication leading to it.

The development communication process follows a systematic procedure. It is a give and take method involving the sender and the receiver. Usually, the sender must have an idea to put across which makes it a 3-way grid – the sender, message and the receiver. For better development communication in school, the principal must first and foremost conceive an idea and relate such idea to his staff and expect response.

In the school system, the principal is not working alone. He has to share information, transfer ideas and feelings through development communication to enhance the collective co-operation 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 development communication. Hence, the importance of upward flow of development communication in an educational organization cannot be under estimated. It helps education administrators to get a feedback from the people that might be affected. These people represent an important source of ideas for improvement.

The development 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. On the bases of these, principals design programme that could make or mar the school system.

Statement of problem

Development communication is very important in any organization such as the school, and it is a major concern to all school stakeholders by way of administration. In most cases, information or messages are not decoded properly, such that the intended meaning of the messages is not interpreted correctly. Stakeholders in the school organization do not put in their best into effective task performance as a result of lack of satisfaction emanating from communication gap especially between the subordinates and the school administrators. As a result, the statement of problem in a question form is: to what extent does development communication induce the administration and management of secondary schools in Delta State, Nigeria?

HYPOTHESES

As a result of the research problems, the following hypotheses were formulated for the study:

H_1: There is no significant difference in the inducement of development communication on the administration of secondary schools when school location is taken as the independent variable.

H_2: There is no significant difference in the extent to which development communication induces that administration of secondary schools in Delta State, when sex is taken as the independent variable.

H_3: There is no significant difference in the extent to which development communication induces that administration of secondary schools in Delta State when experience is taken as the independent variable.

REVIEW

Development communication is the application of the

process of communication to the development process. In order words, development communication is the use of the principles and practices of exchange of ideas to fulfill development objectives (Moemeka, 1991). In short, the purpose of development communication is to achieve development. It is further said that development requires that a mass of people with a low rate of literacy and income, and the socio-economic attributes that go with it, first of all be informed about, and motivated to accept and use a sizeable body of hitherto unfamiliar ideas and skills in very much less time than that process would normally take. Thus, the job of development communication is to inform and motivate at the national, sectorial and project levels. Stated in these terms, Quebral (1973) notes, "the job of development communication is the process of development itself.

In concise terms, the purpose of development communication is to understand the needs and social realities of the people and mobilize them towards the development goals. In other words, development communication is one with a "socio-conscience", having the people as its focus. In a nutshell, development communication must be based on proper audience research, good planning and management, the use of variety of media channels and ongoing testing and evaluation

Communication is a discrete aspect of human enterprises. This is because communication takes place when one mind so acts upon its environment that another mind is influenced, and in that other mind, an experience occurs which is like the experience in the first mind and is caused in part by that experience (Britannica, 2007).

Reading books on development communication shows that most early researchers on the influence of communication on development had two outstanding theories. One is that developing the less developed regions means modernizing them as spelt out by Rao (1996) as dichotomous conception tradition versus modernity. Secondly, scholars have also thought that development would come as a necessary outcome of communication and education of the traditional society as pointed out by Melkote (2003). Another theory in communication for development is participation in organizations such as the school. Participation refers to the efforts made in the conscientization of marginalized people globally of unequal social, political and special structures in their societies.

In fact, according to Hambagda (2000), communication involves symbolic manipulation (encoding) by the sender and symbolic interpretation (decoding) by the receiver. This means that both the source and the receiver are involved in a symbolic experience. Man cannot deal with this world first hand, he therefore interacts with his world on a symbolic premise. Symbols are artificial constructs that help man to make meaning out of his environment. Still, it is worth mentioning here that the meaning is not in the symbol per se, but in the symbol users.

Thus, words are symbols and are so used in organizations to convey meanings to that predetermined goals can be achieved. Hambagda refers to words as verbal symbols. It should be noted that such verbal symbols could be oral or written

Level of communication in the school settings

Communication at group level usually involves a lot of people but it must be noted that sheer size does not in it self constitute group communication. For instance, hundreds of commuters discussing an accident that has just happened at a bus-stop cannot be said to be engaged in a group communication. This is because those individuals are not bound by a common goal. Their discussion is also not regulated. Meetings by political parties, associations, unions and class discussions are example of communication at group level.

Culture communication level

This is the most abstract form of communication. It involves symbolic interaction of cultures and it is influenced by unique cultural values prevalent in the culture of the communicators. At the interpersonal communication level, we communicate among ourselves; it is face-to-face communication among persons bound together by a common goal while mass communication is carried out using the mass media. At the cultural communication level, symbolic aspects of our culture come in. Variable of cultural communication include the type of clothes we wear, the way we greet, the way we address people, the language we speak, our attitude to time and so on.

Written communication

Written communication is a type of communication that is essentially in written form. Messages are translated into alphabetic symbols which, when organized, convey ideas, meaning, or information. The most important characteristics of written communication is permanence. Information in written form can be stored for several decades and can be referred to by anyone at anytime. Books, articles, novels, letters and memos written several years ago still have information and messages contained in them intact. Writing a message allow the encoder time to decide on how best to compose the message to convey the intended meaning. This helps to check errors because written communication is in permanent form. It is open to verification and provides room for clarification of message content through repeated consultation. It is standard communication method for most formal communication situations.

Written communication can only take place among the

literate, who can read and write. Even then, most people hardly find time to read or write at length. This point becomes most significant in case where people have suffered dire consequences as written messages and information could be tendered in court as evidence. This is because they carry weight of authority.

Silent or non-verbal communication

Silent communication is a type of communication not linked to speaking and writing. This type of communication is carried out using non-verbal symbols. Nonverbal communication involves the use of paralinguistic signals, and body messages.

Nonverbal codes, because they are mostly produced from the subconscious, are usually difficult to control. We communicate fear, envy, hatred, love, elation, anxiety or concern without saying it. They are evident in our body language - gestures, postures, movements and facial expressions, but when we decide to keep still, we still communicate something. That is, we communicate something both by our actions and inactions. As we speak, we convey messages not only of the speaker"s voice and his countenance, but also important measure of his attitude or feelings towards the message or towards the audience(s). Also, when we sigh, laugh, belch, yawn, groan, moan, yell or whisper, we have conveyed information concerning our inner state or emotion (Blend and Jackson, 1990).

Intrapersonal level: This is communication that involves only one person. When we think, compose messages or soliloquise, we are engaged in information exchange within ourselves, which may include exercising, scratching oneself, thumb-sucking, nose picking, masturbating, singing, humming, whistling, moaning, grunting, sighing, etc., all these examples are forms of paralanguages, which is a form of nonverbal communication.

Traditional communication

Traditional communication, also called folk media or oral media is regarded as interpersonal media (Sambe, 2005). It involves speaking to the common man in his language and idiom, and dealing with the problems of direct relevance to his situation. This type of communication embraces bush burning, flute, divination, talking drum, tribal marks, passwords, gesticulations, festivals, folk tales and folks songs, marriage institution of the masquerade, symbols and signs, music and dance, riddles, proverbs, etc.

Traditional communication in its simple form may be described as an informal type of communication which starts from the traditional authority represented by the king or chief or council of elders. It is precipitated to order

segments of society, verbally from one person, community, clan, village and/or scattered settlement to another. Sambe (2005) states that their most important purpose is to provided teaching and initiation with the objective of imparting traditional aesthetics, historical, technical and social ethics, and religious values. They provided a legal code of sorts, which rests on stories and proverbs generated through spoken word. They also play roles in the village society such as mobilizing people"s awareness of their own history, magnifying past events and evoking the deeds of illustrious ancestors. Thus, they tend to unite the people and give them cohesion by way of ideas and emotions.

Traditional media is diffused through a network of chiefs, age groups, market women organizations, traditional priests, village heads, teachers, etc. The range of traditional media is varied. They include drums, flute, horn, town crier and smoke.

Communication is an interactive process

In all communication, there is always a party that initiates the communication process. This party is technically referred to as the source. He perceives a need or feels that the state of events at the moment is not what it should be. This need then compels him to share his thoughts with some other persons (technically referred to as the receiver, who could either be a person or group of persons).

The aim of doing this is for the receiver to see things the way he sees it, and to cause him (or them) to take an action to bring about the desired change what is technically referred to as message. The medium and form in which it is sent constitute the channel, and the reaction which the message evokes is referred to as the effect (Tracy, 1998).

What happens in educational institutions in Nigeria is very much like the process that has been described previously, depending on the direction of the flow of information- vertical or horizontal. The Ministry of Education may feel a need to introduce a policy in the school systems, and to that effect, issues a letter, memo or notice to the school administrator/ principal who then transmits the information downward to teachers, non-teaching staff and even to the students. When this is the case, the Ministry of Education becomes the source of information in the educational institution. However, situations also arise, where there is need for adjustment in policies or a dire need to introduce new and better policies. In such situations, communication starts at the bottom – rank and file of the school systems as suggestions. The suggestions go through the principal to the Ministry of Education. In this case, the rank and the file are the source of the communication process while the principals/school administrator and the Ministry of Education constitute the receivers of the communication. The message would be the context of whatever

suggestions or demands they are making on the educational system. The channel for such communication could be memos, letters, circulars, rejoinders, or the rank and file depending on who the source is and who the receiver is.

Communication is a symbolic experience

According to Nakpodia (2010), communication involves symbolic manipulation (encoding) by the sender and symbolic interpretation (decoding) by the receiver. This means that both the source and the receiver are involved in a symbolic experience. Man cannot deal with his world first-hand; he therefore interacts with his world on a symbolic premise; symbolic and artificial constructs that help man to make meaning out of his environment. Still it is worth mentioning here that the meaning is not in the symbol used.

Thus, words are symbols and are so used in organizations to convey meanings so that predetermined goals can be achieved. Blend and Jackson (1990) refers to words as verbal symbols. It should be noted that such verbal symbols could be oral or written. Thus, Kasper, (2005:22) posited that:

> Comments, directives, queries, circulars, memos, etc., that are issued at different points in educational institutions entail symbolic transactions, and the people to whom such symbols are directed interpret and make meaning out of them and act accordingly.

Communication is purposeful

Communication is meant to achieve a definite purpose. It is sent out to secure results. Circulars, memos, letters, notices, etc., are meant to get the target recipients to perform specific tasks to aid such institutions to meet predetermined goals. Instructions, warnings, queries, encouragements, recommendations, etc., are all passed to the people concerned in educational institutions through communication. These are meant to either reprimand those who are failing in the performance of their assignments in the institution or reward those who have been faithful (Sambe, 2005).

Approaches to communication based on personality types

Personal management covers the issues of internal communication in a very broad sense. Specialize literature describes several other areas and approaches mentioning communication in connection with educational institutions. Most of them, however, analyze communication from a very narrow perspective of the internal events and neglect of professional educational institutions.

These approaches focus on personality typology and aim at determining difference in communication based on specifics of each personality. Each personality type requires a specific way of communication that influences the personality. The approaches generally apply to social life or deal with communication of superior managers, that is, try to define the personality of the manager with respect to communication effectiveness. Successful communication is based on qualities a good manger should possess:

i. Tactfulness - which is concerned with one of the typical human characteristics and needs; the feeling of importance and usefulness. If a superior shows interest in his subordinate and co-operates with them, his subordinates will be more open in terms of communication and co-operation.

ii. Constructiveness – which is one of the preconditions of good and open communication is the trust of subordinates in their manager"s ability to clearly define tasks, responsibilities, the extent of responsibility and standard to be achieved. Otherwise, it is difficult for employees to offer or receive any feedback since they do not understand what is generally recognized as being correct. It is based on a structured communication process which ensures that no redundant information is communicated or on the contrary, no key information is omitted.

iii. Freedom to Perform – which is another prerequisite and a guarantee of better communication, is the freedom which the superior gives to his subordinates with respect to the performance of the assigned task. Success requires freedom. Freedom is a key motivator for accepting and conveying information. This simultaneously means to delegate responsibility for the quality of performance of the whole task and decision-making powers. Superiors must provide all colleagues with clear information regarding the level of freedom they are granted with respect to the entrusted tasks.

iv. Responsibility awareness - This involves the communication of the following: loyalty, responsibility, authority, performance measures, support, trust and expectations.

v. Good general knowledge - to manage activities and decisions, it is necessary to know who the information and facts are designed for, and where they can be obtained. The theory of management through expectations explains this rule in a more detail form. It is based on the principles of communication restricted to expectations, deviations, differences, discrepancies and exceptional successes or failures.

vi. Positive self-perception - the building of positive self-confidence is based on the management of relationships. It recommends communication of positive self-respect and the feeling of importance. People need to know how their work is evaluated. It is important for the educational administrator to dedicate enough time to his staff and students in order to explain all the critical points, to give instructions and arrange details to pardon unimportant problems and distinguish them from crucial matters.

Positive self-perception is closely connected with growth management. For their development, employees require a number of impulses, such as freedom, control, feedback, respect, friendly atmosphere and positive trust. Many barriers are created only based on the incorrect assumption that the employee is not able to perform the given duty or assignment.

With respect to the afore said, it is imperative to realize that the key aspect of educational systems development is the so-called communication system. This means expected and predictable communication behaviour is the cornerstone of a communication system. Furthermore, the approach based on expectations is very important since people, as many survey shows, tend to do what they are expected to do.

METHODOLOGY

The study is descriptive in nature based on ex-post facto design. This design is to specify „who" and „what" are to be measured. In this design, data are usually collected through questionnaire forms, interviews or direct observations.

Population

The population includes 320 principals and 9,608 teachers of public secondary schools in Delta State. The secondary schools are from the 25 local government areas of the state.

Sample

From the existing 320 schools, the researcher sampled 30 school principals who represent 9.0% of the target population and 650 teachers which represent 3%. The simple random sampling technique was used in selecting the principals and teachers. To ensure that the sample, to a high degree, represent the population, the balloting technique was used to obtain the sample

Instrumentation

The researcher constructed an instrument for the study titled "Development communication Satisfaction Survey Questionnaire" and designated it as "CSSQ". The instrument consists of two sessions, sessions A and B. Session A focuses on the demographic variables such as: status, sex, location of school, experience and qualification of respondents. Session B consist of a list of 30 items on the extent to which development communication affects the administration of secondary schools in Delta State using the following variables such as school location, sex and experience as assessed by principals and teachers. The items in the instrument were constructed on a Likert 5 point rating scale, which contains a set of items, which are appropriately equal in the value loading. The respondents were asked to react to the statements with varying degree of intensity on the alternatives which range from excellent to unsatisfactory, ranging from excellent (5 points), good (4 points), satisfactory (3 points), fair (2 points) and unsatisfactory (1 point). The scores for each of the scales were summed up and mean including standard deviation calculated are to determined a valued scores
In order to determine whether the instrument actually measures what it intends to measure, the researcher sought the assistance some lecturers in the areas of Educational Administration, Delta State University, Abraka. Their suggestions and advice assisted the researcher in modifying the items in the instrument. These experts were used to ascertain whether the items in the instrument were of relevant and clear. The validity was reviewed in its face and content values.

The instrument was administered in person to the subjects and the completed forms were collected at a later date agreed upon by the respondents and the researcher. In all, a period of three weeks was spent in gathering the data which were analysed in the study.

Responses from respondents were scored and grouped according to sex of respondents. Total and mean responses were computed, as well as standard deviations, and the z-test was thereafter applied to test each of the null-hypothesis at the 0.05 level of significance and the critical value of 1.96.

PRESENTATION AND ANALYSIS OF DATA

Responses from the teachers and principals from the sampled public secondary school in Delta State, Nigeria, were used and the data gathered were analyzed, using the z-statistic to test the three hypotheses in the study. H_1 states that there is no significant difference in the inducement of development communication on the administration of secondary schools when school location is taken as the independent variable.

The calculated z-value of 10.7 which is greater than table value of 1.96 at 0.05 level of significance as shown in Table 1 led to the rejection of H_1. Therefore, there is significant difference in the extent to which development communication affects the administration of secondary schools in Delta State in terms of school location as assessed by principals and teachers.

H_2 states that there is no significant difference in the extent to which development communication induces that administration of secondary schools in Delta State, when sex is taken as the independent variable.

Z-test was used in analysing these data obtained. The result obtained from the analysis as shown in Table 2 indicated that a calculated z-value of 2.13 is greater than the table value of 1.96 at 0.05 level of significance. Therefore, the null hypothesis which stated that there is no significant difference between principals and teachers in their assessment of which development communication induces the administration of secondary schools in Delta State in terms of sex was rejected.

H_3 states that there is no significant difference in the extent to which development communication induces that administration of secondary schools in Delta State when experience is taken as the independent variable.

Z-test was used in analysing these data obtained. The result obtained from the analysis is as shown in Table 3. The result showed that the calculated z-value of 8.61 is greater than the table value of 1.96 at 0.05 level of significance. The null hypothesis, which stated that there is no significant difference between which development communication affects the administration of secondary schools in Delta State in terms of experience, was

Table 1. Z-test in the extent to which development communication affects induces the administration of secondary schools in terms of school location.

Respondent	N	∑X	SD	Calculated Z-value	Critical z-value	Remark
Teachers	650	9.29	2.31			Rejected
Principals	30	8.6	2.47	10.7	1.96	

0.05 level of significance.

Table 2. Z-test in the extent to which development communication affects induces the administration of secondary schools in terms of sex.

Respondent	N	∑X	SD	Calculated Z-value	Critical z-value	Remark
Teachers	650	14.86	4.61			
Principals	30	14.16	4.27	2.13	1.96	Rejected

0.05 level of significance.

Table 3. Z-test in the extent to which development communication affects induces the administration of secondary schools in terms of experience.

Respondents	N	∑X	SD	Calculated Z-value	Critical z-value	Remark
Teachers	650	13.88	5.03			
Principals	30	10.26	5.87	8.61	1.96	Rejected

0.05 level of significance.

rejected. The mean scores of both experienced and less experienced respondents fall above the midpoint of 10, thus confirming a high assessment of the extent to which development communication affects secondary schools administration.

DISCUSSION

The paper has employed a number of factors that induce development communication on the administration of public secondary schools in Delta State, Nigeria. Table 1 showed that the hypothesis on school location was significant as assessed by principals and teachers. This is in line with Jenning"s (1977) criticism of large schools emanated from the fear of development communication difficulties, which usually resulted in teachers developing feeling of isolation, as individuals or in small groups with common purpose or interest. To avert such a situation, a carefully planned and efficient system of development communication must be established.

Table 2 showed that the hypothesis on sex was significant, thereby rejecting the hypothesis. This is in line with Pittin (1980) which state that females tend to have lower qualification, shorter experience, less seniority and do not communicate well and adjudged the less efficient than their male counterpart in management positions. The latter however pointed out that the imbalance in leadership ranks between the males and the females was

due to the fact that men have access to more socio-political and economics powers than the women. It is this power that induced and paved the way for rapid promotion of men over women in much organisational set up.

Table 3 also showed that the hypothesis on experience as the independent variable was significant. This is in line with Akomah (1994) who states that experience in development communication is a factor for effective performance as an administrator. This finding reinforces the vision of the Educational Administrator as an effective communicator, and as acknowledgement that information flow is both smooth and clear. This study cannot but reiterate that this finding augurs well for the administration of secondary schools in Delta State since it suggests a low propensity for development communication and a high probability of goal achievements.

Conclusion

Based on the findings of the study, the following conclusions were made:

i. That the principals and teachers differ significantly on which development communication affects administration of secondary schools in terms of school location. This implies that the location of a school determines how development communication affects the administration of

secondary schools.

ii. That the principals and teachers differ significantly on which development communication affects administration of secondary schools in terms of sex. This implies that the sex of principals determine the inducement of development communication on the administration of secondary schools. Therefore, sex of a principal makes him or her to communicate effectively with teachers and students to achieve the goals of education.

iii. That the principals and teachers differ significantly on the inducement of development communication on administration of secondary schools in terms of experience. Experience is the best teacher they say, and an experienced principal can effectively communicate fluently with his staff and students to ensure effective teaching and learning process. Therefore, any principal without experience cannot perform his or her functions well.

RECOMMENDATIONS

From the findings, it was recommended that principals should ensure that development communication is effectively carried out to enhance discipline, maintain law and order. To achieve these, both principals and staff should have experience irrespective of gender in terms of development communication in administering the school. Also, principals should communicate with their teachers irrespective of their sex so that the goal of education can be achieved. Experienced principals should be appointed to head secondary schools to facilitate effective development communication in the school system as regard teaching and learning.

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