

SCHOOL ADMINISTRATORS' LEADERSHIP AND COMMUNICATION SKILLS FOR EFFECTIVE SECONDARY SCHOOL ADMINISTRATION IN RIVERS STATE

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ABSTRACT

This study examined school administrators' leadership and communication skills for effective secondary school administration in Rivers State. Two (2) research questions and 2 hypotheses were answered and tested in the study, respectively. The design for the study was the descriptive survey. The population of the study was the 245 public secondary schools in Rivers, with a teacher population of 8196, from which 414 (representing 5% of the total in the population) were selected as the sample, using the stratified random sampling technique. Respondents of the research responded to a validated 20-item instrument, titled 'School Administrators' Leadership and Communication Skills for Effective School Administration Scale' (SALCSESAS), designed by the researchers in the modified 4-point Likert Scale model, with a reliability coefficient of 0.81. Mean and standard deviations were used in answering the research questions while z.test statistics were performed and used in testing the hypotheses at 0.05 level of significance. The findings of the study show that school administrators' leadership skills enhance effective secondary school administration through inspiring their subordinates to have a focus on the future, being responsive to the needs of others, to being open to the ideas of others while communication skills do same through presenting opportunities for active listening, building effective rapport with parents to negotiation skills. The study found no significant difference between the mean ratings of male and female teachers on the ways school administrators' leadership skills enhance effective secondary school administration and a significant difference between the mean ratings of urban and rural teachers on the ways school administrators' communication skills enhance effective school administration. It was therefore

concluded that school administrators' leadership and communication skills are strong instrumentalities for enhancing effective secondary school administration. Recommendations are that school administrators should continue to use appropriate leadership skills and effective communication strategies in the course of running schools.

Keywords: School Administrators, Leadership Skills, Communication Skills, Effective Secondary School Administration.

INTRODUCTION

Traditionally, the school as an institution in society is responsible for the transmission of the worthwhile knowledge, skills and values of the society, from one generation to another. This description fits into the conceptualization of education by Schofield (1990) and which has been corroborated by Afangideh and Befii-Nwile (2016), and tends to re-enact the impressive role of education in individual and societal development.

Based on the foregoing premise, it is deductible that the development and progress of the society is dependent on the education system and may explain why individuals, groups, governments and non-governmental organizations make emphasis on the importance of education. Little wonder, the Federal Republic of Nigeria, FRN (2013), considers education as the instrument par excellence for achieving genuine national development.

Educational institutions may find it difficult to achieve their societally set goals without the availability and effective use of educational resources. These resources include human, material and fiscal resources. While the human resource is about the individuals in schools (administrators, teachers and students) and the material resource have to do with movable and immovable facilities in schools like buildings, instructional and recreational facilities, among others, the fiscal resource concerns school finances, apart from other tangible and intangible resources.

In the life of educational institutions, the availability of the resources listed in the preceding paragraph, does not guarantee the attainment of set educational objectives. Rather, educational objectives may be achievable when there is conscious and deliberate management of the available resources by the school administrator, who may go by the name Head teacher, Principal, Provost, Rector and Vice Chancellor as in the case of Primary Schools, Secondary Schools, Colleges of Education, Polytechnics and Universities, using the Nigerian examples.

In the course of performing the job of school administration, the school administrator dabbles into the management of educational environments, personnel, financial and material resources, instruction, decision making and communication. These areas, in the thinking of Obasi (2004), constitute the nature and scope of school administration. The school administrator is expected to

harness the available resources to achieve the objectives of the school, effectively and in the entry from Ukeje, Okorie and Nwagbara (1990) and Afangideh (2005), a school is considered to be effective, when it is able to achieve set objectives, with minimum of expenditure of time, energy and money. A school is considered effective if there is purposeful leadership of the staff by the head, the involvements of Heads of Departments, the involvement of other teachers, structural lessons, intellectually challenging teaching, work-centred environment, maximum communication to effective guidance and counseling, among others. These indicators also enjoy credence from Teachers News (1997) and Pounder (1999) and also pass as indicators of effective school administration.

Achieving effectiveness in school administration requires the combined efforts of all school stake holders (both external and internal), under the leadership of the school administrator, who requires certain skills to work with other school members. These skills include leadership and communication skills. These variables will constitute the crux of the presentation in the proceeding sections of the review: Thus;

LEADERSHIP SKILLS FOR EFFECTIVE SECONDARY SCHOOL ADMINISTRATION

Leadership skills are natural and acquired attributes which leaders must possess to be able to lead other organizational members to the achievement of organizational set objectives. According to Ukeje and Okorie (1990), leadership is the process of influencing, directing and co-ordinating the activities of other people in an organization. In the entry from Business Dictionary (2014), it is the activity of leading a group of people or an organization or the ability to do this. For Chemers, (as cited in Hoy & Miskel, 2008), it is a process of social influence, in which one person is able to enlist the aid and supports of others in the accomplishment of a common task. Leaders and leadership are important because they serve as anchors, provide guidance in times of change and are responsible for organizational effectiveness. Little wonder, Benis, (as cited in Hoy & Miskel, 2008), opines that leadership is like beauty-it is hard to define, but you know it, when you see it. A leader is effective if he meets the demands of the organizational goal attainment. The leader can only achieve administrative effectiveness if he or she makes effective use of leadership skills.

Washington (1990) lists some leadership skills needed by administrators. Some of the leadership skills required by the administrator for effectiveness include: leader motivating/inspiring people, getting elected/getting selected as a group leader, seeing the big picture, completing projects on time, setting priorities, breaking through the red tape, organizing projects and programs, working closely and smoothly with others, taking the initiative when the opportunity appears, handling details well without losing sight of the big picture, responsive to others needs and open to other people's ideas, amongst others.

In the view of Skills You Need (2014), the leadership skills needed by the administrator for effective administration are strategic thinking, good decision making, effective problem solving, time management, self motivation, leading people, delegating people, motivating others, creating motivational environment, giving and receiving feedback, working in groups and conducting meetings. From the perspective of Ask men (2014), the leadership skills the administrator needs for effectiveness are confined to vision, confidence, people skills, motivation skills, responsibility and integrity.

According to the Holden Leadership Centre (2014), leadership skills needed for the effectiveness of the administrator include: active listening, delegating responsibility, empowerment, ethical leadership, facilitating, fellowship, getting started as an officer, giving effective feedback, leadership characteristics, leading a group debrief, leading effective discussions, managing conflicts, motivating your members, public speaking, running effective meetings, time management, time management tips and understanding group processes.

This study accepts the leadership skills enumerated by Washington (1990). This is consequent upon the elaborateness and all encompassing skills needed by the administrator as presented. Cubberly in 1923, in his book, 'the principal and his school', has some specific advice for leaders who want to be effective. The scholar states that, ninety percent of the administrative questions and problems that come to an Executive, are questions that, ought to be decided quickly and accurately and then promptly dismiss them from his mind. An effective leader should have great capacity for details. Therefore, one who cannot remember yesterday, who has to refer to notes in reference to his actions and cannot differentiate between details and central ideas, is likely not an effective leader.

Paolina (1995), reports that the University of Michigan, (as cited in Hoy & Miskel, 2008), conducted effective leadership studies under the guidance of Rensis Likert and the Institute of Social Research. A comparison of behaviour defined by Likert revealed that leaders that are effective, focused on planning, coordinating and facilitating work. Effective leaders are said to have treated group members with consideration and some autonomy allowed in the decision of how to conduct the work and set high performance goals for the group. This may explain why the Ohio State University (as reported by Paolina, 1995), in its series of studies, conducted on effective leadership study, after interviewing numerous people in various organizations, identifies two major behaviour categories which are 'consideration and initiating structures'. Consideration has to do with the extent to which a leader acts in a warm and supporting way and showing concern for the group members. It was also considered by this group that the leader should be approachable, accepting suggestions, looking out for the group members and also consulting with them before making decisions. Initiating structures refers to the extent to which the leader structures his or her own roles and that of the group, towards the attainment of organizations goals. This group includes behaviours such as letting the group know what is expected and maintaining certain performance standards.

Drawing from the conceptualizations by Cubberly, Hoy and Miskel and Paolina, group members are treated by effective leaders with consideration, being allowed some autonomy in the decisions about how to conduct their works with high performance goals for the group. High morale was also noticed not to result necessarily in high productivity, but high productivity is said to have the ability of developing high morale. Leadership trend moved dominantly towards the development of situational or contingency theory of leadership, with a thorough blend of leadership skills needed for effectiveness. For the purpose of this study, the leadership skills by Washington (1990), are explored not disregarding those listed by Skills You Need (2014), Askmen (2014) and Holden Leadership Centre (2014).

COMMUNICATION SKILLS FOR EFFECTIVE SECONDARY SCHOOL ADMINISTRATION

Another human relations skills needed by school administrators is the communication skills. Communication is the life wire of organizations (Igwe, 2006). It is a valuable means, through which individuals interact and understand their organizational roles and behavioural patterns. Differently, Okorie (2009), defines communication as the process of transmitting one's thoughts, ideas wishes, attitudes and emotions to others. Communication is also the activity of conveying information through the exchange of ideas, feelings, intentions, attitudes, expectations, perceptions or commands, as by speech, non-verbal gestures, writings, behaviour and possibly by other means, such as electromagnetic, chemical or physical phenomena. Little wonder, it is considered as the meaningful exchange of information between two or more participants (machines, organisms or their parts). Communication skills are therefore, those skills which enable information to be conveyed for reception and understanding. Some of the communication skills include: active listening, building rapport, negotiation skills, effective speaking, conflict resolution, communication in difficult situations and mediation skills (Skills You Need, 2014).

An essential element of the school administrator's job, is his ability to communicate effectively with people. Communication is the heart of education. Principals communicate with teachers, teachers communicate with students and students on their own part, communicate with one another, the teachers and the administration. The lack of effective communication between the school leader and other participants, among them teachers, students and parents, impedes the school's performance. The paths to communication are as diverse as they are numerous, yet communication is a traceable source of the many problems that arise within schools, and as Uchendu, Anijah-Obi, Jaja, Inyang-Abia and Obi (1995) comment, communication has the main objectives of fostering understanding and change of attitudes.

In the views of Advance Life Skills (2014), effective communication skills include given them the impression that you are enthusiastic about talking with

them, asking open-ended questions about their interests, adapting to their body language and feelings, showing them approval, telling them what you admire about them and why, listening attentively to everything they say, giving them the right amount of eye contact, revealing as much about yourself as possible, giving the impression that you are on the same team, giving them your best smile, offering helpful suggestions, giving them encouragement, appearing to have a slightly higher energy level than the other person, saying their name in a way that is pleasing to their ears and offering to take the relationship a step further. Job-interivew-site.com (2014), presents as communication skills, interpersonal communication skills, business communication skills and written communication skills.

From the perception of Action Research (2014), communication skills comprise expressive skills, listening skills and skills for managing the overall process and identifying the needed information. Basic Communication Skills (2014), offers the following as communication skills; body language, tone of voice, words, empathy and active listening. However in the view of RSS feed (2014), the four basic communication skills are: speaking, writing, understanding / listening and reading.

For Wentz (as cited in Rowicki, 1999), effective communication involves more than speaking. People communicate by writing, listening and using non-verbal signals, to get their messages across. What people do not say while speaking could be just as important as what they do say, and how our body supports or refutes what we are saying which could mean the difference between communication and just speaking. In the same vein, Patrick and Frankel, (as cited in Mohammed, 2012), state that communication encompasses more than speaking. It is also written communication as well as communicating with behaviour. This must have made Laud (1988) to comment that administrators spend vast majority of their days communicating. Effective communication within the school can be established by how they address their faculties. In the urban settings for instance, the use of technology for communication has become the norm, in the rural settings, technological means are yet in the basic stage of implementation. This suggests that with the level of technological development in rural settings, it will take time for communication in rural schools to reach the level and sophistication already achieved in the urban schools.

A study by Marzano, Walters and McNulty, (as cited in Mohammed, 2012), found that principals that are effective, establish strong lines of two way communication throughout the school. This may explain why Bolman and Deal (2012), aver that principals who ask questions, are truthful and encourage feedback from members of the school community. Communication plays a huge role in the daily lives of the school principals. Effective principals therefore, are good communicators, as they build productive relationships with parents and the wider society. However, to make communication more effective, the importance of correct grammar and spelling is important. This is because the principal often uses written communication to parents, staff and students.

The school administrator from the enlisted instances, needs communication skills as one of the human relations skills needed for effectiveness. A meeting may be successful in the dissemination of information, but an understanding of the importance of communication is significant to the success of the educational administrator (Wentz, as cited in Rowicki,1999). Principals therefore, need to be aware that the message they convey non-verbally and in their tones or actions is as important as the words they speak. However, for the purpose of this study, the communication skills as proffered by Skills You Need (2014), are used, since they are all embracing.

STATEMENT OF PROBLEM

Educational organizations are social organizations that see to the transmission of the worthwhile knowledge, skills and values of the society, from one generation to another. Achieving these objectives, requires that, school administrators should run schools to ensure that they achieve school objectives with minimum of expenditure of time and money, as should be exemplified in purposeful leadership of the head, the involvements of Heads of Departments, involvement of other teachers, among others and which the school administrator can handle using the instrumentality of human relations skills like leadership and communication skills. Quite contrary, despite the use of these skills by school administrators, scholars' position, research findings and information from opinion leaders in school management seem to show purposeless leadership of the head, unilateral leadership by the heads of schools, unstructured lessons, among other examples of ineffectiveness in school administration. These scenario calls to question whether the leadership and communication skills employed by school administrators cannot enhance the achievement of effective schools. This study was therefore contemplated to ascertain the viability of school administrators' leadership and communication skills as instrumentalities for effective secondary school administration in Rivers State.

AIM AND OBJECTIVES OF THE STUDY

The study examined secondary school administrators' leadership and communication skills for effective secondary school administration in Rivers State. Specifically, the study sought to:

- i. determine the ways school administrators' leadership skills enhance effective secondary school administration in Rivers State.
- ii. ascertain the ways school administrators' communication skills enhance effective secondary school administration in Rivers State.

RESEARCH QUESTIONS

The following research questions were answered in the study:

1. In what ways do school administrators' leadership skills enhance effective secondary school administration in Rivers State?

2. In what ways do school administrators’ communication skills enhance effective secondary school administration in Rivers State?

Hypotheses

The following hypotheses were tested in the study at 0.05 level of significance:

- H₀₁:** There is no significant difference between the mean ratings of male and female teachers on the ways school administrators’ leadership skills enhance effective secondary school administration in Rivers State.
- H₀₂:** There is no significant difference between the mean ratings of urban and rural teachers on the ways school administrators’ communication skills enhance effective secondary school administration in Rivers State.

METHODOLOGY

The design for the study was the descriptive survey. The population was the 245 public secondary schools in Rivers State. These schools have a teacher population of 8196 (Rivers State School Management Board, 2014) out of which a sample of 414, representing 5% (224 male & 190 female; 362 urban & 52 rural) was selected, using the stratified random sampling technique. Respondents of the study responded to a 20-item instrument titled ‘School Administrators’ Leadership and Communication Skills for Effective Secondary School Administration Scale’ (SALCSESSAS), with a reliability index of 0.81, obtained using the Cronbach Alpha Statistics and designed by the researchers, using the modified 4-point Likert Scale model. A total of 414 sets of instrument were administered, while 412 were retrieved. After coding, 3 were discarded, arising from errors in responses, leaving a total of 409 (221 male & 188 female teachers; 358 urban & 51 rural teachers) which were used in the analysis of data. Mean scores and standard deviations were used in answering the research questions while z.test statistics were performed and used in testing the hypotheses, at 0.05 level of significance.

RESULTS

The results of the study came from the answers to the research questions and the results to the test of hypotheses are shown in the proceeding presentations.

Research Question I

In what ways do school administrators’ leadership skills enhance effective secondary school administration in Rivers State?

Table 1: Mean and Standard Deviation on the Mean Rating of Male and Female Teachers on the Ways School Administrators’ Leadership Skills Enhance Effective Secondary School Administration in Rivers State.

S/N	Item	RESPONSES					Re mark
		\bar{x}_1	SD_1	\bar{x}_2	SD_2	$W\bar{x}$	

1	Administrators who exhibit good leadership qualities win the co-operation of their subordinates to achieve effectiveness	.64	.48	.62	.56	.63	Ag reed
2	School administrators who inspire their subordinates are capable of running effective schools	.40	.51	.29	.70	.35	Ag reed
3	School administrators who are responsive to the needs of others are likely to be effective	.19	.63	.05	.83	.12	Ag reed
4	Educational leaders who set priorities can achieve administrative effectiveness	.22	.65	.16	.71	.91	Ag reed
5	Completing projects on time is one criteria for measuring the administrators' level of effectiveness	.35	.67	.21	.75	.28	Ag reed
6	Working closely with others is a basic skill for achieving administrative effectiveness	.07	.71	.08	.79	.08	Ag reed
7	Administrators who break through red-tape are capable of achieving results	.69	.92	.11	.80	.90	Ag reed
8	Leaders who handle details without losing sight of the big picture are capable of being effective.	.28	.70	.04	.76	.16	Ag reed
9	Getting selected as a group leader is a pre-requisite for achieving administrative effectiveness	.58	.07	.84	.98	.71	Ag reed
10	Taking the initiative when the opportunity appears is a quality every effective administrators must possess	.00	.04	.17	.86	.08	Ag reed
11	Organizing programmed projects assists the leader in the attainment of administrative effectiveness	.99	.93	.98	.86	.99	Ag reed

12	Seeing the big picture is a leadership skill that enhances administrative effectiveness	.11	.90	.04	.89	.08	Agreed
13	Administrators who are open to the ideas of other people amongst others increase their knowledge horizon towards achieving effectiveness	.57	.52	.10	.89	.34	Agreed
Criterion mean = 2.50		.16	.70	.13	.80	.15	Agreed
		$AW\bar{x} = 3.15$					

Legend	Scale
\bar{x}_1 = mean: Male Teachers	1.00 – 2.49 = Disagreed
\bar{x}_2 = mean: Female Teachers	2.50 – 4.00 = Agreed
SD_1 = standard deviation for \bar{x}_1	
SD_2 = standard deviation for \bar{x}_2	
$W\bar{x}$ = Weighted mean	
$AW\bar{x}$ = Aggregate weighted mean	

Data on table 1 show that all the items (1-13) had weighted mean scores above the criterion mean of 2.50 and were adjudged as the ways school administrators’ leadership skills enhance effective secondary school administration in Rivers State. In summary, with an aggregate weighted mean of 3.15, above the criterion mean of 2.50, all the teachers agreed that school administrators’ leadership skills enhance effective secondary school administration through exhibiting good leadership qualities, inspiring their subordinates, being responsive to the needs of others, setting priorities, completing projects on time, working closely with others, breaking through the red-tape, handling details without losing focus, being selected as a leader, taking the initiative when the opportunity appears, organizing programs and projects, seeing the big picture and being open to the ideas of other people.

Research Question 2

In what ways do school administrators’ communication skills enhance effective secondary school administration in Rivers State?

Table 2: Mean and Standard Deviation on the Mean Ratings of Urban and Rural Teachers on how the School Administrators’ Communication Skills Enhance Effective Secondary School Administration in Rivers State.

/N	Item	RESPONSES					Remark
		\bar{x}_1	SD_1	\bar{x}_2	SD_2	$W\bar{x}$	

4	School administrators who are active listeners communicate effectively.	.28	.81	.94	.10	.11	Agreed	A
5	Effective speaking skills can be used by effective administrators to communicate successfully.	.32	.71	.94	.10	.13	Agreed	A
6	Communicating in difficult situations is an advantage towards the achievement of effective administration.	.30	.67	.08	.80	.19	Agreed	A
7	Leaders with mediation skills can attain effectiveness in administration.	.15	.66	.92	.91	.04	Agreed	A
8	Conflict resolution is a communication skill that can be used to achieve effectiveness by educational leaders.	.18	.84	.84	.99	.01	Agreed	A
9	Educational leaders who build rapport with parents can achieve effective school administration.	.30	.70	.84	.97	.06	Agreed	A
10	Negotiation skills of a leader make for administrative effectiveness.	.13	.80	.69	.97	.91	Agreed	A
	Criterion mean = 2.50							A
		.24	.74	.89	.98	.06	Agreed	
		$AW\bar{x} = 3.06$						

Legend

- \bar{x}_1 = mean: Male Teachers
- \bar{x}_2 = mean: Female Teachers
- SD_1 = standard deviation for \bar{x}_1
- SD_2 = standard deviation for \bar{x}_2
- $W\bar{x}$ = Weighted mean
- $AW\bar{x}$ = Aggregate weighted mean

Scale

- 1.00 – 2.49 = Disagreed
- 2.50 – 4.00 = Agreed

Data on table 2 show that all the items (14-20), had weighted mean scores above the criterion mean of 2.50 and were adjudged as how school administrators’ communication skills enhance effective secondary school administration in Rivers State. In summary, with an aggregate weighted mean of 3.06, above the criterion mean of 2.50, all the teachers agreed that school administrators’ communication skills enhance effective secondary school administration through active listening, effective speaking skills, communicating in difficult situations, use of mediation skills, conflict resolution, building rapport with parents and negotiation skills.

Hypotheses

H₀₁: There is no significant difference between the mean ratings of male and female teachers on the ways school administrators’ leadership skills enhance effective secondary school administration in Rivers State.

Table 3: Summary of z-test Analysis between the Mean Ratings of Male and Female

Teachers’ on the Ways School Administrators’ Leadership Skills Enhance Effective Secondary School Administration

Subjects	N	\bar{x}_1	SD	Cal – z.	Crit – z.	df	Result
Male teachers	22	3.1	0.7				Not Significant (Accept)
Female teachers	18	3.1	0.8	0.4	1.9	40	
	8	3	0	3	6	7	

Data on table 7 show summaries of subjects, scores, means, standard deviations and z.test of difference between the mean ratings of male and female teachers, on the ways school administrators’ leadership skills enhance effective secondary school administration in Rivers State. The z.test value, calculated and used in testing the hypothesis, stood at 0.43, while the z.critical value stood at 1.96, using 407 degrees of freedom, at 0.05 level of significance.

At 0.05 level of significance and 407 degrees of freedom, the calculated z. value of 0.43 is less than the z. critical value of 1.96. Hence, there is no significant difference between the respondents. Consequently, the researchers accepted the hypothesis and confirm that there is no significant difference between the mean ratings of male and female teachers on the ways school administrators’ leadership skills enhance effective secondary school administration in Rivers State.

H₀₂: There is no significant difference between the mean ratings of urban and rural teachers on the ways school administrators’ communication skills enhance effective secondary school administration in Rivers State.

Table 4: Summary of z-test Analysis between the Mean Ratings of Urban and Rural Teachers on the ways School Administrators’ Communication Skills Enhance Effective Secondary School Administration in Rivers State.

Subjects	N	\bar{x}_1	SD	Cal – z.	Crit – z.	Df	Results
Urban teachers	3						Significant
	58	3.24	0.74				
Rural teachers	5	2.89	0.98	2.33	1.96	407	Reject
	1						

Data on table 4 show summaries of subjects, scores, means, standard deviations and z.test of difference between the mean ratings of urban and rural

teachers, on the ways school administrators' communication skills enhance effective secondary school administration in Rivers State. The z-test value calculated and used in testing the hypothesis, stood at 2.33, while the z-critical value stood at 1.96, using 407 degrees of freedom, at 0.05 level of significance.

At 0.05 level of significance and 407 degrees of freedom, the calculated z. value of 2.33 is more than the z. critical value of 1.96. Hence, there is a significant difference between the respondents. Consequently, the researchers rejected the null hypothesis in favour of the alternative that there is a significant difference between the mean ratings of urban and rural teachers on the ways school administrators' communication skills enhance effective secondary school administration in Rivers State.

DISCUSSION OF FINDINGS AND IMPLICATIONS

Leadership Skills of School Administrators for Effective Secondary School Administration

The first finding of the study is that school administrators' leadership skills enhance effective secondary school administration through winning the co-operation of subordinates, inspiring their subordinates, being responsive to the needs of others, setting priorities, timely completion of projects, working closely with others, breaking through the red tape, handling details without losing focus, being selected, taking initiative when opportunities appear, organizing programmed projects, seeing the big picture and being open to the ideas of others.

This finding agrees with Hoy and Miskel (2008), Washington (1990) and Paolina (1995), who in their scholarly researches and papers, worked on the leadership skills which school administrators should possess for effective administration. A corresponding finding from a hypothesis, resulted in no significant difference between male and female teachers on the ways school administrators' leadership skills enhance effective secondary school administration in Rivers State. This implies that other school members who constitute the subordinates need to have confidence and supports for the administrators for effectiveness to strive in schools.

COMMUNICATION SKILLS OF SCHOOL ADMINISTRATORS FOR EFFECTIVE SECONDARY SCHOOL ADMINISTRATION

The second finding of the study is that school administrators' communication skills enhance effective secondary school administration through active listening, effective speaking skills, communicating in difficult situations, mediation skills, conflict resolution, building rapport and negotiation skills.

This finding agrees with scholarly researches and paper by Skills You Need.com (2014), Rowicki (1999), Mohammed, (2012), Laud (1998), Marzano, Walters and McNulty, (2005), Chapman (2010), Johnson (2013) and others, who have written widely on the communication skills which school administrators need for effective administration. The school administrator needs to be effective

in communicating with the students, teachers, non-teaching staff, parents and even the community, because, people are more committed when they have a proper understanding of the message as it affects them. A corresponding finding from a hypothesis testing shows a significant difference between the mean ratings of urban and rural teachers on the ways school administrators' communication skills enhance effective secondary school administration in Rivers State. This implies that schools that are adjudged effective are those whose administrators employ effective communication skills.

CONCLUSION

In the light of the findings of the study, their accompanying discussions and implications, it is concluded that school administrators' leadership and communication skills are strong instrumentalities for enhancing secondary school effectiveness.

RECOMMENDATIONS

In the light of the findings and conclusion of the study, the following recommendations are offered for implementation:

1. School administrators' should continue to use appropriate leadership skills or styles in the administration of their schools.
2. Proper and effective communication strategies should be established by school administrators' to achieve effectiveness in their various schools.

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