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Influence of Principals' Communication Patterns on Effective Management of Public Secondary Schools in Takum Education Zone, Taraba State Nigeria

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ABSTRACT
The paper examined the Influence of Principals' Communication Patterns on Effective Management of Public Secondary Schools in Takum Education Zone, Taraba State Nigeria. Two research questions were raised and two research hypotheses were formulated and tested at 0.05 level of significance. The study adopted a descriptive survey design. The population comprised of 596 teachers and principal and there was no sample as the entire population was used. The instrument for data collection is a self-developed structured questionnaire, titled 'principals' Communication Patterns and Effective Management Questionnaire (PCPEMQ). PCPEMQ was duly validated by three experts in the Faculty of Education, Taraba State University, Jalingo. The reliability of the instrument was obtained by subjecting the instrument to a pilot test and it yielded a reliability coefficient of 0.70. Descriptive statistics of mean, and standard deviation was used to answer the research questions while Chi- sq was used to test the null hypotheses at 0.05 level of significance. Based on the analysis, the findings of the study, reveals that there is significant influence of principals' upward and downward communication pattern on effective management of secondary schools in Takum education zone of Taraba State. Thus, all the null hypotheses were not retained. This implies that the two communication pattern is effective on management of secondary schools in Takum education zone of Taraba State. The paper recommends that for effective school administration of public secondary schools, the principal should allow the teachers to share feedback and criticisms. Principals should employ school open climate to all the member staff and to allow contribution from within and outside the organization.
Keywords: Principals' Communication Patterns, Effective Managemen, Public Secondary Schools Takum Education Zone.

INTRODUCTION

Communication is very imperative in the school system; especially at the secondary school level. Principal-teachers communication may affect school effectiveness if not well communicated. Regular principal-teachers communication could enhance smooth administration of a school and create a sense of belonging to both academic teachers and non-academic teachers in the school. Is a veritable tool required in an organisation to solve problems and accomplish goals; but it can never take place in isolation, there has to be a sender, a receiver, the message and the medium used to communicate. This agrees with Lewis, Peretomode (2014) who defines communication as the sharing of information, ideas, or attitudes in ways that produce a degree of understanding between two or more people. In addition to this, Abraham (2019) opines that communication is a process by which people disseminates meaning via transmission of symbolic messages; a process of passing information and understanding from one person to another, and an initiated behaviour from the sender which conveys

the desired meaning to the receiver and elicits desired response from the receiver. On the other hand, Viris and Clarke-Ellis in Onye (2014) avowed that communication entails the successful transfer of information from one entity to another through the exchange of thoughts, messages or information by speech, signals, writing or behaviour as well as the use of verbal or non-verbal strategies effectively to impart information or ideas.

On the school administrator rests the mantle of leadership of the school and in the course of carrying out his duty, he applies leadership skills among which communication is a major skill. Okorie (2022) affirms that leadership is non-existent without communication but that there can be communication without leadership, therefore it can be considered as the essence of organization (Peretomode, 2014), an essential tool in management. Communication therefore, entails the transfer of information, feelings, instructions or messages from a source otherwise known as the sender to a receiver through a medium.

In other words, effective communication must be a two ways system where messages are not only transferred, but also received and understood by the receivers. The issue of communication becomes prominent as it determines the nature and mode of interaction to facilitate the form and functions of a school system. The total process of a school system Involves communication either formal or informal. There must be some forms of interaction with things or people to bring about some reasoning that make for some adjustments in behaviour, and the end product of this interaction should ordinarily lead to the effectiveness of the school system (Sirvani, 2017).

Management in the other hand, is the arrangement of available human and material resources for the achievement of desired goals and objectives (Nwune, Nwogbo & Okonkwo, 2016). It is the productive use of available resources in an efficient and effective manner geared towards goals realization. Nkwoh (2011) observed that school principals must possess a wide array of managerial competencies and skills in order to lead schools effectively towards the accomplishment of educational goals, which has led to changing expectations of what leaders need to know and must be able to do. Skills or Competency as opined by Carol and Edward (2014) is the successful performance of leader through the use of knowledge, attitude and judgment. It is the ability and required skills to accomplish given task. Managerial competency is the possession of necessary skills to effectively manage resources for productivity. Heller (2012) outlines functions of school administrators as management of instructional programmes, staff personnel administration, students' personnel administration, finance and physical resource management and community relationship management. Effective management of human, material, time and financial resources is highly crucial for institutional sustainability and the development of school action plan.

In the context of this study, the researchers employed upward and downward communication patens for effective management of secondary schools in Takum education zone. Upward communication entails the transfer of information from the subordinates to the superior. According to Ajayi and Ayodele (2022), such information is usually in form of or more of reports, suggestions, complaints and grievances. An example of upward communication is from teacher to principal, from students to teacher; it is majorly from subordinate to super ordinate. This pattern of communication is critical to effective management of secondary school and the school principal must have (his line of communication open from time to time so as to facilitate. effective management to achieved secondary education goals and objectives. This pattern of communication could also provides a means for the principal to ascertain information from to the teachers concerning the management of the school. The teacher and students communicate to the principals on his patterns of communication to enhance effective management of schools.

Samuel (2018) investigated the influence of principals' upward communication patterns on school effectiveness the finding of the study revealed that the upward communication pattern was the most commonly used among the school principals, and its contribution to the schools' effectiveness is higher compared to other forms of communication patterns captured in this study.

Al-Hajar (2016) investigated the effect of principal upward communication on teacher job satisfaction, the study revealed that a significant relationship exists between principal-teacher communication practices and teachers' job satisfaction. Moreover, there was a difference between teachers' satisfaction and male and female principals' communication practices. Teachers'

recommendations to improve principal-teacher communication in a way that increases their job satisfaction provide new insights in the United Arab Emirates context.

Nick (2017) investigated the influence of Principals' upward communication skills on students' academic performance. The study established that upward communication skills influence teaching and learning. From the results it was concluded that academic performance is improved if school communication was enhanced.

Nwosu (2017) conducted a study and examined the extent to which principals' upward communication strategies contributes to teachers' work performance in secondary schools. The target population comprised of all teachers in public secondary schools in Ikenne Local Government Area of Ogun State. The result shows that 24.7% of the variability observed in the teachers' job performance was accounted for by the principals' communication strategies or parterns. A positive significant relationship was found between principals' communication strategies and teachers' job performance in secondary schools ($r = .603$; $p>.05$). It was also found that socio-demographic variables (gender, marital status and qualification level) accounted for 22.1%, 15.2%, and 24.7% variability of teachers' satisfactions' level of principal communication strategies respectively. The most potent predictor of teachers' satisfactions level on principal communication strategies among the predictor variables of the study was gender ($\beta = .377$; $t = 8.851$; $p < .05$), followed by academic qualification ($\beta= .356$; $t = 7.576$; $p <.05$), and lastly by marital status ($\beta= .303$; $t = 5.991$; $p <.05$).

Downward communication pattern on the other hand is used by the school principal to communicate directives, objectives, policies, procedures and other information to subordinates. It may be oral or written. It is usually from the superordinate to the subordinate. From principal to teachers; from teachers to students. This is closely related to the chain of command system as it is very critical to effective school management. Down ward communication pattern is used when messages are to be delivered in multiple ways so as to have the greatest impact (Goldhaber, 2018). Pomroy (2015) conducted a research study on the perception of principal on the impact of downward communication patterns on school climate. Findings shows that principals' Downward communication patterns influences teachers' conception of the professional climate. In addition, Pomroy indicated that principals and teachers do not always have the same views of the principals' communication behaviors or the climate of school" in order to analyze the relationship between communication style and student achievement.

Rafferty (2019) carried out a research study on the relationship between the school climate and downward communication patterns. The findings showed that school effectiveness can be improved by increasing down ward communication opportunities to influence the day to day aspects of school life. The study created a gap because it focused on the relationship between the school climate and downward communication patterns.

Thomson (2014) investigated the principal's downward communication paterns and students' academic achievement. The findings indicated a link between principal's communication style and students' achievement specifically. The relationship between passive communication and school administration showed that, where principals exhibit communication that is friendly, attentive and relaxed, teachers perceived their schools as being positive. In addition, the principal's communication style positively correlated with effective administration indicating the importance of principal teacher's communication on effective school administration. The study created a gap as it focused on principal's communication style and students' achievement. When the principal and teachers in secondary schools make use of Downward communication patterns, using simple and clear communication, students and teachers are likely to cooperate towards effective management of secondary schools as well as students academic performance or achievement.

Statement of the Problem

Ineffectiveness in school administration has seemed to become a topic of discussion in television programmes, radio, newspapers, churches, social organizations and society at large. Among the issues in question are; students failures in most external examinations, the high rate of indiscipline in the school system, the unsecured learning environment, poor professional performance on the side of teachers among others. However, from observations, it appears that many secondary school principals' management style of secondary schools in Taraba State (which is the focus of this study) are not commensurate with the achievement of school goals. However, some of them seem to embrace or

encourage the usage of downward communication only, while upward, horizontal and face-to face communication patterns are practically neglected. This then implies that, communication about the achievement of school goals and vision 2030 revolves majorly around many of these principals.

Despite the government efforts through Ministry of Education by providing educational resources, such as materials, finance and human to enhance effective management of secondary schools, yet the issues of ineffective management of schools in the zone persisted. Some education stakeholders attributed the ineffective management of secondary schools in Takum Education Zone to principals' inability to communicate appropriately. It is against this background that the researcher carried out study on influence of principals' communication patterns and effective management of public secondary schools in Takum Education Zone, Taraba State, Nigeria.

Purpose of the Study

The general purpose of this study focused on the influence of Principals' communication patterns on effective management of public secondary schools in Takum education Zone of Taraba State. Specifically, the study examined the influence of:

1. Principals' upward communication pattern on effective management of secondary schools in Takum education zone of Taraba State.
2. Principals' Downward communication pattern on effective management of secondary schools in Takum education zone of Taraba State.

Research Questions

The following research questions have been posed to guide the study.

1. To what extent does principals' upward communication pattern infliuence effective management of secondary schools in Takum education zone of Taraba State.
2. To what extent does principals' Downward communication pattern infliuence effective management of secondary schools in Takum education zone of Taraba State.

Research Hypotheses

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

$H0_1$: There is no significant influence of principals' upward communication on effective management of secondary schools in Takum education zone of Taraba State.

$H0_2$: There is no significant influence of principals' Downward communication pattern on effective management of secondary schools in Takum education zone of Taraba State.

RESEARCH METHOD

The research design adopted for this study is the descriptive survey research design. Sambo, (2016) asserts that descriptive survey research design is a study in which a random sample is taken from a well-defined population, data is collected from the sample, a statistic is calculated from the data, and the statistic is used to estimate the true parameter in the population.

The study was carried out in Takum Educationa Zone, Taraba State, which comprises of two Local Government Area (L.G.A) namely; Takum with Yangtu Special Development Area (SDA) and Ussa Local Government Area. Takum education zone is located in Taraba State, North-East geopolitical Zone of Nigeria and the education zone has its headquarter in Takum town. To be specific, Takum Local Government Area is bordered by the Ussa and Donga LGAs and include Jenuwa, Bete, Rogo, Chanchanji, Kwambai, Bika, Kashimbila, and Dutse etc. The current estimated population of Takum LGA is put at 197,510 inhabitants according to the 2006 National Census (Federal Republic of Nigeria Official Gazate, 2009) with the area occupied by members of diverse ethnic affiliations which include the aborigin Kuteb, Jukun and Chamba among others. Religion of Christianity and Islam are commonly practiced in the area.

The population comprised of 596 teachers and principal and there was no sample as the entire population was used, although 551 was retrieved. The instrument for data collection is a self-developed structured questionnaire, titled 'Principals' Communication Patterns and Effective Management Questionnaire (PCPEMQ). It was arranged in two sections 1and 2. Comprising of 20 items. Section 1 elicited information on the bio data of the respondents Section 2 contained items of the questionnaire it was divided into three clusters A, and B containing (10) items each. Cluster A sought information from the respondents on upward communication pattern and effective management of secondary schools, Cluster B elicited information on downward communication pattern on effective management of secondary schools the questionnaire are closed ended questions on a modified four point rating scale of VHE=very high extent (4 points), H=Extent (3 points), LE= low extent (2 points), and VE = Very Low Extent (1point). The

advantage of closed questions is that they are manageable since the respondent is restricted to a finite set of responses. They are also easy to answer and code for analysis.

Face and content validity of the PCPEMQ was subjected to critical appraisal by three experts from Faculty of Education Taraba State University Jalingo. The experts were required to check the adequacy, comprehensiveness and suitability of the items. Based on the comments and observations of the experts, the instrument was corrected and copies were produced for the determination of the reliability of the scores.

Pilot test was to determine the reliability of PCPEMQ. Thirty-eight (38) Teachers' were randomly selected equally from secondary schools in Gassol Educational Zone in Taraba State, Nigeria for the trial test. The secondary schools used are not part of the study. The result obtained from the trial-test was collated and the reliability index of the instrument was obtained using Cronbach alpha. A reliability coefficient of 0.70 was obtained. Cronbach alpha provides a coefficient of inter-item correlations, that is, the correlation of each item with the sum of all the other items. This is a measure of the internal consistency among the items (not, for example, the people). It is the average correlation among all the items in question, and is used for multi-item scales

The direct delivery method was used to" administer and collect the Copies of instrument from the respondents by the researchers and retrieve the instrument from the respondents. The data collected was analyzed using mean and standard deviation and inferential statistic of chi-square. The mean was used to answer the research questions while the chi-square statistics was used to test the Null hypotheses at 0.05 level of significance. A mean of 3.50 – 4.49 was accepted as very high extent, 2.50 – 2.49 was accepted as high extent while 1.50 – 1.49 was accepted as moderate extent and 0.05 – 0.49 showed low extent. The upper limit and the lower limit becomes 3.00 and 2.00 respectively, used the interval scaling of 0.50. Any mean response of 2.50 and above was considered positive while any mean response below 2.50 was considered negative. For the test of hypotheses, inferential statistics of Chi-square was used to test the null hypothesis at 0.05 level of significance. The choice of Chi-square is because it makes no restrictive assumptions about the distribution of the scores.

PRESENTATION OF RESULTS

Research Question One: *To what extent does principals' Upward communication pattern influence effective management of secondary schools in Takum education zone of Taraba State?*

Table 1: Mean and Standard Deviations ratings of the principals' upward communication pattern influence on effective management of secondary schools in Takum education zone of Taraba State. (N = 551)

S/N	Statement	Mean	SD	Decision
1	Teachers develop self-confidence to discharge their duties each time they are able to receive feedback from the principal	3.50	0.72	VHE
2	Teachers improve in areas of weaknesses whenever the principal responds to their complaints regarding school matters	3.35	0.69	HE
3	Regular cordial responds of the principal to information from staff enables the principal to plan well in the school	3.17	0.80	HE
4	the principal often respond to complaints from students which makes the students to adhere to rules and regulations	3.16	0.79	HE
5	Teachers carry out adequate continuous assessment of their students when principals give prompt response to their quest for help	3.22	0.81	HE
6	The principal often responds to teachers suggestions which gives the teacher a sense of Job satisfaction	3.35	0.88	HE
7	Principals advice gives the teacher a sense of job satisfaction	2.56	1.05	HE
8	The principal gives prompt reply to letters sent to him by school staff on issues which enables the staff to perform their duties well	3.30	0.82	HE
9	Teacher focus on improvement of instructional strategies when the principal responds to their quest for instructional direction.	3.44	0.72	HE
10	Teachers adapt the best method of teaching when they are able to receive feedback from the principal regarding teaching method	3.18	0.84	HE
	Grand Mean	**3.22**	**0.26**	HE

Field survey, 2023 Criterion Mean: X≥ 2.50=>HE; X ≤2.50 =>LE

Results of Table 1 show the mean and standard deviation of the rating scale on the extent does principals' Upward communication pattern influence effective management of secondary schools in Takum education zone of Taraba State. (N = 551). The results show that all the items have mean rating above 2.50 but below 3.50, except item 1, including the grand mean. This implies that all the respondents unanimously agreed to the items on the extent does principals' upward communication pattern influence effective management of secondary schools in Takum education zone of Taraba State. (N = 551). The standard deviation scores on all the items are relatively low, a situation which suggests that the respondents are not different in their opinion.

Research Question Two: *To what extent does principals' Down upward communication pattern influence effective management of secondary schools in Takum education zone of Taraba State?*

Table 2 Mean and Standard Deviations ratings on the extent does principals' Down upward communication pattern influence effective management of secondary schools in Takum education zone of Taraba State. (N = 551)

S/N	Statement	Mean	SD	Decision
1	My Principal often send messages to various departments in my school which leads to commitment to assigned responsibilities	3.42	0.76	HE
2	Teachers always do their Jobs effectively whenever the principal sends information relating to their Job performance	3.33	0.72	HE
3	Teachers always adhere to school rules and regulations each time they receive information from the principal	2.81	1.09	HE
4	It becomes easy to carryout assigned duties each time the principal gives guidelines relating to my Job	3.46	0.78	HE
5	Receiving information from my principal enables me to attend lessons regularly	3.44	0.72	HE
6	Getting regular interaction from my principal through memo enables me to be punctual to school	3.28	0.88	HE
7	My principal often directs me on school activities which helps to keep me focused on my assigned duties	3.14	0.89	HE
8	Getting regular directives from the principal helps to avoid communication breakdown between principal and staff	3.30	0.76	HE
9	Regular receipt of communication from my school principal help to reduce conflicts in the school	3.31	0.84	HE
10	Regular interaction with the principal through bulletin boards reduces the rate of truancy among teachers	3.31	1.26	HE
	Grand Mean	**3.28**	**0.87**	HE

Field survey, 2023 Criterion Mean: X≥ 2.50=>HE; X ≤2.50 =>LE

Results of Table 2 show the mean and standard deviation of the rating scale on the extent does principals' Down upward communication pattern influence effective management of secondary schools in Takum education zone of Taraba State. The results show that all the items have mean rating above 2.50 but below 3.50 including the grand mean. This suggests that all the respondents unanimously agreed to the items on the extent does principals' Down upward communication pattern influence effective management of secondary schools in Takum education zone of Taraba State. The standard deviation scores on all the items are relatively low, a situation which suggests that the respondents are closely related in their opinion that principals' Down upward communication pattern influence effective management of secondary schools in Takum education zone of Taraba State.

Hypothesis one

There is no significant influence of principals' upward communication pattern on effective management of secondary schools in Takum education zone of Taraba State.

Table 5: Chi-square test on the significant influence of principals' upward communication pattern on effective management of secondary schools in Takum education zone of Taraba State.

Chi-square tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	114.629[a]	8	.002
Likelihood Ratio	148.770	8	.000
Linear-by-Linear Association	146.024	1	.000
N of Valid Cases	551		

From Table 3, chi-square at 8 degree of freedom (χ^2 = 114.629[a], p = .002) signifies that there is significant influence of principals' upward communication pattern on effective management of secondary schools in Takum education zone of Taraba State. Thus, there is no significant influence of principals' upward communication pattern on effective management of secondary schools in Takum education zone of Taraba State is not retained.

Hypothesis two: There is no significant influence of principals' Downward communication pattern on effective management of secondary schools in Takum education zone of Taraba State.

Table 4: Chi-square test on significant influence of principals' Downward communication pattern on effective management of secondary schools in Takum education zone of Taraba State.

Chi-Square test

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	116.629[a]	18	.002
Likelihood Ratio	139.770	18	.000
Linear-by-Linear Association	128.024	1	.000
N of Valid Cases	551		

From Table 4, chi-square at 18 degree of freedom (χ^2 = 117.753, p = .002) signifies that there is a significant influence of principals' Downward communication pattern on effective management of secondary schools in Takum education zone of Taraba State. Thus, the hypothesis of There is no significant influence of principals' downward communication pattern on effective management of secondary schools in Takum education zone of Taraba State is not retained.

DISCUSSION OF FINDINGS

Results of Table 1 show the mean and standard deviation of the rating scale on the extent does principals' upward communication pattern influence effective management of secondary schools in Takum education zone of Taraba State. The results show that all the items have mean rating above 2.50 but below 3.50 including the grand mean. This suggests that all the respondents unanimously agreed to the items on the extent does principals' upward communication pattern influence effective management of secondary schools in Takum education zone of Taraba State. The standard deviation scores on all the items are relatively low, a situation which suggests that the respondents are closely related in their opinion. Also the hypotheses tested From Table 5, chi-square at 8 degree of freedom (χ^2 = 114.629[a], p = .002) signifies that there is significant influence of principals' upward communication pattern on effective management of secondary schools in Takum education zone of Taraba State the findings of present study support the findings of Samuel (2018) investigated the influence of principals' upward communication patterns on school effectiveness in secondary schools in Ibadan metropolis, and its implication on the achievement of vision 2030. The finding of the study revealed that the upward communication pattern was the most commonly used among the school principals, and its contribution to the schools' effectiveness is higher compared to other forms of communication patterns captured in this study. Likewise, the result further showed that different principals' communication patterns covered in this work jointly accounted for 70.2% of variance in school effectiveness.

Nevertheless, the findings are in agreement with the work of Al-Hajar (2016) investigated the effect of principal upward communication on teacher job satisfaction, and provides suggestions to improve

principal-teacher communication process in cycle 1 schools in Al Ain city. The study revealed that a significant relationship exists between principal-teacher communication practices and teachers' job satisfaction. Moreover, there was a difference between teachers' satisfaction and male and female principals' communication practices.

The findings are in agreement with the work of Nick (2017) investigated the influence of Principals' upward communication skills on students' academic performance. The study established that upward communication skills influence teaching and learning.

The findings are in line with Nwosu (2017) who examined the extent to which principals' upward communication strategies contributes to teachers' work performance in secondary schools. The result shows that 24.7% of the variability observed in the teachers' job performance was accounted for by the principals' communication strategies or parterns. A positive significant relationship was found between principals' communication strategies and teachers' job performance in secondary schools ($r = .603$; $p>.05$). It was also found that socio-demographic variables (gender, marital status and qualification level) accounted for 22.1%, 15.2%, and 24.7% variability of teachers' satisfactions' level of principal communication strategies respectively. The most potent predictor of teachers' satisfactions level on principal communication strategies among the predictor variables of the study was gender ($\beta = .377$; $t = 8.851$; $p < .05$), followed by academic qualification ($\beta= .356$; $t = 7.576$; $p <.05$), and lastly by marital status ($\beta= .303$; $t = 5.991$; $p <.05$).

The mean and standard deviation of the rating scale on the extent does principals' Downward communication pattern influence effective management of secondary schools in Takum education zone of Taraba State. Results of Table 2 show the mean and standard deviation of the rating scale on the extent does principals' Downward communication pattern influence effective management of secondary schools in Takum education zone of Taraba State. (N = 551). The results show that all the items have mean rating above 2.50 but below 3.50, except item 1, including the grand mean. This suggests that all the respondents unanimously agreed to the items on the extent does principals' Downward communication pattern influence effective management of secondary schools in Takum education zone of Taraba State. (N = 551). The standard deviation scores on all the items are relatively low, a situation which suggests that the respondents are not different in their opinion. From Table 6, chi-square at 18 degree of freedom ($\chi^2 = 117.753, p = .002$) signifies that there is a significant influence of principals' Downward communication pattern on effective management of secondary schools in Takum education zone of Taraba State.

The findings of the study is in agreement with findings of study conducted by Pomroy (2015) Findings shows that principals' Downward communication patterns teachers' conception of the professional climate. In addition, Pomroy indicated that principals and teachers do not always have the same views of the principals' communication behaviors or the climate of school" in order to analyse the relationship between communication style and student achievement. The finding is in line with of Rafferty (2019) carried out a research study on the relationship between the school climate and downward communication patterns. The findings showed that school effectiveness can be improved by increasing down ward communication opportunities to influence the day to day aspects of school life.

The findings of this study is in line with the Thomson (2014) who investigated the principal's downward communication patterns and students' academic achievement. The findings indicated a link between principal's communication style and students' achievement specifically. The study support the finding of Yin Cheong (2016) conducted a study on principal's leadership as a critical factor for school performance: evidence from multi-levels of primary schools. The study revealed that principal's down ward communication patterns is a critical factor for school performance at multi-levels.

CONCLUSION

Based on the findings of the study, it is concluded that principals communications patterns have high influence on effective management of secondary schools in Takum education Zone this study reveals that principals upward communication pattern is less effective than Downward communication pattern, the result from the analysis reveals that there is positive influence of principals' communication pattern on effective management of secondary schools in Takum education zone of

Taraba State. Thus, all the null hypotheses were not retained. This mplies that the two communication pattern is effective on management of secondary schools in Takum education zone of Taraba State

RECOMMENDATIONS

Based on the findings of the study, the researcher recommends that;

1. For effective school administration of public secondary schools, the principal should allow the teachers to share feedback and criticisms.
2. The principal should employ school open climate to all member staff and to use participatory decision making method or leadership.

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