COMMUNICATION STYLES AS PREDICTORS OF ADMINISTRATIVE EFFICIENCY OF SCHOOL HEADS IN EDO SOUTH SENATORIAL DISTRICT OF EDO STATE

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BENIN CITY, EDO STATE, NIGERIA

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BEING A PROJECT WRITTEN IN THE DEPARTMENT OF EDUCATION, FACULTY OF ARTS AND EDUCATION, AND SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE AWARD OF MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND PLANNING OF BENSON IDAHOSA UNIVERSITY, BENIN CITY, EDO STATE, NIGERIA

MAY, 2024

DECLARATION

I, **IGWE Linda Chidimma** do hereby declare that this project work is entirely my own work and composition. The study in this project has been submitted in candidature for any degree and is concurrently being submitted for any other degree. All references made to work of other persons have been duly acknowledged.

IGWE Linda Chidimma **Date**

CERTIFICATION

We certify that this work is adequate in scope and content for the award of Master of Education degree in Educational Administration and Planning in the Department of Education, Faculty of Art and Education, Benson Idahosa University, Benin City

…… **……**

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…… **……**

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Head of Department
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DEDICATION

This research is dedicated to my dear mother for her love and support all through my academic journey thus far and also for her encouragement that saw me through to the end of this project.

ACKNOWLEDGEMENTS

The researcher would like to acknowledge first, God the giver of life for his mercy, wisdom and grace bestowed on me to start and complete this programme. Also, utmost sincere appreciation of the researcher goes to her Project Supervisor, Prof. M. Agbonkpolor for his unrelenting efforts and guidance that led to the success of this project. She also appreciates the academic pillars of this great citadel of learning from the founder; the late Arch-Bishop Benson Idahosa, the Vice Chancellor, Arch-Bishop Margaret Idahosa for her exemplary leadership, Bishop FEB Idahosa the dynamic President of this institution and all the academic staff of this great institution in no particular order.

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ABSTRACT

This study was carried out to determine communication styles as predictors of administrative efficiency of school heads in Edo south senatorial district of Edo state. To achieve this objective, five (5) research questions were raised and five (5) research hypotheses were formulated. The population of the study comprised all the Senior Secondary School Teachers in the Seven Local Government Area of Edo South Senatorial District and a sample size of 150 Senior Secondary School Teachers were selected and used through random sampling technique. The Correlational research design was used in this study. The Pearson Product Moment Correlation (PPMC) was used to answer the research question while the Regression Analysis was used to test the hypotheses. A total population of 1500 Secondary School Teachers of Public Secondary Schools within the seven (7) Local Government Areas of Edo South Senatorial District was used with a sample size of 150 teachers which is 10% of our research population was consulted as the research respondents. An 18 items structured research questionnaire which was validated by experts was used for the data collection. The Cronbach Alpha Statistical Method was used to determine the reliability of the research instrument, which yielded an alpha coefficient value of 0.833 for communication styles and 0.886 for administrative efficiency. The findings of this study revealed that relationship does exist between each of the communication styles and the administrative efficiency of school heads in Edo South Senatorial District of Edo State. It also revealed that indeed each of the four communication styles are predictors of the administrative efficiency of the school heads in Edo South Senatorial District of Edo State. Therefore, it was recommended that there is still need to provide an environment where teachers can feel comfortable providing constructive feedback on the communication approaches of their school heads. And also, that teachers should be trained and enlightened on the impacts of each of the four communication styles and how they affect the efficiency of their school heads.

CHAPTER ONE

INTRODUCTION

Background to the Study

The concept of education covers the methodical process of gaining knowledge, skills, values, and attitudes through different forms of formal, informal, and non-formal means. This involves the facilitation of learning, which could be by institutions or self-driven efforts, and usually aimed at the general development of individuals within the society. Over the years, education has been defined and described by several individuals and organization, UNICEF (2011) defined education as a fundamental human right and the key factor to promoting sustainable development. Also, UNESCO defined education as "the development of human potential and the growth of knowledge, skills, and attitudes that enable individuals to participate efficiently in society, to contribute to national development, and to build a better world for all. Nigerian National Policy on Education (Federal Republic of Nigeria, 2004) defines education as the process that helps to develop the whole being, physically, mentally, morally, politically, socially and technologically to enable individuals' function in any environment in which they may find themselves.

In all, education has been recognized as a dynamic and efficient instrument of development both for nation building and also for social change and economic transformation. It is an important tool for individual and societal development as education is such a weapon against economic recession, poverty, illiteracy, and disease both locally and globally. The educational infrastructure of any nation has a direct link to the development of that nation. Nigeria as a nation has recognized the social and economic impact of education both at local government, state and federal levels, and has taken it upon itself to ensure that every citizen of the nation has at least assess to the basic knowledge of reading, writing and communication as stipulated by the Education Board.

In any organisational management, administrative efficiency has proven to be very important especially in educational settings particularly in institutions of learning because efficient leadership and focused administrative processes are essential in achieving the educational goals of such institutions (Elsner, 2019). Therefore, Administrative efficiency refers to the ability of an organization's management to optimize resources, minimize waste, and enhance productivity in carrying out their administrative functions (Jones & Radnor, 2017). Administrative efficiency encompasses the various aspects of education such as financial management, human resource allocation, decision-making processes, and communication strategies in relation to administration in the educational settings, (Scott, 2020). It can also be defined as the ability of an organization or institution, for instance, schools to achieve their goals and objectives using least number of resources. Administrative efficiency within the scope of school administration, is of importance as it ensures the smooth running, operations, optimal use of available resources, and outputting of high-quality education of the students. Also, Smith (2020) defined administrative efficiency as "the extent to which school leaders are able to utilize available resources efficiently to achieve desired outcomes in terms of academic performance, student satisfaction, and overall organizational success" (p. 45). This definition spelt out the importance of utilizing resources efficiently and achievement of outcome in measuring administrative efficiency in schools. It also emphasizes the role of school leaders, such as school heads in optimizing the use of resources to enhance academic performance and organizational success. It covers numerous factors such as efficient communication, resource management, decision-making, and the general organizational efficiency. Efficient school heads play a key role in leading their institutions towards success by efficiently managing personnel, finances, facilities, and other resources.

Administrative efficiency is of great importance in the educational sector and its importance cannot be underestimated. The importance of administrative efficiency in educational institutions cannot be overstated, this is because, efficient administrative practices contribute greatly to cost-efficiency, thereby allowing schools to allocate their resources meticulously, helping them to maximize the impact of their educational programs (Ghorpade & Guenole, 2021). Also, administrative efficiency is very much linked to the efficiency of organizations and to the output and performance of students (Lopez-De Fede et al., 2018). As such, schools with a well-structured and functioning administrative systems potentially have higher student performance, better motivated teachers, as well as improved stakeholder satisfaction (Van Slyke et al., 2020).

Despite the many significances of administrative efficiency, achieving efficiency in administrations especially in educational institutions presents some challenges ranging from limited financial resources, complex bureaucratic structures, changing regulatory requirements, and evolving technological landscapes (Hood & Dixon, 2018). Additionally, the diversity of stakeholders involved in educational administration, including teachers, parents, students, government agencies, and community members, adds complexity to administrative processes (Mohamed & Tahir, 2020). In order to address these challenges, a deep understanding of the factors that influences the efficiency of administrations and the strategies and practices that can be implemented needs to be carried out.

There are predictors of administrative efficiency which usually are range of factors that influences how efficient and productive the processes of administration are within organisations. These predictors of administrative efficiency are important in understanding the performance of administrators and also in improving the performance of their overall functions. Some of the factors that can be regarded as predictors of administrative efficiency includes Leadership Styles of Administrators, the Organisational Structure, Technology and

Automation, Practices of managing Human Resource, processes used in making decisions, as well as collaboration and communication styles. Each of these predictors shall be briefly discussed in the course of this study; however, communication styles shall be discussed extensively as it is the focal of our study.

Communication is the bedrock of any relationship in the world today as it is the only way by which information can be exchanged or transferred. It is well known that communication is about idea sharing, exchange of information from one person to the other, which could be positive or negative; it could also be efficient or inefficient. Usually, communication is a two-way thing; which involves the sharing of information in order to help develop a common ground between two parties and in which both participants have played an active role in the process. When someone transmits a message, he has a responsibility of ensuring that the message is clearly delivered and understood, while the receiver of the message on the other hand must be an active listener to ensure that the message sent was properly received and understood by him. It can therefore be said that communication took place only when the listener clearly understands the message that the speaker was conveying, it is also communication that enables parents and children, teachers and students to express their thoughts and feelings to one another, which makes it is very important for parents to communicate openly and efficiently with their children as much as teachers also should to their students in order to enable them build trust, develop honesty and respectful relationship and this benefits not only the children but the every member of the family.

Communication is intended for conveying information, instruction, advice, feelings, opinions, and facts correctly and accurately from one person to another person or group of people. Good communication helps to stimulate enthusiasm and raise the interest and motivation of those to whom they are directed such as staff, students, parents, stakeholders and so on. In any organization, formal or informal, efficient communication leads to efficient

management which aids achievement of organizational goals. Efficient personnel management is a function of efficient communication; as management involves working with and through others to achieve corporate goals. The realization of the goals of schools as educational organizations hinges on efficient communication among the various operating personnel. The basic function of education itself relies almost entirely on communication. No school head or organization head at that, can organize, coordinate or control the activities of their staff or do diligence at activity delegation without efficient communication. Communication helps to build relationships and facilitates achievement of goals.

Communication style is any approach to communication that an individual adopts in a particular situation. This isn't necessarily an element of personality or character as individuals commonly use different styles in different situations. Different people prefer to convey their ideas and opinions in different ways. Moreover, different people also prefer to take in ideas and opinions from others in different ways. These different ways in which people approach the process of communication, i.e., the process of conveying and taking in ideas and opinions, are called communication styles. If you don't understand your own communication style, it's difficult to be self-aware while conversing. And, if you don't understand the styles of communication of the people you are conversing with, it isn't easy to optimize your communication approach. Although people usually favor a specific communication style, learning about the different communication styles can aid you in picking up the best aspects of communication. The communication style of the school heads of any academic institution plays a vital role in the school communication as it directly influences their administrative efficiency in the school. One way school heads affect school administrative efficiency is through their communication style with their subordinates. Once communication is efficient it will allow principals to build a strong sense of teamwork in order for the administration of the school to be successful. Once there is no communication

from principal to his subordinate, there will be no team spirit and this may lead to lack of job satisfaction which may result to poor performance from the staff, then will also affect the performances of students in learning process which will have negative effect in students' examination.

The importance of the level of communication and the style of communication among teachers-teachers, teachers-students and most importantly between administrative heads and the other components of the school has been clearly stipulated in the National Policy on Education (2004) when the Federal Government of Nigeria stated that no education can rise above the quality of communication of its administrative heads. Also, on the importance of teachers' communication, Maduewesi (2015) stated that the teachers are largely responsible for the translation and implementation of education policies, curriculum or course offering, instruction materials packages and assessment of learning outcomes at all level of learning. Afe (2016) asserted that the focus of any educational programme or measure should be on the teacher who is crucial in translating policy into practice. Secondary education like any other level of the education system requires adequate and appropriate resources to function efficiently. These resources include financial, time, human and physical resources. The head of any institution has the sole responsibility of bringing together the various resources of such an institution and allocating the resources efficiently to accomplish organizational goals. The school head of any institute of learning is the educational leader that harnesses all available resources of the school for the realization of the schools' educational objectives. This central task of any school head in furtherance is the arrangement of all available human and material resources and programmes available for education and carefully using them systematically for the achievement of educational objectives.

The school head is the headmaster/headmistress, head instructor, bureaucrat, head teacher, head, chancellor, principal or school director (sometimes another title is used), the

staff member of a school with the greatest responsibility for the management of the school and is concerned with policy making, organizing and implementation of school programmes. In addition, the central role of the principal/headmasters or mistress in a typically organized school include the following: setting objectives; formulating plans; identifying activities to be performed; organizing the activities into departments; defining task to be executed and give targets; assigning staff different functions; providing incentives; supervising; retrieving; and institutionalizing.

However, since the functions of school heads is that of implementing curriculum and extra-curricular activities and school-community relations, all those involved in the management of the school perform the above functions. The functions of school heads cannot be efficiently implemented without efficient communication styles.

An efficient school head be it an administrator, principal, headmaster or mistress needs excellent coordination strategy when working with colleagues. He needs to be able to communicate well, which will make his directives clear and morale high and be organized so that he can coordinate efforts smoothly. These skills are also important in addressing problems that may arise in order to ensure that necessary tasks are completed in an efficient manner. A key element of an efficient school is an efficient principal. Although school success is influenced by many people, but school principal remains one of the most important factors in the success. School restructuring and instructional leadership point to good communication style adopted by the principals.

Expected leadership function of a school head for an administrative efficiency includes ability to carry along subordinates through efficient communication styles, the extent to which the school head is able to do this, determines the administrative efficiency of the school. The school heads relate and interact with different people including other

administrators, teachers, parents, and even the students among others, in the course of discharging their duties and responsibilities as administrative head. Their ability to contribute to the improvement of the school system depends on their communication styles and skills. For example, efficient communication is essential for: understanding roles and assignments; planning and carrying out learning activities; coordinating approaches with students; providing information to teachers and other staff; and promoting awareness of others' interest and needs. Being aware of the necessary communication styles that will encourage open communication is important when working with others. Every school head should openly communicate with their staff; encouraging them by employing efficient communication styles to try to achieve the goals and objectives of the school.

The staff (workers, employees, teachers, workforce etc.) of any organisation or institution is the most efficient representatives of that organisation; in this case study, the teachers of the selected schools have a clear picture of the strengths and shortcomings of the schools they represent since they are both closer to the students and get to hear their opinions as well as close to the school heads. It is therefore important that the staff be the first to be informed of any new development or happenings within the school. As an administrative head in the school setting, the school head must be able to communicate with teachers about any or all forms of workplace concerns. The school heads can communicate with teachers, staff, parents and even students of the school through email, staff meetings, PTA meetings, memo, and impromptu meetings in the hall or teachers' lounge and so on.

The background of this study will be incomplete without pinpointing the fact that demographics such as Age, Gender and Level of Experience might likely play significant roles in the administrative efficiency of school heads across nations of the world as it will also be particular to Schools heads across Schools in Edo South Senatorial District. And as such, referencing shall therefore be made to such roles that any or all of this demographic

information plays in the administrative efficiency of school heads of Secondary Schools in Edo South Senatorial District of Edo State.

Statement of the Problem

Efficient communication is crucial for the success of any organization, including educational institutions. In the Edo South Senatorial District of Edo State, school heads play a vital role in the administration and management of schools.

As important as communication is in school administration, the preliminary study of this research showed that principal's communication appeared to be defective in most public schools in Edo South Senatorial District of Edo State. This resulted in poor performance of students in examinations which strained the relationship between the principals and teachers in the schools. Where communication gap between the principals and the teachers is too wide information were not really communicated to teachers in due time, where there was favouritism in the side of the principals in whom to communicate with or not, tribalism in communication within the school between the principal and his subordinate, there were also lapses in the administration of the school and in the performance of students in examinations. To the researcher's knowledge, there were insufficient evidences on the relationship between principal's communication styles and administrative efficiency in Edo South Senatorial District.

It was unknown whether inadequate communication may lead to misunderstandings, low morale, and conflicts among staff, which could negatively affect the overall efficiency of schools. Therefore, it was necessary to investigate if communication styles may predict administrative efficiency of school heads in Edo South Senatorial District which was yet to have sufficient research information.

Purpose of the Study

The purpose of this study therefore was to find out the communication styles used by the school heads in Edo South Senatorial District of Edo State and also to find out the extent to which the various communication styles predicts the administrative efficiency of school heads in Edo South Senatorial District of Edo State. In specific term, this study examines the extent to which:

1. Passive communication style predicts the administrative efficiency of the school heads in Edo South Senatorial District of Edo State.
2. Aggressive communication style predicts the administrative efficiency of school heads in Edo south Senatorial District.
3. Passive-aggressive communication style predicts the administrative efficiency of school in Edo South Senatorial District of Edo State.
4. Assertive communication style predicts the administrative efficiency of School heads in Edo South Senatorial District of Edo State.
5. Communication styles predict the efficiency of the administration of schools in Edo South Senatorial District of Edo State.

Research Questions

1. Does passive communication style predict the administrative efficiency of school heads in Edo South Senatorial District of Edo State?
2. Does aggressive communication style predict the administrative efficiency of school heads in the Edo South Senatorial District of Edo State?
3. Does passive-aggressive communication style predict the administrative efficiency of school heads in the Edo South Senatorial District of Edo State?

4. Does assertive communication style predict the administrative efficiency of school heads in the Edo South Senatorial District of Edo State?

5. Does communication style predict the administrative efficiency of school heads in Edo South Senatorial District of Edo State?

Hypotheses

The following hypotheses were formulated and were tested at 0.01 alpha level of significance:

Hypothesis 1:

Passive communication style is not a significant predictor of the administrative efficiency of the school heads in Edo South Senatorial District of Edo State.

Hypothesis 2:

Aggressive communication style is not a significant predictor of the administrative efficiency of school heads within the school communities of Edo South Senatorial District.

Hypothesis 3:

Passive-aggressive communication style is not a significant predictor of the administrative efficiency of school heads in the various schools in Edo South Senatorial District of Edo State.

Hypothesis 4:

Assertive communication style does not significantly predict the administrative efficiency of School heads in Edo South Senatorial District of Edo State.

Hypothesis 5:

Communication styles do not significantly predict the administrative efficiency of school heads in Edo South Senatorial District of Edo State.

Significance of the Study

This study was of great significance to all administrative school heads, to the board head of education within Edo South Senatorial District and to the education commission of the state as a whole. In truth, any education research work is always of great significance as it entails systematic and vigorous process of solving problems related to education with the ultimate aim of solving and making objective generalization that can be used for future predictions. The aim of a research work such as this is to help policy makers on how school heads could improve their administrative efficiency and also help in raising the standard of secondary education in Edo South Senatorial District of Edo State.

The study provides useful information for policy making and other education principles that would be of great significance to the improvement of efficiency of school heads within Edo South Senatorial District of Edo State. This would help address various acts such as malingering, skiving, and other deviant behaviour exhibited by students and any form of lukewarm attitudes of teachers and staff of schools in Edo South Senatorial District.

This study also will also find significance for the department in charge of appointment and promotion of teachers to the position of school heads at the education board levels, helping them to consider the various communication styles of teachers before appointing them as school heads.

Therefore, this study would serve as guide for those in charge of organization of workshops, seminars, and other induction courses for principals, administrative heads and all

school heads in general. Schools where communication styles of the school heads have negatively influenced their efficiency should be addressed and seminars conducted so as to achieve a much better performance.

Scope of the Study

The study focused on communication styles as predicators of administrative efficiency of school heads in the Edo South Senatorial District of Edo State. The research explored the four communication styles used by school heads and their influence on administrative efficiency of school heads in Edo South Senatorial District of Edo State.

This research used the four key communications styles; Passive, Aggressive, Passive-aggressive, and Assertive that are mainly used by School heads in the Edo South Senatorial District of Edo State. This study focused mainly on Senior Secondary School teachers in Edo South Senatorial District.

Operational Definition of Terms

Administrative Efficiency: The capacity of an organization, institution, or business to produce desired results with a minimum expenditure of energy, time, money, personnel, materiel, etc.

Communication Styles: The different ways in which people approach the process of communication, i.e., the process of conveying and taking in ideas and opinions, are called communication styles.

Communication: The imparting or exchanging of information by speaking, writing, or using some other medium.

Efficiency: Efficiency is about getting the most out of your resources. Efficiency in management means performing activities with the minimum wastage of resources which also refers to optimum utilization of resources so that the organisation can maximize the profit.

CHAPTER TWO

LITERATURE REVIEW

This chapter focused on relevant literatures to communication styles that were reviewed, their influences on administrative efficiency. It was carried out under the following sub-headings: Conceptual Framework; Communication Styles, Factors influencing communication styles, Implication of communication styles, Strategies for efficient communication, Administrative Efficiency, Theoretical framework; Cognitive Dissonance Theory, Communication Accommodation Theory, Empirical evidence; Summary of literature review.

Conceptual Framework

The conceptual framework for this study was based on the assumption that communication style significantly influences the administrative efficiency of school heads. The following variables were considered and were also separately elaborated on:

Independent Variable: Communication Styles

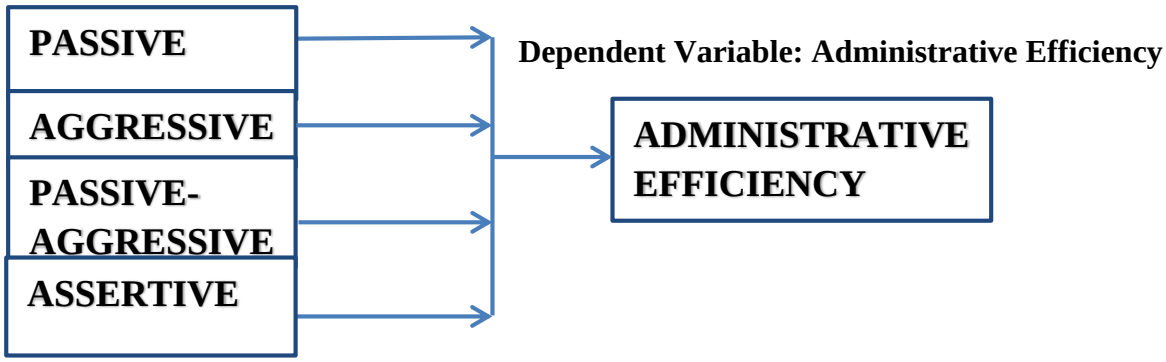


Fig 1: Semantic showing the relationship between Communication styles and administrative efficiency of school heads in Edo South Senatorial District of Edo State.

Concept of Administrative Efficiency

As earlier defined by Jones & Radnor (2017) in the course of the introduction of our study, administrative efficiency simply referred to the ability of an organization's management to optimize resources, minimize waste, and enhance productivity in carrying out administrative functions. Administrative efficiency is a very important aspect of the efficiency of any organization as it ensures that the organizational resources are efficiently allocated and utilized to achieve set goals and objectives. In the education sector, administrative efficiency is a crucial factor that determines the quality of education that is being delivered to students and how well they receive it. The conceptual framework of administrative efficiency covers some of the key theoretical perceptions, factors influencing, and also some outcomes that can be measured which all contributes to understanding and enhancing administrative practices within organizations. In other to achieve these, we shall be drawing on some classical and modern theories of administrative efficiency, covering factors that influence it, and also methods that can be used to assess and improve the efficiency of administrations.

Classical Theories of Administrative Efficiency

The classical theories of administration are foundational frameworks that greatly influences the way administrative efficiency are understood and practiced in organisations. These are theories that were developed in the late 19th and early 20th centuries and their main focus was on rationalizing organizational processes and thereby improving productivity of organisations. Some of the major contributors of classical administrative theories are Frederick Taylor and Henri Fayol, of which up till now their works continue to shape modern management practices.

Predictors of Administrative Efficiency

Leadership Style

This is one of the significant predictors of administrative efficiency (Bass, 1985) that plays a vital role in predicting the administrative efficiency of organizations, such as educational institutions like schools. The different leadership styles adopted by school heads have erratic impacts on the processes, staff motivations, decision making, how efficient communications will be and infact on the overall performance and productivity of the school. We shall therefore be shedding some lights on some of the various leadership styles as predictors of administrative efficiency drawing some relevance from previous researches and literatures.

Transformational Leadership: Transformational leadership is a style of leadership that is characterized by inspirations, visions, intellectual stimulations and individualized consideration (Bass & Riggio, 2006). Leaders that are transformational tends to inspire and motivate their teams, helping them to achieve higher levels of performance, foster innovation, and create a shared vision of success within the organisation. Studies suggests that transformational leadership styles influence administrative efficiency positively as it promotes teamwork, empowers employees, and enhances organizational adaptability (Avolio & Yammarino, 2013).

Transactional Leadership: This is another leadership style but in its own instance, it is a leadership style that focuses on exchanges between leaders and their followers, accentuating rewards, punishments, and clear expectations (Bass & Riggio, 2006). Leaders that are transactional in their leadership styles tends to set out clear and specific goals, have standards for measuring performance, and also provides feedback based on the performance of their followers. As much as this leadership style advocates and promotes task completion and strict

adherence to guidelines, its impact however, on administrative efficiency varies based on the situations and on how well engaged the employees are (Northouse, 2018).

Servant Leadership: Servant leadership is another interesting leadership style that lays emphasizes on serving others, on empathy, humility, and it focuses on the well-being of its followers (Greenleaf, 1970). Leaders that adopt this leadership style tends to prioritize the needs of the team, portray a culture of trust and collaboration, encourages both personal and professional growth and development of their followers. Studies shows that this leadership style contributes highly on levels of employee satisfaction, commitment, and organizational performance, which turns out to enhance administrative efficiency (Van Dierendonck & Nuijten, 2011).

Authentic Leadership: Authentic leadership comprises genuine, self-aware, transparent, and ethical practices of leadership (Avolio & Gardner, 2005). This type of leaders tends to focus on building trust through honesty, integrity, and consistency in their actions and also in their decisions. Research suggest that this leadership style has positive impact on the performances of organizations, from employee engagement to job satisfaction and overall efficiency of the organisation and that these are essential factors for administrative efficiency (Walumbwa et al., 2008).

Transactional vs. Transformational Leadership: From researches previously done, by comparing transactional and transformational leadership styles, it was observed that transformational leadership seems to have a stronger and positive impact on the performance of organizations, especially on the efficiency of their administration (Judge & Piccolo, 2004). It was observed that transformational leaders more likely inspire innovation, foster a positive work culture, and promote continuous improvement when compared to transactional style of

leadership and this aligns with the goals of enhancing administrative processes and overall organizational performance.

Organizational Structure as Predictors of Administrative Efficiency

An organisation with a well-defined and streamlined structure that has clear and well spelt out roles, responsibilities, and communication channels enhances coordination, decision-making, and resource allocation; however, complex or bureaucratic structures tends to lead to delays, confusion, and inefficiencies in administrative processes. Therefore, organizational structure plays significant role in determining administrative efficiency within any institution (Mintzberg, 1979), including schools in the Edo South Senatorial District of Edo State. We shall as such be diving into different aspects of organisational structure and how they can predict the administrative efficiency of organisations by drawing from relevant literatures that were previously done.

Hierarchical Structure: Organisations with hierarchical structure are characterized by their clear lines of authority and a top-down decision-making approach which can impact administrative efficiency of such organisations in several ways (Robbins & Coulter, 2019). First, hierarchical organisational structure is designed having chain of command that clarifies roles and responsibilities thereby reducing ambiguity and potential conflicts. This clarity in authority and command enables faster decision-making processes and smoother coordination of tasks which contributes to the overall administrative efficiency of the organisation (Daft, 2018). On the other hand, organisational structures that are excessively rigid stifles innovation and responsiveness to trending needs, leading to bureaucratic delays and inefficiencies (Bolman & Deal, 2017). Therefore, even though hierarchical structure tends to provide stability and accountability, finding the right balance is essential for maximizing administrative efficiency.

Functional Structure: In organisations that are structured by functions**,** departments are organized based on the functions that such organisations specialise on like finance, human resources, and operations (Robbins & Coulter, 2019). This serves to promote expertise and a deeper knowledge within each functional area which in turns enables more efficient decision-making and problem-solving within domains of the organisation.

However, the challenge of functional silos can emerge thereby hindering cross-departmental communication and collaboration (Jones, 2010). Functional silos can lead to inefficiencies, duplicates in efforts, and difficulties in aligning the goals of the organization across its various departments. Therefore, while a functional structure can enhance specialization since it is structurally streamlined, integrating communication channels and fostering interdepartmental cooperation are still vital for administrative efficiency to be maintained.

Flat Structure: A flat organizational structure on the other hand features fewer hierarchical levels and concentrate on a decentralized decision-making approach (Daft, 2018). This structure serves to promotes autonomy, flexibility, and swift responses to any arising challenges leading to administrative efficiency, especially in rapidly changing environments. However, flat structures can cause issues relating to coordination and control, especially as the organization expands (Robbins & Coulter, 2019). If there are no clear guidelines and mechanisms in place for coordination; the process of decision-making may become fragmented thereby leading to inconsistencies and inefficiencies in the administrative processes of such organisation.

Matrix Structure: Matrix organisational structure being the last but not the least on our list of Organisation Structure as predictor of administrative efficiency**,** employees report to both their functional and project managers, which allows for a blend of expertise in functions and

also for project-focused initiatives (Daft, 2018). This organisational structure is designed to enhance cross-functional collaboration, resource utilization, and innovation within organisations all of which are vital for administrative efficiency in complex projects or initiatives. Nonetheless, matrix structures also have its own challenges ranging from ambiguity in roles, conflict in priorities, and bottlenecks in decision-making (Jones, 2010). However, balancing its benefits of cross-functional integration with role delineation that are clear and proper communication protocols is essential for maximizing administrative efficiency within a matrix structured organisation.

Influence of Organisational Structure on Administrative Efficiency

The decision to choose a particular type of organizational structure from the list of various organisational structures discussed above can significantly influence the administrative efficiency of schools. As a well-designed and appropriately aligned structure can keep communication focused, clarify roles, foster collaboration, and facilitate decision-making processes, all of which are essential for administrative efficiency. However, the structure of interest must be adaptable to trending needs, as well as promote cross-functional synergy, and also minimize bureaucratic hurdles so as to achieve optimal administrative performance of schools.

Technology and Automation as Predictors of Administrative Efficiency

Technology and automation are also strong tools that also serve as predictor of administrative efficiency (Brynjolfsson & McAfee, 2014). There are now automated systems that are designed for data management, communication, and for tracking the capability of task in an attempt to achieve streamlining workflows, reduce human errors, and improve on the speed and time it takes to take decisions. Any organization that efficiently leverages

technology is bound to experience a greater level of administrative efficiency in comparison to organisations that still rely on manual processes.

Therefore, by examining technology and automation viable predictors of administrative efficiency will involve a thorough and comprehensive analysis of technological advancements, automation tools and how they impact the processes and efficiency of administrations in organisations. As such there is need for us to explore some of the roles of technology and automation and how they enhance administrative efficiency and streamline operations in organisations.

Technology Integration: The integration of technology means incorporating digital tools, software, and systems into administrative processes so as to improve efficiency, accuracy, and productivity (Khan, 2016). In relation to school administration, technology integration involves the use of educational management systems, communication platforms, data analytics tools, and digital documentation systems among others. Educational Management Systems such as; Platforms like Student Information Systems (SIS) and Learning Management Systems (LMS) are designed to automate student enrolment, gradings, student attendance tracking, course management tasks thereby reducing administrative workload and errors (Ferdig & Kennedy, 2014). Communication Platforms such as email, messaging apps, and collaboration tools are also designed and made available to facilitate seamless communication among the staff, students, parents, and stakeholders of schools thereby promoting efficient information sharing and decision-making processes within the school (Laurillard, 2012).

There are also data analytics tools such as business intelligence and data analytics software which enables school heads to analyze the performances of academic data, the school financial metrics, and other operational changes leading to decision making processes

that are triggered by the analysed data and also enforces allocation of resources of the school (Marinoni & Van‘T Land, 2020). Finally, under the list of technologies we have digital documentation systems such as electronic document management systems (EDMS) digitize paperwork, streamline document retrieval, which serves to ensure compliance with regulatory requirements, improving organizational efficiency and transparency (Koulouriotis & Xenos, 2019).

Automation Tools: These are technological devices and machines that are designed to automatically carry out tasks, processes and workflows that are usually done repetitively thereby reducing manual and sometimes human effort, keeping errors at minimal and also speeding up task completion time (Chui et al., 2016). Within the administrative settings, these tools are used for various functions, ranging from: Workflow Automation which is used to automate the flow of work, processes and task before they are approved. It also helps in routing documents for optimized administrative workflow, reduce bottlenecks, and also improves on task coordination and completion (Lee & Kim, 2017).

Financial Automation involves streamlining the processes of automatic invoicing, managing expense, and preparing financial report thereby improving on accuracy, and real-time monitoring of finances (Rahim et al., 2018). Finally on this list is Human Resources Automation which serves to automate the recruitment processes, manages payroll and the processes of onboarding employees by streamlining also management of human resources thereby enhancing the accuracy of data and improves employee experiences of the organisation (Brynjolfsson & McAfee, 2014).

Influence of Technology and Automation on Administrative Efficiency

As discussed above, the integration of technology and automation systems into organisations can significantly contribute to administrative efficiency of the organisation as it

potential can reduce human efforts and manual processes thereby minimizing errors, enhancing the accuracy of data, improve on inter organisational communication, and also speed up decision-making processes. Schools and other organizations that are able to efficiently incorporate technology into their operations tends to experience streamlined operations, saving cost, improves their productivity, and utilizes their resources better which ultimately leads to enhanced administrative efficiency and performance of such organisation.

Communication and Communication Style

The ways by which information are communicated; especially the communication style adopted is another key predictor of administrative efficiency (Guest, 1997). Open and clear channels of communication tend to facilitate proper sharing of information, enhancing solving of arising problems and decision-making processes within organisation which leads to a smoother administrative operation. Communication especially the style of communication is a key predictor of administrative efficiency in many organisations particularly in Schools.

Efficient communication is one of the important elements of administrative efficiency, and it has been found to influence the efficiencies of school heads in managing the school activities and resources. Here we shall be examining the concept of administrative efficiency as it relates to Communication Styles as predictors of Administrative Efficiency of School Heads in Edo South Senatorial District of Edo State. Focusing on the four primary communication styles of interest; (passive, aggressive, passive-aggressive, and assertive), and their influences on administrative efficiency.

Importance of Communication in Administrative Efficiency

Communication is fundamental in achieving administrative efficiency especially if it is efficient as it enables clear exchange of information, understanding, collaboration, and decision-making in organizations (Kreps, 2011). In school administration, communication is the backbone of information for conveying goals, expectations, policies, and other vital news for efficient management and operation of the school (Lucas, 2020). When communication is not efficient, it can lead to misunderstandings, conflicts, delays, and inefficiencies with the school that can potentially hinder efficiency of the administrative processes of the school and general performance of the school.

Communication Style

Efficient communication is a crucial aspect of the success of any organization, and communication styles play a significantly important role in how messages are passed and received within such organization.

Communication styles simply refer to the way in which individuals express themselves both verbally and non-verbally. The four primary communication styles under review in this study are passive, aggressive, passive-aggressive, and assertive. Each of these communication styles is characterized by its unique set of behaviors and attitudes, and they have varying levels of efficiency in different situations.

Communication style being our independent variable will be measured using the four types of communication styles: passive, aggressive, passive-aggressive, and assertive. Each of these communication styles will be assessed based on their level of expression of thoughts and feelings, assertiveness, and ability to resolve conflicts.

Passive Communication style

Passive communication style refers to a way of interacting and expressing oneself where an individual tends to avoid expressing their own needs, desires, opinions, or emotions directly. People who adopt a passive communication style often prioritize maintaining harmony, avoiding conflict, and pleasing others over asserting their own needs and wants. This style of communication is characterized by a lack of assertiveness, difficulty in expressing disagreement, and a tendency to defer to others' opinions or decisions. In passive communication, individuals may struggle to express their feelings openly, may apologize excessively, and often downplay their own importance or opinions. They may avoid making requests directly and tend to rely on others to make decisions for them. Passive communicators often feel anxious or fearful of negative reactions, rejection, or confrontation, leading them to suppress their own needs and desires.

Characteristics of Passive Communication Style

Passive communication style is characterized by a tendency to avoid conflict or confrontation. Individuals who exhibit passive communication often refrain from expressing their thoughts, feelings, and needs openly, which can lead to difficulties in resolving conflicts efficiently. The avoidance of conflict is a central feature of this communication style.

1. **Lack of assertiveness:** Passive communicators tend to avoid conflict by failing to assert themselves and express their needs or opinions clearly. They may suppress their own desires or compromise excessively to maintain harmony in relationships or situations.
2. **Fear of rejection or disapproval:** Passive communicators often have a fear of rejection or disapproval, which makes them hesitant to voice their concerns or disagree with others. They may worry about upsetting others or being judged negatively, leading them to avoid conflict altogether.

3. **Non-confrontational behavior:** Passive communicators avoid conflict by steering clear of confrontational situations. They may choose to ignore or downplay issues rather than address them directly. This can result in unresolved conflicts or a buildup of resentment over time.

4. **Difficulty expressing emotions:** Passive communicators may find it challenging to express their emotions openly, especially when it involves conflict. They may avoid discussing sensitive topics or hide their true feelings, contributing to a lack of resolution and understanding in conflicts.

5. **Preference for peacekeeping:** Passive communicators often prioritize maintaining peace and avoiding tension over addressing conflicts. They may go to great lengths to keep the peace, even at the expense of their own needs or values.

These characteristics of passive communication style align with the concept of conflict avoidance. By understanding these traits, individuals can work towards developing more assertive and efficient communication strategies. It is important to note that while passive communication may help in short-term conflict avoidance, it can lead to long-term relationship issues and hinder personal growth.

Factors Influencing Passive Communication

As earlier discussed, passive communication is a communication style that is characterized by lack of assertiveness, reluctance to express one's needs and desires, and avoidance of confrontation. Understanding the factors that influence passive communication is crucial for interpersonal and organizational dynamics. Individual, cultural, and situational factors influence passive communication style. The findings of this study can aid in the development of efficient communication strategies and interventions to promote assertiveness and healthy communication patterns.

Individual Factors

Low Self-esteem and Self-worth: Low self-esteem and self-worth have been associated with passive communication. Individuals with low self-esteem may fear rejection or disapproval, leading to a reluctance to assert themselves and express their needs and desires.

Fear of Conflict and Confrontation: Fear of conflict and confrontation can significantly impact communication styles. Individuals who are averse to conflict may resort to passive communication as a means of avoiding uncomfortable situations or potential disagreements.

Communication Apprehension: Communication apprehension, characterized by anxiety or fear of communicating in certain situations, can contribute to passive communication. Individuals with high levels of communication apprehension may struggle to express their needs assertively, fearing negative evaluation or judgement.

Cultural Factors

Collectivist Cultural Orientation: Cultural norms and values influence communication styles. In collectivist cultures, where the emphasis is on group harmony and preserving social relationships, passive communication may be more prevalent. Expressing personal needs and desires directly might be viewed as disruptive or disrespectful to the group.

Power Distance: Cultures with a high-power distance, where hierarchical relationships are valued, may foster passive communication. Subordinates may feel hesitant to express their needs and desires openly to those in higher positions of power.

Situational Factors

Authority Figures and Hierarchical Structures: Within organizations or social settings with strong hierarchical structures, individuals may adopt passive communication when interacting with authority figures. The power imbalance can inhibit assertiveness and the expression of needs and desires.

Perceived Threats or Repercussions: Situations that are perceived as threatening, such as potential negative consequences or retribution, can influence communication styles. The fear of negative outcomes may lead individuals to choose passive communication to avoid conflict or harm.

Passive communication is influenced by a range of factors at the individual, cultural, and situational levels. Factors such as low self-esteem, fear of conflict, collectivist cultural orientation, and authority figures play a significant role in shaping communication styles. Recognizing these factors is crucial for fostering assertive communication and addressing potential barriers to efficient interpersonal interactions. Further research and practical interventions are needed to enhance awareness, develop assertiveness skills, and promote healthier communication patterns.

Implications of Passive Communication

Among various communication styles, passive communication stands out as a tendency to avoid expressing one's needs and desires directly. This research aims to explore the implications of passive communication in different contexts.

Passive Communication and Assertiveness: Passive communication style often leads to a lack of assertiveness, as individuals may struggle to express themselves confidently and advocate for their own needs. Passive communicators tend to experience feelings of powerlessness, reduced self-confidence, and diminished ability to assert themselves in social interactions.

Self-Esteem and Passive Communication: Passive communication has a significant impact on individuals' self-esteem. The reluctance to express needs and desires can result in feelings of worthlessness, inadequacy, and diminished self-worth.

Conflict Resolution and Passive Communication: Passive communication style often hampers efficient conflict resolution. The avoidance of expressing one's needs and concerns can lead to unresolved conflicts, simmering resentment, and strained relationships. Studies by (Bolton, 2019) indicate that passive communicators tend to exhibit passive-aggressive behavior, which further exacerbates conflicts.

Interpersonal Relationships and Passive Communication: Passive communication can have detrimental effects on interpersonal relationships. The failure to express needs and desires openly may lead to misunderstandings, unmet expectations, and decreased relational satisfaction.

Workplace Implications of Passive Communication: Passive communication style can significantly impact workplace dynamics, affecting productivity, teamwork, and overall organizational efficiency. The inability to assert oneself and express needs directly may hinder career advancement and limit opportunities for professional growth.

Strategies for Efficient Communication within Passive Communication Style Framework

Strategies for efficient communication within a passive communication style framework are crucial for individuals who tend to be reluctant to express their needs, desires, and opinions openly and directly. The following strategies can help empower individuals with a passive communication style to improve their communication skills, assertiveness, and overall efficiency in interpersonal interactions:

Developing Self-Awareness: One of the first steps in improving communication within a passive communication style is developing self-awareness. Individuals need to recognize their communication patterns, identify the reasons behind their reluctance to express themselves, and understand the impact it has on their relationships and personal well-being. By becoming aware of their communication tendencies, individuals can begin to consciously work towards more assertive and efficient communication.

Enhancing Assertiveness Skills: Assertiveness is a key aspect of efficient communication for individuals with a passive communication style. It involves expressing one's needs, desires, and opinions in a clear and direct manner, while respecting the rights and perspectives of others. Assertiveness training programs, workshops, or counseling can provide individuals with the necessary skills and techniques to confidently assert themselves without being overly passive or aggressive.

Active Listening and Empathy: Active listening and empathy are important strategies for individuals with a passive communication style. By actively listening to others, individuals can better understand their perspectives, needs, and desires. This helps in building stronger relationships, demonstrating genuine interest, and creating a supportive communication

environment. Empathy complements active listening by allowing individuals to connect emotionally with others, fostering understanding, and building trust.

Setting Boundaries and Prioritizing Needs: Individuals with a passive communication style often struggle with setting boundaries and prioritizing their own needs. It is important for them to recognize their own worth and value their own needs and desires. Setting clear boundaries helps establish limits on what one is willing to accept or engage in, while prioritizing needs ensures that personal goals and well-being are not neglected. By communicating boundaries and asserting their needs, individuals can maintain healthier relationships and avoid feelings of being taken advantage of.

Conflict Resolution and Negotiation Skills: Conflict resolution and negotiation skills are essential for efficient communication within a passive communication style. Individuals need to develop techniques to address conflicts and disagreements in a constructive and assertive manner. This includes active listening, finding common ground, expressing concerns diplomatically, and seeking mutually beneficial solutions. Training in conflict resolution and negotiation can equip individuals with the necessary skills to navigate challenging situations efficiently.

Seeking Support and Professional Guidance: Individuals with a passive communication style can benefit from seeking support and professional guidance. Counselors, therapists, or communication coaches can provide valuable insights, techniques, and feedback to help individuals overcome communication challenges. Working with a professional can offer personalized strategies and a safe space to practice and develop efficient communication skills.

By implementing these strategies, individuals with a passive communication style can enhance their communication efficiency, express their needs and desires more assertively, and build healthier and more fulfilling relationships.

Aggressive Communication Style

Aggressive communication style refers to a mode of interaction in which an individual tends to express their needs, opinions, and emotions in a forceful and often confrontational manner, without considering the rights or feelings of their listeners. It involves a dominant and overpowering approach to communication that aims to control or intimidate listeners to get one's way. Aggressive communicators prioritize their own needs and desires over those of others especially their listeners and tend to disregard the impact of their words and actions on the people they are interacting with.

In aggressive communication, individuals often use harsh or offensive language, raise their voices, make personal attacks, and engage in hostile or argumentative behavior. They may be excessively demanding, ignore others' boundaries, and show little regard for differing perspectives or opinions. Aggressive communicators often seek to assert dominance, establish superiority, or manipulate others through intimidation or coercion.

Characteristics of Aggressive Communication

The aggressive communication style is emphasized by speaking in a loud and demanding voice, maintaining intense eye contact and dominating or controlling others by blaming, intimidating, criticizing, threatening or attacking them, among other traits.

Aggressive communication style is characterized by the following:

Hostile Tone: Aggressive communicators often adopt a harsh and confrontational tone, using aggressive language and making personal attacks.

Domineering Behavior: They tend to exert control and power over others, often disregarding their opinions, needs, and boundaries.

Intimidation Tactics: Aggressive communicators may employ tactics such as shouting, finger-pointing, invading personal space, or using threatening gestures to assert dominance.

Disregard for Others' Feelings: They show little empathy or consideration for how their words and actions impact the emotions and well-being of others.

Manipulation and Coercion: Aggressive communicators may use manipulation techniques, such as guilt-tripping or issuing ultimatums, to achieve their desired outcomes.

Lack of Active Listening: They often interrupt, dismiss, or ignore others' viewpoints, focusing solely on their own agenda.

Blaming and Criticism: Aggressive communicators tend to blame others, criticize their actions, and make sweeping generalizations, rather than engaging in constructive dialogue.

Explosive Reactions: They have a tendency to react impulsively and with anger, sometimes escalating conflicts rather than seeking resolution.

Difficulty Accepting Feedback: Aggressive communicators may resist or reject feedback, becoming defensive and engaging in further confrontation.

Lack of Respect for Boundaries: They frequently disregard personal boundaries and may invade others' personal space or make inappropriate demands.

Aggressive communication style is characterized by a forceful and dominating approach in expressing one's needs, desires, and opinions while disregarding the rights and perspectives of others. Individuals with an aggressive communication style tend to prioritize their own agenda and may use tactics such as intimidation, personal attacks, and hostility to assert their views.

Factors Influencing Aggressive Communication

Several factors can influence aggressive communication, which involves the use of hostile or threatening language, gestures, or behaviors to intimidate or attack others. Understanding these factors can provide insights into the underlying causes and triggers of aggressive communication. Here are some key factors that can influence aggressive communication:

Emotional States: Emotional states, such as anger, frustration, or resentment, can significantly impact communication styles, leading to aggressive expressions. When individuals experience intense emotions, they may be more prone to reacting aggressively, as their ability to regulate emotions and engage in constructive dialogue may be compromised. Unresolved conflicts, perceived threats, or personal insecurities can contribute to heightened emotional states and increase the likelihood of aggressive communication.

Environmental Factors: Environmental factors can play a role in influencing aggressive communication. High-stress environments, such as competitive workplaces, overcrowded spaces, or hostile social contexts, can create a climate that fosters aggression. Factors like noise, physical discomfort, or lack of privacy can also contribute to heightened tension and aggressive communication.

Learned Behaviors: Aggressive communication can be learned through socialization, observing aggressive role models, or experiencing aggressive behaviors in one's environment. Individuals who grew up in households or communities where aggression was normalized or modeled may be more prone to using aggressive communication as a default response when faced with conflicts or challenges.

Cognitive Factors: Cognitive factors, such as cognitive distortions or biased thinking patterns, can influence aggressive communication. Negative interpretations of others' intentions, a tendency to perceive personal attacks, or a black-and-white view of conflicts can contribute to aggressive communication styles. Cognitive biases, such as hostile attribution bias (attributing hostile intentions to others) or confirmation bias (favoring information that supports pre-existing beliefs), can also fuel aggressive communication.

Power Dynamics: Power imbalances can influence the use of aggressive communication. Individuals in positions of power or authority may resort to aggression as a means to control or dominate others. In situations where individuals feel their power or status is threatened, they may employ aggressive communication to assert dominance or maintain control over others.

Cultural and Social Norms: Cultural and social norms can shape communication styles and influence the acceptability of aggressive behavior. In some cultures, or subgroups, aggressive communication may be seen as a way to establish dominance, protect honor, or gain respect. Social norms that encourage aggression or condone confrontational interactions can contribute to the prevalence of aggressive communication styles.

Personal Factors: Individual characteristics, such as personality traits, self-esteem levels, and past experiences, can influence aggressive communication. Individuals with low self-

esteem, high levels of impulsivity, or a history of interpersonal conflicts may be more likely to engage in aggressive communication as a defensive or self-protective mechanism.

It is important to note that these factors interact with and influence each other, contributing to the complex nature of aggressive communication. Understanding these factors can help individuals develop strategies to manage their communication styles more efficiently and promote healthier, non-aggressive forms of interaction.

Implications of Aggressive Communication

Aggressive communication can have various negative consequences, affecting both individuals and relationships. Some of the common implications of aggressive communication style are:

Relationship Strain: Aggressive communication often leads to strained relationships. When individuals consistently use aggressive language, tone, or behavior, it creates an environment of hostility and intimidation. This can erode trust, respect, and emotional connection, damaging the quality of interpersonal relationships.

Escalation of Conflict: Aggressive communication tends to escalate conflicts rather than resolving them. The confrontational nature of aggressive behavior can trigger defensive responses in others, leading to a cycle of escalating hostility and confrontation. This makes it difficult to find mutually beneficial resolutions and maintain healthy communication.

Emotional Harm: Aggressive communication can cause emotional harm to both the aggressor and the recipient. Aggressive language, insults, and personal attacks can lead to feelings of anger, fear, humiliation, and worthlessness. It can contribute to a hostile emotional climate, fostering resentment, anxiety, and low self-esteem for all parties involved.

Lack of Understanding and Cooperation: Aggressive communication often hampers efficient understanding and cooperation. When individuals resort to aggressive tactics, the focus shifts from constructive dialogue and problem-solving to winning the argument or asserting dominance. This hinders the ability to empathize, listen to others' perspectives, and collaborate towards mutually beneficial outcomes.

Communication Breakdown: Aggressive communication can lead to a breakdown in communication altogether. It creates an atmosphere of hostility, where individuals may become defensive, withdrawn or shut down. This inhibits open and honest expression, making it difficult to address issues, share needs and desires, and build efficient communication channels.

Negative Reputation and Impacts on Professional Opportunities: Consistently displaying aggressive communication behaviors can harm one's reputation and impact professional opportunities. Aggression can be perceived as unprofessional, confrontational, and disruptive in various contexts, such as the workplace or professional networks. This can lead to strained professional relationships, missed career opportunities, and a negative impact on overall success and advancement.

Physical and Psychological Health Impacts: Aggressive communication has been linked to adverse physical and psychological health effects. Ongoing engagement in aggressive behaviors can contribute to increased stress levels, anxiety, depression, and even physical health problems such as elevated blood pressure and cardiovascular issues.

Strategies for Efficient Communication within the Aggressive Communication Style framework

Developing Self-Awareness and Emotional Regulation: This strategy focuses on developing self-awareness of one's communication patterns, triggers, and emotions. As a school head, it’s imperative to know your communication patterns, and what triggers them. This strategy explores techniques for managing and regulating emotions efficiently, such as deep breathing, mindfulness practices, and self-reflection exercises.

Recognizing Triggers and Applying Active Listening: Understanding what triggers your emotion and how you communicate is crucial in managing aggressive communication tendencies. This strategy explores methods for recognizing triggers and responding with active listening. It emphasizes the importance of giving others the opportunity to express themselves, suspending judgment, and seeking to understand their perspective.

Practicing Empathy and Perspective-Taking: Empathy and perspective-taking play vital roles in fostering efficient communication within the aggressive communication style. This strategy explores techniques for developing empathy, such as imagining oneself in the other person's shoes, actively seeking to understand their feelings and experiences, and demonstrating genuine concern.

Assertiveness Training and Communication Skills Development: Developing assertiveness skills is essential for individuals with aggressive communication tendencies. This strategy examines assertiveness training programs and communication skills development, including techniques for expressing needs, setting boundaries, and advocating for oneself while respecting others' rights and perspectives.

Conflict Resolution and Anger Management Techniques: This strategy focuses on conflict resolution and anger management techniques to navigate conflicts constructively within the aggressive communication style. It explores methods for managing anger, promoting efficient problem-solving, and seeking win-win solutions.

Seeking Support and Professional Guidance: Seeking support from professionals, such as counselors or therapists, is a valuable strategy for individuals with an aggressive communication style. This section explores the benefits of seeking guidance, counseling, or therapy to address underlying issues, develop self-awareness, and acquire efficient communication strategies.

Passive-Aggressive Communication Style

Passive-aggressive communication style refers to a pattern of behavior where individuals express their negative feelings, resistance, or opposition indirectly, often through subtle or covert means. It involves a combination of passive behaviors, such as avoiding direct confrontation or open expression of emotions, and aggressive behaviors, such as expressing anger or frustration indirectly.

In passive-aggressive communication, individuals may appear outwardly compliant or agreeable but subtly undermine or resist the requests or expectations of others. They may use sarcasm, veiled insults, backhanded compliments, or non-verbal cues to express their dissatisfaction or provoke a reaction from others. This style of communication often involves a form of manipulation aimed at getting their way or exerting control while avoiding direct confrontation.

Characteristics of passive-aggressive communication style include:

Indirect Expression: Passive-aggressive communicators avoid direct and honest communication of their feelings or needs, often resorting to ambiguous or cryptic statements.

Sarcasm and Veiled Criticism: They may use sarcasm, backhanded compliments, or subtle criticisms to express their disapproval or resentment without directly confronting the issue.

Procrastination and Sabotage: Passive-aggressive individuals may intentionally delay or neglect tasks or responsibilities as a way to express their resistance or punish others.

Silent Treatment: They may use silence or withdrawal as a means of expressing their anger, avoiding communication, or conveying disapproval.

Denial and Avoidance: Passive-aggressive communicators may deny their true feelings, downplay the importance of an issue, or avoid taking responsibility for their actions.

"Accidental" Mistakes: They may repeatedly make "innocent" mistakes or errors that have negative consequences, thereby expressing their frustration or defiance indirectly.

Guilt Tripping: Passive-aggressive individuals may use guilt as a means of manipulation, making others feel responsible or at fault for their own negative emotions or behaviors.

Passive Resistance: They may comply with requests or agreements on the surface while subtly undermining or neglecting them in practice.

Factors that influence Passive-aggressive Communication Style

Several factors can influence the development and manifestation of passive-aggressive communication styles. These factors can vary from individual to individual, and a combination of multiple factors may contribute to the adoption of this communication style. Some of the key factors that can influence passive-aggressive communication are:

Fear of Confrontation: Individuals who have a fear of direct confrontation may resort to passive-aggressive communication as a way to express their negative emotions indirectly. They may avoid expressing their true feelings out of anxiety or a desire to maintain harmony.

Learned Behavior: Growing up in an environment where passive-aggressive communication was prevalent can lead individuals to adopting this style of communication as a learned behavior. If they observed others using passive-aggressive tactics to express dissatisfaction or avoid conflict, they may replicate those behaviors.

Power Imbalance: Being in a situation where there is an imbalance of power, such as in an authoritarian or controlling relationship, can lead individuals to resort to passive-aggressive communication as a means of expressing their dissatisfaction while minimizing the risk of direct confrontation.

Passive Role Modeling: Having role models or significant others who primarily exhibit passive communication styles can influence individuals to adopt similar patterns of indirect expression of negative emotions.

Low Self-Esteem: Individuals with low self-esteem may struggle with assertiveness and direct expression of their needs and emotions. They may resort to passive-aggressive communication as a way to indirectly seek validation or assert their power.

Perceived Lack of Control: When individuals feel that they have limited control over their circumstances or that their needs are not being met, they may resort to passive-aggressive communication as a way to regain a sense of control or express their frustration indirectly.

Passive-Aggressive Environments: Being in an environment that fosters passive-aggressive behaviors, such as a workplace with unresolved conflicts or a family dynamic with

unaddressed issues, can contribute to the adoption of this communication style as a means of coping with the prevailing atmosphere.

Implications of Passive-Aggressive communication Style

Passive-aggressive communication style can have various effects on individuals and their relationships. Some common implications associated with this communication style are:

Inefficient Communication: Passive-aggressive communication often hinders efficient communication. It obscures the true feelings, needs, and concerns of the individual, making it difficult for others to understand and address their underlying issues.

Misunderstandings and Confusion: The indirect and subtle nature of passive-aggressive communication can lead to misunderstandings and confusion. The true message or intention may be unclear, creating tension and further complicating the situation.

Damaged Relationships: Passive-aggressive behavior can erode trust and strain relationships. Others may perceive the individual as being untrustworthy, manipulative, or unreliable, leading to diminished connection and strained interactions.

Escalation of Conflict: Rather than resolving conflicts in a direct and constructive manner, passive-aggressive communication may lead to the escalation of tensions. The indirect expression of negative feelings can cause resentment to build up over time, potentially resulting in explosive outbursts or heightened conflict.

Undermined Productivity and Collaboration: In professional settings, passive-aggressive communication can hinder productivity and collaboration. Indirect resistance, procrastination, or sabotage may impede teamwork and compromise overall work quality.

Emotional Toll: Engaging in passive-aggressive behavior can have a negative impact on an individual's emotional well-being. Suppressing and indirectly expressing negative emotions can lead to increased stress, frustration, and a sense of powerlessness.

Lack of Resolution: Passive-aggressive communication often avoids addressing the root causes of conflicts or concerns. By failing to engage in direct and open communication, issues remain unresolved, and the potential for long-term resolution diminishes.

Reinforcement of Negative Patterns: The use of passive-aggressive communication can reinforce and perpetuate negative patterns of behavior. It may create a cycle where the individual repeatedly resorts to indirect expression of negative emotions rather than developing healthier communication strategies.

Decreased Self-Empowerment: Passive-aggressive behavior may limit an individual's sense of self-empowerment. By avoiding direct expression of needs and concerns, individuals may feel that their voice is not heard or that their emotions are not valid, leading to a diminished sense of self-worth.

Impact on Personal Growth: Adopting a passive-aggressive communication style can hinder personal growth and development. It can impede the development of assertiveness, conflict resolution skills, and emotional intelligence, which are essential for healthy relationships and personal fulfillment.

Strategies for Efficient Communication within the Passive-aggressive communication style framework

Passive-aggressive communicators can better improve their communication style and communicate more efficiently by employing certain strategies that can help them promote more efficient and constructive interactions. Some of these strategies to consider are outlined below:

Self-Awareness: Develop self-awareness to recognize your own passive-aggressive tendencies. Acknowledge and understand the underlying emotions and triggers that contribute to your communication style.

Open and Direct Communication: Practice open and direct communication, expressing your thoughts, needs, and concerns in a clear and assertive manner. Avoid relying on indirect or cryptic messages that can create confusion and misunderstandings.

Active Listening: Cultivate active listening skills by giving your full attention to the speaker, focusing on understanding their perspective without interrupting or formulating counterarguments. Validate their feelings and demonstrate empathy.

Conflict Resolution: Engage in conflict resolution strategies that prioritize problem-solving and collaboration. Seek mutually beneficial solutions rather than resorting to passive resistance or manipulative tactics.

Assertiveness Training: Learn and practice assertiveness skills to express your needs, opinions, and boundaries in a respectful and direct manner. Assertiveness involves standing up for yourself while considering the rights and feelings of others.

Emotional Regulation: Develop emotional regulation techniques to manage frustration, anger, and other negative emotions that may contribute to passive-aggressive behavior. Seek healthy outlets for processing and expressing emotions.

Reflective Communication: Take time to reflect on your thoughts and emotions before communicating, ensuring that you approach discussions with a clear and calm mindset. Avoid reactive or impulsive responses.

Seek Constructive Feedback: Be open to receiving constructive feedback from others regarding your communication style. Use feedback as an opportunity for growth and improvement, and implement changes accordingly.

Address Underlying Issues: Recognize and address any underlying issues or conflicts that may contribute to passive-aggressive behavior. Consider seeking professional help, such as therapy, to explore and resolve deeper emotional or relational challenges.

Build Healthy Communication Patterns: Strive to develop healthy communication patterns over time. This includes fostering open dialogue, promoting active listening, and maintaining transparency and respect in your interactions.

Breaking ingrained communication habits takes time and effort. Patience and consistency in applying these strategies can lead to more efficient and fulfilling communication, fostering healthier relationships and personal growth.

Assertive Communication Style

Assertive communication style refers to a mode of interaction in which individuals express their thoughts, needs, and emotions in a confident, direct, and respectful manner while also considering the rights and feelings of others. It involves efficiently and assertively expressing oneself without being aggressive or passive.

In assertive communication, individuals clearly state their opinions, desires, and boundaries, while actively listening to others and showing respect for differing viewpoints. It aims to promote open and honest dialogue, maintain healthy boundaries, and foster mutual understanding and cooperation.

Characteristics of Assertive Communication Style

Clarity and Directness: Assertive communicators express their thoughts, needs, and feelings in a clear and direct manner, using concise and specific language.

Respectful Tone: They maintain a respectful and calm tone, avoiding aggressive or passive-aggressive language, and showing consideration for the feelings and rights of others.

Active Listening: Assertive individuals actively listen to others, giving them their full attention, and seeking to understand their perspective before responding. They validate the feelings and viewpoints of others.

Firmness and Confidence: They display confidence and assertiveness in their communication, expressing themselves with conviction and without apologizing for their opinions or needs.

Boundary Setting: Assertive communicators establish and maintain personal boundaries, clearly stating what is acceptable or unacceptable to them while respecting the boundaries of others.

Problem-Solving Orientation: They focus on finding solutions and resolving conflicts in a collaborative and constructive manner, rather than engaging in blame or personal attacks.

"I" Statements: Assertive individuals use "I" statements to express their thoughts and feelings, taking ownership of their experiences without assigning blame or making assumptions about others.

Non-Verbal Communication: Assertive communication includes appropriate non-verbal cues, such as maintaining eye contact, using confident body language, and having an open posture.

Empathy and Understanding: While expressing their own needs, assertive communicators also demonstrate empathy and understanding towards others, recognizing that different perspectives exist.

Self-Advocacy: Assertive communication involves advocating for oneself, expressing needs, and asserting personal rights, while respecting the rights and perspectives of others.

Developing assertive communication skills can lead to improved self-confidence, better relationships, and more efficient problem-solving. It allows individuals to express themselves authentically while maintaining healthy boundaries and fostering respectful interactions.

Factors that Influence Assertive Communication Style

Several factors can influence the development and adoption of an assertive communication style. These factors can vary from individual to individual and may interact with each other. Some of the key factors that can influence assertive communication are:

Self-Esteem and Self-Confidence: Individuals with higher levels of self-esteem and self-confidence are more likely to feel comfortable expressing their thoughts, needs, and emotions in a direct and assertive manner. Positive self-perception contributes to assertive communication.

Upbringing and Cultural Influences: The cultural and familial background of individuals can shape their communication style. Those who grow up in environments that encourage open dialogue, assertiveness, and respectful expression of opinions are more likely to develop an assertive communication style.

Role Models and Social Learning: Observing assertive role models, such as parents, teachers, or mentors, can influence the development of assertive communication skills. Social learning theory suggests that individuals learn behaviors by observing and imitating others.

Communication Skills Training: Participation in communication skills training programs or workshops can provide individuals with the knowledge, techniques, and practice required for assertive communication. Learning efficient communication strategies can positively influence assertiveness.

Personal Values and Beliefs: Personal values and beliefs about assertiveness and communication play a significant role. If individuals believe that assertiveness is important, respectful, and valuable for expressing themselves and maintaining healthy relationships, they are more likely to adopt an assertive communication style.

Emotional Intelligence: Emotional intelligence, including self-awareness and empathy, can impact assertive communication. Individuals who are aware of their own emotions and can understand and empathize with the emotions of others are better equipped to communicate assertively and considerately.

Perceived Control and Autonomy: Feeling a sense of control and autonomy over one's life and decisions can contribute to assertive communication. When individuals perceive themselves as having the power to express their needs and influence their circumstances, they are more likely to communicate assertively.

Gender Roles and Expectations: Societal gender roles and expectations can influence communication styles. In some cultures, or contexts, there may be expectations for individuals to adopt specific communication styles based on gender stereotypes. Challenging or transcending these expectations can foster assertive communication.

Fear of Conflict and Rejection: Some individuals may struggle with assertive communication due to a fear of conflict or rejection. The fear of negative consequences, such as disapproval or confrontation, can hinder the adoption of assertive communication styles.

Personal Growth and Development: Engaging in personal growth and development activities, such as self-reflection, therapy, or coaching, can enhance assertiveness. Working on building self-confidence, developing efficient communication skills, and addressing underlying fears or insecurities can promote assertive communication.

It's important to note that these factors interact and vary in significance for each individual. Understanding these influences can help individuals assess their own communication style and work towards developing assertiveness skills that align with their values and personal growth goals.

Implications of Assertive Communication Style

The implications of adopting an assertive communication style can have positive effects on both individuals and their relationships. Here are some common implications associated with assertive communication:

Efficient and Clear Communication: Assertive communication promotes clarity and efficiency. By expressing thoughts, needs, and emotions in a direct and respectful manner, individuals can convey their message more efficiently and increase the likelihood of being understood.

Enhanced Relationships: Assertive communication fosters healthy and positive relationships. It encourages open dialogue, active listening, and mutual respect, leading to improved understanding, trust, and connection between individuals.

Conflict Resolution: Assertive communication is instrumental in resolving conflicts constructively. It allows individuals to express their concerns, listen to others' perspectives, and work together towards finding mutually beneficial solutions. Assertiveness helps prevent conflicts from escalating and encourages cooperation.

Improved Self-Confidence: Practicing assertive communication can boost self-confidence and self-esteem. By expressing oneself confidently and authentically, individuals affirm their self-worth and develop a stronger sense of self.

Respect for Boundaries: Assertive communication involves respecting personal boundaries and establishing clear boundaries of one's own. This helps maintain healthy relationships by ensuring that individuals' needs and limits are acknowledged and honored.

Increased Self-Awareness: Adopting an assertive communication style requires self-awareness. Individuals who practice assertiveness become more attuned to their thoughts, emotions, and needs, leading to a deeper understanding of themselves and their communication patterns.

Empowerment and Agency: Assertive communication empowers individuals to take ownership of their thoughts, feelings, and actions. It allows them to advocate for themselves, make informed decisions, and assert their rights and desires with confidence.

Reduced Stress and Resentment: By expressing their needs and concerns assertively, individuals can avoid bottling up emotions or harboring resentment. This leads to reduced stress levels and a healthier emotional state.

Enhanced Problem-Solving Skills: Assertive communication supports efficient problem-solving. It encourages individuals to engage in active listening, consider multiple perspectives, and collaborate to find mutually beneficial solutions. This promotes creativity, critical thinking, and cooperation in resolving issues.

Personal Growth and Development: Practicing assertive communication fosters personal growth and development. It helps individuals build resilience, improve self-awareness, and develop strong interpersonal skills that are valuable in various aspects of life.

It's important to note that adopting an assertive communication style does not guarantee a perfect outcome in every situation, as it depends on various factors and context. However, the implications of assertive communication contribute to healthier relationships, improved self-confidence, and efficient problem-solving.

Strategies for Efficient Communication within the Assertive Communication Style Framework

Within the framework of assertive communication style, several strategies can help individuals efficiently express themselves while respecting the rights and feelings of others. Here are some key strategies to consider:

Use "I" Statements: Frame your thoughts, feelings, and needs using "I" statements. This approach takes ownership of your experiences without blaming or accusing others. For example, say, "I feel frustrated when..." instead of "You always..."

Active Listening: Practice active listening to demonstrate that you value others' perspectives. Give your full attention, maintain eye contact, and show empathy. Reflect back on what the speaker said to ensure you understand correctly.

Express Respect and Empathy: Show respect for others' opinions, even if you disagree. Use empathetic language to acknowledge their emotions and experiences. This helps create a supportive and open communication environment.

Maintain Calm and Composure: Stay calm and composed during conversations, especially in potentially tense situations. Take deep breaths, use a steady tone of voice, and avoid escalating conflicts by responding with aggression or defensiveness.

Set Clear Boundaries: Clearly communicate your boundaries and limits. Be firm and assertive in expressing what is acceptable or unacceptable to you. This helps establish healthy boundaries and ensures your needs are considered.

Practice Assertive Body Language: Use confident and assertive body language, such as standing or sitting upright, making appropriate eye contact, and using gestures that support your message. Non-verbal cues can reinforce assertive communication.

Be Open to Feedback: Embrace feedback as an opportunity for growth and improvement. Listen actively when receiving feedback, and respond calmly and constructively. Use feedback to enhance your communication skills.

Use Assertive Communication Techniques: Learn and practice assertive communication techniques, such as the "broken record" technique (repeating your request calmly), the fogging technique (agreeing in part with valid criticism), and the "time out" technique (taking a break to calm down during conflicts).

Practice Active Problem-Solving: Approach conflicts and disagreements with a problem-solving mindset. Collaborate with others to find mutually beneficial solutions. Focus on the issue at hand and avoid personal attacks or blame.

Seek Win-Win Outcomes: Strive for win-win outcomes in your interactions. Look for solutions that meet the needs of all parties involved. This approach encourages cooperation and fosters positive relationships.

By incorporating these strategies into your communication style, you can promote assertive and efficient communication while maintaining respect for others. Remember that it takes practice and self-awareness to develop and refine assertive communication skills.

As earlier discussed, passive communication style is characterized by the inability of individuals to express their needs or feelings and their unwillingness to engage in conflicts. These passive communicators are usually submissive, self-sacrificing, and unable to say "no" or and as such unable to express their opinion efficiently. They are therefore often regarded as indecisive, unassertive, and lacking in confidence.

Aggressive communication style also has been found to be characterized by an overbearing and confrontational approach that usually involves speaking loudly, interrupting, and using threatening tone and/or language. These aggressive communicators are often seen as intimidating and disrespectful, and their approach mostly leads to conflicts and negative outcomes within the organization.

Passive-aggressive communication style is quite the catch as it is characterized by its indirect and manipulative communication approach that involves expressing negative feelings through elusive actions, such as sarcasm, backbiting, and gossip. These passive-aggressive communicators often avoid direct confrontation and use subtle actions to express their displeasure or frustration.

Assertive communication style on the other hand is characterized by its direct and respectful approach that involves the communicators expressing their needs and feelings while still respecting the needs and feelings of others. Assertive communicators are confident, clear, and concise in their communication and are usually able to negotiate positive outcomes.

Studies have shown that the communication style of school heads has a significant influence on their administrative efficiency. In a study carried out by (Onyishi, A. I., et al, 2020), it was found that the assertive communication style positively influenced the administrative efficiency of school heads that uses such communication style, while the passive, aggressive, and passive-aggressive communication styles have negative influence the administrative efficiency of school heads that uses them in communication. The study therefore suggested that school heads should adopt an assertive communication style to positively influence their administrative efficiency in their various schools.

Theoretical Framework

Three theories were used for this study. They are Social learning theory, Cognitive Dissonance Theory, Communication-Accommodation Theory

Social Learning Theory

Social Learning Theory (SLT) is one of such psychological theory developed by Albert Bandura, (2015) that emphasizes the importance of observational learning, imitation, and modeling in shaping human behavior. According to the theory of Social Learning, individuals learn new behaviors and communication styles by observing and modeling the behaviors of others, particularly those who are perceived as competent or authoritative. In the context of this study, Social Learning Theory can be used to understand how school heads in Edo South

Senatorial District of Edo State have learned to adopt specific communication styles, such as passive, aggressive, passive-aggressive, and assertive, through observation and modeling.

This Social Learning Theory postulates that learning occurs through four processes: attention, retention, reproduction, and motivation (Bandura, 2015). Paying attention to the behavior being observed, remembering the behavior for later reproduction, imitating the behavior and the expectation of a reward or punishment for engaging in the behavior. Therefore, in the context of communication style, school heads must pay attention to and remember the communication styles of their superiors or colleagues and subordinates, reproduce these styles in their own communication, and expect rewards or punishments based on their success or failure in achieving their goals.

The relevance of Social Learning Theory to this study lies in its ability to explain how communication styles can be learned and changed through observation and modeling. For example, school heads who has observed the communication styles of their successful colleagues may be more likely to adopt those styles in their own communication. In the same vein, school heads that observed negative outcomes resulting from their communication styles may be motivated to change their behavior to avoid negative consequences in the future. Social Learning Theory can also be used to explain how school heads can be trained to adopt a more efficient communication styles through role-playing and other forms of modeling and practice.

Social Learning Theory is a valuable theoretical framework for understanding the relationship between communication styles and administrative efficiency among school heads in Edo South Senatorial District of Edo State. By emphasizing the importance of observational learning, imitation, and modeling in shaping human behavior, as it offers

insights into how communication styles can be learned, changed, and improved through targeted interventions and training programs.

Cognitive Dissonance Theory

Cognitive Dissonance Theory (CDT) is another of such psychology theory that was propounded by Leon Festinger, and it explains how individuals experience psychological discomfort or dissonance when their beliefs, attitudes, or behaviors are inconsistent with each other (Festinger, 2016). According to this Cognitive Dissonance Theory, individuals strive to maintain internal consistency and harmony between their beliefs, attitudes, and behaviors. In the context of this research work, Cognitive Dissonance Theory can be used to understand how communication styles of school heads in Edo South Senatorial District of Edo State may create cognitive dissonance and how it affects the administrative efficiency of the school heads.

Cognitive Dissonance Theory speculates that when individuals experience cognitive dissonance, they are motivated to shrink it by changing their beliefs, attitudes, or behaviors to restore internal consistency. Five dimensions of cognitive dissonance were investigated by Oduh W.A (2016), which were forced compliance, psychological tension, phoney, level of reward and motivation to reduce tension. According to his study, all Nigerian (counselor) experiences all the dimensions of cognitive dissonance, either at a low or high level.

In the context of this study, school heads who engage in communication styles that are inconsistent with their beliefs and attitudes may experience cognitive dissonance. For example, a school head that holds the belief that passive communication is inefficient in achieving the school goals and objectives but engages in passive communication may experience cognitive dissonance. This dissonance may lead the school head to change their behavior or beliefs to restore internal consistency.

The relevance of this Cognitive Dissonance Theory to this research work lies in its ability to explain how communication styles can create cognitive dissonance and affect administrative efficiency. By understanding how cognitive dissonance affects behavior, school heads can identify inconsistencies between their beliefs, attitudes, and behaviors, and take steps to reduce dissonance and improve their administrative efficiency.

Cognitive Dissonance Theory is therefore a valuable theoretical framework for understanding the relationship between communication styles and administrative efficiency among school heads in Edo South Senatorial District of Edo State. By emphasizing the importance of maintaining internal consistency and harmony between beliefs, attitudes, and behaviors, Cognitive Dissonance Theory offers insights into how communication styles can affect cognitive processes and shape behavior.

Communication Accommodation Theory

Another important theory of communication style worth considering for the purpose of success in this research work is the theory of Communication Accommodation Theory (CAT).

It is a general framework of theory that find application in both interpersonal and intergroup communication. It is a theory of communication which seeks to explain and predict why, when, and how people adjust their communicative behaviour during social interaction, and what social consequences result from those adjustments.

This is a very crucial social psychology theory that explains how individuals adjust their communication style to accommodate the communication style of their conversational partner. According to Communication Accommodation Theory, individuals may accommodate their communication style in order to gain social approval, reduce social

distance, or increase the efficiency of communication. In the context of this research work, Communication Accommodation Theory can be used to understand how school heads in Edo South Senatorial District of Edo State can adjust their communication style to accommodate the communication style of their subordinates and improve administrative efficiency.

Communication Accommodation Theory conjectures that individuals can adjust their communication style in any of these three ways: convergence, divergence, or maintenance. Convergence is said to have occurred when individuals adjust their communication style to be more similar to their conversational partner. Divergence is said to have occurred when individuals intentionally use a different communication style than their conversational partner. Maintenance on the other hand occurs when individuals maintain their communication style regardless of the communication style of their conversational partner.

In relation to our study, school heads who accommodate the communication style of their subordinates may improve administrative efficiency by reducing social distance and increasing the efficiency of communication. For example, a school head that has a subordinate who in a passive style may accommodate that style by using a more passive style themselves, which may increase the subordinate's willingness to communicate and improve overall communication within the organization.

However, the extent to which school heads should accommodate the communication style of their subordinates may depend on various contextual factors such as the school goals, objectives and values, the level of hierarchy, and the nature of the communication being exchanged.

Empirical Studies

This research work cannot be done without acknowledging and examining some of the relevant literatures, researches and researchers that had done similar work around and on some of the key elements of this research topic.

Passive Administration Style and Administrative Efficiency

A study conducted by Adegbija, (2017) is related to this project topic on the influence of communication styles on the administrative efficiency of school heads in Edo South Senatorial District of Edo State. This study explored the effect of communication styles on job satisfaction among secondary school teachers in Lagos State, and examined the relationship between communication styles and job satisfaction. The study used a survey research design, and data were collected from 500 secondary school teachers in Lagos state using a questionnaire.

The findings of the study revealed that communication style significantly influenced job satisfaction among secondary school teachers. The study found that assertive communication style was the most preferred communication style by the respondents, and was associated with higher levels of job satisfaction. The study also found that passive and passive-aggressive communication styles were associated with lower levels of job satisfaction among secondary school teachers. The findings of the study have some relevant implications for this project research, as they suggested that communication styles can have a significant impact on job satisfaction, which can in turn affect administrative efficiency. The study highlights the importance of assertive communication style in promoting job satisfaction among teachers, which is important for the efficient functioning of the school system. The study also underscores the negative impact of passive and passive-aggressive communication styles on job satisfaction, which can lead to decreased motivation and productivity among teachers.

However, it is important to note that the study was conducted among secondary school teachers in Lagos state, and the results may not be generalizable to school heads in Edo South Senatorial District of Edo State. Furthermore, the study did not specifically focus on the communication styles of school heads, and more research is needed to determine the impact of communication styles of school heads on administrative efficiency in Edo South Senatorial District of Edo State.

In another study by Egharevba, and Odiase, (2016) they investigated the relationship between communication and job satisfaction among teachers in secondary schools in Edo State, Nigeria. The study aimed to assess the role of communication in teachers' job satisfaction and to identify the most efficient communication strategies for enhancing job satisfaction. The study employed a quantitative research method, using a survey questionnaire to collect data from 325 teachers in 14 secondary schools in Edo State.

The findings of the study revealed a significant relationship between communication and job satisfaction among teachers. The study found that communication strategies, such as feedback, involvement in decision-making, and support from superiors, significantly influenced job satisfaction among teachers. The study concluded that efficient communication is a vital tool for enhancing job satisfaction among teachers in secondary schools in Edo State. The study is relevant to this research work as it highlights the importance of efficient communication in enhancing job satisfaction among teachers. The study also provides insight into the communication strategies that are efficient in enhancing job satisfaction among teachers. This can be useful in identifying communication styles that are efficient in improving the administrative efficiency of school heads in Edo South Senatorial District of Edo State.

Aggressive Communication Style and Administrative Efficiency

Thompson and Rodriguez (2019) investigated the correlation that exists between communication styles of educational leaders of secondary schools in Edo South Senatorial District and the performance of their employee. Their study used surveys that were administered to 500 teachers across various schools in Edo South Senatorial District of Edo State. The research was aimed at identifying how different communication styles exhibited by school heads influenced employee performance, particularly in areas such as task completion, job satisfaction, and overall productivity.

The findings of their study indicated a significant positive correlation value of ($r = 0.62$, $p < 0.01$) that existed between assertive communication styles of school heads and employee performance. It was found out that the school heads who efficiently utilized assertive communication were associated with higher employee job satisfaction, better task completion rates, and increased productivity among their staff. Conversely, passive or aggressive communication styles showed a negative correlation with employee performance, indicating reduced productivity and lower job satisfaction levels.

In a similar case, Garcia and Patel (2017) conducted a study focusing on communication styles and their predictive nature as regards employee performance in the administration of school. Their research employed a mixed-methods approach, including the use of surveys and semi-structured interviews targeted at 15 school heads and 100 teachers across selected schools in Edo South Senatorial District. The study aimed to understand how different communication styles employed by school heads impacted employee motivation, engagement, and overall performance. The results gotten demonstrated that indeed there was a direct relationship between assertive communication styles of school heads and positive employee performance outcomes. Assertive communicators were perceived as efficient leaders who provided clear directions, fostered a supportive work environment, and encouraged staff engagement. Conversely, passive or aggressive communication styles

exhibited by school heads led to reduced employee motivation, lack of clarity in instructions, and lower levels of job satisfaction among staff members.

Passive Communication Style and Administrative Efficiency

Ojo, (2017) examined the relationship between communication styles and leadership efficiency among secondary school principals in Ekiti State, Nigeria. The study utilized a survey design, and data were collected from a sample of 132 principals. The communication styles assessed were assertive, aggressive, passive, and passive-aggressive. The findings showed that assertive communication style had a significant positive relationship with leadership efficiency, while aggressive and passive-aggressive styles had a significant negative relationship. The passive style had no significant relationship with leadership efficiency.

The study further revealed that the use of an assertive communication style by principals leads to better decision making, higher staff morale, and increased productivity among staff members. On the other hand, the use of aggressive and passive-aggressive communication styles by principals resulted in staff dissatisfaction, low productivity, and high staff turnover. These findings are relevant to this research work as they suggest that the communication style adopted by school heads has a significant influence on their administrative efficiency. A school head who adopts an assertive communication style is likely to be more efficient in managing the school, while one who adopts aggressive or passive-aggressive communication styles may experience challenges in managing the school and achieving their objectives.

Assertive Communication Style and Administrative Efficiency

Another researcher Onojeruo, (2017) did a very much similar study when he explored the influence of communication styles on the administrative efficiency of school heads in Warri South Local Government Area of Delta State, Nigeria. Her study also focused on the four

primary communication styles of consideration in this research work which are: passive, aggressive, passive-aggressive, and assertive. The author noted that efficient communication is essential to achieving administrative goals and objectives. The study aimed to determine the communication style adopted by school heads and the influence of the communication style on administrative efficiency.

The study used a descriptive survey design and a sample of 150 teachers randomly selected from secondary schools in the study area. The instrument used was a structured questionnaire which contained questions on the communication style adopted by school heads and how it influenced their administrative efficiency. The data collected were analyzed using frequency counts, percentages, and the chi-square statistical tool. The findings of the study revealed that most school heads adopted an assertive communication style, which was found to have a positive influence on their administrative efficiency. The study also found that the passive-aggressive communication style had a negative influence on the administrative efficiency of school heads, while the passive and aggressive communication styles had no significant influence on administrative efficiency.

Communication Styles and Organizational Efficiency: A Case Study of Public Schools in Edo State, Nigeria

This was a study carried out by Nwankwo (2019), in which he used Public Schools in Edo state as his case study. In this study, he investigated the relationship between communication styles of school heads and administrative efficiency in public schools in Edo State. His population of the study comprised school heads and their staff members from the numerous public schools in the Edo State, and by using the purposive sampling technique, he was able to streamline the sample of the study to a sample size of 100 school heads and 300 staff members. He used surveys and interviews as his research to assess communication

styles, decision-making processes, staff morale, and organizational efficiency. The findings of his study revealed that assertive communication styles among school heads have a positive correlation with improved decision-making processes, higher staff morale, and enhanced organizational efficiency. In disparity, passive and aggressive communication styles were found to be associated with challenges in decision-making, lower morale among staff, and reduced organizational efficiency. The results of this his study emphasized the importance of efficient communication styles in achieving administrative efficiency within public schools in Edo State. He concluded his study by emphasizing the need for school heads to adopt assertive communication styles to enhance organizational performance and overall efficiency.

Efficient Communication Styles for School Administrators: Lessons from Edo South Senatorial District

This is a similar study conducted by Okonkwo (2020), in which he focused his study on identifying efficient communication styles for school administrators within Edo South Senatorial District. The population of his study comprised school administrators, such as principals and vice-principals, of both public and private schools in the Edo South Senatorial District, with a sample size of 200 school administrators that was selected using stratified random sampling technique, in which however, he ensured representation of different schools in sizes and types within Edo South Senatorial District. He employed a mixed-method approach, using surveys and interviews, to gather quantitative and qualitative data on communication styles and their impact on administrative outcomes. The findings of his study revealed that assertive communication styles were most efficient in promoting better administrative outcomes, including improved teamwork, decision-making processes, and organizational climate. The results of his findings also suggested that school administrators that adopt assertive communication strategies exhibit higher levels of administrative efficiency thereby leading to enhanced school performance and staff morale. In conclusion,

his study highlighted the importance of efficient communication styles for school administrators and recommended assertive communication as the key factor in achieving better administrative outcomes in educational institutions.

Communication patterns and leadership efficiency among school heads in the Edo South Senatorial District of Edo State, Nigeria

This study that was carried out by Ogundele and Adedokun, (2018), aimed to investigate the interplay between communication patterns and leadership efficiency among school heads in the Edo South Senatorial District of Edo State, Nigeria. The population of their study comprised school heads within Edo South Senatorial District, with a sample size of 100 participants selected through the stratified random sampling technique which also ensured that schools of different sizes and types were represented. Their research method involved surveys and interviews that were carried out to gather data on communication styles, organizational climate, and administrative efficiency. The findings of their study indicated that a correlation does exist between assertive communication styles and higher leadership efficiency, improved organizational climate, and enhanced administrative efficiency. On the other hand, passive and aggressive communication styles were found to be associated with lower leadership efficiency, negative organizational climate, and reduced administrative efficiency. The results of this their study also suggested the importance of efficient communication strategies for school heads in promoting administrative efficiency and organizational success. They concluded their study by underscoring the significance of communication patterns in shaping leadership efficiency and administrative outcomes within Nigerian schools.

Relationship between communication styles, conflict management, and administrative efficiency among school heads in Nigeria.

This was a study conducted by Okafor and Akanbi (2021) that was aimed at investigating the relationship between communication styles, conflict management, and administrative efficiency among school heads in Nigeria. Their study comprised population of school heads in various educational institutions across Nigeria, however, only a sample size of 200 participants was selected and used through the stratified random sampling technique. They employed the mixed method approach as their research method which combined surveys and interviews in gathering the quantitative and qualitative data of their study respectively. The findings of their study revealed that assertive communication styles had positive correlations with strategies of managing and efficiently resolving conflict and also that it promotes higher levels of administrative efficiency, conversely passive and aggressive communication styles were found to be associated with increased conflict and reduced efficiency of school heads in various schools in Nigeria. Their presented results emphasized the importance of encouraging assertive communication style and traits among school heads in order to better improve conflict management and also enhance the overall administrative efficiency of school heads in Nigerian schools.

Influence of communication styles adopted by school heads on the performance of teaching and non-teaching staff in secondary schools within the Edo South Senatorial District

This was a study conducted by Adeyemi and Ogunleye (2019), that was aimed at assessing the influence of communication styles adopted by school heads on the performance of teaching and non-teaching staff in secondary schools within the Edo South Senatorial District. The population of their study comprised both teaching and non-teaching staff

members across various secondary schools in the Edo South Senatorial District with a sample size of 200 participants that were selected using stratified random sampling technique, composing of 100 teaching staff and 100 non-teaching staff for the study. Their research method involved administering surveys and conducting interviews that helped them to gather data on communication styles, staff motivation, engagement, and job satisfaction. The findings of their study revealed a significant correlation between assertive communication styles of school heads and higher levels of staff motivation, engagement, and job satisfaction among both teaching and non-teaching staff. The results of their study suggested that efficient communication strategies have positive impact on staff performance and productivity of secondary schools. They concluded their study by highlighting the importance of assertive communication styles as it enhances staff outcomes and finally, they recommended implementation of communication training programs for school heads to improve administrative efficiency and staff performance.

Summary of Literature Review

The literatures reviewed shows that communication style plays a significant role in determining the administrative efficiency and the overall success of the school heads. The literatures reviewed also provided an overview of the research, with a focus on passive, aggressive, passive-aggressive, and assertive communication styles which are the four primary communication styles under consideration for this research work.

Passive communication style is dominantly characterized by its lack of assertiveness and its tendency to avoid confrontation or conflict. The literatures reviewed suggested that passive communication style can negatively influence the administrative efficiency of school heads. Therefore, school heads should avoid passive communication style and adopt more of assertive communication style to enhance their administrative efficiency in their various

schools. Aggressive communication style, on the other hand, is primarily characterized by its forceful, confrontational, and demanding approach to communication. Literature reviewed suggested that aggressive communication style can also negatively influence administrative efficiency of school heads. Passive-aggressive communication style in its own light is characterized by indirect or subtle expressions of hostility, anger, or resentment. Literature reviewed suggested that passive-aggressive communication style can negatively influence job performance and job satisfaction among teachers. Most importantly, assertive communication style is found to be characterized by direct and honest expression of thoughts, feelings, and opinions in a respectful and non-threatening manner. Literatures reviewed suggest that assertive communication style can positively impact administrative efficiency in schools.

All previous researches that had previously been done, although are in relation to some key elements of our study, none has actually dived into the full elements of our research which is aimed at examining Communication Styles as predictors of Administrative Efficiency of School Heads in Edo South Senatorial District of Edo State.

CHAPTER THREE

METHODOLOGY

This chapter presented the methods and procedures that was used in obtaining and analysing our research data for this study. These methods and procedures are discussed under the following headings: research design; population of the study; sample and sampling technique; research instrument; validity of the instrument; reliability of instrument; method of data collection and method of data analysis.

Research Design

This study used a correlation research design to examine the relationship between communication styles and the administrative efficiency of school heads in Edo South Senatorial District of Edo State. This helped us determine the statistical relationship between these two variables: communication styles and administrative efficiency. This design allowed us to measure the degree and direction of the relationship thereby providing valuable insights into communication styles as predictors of administrative efficiency of school heads in Edo South Senatorial District.

Population of the Study

The population of our study comprised all the 1500 Senior Secondary School Teachers deployed in the seven Local Government Areas that make up Edo South Senatorial District of Edo State, Nigeria. (Source: according to the Ministry of Education record of 2023) see Appendix ii.

Sample and Sampling Technique

The sample size of this study was 150 senior secondary school teachers which was 10 percent of the total population of 1500 Senior Secondary School Teacher in Edo South Senatorial District of Edo State (Gay and Diehl 1992).

Research Instrument

The instrument used for collection of data for this study was a structured questionnaire designed by the researcher titled Communication styles as predicators of administrative efficiency of school heads in Edo south senatorial district of Edo state. The instrument had three sections: Part A of the questionnaire collected demographic information of the respondents, including their gender, age, educational qualifications, and years of experience as a school head. Part B of the questionnaire consisted of a five-point Likert scale of 12 items with response format of Never (1), Rarely (2), Sometimes (3), Often (4) and Always (5) for communication styles while Part C of the questionnaire also of a five-point Likert scale consisted of 10 items of the same response format as Section B of our research questionnaire structured to collect information on the administrative efficiency of the school head.

Validity of the Instrument

To ensure validity of the instrument, the initial draft of the questionnaire was examined by the Project Supervisor. Thereafter, 3 copies of the drafted questionnaire on Communication Style and Administrative efficiency were sent to three experts in Benson Idahosa University, one each in Measurement and Evaluation, Educational Psychology and Educational Management. Their comments were collated and integrated into the final draft that was approved by the supervisor.

Reliability of the Instrument

In establishing the reliability of the instrument, copies of the instrument were administered to thirty teachers outside the proposed population of the study. Data collected, were analysed using the Cronbach's Alpha coefficient in order to determine the internal consistency of the research. This yielded an alpha level of 0.833 for Communication styles and 0.886 for administrative efficiency. This value was high enough for the instrument to be considered reliable.

Method of Data Collection

A total of 150 copies of the research questionnaire were administered on the respondents. This was done by the researcher after obtaining permission from the school authorities. The research instrument was administered on the respondents and retrieved on the spot after completion to avoid misplacement.

Data Analysis:

The data collected from the study was collated, coded, analyzed using SPSS and presented in tables. Pearson Product Moment Correlation (PPMC) was used to answer the research questions while simple regression analysis was used to test our research hypotheses. The p-value was used to make decisions on each of the tested hypotheses. Our decision rule was if the p-value is less than or equal to 0.01, the null hypotheses should be rejected and if the p-value gotten is greater than 0.01, the null hypotheses should be retained.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

This chapter provided an analysis of data collected and utilized when this study was carried out and provided valuable answers to the research questions and hypotheses tested. The results of the research questions and hypotheses were statistically analysed, using means, correlation analysis depending on the variable tested per time. In all, all the research questions were answered as well as the hypotheses based on the study. The results of the data collated were analysed and are presented in the following tables as shown below.

The analysis of our research questions (1-5) are as outlined below:

Research Question 1: What is the relationship between passive communication style and the administrative efficiency of school heads in Edo South Senatorial District of Edo State?

Table 1: Correlation between Passive Communication Style and the Administrative Efficiency of School Heads in Edo South Senatorial District of Edo State.

Variables	Mean	Percentage	SD	r	Remark
Passive communication	1.90	43.6%	0.828	-0.376	Very low
Administrative efficiency	4.00		0.949		

SD= Standard Deviation

Table 1 showed the relationship that exists between Passive Communication style and the Administrative Efficiency of School Heads in Edo South Senatorial District of Edo State. The mean value for passive communication was 1.90 with a standard deviation value of 0.828, while the mean value for administrative efficiency was 4.00 with a standard deviation value of 0.949. The same table 1 also showed that the correlation between passive communication and administrative efficiency was very low and negative (r=-0.376) which means that there is was a very low and negative relationship between passive communication style and administrative efficiency of the school heads of Edo South Senatorial District of Edo State.

Research Question 2: What is the relationship between aggressive communication style and the administrative efficiency of school heads in the Edo South Senatorial District of Edo State?

Table 2: Correlation between Passive Communication Style and the Administrative Efficiency of School Heads in Edo South Senatorial District of Edo State.

Variables	Mean	Percentage	SD	r	Remark
Aggressive Communication	1.93	54.6%	1.054	-0.407	Very low
Administrative Efficiency	4.00		0.949		

Table 2 above showed the relationship that exists between aggressive communication style and the administrative efficiency of school heads in Edo South Senatorial District of Edo State. The mean value of 1.93 was gotten for aggressive communication with a standard deviation value of 1.054, while a mean value of 4.00 was gotten for administrative efficiency with a standard deviation value of 0.949. The table also showed that the correlation that exist between passive communication style and the administrative efficiency of the school heads in Edo South Senatorial District was very low and negative (-0.407) which means that there was a negative relationship between aggressive communication style and the administrative efficiency of school heads in Edo South Senatorial District of Edo State.

Research Question 3: What is the relationship between passive-aggressive communication style and the administrative efficiency of school heads in the Edo South Senatorial District of Edo State?

Table 3: Correlation between passive-aggressive communication style and the administrative efficiency of school heads in Edo South Senatorial District of Edo State

Variables	Mean	Percentage	SD	R	Remark
Passive-aggressive	2.37	57.6%	1.366	-0.279	Very low
Communication	4.00		0.949		
Administrative Efficiency					

Table 3 above showed the relationship that exists between passive-aggressive communication style and the administrative efficiency of school heads in Edo South

Senatorial District of Edo State. The mean value for passive-aggressive communication style was 2.37 with a standard deviation value of 1.366 while the mean value for administrative efficiency was 4.00 with a standard deviation value of 0.949. The table also showed that the correlation between passive-aggressive communication style and the administrative efficiency of school heads in Edo South Senatorial District of Edo State was negative and very low (-0.279) which translate that there was a negative relationship between passive-aggressive communication style and the administrative efficiency of the school heads of Edo South Senatorial District of Edo State.

Research Question 4: What is the relationship between assertive communication style and the administrative efficiency of school heads in the Edo South Senatorial District of Edo State?

Table 4: Correlation between assertive communication style and the administrative efficiency of school heads in Edo South Senatorial District of Edo State

Variables	Mean	Percentage	SD	r	Remark
Assertive Communication	3.777	35.92%	1.357	0.464	Low
Administrative Efficiency	4.00		0.949		

Table 4 above presented the relationship that exists between assertive communication style and the administrative efficiency of school heads in Edo South senatorial District of Edo State. The mean value of 3.777 was gotten for assertive communication style with a standard deviation value of 1.357, while administrative efficiency maintains its mean value of 4.00 and its standard deviation value of 0.949. The table also showed that a positive relationship existed between assertive communication style and the administrative efficiency of school heads in Edo South Senatorial District of Edo State.

Research Question 5: What is the relationship between communication styles and the administrative efficiency of school heads in Edo South Senatorial District of Edo State?

Table 5: Correlation between communication style and administrative efficiency of school heads in Edo South Senatorial District of Edo State

Variables	Mean	Percentage	SD	r	Remark
Communication Style	1.97	42.03%	0.828	-0.420	Low
Administrative Efficiency	4.00		0.949		

Table 5 above presented the relationship that exists between communication style and the administrative efficiency of school heads in Edo South Senatorial District of Edo State. The mean value of 1.97 was gotten for communication style with a standard deviation value of 0.828, while a mean value of 4.00 was gotten for administrative efficiency with a standard deviation value of 0.949. Same table also showed that the correlation between communication style and administrative efficiency of school heads in Edo South Senatorial District of Edo State was very low (r=-0.420) and negative.

Testing of Research Hypotheses

The five research hypotheses were tested at 0.01level of significance:

Hypotheses 1: Passive communication style is not a significant predictor of the administrative efficiency of the school heads in Edo South Senatorial District of Edo State.

Table 6: Regression on the Relationship between Passive Communication style and the administrative efficiency of school heads in Edo South Senatorial District of Edo State

Coefficients[a]

	Unstandardized Coefficients		Standardized Coefficients		
Model		**Std. Error**	**Beta**		**Sig.**
(Constant)	4.815	.184		26.134	.000
PassiveCommunication	-.431	.089	-.376	-4.848	.000

Dependent Variable: Administrative Efficiency

Table 6 showed the model for the relationship between passive communication style and the administrative efficiency of school heads in Edo South Senatorial District of Edo State. The result obtained in table 6 above indicated that the relationship (r=0.376, p=0.000) was

significant. Therefore, the null hypothesis was rejected since the p-value was less than 0.01. Hence there was significant relationship between passive communication style and the administrative efficiency of school heads of Edo South Senatorial District of Edo State and therefore can be agreed that passive communication style was a significant predictor of the administrative efficiency of school heads in Edo South Senatorial District of Edo State.

Hypotheses 2: Aggressive communication style is not a significant predictor of the administrative efficiency of school heads in Edo south Senatorial District.

Table 7: Regression on the relationship between aggressive communication style and the administrative efficiency of school heads in Edo South Senatorial District of Edo State

Coefficients[a]

	Unstandardized Coefficients		**Standardized Coefficients**		
Model		**Std. Error**	**Beta**		**Sig.**
(Constant)	4.703	.151		31.104	.000
AggressiveCommunication	-.365	.069	-.407	-5.328	.000

Dependent Variable: AdministrativeEfficiency

Table 7 above showed the model for the relationship between aggressive communication style and the administrative efficiency of school heads in Edo South Senatorial District of Edo State. The result from the table indicated that the relationship (r=0.407, p=0.000) was significant, since the p-value= 0.000 which was less than 0.01 therefore, the null hypothesis was rejected, hence there was a significant relationship between aggressive communication style and the administrative efficiency of school heads in Edo South Senatorial District of Edo State and therefore aggressive communication style was a predictor of the administrative efficiency of school heads in Edo South Senatorial District of Edo State.

Hypotheses 3: Passive-aggressive communication style is not a significant predicator of the administrative efficiency of school heads in Edo South Senatorial District of Edo State.

Table 8: Regression on the relationship between passive-aggressive communication style and the administrative efficiency of school heads in Edo South Senatorial District of Edo State

Coefficients[a]

	Unstandardized Coefficients		Standardized Coefficients		
Model		**Std. Error**	**Beta**		**Sig.**
(Constant)	4.470	.153		29.278	.000
PassiveAggressive	-.191	.056	-.279	-3.432	.001

Dependent Variable: Administrative Efficiency

Table 8 above showed the model for the relationship between passive-aggressive communication style as a predictor of administrative efficiency of school heads in Edo South senatorial District of Edo State. The result obtained from the table as illustrated above showed that the relationship (r=0.279, p=0.001) was significant, therefore the null hypothesis 3 was rejected since the p-value was less than 0.01. Hence there was significant relationship between passive-aggressive communication style and the administrative efficiency of schools in Edo South Senatorial District of Edo State. It can therefore be said that passive-aggressive communication style was a predictor of the administrative efficiency of school heads in Edo South Senatorial District.

Hypotheses 4: Assertive communication style does not significantly predict the administrative efficiency of School heads in Edo South Senatorial District of Edo State.

Table 9: Regression on the relationship between Assertive communication style and the administrative efficiency of school heads in Edo South Senatorial District of Edo State

Coefficients[a]

	Unstandardized Coefficients		Standardized Coefficients		
Model		**Std. Error**	**Beta**		**Sig.**
(Constant)	2.535	.244			.000
AssertiveCommunication	.388	.062	.464	6.257	.000

Dependent Variable: AdministrativeEfficiency

Table 9 above showed the model for the relationship between assertive communication style as a predictor of administrative efficiency of school heads in Edo South senatorial District of Edo State. The result obtained from the table as illustrated above show that the relationship (r=0.464, p=0.000) was significant, therefore the null hypothesis 3 was rejected since the p-value is less than 0.01. Hence there was significant relationship between assertive communication style and the administrative efficiency of schools in Edo South Senatorial District of Edo State. It can therefore be said that assertive communication style was a predictor of the administrative efficiency of school heads in Edo South Senatorial District.

Hypotheses 5: Communication styles do not significantly predict the administrative efficiency of school heads in Edo South Senatorial District of Edo State.

Table 10: Regression on the relationship between communication style and the administrative efficiency of school heads in Edo South Senatorial District of Edo State

Coefficients[a]

	Unstandardized Coefficients		Standardized Coefficients		
Model		**Std. Error**	**Beta**		**Sig.**
(Constant)	4.946	.186			.000
CommunicationStyle	-.481	.087	-.420	-5.535	.000

Dependent Variable: AdministrativeEfficiency

Table 10 above showed the model for the relationship between communication style as a predictor of administrative efficiency of school heads in Edo South senatorial District of Edo State. The result obtained from the table as illustrated above show that the relationship

(r=0.420, p=0.000) was significant, therefore the null hypothesis 3 was rejected since the p-value was less than 0.01. Hence there was significant relationship between communication style and the administrative efficiency of schools in Edo South Senatorial District of Edo State. It can therefore be said that communication style was a predictor of the administrative efficiency of school heads in Edo South Senatorial District.

Summary of Research Findings

1. Passive communication style was found to be a significant predictor of the administrative efficiency of school heads in Edo South Senatorial District of Edo State.

2. Aggressive communication style was found to be a significant predictor of the administrative efficiency of school heads in Edo South Senatorial District of Edo State.

3. Passive-aggressive communication style was found to be a significant predictor of the administrative efficiency of school heads in Edo South Senatorial District.

4. Assertive communication style was found to be a significant predictor of the administrative efficiency of school heads in Edo South Senatorial District of Edo State.

5. Communication style in general was found to be a significant predictor of the administrative efficiency of school heads in Edo South Senatorial District of Edo State.

Discussion of Findings

From the research and the analysis carried out as presented above, the first that was aimed at answering our first research question showed that passive communication style was a significant predictor of the administrative efficiency of school heads in Edo South Senatorial District of Edo State. It was observed however, that passive communication style negatively influenced the administrative efficiency of School Heads in Edo South Senatorial District of

Edo State. This conformed with the findings of the study done by Adegbija, (2017) on Passive Communication Style and Administrative Efficiency, in which the findings showed that passive communication style significantly influenced the administrative efficiency of Secondary School Teachers in Lagos State. The study showed that passive communication style was associated with lower levels of administrative efficiency among the teachers and also emphasised the negative impact of passive communication style on the administrative efficiency of teachers in Lagos State which in turn led to decreased motivation and productivity among the teachers. Also, according to another research done by Wainaina and Njoroge, (2020), passive communication style led to poor decision making, reduced productivity and also led to lack of accountability among school heads. Again, (Onyishi, A.I, et al, 2020) also carried out similar research in Enugu State, Nigeria and their findings indicated that passive communication style negatively influenced the administrative efficiency of school heads of secondary school in Enugu State.

The second finding of our study that was aimed at answering the second research question showed that aggressive communication style also was a significant predictor of the administrative efficiency of school heads in Edo South Senatorial District of Edo State. However, it was also observed that aggressive communication style negatively influenced the administrative efficiency of school heads in Edo South Senatorial District of Edo State. This finding conformed to the findings of the study done by Egharevba and Odiase, (2016) on the relationship between communication style and administrative efficiency among teachers in Edo State, Nigeria in which the findings of the study revealed a significant relationship between communication style and administrative efficiency among these teachers. However according to their study only communication strategies of feedbacks, decision making, support from superiors which were characteristics of assertive communication significantly influence job satisfaction among teachers, contrary to forceful, confrontational, and

demanding communication approaches that were attributes of aggressive communication style. This suggested that aggressive communication style though predicted the administrative efficiency of school heads; it negatively influenced their administrative efficiency.

The third finding of our research that was aimed at answering the third research question showed that passive-aggressive communication style was also a significant predictor of the administrative efficiency of school heads in Edo South Senatorial District of Edo State. However, it was observed that passive-aggressive communication style negatively influenced the administrative efficiency of said school heads in Edo South Senatorial District of Edo State. This conformed with the findings of the study done by Thompson and Rodriguez (2019) when they investigated the correlation that existed between communication styles of educational leaders of secondary schools in Edo South Senatorial District and their administrative efficiency. According to their finding only assertive communication style yielded a positive correlation with their administrative efficiency, other communication styles such as passive-aggressive yielded reduced productivity and lower levels of efficiency and therefore had a negative influence on administrative efficiency. In a similar research done by Garcia and Patel (2017) on communication style and their predictive nature as regards employee performance in the administration of school, the result from their study indicated a direct relationship between assertive communication style of school heads and positive employee performance outcomes. And that only assertive communicators were perceived to be efficient leaders.

Our fourth research finding that was aimed at answering the fourth research question showed that assertive communication style was a significant predictor of the administrative efficiency of school heads in Edo South Senatorial District of Edo State, and unlike in the cases of the other three communication styles earlier discussed, assertive communication

style had a positive influence on the administrative efficiency of the school heads in Edo South Senatorial District of Edo State. Many of the researches done around communication, communication styles in relation to administrative efficiency and efficiency across different walks of life especially those presented under our empirical reviews indicated that of all the different communication styles, assertive communication style proved to be the most efficient and efficient. Researches such as the one done by Ojo, (2017) examined the relationship between communication styles and leadership efficiency among secondary school principals in Ekiti State, Nigeria, and it agreed with our research finding as it indicated that the use of assertive communication style by school principals leads to a better decision making, higher staff morale and increased productivity among the staff members. (Onyishi, A.I., et, al, 2020) also found in their research that assertive communication style of school heads positively influenced the administrative efficiency in secondary schools in their research that was carried out in Enugu State. And their study further suggested that school heads should adopt an assertive communication style in order to enhance administrative efficiency in schools in Enugu State.

The fifth research finding of our study that was aimed at answering the fifth research question showed that communication in general significantly predicts the administrative efficiency of school heads in Edo South Senatorial District of Edo State. This indicated that the communication style adopted by school heads in Edo South Senatorial District of Edo State do significantly predict their administrative efficiency either positively or negatively thereby impacting their discharge of duties and the efficiency of their leadership. This finding was consistent with that of the research done by Onojeruo, (2017) when he explored the influence of communication styles on the administrative efficiency of school heads in Warri South Local Government Area of Delta State, Nigeria and focused similarly as in the case of our research on the four communication styles of passive, aggressive, passive-aggressive and

assertive communication styles, aimed at determining the communication style adopted by school heads and the influence of the communication style on the administrative efficiency of the school heads in Warri South Local Government Area of Delta State. The findings of the study revealed that most school heads in Warri South Local Government of Delta State adopted assertive communication style which had a positive influence on their administrative efficiency. The study also found that passive-aggressive communication style had a negative influence on the administrative efficiency of school heads, however contrary to our research finding, in the case of passive and aggressive communication styles, the study done by Onojeruo found that they had no significant influence on administrative efficiency.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study examined communication styles as predictors of administrative efficiency of school heads in Edo South Senatorial District of Edo State. The study dived deep into the four major communication styles of passive, aggressive, passive-aggressive and assertive communication styles and the relationships that exist between each of these communication styles and the administrative efficiency of school heads in Edo South Senatorial District of Edo State.

Five research questions were raised in the course of this research and their corresponding hypotheses were tested as guide for this study as outlined below:

1. What was the relationship between passive communication style and the administrative efficiency of school heads in Edo South Senatorial District of Edo State?

2. What was the relationship between aggressive communication style and the administrative efficiency of school heads in the Edo South Senatorial District of Edo State?

3. What was the relationship between passive-aggressive communication style and the administrative efficiency of school heads in the Edo South Senatorial District of Edo State?

4. What was the relationship between assertive communication style and the administrative efficiency of school heads in the Edo South Senatorial District of Edo State?

5. What was the relationship between communication styles and the administrative efficiency of school heads in Edo South Senatorial District of Edo State?

The under listed null hypotheses were formulated and tested at a 0.01 level of significance:

1. Passive communication style was not a significant predicator of the administrative efficiency of the school heads in Edo South Senatorial District of Edo State.
2. Aggressive communication style was not a significant predicator of the administrative efficiency of school heads in Edo South Senatorial District.
3. Passive-aggressive communication style was not a significant predicator of the administrative efficiency of school heads in Edo South Senatorial District of Edo State.
4. Assertive communication style did not significantly predict the administrative efficiency of School heads in Edo South Senatorial District of Edo State.
5. Communication styles did not significantly predict the administrative efficiency of school heads in Edo South Senatorial District of Edo State.

This study adopted the correlational survey study design with the population of the study comprising a total of 1500 senior secondary school teachers in the public secondary schools in the seven Local Governments that comprises Edo South Senatorial District of Edo State. However in using a proportionate stratified random sampling technique, a sample representative of 10% of the total population of the public secondary school teachers in Edo South Senatorial District was selected. The research instrument used to collect data for this research was a structured questionnaire which comprised twenty (20) standardized questions on how school heads communicate, their approach, tone, composition and how efficient their discharge of duties are. The data collected was analysed using Pearson Product Moment Correlation (PPMC) and regression analysis for testing the hypotheses of the study. The result obtained from the analyses showed that:

1. There was a significant relationship between passive communication style and the administrative efficiency of school heads in Edo South Senatorial District of Edo State.

2. There was a significant relationship between aggressive communication style and the administrative efficiency of school heads in Edo South Senatorial District of Edo State.

3. There was a significant relationship between passive-aggressive communication style and the administrative efficiency of school heads in Edo South Senatorial District.

4. There was a significant relationship between assertive communication style and the administrative efficiency of school heads in Edo South Senatorial District of Edo State.

5. There was a significant relationship between communication style and the administrative efficiency of school heads in Edo South Senatorial District of Edo State.

Conclusion

From the research carried out, it is concluded that communication styles predicts administrative efficiency of school heads in Edo South Senatorial District of Edo State.

Educational Implications

From the analysis carried out and reported above, several educational implications that center on communication styles and how it predicts the administrative efficiency of school heads, leadership development, and the overall improvement of administrative efficiency in educational institutions can further inform policies, practices, and professional development in the educational sector.

Schools should consider integrating communication skill trainings into their leadership development programs for their teachers especially the school heads. The focus of this training should be on promoting assertive communication styles while discouraging passive, aggressive or passive-aggressive communication approaches.

Having recognized that the higher percentages of teachers within our research region are female, there is need to promote gender-inclusive leadership training programs. Programs

tailored to address the unique challenges and opportunities that female leaders may face within the educational settings.

Given that there was a positive correlation between assertive communication style and administrative efficiency according to our research findings, there is a need for intentional efforts to promote leadership assertiveness in educational institutions. School heads should be encouraged to express their opinions, set clear expectations, and communicate efficiently with staff, parents, and other stakeholders. This can contribute to a more transparent and accountable administrative environment.

Contribution to Knowledge/Practices

This study has contributed to knowledge as it has provided valuable information on communication styles as predictors of administrative efficiency of school heads in Edo South Senatorial District of Edo State. It has also shown that communication styles are significant predictors of the administrative efficiency of school heads in Edo South senatorial district and most importantly that assertive communication style is of utmost significance to the administrative efficiency of school heads in Edo South Senatorial District.

Recommendations

Based on our research findings, the following recommendations were made:

1. There is need to provide an environment where school teachers can feel comfortable providing constructive feedback on the communication approaches of their school heads. As it was observed that majority of our respondents shied away from indicating other communication attribute except assertive.
2. Teachers should be trained and enlightened on the impacts of each of the four communication styles of passive, aggressive, passive-aggressive and assertive and how it affects the efficiency of their school heads.

Suggestion for Further Research

From the findings of our research, there is still gap for further research studies in areas not covered by our research such as:

1. Impact of passive communication style on the administrative efficiency of school heads.
2. Impact of aggressive communication style on the administrative efficiency of school heads.
3. Impact of passive-aggressive communication style on the administrative efficiency of school heads.
4. Impact of assertive communication style on the administrative efficiency of school heads.
5. Impact of each of the four communication styles on the efficiency of teachers in schools.
6. Impact of communication styles on student performance and their study outcome.
7. Impact of communication styles on parent-school relationships.

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APPENDIX I

RESEARCH QUESTIONNAIRE

COMMUNICATION STYLES AS PREDICATORS OF ADMINISTRATIVE EFFICIENCY OF SCHOOL HEADS IN EDO SOUTH SENATORIAL DISTRICT OF EDO STATE

Introduction:

Thank you for participating in this study. The purpose of this questionnaire is to gather information about communication styles as predicators of administrative efficiency of school heads in the Edo South Senatorial District of Edo State. Your responses will remain confidential, and the data collected will be used solely for research purposes. Please answer the following questions to the best of your ability. Your cooperation is greatly appreciated.

SECTION A: DEMOGRAPHIC INFORMATION

Gender: Male [ ] Female [ ] Prefer not to say [ ]

Age: 18-25[ ] 26-35 [ ] 36-45 [ ] 46-55 [ ] 56 and above [ ]

Years of experience as a school head: Less than 1 year [ ] 1-5 years [ ] 6-10 years [ ] 11-15 years [ ]More than 15 years [ ]

SECTION B: COMMUNICATION STYLES

Please rate the following statements based on how frequently you use each communication style. Use a scale from 1 to 5, where 1 represents "Never" and 5 represents "Very frequently."

S/N	RESEARCH QUESTION	Never	Rarely	Sometimes	Often	Always
1	Our principal avoids expressing his/her opinions or concerns.					
2	Our principal is very efficient because he/she is well experienced					
3	Our principal often raises his/her voice or yells when communicating.					
4	Our principal tends to interrupt others during conversations.					
5	Our principal uses sarcasm or insults to express his/her dissatisfaction.					
6	Our principal tends to agree with others outwardly but disagree inwardly.					
7	Our principal frequently uses subtle forms of retaliation in response to conflict.					
8	Our principal has difficulty expressing his/her feelings directly.					
9	Our principal expresses his/her opinions and needs clearly and respectfully.					

SECTION C: ADMINISTRATIVE EFFICIENCY

Please rate the following statements based on your perception of how your communication style affects your administrative efficiency. Use a scale from 1 to 5, where 1 represents "Never" and 5 represents "Very frequently."

S/N	Research question	Never	Rarely	Sometimes	Often	Always
1	The administrative processes in our school are well-organized and streamlined.					
2	Decision-making in our school is efficient and timely.					
3	Our principal visits the classes regularly, to see how teachers are performing.					
4	Administrative tasks are assigned and delegated efficiently in our school.					
5	Our principal efficiently utilizes resources to meet the administrative needs.					
6	Our principal ensures that the administrative policies and procedures are clear and easy to understand.					
7	Our principal ensures that teachers monitor students' progress regularly through continuous assessment.					
8	Our principal makes efforts to promote cordial relationship between staff and parents					
9	Our principal efficiently manages time and meets deadlines of administrative tasks.					
10	Our principal gives proper orientation to newly appointed staff posted to our school.					

SECTION D: ADDITIONAL COMMENTS

Please provide any additional comments or insights you may have regarding the influence of communication styles on administrative efficiency in the context of school heads.

_____

_____

_____

THANK YOU FOR YOUR PARTICIPATION IN THIS STUDY.
YOUR INPUT IS HIGHLY VALUABLE.

APPENDIX II

S/N	LOCAL GOVERNMENT	NAME OF SECONDARY SCHOOL TO BE VISITED
1	**Oredo**	Idia College, Oredo
		Oredo Girls Secondary School
		Adesuwa Grammar School
		Imaguero College
		Immaculate Conception College
2	**Ovia South West**	Siluko Grammar School, Ovia South West
3	**Egor**	Federal Girls College,
		Government Science Technical College
		Iyoba Girls Secondary School
		Evbereke Secondary School,
		Adolor College
4	**Ovia North East**	Army Day Secondary School,
		University of Benin Demonstration Secondary School
		Ezomo College
		Nifor Secondary School
		Ekiadolor Secondary School
5	**Orhionmwon**	Oza Grammar School Oza, Oza Igbanke Road, Oza
		Ugu Grammer School Umuoghu Orhionmwon
		Mixed Secondary School, Obozogbe Niro
		Omolua Secondary School Igbanke
		Ikobi Secondary School Ikobi
6	**Ikpoba Okha**	Western Boys High School Ikpoba Okha, Agbor Road, Benin
		Oguola College
		Ozolua Grammar School Ologbo
		Idogbo Secondary School
		Ute Secondary School Ute
7	**Uhunmwonde**	Elaiho Grammar School, Eguaeholor – Isi
		Iguomo Secondary School
		Eyaen Secondary School
		Egba Grammar School Egba

APPENDIX III

RELIABILITY TEST OF COMMUNCATION STYLE AND ADMINISTRATIVE EFFICIENTSS

```
RELIABILITY

 /VARIABLES=Experience Comm1 Comm2 Comm4 Comm5 Comm6 Comm7 Comm9 Admin3 Admin4
Admin5 Admin6 Admin7 Admin8 Admin9 Admin10 Admin1 Admin2

 /SCALE('ALL VARIABLES') ALL

 /MODEL=ALPHA.
```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	64	43.8
	Excluded[a]	82	56.2
	Total	146	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Communication Styles	N of Items
0.833	18

Reliability Statistics

Administrative Efficiency	No of Items
0.886	18

APPENDIX IV

STATISTICAL ANALYSIS OF DATA

Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	45	30.8	36.3	36.3
	Female	78	53.4	62.9	99.2
	Prefer not to say	1	.7	.8	100.0
	Total	124	84.9	100.0	
Missing	System	22	15.1		
Total		146	100.0		

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	3	2.1	2.2	2.2
	26-35	40	27.4	29.6	31.9
	36-45	40	27.4	29.6	61.5
	46-55	36	24.7	26.7	88.1
	56 and above	16	11.0	11.9	100.0
	Total	135	92.5	100.0	
Missing	System	11	7.5		
Total		146	100.0		

Years of experience as a school head:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1year	7	4.8	8.9	8.9
	1-5years	22	15.1	27.8	36.7
	6-10years	12	8.2	15.2	51.9
	11-15years	14	9.6	17.7	69.6
	More than 15years	24	16.4	30.4	100.0
	Total	79	54.1	100.0	
Missing	System	67	45.9		
Total		146	100.0		

Correlation for Research Question 1

Descriptive Statistics

	Mean	Std. Deviation	N
PassiveCommunication	1.90	.828	146
AdministrativeEfficiency	4.00	.949	145

Correlations

		PassiveCommunication	AdministrativeEfficiency
PassiveCommunication	Pearson Correlation	1	-.376**
	Sig. (2-tailed)		.000
	N	146	145
AdministrativeEfficiency	Pearson Correlation	-.376**	1
	Sig. (2-tailed)	.000	
	N	145	145

**. Correlation is significant at the 0.01 level (2-tailed).

Regression for Hypotheses 1

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	PassiveCommunication[b]	.	Enter

a. Dependent Variable: AdministrativeEfficiency

b. All requested variables entered.

Model Summary

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.376[a]	.141	.135	.882	.141	23.499	1	143	.000

a. Predictors: (Constant), PassiveCommunication

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18.297	1	18.297	23.499	.000[b]
	Residual	111.342	143	.779		
	Total	129.639	144			

a. Dependent Variable: AdministrativeEfficiency

b. Predictors: (Constant), PassiveCommunication

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.815	.184		26.134	.000
	PassiveCommunication	-.431	.089	-.376	-4.848	.000

a. Dependent Variable: AdministrativeEfficiency

Correlations for Research Question 2

Descriptive Statistics

	Mean	Std. Deviation	N
AggressiveCommunication	1.93	1.054	146
AdministrativeEfficiency	4.00	.949	145

Correlations

		AggressiveCommunication	AdministrativeEfficiency
AggressiveCommunication	Pearson Correlation	1	-.407**
	Sig. (2-tailed)		.000
	N	146	145
AdministrativeEfficiency	Pearson Correlation	-.407**	1
	Sig. (2-tailed)	.000	
	N	145	145

**. Correlation is significant at the 0.01 level (2-tailed).

Regression for Hypotheses 2

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	AggressiveCommunication[b]	.	Enter

a. Dependent Variable: AdministrativeEfficiency

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.407[a]	.166	.160	.870	.166	28.388	1	143	.000

a. Predictors: (Constant), AggressiveCommunication

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	21.473	1	21.473	28.388	.000[b]
	Residual	108.166	143	.756		
	Total	129.639	144			

a. Dependent Variable: Administrative Efficiency

b. Predictors: (Constant), Aggressive Communication

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.703	.151		31.104	.000
	AggressiveCommunication	-.365	.069	-.407	-5.328	.000

a. Dependent Variable: Administrative Efficiency

Correlations for Research Question 3

Descriptive Statistics

	Mean	Std. Deviation	N
PassiveAggressive	2.37	1.366	142
AdministrativeEfficiency	4.00	.949	145

Correlations

		PassiveAggressive	AdministrativeEfficiency
PassiveAggressive	Pearson Correlation	1	-.279**
	Sig. (2-tailed)		.001
	N	142	141
AdministrativeEfficiency	Pearson Correlation	-.279**	1
	Sig. (2-tailed)	.001	
	N	141	145

**. Correlation is significant at the 0.01 level (2-tailed).

Regression for Hypothesis 3

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	PassiveAggressive[b]	.	Enter

a. Dependent Variable: AdministrativeEfficiency

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.279[a]	.078	.071	.904	.078	11.778	1	139	.001

a. Predictors: (Constant), PassiveAggressive

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.615	1	9.615	11.778	.001[b]
	Residual	113.478	139	.816		
	Total	123.093	140			

a. Dependent Variable: AdministrativeEfficiency

b. Predictors: (Constant), PassiveAggressive

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.470	.153		29.278	.000
	PassiveAggressive	-.191	.056	-.279	-3.432	.001

a. Dependent Variable: AdministrativeEfficiency

Correlation for Research Question 4

Descriptive Statistics

	Mean	Std. Deviation	N
AssertiveCommunication	3.7774	1.13568	146
AdministrativeEfficiency	4.00	.949	145

Correlations

		AssertiveCommunication	AdministrativeEfficiency
AssertiveCommunication	Pearson Correlation	1	.464**
	Sig. (2-tailed)		.000
	N	146	145
AdministrativeEfficiency	Pearson Correlation	.464**	1
	Sig. (2-tailed)	.000	
	N	145	145

**. Correlation is significant at the 0.01 level (2-tailed).

Regression for Hypothesis 4

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	AssertiveCommunication[b]	.	Enter

a. Dependent Variable: AdministrativeEfficiency

b. All requested variables entered.

Model Summary

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.464[a]	.215	.209	.844	.215	39.149	1	143	.000

a. Predictors: (Constant), AssertiveCommunication

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.863	1	27.863	39.149	.000[b]
	Residual	101.776	143	.712		
	Total	129.639	144			

a. Dependent Variable: AdministrativeEfficiency

b. Predictors: (Constant), AssertiveCommunication

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.535	.244		10.400	.000
	AssertiveCommunication	.388	.062	.464	6.257	.000

a. Dependent Variable: AdministrativeEfficiency

Correlations for Research Question 5

Descriptive Statistics

	Mean	Std. Deviation	N
CommunicationStyle	1.97	.828	146
AdministrativeEfficiency	4.00	.949	145

Correlations

		CommunicationStyle	AdministrativeEfficiency
CommunicationStyle	Pearson Correlation	1	-.420**
	Sig. (2-tailed)		.000
	N	146	145
AdministrativeEfficiency	Pearson Correlation	-.420**	1
	Sig. (2-tailed)	.000	
	N	145	145

**. Correlation is significant at the 0.01 level (2-tailed).

Regression for Hypothesis 5

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	CommunicationStyle[b]	.	Enter

a. Dependent Variable: AdministrativeEfficiency

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.420[a]	.176	.171	.864	.176	30.635	1	143	.000

a. Predictors: (Constant), CommunicationStyle

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.873	1	22.873	30.635	.000[b]
	Residual	106.766	143	.747		
	Total	129.639	144			

a. Dependent Variable: AdministrativeEfficiency

b. Predictors: (Constant), CommunicationStyle

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.946	.186		26.574	.000
	CommunicationStyle	-.481	.087	-.420	-5.535	.000

a. Dependent Variable: AdministrativeEfficiency