COMMUNICATION AND INFORMATION DISSEMINATION FOR SERVICE DELIVERY IMPROVEMENT IN DELTA STATE'S SENIOR SECONDARY SCHOOLS

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Abstract

This study aimed to investigate the role of effective communication and information dissemination in promoting sustainable, high-quality service delivery in public senior secondary schools in Delta State, Nigeria. The study employed an analytical-descriptive survey design, with a sample size of 549 participants (167 principals and 382 teachers) selected through proportionate stratified random sampling from a population of 286 principals and 8452 teachers. A modified 4-point Likert scale tool, with a Cronbach Alpha reliability index of 0.85, was used to measure communication and information dissemination efficiency for delivering high-quality services over the long term. The study used means, standard deviations, and the Z-test at a significance level 0.05 to evaluate the hypotheses. Results showed tat effective communication could be achieved through idea exchange, efficient staff meeting management, clear message comprehension, and weekly goal communication. Effective information dissemination could be achieved through top-to-bottom information flow, mobile phone and SMS usage, face-to-face interaction, and email communication. The study identified significant differences between principals and teachers regarding their perceptions of effective information dissemination for long-term, high-quality service delivery. The study recommends ongoing training for principals in communication and interpersonal skills to enhance information dissemination and delivery of quality services. Furthermore, seamless information distribution channels should be explored to position schools in the 21st-century information age context.

Keywords: Service delivery, Communication, Information dissemination, Public secondary schools, Efficiency.

Introduction

Education plays a critical role in the advancement and development of a nation. Reliable knowledge is essential for any society or nation to continue to grow and compete in today's world. Educational institutions need dependable information to turn knowledge into measurable assets. Effective communication and information dissemination is vital for turning information into knowledge that can be utilized to provide high-quality services and improve education.

According to the management dictionary (2014), information is defined as knowledge arranged in a predetermined procedure of language or data pieces in a medium of communication. Communication is the method used to transfer information from an encoder (the sender) to a decoder (the receiver) in a simple way to read and comprehend. School principals play a critical role in establishing a knowledge-based community by providing instructors with pertinent and helpful information to remove obstacles and discuss strategies to accomplish tasks more successfully. To improve school life and meet organizational goals, a shared sense of purpose must motivate and enable students, teachers, and managers to add value for stakeholders.

In the realm of knowledge development, information is crucial. Information refers to data with a specific meaning within a given context, which can be disseminated to a broader audience

through education and organizational grouping. Gathering, storing, and exchanging knowledge is referred to as information gathering, which is essential for the growth and development of educational institutions (Reynolds, 2010). Kaplan and Norton (2004) emphasize that educational organizations require statistical data to track student performance, motivate employees, and evaluate operational efficiency. The educational system's operational procedures, hierarchical structure, work teams, and fact-generating analyses must be modified considerably to use information as its principal capital. With the increasing demand for global citizenship, it is crucial to share information in a clear, concise, and easy-to-understand manner that also helps teachers tackle common teaching and learning issues.

Knowledge becomes power only when it is utilized effectively, and designing, enhancing, organizing, structuring, and transmitting sets of language and symbols that supply the knowledge, affect employee behaviour, and enable the development of intellectual ability can help solve teaching and learning problems (Temitope, Ahmad & Olanrewaju, 2018). In most cases, institutions lack access to information, which hinders their development. Therefore, developing information management systems is necessary to accelerate the supply of high-quality information and timely access to knowledge (Shonbe, 2017). To ensure effective information dissemination, school principals must demonstrate dedication and alignment with the change process, using 21st-century communication methods to share important information.

Communication, which involves the exchange of messages and interaction between a speaker or sender and their audience or receiver based on mutually reasonable codes, is critical in the educational system (Onye, 2014). The school is the hub for knowledge creation, and the administrator serves as the expert coordinator of its operations, disseminating expertise to students, teachers, and the general public as information. Despite being burdened with administrative, managerial, and supervisory duties, the school administrator must ensure that everyone has personal interactions and conversations with essential internal and external stakeholders, enabling the sharing of ideas, providing reasons for maintaining high-quality service, answering questions, and offering suggestions for improvement.

Educational managers must focus on gathering and disseminating information to teachers to achieve educational objectives (Ejimaji and Ahiawe, 2011). The digital age has led to tremendous success in disseminating information to a broader audience through numerous communication methods. Therefore, educational managers must continuously strive to maintain and enhance operational excellence.

In the classroom, the instructor must prioritize the process of knowledge transmission by dispensing information and exchanging experiences with pupils (Nwogu, 2007). Maintaining quality service delivery is crucial for a student's academic success, and sharing and communicating information effectively is essential to managing teachers. School organizations and work teams must identify the information needed to develop internal processes that help each teacher improve, creating opportunities for personal and corporate change.

Information Dissemination for Long-Term, High-Quality Service Delivery

Effective information dissemination is critical in achieving the organization's objectives in educational institutions. Hartzell (2014) defines effective information dissemination as transmitting relevant messages from a sender to a receiver through data, ideas, opinions, gestures,

and attitudes. The utilization of both print materials and electronic media is necessary for the effective dissemination of knowledge in the 21st century (McLeod, 2012). Information professionals can interact, collaborate, and create platforms for efficient information distribution by using mobile telephony systems, Short Message Services, and email (Shonbe, 2017).

To achieve long-term, high-quality service delivery, school principals must ensure that information flows from the top to the bottom. They must also be proficient in analyzing and diagnosing information thoroughly to produce data (Drucker, 2000). Accomplishing educational objectives is synonymous with the success of information distribution, which requires dedication, timeliness, and the ability to maintain perspective (Landfrield, 2009). Therefore, managers and educators must keep learning to keep up with the rapidly changing school environment and global knowledge-based society.

Temitope, Ahmad, and Olanrewaju (2018) highlight the importance of information dissemination effectiveness in managing instructors, as it creates opportunities for cooperation and knowledge sharing. Dissemination of information is done to inform, clarify, or support a theory, method, or principle that will direct employees' conduct (Chatfield, 2012). To provide quality services, organizations must see information as a critical resource that must be successfully planned, organized, managed, and distributed (Hagg & Cummings, 2014).

To effectively disseminate information, data must be organized in a way relevant to a definition, description, or viewpoint that addresses the questions of what, who, where, and how (Viscusi & Aldy, 2014). School principals must make personal judgments and gather information from superiors and subordinates to obtain the necessary data sets for long-term, high-quality service provision. This suggests that school leaders must develop an efficient means of disseminating information and techniques to leverage and transform accessible data to impart expert knowledge to teachers and help them perform their tasks effectively. Beyond that perspective, however, principals are driven to offer timely professional assistance and readily available information to recognize and honour specific instructors who try to enhance interdepartmental cooperation.

Communication for Long-Term, High-Quality Delivery

Any organization must have effective communication. Thus, communication is the transfer of thought from one person to another. Communication is a technique to effectively express ideas using voice and technology, such as print or telecommunication. Communication is the expression of messages from one person to another, utilizing technology or speech to hear and decipher the message. The effectiveness of the message depends on how the communicator creates and delivers it. For a business to achieve its mission, effective communication involves strategically addressing opportunities and needs (Locker, 2003). New ways to get ahead in the school system are being made to reach this goal. People connect and collaborate during the social process of communication, whether in person or online (West and Turner, 2010). Every school organization calls for people to share knowledge and ideas, talk about improving creativity at work and cooperate to achieve a common objective. Consequently, there is a need for effective communication between management and employees.

When management delivers staff orders, communication flows upward; when subordinates provide information and reports on how well the instructions have been followed, it flows downward (Obasi & Chux-Nyeche, 2014). This implies that information is a two-way process. Teachers respond by following the orders they receive from school officials and reporting back to the administrator. Thus, the organizing of thoughts is the first requirement for efficient communication. The second skill is the capacity for cautious listening and assimilation.

Communication will keep employees informed, boosting productivity and preventing the spread of false information (Munshi & Sharma, 2014). Communication breakdowns have a detrimental impact on the organization. Low employee morale will result in decreased output. Informants who spread rumours won't be able to trick other staff members or lead the whole school community astray. The possibility for the message to be meaningful or effective depends on the distinctions between the goals of communication, the types of people sending the message, and the types of people receiving it (Ikoro, 2010). The integrity of personality is a crucial quality to consider when communicating in school. Effective communication depends heavily on the sender's abilities, character, and even the receiver's comprehension. While it's relevant to every aspect of managing people, communication is especially crucial when carrying out administrative duties. Communication serves as a tool for influencing change in the school organization. The three composite criteria of message and presentation quality, achievement of the desired goals, and timing perspective define effective communication (Abraham, 2013). A message's credibility sets the stage for evaluating its face validity to evaluate whether it is authentic. Effective communication is characterized by being consistent, timely, and doing the job.

Applying the four learning styles—the theorists who prefer facts and details, the organizers, problem solvers, innovators, and humanitarians who love cooperative learning—is the best way to communicate with the workforce (Liff, 2007). Because everyone learns differently, school principals must learn how to interact with teachers in different ways. A good start would be learning how to talk to each teacher differently. Effectively sending a message ensures that the meaning received matches the intended meaning as closely as feasible (Griffin, 2011). The misunderstanding of sent documents is the cause of the breakdown in communication between the administrator and teachers. For clarity, messages must be appropriately presented, and their objectives must be specified. Communication is crucial to recruiting, developing, managing, and evaluating organisation members. It is crucial in the classroom since it organizes people and other resources as effectively and efficiently as possible (Ejimaji & Ahiawe, 2011). When educational objectives are met, a corporate culture of success is created, which encourages commitment and raises performance.

Plotting the information flow over time to demonstrate how some communication follows a regular and continuous pattern can help identify the communication routes in an organization (Nwafor, 2010). For several obvious reasons, communication might be misinterpreted at times. However, the school administration's responsible for guaranteeing constant communication within the school community. The school organization develops into an open system interacting with its environment through communication. The flow of information from a sender to a receiver that the recipient comprehends is called effective communication (Weihrich, Cannice & Koontz, 2011). Individuals or groups exchange information. Others use information technology, while others write orally. The school administrator should know the best ways to transmit messages to ensure

that communications are sent and received effectively and produce the desired results. Because poor worker communication undermines their ability to cooperate and put forth constructive effort, it makes school life easier (Ikoro, 2014). This is accurate in that a poorly constructed organizational structure may make it difficult to express the vision and objectives of the organization. A leader's communication will determine his performance (Murray, 2014). A message's structure has the power to either clarify or confuse. Effective communication is a skill that must be developed. As a result, school principals must develop a teamwork-driven workforce.

To be effective, communication must go through four stages, including communication as a process, as a system, as both interactional and transactional, and purposeful and inadvertent, both of which require the presence of symbols to forge meaningful connections (Seiler and Beall 2010). Effective communication involves more than just relaying information to the teacher; it also involves using body language, signs, and symbols to foster trust and openness.

The use of symbols by school principals to communicate with teachers at a level of understanding fosters trust and ensures the quality of the work. When it became possible to connect computer servers, individuals set out to accomplish things through interpersonal communication that has propelled civilization for millennia (Chatfield, 2012). Quality delivery of the teaching and learning process depends on effective communication.

Modern cellular phones, electronic mail, and short messaging services (SMS) are currently the most popular forms of electronic communication that make information available to everyone and offer faster and speedier communication tools for transferring messages (Munshi and Sharma, 2014). The method used to convey communication should be appropriate for its importance. To effectively communicate at work, one must first tell the audience about a topic and then ask the recipients of the message or information if they have understood it (Kehoe & Godden, 2010). Well-informed teachers will be aware of specifics regarding areas that need development. Additionally, it will stop them from making additional mistakes while performing their job.

Theoretical Background

This study explores the relationship between the distribution of access to information and innovation capability in organizations. It highlights the importance of knowledge sharing and learning as mediators in this relationship. The findings support Freeze's hypothesis and emphasize the need for effective communication and information-sharing practices to promote workplace innovation. This investigation is based on Freeze's distribution of access to information hypothesis (1971), which suggests that information should be readily available to all employees who need it to stay up-to-date on advancements and relevance. Freeze observed that when individuals are unaware of current events pertinent to their performance, work environment, and expectations, their work quality is often subpar. Therefore, it is essential for school principals to consistently provide instructors with relevant information, which can significantly increase their motivation, sense of belonging, and ability to perform their jobs. To ensure successful long-term service delivery in secondary schools, various strategies, regulations, and plans should be developed to maintain and manage the principal-teacher encoder-decoder relationship.

Statement of the Problem

Secondary education is crucial for young people to acquire valuable skills in real-life situations. Effective communication and knowledge transmission throughout the educational organization are essential for achieving this goal. However, some principals are struggling to establish relationships with their instructors that would improve the long-term provision of high-quality services. The poor academic performance of students can be attributed to the communication breakdown between these two key stakeholders, who may lack the necessary 21st-century knowledge and skills. The researcher is concerned that the underutilisation of information and communication resources hinders current teaching and learning process changes and prevents significant gains in academic achievement. Therefore, the study examines how information and communication can be effectively shared to ensure long-term, high-quality service delivery in senior secondary schools in Delta State.

Purpose of the Study

This study examines the importance of effective communication and information sharing for long-term, high-quality service delivery in secondary schools in Delta State. Specifically, it seeks to:

1. Identify the methods used by principals to provide teachers with information to deliver high-quality services over the long term in senior secondary schools in Delta State.

2. Investigate the methods of principal-teacher interaction in senior secondary schools in Delta State to sustainably provide high-quality services.

Research Questions

The study seeks to answer the following research questions:

1. How can principals effectively communicate information to teachers for long-term quality delivery?

2. How can secondary school principals in Delta State work with teachers to ensure sustained good teaching practices?

Hypotheses

The study tests the following hypotheses at a 0.05 level of significance:

1. There is no significant difference between the mean ratings of principals and teachers on how school managers effectively disseminate information for sustainable quality service delivery in public senior secondary schools in Delta State.

2. There is no significant difference between the mean ratings of principals and teachers on how school managers effectively communicate with teachers for sustainable quality service delivery in public senior secondary schools in Delta State.

Methodology

The methodology employed in this study was an analytical-descriptive survey conducted among a population of 286 principals and 8452 teachers in public senior secondary schools in

Delta State. A sample size of 549 participants was selected using the proportionate stratified random sampling technique, including 167 principals and 382 teachers. This sampling method was chosen to ensure the representativeness of the sample and its alignment with the entire population of public senior secondary schools in Delta State. By selecting participants from different population strata in proportion to their representation, the sample accurately reflects the characteristics of the entire population, enhancing the validity and generalizability of the study's findings. The study utilized a modified 4-point Likert scale model with a Cronbach Alpha reliability index of 0.85. Mean and standard deviations were calculated to address the research questions, and the Z-test was employed to test the hypotheses at a significance level of 0.05. These statistical measures provide insights into the central tendencies and variations within the data, allowing for examining relationships and comparisons between groups.

Results

Research Question 1: How do principals effectively disseminate information to teachers for sustainable quality delivery?

The study aimed to explore how school principals effectively disseminate information to teachers for sustainable quality delivery in public senior secondary schools in Delta State. The findings are presented in Table 1 below, showing the mean and standard deviation of the mean ratings of principals and teachers on how school managers effectively disseminate information for high-quality service delivery.

Table 1: Mean and Standard Deviation of the Mean Ratings of Principals and Teachers on Ways School Managers Effectively Disseminate Information for High-Quality Service Delivery in Public Senior Secondary Schools in Delta State

S/N	ITEMS	SD1	X1 (mean)	X2	SD2	XX	Remarks
1	Information flows from the top to bottom	0.43	3.75	3.6	0.51	3.68	Agreed
2	Lead efforts on IT to decide how to use the information most effectively	0.84	2.3	2.1	0.94	2.2	Disagreed
3	Ability to use quality information to carry out the managerial function	0.3	3.9	3.5	0.5	3.7	Agreed
4	Ability to use phones, Short Service Messages (SMS), and E-mail to transfer information	0.73	3.4	3.1	0.77	3.25	Agreed

S/N	ITEMS	SD1	X1	X2	SD2	XX	Remarks
5	Can transform useful information into decision	0.4	3.8	3.35	0.48	3.58	Agreed
Criterion Mean X=2.50		0.54	3.43	3.13	0.64	3.28	Agreed

Legend:

- SD1 = Standard Deviation 1

- SD2 = Standard Deviation 2

- XX = Weighted Mean

- i = Mean: Principal (1.00 – 2.49 = Disagree, 2.50 – 4.00 = Agree)

- 2 = Mean: Teachers (1.00 – 2.49 = Disagree, 2.50 – 4.00 = Agree)

The information presented in Table 1 indicates that four out of the five items had mean scores above the criterion mean of 2.5, indicating that they are the effective methods by which school principals disseminate information for delivering quality services in public senior secondary schools in Delta State. The principals and teachers agreed that information flows from the top to bottom, the ability to use quality information to carry out the managerial function, the ability to use mobile devices, Short Service Messages (SMS), and email to share information, and the management of timely information that leads to decision making should be managed for sustainable development. However, they disagreed that IT should lead efforts to determine how to use the information most effectively.

In conclusion, the study findings suggest that school principals should use effective methods to disseminate information to teachers to ensure the delivery of quality services in public senior secondary schools in Delta State. Specifically, the principals should ensure that information flows from top to bottom, and they should be able to use quality information to carry out their managerial functions. They should also be able to use mobile devices, Short Service Messages (SMS), and email to share information and manage timely information that leads to decision-making.

Research Question 2: How can public high school principals in Delta State get teachers to work together to provide high-quality services over the long term?

Table 2: Mean and standard deviation of the mean ratings of teachers' and principals' interactions with teachers in public senior schools in Delta State for sustained quality service delivery.

S/N	ITEMS	SD1	X1	X2	SD2	XX	Remarks
6	Ability to effectively manage Staff meetings to	0.32	3.8	3.65	0.48	3.73	Agreed

	achieve the purpose						
7	Ability to exchange ideas with staff to sustain quality	0.46	3.7	3.5	0.5	3.6	Agreed
8	Have a good understanding of the communication process Ability to communicate face to face, online	0.3	3.9	3.4	0.49	3.65	Agreed
9	Always communicates clearly	0.59	3.55	3.25	0.43	3.4	Agreed
10	Weekly goals.	0.46	3.7	3.4	0.49	3.55	Agreed
Criterion Mean X=2.50	0.43		3.73	3.44	0.48	3.59	Agreed

Based on the data in Table 2, all five items (6–10) had mean sets higher than the required mean of 2.5. This means that school principals can work with teachers to provide long-term, high-quality services in public senior secondary schools in Delta State through these five items. The study found a significant difference between the mean ratings of principals and teachers on how well school principals interact with teachers. These methods included being able to run staff meetings so that goals could be met, being able to share ideas with staff, having a good understanding of the communication process, being able to talk to people in person and online, and being able to communicate weekly goals for quality service delivery that would last.

Hypothesis One: In terms of how well school principals communicate information for sustained delivery of high-quality services in Delta State Public Senior Secondary Schools, there is no significant difference between the mean ratings of principals and teachers.

Table 3: Summary of the Z-test analysis of the mean ratings of teachers and principals on the methods used by Delta State, public senior secondary school principals to successfully spread information for long-term, high-quality service delivery.

Subjects	N	Mean	SD	Z-Observed	Z-Critical	df	Remarks
Principal	167	3.28	0.59	5.65	1.96	547	Significant (p-valu<0.05)
Teachers	382						(Reject)

Legend:

- N = Number of Subjects
- Mean = (X)
- SD = Standard Deviation
- df = Degree of Freedom
- Z-Observed = (Z-obs)
- Z-Critical (Z-Crit) = Critical value

Table 3 summarises the Z-test analysis of the mean ratings of teachers and principals on the methods used by Delta State, public senior secondary school principals to spread information for long-term, high-quality service delivery successfully. The calculated Z value of 5.65 is greater than the Z-critical value of 1.96 at the 0.05 level of significance and 547 degrees of freedom. This indicates a significant difference between the mean ratings of principals and teachers regarding how well school principals communicate information for the sustained delivery of high-quality services in Delta State Public Senior Secondary Schools.

However, since the z-critical and z-observed values are provided, we can determine that the p-value is less than 0.05 (at a 95% confidence level), indicating that the difference in mean ratings between principals and teachers is statistically significant.

Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted, indicating a significant difference between the mean ratings of principals and teachers regarding how well school principals communicate information for the sustained delivery of high-quality services in Delta State Public Senior Secondary Schools.

Hypothesis Two: The mean ratings of principals and teachers in terms of how well school principals interact with teachers to provide sustained, high-quality services in public senior secondary schools in Delta State do not significantly differ.

Table 4: An overview of the Z-test study of the principal and teacher mean ratings on how well school principals interact with teachers for long-term, high-quality service delivery in senior secondary schools in Delta State

Subjects	N	X	SD	z-Observed	z-Critical	df	Remarks
Principals	167	3.59	0.46	7.01	1.96	547	Significant (p-value <0.05)
Teachers	382						(Reject)

Legend:

- N = Number of subjects

- X = Mean

- SD = Standard deviation

- z-obs = z-observed

- z-Crit = z-Critical value

- df = Degree of Freedom

Looking up the z-score in a standard normal distribution table, this study finds that the p-value is very small, approximately 0. This means that there is strong evidence to reject the null hypothesis and conclude that there is a significant difference between the mean ratings of Principals and Teachers.

To deliver sustainable, high-quality services in Delta State Public Senior Secondary Schools, the data in Table 4 summarizes the scores, means, standard deviations, and Z tests of differences between principals and teachers. The essential Z-value was 1.96, utilizing 547 degrees of freedom and a 0.05 significance threshold, while the Z-test value used to test the hypothesis was 7.01 overall. At the 0.05 level of significance and 547 degrees of freedom, the Z-value of 7.01 is greater than the Z-critical value of 1.96. The respondents varied significantly from one another as a result. Consequently, the researcher chose the alternative that there is a significant difference between the mean ratings of principals and teachers on how school managers effectively communicate with teachers for sustainable quality service delivery in senior secondary schools in Delta State, in place of the original hypothesis.

Discussions

The study highlights the importance of effective information dissemination for successful service delivery in public senior secondary schools in Delta State. This is supported by several scholars, including Nwafor (2010), Obasi and Chux-Nyeche (2014), Hinajosa and Cleveland (2017), and Shonbe (2017), who emphasized the need for decisional information flows and the use of efficient means of disseminating information such as SMS, electronic mail, and mobile phones. The study's findings suggest that effective communication during staff meetings is crucial for building a strong team and achieving long-term, high-quality service delivery. This is consistent with the views of Ejima and Ahiawe (2011), Seiler and Beall (2005), and West and Turner (2010), who emphasized the importance of social interactions, non-verbal cues, and human symbols in effective communication.

The study's findings also indicate that the null hypotheses, which assumed no difference in how principals and teachers rate effective information dissemination and communication, were rejected. This supports the views of Hagg and Cummings (2014) and Griffin (2011), who stressed the importance of organizing, controlling, and sharing information well and sending messages so that the recipient understands the intended meaning.

In conclusion, the study emphasizes the need for school principals to effectively manage information dissemination and communication with teachers to achieve successful service delivery

in public senior secondary schools in Delta State. The study's findings provide insights into the importance of decisional information flows, efficient means of disseminating information, effective communication during staff meetings, social interactions, non-verbal cues, and human symbols in achieving long-term, high-quality service delivery.

Conclusion

Based on the study's findings, it can be concluded that modern information-dissemination techniques are crucial for the sustained delivery of high-quality services in public senior secondary schools in Delta State, Nigeria. Therefore, it is recommended that school principals and teachers should embrace 21st-century communication technologies to enhance their communication and information dissemination skills and improve service delivery.

Recommendations

Based on the findings of this study, the following recommendations are suggested for improving communication and information dissemination in public senior secondary schools in Delta State:

- School administrators should adopt modern communication technologies, such as mobile devices, short message services, and email, to ensure efficient and regular transmission of information. This will help to enhance the delivery of high-quality services that can be sustained over time.
- School administrators should promote effective communication and comprehension by encouraging open discussions and exchanging ideas with teachers. This will foster a culture of collaboration and cooperation that can lead to better service delivery and improved student outcomes.

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