A STUDY OF COMMUNICATION SYSTEM AND DECISION-MAKING PROCESS IN MILITARY SECONDARY SCHOOLS IN OYO STATE

BY

Theresa Omosi ajimati

A Thesis Submitted in the Postgraduate School, Ahmadu Bello University, Zaria, in Partial Fulfillment for Award of Masters Educational Administration and Planning

Department of Education Faculty of Education Ahmadu Bello University, Zaria Nigeria

NOVEMBER, 2000

Finally, she expresses indebtedness to, and inestimable love for her husband, Mr. S.B. Ajimati and her children for their forbearance, moral and financial supports while the course lasted.

Thanks a lot and God bless you all.

T.O. Ajimati (Mrs.)

DECLARATION

The researcher hereby declares that this thesis was actually written by her, and that it has not been presented in any previous applications in part or whole for a higher Degree. All quotations are indicated, and all the sources of information are specifically and appropriately acknowledged by means of references.

T.O. Ajimati (Mrs.) — Date 09/11/00

CERTIFICATION

This thesis titled "*Communication System and Decision-Making Processes in Military Secondary Schools in Oyo State*", by Theresa Omisi Ajimati (Mrs.), meets the regulations governing the award of the degree of **Masters in Education** of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

Prof. G.A. Dahuwa Azare
External Examiner

5/12/2000
Date

Dr. (Mrs.) D.O. Otu
Chairman, Supervisory Committee

5/12/2000
Date

Dr. Moh. Ben-Yunusa
Head of Department

20/12/2000
Date

Professor S.B. Ojo
Dean, Postgraduate School
Ahmadu Bello University, Zaria

27/02/01
Date

ACKNOWLEDGEMENT

In an undertaking of this nature, it is virtually impossible to acknowledge all the valuable contributions gotten from individuals and institutions. However, the work is considered incomplete without mentioning a few names, among others, who contributed morally and otherwise towards the successful completion of the research.

Consequently, the researcher is particularly thankful to the Almighty God for His banner over her, which is love, divine protection, and abundant health throughout the duration of the course. She is also indebted to her supervisors, Dr. (Mrs.) D.O. Otu of the Institute of Education, Ahmadu Bello University Zaria for her constructive criticisms, accommodating spirit and encouragement throughout this research.

Her gratitude further goes to her employer (Ministry of Defence) for granting her study leave. Also to be remembered are, the Commandants, staff and students of the three Military Secondary Schools used in this study. They were Air Force Comprehensive School, Iyana Ofa, Command Day Secondary School, Odogbo and Command Secondary School all in Ibadan, Oyo State.

Sincere thanks are also extended to Dr. Afolabi of the Department of Education (Library Section) and Mr. Shaibu of DAC, ABU, Zaria for the concern and advice during the writing of this thesis.

Furthermore, she expresses profound gratitude to Dr. A.A. Agbo of the School of Science, Federal College of Education (FCE) Zaria for his immense assistance and input in the area of data analysis, Mr. A.C. Etete of School of Arts and Social Sciences, FCE, Zaria for his moral support.

KASHIM

DEDICATION

First and foremost, and from the depth of my heart, I forever dedicate this thesis to the Almighty God, my only source of living. To him be all the honour and glory for the marvelous things he had done.

Secondly, this work is dedicated with love to my Darling husband, Mr. S.B. Ajimati, whose company, support, encouragement and understanding made it possible to complete this thesis.

Furthermore, the work is dedicated to my late father, Louis Ugbiedah whose memory remains evergreen.

ABSTRACT

The purpose of the research was to investigate the types of communication system used, the decision-making process also used and the relationship between communication systems used and their influence on effective decision-making process in the three military secondary schools in Oyo State. To this end, seven hypotheses were formulated and tested using an eighteen item structured questionnaire as an instrument for data gathering. The instrument was administered on 589 respondents randomly sampled from three groups (soldiers, civilian staff and senior students) in the three military schools. A Chi-square (X^2) and correlation coefficient (r) statistical analysis of the responses show, among other things, that significant differences existed in the opinions of the three categories of respondents with regard to: the communication systems used; the hierarchy of information flow; decision-making process in terms of appointments and recruitments, admission of students and daily administration of the schools. There was significant relationship between communication systems used, and effective decision-making process. It was recommended, among other things, that modern system of communication as well as information storage and retrieval should be provided in the military secondary schools in Oyo State.

TABLE OF CONTENTS

Title Page I

Declaration ii

Certification iii

Dedication iv

Acknowledgement v

Abstract vi

Table of Contents viii

List of Tables xii

List of Figure xv

CHAPTER ONE

INTRODUCTION 1

1.1 Background to the Study 1

1.2 Statement of the Problem 5

1.3 The Purpose of the Study 6

1.4 Basic Assumption 7

1.5 Research Questions 8

1.6 Null Hypotheses 9

1.7 Significance of the Study 10

1.8 Delimitation of the Study 11

1.9 Limitations of the Study 12

1.10 Operational Definition of Terms 12

CHAPTER TWO

REVIEW OF RELATED LITERATURE 14

2.1 Introduction 14

2.2 Concept of Communication 15

2.3 Types of Communication 19
2.3.1 Intra-personal communication 21
2.3.2 Inter-personal communication 21
2.4 Process of Communication 23
2.5 Elements of Communication Process 27
2.6 Communication Network 29
2.7 Channels of Communication Flow in Schools 33
2.8 Establishment of Military Secondary Schools in Oyo State 37
2.8.1 Command Secondary School Ibadan 37
2.8.2 Command Day Secondary School Odogbo Ibadan 38
2.8.3 Air Force Comprehensive Secondary School Iyana-Ofa 39
2.8.4 Organizational structure and functions of principal offices in these schools 41
2.9 Means of Communication System in the Military (Army, Air Force and Navy) 47
2.10 Barriers and Breakdown in communication 50
2.11 Decision-Making Process 55
2.12 Decision Tree 65
2.13 A Model of Communication System 67
2.14 Summary 69

CHAPTER THREE

3.1 Introduction 71
3.2 Research Design 71
3.3 Population for the Study 72
3.4 Sample and Sampling Techniques 72
3.5 Instrument for Data Collection 74

3.5.1 Questionnaire 74

3.5.2 Structured interview 75

3.6 Validation of the Instrument 75

3.7 Pilot Study 76

3.8 Administration of Instrument 76

3.9 Methods of Data Analysis 77

CHAPTER FOUR

PRESENTATION OF RESULTS, DATA ANALYSIS AND DISCUSSION 78

4.1 Introduction 78

4.2 Communication Systems Used 78

4.3 Decision-Making Process (DMP) in the Military Secondary Schools 84

4.4. Effectiveness of Communication systems in the Schools 101

4.5 Effectiveness of Decision-Making Process in the MSS 106

4.6 Principal Officers' Opinions on the Influence of Rank, Academic Qualifications and Profession on Effective Communication 107

4.7 Principal Officers Opinions on the Influence of Rank, Academic Qualifications and Profession on Effective Decision-Making Process 108

4.8 Relationship between communication System Used and Decision-Making Process in the Military Secondary Schools 109

4.9 Discussions 113

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS 118

5.1 Summary 118

5.2 Conclusion 124

5.3 Recommendations 125

REFERENCES 127

APPENDIX 1 130

APPENDIX II 131

APPENDIX III 132

APPENDIX IV 133

APPENDIX V 134

APPENDIX vi 139

LIST OF TABLES

Table 3.1 Sample design distribution 73

Table 4.1 Expressed opinions of the military on the communication systems used in the MSS 79

Table 4.2 Expressed opinions of civilian staff on communication systems used in the MSS 80

Table 4.3 Expressed opinions of students on communication systems used in the MSS 81

Table 4.4 Expressed opinions of the three groups of respondents on communications used in the MSS 82

Table 4.5 Hierarchy of information flow in the MSS 83

Table 4.6 Expressed opinions of the soldiers on rules as part of decision-making process 84

Table 4.7 Expressed opinions of the civilian staff on rules as part of decision-making process 85

Table 4.8 Expressed opinions of students on rules as part of decision-making process 86

Table 4.9 Expressed opinions of the three groups of respondents on rules as part of decision-making process 87

Table 4.10 Expressed opinions of the soldiers on day-to-day administration as part of the decision-making process 88

Table 4.11 Expressed opinions of civilian staff on day-to-day administration as part of the decision-making process 89

Table 4.12 Expressed opinions of students on day-to-day administration as part of the decision-making process 90

Table 4.13 Expressed opinions of the respondents on day-to-day administration as part of the decision-making process 91

Table 4.14 Expressed opinions of soldiers on appointments and recruitment as part of the decision-making process 92

Table 4.15 Expressed opinions of civilian staff on appointments and recruitment as part of the decision-making process 93

Table 4.16 Expressed opinions of students on appointments and recruitment as part of the decision-making process 94

KASHIM IBRAHIM LIBRARY

Table 4.17 Expressed opinions of respondents on appointments and recruitment as part of the decision-making process 95

Table 4.18 Expressed opinions of soldiers on promotions and discipline as part of the decision-making process 96

Table 4.19 Expressed opinions of civilian staff on promotions and discipline as part of the decision-making process 97

Table 4.20 Expressed opinions of students on promotions and discipline as part of the decision-making process 98

Table 4.21 Expressed opinions of respondents on promotions and discipline as part of the decision-making process 99

Table 4.22 Expressed opinions of respondents on admissions of students as part of the decision-making process..... 100

Table 4.23 Expressed opinions of soldiers on the effectiveness of communication among staff and students in the schools..... 101

Table 4.24 Expressed opinions of civilian staff on the effectiveness of communication among staff and students in the schools..... 102

Table 4.25 Expressed opinions of students on the effectiveness of communication among staff and students in the schools..... 103

Table 4.26 Expressed opinions of respondents on the effectiveness of communication among staff and students in the schools..... 104

Table 4.27 Expressed opinions of respondents on the effectiveness of mode of communication in schools 105

Table 4.28 Expressed opinions of three categories of respondents on the effectiveness of communication among staff and students in the schools 106

Table 4.29 Expressed opinions of civilian staff on the relationship between communication systems used and effective decision-making process 107

Table 4.30 Expressed opinions of principal officers on the influence of the three biodata on effective decision-making process in the military secondary schools 108

Table 4.31 Expressed opinions of soldiers on the relationship between communication systems used and effective decision-making process 109

Table 4.32 Expressed opinions of civilian staff on the relationship between communication systems used and effective decision-making process 110

Table 4.33 Expressed opinions of students on the relationship between communication systems used and effective decision-making process 111

Table 4.34 Expressed opinions of the respondents on the relationship between communication systems used and effective decision-making process 112

LIST OF FIGURES

Fig. 1 One-way linear communication 23

Fig. 2 Critical elements in the communication process 24

Fig. 3 Linear communication 27

Fig. 4 Interactive communication 28

Fig. 5 Simultaneous communication 29

Fig. 6 Types of communication network 31

Fig. 7 Decision tree without probabilities 66

Fig. 8 A multi-dimensional communication model in Military Secondary Schools 67

Fig. 9 Venn diagram – Model of communication 67

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Modern societies require formal organisations to survive. Such formal organisations are often departmentalized to allow for efficiency in job performance. When an organisation is split there is bound to be competition as individuals and departments compete for scarce resources. One way of avoiding unhealthy rivalry is to establish an effective system of communication in the organisation.

Communication has many meanings depending on the areas or background of the perceiver. In the school system communication is viewed as formal lines of communication. Whichever ways we look at it, communication is simply to impact or pass on information or knowledge, or to make known, or transmit, or to give, or interchange thoughts, feelings information by writing, speaking and by using sign language.

Communication may well be the key to the success of organisations; without communication there could be no organisation. As soon as work is split among several people, it is imperative that there are some kind of communication between them and between the workers and the managers. In many ways communication act as oil or blood that keeps an organization running smoothly just like blood circulation in the human body (Paul-Maili, 1985).

He further states that communication, if it is well utilized, leads to organizational goal achievement or attainment. On the other hand poor

utilization of communication system in any organization like in the school system could lead or result to crises, chaos, misunderstanding among staff and authority, and cause breakdown of law and order. Some of the problems mentioned above may be due to poor relationship between the authority and teaching staff and students; lack of interest on the part of the teachers in carrying out their primary assignment which is teaching, ineffective use of communication channels. This can also lead to the authority not involving much of the teachers in the decision making process, which finally could lead to students poor performance.

According to Bending (1980) the word communication originated from the Latin word "Communis" which means "to make common, to transmit and to impart in formation to others. He defines communication as a "process by which one mind influences another mind." He also points out that communication occurs not only between humans, but from machines (particularly computers) to humans and from humans to machines but the machines are activated only by human thought.

In any organization effective communication system must be directed through the following channels vertical, downward and upward, horizontal and diagonal communication if the organizational goals are to be attained or achieved. In the school system people are brought together to work for the achievement of the school goals, and it is imperative that they have to communicate with themselves and the community at large. So communication in the schools system is very vital and a continuous force for the smooth running of all the school activities. In all activities that take place in the school system to teach, instruct, inform, persuade and to entertain the students and staff in general (Kahn and Katz, 1985).

According to Charlan (1985), communication means to impart, share and make common information available. The ability to communicate and to participate in communication focuses on the giving and receiving of information. Fortunately, for most individuals communication skills develop normally. He further explains that as events are experienced and attitudes are formed they can be shared with others through communication. Through this means, learning takes place. By this we refine our perceptions, viewpoints and also seek new knowledge or clarification of current knowledge by engaging in inquiries.

Those who have grown through interaction or experience or learning or all of the above to use communication system effectively can attest to the fact that communication itself is a veritable art that is capable of taking one to greater height in any administrative or organizational setup. The setup could be in business enterprise, running the affairs of local, state or federal governments, or in a teaching-learning setting such as school (Woolcott and Unum, 1977). In business enterprise setting, communication can be visual or non-visual. It can also take the form of combining the two. In a visual communication as a two-way traffic demand that the two parties meet face-to-face. In this case information exchange hand in a give-and-take fashion. One other major feature of visual communication is that there is an immediate and direct feedback. They further pointed that this feature of direct and immediate feedback also applied to non-visual communication in which the two parties do not meet each other. Communication in this case is carried out through the use of print and electronic media.

The use of both print and electronic media as tools for effective communication can be very distinctive if wrongly or misapplied in a political

setting such as during electioneering campaign. Available records show that many political zealots have lost their lives and property to political thuggery as a result of lack of diplomacy in communication.

Communication system from the above definitions and description is an important tool in achieving success in any organization if well utilized by the right people and with the help of good print and electronic media. But in a military setup, especially in the military secondary schools in Oyo State, the meaning attached to communication goes beyond the conventional dictionary meaning.

The military secondary schools are established as welfare school to take care of the children/wards of officers and other ranks including civilians. They use the same system of education with the conventional secondary schools. The only major difference is the military training added to their curriculum. In a school, such as this therefore, the importance of effective communication system cannot be overemphasized. Some military secondary schools in Oyo State are apparently faced with problems of effective communication system and decision-making management which, if not well handled may lead to communication breakdown. It may also lead to lack of interest in staff and student in their primary assignment. Considering the above-perceived problem, coupled with the apparent partial involvement of the civilian staff in decision-making process, the researcher became interested in undertaking the study. Furthermore, the research went into the study based on personal interest, concern and experience as a staff in one of the military secondary schools, coupled with the perceived problems.

1.2 Statement of the Problem

In a school setting evidences abound on cases of students unrest, teachers embarking on an industrial strike action traceable to miscommunication. Ubeku (1979) states that: "If one were to delve into the cause of some of the constant conflicts which arise between departments or between individual, one would find that most of them arose because we were not informed.

In the case of the military secondary schools, a civilian working in a military setup can be said to be uninformed in terms of being able to understand and use military language effectively in communication and in decision-making. Failure to do this may engender a breakdown in communication and in decision-making process. Similarly, a military secondary school may find it difficult to accommodate such civilians who are not used to military orders, slogan such as "obey the last order" and military protocol in channels of communication in taking decision.

Apart from this, it is said that environment and heredity determine behaviours. The environments has to follow in every detail the channels of communication and steps in decision-making, the "language" of communication, the time for communication, what to communicate with who. The observance, or lack of it, of such principles in communication cannot be over-emphasized especially in a military-civilian mix-up. Such is the case in the military secondary schools in Oyo State.

Communication contributes to the success of any organisation if well utilized. Communication is also often faced with problems depending on the

type and nature of the organisation. The military secondary schools are no exception to such problems as stated earlier.

The following problems were looked into as they affected communication and decision-making in these military schools. In specific terms, the problems highlighted in the study were as follows:

(a) The communication system and decision making as used in military setup is not negotiable, that is, not considering the views of civilians and is fraught with avoidable blocking or hindrance.

(b) The relationship among the following staff: The military personnel and civilian staff of these schools, Ministry of Defence Officials, the Commandant, the Administrative Officer, Vice Principals (Academic and Administration), teaching staff, students, and the community at large is not very cordial.

(c) Dissemination of information on policy matters seems to take a longer process than necessary in such military secondary schools.

With all those highlighted seeming problems as above, coupled with divergent socio-cultural background in those schools, the researcher was motivated into wanting to find out the type of communication system being used in those Military Secondary Schools in Oyo State.

1.3 The Purpose of the Study

The main purpose of this study was to investigate the communication system used in the administration of those Military Secondary Schools in Oyo State. In addition, the researcher investigated the decision-making process in the schools.

KASHIM IBRAHIM LIBRARY

Furthermore, the researcher sought possible causes of, and solutions to the problems associated with the communication system in those military secondary schools. It is hoped that these efforts would to a long way in improving effective communication and enhance wide range decision-making process in those secondary schools, with a view to achieving or attaining the goals for which the schools were established.

1.4 Basic Assumption

In this study, the researcher assumed that:

(1) The military secondary schools run the same academic calendar as the conventional secondary schools.

(2) The military secondary schools have a common coded guidelines for their organisation and administration.

(3) There is no preferential treatment to the civilian-military staff of the military secondary schools in terms of the rights and privileges of such staff.

(4) The SS III students having spent about six (6) years in the military secondary schools are knowledgeable enough to respond appropriately to the questionnaire.

(5) The use of inferential statistical test or would produce the desired result in analyzing the relationship between communication system on one hand and decision-making process on the other, despite the fact that the data being analyzed were not on an interval or ratio scale.

1.5 Research Questions

This research would find answer to the following research questions:

(1) Is there any difference in the opinions of the various categories of respondents with regard to the communication system used in the military secondary schools?

(2) Is there any difference in the opinions held by the various categories of respondents as regards their involvement in decision-making process in the schools?

(3) Is there any difference in the opinions held by the various categories of respondents regarding the effectiveness of communication system used in the administration of the military secondary schools?

(4) Is there any differences in the opinions of the various categories of respondents with regarding the effectiveness of the decision-making process used in the military secondary schools?

(5) Is there any difference in the opinions of the principal officers with regard to the (a) rank, (b) academic qualification, (c) profession on effectiveness of communication in the military secondary schools?

(6) Is there any differences in the opinions of the principal officers with regard to the influence of (a) rank, (b) academic qualification, (c) profession on the effectiveness of decision-making process in the military secondary schools.

(7) Is there any difference (relationship) in the opinions of the various categories of respondents with regard to the communication system used and decision-making process in the military secondary schools?

1.6 Null Hypotheses

(1) There is no significant difference in the opinions of the three categories of respondents on the communication system used in the military secondary school.

(2) There is no significant difference in the opinions of the three categories of respondents on the decision-making process (DMP) in the military secondary school.

(3) There is no significant difference in the opinions of the three categories of respondents regarding the effectiveness of communication system used in the military secondary school.

(4) There is no significant difference in the opinions of the three categories of respondents regarding the effectiveness of the decision-making process used in the military secondary schools.

(5) There is significant difference in the opinions of the principal officers with regard to influence of (a) rank, (b) academic qualification, (c) profession on effectiveness of communication system used in the military secondary school.

(6) There is no significant difference in the opinion of the principal officers with regard to influence of (a) rank, (b) academic qualification, (c) profession on effectiveness of communication system used in the military secondary school.

(7) There is no significant difference (relationship) in the opinion of the three categories of respondents with regard to the relationship between communication system used and decision-making process in the military secondary school.

1.7 Significance of the Study

Effective communication is very vital to any establishment to make it stand and achieve the organizational goal. Nearly everybody talks, many can read and write, some listen, while others use sign language. All these are concerned with words. They make up the components of verbal communication which contribute about 70% of all human exchange, while non-verbal communication which includes facial expression, body gesture and movement (using of sign language) contributes about 30% of all human exchange. It becomes obvious and necessary for all organisations especially the military secondary schools to ensure that the most effective communication media or processes are adopted.

(a) It is hoped that this study would go along way to help eliminate some of the problems associated with communication such as poor communication method, lack of involvement of civilians in the decision-making process, poor relationship among the staff generally, etc.

(b) It is hoped that this would also help to make some of the existing systems flexible and reduce imposition of policies or information on the staff.

(c) It is hoped that this would be very useful to the administrative officers and the commandant of all military secondary schools in policy formulation and assist other policy makers.

(d) It is hoped that this would also help to harmonize the military administration in these military schools and to other administrators in other organisations. It would reduce the regular conflicts caused as a result of poor communication.

(e) It is hoped that this would help to encourage meaningful communication among the staff of the target schools that is the military secondary schools in Oyo States.

(f) The study would form a basis for further similar researches.

1.8 Delimitation of the Study

This study was delimited to all the military secondary schools in Oyo State and it intends to cover the following areas:

A. Schools

1. Air Force Comprehensive Secondary School, Ibadan
2. Command Secondary School, Ibadan
3. Command Day Secondary School, Ibadan.

B. Subjects

1. The principal officers of the schools
2. Other administrative staff in the schools
3. The teaching staff of the schools
4. The senior secondary III students

C. Materials and Statistical Data

1. the use of structured questionnaire and interview as major instruments for data gathering.
2. the use of typed and handwritten series of letters to the Ministry of Defence and Military School Zaria and Jaji for the release of information and other vital documents considered very useful for this study. This was based on their similarities with the target samples.

3. The use of both descriptive and inferential statistics for data analysis (a) mean and percentage; (b) Chi-square and correlation coefficient.

4. The use of probability level of 0.05 at one tailed test for the testing, rejecting or otherwise of the null hypothesis.

1.9 Limitations of the Study

The researcher acknowledges the fact that there is no perfect work done under the sun. Consequently the following constituted major limitations in this study.

1. some pieces of information sought were shrouded in absolute secrecy for security reasons as perceived by the military. Consequently, such pieces of information were not made available to the researcher.
2. Some top/high military commands whom the researcher sought their views on certain issues could not be reached due to their tight official engagements and schedule of duties.

1.10 Operational Definition of Terms

The terms defined operationally by the researcher were those she attached special meanings to other than their conventional meanings in every day usage. Such terms included:

1. ***Communication system***: This refers to the modes of communication used in the military secondary schools. They included pure intra-personal (direct), interpersonal (indirect) and combined methods of communication.

2. ***Channels of communication***: This refer to vertical, downward, upward, horizontal and diagonal channels of communication as well as formal informal and departmental communication channels.

3. ***Decision-making process***: They refer to the administrative steps (leadership styles) taken to take a decision on important issues, that is, the insolvent processes followed regarding humans.

4. ***Principal officers***: They are eleven (11) in number and refer to the management staff of the military secondary schools. Such principal officers include: the Commandant, Administrative Officer, two vice principals (Administration and Academics), Pay Master and Chief Clerk; others are Personal Assistant to the Commandant, Medical Officer or Director, Chief Nursing Officer. Teachers Representative and Chief Security Officer.

5. ***Influence of rank***: Using one's exalted position (rank) to jump or bye-pass clearly defined channels of communication and decision-making processes.

6. ***Influence of qualification***: This refers to the use of academic qualification(s) to facilitate and project personal views, interests and aspirations in matters relating to communication with, and decision-making process by military high command.

7. ***Influence of profession***: It refers to the use of one's calling (what one does to interest effectively or to make strong connections) in order to get undue advantages on matters relating to communication and decision-making process.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter the researcher examined related literature review under the following sub-headings: Establishment of Military Secondary Schools in Oyo State, organizational structure and functions of principal offices, means of communication system in the military. Others are concept of communication, types of communication, channels or directions of communication. The rest are communication network, element of communication, process of communication, barriers and problems of communication, decision-making process, decision-making tree, model on communication and finally summary.

Communication occupies a central place in an organisation. Thus for successful communication, we are trying to meet on a common ground, at least momentarily, with the receivers of our messages, we are tying to establish a commonness or a sharing of information, attitudes, ideas and understanding. Communication is the ingredient which makes an organisation function, it is the way through which the basic administrative functions are carried out, administrators direct through communication, they co-ordinate through communication, they employ staff, plan organizational activities and control through communication. There is no action that is taken in any organisation without communication leading to it. Communication is in short the instrument for organizational goal attainment or achievement.

2.2 Concept of Communication

Communication has many definitions and acceptable meanings. It is derived from a Latin word communs meaning "to make common, to share, to impact, to transmit". Basically, communication is defined as the transfer of information, feelings or message from a source to a receiver. Communication does not take place unless the receiver correctly interprets the information, that is being transmitted. Before and after final decision is taken in a school it must be communicated to all its sub-system affected by it. Communication pervades organization because most organizational processes require communication to solve problem and accomplish goals. In order to persuade, instruct, direct, request, pre-sent, inform, stimulate or develop an understanding, the school administrator must communicate (Gorton, 1980).

Human beings, being what they are have a way of communicating to one another either by using body gesture or like the disabled people, their language is called "sign language" and some people can use an intermediary called communicating aids, mutual understanding, in that, when one hears what the other person is trying to say to you. One will surely feel fine and there won't be no element of doubt, but if they don't understand themselves it may lead to misunderstanding, conflicts, frustration among them.

Communication is an every day experience which most people often claim to know something about but which in fact, is quite a complex activity. Without communication all human experience would cease to exist, for it is a vital component of all sphere of life. School management could not take place without communication, and school organisation could not exist without consideration of those for who the communication is intended or their views.

Negotiations in communication is often vital if the message is to be fully received and accepted by the parties concerned and acted upon.

Communication is the process by which people attempt to share meaning via the transmission of symbolic messages from a sender to the receiver in order to initiate action or solve a problem. Communication is an indispensable administrative tool. Without relationship communication would not be needed. Because human relationships are of major importance in the life of an organisation. The communication processes is a matter of primary concern in effective school administration.

Peretomode (1991) describes communication as the exchange and sharing of information, attitudes, ideas, and emotions. Peretomode's definition emphasizes that communication is not confined to written or oral exchange of simple message only, but embraces the collective activity of sharing an experience at a variety of verbal or non-verbal levels, that is communication is any means that an individual uses to transfer messages, ideas, feelings, emotions or attitude to others. They include for instance, speechless messages that are transmitted by facial expressions, by the use of the eyes, body movement, gesticulation and with the hands, shaking or nodding the head in approval or disapproval, smiling or frowning, etc. These are sometimes accurate ways of expressing oneself than the conventional oral or written manner.

Further still, a straight forward conventional definition of communication has been that it is the ability to express oneself through writing, spoken language and body expressions in order to pass on a message and ensure it is well understood; the transfer of thought and

feelings from one person to another. Communication therefore, is more than merely imparting messages; it must also be understood. An idea, no matter how great, is useless until it is transmitted and understood by others. Effective communication occurs only when a thought or idea has been transmitted, such that mental picture perceived by the receiver is exactly the same as that envisaged by the sender.

Chambers 20th Century Dictionary (1983) further defines communication as a means of giving information to people and it is a connecting passage or channel of passing information to one another; and activity which takes place when message is transformed satisfactorily from one party to another, so that it can be understood and acted upon, if necessary.

Communication takes place in the organisation, especially in the schools for a variety of reasons and through a variety of methods. Reasons for communication for instance might be to inform, explain, persuade, reprimand, encourage, thank, appraise, consult, apologise or praise, etc. And they might be written in the form of letters, memos, reports, minutes, telex, tele-messages, signals or oral through conversation, face-to-face causal encounters, interviews, meetings, conference telephone, or visual in the form of diagram, graphs, illustrations, slides, video, television, body language, etc. (Smithson and Whitehead, 1990: 18).

Communication is particularly important among the management and staff in every organisation. It is absolutely essential that there must be well-established channels of communication and participation. According to Campbell *et al.* (1977) "it is only through adequate communication that

members of an organisation can constantly remain aware of the organizational goals, keep clearly in mind how their own work contributes to the goals and make suggestions for the improvement of operation procedures in the organisation". But when the channels are not clearly defined and effectively made use of, there could be danger of communication gap. When this happens the different units of the organisation tend to operate in isolation and perhaps in conflict with the other components to the meaning the overall objective of the organisation. Communication refers to free flow of information and exchange of ideas on the activities of the sub-units that make up the whole.

Communication gap in an organisation like the school, such as military secondary schools may be due to different interpretation of messages. These may be caused by such gaps as differing perceptions of reality, and the influence of attitudes, opinions, and emotions. For instance, the words used in communication may carry different emotional undertones to different people. The administrator as the communicator may also be responsible for the gap as well as the members of the organisations; this happens particularly where the values of the communication are different from those of the communicator. In school administration communication gap may be caused by the hierarchical structure of the school, the large amount of information to be transmitted, the lack of inter-departmental interaction and the cultural/background influences on the interpretation of the message directives or instruction transmitted.

It can be simply defined as the act and art of transmitting information, ideas and attitude from one person to another. Katz and Kahn (1985), in their

book "Social Psychology of Organisation", defines communication as the very essence of the social system to an organisation, it is the sharing of messages and ideas resulting in a degree of understanding between a sender and a receiver.

The researcher is of the view that effective communication is more than sharing of messages and ideas. Feeling, emotions and desires, etc. have to be shared too. In the essence of this study communication is business setup or organizational setup is the means by which a business receives and conveys information, transmits instructions from managers and suggests, practical motivation and persuasion, it is the life blood or life wire of the organisation and the means by which management gets things done.

2.3 Types of communication

There are basically three types of communication that surrounds the individual:

(1) Inter-personal communication – is that type which happens between two/more persons in a face-to-face situation.

(2) Intra-personal communication – is that type which happens within the individual or ourselves.

(3) Mass communication – this usually involves a large number of people and other factors as well as broadcasting and telecommunication.

Our senses, our nervous systems and our brain are the main physiological components of the communication process, e.g. if we are watching an instructional television programme about Basic Mathematics, our eyes and ears respond to what is on the screen. These senses of sight

and sound send electrochemical impulses through out nervous systems to our brain. After receiving the impulses, our brain feeds back other impulses to our motor nerves, the nerves that influences movement and enabled us to pick up a pencil and paper to work the mathematics problem. Different components of the communication process have come into play! The sender (eyes and ears), message (electrochemical impulses), medium (nervous system), receiver (brain and central nervous system), and feed-back (electrochemical impulses). Another component, noise, can interfere with the communication process. Your head may ache to the point where you can't think. A sickness or an injury may damage your nervous system either interrupting the passage of electrochemical impulses of interfering with your ability to respond to communication given to your nervous system by your brain. All these are examples of one type of noise (physical noise).

It should be noted that where each of the component of intra-personal communication fits into our communication model: sender, message, medium (sometimes called channel) receiver, feedback and noise, for human communication of any kind to occur, intra-personal communication is used in a number of ways every day.

(a) Stress is a form of intra-personal communication, it is a stimulus and any stimulus causes one or more reactions, we may have a headache under stress, each of these is a biological reactions. Our body is signaling to us that we are over loading our sensory system.

(b) Memory is another form of intra-personal communication, it involves retrieving and encoding information stored in our brain. The researcher likes to visualize an image in order to remember a name. She easily remember

everyone she meets named Bola, because she always think of Bola as sitting on the seat of a covered wagon. Although these associations may seem humorous and have no relation to the people we meet, they are simply ways to aid or help memory and stimulate the process of intra-personal communication.

2.3.1 Intra-personal communication

This is the foundation for adapting inter-personal communication to others. We process all kinds of stimuli when we communicate with other people, using that intra-personal processing to communicate inter-personally is one of the most important functions of our internal processing system. Many psychologists feel that we can manage worry, stress and anxiety by communicating with others about our problems, by so doing you discharge fears and tensions through interpersonal relations.

2.3.2 Inter-personal communication

As mentioned before, is communication in a face-to-face situation between at least two persons and often many more, such as group discussion or a speech to a crowd. Inter-personal communication – the names of the components of communication are the same as in intra-personal communication, but the components themselves are different. To continue with the previous example, imagine that instead of watching an instructors class in person now the instructor becomes the sender of communication, the messages become the words spoken by the instructor, the medium is the human voice; and you are the receiver of communication. If you do not understand what the instructor is saying, you can immediately raise your

hand to ask a question. Your hand being raised is a form of feedback to the instructor.

Mass communication

This involves a large number of people and other factors as well. Mass communication is a form of communication which deals with our everyday life in form of information, education and entertainment via the electronic and print media or form to a large percentage of viewing and listening audience.

Peretomode (1991), identified three methods that are available to the administrator in a school for sending messages in the social system – they are verbal, written and combination methods.

Verbal communication: This is the use of the spoken word either in a face-to-face setting or through telephone calls. It is by far the most prevalent form of communication in schools, and is also referred to as oral communication.

Written communication: In an organisation such as school this takes many forms, including letters, memoranda, telegrams, annual reports, procedure manuals, notes, newsletters and other publications.

Combination communication: This involves the use of written and verbal communication together.

The research is of the opinion that there is no one method that could be said to be the best. It all depends on individuals, environment and circumstances.

2.4 Process of Communication

According to Commins and Wofford (1977), communication process involves a sender, a message, and a receiver that is in its most basic form. However, Stoner (1977), in his book, went further to explain that the basic elements of communication are more than just the sender, message and receiver as shown in Fig. 1. To communicate what is meant, the message must be clearly stated. To do this requires knowledge of basic communication skills.



Fig. 1. One-way linear communication.

Source: Stoner, T. and James, A.F. (1978). Management. New Jersey: Englewood Cliffs, Prentice-Hall.

These basic elements are the sender, encoding, the message, the medium, the receiver, feedback and noise. He went further to describe the process as follows: there is an individual or group (sender) who has an idea to transmit to another individual or group. In order to do so, the sender transforms the idea/message(s) into a meaningful form (encoding) and sends it by either written or verbal means (the medium). The message is received by the receiver and decoded (translated into a form meaningful to them or the group). The receiver acknowledges receipt of the message and react (or does nothing about it) or responds (feedback). The intended message can be distorted (noise) at any stage in the process (see Fig. 2).

The idea is the thought in the mind of the communicator. The sender is the source of the information/communication, in an organisation, the sender

is that person with ideas, intentions, desires, needs, information and reasons for communication.

Encoding involves the translating of the senders ideas into a meaningful/systematic way so that he (receiver) can understand what is being communicated to him/her (receiver).

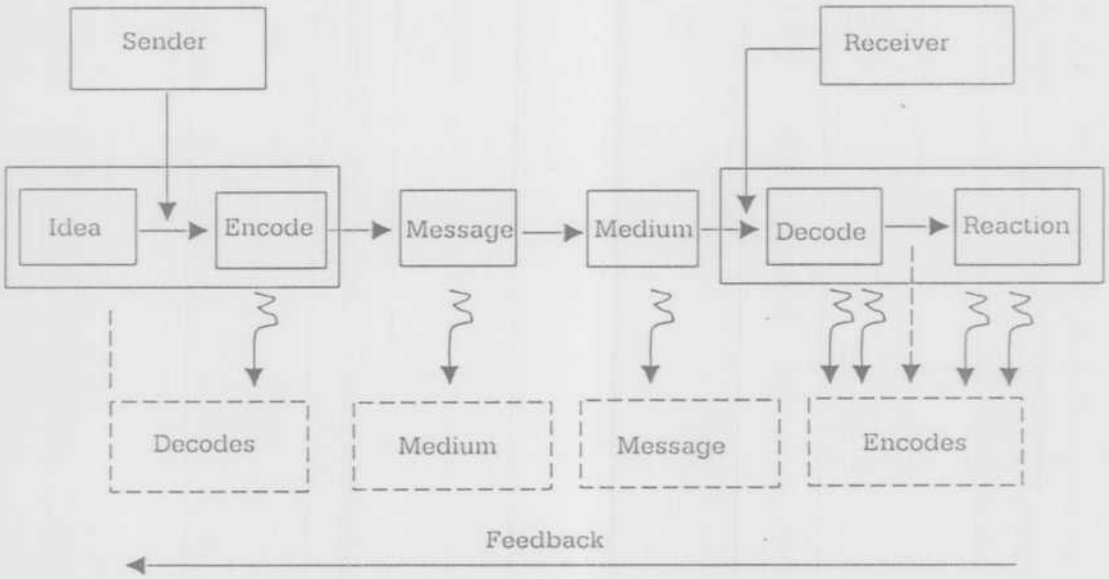


Fig. 2. Critical elements in the communication process.

Source: Stoner, T. and James, A.F. (1978). Management. New Jersey: Englewood Cliffs, Prentice-Hall.

The message is the result of encoding process, it is the way or form the sender encodes/expresses the ideas, it may be speech, body gestures or written words. The medium is simply the channel which the message pass through, that is the carrier of the message or can be referred to as "vehicle" for carrying an intended message.

The receiver is the person that gets or receives the transmitted message, it may be one recipient or more depending on the given

information. Decoding is the thought process of the receiver in translating or interpreting what was passed or heard to the receiver. The receiver interprets the information (decode) in light of their past experience and various personal frames of references.

Feedback is simply the responses or the process by which the communication roles are reversed, that is, the sender in turn receives a message about the impact of the original message even though it may not be expected directly or immediately. Thus, the communication process tends to be cycle and not linear.

Roger (1994) in his own view on communication states that information is encoded for transmission via a message that is received and decoded by another party. Encoding involves the choice of an appropriate form of words for the message. Decoding requires the interpretation of the message that has the effect of producing extra and distracting information, e.g. technical jargon or over long and unclear sentences. He further explains that messages that flow up and down are called vertical communication. The formal channels for these are usually illustrated in a firm's organizational chart. Vertical communication systems are important for ensuring that policy decisions are implemented. Horizontal communications occur among employees of equivalent rank, and matters discussed are not referred to higher authority. The horizontal communication system does not involve the flow of authority. Rather it concerns the exchange of news and opinions among equals.

The ingredients of communication

The concept with communication has produced many attempts to develop model of the process such as description and listing of ingredients. Of course, these models differ. None can be said to be "right" or "true". Some may be more useful than others, some may correspond more than others to the current state of knowledge about communication.

Aristotle had looked at communication as having three ingredients, the speaker, speech and audience. He meant that each of these elements is necessary to communication and that we can organize our study of the process under the three headings of

a. the person who speaks

b. the speech that he produces

c. the person who listens.

Most of our current communication modes are similar to Aristotle's position.

David (1980), states that the ingredients in communication includes (1) a source, (2) a transmitter, (3) a signal, (4) a receiver and (5) a destination. If we translate the source into the speaker, the signal into speech and the destination into the listener, we have the Aristotelian model, plus two added ingredients, a transmitter which sends out the source messages and receiver catches the message for the destination.

Effective communication, no doubt need those ingredients. It should also be pointed out that there is the need for both the sender and receiver to be normal human beings. A conductive environment (physical and otherwise) is also very necessary in effective communication.

2.5 Elements of communication Process

To understand what the process of communication fully entails, we need to take a brief look at how an understanding of communication has evolved. For a very long time almost up to the present theoreticians have described communication as a one-way linear process. According to this viewpoint, communication takes place when a sender puts ideas into some kind of coded message and delivers it via some channels such as speech or writing to one or more receivers, who in turn decode it for example, watching television or reading this (thesis) book, see Fig. 3.

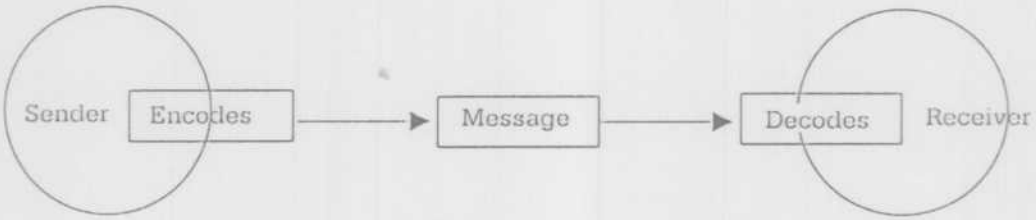


Fig. 3: Linear Communication.

Source: Alder, R.B. (1983). Communication at work. Principles and practices for business and the profession. New York: Random House.

This linear view characterizes communication as something an active sender does to pass information to the receiver. It implies that the responsibility for getting a message across rests with the sender alone. While some types of messages such as letters and radio broadcasts, do flow in a one way manner, a linear model does not completely or accurately describe most types of communication. The one-way linear model ignores the fact that receiver react to messages. An interactive view of communication is an improvement over its linear predecessor, but it still isn't satisfactory. We can picture communication as a two-way interactive event in which a sender

formulates and transmits a message to a receiver who in turn, formulates and sends a response (See Fig. 4).

There is the need for both the sender and receiver to choose or pick words carefully when communicating so as to convey the actual message meant. Failure to do this, the message may be lost due to double meanings or interpretation that can be given to the message being conveyed.

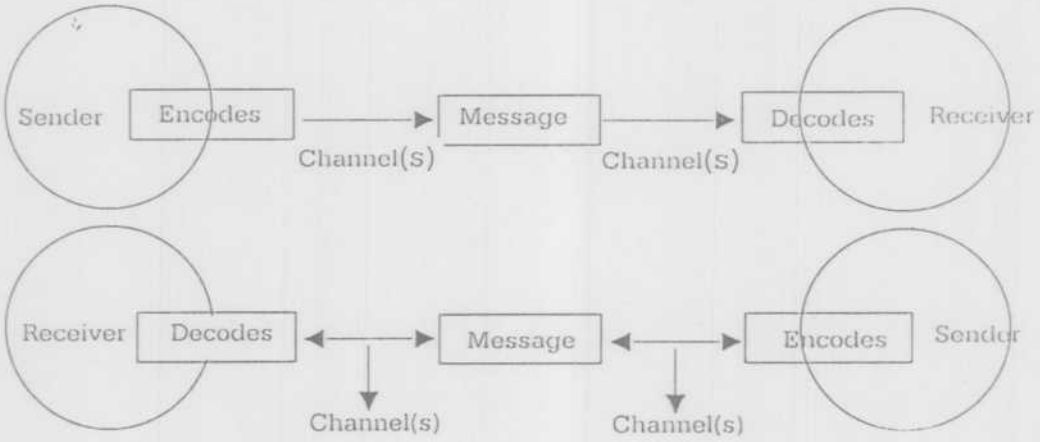


Fig. 4. Interactive communication

Sources: Alder, R.B. (1983), Communication at works: Principles and Practices for Business and the Professions. New York: Random House.

In simultaneous communication the parties are usually transmitting and receiving messages at the same time, like the telephone, face-to-face interaction, etc. for example, a sales representatives presents a product to a potential customer while the representative is doing most of the talking – at least initially the customer is also sending messages, non-verbal ones in this case, smiles and nods of agreement suggest that the presentation is going on well, while yawns, folded arms and a slouch signals failure. Thus, the primary sender (the salesman) is also a receiver and the customer, while principally a receiver, is also a message sender. This simultaneous sending and receiving

explains why these two roles are represented as super-imposed in the next diagram (Fig. 5) (Alder, 1983). There is a dire need for both the sender and receiver to be knowledgeable in the language of communication.

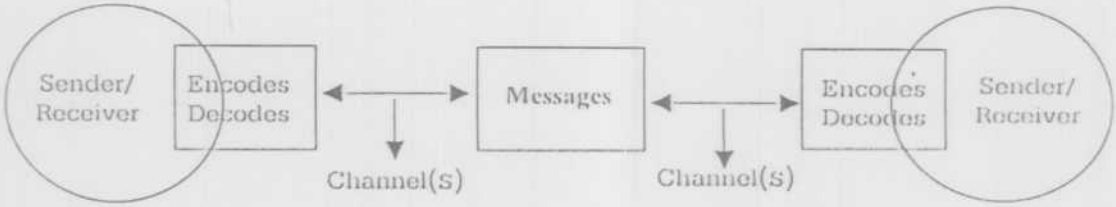


Fig. 5: Simultaneous Communication.

Source: Alder, R.B. (1983). Communication at work. Principles and Practices for Business and Professions. New York: Random House.

2.6 Communication Network

All organisations are information processors including schools. These organisations absorb information, process it, and turn out some sort of finished product as a result. But their goals differ from one organisation to the other, even though the principle seems the same. In order to get a job done, the organisation just have to process the information.

In the light of this, Peretomode (1991) defines communication network as the patterns of communication channels in a social organisation. These are several types of networks. The most common types are circle, all channels/envelope, Y shape, rake and house type of network. He pointed out that in principle, as the number of people in a group increases arithmetically, the number of possible interrelationships increases geometrically. This is to say that the number of possible communication channels between individual members increases more rapidly than a group size does. These types of communication network are as shown in Fig.6.

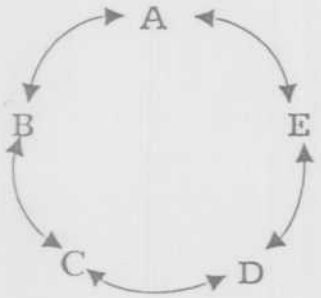
KASHU

School administrators can design their work units in a way to improve effective communication between component units in the school system. Networks serve different purposes in an organisation like (a) using it to regulate the behaviours of staff; (b) to promote innovation; (c) integrate activities; (d) to inform and instruct the group members.

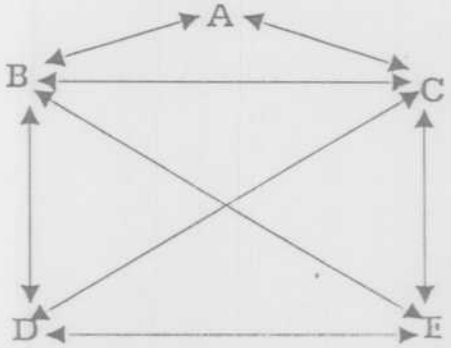
School administrators can design their work units in a way to improve effective communication between component units in the school system. Networks serve different purposes in an organisation like (a) using it to regulate the behaviours of staff; (b) to promote innovation; (c) integrate activities; (d) to inform and instruct the group members.

Communication networks differ in terms of centralization and decentralization and also in the areas of effectiveness, efficiency and member satisfaction. Among the listed most common network is the all-channel and circle networks are highly decentralized, whereas the Y shape and wheel are more highly centralized. The wheel or star is the most centralized network because all communications flow from and to any one (individual), while the all-channel network is the least centralized.

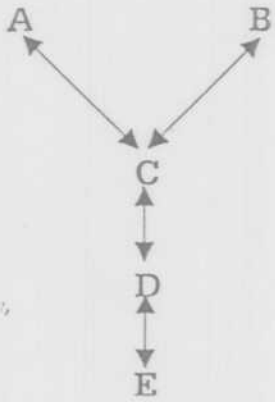
He further pointed out that individuals in central positions in the network tend to be more satisfied. Since individuals in the all-channel and circle networks are equally central, these two networks tend to produce higher levels of total member satisfaction.



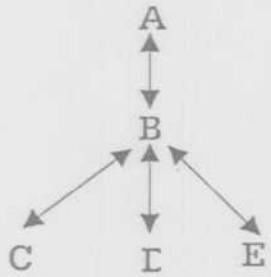
Circle



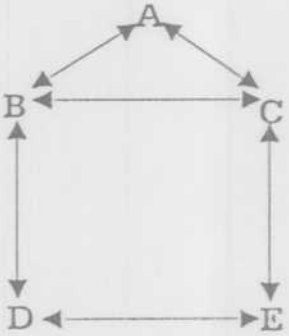
All-channel or Envelope



Y-shape



Rake



House

Fig. 6. Types of communication network

Source: Peretomode, V.F. (1991). Education Administration: Applied Concepts and Theoretical Perspectives. Lagos Joja Educational Research and Publishers Limited.

473372

1. **Circle Network**: The communication moves from the commandant or principal to the vice-principals back to the principal and from the vice-principal to the heads of department down to the teachers, than to the students, and from students to the teachers to the heads of department; this is a well decentralized type and the best for school system.

2. **All-channel or Envelope Type**: the communication or information flow from the commandant or principal (A) to vice-principals (B) and to the head of non-teaching staff (C). 'B' can communicate with 'E' without passing through 'C' while 'C' can communicate with 'D' without passing through 'B'. 'E' stands for teaching staff while 'D' stands for non-teaching staff.

3. **"Y shape"**. The commandant 'C' receives directives from 'A' Ministry of Defence and 'B' Directorate of Education and passes the information/instruction down to the Administrative Officer (A.O) or vice principals, down to teachers, then to students. This is highly centralized.

4. **Rake Network**: The information is passed to the vice-principals or administrative officer (B) from the commandant (A) and the A.O. report back to him. The A.O. then pass the information down to the heads of Department (C), medical officer 'D' and catering officer 'E'.

5. **"House" Network Communication**: in this type of network the commandant/principals (A) pass information to vice-principal academics (B) and vice-principal administration (C) and the information/response goes back to the principal. 'B' communicates

with 'C' to and fro. Vice-principal academics communicates with teachers and students, while vice-principal administration communicates with teachers on matters concerning administration of teaching staff.

The identified communication networks appear to be more pronounced in developed countries than in developing ones. So also is their application in day-to-day life of both an individual and organisation.

2.7 Channels of Communication Flow in Schools

Kahn and Katz (1985) identified five channel flows of communication. He stated that to avoid communication gap in a school situation, it is very important to ensure that information or directives flow along these five communication channels. These channel flow of directives are vertical, downward, upward, horizontal (lateral) and diagonal flow of communication. This simply means that communication from the superior to the staff or teachers and vice versa, and among all levels and various departments or units of the organisation.

a. Vertical communication

This includes both downward and upward flow of information through the chain of command, that is, between superiors and subordinates in an organisation such as the school, this is a two way communication process.

b. Downward Communication

In this type, communication flow from individuals at higher levels of the hierarchy to those at lower levels in an organisation. It may either be written or verbal. It is usually conceived of as paralleling the school's hierarchy of authority. The most common forms of downward

communications are official memos, publications, policy statement, manuals, procedures and many others. The main purpose of downward communication is to direct, command and instruct. However, Khan and Kartz (1978) suggested five basic purpose served by downward communication.

1. To provide specific task, directives or job instructions.
2. To provide information about rationale of a job.
3. To provide information about organizational policies, procedures and practices.
4. To provide subordinates with performance feedback.
5. To provide information of an ideological nature to assist in the inculcation of goals.

Downward communication can also be used to inform employees about organizational goals and about changes faced by it. Part of the objectives of this study is to find out the extent to which these identified purposes are being achieved in the military secondary schools in Oyo State.

c. Upward Communication

This type flow from subordinate to superior, this is necessary to provide feedback on downward communication, it does not occur where subordinates do not trust superiors and fear of reprisal. This type of communication includes progress reports, suggestions, explanation and request for aid or decision. Szilagy and Andrew (1981) however, has identified four major types of information involved in upward communication. They are as follows:

1. the level of performance and achievement of employees.

2. Identification of any unresolved problems and issues faced by employees.

3. Ideas and suggestions for improvement in an organisation and

4. How employees generally feel about their jobs, fellow employees and the organisation.

d. **Horizontal (Lateral) Communication**

This includes all transmission of information that flow laterally within an organisation. It takes place between employees on the same level, between peers with the same work group and between groups of equivalent status across departmental boundaries. It also occurs through meetings, written memos and informal inter-personal communication. Horizontal communication facilitates organizational co-ordination among units and problem-solving and enables organisation members to form relationships with their peers.

Lateral (horizontal) communication often reduces the communication burden of superiors and also reduces communication in accuracy by putting the relevant people in direct contact with each other (Stoner, 1978).

e. **Diagonal communication**

This refers to all transmissions that cut across an organisation's chain of command. It most often takes the form of interactions between line and staff. Although diagonal communication probably is the least used channel of communication in organisation, it is important in situations where members cannot communicate effectively through other channels (Gibson *et al.*, 1984).

All these flow of communication described above are the formal type of communication flows. The informal type or grapevine is a very rapid channel,

that usually touches nearly all parts of the organisation and it is a means of passing rumour than fact, each may well have originally contained a grain of truth which has been distorted until it is almost unrecognizable. It makes vital information readily and quickly available to those who are concerned. Management seeks to make use of this type of communication because sometimes it helps in the assessment of staff reaction to a proposed policy change before this is officially mooted. This should be utilized properly to carry the information swiftly to the right destination without being changed. As the formal types are improved upon, the need of informal types should be reduced.

In support of this, Downs and Sophn (1976), in their paper presentation to the Academy of Management School, break and discuss communication in three channels.

Formal Channels of Communication

Are the media through which messages are transmitted from the sender to all the receivers. These channels are recognized and accepted as being authentic, officially, viz: circulars, notice boards and recorded minutes of meetings.

Informal Channels of Communication

Are the channels which entertain through unofficial linkage viz: rumour, gossips or other grapevine information system. Although the informal channels are unofficial, they carry some elements of trust in some cases.

Departmental communication Channels

This carry messages within the network of the interdependent relationships in the organisation.

2.8 Establishment of Military Secondary Schools in Oyo State

Military secondary school in Nigeria were initially established as welfare schools to take care of the children/wards of officers and other ranks whether stationed in that area where the school is or on transfer. But in recent time it is for both the military and civilian children or wards. Once a child/ward passes the required examination and interview, except otherwise, the child/ward is qualified to be admitted into that particular school of choice. These schools are monitored by the Directorate of Education of that particular force and partially funded by Ministry of Defence, Parents' Teachers Association also play a vital role in the funding of these schools. These schools comprises of both civilian and military personnel (Ajimati, 1993). With the introduction of quota system in this country, it should be pointed out that the admission policy has greatly changed. All the children/wards who pass the prescribed examination may not be offered admission depending on her/his state of origin.

2.8.1 Command Secondary School Ibadan

The Command Secondary School Ibadan was established on the 29th September 1977 by the Armed Force Schools Board at Boide-Igbo village, kilometer 12, on Ibadan/Abeokuta road. That same year three other command secondary schools were established (at the same time as the first military

secondary schools then) they are Command Secondary Schools in Lagos, Jos and Kaduna.

The first military commandant (principal) was Brigadier General H.B. Momoh (then a major) who served as the head of the school from May, 1984 to July, 1989 and the current commandant (as of the time of the writing of this thesis) and head of the school is Lt. Col. M.O. Ogunsemi. Since the inception of the school, the school has been blessed with qualified, hardworking and experienced principal commandants and vice-principals that built the solid foundation of the school for discipline, knowledge and academic excellence.

The Current Principal Officers of the School

(1) Commandant (Military)

(2) Vice-Principal (Academic and Administration) Civilian

(3) Administrative Officer (Military)

(4) Finance Officer (Military)

(5) Nursing Officer (Military)

2.8.2 Command Day Secondary School Odogbo Ibadan

The school was established on the 10th August, 1992 under the leadership of General Officer commanding (GOC) 2nd Mechanised Division of the Nigerian Army Brigadier General J.N. Inienger. The current Commandant is Lt. Col. A. O. Olayiwola, who is the forth commandant as of that time. Unlike its sister school at Boide-Igbo, Ibadan which is all boarding, this is an "all-day" school to satisfy the interest of parents.

This school is commanded by an army officer with an appellation of a commandant. He is assisted by two vice-principals (Academics and

KASHIM IBR

Administration). Apart from the above mentioned offices, there are other military personnel as well as civilians who combine to form the administrative and academic staff.

Current Principal Officers of the School

1. Commandant (military)
2. Administrative Officer (military)
3. Regimental Officer (military)
4. Teachers (military and civilian)
5. Vice-principal (Academic & Administration) civilian
6. Bursary Officer (military)
7. Personal Assistants to the Commandant (civilian and military)
8. Chief clerk (military)
9. Non-teaching staff (civilian)

Their motto is Discipline and Excellence.

2.8.3 Air Force Comprehensive Secondary School Iyana-Ofa Ibadan

This school came into existence on 28th December 1991, when the then Military Administrator of Oyo State, Colonel A.K. Adisa, handed over a vacated Teachers College to the Nigerian Air Force. The Nigerian Air Force then conceived the idea of establishing a co-educational boarding school to alleviate the worries of parents. Consequently, the pioneer students were admitted and real academic work commenced on 10th January, 1992 with 114 students, 44 teachers and 100 non-teaching staff. Since the inception of the school, the school has been blessed with qualified commandants and administrative officers. The current commandant is Sqr. Ldr. A.T. Imam.

The Principal Offices of the School

The Principal Offices of the schools are:

1. Commandant (military)
2. Administrative Officer (military)
3. Vice-Principals (civilians)
4. Pay Master (military)
5. Chief Clerk (military)
6. Personal Assistant to the Commandant (civilian)
7. Medical Officer
8. Nurses (military and civilian)
9. Teachers and non-teachers (military and civilian)
10. Security men (military and civilian)

The motto is Discipline and Perseverance.

The Purpose of these Military Secondary Schools

The main purpose as mentioned above is to alleviate worries of parents especially the military personnel, who, whenever transferred complained of difficulty in securing schools for their wards or children. This would make it easier for their children to be placed into these schools. These schools help instill military growth and development in the students academically, socially, and spiritually, but not as in pure military schools like Nigerian military schools (NMS) Zaria and Jos that instills 100% military training.

Both military and civilian staff of these schools are employees of the Federal Ministry of Defence working towards the same goal, that is, academic, physical and social growth of the children. They also aim at

providing qualitative and comprehensive post-primary education based on the federal government approved 6-3-3 system of education.

The curriculum of these schools are designed to pay attention to the cognitive, effective and psychomotor domains of education. Computer literacy is also included to keep abreast with current development in the world. The organizational structure of these schools would explain more about the function of the principal offices in these schools (see Appendices I and II).

With the combination of people (civilian and military) in these secondary schools the feelings of all should be considered, since it has been observed that military style of administration appears to be regimental in nature. In other words their decision tends to be final. If this happens, it may affect the effectiveness of communication system in an organization. Decision-making as the life blood of an organization should be flexible. Again, lack of continuity of commandants has been observed to be one of the major obstacles to effective communication and administration in these secondary schools. The commandants are replaced or changed every two or three years (Ajimati, 1993). As we have individual differences, every commandant will come with his own style of administration. But despite these minor differences in style, the main purpose of establishing these military secondary schools have not been defeated.

2.8.4 Organizational Structure and Functions of some Principal Officers in these Schools

The school has both civilian and military personnel working together under the control of the commandant (Principal) who is directly under the Directorate of Education. The principal officers and their functions as stated below:

The Commandant

He is a military officer and his duties are as follow:

1. He is to see to the smooth running of the school and make sure the school is moving along the direction of the school stated aims/objectives in order to achieve the goals.
2. He controls the finances of the school.
3. He conducts morning assembly on Mondays and make necessary announcements, if any.
4. Liaises with the Director of Education and Federal Ministry of Defence and Education on matters affecting the welfare of the staff.
5. Awarding of prizes and giving letters of commendation to staff and students.
6. Allocation of specific duties to staff.
7. To carry out other duties as assigned by the Director of Education.
8. He must make sure the students are well fed, taught and happy, likewise the teachers and other staff, he must make sure they are all happy and comfortable.

The Administrative Officer

He is the next person to the commandant, he is a military officer (vice-principal - Administration).

1. He is in-charge of all students and staff welfare and he is to make sure things are moving on well.
2. He is to act as the commandant when the commandant is not in the school.

3. He is to pass information from the commandant down to the student and staff.
4. He is to conduct morning assembly on other days apart from Mondays with the help of the teacher on duty and including students on duty.
5. He prepares the annual leave roster for the military and non-academic staff for the commandant's approval.
6. He is the chairman of students disciplinary committee, food purchasing committee and chairman junior staff disciplinary committee.
7. He is the overall supervisor of the dinning hall (Gallery) and kitchen.
8. He signs APER FORMS for non-teaching staff.
9. He is to see to the proper feeding of the students and that their foods are properly prepared in a clean environment.
10. He gives permission to students who are seriously ill to go home and adequate arrangement is made by him and the medical hands to take the student home with the school bus and a rating/other rank to follow the student home.
11. He is among the inspection team to inspect the students' hostels at least once in a week.
12. To carry out other duties as assigned by the commandant.
13. Supervisor of school interview and common entrance.

Vice Principal (Academics)

He/she is a civilian and his/her responsibility is mainly academic of the students performances in the school and how to achieve the school primary goals.

They are elected by the commandant and approved by the Director of Education.

1. He/she is to monitor teachers and see to it that they do their work (teaching) at the right time.
2. Marks the teachers' notes of lesson every week.
3. Act as the administrative officer (A.O) when he is not around. On pass, he/she can give gate pass to teachers or non-teaching staff during the period when the A.O. is not back in the office. This gate pass is given to teachers/non-teaching staff (in some schools) who want to go out of the school compound before closing time with cogent reason(s).
4. He/she is the chairman continuous assessment and examination committee.
5. Arrangement and overall supervision of the school common entrance (in some schools).

Vice-Principal (Administration)

He/she is a civilian and work under the administrative officer.

1. He/she is to see to the welfare of teachers.
2. He/she is to mark/sign the APER FORM for the teachers.
3. He/she is to liaise with the Ministry on matters affecting the teachers welfare.
4. He/she is fully involved in the administration of teaching staff.

Pay Master/Bursary Officer/Finance Officer

He is a military personnel that is directly under the Commandant who gives him money from the school purse for purchasing of food items and other items needed.

He is in-charge of all salaries and pays workers when instructed by the Commandant.

His office is to collect school fees and other fees from either students/parents.

Chief Clerk/Regimental Sergeant Major

He is a military officer in-charge of the following staff: artisans, clerks, store men, security, cooks, typist, cleaners and dish-washers.

He is also in-charge of letters going out and coming inside the school, any letter going to the Commandant must pass through him and stamped, then sent to the next officer for action and vice-versa.

Teachers (Military and Civilian)

They are to teach their subjects well as their primary assignment.

From time to time teachers may be called upon to take additional responsibility, which the school authority would want them to perform with zeal, enthusiasm and total dedication.

Guidance Counsellor Officer

He/she is a civilian.

1. He/she is to organise orientation programmes for the new students.
2. He/she liaises with subject teachers to identify students academic problems and find solutions to them.
3. Gives advice to students on subject selection, in this case he is to invite resource persons in different professions to come and give students talks on their career both opportunities and the subject requirement of those professions.

4. Come down to students level in order to know them and their problems and they will be able to give good advice on how the student(s) can solve the problem(s).
5. He/she is an adviser to students, teachers, authority and parents.

Medical Officer

He/she is a military officer whose responsibilities are:

1. He/she is the head of the of the sick-bay.
2. Give professional advice to parent or guardians through the commandant on the health problems of their children/wards, particularly if need be for continued treatment during the holidays.
3. To inform the authority about health problems of students that needs attention and give advice.
4. Must be conscious of the general school sanitation.
5. To treat students, teachers and their children including other staff.
6. See that students are well attended to when they come to sick bay.
7. He/she is a member of the school health committee (if any).
8. She/he is to bill the students on their report sheets and make necessary comment.

Personal Assistant to the Commandant (Civilian and Military)

1. He/she is to assist the commandant in typing all documents that need to be typed.
2. He/she is to collect all information coming to the commandant's office first, then pass to the commandant.

3. Act on commandant's instructions, especially the set of people he will like to see at a particular time.
4. Sell the common entrance form of the school.
5. To receive commandant's telephone calls.
6. See to the welfare of the commandant, that is making sure the office is clean and tidy including the toilet.
7. To carry out other duties as assigned by the commandant.

2.9 Means of Communication System in the Military (Army , Air Force and Navy)

Communication have been in existing since the creation of man. At first human messengers were used to deliver messages in the military from one point to the other. They remembered the messages as best as they could.

About one hundred and seventy (170) years ago came telegraph, which used pulses of electricity along a wire. For the first time messages could travel faster than messengers. At present, we have more sophisticated types that have made communication easier and faster in the military.

Modes of Communication

Radio – combat radio is the primary means of communication in the Nigerian Army and Navy. It has an all informed capability. This means that when one station transmits, the message is received by all other stations on the net, whether the message is of interest to them or not. An advantage is that general information is available to all users of the net. It uses a single frequency way of operation as simplest (only one transmission can be made at a time).

473372

The Air Force uses two frequency ways HF and VHF network. They are linked as follows:

a. Unit to unit (school to school) on HF network by way of signal messages.

b. Within the units on VHF network and or urban communication network.

c. All command use the urban communication network which is the walkie-talkie.

d. The office of the chief of Air Staff (CAS) communicates with the Air Officer command (AOC) and Directors by the HF, VHF and the urban network for those at the Headquarter (HQ).

Fixed Net Communication (Strategic)

Fixed net communications are strategically located in the unit or outside the unit (to hear information from enemy) and during war times. It is generally referred to as strategic communications using RF 130 system. It has facilities for voice, radio, teleprinter (telex) and a private branch exchange (PBX).

Facsimile

This is used to transmit pictorial information from one point to another. It is ideal for internal security operations.

Lines of Communication

Telephone lines are the commonest mean of communication used to transmit unclassified messages or to pass information. This facility is used as intercom within units, it also links units to units up to HQ (Headquarter) level.

Despatch Service

Civilian and military aircraft are used to dispatch; vehicles, motorcycles are used to deliver information like letters and signal to distant stations, and ship and boat are also used to dispatch information to distant stations.

Messengers

These are persons attached to a boss e.g. personal assistant to the commandant (PA) or the backman or the clerk can be used to deliver messages to the subordinate of the commandant within and outside the unit or base.

They are not commonly used now, they are only attached to the big boss (top officers).

Courier Service

This service is provided for by schedule aircraft/ship/vehicle movement to link up units within specified periods.

Fax Messages

The fax is used mainly to link up unit command with command Headquarters and the force Headquarter (HQ) though not every unit is provided with this facility.

Teleprinters

The teleprinters are sparingly used in the Nigeria Air Force. They are kept and handled by the command unit and are used to link up units up to Headquarters (HQ) level.

Tactical Communication

This type of communication is the use of flashing light, flag hoist, semaphore which can only be determined by the tactical situations and during operations. The mode would however be either ship to ship, ship to shore, ship to aircraft, as well as aircraft to motor vehicle on the land as the tactical situation may permit during exercise and operations.

The means of communication in the military are not too different from the other services, except where aircraft, and ship operations are involved. The main and commonly used is the radio which messages are sent in form of signals. The units are effectively linked up with Headquarters of all the main three forces.

2.10 Barriers and Breakdown in communication

Human Relations school has been particularly concerned with barriers of non-communication especially non-rational barriers to getting messages both heard and accepted. These barriers, according to Roger (1994) include:

1. The semantic problem of words meaning different things to different people depending on experience, values and beliefs or attitudes;
2. the inability of people to accept messages conflicting with their deeply held convictions;
3. The presence in many communications of both manifest and latent contents, with the former often composed of trivial or even inaccurate rationalization to clothe the strong but unexpressed, perhaps even acknowledged feedings which are the chief substance of the latter;

KASHIM

4. The status or prestige of superiors, which tends to inhibit free communication upward of the information and suggestions on which the superior so greatly depends for getting his own tasks effectively accomplished;

5. Requirements regarding reciprocity which might cause otherwise clear and legitimate communication to be disregarded if bearers believe initiation to be too one-sided. Roger (1994) pointed out many factors that can cause communication problems, common examples are as follows:

a. Managers assuming that colleagues have been informed of issues when in fact they have not.

b. Information being sent to the wrong people, or incorrect and/or inadequate messages being transmitted.

c. Failure to pass on important messages.

d. Distortion of messages might be slightly (or substantially) altered at each stage in the process.

e. Delays in processing information

f. Communication overload, that is, managers receiving so many messages that most are disregarded.

g. Inappropriate wording of messages, e.g. using language that "goes over the heads" of message recipients, or using vague and ambiguous words and sentences.

h. Failures to emphasize important points.

i. Subordinates feeling embarrassed about approaching their bosses with important information.

It is probably no surprise that managers frequently cite communication breakdowns as one of their most disturbing problems. However, communication problems are often symptoms of more deeply-rooted problems. For example poor planning may be the cause of uncertainty about the direction of the firm. Similarly, a poorly designed organizational structure may not clearly communicate, organizational relationships may leave managers uncertain about what is expected of them. Thus, the perceptive manager will look for the causes of communication problems instead of just dealing with the symptoms. Communication barriers can exists in the sender; in the transmission of the message; in the receiver; or in the feedback. Roger (1994) listed the following communication sub-barriers:

a. ***Lack of planning*** – Good communication seldom happens by chance. Too often people start talking and writing without first thinking, planning, and stating the purpose of the message. Yet giving the reasons for a directive, selecting the most appropriate channel, and choosing proper timing can greatly improve understanding and reduce resistance to change.

b. ***Unclarified assumptions*** – Often overlooked but yet very important, are the uncommunicated assumption that underline messages. A customer may send a note stating that she will visit a vendor's plant. Then she may assume that the vendor will meet her at the airport, reserve a hotel room, arrange for transportation, and set up a full-scale review of the program at the plant. But the vendor may assume that the customer is coming to town mainly to attend a wedding and will make a routine call at the plant. These unclarified assumptions in both instances may result in confusion and the loss of goodwill.

c. *Semantic distortion* – Another barrier to effective communication is semantic distortion, which can be deliberate or accidental. An advertisement that states "we sell for less" is deliberately ambiguous; it raises this question: less than what? Words may evoke different responses. To some people, the word "government" may mean interference or deficit spending; to others the same word may mean help, equalization and justice.

d. *Poorly expressed messages* – No matter how clear the idea in the mind of the sender of communication, the message may still be marked by poorly chosen words, omissions, lack of coherence, poor organisation, awkward sentence structure, platitudes, unnecessary jargon, and a failure to clarify its implications. This lack of clarity and precision, which can be costly, can be avoided through greater care in encoding the message.

e. *Loss of transmission and poor retention* – In a series of transmissions from one person to the next, the message becomes less and less accurate. Poor retention of information is another serious problem. Thus the necessity of repeating the message and using several channels is rather obvious. Consequently, companies often use more than one channel to communicate the same message.

f. *Poor listening and premature evaluation* – There are many talkers but few listeners. Everyone probably has observed people entering a discussion, with comments that have no bearing to the topic. One reason may be that these persons are pondering over their own problems – such as preserving their own ego, or making a good impression on other group members – instead of listening to the conversation. Listening demands full attention and self-discipline. It also requires that the listener avoid premature evaluation of

what another person has to say. A common tendency is to judge, to approve or disapprove what is being said, rather than trying to understand the speakers frame of reference. Yet listening without making hasty judgements can make the whole communication more effective and more efficient.

g. ***Distrust, threat and fear*** – These, undermine communication. In an environment where these forces are obtained, any message could be viewed with skepticism. Distrust can be due to past experiences in which the subordinate was punished for honestly reporting unfavourable, but true, information to the boss. Similarly, in the face of threat – whether real or imagined – people tend to tighten up or become defensive and tend to distort information. What is needed is a climate of trust, which facilitates open and honest communication.

h. ***Insufficient period for adjustment to changes*** - The purpose of communication is to effect changes that may seriously affect employees: shifts in the time, place, type and order of work, or shifts in group arrangements or skills to be used. Some communications point to the need for further training, carrier adjustments. Changes affect people in different ways and it may take time to think through the full meaning of a message. Consequently, for maximum efficiency, it is important not to force a change before people can adjust to its implications.

i. ***Other communication barriers*** – Besides the mentioned barriers to effective communication, there are many others. In selective perception people tend to perceive what they expect to perceive. In communication this means that they hear what they want to hear and ignore other relevant information not perceived as such. Closely related to perception is the

influence of attitude, which is the predisposition to act or not to act in a certain way. It is a mental position regarding a fact or state. Clearly, if people have made up their minds, they may not objectively listen to what is said.

Further barriers to communication are differences in status, and power between the sender and the receiver of information. Also, when information has to pass through several levels in the organisation hierarchy, it tends to be distorted (Bennett, 1994).

2.11 Decision Making Process

Koontz (1994), defines decision-making as the selection of a course of action from among alternatives; it is the core of planning. A plan can not be said to exist unless a decision – a commitment or resources, direction, or reputations – has been made. He further pointed out that managers sometimes see decision-making as their central job. This is because they must constantly choose what is to be done, who is to do it, when, where and occasionally even how it will be done.

Therefore, in doing these, alternatives have to be developed and the first step of decision making is the development for alternatives. It is rare for alternatives to be lacking for any course of action. Indeed, perhaps a sound adage for the manager is that if there seems to be only one way of doing a thing, that way is probably wrong. That means the manager has not forced himself to consider other ways, to open his eyes and develop alternatives. Unless he does so, he cannot know if his decisions is the best possible.

Decision-making is also part of every one's daily living. Planning occurs in managing or in personal life whenever choices are made in order to

gain a goal in the face of such limitations as time, money and the desires of other people (Koontz, 1994).

Summary

Decision-making is, however, only a step in planning, even when it is done quickly and with little thought, or when it influences action for only a few minutes. A course of action can seldom be judged alone because virtually every decision must be geared to link with plans.

Rationality in decision-making

It is frequently said that effective decision-making must be rational. But what is rationality? When is a person thinking or deciding rationally? People acting or deciding rationally are attempting to reach some goals that cannot be attained without action. They must have a clear understanding of alternative courses by which a goal can be reached under existing circumstances and limitations. They also must have the information and the ability to analyse and evaluate alternatives in light of the goal sought. Finally, they must have a desire to come to the best solution by selecting the alternative that most effectively satisfies goals achievement (Koontz, 1994).

People seldom achieve complete rationality, particularly in managing decisions affecting the past, decisions must operate for the future, and the future almost invariably involves uncertainties. In the second place, it is difficult to recognize all the alternatives that might involve the opportunities to do something that has not been done before. Moreover, in most instances, not all alternatives can be analysed, even with the newest available analytical techniques and computers.

According to Benneth (1994), often, business decisions can be taken quickly without need for careful thought: the best choice might be obvious, of the consequences of a bad decision may be so trivial that only cursory attention to detail is required. For major decisions, however, a logical and systematic procedure is necessary; options must be listed and the probabilities of their success evaluated. Decision may be strategic, that is to analyse the nature of the problem and collect information necessary to take a logical decision, tactical or operational decisions concerning routine administrative matters such as deciding the lengths of production runs, when to record stocks, allocation of daily expenditures and so on. To the maximum possible extent, operational decision should be taken automatically, according to predetermined criteria, such programmed decisions do not require the exercise of managerial judgement, initiative and discretion. He further explains the quality and acceptability of decisions that sometimes, conflicts occur between the objective quality of a manager's decision and its acceptability to the subordinates who must carry it out. A certain decision may be correct, yet create unfortunate consequences for subordinates. Efficiency and acceptability do not always go hand in hand.

Rational decision-making steps

The steps involved in making rational decision as stated by Benneth (1994) are as follows:

a. Analyse the nature of the problem and collect the information necessary to take a logical decision.

b. Specify the objective of the decision that needs to be taken.

c. Break the problem down into constituent elements.

d. Examine the resource requirements and long-term implications of various decisions.

e. Select and implement a particular option, stating who will be responsible for undertaking necessary activities and laying down a time table for completing the work.

Rational decision-making is difficult where the objectives of the exercise are uncertain and/or where little hard information exists. In these circumstances, the "bounded rationality" approach is frequently applied, that is, a convenient and low-risk decision is taken in preference to a theoretically superior but less certain solution. This recognizes that managers often do not have the time, information and resources to investigate issues in depths.

Koontz (1994) in his contribution listed some steps in decision-making process. They are as follows:

1. ***The search for alternatives*** – Assuming that we know what our goals are and agree on clear planning premises the first step of decision-making is to develop alternatives. There are always alternatives to any course of action: indeed, if there seems to be only one way of doing a thing, that way is probably wrong. If we can think of only one course of action, clearly we have not thought hard enough.

The ability to develop alternatives is often as important as being able to select correctly from among them on the other hand, ingenuity, research and common sense will often unearth so many choices that all of them cannot be adequately evaluated. The manager needs help in this situation and this

help, as well as assistance in choosing the best alternative, is found in the concept of the limiting or strategic factor.

2. ***Evaluation of alternatives*** – Once appropriate alternatives has been found, the next step in planning is to evaluate them and select the one that will best contribute to the goal. This is the point of ultimate decision-making although decisions must also be made in the other steps of planning in selecting goals, in choosing critical premises and even in selecting alternatives.

3. ***Selecting an alternative*** – When selecting among alternatives managers can use three basic approaches:

   a. Experience

   b. Experimentation, and

   c. Research and analysis.

Experience

Reliance on past experiences probably plays a larger part than it deserves in decision-making. Experienced managers usually believe, often without realizing it, that the things they have successfully accomplished and the mistakes they have made furnish almost infallible guide to the future. This attitude is likely to be more pronounced, the more experienced a manager has had and the higher in an organisation he/she has risen.

Relying on past experience as a guide for future action can be dangerous. In the first place most people do not recognize the underlying reasons for their mistakes or failures. In the second place, the lessons of experience may be entirely inapplicable to new problems. Good decisions must be evaluated against future events, while experience belong to the past.

On the other hand, if a person carefully analyses experience, rather than blindly following it, and if he/she distills from experience the fundamental reasons for success or failure, then experience can be useful as a basis for decision analysis.

Experimentation

An obvious way to decide among alternatives is to try one of them and see what happens. Experimentation is often used in scientific inquiry. People often argue that it should be employed more often in managing and that the only way a manager can make sure some plans are right especially in view of the intangible factors is to try the various alternatives and see which is best. It is the most expensive of all techniques, so this techniques therefore, should be used only after considering other alternatives. Experimentation is used in other ways. A firm may test a new product in a certain market before expanding its sales nationwide. Organisational techniques are often tried in a branch office or plant before being applied over an entire company. A candidate for a management job may be tested in the job during the incumbent's vacation.

Research and Analysis

One of the most effective techniques for selecting from alternatives when major decisions are involved is research and analysis. This approach means solving a problem by first comprehending it. It thus involves a search for relationship among the more critical of the variables, constraints, and premises that bear upon the goal sought. It is the pencil-and-paper (or better, the computer-and-printout) approach to decision-making.

Solving a planning problem requires breaking it into its component parts and studying the various quantitative and qualitative factors. Study and analysis are likely to be far cheaper than experimentation.

Developing a Functional Structure for Decision-Making Process

Developing a functional structure means delegating authority, resolving organizational conflicts, making meaningful decisions, and forming sound policies (Bucher, 1988):

a. Delegating authority: The wise administrator delegates responsibilities. Most administrators are overwhelmed with their assigned duties. In many cases it is humanly impossible for one person to discharge all of these duties. Therefore, it is important to delegate some to qualified persons who can perform them efficiently. There should be a clear understanding between the administrator and the person to whom the duties are being delegated. The latter must be willing to assume such responsibilities and must know exactly what he/she is responsible for. The administrator should recognize that in delegating responsibilities, however, he or she is still responsible for the overall functioning of that unit, such as a school division, department or program.

b. Resolving organisational conflicts: Within programs and department conflicts do occur. Wherever human beings are involved, conflicts develop around such human needs as security, status, esteem, or self-actualization. When certain needs are not satisfied, conflict may arise. Persons have basic needs that can represent physical needs such as the need for proper bodily comfort, psychological needs, such as a feeling of belonging and recognition,

or social needs such as the desire to work with a certain group of people. Organisational conflicts, as far as possible, should be solved effectively by the administrator. This means creating an environment in which employees want to work and where there is a place to achieve self-esteem and self-actualization. It means providing opportunities for personal growth. It means keeping channels of communication open at all times both to stifle rumour and to learn about employee complaints. It means making work as interesting as possible to guard against mongering. It means involving employees in decision that affect their well-being.

Organisational conflicts are kept to a minimum if the administration is aware of human needs and tries to satisfy these needs as far as possible.

Making and Implementing Meaningful Decision and Assessing the Results

Decision-making in the administrative process requires that certain steps be followed. The traditional problem-solving approach includes the recognition of the problem, identifying the alternative, gathering and organizing facts, weighting alternatives and finally arriving at a decision. Administration should not stop at the point of arriving at a decision. It is essential to go on to the stages that involve implementation and assessment. The sequential stages of this process are well stated by Burr and his associates:

1. Deliberating – The problem is discussed, facts on the problem that are gathered, and the problem is carefully analysed.

2. Decision-making – As a result of the deliberation a decision is made. Alternatives are carefully weighted, and a choice is made based on the facts.

3. Programming – After the decision is made, the program is developed so that it is ready for implementation. Questions are asked and actions taken in regard to the resources that are available, the planning that needs to be done are the budget, equipment, and material requirements that exist, and the needs in regard to staff and so on. In other words, information is researched that will provide a successful program and the right direction, in light of the decision that was made.

4. Stimulating – After the programming has been developing, it is set into operation. This requires the involvement of people, arousing interest, obtaining actions motivation needs to be encouraged and attitude developed in this process.

5. Co-ordinating – to effectively implement a program requires the coordination of staff efforts, material resources, proper communication and other essentials that will assure that the program will be successfully launched.

6. Appraising – The last stage in the continuum is evaluating and appraising all stages of the process and the results obtained. It attempts to analyse where the process was successful or where it failed and the reasons for the success or failure.

The information gathered will be used in future endeavours.

Forming sound policies – Policies are essential to the efficient administration of any department, school, business, or other organisation. Without them, there is little to guide the activities and conduct of the establishment in the pursuit of its goals. With well reasoned policies, the organisation can function efficiently and effectively, and its members will better understand what is expected of them.

Policies are guides to action. Policies reflect procedures that, when they are adhered to, fulfill the best interests of the organisation and the purpose for which it exists. If properly selected and developed, policies enable each member of an organisation to know what duties are to be performed, the type of behaviour that will result in the greatest productivity for the establishment; how best the department goals can be accomplished; and the procedure by which account ability can be established and evaluated.

Policy is developed in many ways in physical education departments. In some organisations it is done autocratically with an administrator or two establishing policy unilaterally. The process is devoid of deliberations and suggestions from the members of the organisation. The trend now, however, is toward greater involvement of staff members in developing policy.

As a general rule, the cliché "two good heads are better than one." Its true in policy development, policies must be carefully researched and though thoroughly before being written. Therefore, it is usually better to involve many people who look at education problems affecting policies from many different angles. Although staff members may participate in policy development it should be recognized that the formulation and development of policy is different from the execution of the policy. Execution of policy is

473373

usually an administrative responsibility and should be recognized as such (Bucher, 1988).

2.12 Decision Tree

One of the best ways to analyse a decision is to use a so-called decision tree. Decision trees depict, in the form of a "tree", the decision points chance events and probabilities involved in various courses that might be undertaken (Fig. 7). A common problem occurs in business when a new product is introduced. Managers must decide whether to install expensive permanent equipment to ensure production at the lowest possible cost or to undertake cheaper, temporary tooling that will involve a higher manufacturing cost but lower capital investment and will result in smaller losses if the product does not sell as well as estimated.

The decision tree approach makes it possible to see at least the major alternatives and the fact that subsequent decision may depend on events in the future. By incorporating the probabilities of various events in the tree, managers can also comprehend the true probability of a decision leading to the desired results. The "best estimate" may really turn out to be quite risky. One thing is certain, decision trees and similar decision techniques replace broad judgment with a focus on the important elements in a decision, bring out into the open premises that are often hidden, and disclose the reasoning process by which decisions are made under uncertainty.

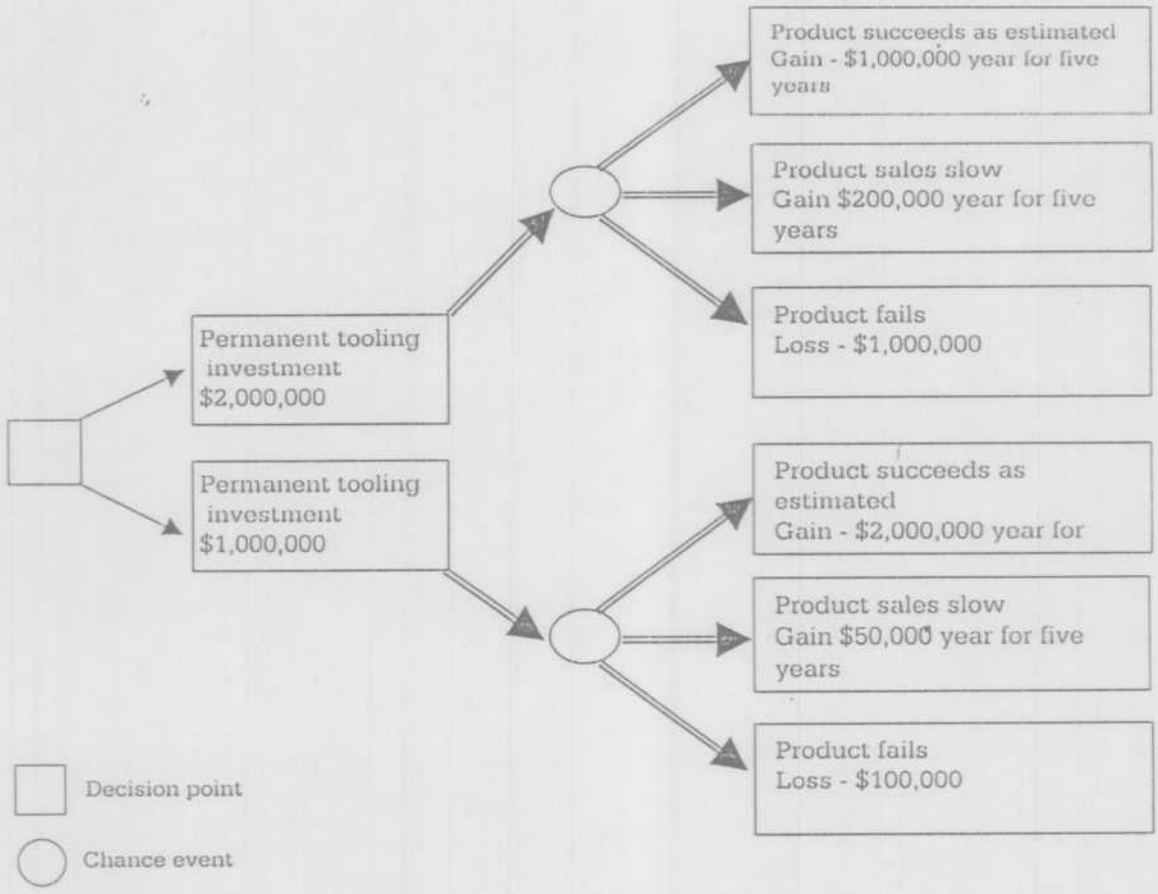


Fig. 7. Decision tree without probabilities

Source: Koontz, W. (1994). Management: A Global Perspective, McGraw Hill book Company, Singapore

2.13 A Model of Communication System

1. Personally designed communication system and decision-making models

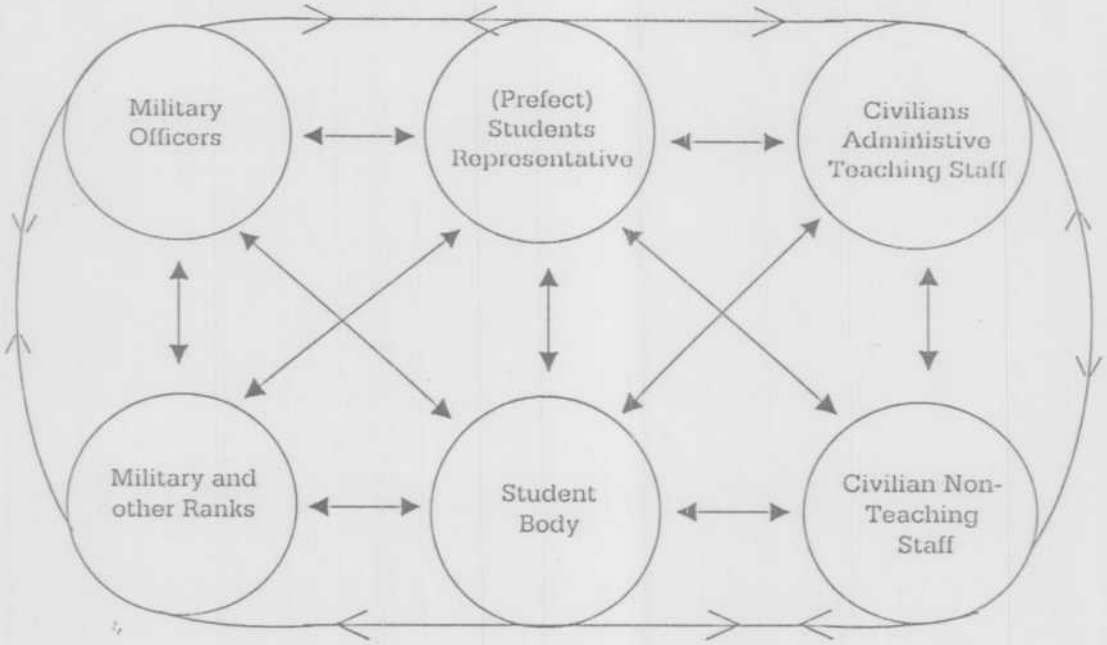


Fig. 8. A multi-dimensional communication model in Military Secondary Schools

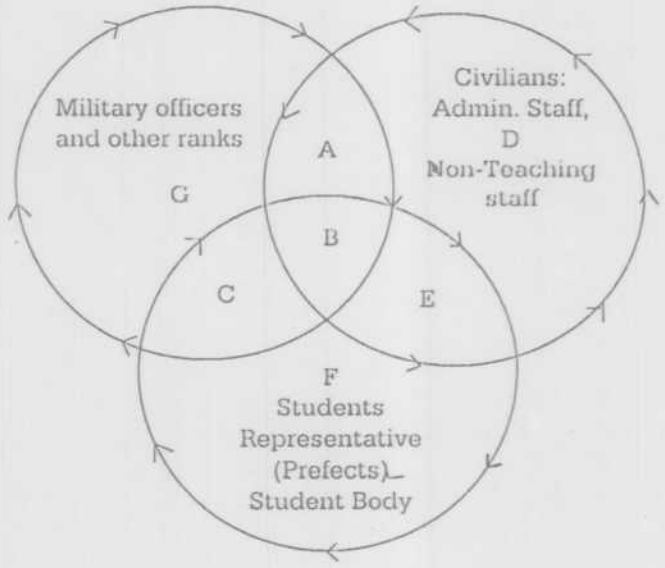


Fig. 9. Venn diagram – Model of communication

The multi-dimensional communication model for the military secondary schools represents an intra- and inter-communication model. Information flows from both directions (forward and backward) as the arrows indicate. The three categories of people (military, civilians and students) communicate directly or indirectly with one another. When it is direct link with the receiver of the information (message). When it is indirect, it means that the sender has to pass through an intermediary, in the case of military-student, the student representative has to be used. Among the military too, a junior officer has to pass through a superior officer in order to communicate with the high military command.

2. Venn diagram – Model of communication system

This represents a direct interactive communication model as indicated by the following keys and arrows (Fig. 9).

A: This represents a communication between civilian and military personnel in which the student body is excluded.

B: It represents a common form of communication among the three groups. A typical example is the assembly ground where information is passed on, and questions asked.

C: It represents communication between the military and the student body excluding the civilian staff. It can be applied when the military want to get information about the civilian staff through the students or their representative (prefects).

D: This involves only the civilian staff, e.g. when they hold an exclusive meeting to discuss issues affecting their welfare.

E: It represents a common forum involving civilian staff and students such as in the dinning hall.

F: It represents only the student body with their representatives (prefects).

G: This depicts forum involving only the military and military high command. For example during military parades.

2.14 Summary

In all kinds of organisation, communication is a very vital and important process. It takes more part in the organisation than any other activities. It is communication that determine the difference between success and failure for the organisation and its members too, because communication is the way through which administrative functions are carried out. For example, it is used to direct, coordinate, employ staff, plan activities, control and at the same time used to evaluate activities and individual members.

Communication as used in this study is a process in which people express themselves through oral, sign and written to one another. In an organisation, information need to be processed well, but you find that some do it well, others do it poorly, and these may lead to success or failure.

This chapter also looks into relevant literature that dealt with communication in an organisation, like types of communication where we discussed inter-personal and mass communication. It also highlights the directions or channels of communication flow in schools, to avoid communication gap. Information just have to flow along the channels

accordingly, that is, vertical, downward and upward, horizontal (lateral) and diagonal flow of information.

In this chapter communication network was treated. We have informal and formal communication networks, both are useful for effective communication, if properly used and the types. Arrangement of spaces and objects within a given area also have a strong effect on communication. Affecting who talks with whom, the amount of interaction, and the equality of that interaction.

The researcher also looked at some barriers of communication, if information needed to be processed in an organisation are not processed well, there is bound to be problems in that communication. Some specific barriers or problems highlighted are: lack of planning, unclarified assumptions, semantic distortion, poorly expressed messages loss by transmission and poor retention, poor listening and premature evaluation distrust, threat, fear and insufficient period for adjustment to changes.

Finally, in this chapter decision-making was treated. Quality and acceptability of decisions, rational decision-making steps, and also rationality in taking a decision where the objectives of the exercise are uncertain and/or where little hard information exists. In these case "bounded rationality" approach is frequently applied, that is a conventional and low-risk decision is taken in preference to a theoretically superior, but less certain solution.

RESEARCH DESIGN METHODS AND PROCEDURES

3.1 Introduction

As earlier stated, the purpose of this research was to investigate the communication system and decision-making process used in the administration of the military secondary schools in Oyo state. Consequently, this chapter focused attention on the methodology and the procedure for the investigation. In specific terms the chapter was discussed under the following sub-heading;

(a) Research design;

(b) Population for the study;

(c) Sample and sampling technique;

(d) Instruments for data collection;

(e) Validation of the instruments;

(f) Pilot study;

(g) Administration of instruments;

(h) Method of data analysis.

3.2 Research Design

This refers to the architectural framework of the study. The research design used in this study is the One-Shot design of the survey type of research method. It is a one-shot design experiment because data was collected on the subjects being studied only once according to Campbell and Stanley (1966). The data collected was on communication system and decision making process in military secondary school in Oyo State, which constituted the dependent variables, based on the students, the civilian and military populace (that formed the independent variables) in the study. In this light this design was considered adequate as it addressed the major objectives of the study.

3.3 Population for the study

The existing military secondary schools in Oyo State constituted the population for the study. In quantitative terms three were three of such schools as at the time of the study. The three schools and their locations were as follows:

- Command secondary school, Bode-Igbo Village Kilometer 12, Ibadan (school A)
- Command Day Secondary School, Odogbo, Ibadan (school B)
- Air Force Comprehensive School Ibadan (School C)

The population for study in human terms covered:

(a) All the 220 military personnel involved in the running of these schools.

(b) All the 420 civilian staff of the three schools

(c) All the 700 students currently in SSIII in these three schools.

In a nutshell the population (1,340) comprises three groups of person: the military staff the civilian staff, and the SSIII students.

3.4 Sample and Sampling Techniques

Krejcies and Morgan (1970) sampling table was used in the three military secondary schools. A total of 140 military personnel were sampled using simple random sampling technique in the first instance. This was followed by stratified sampling technique along gender. The sample comprised 64 from C.S.S. Bode-Igbo; 44 from C.D.S.S. Odogbo and 32 from AFCS Ibadan (See Table 3.1).

Table 3.1. Sample design distribution.

Schools	Population of students	Sample	Population of civilians	Sample	Population of military	Sample
Command Secondary School, Bode-Igbo, Ibadan (School A)	250	89	130	62	100	64
Command Secondary School, Odogbo, Ibadan (School B)	320	113	200	96	70	44
Air Force comprehensive School, Iyana Ofa, Ibadan (School C)	130	46	90	43	50	32
Total	700	248	420	201	220	140

Among the civilian staff a total of 201 were randomly sampled, using stratified random sampling technique. It comprises 62 from CSS Bode-Igbo, 96 from C.D.S.S Odogbo; and 43 AFCS Ibadan.

With regard to the students, a total of 248 of them were sampled using stratified random sampling technique with replacement. It consists of 89 from C.S.S. Bode-Igbo; 113 from C.D.S.S Odogbo; and 46 AFCS from Ibadan.

Simple random sampling technique was considered the most appropriate because it reduces bias and gave every member of the target population an equal opportunity of being selected or left out.

Stratified random sampling was also to be used because it ensures fair representation of gender (male and female) that made up the respondents. Final year students (SS III) were chosen based on their years of experience in the schools. In all a total of 589 respondents were sampled and used for the study. The sample distribution was presented in Table 3.1.

3.5 Instrument for Data Collection

The research used two main instruments for data collection. They were:

(a) Structured (checklist or closed-ended) questionnaire, and

(b) Structured interview.

Data were collected by the use of questionnaire and interview, which were administered by the researcher.

3.5.1 Questionnaire

The questionnaire was eighteen (18) item instrument made up of eight (8) sections. Section A centered on biodata of the respondents, while Section B sought to elicit response on channels of communication in the schools. Section C focused attention on decision-making process in those military secondary schools. Section D was on the effectiveness of communication system in the administration of the schools. Section E centred on effectiveness of decision-making process in the military secondary schools. Section F concentrated on the influence of rank, academic qualification and profession on effective communication system. Section G focused attention on the influence of the three biodata on effective decision-making; while Section H was on the relationship between communication systems and decision-making.

A three-point-rating of a slightly modified Likert Scale was used in rating the responses from the respondents. The scale was as follows:

A - Agree (3)

U - Undecided (2)

D - Disagree (1)

As for rating the effectiveness, or otherwise, of the communication system, the following terms and scale was used:

E - Effective (1)

U - Undecided (2)

NE - Not effective (3)

Others are:

NI - Not involved (1)

U - Undecided (2)

I - Involved (3)

3.5.2 Structured interview

The structured interview was meant for top ranking military and civilian officers involved in running the schools. This instrument was preferred to questionnaire because of the tight duty schedule of such officers who also might not have time to fill the questionnaire, coupled with the dire need for immediate feedback. The responses serve in supporting the findings of the study. The result of the oral interview was used to validate the questions in the questionnaire; it was also used to gather some information or data from some principal officers who have no time to complete the questionnaire. Lastly it was used to beef up or to enrich the discussion of the data analysis.

3.6 Validation of the Instrument

Initially, questionnaire was presented to the supervisor, and other experts in measurement and evaluation for face and content validation. The instrument was further validated during the pilot study. The reliability of the

instrument was established using the split-half method. A reliability coefficient of 0.84 was obtained based on the split-half method.

3.7 Pilot Study

There was a trial run of the instrument at the Air Force Secondary School Kaduna. A total of thirty (30) respondents were used. This number represented ten (10) military staff (5 male and 5 female); ten (10) civilian (5 male and 5 female); and ten (10) final year students (5 male and 5 female).

The reliability coefficient of 0.84 was obtained from the questionnaire. The reliability coefficient of 0.84 was obtained based on the split-half method, according to Wimmer and Doninick (1937: 230) in Awesu (1996) this method involves the summing up of the scores on the odd and even items on the questionnaire separately. Based on the results of the pilot study some modifications were made on the structure of the questionnaire, the reliability coefficient figure (0.84) suggests that the instrument was reliable and valid.

The pilot study served two main purposes:

a. To further validate the data-gathering instrument – the questionnaire, by removing any ambiguity.

b. to standardize the coding and recording of the responses.

Thirty (30) copies of the questionnaire were administered to the respondents directly by the researcher. The exercise lasted for only one day.

The choice of Air Force Secondary School Kaduna for the pilot study was based on its similarities, both in organisation and administration, to the military secondary schools being used for the study. The target schools were left out at this stage to avoid hallow effects.

3.8 Administration of Instrument

A total of 610 copies of the questionnaire were produced and administered. This was to make allowances for losses and copies that might not be properly filled. The copies were administered personally by the researcher and her three (3) research assistants, one from each school.

Permission in writing was sought and obtained from the commandant of each school. No problem was envisaged in this regard since the researcher is a staff in one of the target schools. The exercise lasted for two weeks. This is to say that the researcher spent four (4) days in each school for the administration and collection of the copies.

3.9 Methods of Data Analysis

The 589 copies were tallied and built up into simple frequency tables. Both descriptive and inferential statistical tools were used in data analysis. The mean of the three-point-rating scale was calculated and used for decision-taking. A mean of 3, 2 or 1 was interpreted as agree, undecided, disagree, respectively.

Inferential statistics of Chi-square (X^2) at one tail, was used to test for significance, and consequently for the rejection or otherwise of the hypothesis. The testing for significance was set at a confidence interval of 0.05 that is a probability level of $P<0.05$ (less than 0.05).

The choice of Chi-square was considered most appropriate because the study involves realities in communication system as opposed to expectations in a natural setting. Tabular presentation was also considered the most appropriate because it makes for easy-at-a-glance grasp of data. Also used was Pearson product moment correlation coefficient (r) to determine relationship between decision-making and communication system. The details of the data presentation and analysis are as shown in chapter four.

PRESENTATION OF RESULTS, DATA ANALYSIS AND DISCUSSION

4.1 Introduction

In this chapter, the data collected through the use of structured questionnaire were presented using simple frequency tabular format. The three point modified Likert scale, the mean response ($\overline{X}$), and Chi-square (X^2) value were all built into the tables. The tabular presentation was followed by an analysis of each table. The analysis focused on the major highlights of the tables.

The presentation of result is in line with the seven (7) null hypotheses stated. Each of the seven null hypotheses was recapitulated and was followed by a corresponding table. Discussion based on the tables formed the last part of this chapter. The details are as shown below, starting with presentation of results or data.

4.2 Communication Systems Used

Null Hypotheses 1 (H_o1)

There is no significant difference in the opinions of the three categories of respondents on the communication systems used in the military secondary schools (MSS).

Table 4.1 shows the major highlights. Of the seven variable statement examined, the soldiers remained undecided on four of them with regard to the communication systems used in the Military secondary schools. However, the soldiers disagreed on three of the variable statements. These represent 57% and 43%, respectively.

KASHIM IBRAHIM LIBRARY

Table 4.1. Expressed opinions of the military on the communication systems used in the MSS

(n = 140)

Communication system variables	Responses 3 A	2 U	1 D	$\bar{X}$	X^2
a. In the MSS, information flows from the top to the bottom	70 50%	23 17%	47 33%	2.2	6.0
b. In the MSS, information flows from the bottom to the top	51 37%	19 13%	70 50%	1.8	6.20
c. Communication (i.e. passing on information) is always in writing through memos	94 66%	9 7%	37 27%	2.4	16.80
d. communication is done verbally in most cases	28 20%	28 20%	84 60%	1.6	9.60
e. A combination of written and verbal means of communication	98 70%	9 7%	33 23%	2.5	19.40
f. Official protocol is strictly followed even on Urgent matters	94 66%	33 23%	23 11%	2.6	15.8
g. Official protocol is flexible especially on urgent Matters	19 13%	28 20%	93 67%	1.7	15.2

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 23.21

Overall critical X^2 value = 21.026; df = 12; P=0.05 (one-tailed test).

The table further shows that in all the seven variable statements, the obtained Chi-square values of 6.00, 6.20, 16.80, 9.60, 19.40, 15.80 and 15.20 are greater than the critical value of 5.991 at 2 degrees of freedom (df) and alpha level of 0.05. Similarly, the obtained overall Chi-square value of 23.21 is greater than the overall critical value of 21.026 at 12 df.

Consequently, the null hypotheses that there is no significant difference in the opinions of the three categories of respondents on the communication systems used in the school is rejected. The alternative is accepted. This means that there is a significant difference in the opinions of

the soldiers with regard to the communication systems used in the Military secondary schools in Oyo State.

Table 4.2. Expressed opinions of civilian staff on communication systems used in MSS.

(n = 201)

Communication system variables	Responses 3 A	2 U	1 D	X	X^2
a. In the MSS, information flows from the top to the bottom	101 50%	33 17%	67 33%	2.2	6.22
b. In the MSS, information flows from the bottom to the top	74 37%	26 13%	101 50%	1.8	6.30
c. Communication (i.e. passing on information) is always in writing through memos	134 66%	13 7%	54 27%	2.4	15.80
d. communication is done verbally in most cases	40 20%	40 20%	121 60%	1.6	8.60
e. A combination of written and verbal means of communication is used.	141 70%	13 7%	47 23%	2.5	19.51
f. Official protocol is strictly followed even on urgent matters	134 67%	47 23%	20 10%	2.6	15.88
g. Official protocol is flexible especially on urgent matters	27 13%	40 20%	134 67%	1.7	16.20

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 24.31

Overall critical X^2 value = 21.026; df = 12; P=0.05 (one-tailed test).

Table 4.2 shows that of the seven variable statements, the civilian staff were undecided in four of them, and disagreed, with regard to the communication systems used in the Military secondary schools.

These represent 57% and 43% respectively. The table shows that all the obtained X^2 values of 6.22, 6.30, 15.80, 8.60, 19.51, 15.88 and 16.20 as well as the obtained overall X^2 value of 24.31 are greater than the critical values of

5.991 (df) and 21.026 (df) respectively. Therefore, the null hypotheses is rejected severally and collectively. The alternative is accepted.

This shows that there is a significant difference in the opinions of the civilian staff with regard to the communication systems used in the Military secondary schools in Oyo State.

Table 4.3. Expressed opinions of students on communication systems used in the MSS.

(n = 248)

Communication system variables	Responses 3 A	2 U	1 D	$\bar{X}$	X^2
a. In the MSS, information flows from the top to the bottom	124 50%	41 17%	83 33%	2.2	6.03
b. In the MSS, information flows from the bottom to the top	91 37%	33 13%	124 50%	1.8	6.21
c. Communication (i.e. passing on information) is always in writing through memos	166 66%	16 7%	66 27%	2.5	16.88
d. communication is done verbally in most cases	49 20%	49 20%	150 60%	1.7	8.61
e. A combination of written and verbal means of communication is used	174 70%	16 7%	58 23%	2.6	18.40
f. Official protocol is strictly followed even on urgent matters	166 67%	58 23%	24 10%	2.7	14.82
g. Official protocol is flexible especially on urgent matters	33 13%	49 20%	166 67%	1.8	14.30

Critical X^2_{t} value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 22.21

Overall critical X^2 value = 21.026; df = 12; P=0.05 (one-tailed test).

The major highlight of Table 4.3 is that the obtained X^2 values of 6.03, 6.21, 16.88, 8.61, 18.40, 14.82 and 14.30 as well as the obtained overall X^2 value of 22.21 are greater than the critical values of 5.991 at 2 df, and 21.026 12 df respectively. For this reason, the null hypothesis is rejected.

The alternative is accepted. This means that there is a significant difference in the opinions of the students as regard the communication systems used in their schools.

Table 4.4. Expressed opinions of the three groups of respondents on communication systems used in the MSS.

(n = 589)

Communication system variables	Responses 3 A	2 U	1 D	X	X^2
a. In the MSS, information flows from the top to the bottom	295 50%	98 18%	196 32%	2.3	7.01
b. In the MSS, information flows from the bottom to the top	216 37%	78 13%	295 50%	1.8	7.11
c. Communication (i.e. passing on information) is always in writing through memos	393 67%	39 7%	157 26%	2.5	14.80
d. communication is done verbally in most cases	118 20%	118 20%	353 60%	1.7	9.76
e. A combination of written and verbal means of communication is used.	412 70%	39 7%	138 23%	2.5	19.00
f. Official protocol is strictly followed even on urgent matters	393 67%	138 23%	58 10%	2.6	15.58
g. Official protocol is flexible especially on urgent matters	78 13%	118 20%	393 67%	1.7	15.22

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 24.21

Overall critical X^2 value = 21.026; df = 12; P=0.05 (one-tailed test).

Table 4.4 shows that the expressed opinions of the three categories of respondents were treated as one entity, the obtained X^2 value of 24.21 is greater than the overall critical value of 21.026 at 12 df.

Therefore, the null hypothesis, in which it is stated that there is no significant difference in the opinions of the three categories of the

respondents with regard to the communication system used, is rejected. The alternative is accepted. This means that there is a significant difference in their perception of the communication systems used in the Military secondary schools in Oyo State.

Table 4.5. Hierarchy of information flow in the MSS .

(n = 589)

Information Flow Variables *There is a hierarchy of information flow:*	Responses 3 A	2 U	1 D	$\bar{X}$	X^2
a. From staff to staff among the military personnel	431 73%	118 20%	40 7%	2.7	22.40
b. From military staff to civilian staff	274 47%	118 20%	197 33%	2.1	13.20
c. From staff to students or vice versa	197 33%	157 27%	235 40%	1.9	15.68
d. From student to student (senior to junior or vice versa)	392 66%	157 27%	40 7%	2.6	16.80

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 18.23

Overall critical X^2 value = 12.59; df = 6; P=0.05 (one-tailed test).

473372

In the Table 4.5, the respondents remain undecided in three quarters (3/4), i.e. 75% of four variable statements with regard to hierarchy of information flow in the military secondary schools. The table further shows that the obtained X^2 values of 22.40, 13.20, 15.68 and 16.80 are greater than the critical value of 5.991 at 2 df of alpha level of 0.05. Equally, the obtained X^2 value of 18.23 is greater than the critical value of 12.59 at 6 df of alpha level of 0.05. Therefore, a null hypothesis of non-significant difference in opinions among the respondents with regard to hierarchy of information flow is rejected severally and collectively.

The alternative is accepted. This means that there is a significant difference in opinions of the respondents with regard to hierarchy of information flow in the military secondary schools.

4.3 Decision-making Processes (DMP) in the Military secondary schools

Null Hypothesis 2 (H_o 2)

There is no significant difference in the opinions of the three categories of respondents on the decision-making process (DMP) in the Military secondary schools.

Table 4.6. Expressed opinions of the soldiers on rules as part of decision-making process (n = 140)

Officers involved in rule making	Responses				
How would you rate the involvement of the following in decision-making on rules?	3 I	2 U	1 NI	$\bar{X}$	X^2
a. The Commandants	94 66%	37 27%	9 7%	2.5	16.80
b. All the Administrative Officers	94 66%	37 27%	9 7%	2.6	16.80
c. All the top military officers (The Directors)	84 60%	32 23%	24 17%	2.4	9.80
d. Every Commissioned Officer in the Schools	70 50%	47 33%	23 17%	2.3	8.80
e. All ranks and files of the military in the schools	9 7%	37 27%	94 66%	1.4	16.80
f. All the civilian committee members in the schools	9 7%	37 27%	94 66%	1.4	16.80
g. All members of a Board comprising the military and civilians	56 40%	23 17%	61 43%	1.8	6.00

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 28.81

Overall critical X^2 value = 21.03; df = 12; P=0.05 (one-tailed test).

Table 4.6 shows that in four (57%) of the seven variable statements, the soldiers were undecided with regard to the involvement of the commandant, all the administrative officers, all top military officers and every commissioned officers in making rules as part of the decision-making

commissioned officers in making rules as part of the decision-making process. They expressed non-involvement of the other ranks in rules making.

In all the variable statements, the obtained X^2 values of 16.80,16.80 9.80, 8.80, 16.80, 16.80 and 6.0 are greater than the critical value of 5.991 at 2 df. The obtained overall value of 28.81 is also greater than the overall critical value of 21.03 at 12 df. Therefore, the null hypothesis is rejected. This means that there is a significant difference in the opinion of soldiers with regard to their involvement in rule making as part of the decision-making processes.

Table 4.7. Expressed opinions of the civilian staff on rules as part of decision-making process

(n = 201)

Officers involved in rule making	Responses				
How would you rate the involvement of the following in decision-making on rules?	3 I	2 U	1 NI	$\bar{X}$	X^2
a. The Commandants	134 67%	54 27%	13 6%	2.6	18.80
b. All the Administrative Officers	134 67%	54 27%	13 6%	2.6	18.80
c. All the top military officers (The Directors)	121 61%	47 23%	33 16%	2.4	10.80
d. Every Commissioned Officer in the Schools	101 50%	67 33%	33 17%	2.3	9.80
e. All ranks and files of the military in the schools	13 6%	54 27%	134 67%	1.4	18.80
f. All the civilian committee members in the schools	13 6%	54 27%	134 67%	1.4	18.80
g. All members of a Board comprising the military and civilians	80 40%	34 17%	87 43%	1.8	8.00

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 28.31

Overall critical X^2 value = 21.03; df = 12; P=0.05 (one-tailed test).

The results in Table 4.7 are similar to those in Table 4.6. The obtained X^2 values of 18.80, 18.80, 10.80, 9.80, 18.80, 18.80 and 8.00 are greater than the critical value of 5.991 at 2 df. Similarly, the obtained overall value of 28.31 is

greater than the overall critical value of 21.03 12 df. Therefore the null hypothesis is rejected. The alternative is accepted. This means that there is a significant difference in the opinion of the civilian staff with regard to the involvement of the listed members (in a to g) as regards their involvement in rule making in the schools. They were not sure of (or did not want to say) who actually involved in making the rules governing the Military secondary schools in Oyo State.

Table 4.8. Expressed opinions of students on rules as part of decision-making process (n = 248)

Officers involved in rule making	Responses				
How would you rate the involvement of the	3	2	1	$\bar{X}$	X^2
following in decision-making on rules?	I	U	NI		
a. The Commandants	166 66%	66 27%	16 7%	2.6	18.81
b. All the Administrative Officers	166 66%	66 27%	16 7%	2.6	18.81
c. All the top military officers (The Directors)	149 60%	58 23%	41 17%	2.4	11.80
d. Every Commissioned Officer in the Schools	124 50%	83 33%	41 17%	2.3	9.81
e. All ranks and files of the military in the schools	16 7%	66 27%	166 66%	1.4	17.80
f. All the civilian committee members in the schools	16 7%	66 27%	166 66%	1.4	17.80
g. All members of a Board comprising the military and civilians	99 40%	41 17%	108 43%	1.8	8.00

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).
Overall obtained X^2 value = 29.88
Overall critical X^2 value = 21.03; df = 12; P=0.05 (one-tailed test).

Table 4.8 shows the expressed opinions of the students with regard to who was involved in rule making in the schools. It shows that 66% of the students was of the opinion that the commandants, and all the administrative officers were involved in making rules as part of the decision-making processes.

The table further shows that all the obtained X^2 values of 18.81, 18.81, 11.80, 9.81, 17.80, 17.80 and 8.0 are greater than the critical value of 5.991 at 2 df. Similarly, the overall obtained value 29.88 is greater than the critical value of 21.03 at 12 df. Consequently, the null hypothesis is rejected severally and collectively respectively. The alternative is accepted. This means that there is a significant difference in the opinion of the students with regard to who are actually involved in making of rules as part of the decision-making processes.

Table 4.9. Expressed opinions of the three groups of respondents on rules as part of decision-making process.

(n = 589)

Officers involved in rule making	Responses			$\bar{X}$	X^2
How would you rate the involvement of the	3	2	1		
following in decision-making on rules?	I	U	NI		
a. The Commandants	393 67%	157 26%	39 7%	2.4	15.81
b. All the Administrative Officers	393 67%	157 26%	39 7%	2.4	15.81
c. All the top military officers (The Directors)	353 61%	138 22%	98 17%	2.2	8.80
d. Every Commissioned Officer in the Schools	294 50%	196 33%	99 17%	2.3	7.80
e. All ranks and files of the military in the schools	39 7%	157 27%	393 66%	1.3	15.81
f. All the civilian committee members in the schools	39 7%	157 27%	393 66%	1.3	15.81
g. All members of a Board comprising the military and civilians	236 40%	98 17%	255 43%	1.6	6.12

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 29.82

Overall critical X^2 value = 21.03; df = 12; P=0.05 (one-tailed test).

Table 4.9 shows the collective responses of the three categories of respondents. The major highlight is that majority of the respondents 67%, 67% and 61% agreed that the commandants, all the administrative officers, and all the directors were involved in making rules as part of decision-making

process. Furthermore, the table shows that all the obtained X^2 values of 15.81,15.81, 8.80, 7.80, 15.81, 15.81 and 6.12 are greater than the critical value of 5.991 at 2 df. It also shows that the overall obtained value of 29.82 is greater than the critical value of 21.03 at 12 df. Therefore, the null hypothesis is rejected. The alternative is accepted. This means that there is a significant difference in the opinions of the three groups of respondents as regards making of rules as part of decision-making process in the Military secondary schools of Oyo State.

Table 4.10. Expressed opinions of the soldiers on day-to-day administration as part of the decision-making process

(n = 140)

People involved in day-to-day administration	Responses			X	X^2
How would you rate the involvement of the following in taking decision on crucial matters?	3 I	2 U	1 NI		
a. The Commandants	122 86%	9 7%	9 7%	2.8	14.81
b. All the Administrative Officers	84 60%	47 33%	9 7%	2.7	12.81
c. Only selected individuals among the military	9 7%	47 33%	84 60%	2.4	9.88
d. Both the military and civilians based on merit	122 86%	9 7%	9 7%	2.8	14.81
e. A committee comprising only the military appointed by the commandants	9 7%	37 27%	94 66%	1.5	10.88
f. A committee comprising appointed military, civilian staff and students	122 86%	9 7%	9 7%	1.5	14.81
g. A committee of elected members who represent various segments of the school	113 80%	18 13%	9 7%	1.8	14.21

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 22.23

Overall critical X^2 value = 21.03; df = 12; P=0.05 (one-tailed test).

Table 4.10 shows that in addition to the commandants, both the military and civilian staff were selected on merit. The soldiers were undecided with regard to their involvement in daily administration of the

schools. It also shows that the obtained X^2 values of 14.81, 12.81, 9.88 and 10.88 are greater than the critical value of 5.991 at 2 df. Similarly, the overall obtained value of 22.23 is greater than the critical value of 21.03 at 12 df.

Therefore, the null hypothesis is rejected in both cases. This implies the acceptance of the alternative. In other words, there is a significant difference in the opinions of the soldiers with regards to who were actually involved in the day-to-day administration of the military secondary schools.

Table 4.11. Expressed opinions of civilian staff on day-to-day administration as part of decision-making process

(n = 201)

People involved in day-to-day administration:	Responses				
How would you rate the involvement of the	3	2	1	$\bar{X}$	X^2
Following in taking decision on crucial matters?	I	U	NI		
a. The Commandants	175 86%	13 7%	13 7%	2.8	17.80
b. All the Administrative Officers	121 61%	67 32%	13 7%	2.8	14.80
c. Only selected individuals among the military	13 7%	67 32%	121 61%	2.5	10.80
d. Both the military and civilians based on merit	175 86%	13 7%	13 7%	2.8	17.80
e. A committee comprising only the military appointed by the commandants	13 7%	54 27%	134 66%	1.4	10.60
f. A committee comprising appointed military, civilian staff and students	13 7%	13 7%	175 86%	1.2	17.80
g. A committee of elected members who represent various segments of the school	13 7%	27 13%	161 80%	1.3	15.66

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 28.40

Overall critical X^2 value = 21.03; df = 12; P=0.05 (one-tailed test).

Table 4.11 shows that in all the variable statements (a to g), the obtained X^2 values of 17.80, 14.80, 10.80, 10.60, 17.80, 17.80 and 15.66 are greater than the critical value of 5.991 at 2 df. It also shows that overall

obtained X^2 value of 28.40 is greater than the critical value of 21.03 at 12 df. Therefore, the null hypothesis is rejected. This means that there is a significant difference in the opinions of the civilian staff regard to the people actually involved in taking decisions on crucial matters in the schools.

Table 4.12. Expressed opinions of students on day-to-day administration as part of decision-making process

(n = 248)

People involved in day-to-day administration: *How would you rate the involvement of the following in taking decision on crucial matters?*	Responses 3 I	2 U	1 NI	$\bar{X}$	X^2
a. The Commandants	216 86%	16 7%	16 7%	2.8	18.00
b. All the Administrative Officers	149 60%	83 33%	16 7%	2.9	18.80
c. Only selected individuals among the military	16 7%	83 33%	149 60%	2.6	10.60
d. Both the military and civilians based on merit	216 86%	16 7%	16 7%	2.8	18.00
e. A committee comprising only the military appointed by the commandants	16 7%	66 27%	166 66%	1.6	10.49
f. A committee comprising appointed military, civilian staff and students	16 7%	16 7%	216 86%	1.2	18.80
g. A committee of elected members who represent various segments of the school	16 7%	33 13%	199 80%	1.3	7.00

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 24.32

Overall critical X^2 value = 21.03; df = 12; P=0.05 (one-tailed test).

Table 4.12 highlights the following major points. In all the variable statements, the obtained X^2 value of 18.00, 18.80, 10.60, 18.00, 10.49 and 18.80 7.00 are greater than the critical value of 5.991 at 2 df. Similarly, the overall X^2 value of 24.32 is greater than the critical value of 21.03 at 12 df.

Therefore the null hypothesis is severally and collectively rejected. In other words the alternative is accepted. This means that there is a significant

difference in the opinion of the students with regard to the daily administration as part of decision-making processes in the military secondary schools.

Table 4.13. Expressed opinions of the respondents on day-to-day administration as part of decision-making process

(n = 589)

People involved in day-to-day administration: *How would you rate the involvement of the following in taking decision on crucial matters?*	Responses 3 I	2 U	1 NI	$\bar{X}$	X^2
a. The Commandants	511 86%	39 7%	39 7%	3.0	18.12
b. All the Administrative Officers	354 60%	196 33%	39 7%	3.0	18.12
c. Only selected individuals among the military	39 7%	196 33%	354 60%	2.8	11.80
d. Both the military and civilians based on merit	511 86%	39 7%	39 7%	3.0	18.12
e. A committee comprising only the military appointed by the commandants	39 7%	58 10%	492 83%	1.2	18.12
f. A committee comprising appointed military, civilian staff and students	39 7%	39 7%	511 86%	1.3	8.12
g. A committee of elected members who represent various segments of the school	39 7%	78 13%	472 80%	1.3	6.21

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 25.80

Overall critical X^2 value = 21.03; df = 12; P=0.05 (one-tailed test).

Table 4.13 shows that while the commandant, military and distinguished civilian administrators and a committee of diverse compositions were fully involved in the daily administrations of the schools, selected military individuals were not involved. The table also reflects a democratic setup. Furthermore, the table shows that in all the variable statements (a to g), the obtained X^2 values of 18.12, 18.12,11.80, 18.12, 18.12 and 6.21 are greater than the critical value of 5.991 at 2 df. It also shows that the overall obtained X^2 value of 25.80 is greater than the critical value of 21.03 at 12 df.

Consequently, the null hypothesis is severally and collectively rejected. The alternative is accepted. That is, there is a significant difference in the opinions of the three categories of respondents on the decision-making processes in military secondary school schools in terms of who was involved in day-to-day administration.

Table 4.14. Expressed opinions of soldiers on appointments and recruitments as part of decision-making process

(n = 140)

Military Arms/People involved in A and R: *How would you rate the degree of involvement of the following in appointment and recruitments*	Responses 3 I	2 U	1 NI	$\bar{X}$	X^2
a. The directorate only	47 33%	56 40%	37 27%	2.1	0.80
b. Federal Ministry of Defence	126 90%	9 7%	5 3%	3.0	4.34
c. The commandants	121 87%	14 10%	5 3%	3.0	3.86
d. Hand-picked military officers	47. 33%	79 57%	14 10%	2.2	4.98
e. Hand-picked military and civilian officers	47 33%	84 60%	9 7%	2.3	1.28
f. A committee comprising only the military	28 20%	47 33%	65 47%	1.7	3.20
g. A committee comprising both the military and civilians	126 90%	9 7%	5 3%	3.0	4.34

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 20.24

Overall critical X^2 value = 21.026; df = 12; P=0.05 (one-tailed test).

Table 4.14 highlights are as follows: In all the seven variable statements, the obtained X^2 values of 0.80, 4.34, 3.86, 4.98, 1.28, 3.20 and 4.34 are less than the critical X^2 value of 5.991 at 2 df.

Similarly, the overall obtained X^2 value of 20.24 is less than the critical value of 21.026 at 2 df. Therefore, the null hypothesis is upheld. This means

KASHIM IBR

that there is no significant difference in the opinion of the soldiers with regard to those involved in appointments and recruitment as part of decision-making processes in the military secondary schools.

Table 4.15: Expressed opinions of civilian staff on appointments and recruitments as part of decision-making process

(n = 201)

Military Arms/People involved in A and R: *How would you rate the degree of involvement of the following in appointment and recruitments*	Responses 3 I	2 U	1 NI	$\bar{X}$	X^2
a. The directorate only	67 33%	89 40%	54 27%	2.4	1.08
b. Federal Ministry of Defence	181 90%	13 7%	7 3%	3.0	4.44
c. The commandants	174 87%	20 10%	7 3%	3.0	3.68
d. Hand-picked military officers	67 33%	114 57%	20 10%	2.3	1.89
e. Hand-picked military and civilian officers	67 33%	121 60%	13 7%	2.4	1.82
f. A committee comprising only the military	40 20%	67 33%	94 47%	1.8	2.30
g. A committee comprising both the military and civilians	181 90%	13 7%	7 3%	3.0	4.44

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 20.21

Overall critical X^2 value = 21.026; df = 12; P=0.05 (one-tailed test).

Table 4.15 shows that Federal Ministry of Defence, the commandants, and a committee comprising both the military and the civilians were involved in appointments and recruitments as part of the decision making processes in the military secondary schools. This represents approximately 43%.

The table further shows that the obtained X^2 values of 1.08, 4.44, 3.68, 1.89, 1.82, 2.30 and 4.44 are less than the critical value of 5.991 at 2 df. Similarly, the overall obtained X^2 value of 21.026 at 12 df.

Therefore, the null hypothesis is severally and collectively upheld. This means that there is no significant difference in the opinion of the civilian staff with regards to who was involved in appointments and recruitments as part of decision-making processes in the military secondary schools.

Table 4.16. Expressed opinions of students on appointments and recruitments as part of decision-making process

(n = 248)

Military Arms/People involved in A and R: *How would you rate the degree of involvement of the involvement of the following in appointment and recruitments*	Responses 3 I	2 U	1 NI	$\bar{X}$	X^2
a. The directorate only	83 33%	99 40%	66 27%	2.0	1.88
b. Federal Ministry of Defence	224 90%	16 7%	8 3%	3.0	3.44
c. The commandants	215 87%	25 10%	8 3%	3.0	5.38
d. Hand-picked military officers	83 33%	141 57%	24 10%	2.1	2.98
e. Hand-picked military and civilian officers	83 33%	149 60%	16 7%	2.2	2.78
f. A committee comprising only the military	50 20%	82 33%	116 47%	1.8	2.33
g. A committee comprising both the military and civilians	224 90%	16 7%	8 3%	3.0	4.44

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 20.42

Overall critical X^2 value = 21.026; df = 12; P=0.05 (one-tailed test).

Table 4.16 shows that all the obtained X^2 values of 1.88, 3.44, 5.38, 2.98, 2.78, 2.33 and 4.44 are less than the critical X^2 value of 5.991 at 2 df. Similarly, the overall obtained value of X^2 of 20.42 is less than the critical value of 21.026 at 12 df. Therefore, the null hypothesis, is of no significant difference in the opinion of the students on appointments and recruitments is accepted. This means that there is no significant difference in their opinion in this regard.

The table further shows that those mostly involved in the appointment and recruitment exercises were the Federal Ministry of Defence, a committee comprising both the military and civilian staff. The expressed views on this are represented by 90% and 90% respectively.

Table 4.17. Expressed opinions of the respondents on appointments and recruitments as part of decision-making process

(n = 589)

Military Arms/People involved in A and R: *How would you rate the degree of involvement of the following in appointment and recruitments*	Responses 3 I	2 U	1 NI	$\bar{X}$	X^2
a. The directorate only	196 33%	236 40%	157 27%	2.1	3.80
b. Federal Ministry of Defence	529 90%	39 7%	21 3%	3.0	4.40
c. The commandants	510 86%	59 10%	20 3%	3.0	3.86
d. Hand-picked military officers	196 33%	333 57%	60 10%	2.4	1.98
e. Hand-picked military and civilian officers	196 33%	353 60%	40 7%	2.3	2.28
f. A committee comprising only the military	118 20%	196 33%	275 47%	1.8	2.30
g. A committee comprising both the military and civilians	529 90%	40 7%	20 3%	3.0	3.40

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 20.24

Overall critical X^2 value = 21.026; df = 12; P=0.05 (one-tailed test).

Table 4.17 shows that the overall obtained X^2 value of 20.24 is less than the critical value of 21.026 at 12 df. Similarly, the variable statements X^2 value of 3.80, 4.40, 3.86, 1.98, 2.28, 2.30 and 3.40 are less than the critical value of 5.991 at 2 df.

Consequently, the null hypothesis is collectively and severally accepted. This means that there is no significant difference in the opinions of

the three categories of respondents with regard to who were involved in the appointments and recruitments in the military secondary schools.

Table 4.18. Expressed opinions of soldiers on promotions and discipline as part of decision-making process

(n = 140)

Those involved in Promotions and Discipline *To what extent are the following involved in promotion and discipline?*	Responses 3 I	2 U	1 NI	$\bar{X}$	X^2
a. A board comprising only the top military officers	75 53%	47 33%	18 14%	2.4	2.70
b. A board made up of both the top military and civilian officers	126 90%	9 7%	5 3%	3.0	4.34
c. A committee made up of top military officers	5 3%	5 3%	130 94%	1.0	4.82
d. A committee made up of both top military and civilian officers	9 7%	5 3%	126 90%	1.2	4.34
e. The military secondary schools themselves	14 10%	5 3%	121 87%	1.2	3.86
f. The Federal Ministry of Defence only	132 94%	4 3%	4 3%	3.0	4.86

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 16.24

Overall critical X^2 value = 18.307; df = 10; P=0.05 (one-tailed test).

Table 4.18 reveals that majority (94%) of the soldiers respondents was of the opinion that the Federal Ministry of Defence was the sole organ involved in the promotion and discipline of the staff and students in the military secondary schools. Another 90% of the respondents opined that promotion and discipline as part of the decision-making process were carried out by a board comprising both military and civilian officers.

The table further shows that the obtained X^2 values 2.70, 4.34, 4.82, 3.86 and 4.86 are less than the critical value of 5.991 at 2 df. Similarly, the obtained overall value of 16.24 is less than the critical value of 18.307 at 10 df.

Consequently, the null hypothesis is upheld in both cases. This means that there is no significant difference in the opinion of the soldiers with regard to who were actually involved in promotion and discipline as part of the decision-making processes in the military secondary schools.

Table 4.19. Expressed opinions of civilian staff on promotions and discipline as part of decision-making process

(n = 201)

Those involved in Promotions and Discipline *To what extent are the following involved in promotion and discipline?*	Responses 3 I	 2 U	 1 NI	$\bar{X}$	X^2
a. A board comprising only the top military officers	107 53%	67 33%	26 14%	2.5	2.80
b. A board made up of both the top military and civilian officers	181 90%	13 7%	7 3%	3.0	3.48
c. A committee made up of top military officers	7 3%	7 3%	187 94%	1.2	3.40
d. A committee made up of both top military and civilian officers	13 7%	7 3%	181 90%	1.2	3.50
e. The military secondary schools themselves	20 10%	7 3%	174 87%	1.3	4.86
f. The Federal Ministry of Defence only	187 94%	7 3%	7 3%	3.0	3.40

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 17.32

Overall critical X^2 value = 18.307; df = 10; P=0.05 (one-tailed test).

Table 4.19 shows that in all the six variable statements, the obtained X^2 values of 2.80, 3.48, 3.40 3.50, 4.86 and 3.40 are less than the critical value of 5.991 at 2 df. The obtained overall value of 17.32 is also less than the critical value of 18.307 at 10 df. Therefore, the null hypothesis is severally and collectively upheld.

This means that there is no significant difference in the opinion of the civilian staff with regard to those actually involved in promotion and discipline is the military secondary schools.

Table 4.20. Expressed opinions of students on promotions and discipline as part of decision-making process

(n = 248)

Those involved in Promotions and Discipline: *To what extent are the following involved in promotion and discipline?*	Responses 3 I	2 U	1 NI	$\bar{X}$	X^2
a. A board comprising only the top military officers	132 53%	83 33%	33 14%	2.6	3.80
b. A board made up of both the top military and civilian officers	224 90%	16 7%	8 3%	3.0	4.40
c. A committee made up of top military officers	8 3%	8 3%	232 94%	1.1	3.84
d. A committee made up of both top military and civilian officers	16 7%	8 3%	224 90%	1.2	3.94
e. The military secondary schools themselves	24 10%	8 3%	216 87%	1.4	4.11
f. The Federal Ministry of Defence only	232 94%	8 3%	8 3%	3.0	3.41

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 16.13

Overall critical X^2 value = 18.307; df = 10; P=0.05 (one-tailed test).

Table 4.20 shows that in all the six variable statements, the obtained X^2 values 3.80, 4.40, 3.84, 3.94, 4.11 and 3.41 are less than the critical value of 5.991 at 2 df. Similarly, the obtained overall X^2 value of 16.13 is less than the critical value of 18.307 at 10 df.

Consequently, the null hypothesis is severally and collectively accepted. This means that there is no significant difference in the opinion of the students with regard to who were involved in promotion and discipline as part of the decision-making process.

Table 4.21. Expressed opinions of respondents on promotions and discipline as part of decision-making process

(n = 589)

Those involved in Promotions and Discipline: *To what extent are the following involved in promotion and discipline?*	Responses 3 I	2 U	1 NI	$\bar{X}$	X^2
a. A board comprising only the top military officers	314 53%	196 33%	79 14%	2.8	3.70
b. A board made up of both the top military and civilian officers	529 90%	39 7%	21 3%	3.0	4.61
c. A committee made up of top military officers	21 3%	21 3%	547 94%	1.4	3.14
d. A committee made up of both top military and civilian officers	39 7%	21 3%	527 90%	1.6	3.15
e. The military secondary schools themselves	59 10%	21 3%	509 87%	1.5	4.20
f. The Federal Ministry of Defence only	547 94%	21 3%	21 3%	3.0	4.60

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 17.23

Overall critical X^2 value = 18.307; df = 10; P=0.05 (one-tailed test).

Table 4.21 shows that only in two out of the six variable statements were involved in promotion and discipline as perceived by the three categories of respondents. This represents 33.3%. It was a board made up of the top military and civilian officers as well as representatives of Federal Ministry of Defence that were involved.

The table further shows that in all the six variable statements, the obtained X^2 values of 3.70, 4.61, 3.14, 3.15, 4.20 and 4.60 are less than the critical value of 5.991 at 2 df. Similarly, the overall obtained value of 17.23 is less than the critical value of 5.991 at 2 df.

Therefore, the null hypothesis is severally and collectively upheld. This means that there is no significant difference in the opinions of the three categories of respondents with regard to who were involved in the promotion and discipline exercises in the military secondary schools.

Table 4.22. Expressed opinions of respondents on admissions of students as part of decision-making process

(n = 589)

Those involved in admissions of students: *To what extent are the following involved in admission of students?*	Responses 3 I	2 U	1 NI	$\bar{X}$	X^2
a. The directorate of education	217 37%	333 56%	39 7%	2.9	11.40
b. The commandants	550 93%	39 7%	0 0%	3.0	8.48
c. The commandants and other hand-picked officers	550 93%	0 0%	39 7%	3.0	8.48
d. A special board meant for admission purposes	550 93%	0 0%	39 7%	3.0	8.48

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 16.11

Overall critical X^2 value = 12.592; df = 6; P=0.05 (one-tailed test).

Table 4.22 shows that three out of the four variable statements were involved in the admissions of students as part of the decision-making processes. This represents 75%.

The table also shows that in all the four variable statements, the obtained X^2 values of 11.40 and 8.48 are greater than the critical value of 5.991 at 2 df.

Therefore, the null hypothesis is both severally and collectively rejected. The alternative is accepted. This means that there is a significant difference in the opinions of the three categories of respondents with regard to those involved in the admissions of the students in the military secondary schools.

The commandants, other hand-picked officers as well as members of a special board meant for that purpose were involved in the admissions.

4.4 Effectiveness of Communication Systems in the Schools

Null Hypothesis 3 (H_o 3)

There is no significant difference in the opinions of the three categories of respondents regarding the effectiveness of communication systems used in the military secondary schools.

Table 4.23. Expressed opinions of soldiers on the effectiveness of communication among staff and students in the schools.

(n = 140)

How would you rate the effectiveness in communication between the following?	Responses 3 E	2 U	1 NE	$\bar{X}$	X^2
a. Military and military (senior cadre)	47 33%	79 57%	14 10%	2.3	9.80
b. Military and military (senior vs. junior)	51 37%	84 60%	5 3%	2.3	14.60
c. Military and military (junior vs. junior)	135 97%	5 3%	0 0%	3.0	16.26
d. Military and civilian (senior vs. senior)	9 7%	5 3%	126 90%	1.2	12.34
e. Military and civilian (senior vs. junior)	9 7%	0 0%	131 93%	1.3	18.80
f. Military and civilian (soldiers vs. students)	5 3%	9 7%	126 90%	1.1	18.84
g. Civilian and civilian (senior vs. junior)	135 97%	5 3%	0 0%	3.0	16.26
h. Civilian and civilian (staff vs. students)	131 93%	9 7%	0 0%	3.0	16.26
i. Civilian and civilian (student vs. student)	47 33%	79 57%	14 10%	2.3	9.80

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 24.13

Overall critical X^2 value = 26.296; df = 16; P=0.05 (one-tailed test).

Note: E = Effective; U = Undecided; NE = Not effective

Table 4.23 shows that in all the nine variable statements, the obtained X^2 values are greater than the critical value of 5.991 at 2 df. The hypothesis is severally rejected in this case.

However, the overall obtained value of 24.13 is less than the overall critical value of 26.296 at 16 df. Therefore, there is no significant difference in the opinion of the soldiers with regard to the effectiveness of communication systems used in the military secondary schools.

Table 4.24. Expressed opinions of civilian staff on the effectiveness of communication among staff and students in the schools.

(n = 201)

How would you rate the effectiveness in communication between the following?	Responses 3 E	2 U	1 NE	$\bar{X}$	X^2
a. Military and military (senior cadre)	67 33%	114 57%	20 10%	2.4	8.92
b. Military and military (senior vs. junior)	74 37%	120 60%	7 3%	2.2	12.14
c. Military and military (junior vs. junior)	194 97%	7 3%	0 0%	3.0	16.62
d. Military and civilian (senior vs. senior)	13 7%	7 3%	181 90%	1.2	11.43
e. Military and civilian (senior vs. junior)	13 7%	0 0%	188 93%	1.3	12.34
f. Military and civilian (soldiers vs. students)	7 3%	13 7%	181 90%	1.2	11.44
g. Civilian and civilian (senior vs. junior)	194 97%	7 3%	0 0%	3.0	16.62
h. Civilian and civilian (staff vs. students)	188 93%	13 7%	0 0%	3.0	16.62
i. Civilian and civilian (student vs. student)	67 33%	114 57%	20 10%	2.4	8.92

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 22.12

Overall critical X^2 value = 26.296; df = 16; P=0.05 (one-tailed test).

In Table 4.24, majority (97% and 93%) of the civilian staff were of the opinion that free communication in the military secondary schools was effective among the junior military staff, senior versus junior staff as well as civilian staff versus students. Free communication was not effective among the senior-senior military and civilian staff (90%); soldiers – students (90%) and senior military-Junior civilian officers (93%).

The table further shows that obtained X^2 values of 8.92, 12.14, 16.62, 11.43, 12.34, 11.44 and 8.92 are greater than the critical value of 5.991 at 2 df. Therefore the null hypothesis is severally rejected. However, the overall obtained X^2 value of 22.12 is less than the critical value of 26.296 at 16 df. Consequently, the null hypothesis is collectively upheld. This means that there is no significant difference in the opinions of the civilian staff on the effectiveness of free communication in the schools.

Table 4.25. Expressed opinions of students on the effectiveness of communication among staff and students in the schools.

(n = 248)

How would you rate the effectiveness in communication between the following?	Responses 3 E	2 U	1 NE	$\bar{X}$	X^2
a. Military and military (senior cadre)	83 33%	141 57%	24 10%	2.4	9.80
b. Military and military (senior vs. junior)	91 37%	149 60%	8 3%	2.5	9.84
c. Military and military (junior vs. junior)	240 97%	8 3%	0 0%	3.0	16.62
d. Military and civilian (senior vs. senior)	16 7%	8 3%	224 90%	1.1	12.43
e. Military and civilian (senior vs. junior)	16 7%	0 0%	232 93%	1.4	10.14
f. Military and civilian (soldiers vs. students)	8 3%	16 7%	224 90%	1.2	10.10
g. Civilian and civilian (senior vs. junior)	240 93%	8 3%	0 0%	3.0	16.62
h. Civilian and civilian (staff vs. students)	232 93%	16 7%	0 0%	3.0	16.60
i. Civilian and civilian (student vs. student)	83 33%	141 57%	24 10%	2.4	9.80

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 23.43

Overall critical X^2 value = 26.296; df = 16; P=0.05 (one-tailed test).

Table 4.25 shows that free communication was effective among junior military staff (97%); senior-junior civilian staff (97%) and staff-students (93%). The table also shows that the obtained X^2 values of 9.80, 9.84, 16.62, 12.43, 10.14, 10.10 and 16.60 are greater than the critical value of 5.991 at 2 df. For this reason, the null hypothesis is severally rejected.

On the other hand, the overall obtained X^2 value of 23.43 is less than the overall critical value of 26.296. Therefore, the null hypothesis is collectively upheld. This means that there is no significant difference in the opinions of students with regard to the effectiveness of free communication in the military secondary schools.

Table 4.26. Expressed opinions of respondents on the effectiveness of communication among staff and students in the schools.

(n = 589)

How would you rate the effectiveness in communication between the following?	Responses 3 E	2 U	1 NE	$\bar{X}$	X^2
a. Military and military (senior cadre)	196 33%	333 57%	60 10%	2.5	4.28
b. Military and military (senior vs. junior)	216 37%	353 60%	20 3%	2.6	3.82
c. Military and military (junior vs. junior)	569 97%	20 3%	0 0%	3.0	5.21
d. Military and civilian (senior vs. senior)	39 7%	20 3%	530 90%	1.2	3.56
e. Military and civilian (senior vs. junior)	40 8%	0 0%	549 92%	1.4	4.38
f. Military and civilian (soldiers vs. students)	20 3%	40 8%	529 89%	1.3	3.65
g. Civilian and civilian (senior vs. junior)	569 97%	20 3%	0 0%	3.0	5.21
h. Civilian and civilian (staff vs. students)	549 92%	40 8%	0 0%	3.0	5.20
i. Civilian and civilian (student vs. student)	196 33%	333 57%	60 10%	2.5	4.28

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 23.15.

Overall critical X^2 value = 26.296; df = 16; P=0.05 (one-tailed test).

KASHIM IBRAHIM

Table 4.26 is the summary of the expressed opinion of the three categories of respondents on effectiveness of free communication in the schools. Majority of the respondents (97%) and (92%) were of the opinion that free communication was effective among the senior-junior staff, as well as the civilian staff students respectively.

The table further shows that all the obtained X^2 values of 4.28, 3.82, 3.82, 5.21, 3.56, 4.38, 3.65, 5.20 as well as 23.15 are less than the critical values of 5.991 (2 df) and 26.296 (16 df). Therefore, the null hypothesis is severally and collectively upheld. This means that there is no significant difference in the opinions of the three categories of respondents on the effectiveness of free communication in the military secondary schools. It is not effective among the top military and civilian cadres.

Table 4.27. Expressed opinions of the respondents on the effectiveness of mode of communication in the schools

(n = 589)

How would you rate the effectiveness of mode of communication used in the MSS?	Responses 3 E	2 U	1 NE	$\bar{X}$	X^2
a. Electronic means (e.g. phone, etc.)	569 97%	20 3%	0 0%	3.0	5.42
b. Typed messages (hand-delivered)	549 93%	40 7%	0 0%	3.0	4.88
c. Hand-written messages (hand-delivered)	236 40%	196 33%	157 27%	2.1	1.80
d. Verbal messages	118 20%	216 37%	255 43%	1.7	2.60
e. Non-verbal messages (sign language)	99 17%	235 40%	255 43%	1.6	3.80
f. Mail delivery	20 3%	40 7%	529 90%	1.1	4.34

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).
Overall obtained X^2 value = 17.06
Overall critical X^2 value = 18.307; df = 10; P=0.05 (one-tailed test).

Table 4.27 shows that of the five (5) modes of communication, the most effective was electronic means of communication. This was followed by hand-delivery typed messages. They represent 97% and 93% respectively. The least effective was mail delivery means (3%).

The table also shows that all the obtained X^2 values of 5.42, 4.88, 1.80, 2.60, 3.80, 4.34 and 17.06 are less than the critical values of 5.991 (2 df) and 18.307 (10 df). Therefore, the null hypothesis is upheld. This means that significant differences exist in the opinions of the three categories of respondents with regard to the effectiveness of the modes of communication used in the military secondary schools.

4.5 Effectiveness of Decision-Making Process in the MSS

Null Hypothesis 4 (H_o 4)

There is no significant difference in the opinion of the three categories of respondents regarding the effectiveness of decision-making processes in the military secondary schools.

Table 4.28. Expressed opinions of three categories of respondents on the effectiveness of decision-making process in the schools (n=589)

How would you rate the effectiveness of decision-making process in the MSS (The three categories of respondents)	Responses 3 E	2 U	1 NE	$\bar{X}$	X^2
a. The soldiers (n = 140)	100 71%	12 9%	28 20%	3.0	9.45
b. The civilian staff (n = 201)	150 75%	20 10%	31 15%	3.0	15.50
c. The students (n = 248)	201 81%	14 6%	33 13%	3.0	25.40
Total	451	46	92	3.0	15.75

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).
Overall obtained X^2 value = 15.75
Overall critical X^2 value = 9.488; df = 4; P=0.05 (one-tailed test).

Table 4.28 shows that majority of the soldiers (71%), civilian staff (75%) and students (81%) were of the opinion that the decision-making processes in

the military secondary school was effective, although their mean responses shows that they were undecided on the issue.

The table also shows that all the obtained X^2 values of 9.45, 15.50, 25.40 as well as the overall value of 15.75 are greater than the critical values of 5.991 at 2 df, and 9.488 at 4 df respectively.

Consequently, the rejection by the respondents of the null hypothesis that there is no significant difference in opinion regarding the effectiveness of the decision-making process. The alternative is accepted. This means that there is a significant difference in opinion regarding the effectiveness of decision-making process.

4.6 Principal Officers' Opinions on the Influence of Rank, Academic Qualifications and Profession on Effective Communication

Null Hypothesis 5 (H_o 5)

There is no significant difference in the opinions of the principal officers with regard to the influence of rank, academic qualifications, and profession on effectiveness of communication in the military secondary schools.

Table 4.29. Expressed opinions of principal officers on the influence of three biodata on effective communication (n=10).

How would you rate the influence of biodata on effectiveness of communication in the military secondary schools?	Responses 3 H1	2 U	1 N1	$\bar{X}$	X^2
a. Rank	6 60%	2 20%	2 20%	2.4	3.22
b. Academic qualifications	7 70%	1 10%	2 20%	2.5	6.26
c. Profession (military or civilian)	5 50%	2 20%	3 30%	2.2	1.42
Total	18 60%	5 17%	7 23%	2.4	3.29

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 3.29

Overall critical X^2 value = 9.488; df = 4; P=0.05 (one-tailed test).

Note: H1 = Has influence; U = undecided; N1 = No influence.

With regard to the influence of rank, academic qualifications and profession on effectiveness of communication, Table 4.29 shows that majority (60%, 70% and 50%) of the principal officers were of the opinion that those three biodata variable had influence on the effective communication in the schools. When their responses were subjected to mean computation, the results show that they were undecided. Apart from academic qualifications, the obtained X^2 values of 3.22, 1.42 and 3.29 were less than the critical values of 5.991 and 9.488 (for individual and overall critical values respectively).

The null hypothesis is upheld. This means that there is no significant difference in the opinions of the principal officers regarding to the influence of the three biodata on effective communication.

4.7 Principal Officers Opinions on the Influence of Rank, Academic Qualifications and Profession on Effective Decision-Making Process

Null Hypothesis 6 (H_o 6)

There is no significant difference in the opinions of the principal officers with regard to influence of rank, academic qualifications and profession on effectiveness of decision-making process in the military secondary schools.

Table 4.30. Expressed opinions of principal officers on the influence of the three biodata on effective decision-making process in the military secondary schools (n = 10).

How would you rate the influence of biodata on effectiveness of communication in the military secondary schools?	Responses 3 H1	2 U	1 N1	$\bar{X}$	X^2
a. Rank	7 70%	1 10%	2 20%	2.5	6.26
b. Academic qualifications	7 70%	2 20%	1 10%	2.6	6.26
c. Profession (military or civilian)	6 60%	2 20%	2 20%	2.4	3.23
Total	20 66%	5 17%	7 17%	2.5	5.06

Critical X^2 value = 5.991; df = 2; P=0.05 (one-tailed test).

Overall obtained X^2 value = 5.06

Overall critical X^2 value = 9.488; df = 4; P=0.05 (one-tailed test).

The Table 4.30 shows that majority (70%, 70% and 60%) of the principal officers were of the opinion that the three biodata, that is, rank, academic qualifications, and profession had influence on effective decision-making process in the military secondary schools.

The table further shown that, with the exception of profession, the obtained X^2 values 6.26 and 6.26 are greater than the critical values of 5.991 (2 df) and 9.488 (4 df). Therefore, the null hypothesis is rejected. This means that although the principal officers were of the opinion that those three variables had influence on decision-making process, such influence was not significant.

4.8 Relationship between Communication System Used and Decision-Making Process in the Military Secondary Schools

Null Hypothesis 7 (H_o 7)

There is no significant difference (relationship) in the opinions of the three categories of respondents with regard to the communication system used and decision-making process in the military secondary schools.

Table 4.31. Expressed opinions of soldiers on the relationship between communication systems used and decision-making process (n = 140).

To what extent are the communication systems used related to the decision-making process in the schools?	Responses 3 A	2 U	1 D	$\bar{X}$	r
a. There is a strong relationship between communication systems used and decision-making	135 96%	5 4%	0 0%	3.0	0.24
b. There is a weak relationship between communication systems and decision-making	5 4%	9 8%	126 88%	1.1	0.21
c. There is no relationship between communication systems used and decision-making	0 0%	5 4%	135 96%	1.0	0.23

Critical value of r = 0.16; df = 138; P=0.05 (one-tailed test).

Critical value of r at two tailed = 0.19

Using the split-half method of establishing the correlation coefficient, Table 4.31 shows that in (a to c) the obtained r values are greater than the critical values of 0.16 and 0.19 at one and two tailed respectively. Consequently, the null hypothesis is rejected. This means that there is a significant relationship among the soldiers with regard to the relationship between communication systems used and decision-making process in the military secondary schools.

The table further shows that among the soldiers, 135 of them, which represent 96% agreed that there was a strong relationship between communication system used, and decision-making process in the military secondary schools. This view represents a mean of 3.0.

Table 4.32. Expressed opinions of civilian staff on the relationship between communication systems used and effective decision-making process (n = 201).

To what extent are the communication systems used related to the decision-making process in the schools?	Responses 3 A	2 U	1 D	$\bar{X}$	r
a. There is a strong relationship between communication systems used and decision-making	194 97%	7 3%	0 0%	3.0	0.26
b. There is a weak relationship between communication systems and decision-making	7 3%	13 6%	181 91%	1.1	0.20
c. There is no relationship between communication systems used and decision-making	0 0%	7 3%	194 97%	1.0	0.21

Critical value of r at one tail = 0.13; df = 138; P=0.05
Critical value of r at two tail = 0.18

In Table 4.32, the civilian staff agreed that there was a strong relationship between the communication systems used and decision-making processes in the military secondary schools. This expressed view represents 97%.

The table further shows that the obtained values of r in (a to c) are greater than the critical values of 0.13 and 0.18, one and two tail respectively, at 199 degrees of freedom, and level of 0.05. Therefore, the null hypothesis is rejected. This means that there is a significant relationship in the opinions of the civilian staff with regard to the relationship between the communication systems used and decision-making processes in the military secondary schools.

Table 4.33. Expressed opinions of students on the relationship between communication systems used and effective decision-making process (n = 248).

To what extent are the communication systems used related to the decision-making Processes?	Responses 3 A	2 U	1 D	$\bar{X}$	r
a. There is a strong relationship between communication systems used and decision-Making	240 97%	8 3%	0 0%	3.0	0.43
b. There is a weak relationship between communication systems and decision-making	8 3%	16 7%	224 90%	1.1	0.25
c. There is no relationship between communication systems used and decision-making	0 0%	8 3%	240 97%	1.0	0.27

Critical value of r at one tail = 0.12; df = 246; P=0.05.

Critical value of r at two tail = 0.17

Table 4.33 shows that in terms of expressed opinions, majority of the students agree that there is a strong relationship between the communication systems used and decision-making processes. However, the obtained r values of 0.43, 0.25 and 0.27 show a poor correlation between the two variables.

The table further shows that those obtained r values are greater than the critical values of 0.12, 0.17 at 246 df at both one and two tailed tests. Therefore, the null hypothesis is rejected.

The alternative is accepted. This means that as far as the students are concerned there is a significant relationship between the communication systems used and decision-making process in the military secondary schools.

Table 4.34. Expressed opinions of the respondents on the relationship between communication systems used and effective decision-making process (n = 589).

To what extent are the communication systems used related to the decision-making processes?	Responses 3 A	2 U	1 D	$\bar{X}$	r
a. There is a strong relationship between communication systems used and decision-Making	569 96%	20 4%	0 0%	3.0	0.51
b. There is a weak relationship between communication systems and decision-making	20 4%	40 8%	529 88%	1.1	0.23
c. There is no relationship between communication systems used and decision-making	0 0%	20 4%	569 96%	1.0	0.21

Critical value of r at one tail = 0.11; df = 587; P=0.05.

Critical value of r at two tail = 0.16

Table 4.34 shows that majority (96%) of the respondents agree that there is a strong relationship between communication systems used and decision-making process in the schools. The obtained corresponding r value of 0.51 shows a fair correlation between the two variables. Furthermore, the table shows that all the obtained r values of 0.51, 0.23 and 0.21 are greater than the critical values of 0.11 (one tail) and 0.16 (two tail) at 587 degrees of freedom (df). Hence, the rejections of the null hypothesis that there is no significant relationship between the communication systems used and decision-making processes in the military secondary schools. The alternative is therefore accepted. This means that there is a significant relationship between the two variables.

4.9 Discussions

In discussing the findings in this study, the researcher adopted the hypothesis by hypothesis approach for the purpose of clarity and sequence. Relevant literature was cited to support the findings. Possible reasons were also adduced for each major finding. The details are as follows:

Hypothesis 1

This hypothesis centered on the communication systems used in the schools. That a significant difference existed in the three categories of respondents is not surprising. The difference could be attributed to the fact that the people came from different socio-economic backgrounds, and had different orientations in life.

It was possible that those respondents who came from enlightened homes, or who were exposed or had access to modern communication systems had to compare what is obtained in the schools with what they had been used to at home or at different stages of their training.

The finding agrees with that of Campbell *et al.* (1977) that individuals or a group of individuals are bound to perceive communication systems differently based on their background and exposure.

The obvious implications of the findings are that there will continue to be a clash of interest in the provision and use of modern and complex communication systems in the military secondary schools. On the other hand, the provisions and use of the required communication systems are more likely to enhance the degree of interaction among the members of the school community. Consequently, some of the problems associated with ineffective

communication in the schools are likely to be minimized if not completely solved.

Hypothesis 2

The focus of this hypothesis is decision-making process in the schools. It was observed that significant differences existed in the opinions of the three categories of respondents with regard to decision-making process in the schools. This could be attributed to differences in their orientation, perception of issues, their understanding and interpretation of the meaning of democracy. As for the soldiers, in most cases remained neutral regarding who were actually involved in decision-making. This again could be attributed to the nature of their training or profession, which forbade them from baring their minds openly on sensitive issues.

The respondents differed significantly in their views on those involved in making of rules; daily administration of the schools; appointments and recruitments. They also differed significantly in their opinions with regards to those who were involved in promotions and discipline, student's admission exercise.

The posture maintained by the respondents on such sensitive issues is expected of them as responsible and loyal staff and students. The finding agrees with the report by Ajimati (1993) that staff and students in the military secondary schools are not favourably disposed to respond anyhow or airing their views openly.

Hypothesis 3

The focus of this hypothesis is on whether or not significant differences exist in the opinions of the three categories of respondents with regards to the effectiveness of the communication systems used in the schools. The results show that significant differences existed among the military staff; the civilian staff; the military and civilian staff and the students alike.

These differences could be attributed to the degree of access each of the three categories had to the existing communication systems in the schools. It was also found out that effective communication existed among junior military staff; senior and junior civilian staff; as well as civilian staff and students. This could be attributed to the apparently relaxed atmosphere pervading the country since the inception of the current transition programme.

The findings agree with the report by Ajimati (1993) and Madaki (1991) that where differences exist in grades (i.e. rank, profession and socio-economic background), differences are likely to exist in terms of perception of how effective or otherwise communication systems are used.

Hypothesis 4

This hypothesis centers on effectiveness of decision-making processes. The study shows that there is a significant difference in the opinions of the three categories of respondents regarding the effectiveness of decision-making process in the schools.

Although a significant difference exists in their opinions, they agreed that the decision-making process was effective. This effectiveness could be due to the open-door policy and democratic principles applied in administering the schools.

KASHIM IBRAHIM

Hypothesis 5

The focus of this hypothesis is on the influence of biodata (rank, qualification and profession) on effective communication. It was found that both rank and profession had no influence on communication as perceived by the principal officer in the schools. This could be due to the fact that most of the respondents had grown on the job (soldiering and teaching) and might have gained some experiences on the use of the communication systems.

On the other hand, academic qualifications had influence on effective communication. Advancement in science and technology, as well as educational awareness occasioned by the fight, at state and national levels, against illiteracy could be responsible for these findings.

There is no doubt that the principal officers had different socio-economic backgrounds. These could influence their views positively or negatively. The highly learned ones among them could account for the 60% who agreed that the three biodata had influence on effective communication.

Hypothesis 6

The impact of this hypothesis is the influence of the three biodata on effective decision-making. It was found out that academic qualification and rank had significant influence on decision-making. It is possible that some of the principal officers majored in administrative discipline, i.e. at higher degrees. This may account for this significant differences in opinions expressed.

It was also found out that 66% of the officers agreed that the three biodata variables had influence on effective decision-making. It is a known fact that those who have a command of words can say exactly what they

want to say. This implies that they communicate effectively. While rank, especially in the military, may be an indicator on how well one can take a rational decision. Academic qualification and perhaps profession might not be forces to reckon with in effective decision-making.

Consultation appears to be a better tool to rely on in taking decisions that have far-reaching consequences and implications. This view was expressed by Bucher (1979) and David (1980).

Hypothesis 7

This centered on the relationship between communication systems used and decision-making. It was found out that there is a strong relationship between the two variables. The communication systems used correlated fairly with decision-making process. This correlation was found to be significant when it was subjected to inferential statistics analysis. It agrees with the finding by Adler (1983).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, the researcher focuses attention on the three sub-headings as contained above. They are summary which summed up the previous chapters, the conclusion which centered on the major findings in the study and the recommendations which are in two parts: recommendations for (a) practical application and (b) recommendations for further researches. The details are as stated below:

5.1 Summary

The main purpose of the study was to investigate the communication systems used in the day-to-day administration of military secondary schools in Oyo State. In addition, the researcher investigates the decision-making process in the schools. Furthermore, the researcher sought possible causes of, and solutions to the problems associated with the communication systems in these military secondary schools, with a view to improving and promoting effective communication and hence wide range decision-making process in the schools, in order to attain the goals for which these schools were established.

In chapter one attention was focused on introduction. Under this heading, other sub-headings discussed were problem statements, the purpose of the study, research questions and hypothesis, to mention but a few.

In chapter two, extensive related literature was reviewed under the following major sub-headings: the military secondary schools in Oyo State, their organizational structure and functions of the principal officers. Others were concept and types of communication, channels of communications, communication network, elements of communication, decision-making processes, and so on.

Chapter three centered on methodology and procedure in which the following major sub-headings were discussed: research design, population, sample and sampling technique instruments for data collection and their validation, as well as procedure for data analysis.

Finally, Chapter four concentrated on presentation of the results using a tabular format, analysis and discussions.

Summary of Findings

Based on the data analysis in chapter four, the major findings of this study are as follows:

1. ***Communication systems***: There is a significant different in the opinions of:
   (a) Soldiers, civilian staff and the students treated severally with regards to the communication systems used in the military secondary schools. They perceived communication systems used in the significantly different manner based on their varying backgrounds.

(b) The three categories of respondents taken together as one entity as regard the communication systems used in the military secondary schools in Oyo State.

2. *Hierarchy of information flow*: There is a significant difference in the opinions of the respondents with regards to hierarchy of information flow in the military secondary schools. Seventy-five percent (75%) of the expressed opinions points to the fact that the respondents were not sure of the hierarchy of information flow.

3. *Decision-making process*

(i) **Rules**: There is a significant difference in the opinions of:

a. The soldiers, civilian staff and students as individual's entities with regard to their involvement in making rules as part of decision-making process in the schools. In most cases, they remained neutral on this issue.

b. The three groups taken together as one entity on the issue of their involvement in makings rules governing the schools. They were not certain as regards those actually involved in making rules for the schools.

(ii) **Daily administration**:

a. There is a significant difference in the opinion of the soldiers, the civilians staff and the students with regard to who were actually involved in the day-to-day administration of the schools.

b. The respondents were specifically neutral (undecided) in their responses with regard to the involvement of the

Commandants, all the administrative officers, only selected military individuals, as well as selected military and civilians staff based on merit.

c. According to the respondents, a committee comprising: military officers appointed the Commandants, appointed military, civilian and students, as well as a committee of elected members were not involved in daily administration of the schools.

(iii) **Appointments and recruitments**:

a. There is no significant difference in the opinions of the three categories of the respondents regarding those actually involved in appointments and recruitments in the military secondary schools.

b. Those involved in these exercises as part of the decision-making process were the Federal Ministry of Defence, the Commandants, and a committee comprising both top military and civilian officers were those involved in the appointments as well as recruitment.

c. The respondents were undecided on the involvement of military Directorate and hand-picked military and civilian officers.

(iv) **Promotions and Discipline:**

a. There is no significant difference in the opinions of the three categories of respondents regarding those actually

involved in the promotions and discipline in the military secondary schools.

b. Those involved in the exercises were the Federal Ministry of Defence representatives as well as members of board comprising top military and civilian officers.

(v) **Admissions:**

a. There is a significant difference in the opinions of the three categories of respondents regarding admission issues.

b. Their responses shows that those involved in the admission of students were the Commandants and other hand-picked officers, as well as a special board meant for admissions.

4. *Effectiveness*

Effectiveness of communication systems

a. There is a significant difference in the opinions of the three categories of respondents regarding the effectiveness of communication among the military staff themselves, the military and civilian staff, the civilian staff and the students alike.

b. Communication was effective among junior military staff, senior and junior civilian staff as well as civilian staff and students as indicated by the three categories of respondents.

c. Communication was not effective among the senior military and senior civilian staff, senior military and junior civilian staff as well as the soldiers and the students.

5. **Effectiveness of decision-making**

   a. There is a significant difference in the opinions of the three categories of respondents regarding the effectiveness of the decision-making process in the schools.

   b. The three categories were of the opinion that the decision-making process were effective. This opinion represents a mean of 76%.

6. **Influence of biodata on effective communication**

   a. Both rank and profession had no significant influence on effective communication as perceived by the principal officers in the schools.

   b. Academic qualification had a significant influence on the effectiveness of communication as perceived by the principal officers in the schools.

   c. While 60% of the principal officers agreed that the three biodata variables had influence on effective communication, 17% disagreed, 23% of them was influenced.

7. **Influence of biodata on effective decision-making**

   a. Academic qualification and rank had significant influence on effective decision-making process in the schools as expressed by the principal officers.

   b. Profession had no significant influence on effective decision-making.

   c. While 66% agreed that the three biodata had influence on effective decision-making, 34% thought differently.

8. **Relationship between communication systems used and decision-making**

   a. The respondents agreed that there is a strong relationship between communication systems used and decision-making. This opinion was held by 96% of the respondents.

   b. Communication systems used fairly (r – 0.51) correlates with decision-making process.

   c. The correlation between the two variables is significant.

5.2 Conclusion

The research advocates that effective communication is an indispensable tool which administrative heads in schools such as military secondary schools need since it helps in promoting cordial relationship among the administrators, the staff and the students, parent-teachers association as well as between the school and the government. This in turn will help in enhancing and hastening the attainment of the educational objectives and goals.

There is also the need to have shared responsibility and joint decision-making through a democratic process since effective communication is more than just passing on an information, but includes sharing of experiences, ideas, feelings, attitudes and values based on the fact that there is an established relationship in this research between communication systems used and effective decision-making process.

5.3 Recommendations

Based on the findings in this study, the following recommendations were made for practical applications in running the military secondary schools, and for further researches.

A. For Practical Applications:

1. Advancement in science and technology calls for improvement and updating of the existing communication systems used in the military secondary schools. The schools should acquire modern communication systems such as digital telephone system, E-mail and Internet.
2. Information flow in the schools should chart a two-way traffic course: from the top to the bottom, and vice versa.
3. Democratic principle, whereby every segment of the school composition should be represented, should be adopted in such a way that the student body should be allowed to make an input in making rules or reviewing the existing ones.
4. Committee system of administration appears to be in vogue now. More committees should be set up, while the existing ones should be enlarged to accommodate more members of the school community in the daily administration.
5. Federal character or quota system is a welcomed development and it has come to stay in the country. Its application should be embraced more fully in students' admission exercise, taking into account the educationally disadvantaged areas.

6. In terms of appointments and recruitments of staff, the principle of federal character should be followed, but should be flexibly applied in sensitive areas. Merit should supersede quota system.

7. Promotion is a privilege and not a right. Only those who deserve it should be promoted. The schools should motivate staff and students to work hard enough to earn their promotions. Similarly, those who deserve punishment should be punished/ disciplined commensurately without fear or favour.

8. The spirit of brotherliness should pervade the schools to enhance closer ties and effective communication among the rank and file of the school community.

9. In-service training and refresher courses, such as seminars and workshops, should be organized for the staff to enable them improve their communication skills.

10. The use of memos and calling for a meeting of the concerned staff should be applied in taking a decision on sensitive issues and matters that have far-reaching consequences.

B. **For further Researches:**

1. More elaborate and separate researches should be carried out on each of the key phrases of the present topic that are on: communication systems and decision-making processes in similar institutions.

2. There should be a commissioned research on the relationship between communication methods and effective teaching and learning in the classroom.

3. This research could be replicated or reviewed after five years.

REFERENCES

Alder, R.B. (1983). *Communication at Works: Principles and Practices for Business and the Profession.* 5 New York: Random House.

Afolabi, M. (1993). *Introduction to Research Methods for Writing Proposal, Project and Thesis.* Zaria, Alpha Publication Zaria.

Ajimati, T.O. (1993). *Organisational Structure of Nigerian Navy Secondary School.* An unpublished Practicum Text. Department of Education (Administration and Planning Section), ABU, Zaria.

Anonymous Authority (1998). Extracts from Restricted File. Nigerian Defence Academy, Kaduna.

Awesu, O.K. (1996). The role of the Institute of Education in the Development of Teacher's Education in Nigeria. Unpublished Ph.D. Thesis, ABU, Zaria.

Bending, C.W. (1980). *Communication and the School.* New York: Pergamon Press.

Bennett, R. (1994). Management; London WC 239 AN. Pitman Publishing 128 Long Acre.

Bitter, J.R. (1980). *Broadcasting and Telecommunication*: An Introduction, New Jersey, Prentice-Hall, Inc., Englewood Cliffs.

Bucher, C.A. (1988). Administration of Physical Education and Athletic Programs: Toronto-London, The C.V. Mosby Company, Set. Louis.

Burr, J.B. (1983). Elementary school Administration, Boston, Allyn and Bacon, Inc.

Campbell, R. F., Gregg and Russel T. (1977). *Introduction to Educational Administration.* Harper and Row, New York.

Campbell, and Stanley (1966: 6) in Nie, N.H. (1980). Statistical Package for the Social Sciences (SPSS), McCrown Hill B. Company, New York.

Chambers (20th) Twentieth Century Dictionary (1983). Edited by E.M. Kirkpatrick, Richard Clay (The Chaucer Press) Ltd., Great Britain.

Chanon, J.B. (1978). New General Mathematics for West Africa 1, London, Longman Group Limited.

Charlan, S.S. (1985). *Communication Skills and Classroom Success*; California: College Hill Press Inc.

Commins, R.C. Wofford and David M. (1977). *Organisational Communication*, New York: McGraw-Hill.

David, B. (1980). *The Process of communication*. New York: Rinehart and Winston.

Downs, C.W. and Spohn, D. (1976). A Case Study of an Approach System (Paper presented to the Academy of Management, Kansas City, Missouri.

Elsbree, Y.S. (1972). *Teaching Turnover in the Cities and Villages of New York State:* New York, Ams Press Inc.

Gibson, J.L. (1984). *Fundamentals of Management*. Texas: Business Publications Inc.

Gorton, R.A. (1980). *School Administration and Supervision: Important Issues, Concepts and Case Studies*. Dudquc, Iowa: Wn Brown Company Publishers.

Kahn, R. and Katz, D. (1985). *The Social Psychology of Organisation*. New York: John Wiley and Sons.

Kiripatrick, E.M. (1983). *Chambers 20th Century*. Edinburgh: W and C Chambers Limited.

Koontz, W. (1994). Management: A Global Perspective. Singapore, McGraw-Hill Book Company.

Krejcie, R.V. and Morgan, D.W. (1970). "Determining sample size for research activities." *Educational and Psychological Measurement*. Vol. 30: 607-619p.

Lee, T. (1988). *Communication and Communication System*. Home Wood III: Richard D. Irwin.

Madaki, M.I. (1991). *Communication System in Secondary Schools in Zaria Local Government Area*, Kaduna State." An unpublished M.Sc. Thesis, Faculty of Education, Ahmadu Bello University, Zaria.

Malra, T. (1983). *Communication for Business and the Professions*. London, Allyn and Bacon Inc.

Ogunsaju, S. (1983). *Educational Administration: Applied Concepts and Theoretical Perspectives.* Lagos, Joja Educational Research and Publishers Limited.

Otu, D.O. and Afolayan, T.A. (1989). Educational Leadership in the Primary School. An Unpublished Text, Institute of Education, Ahmadu Bello University, Zaria.

Paul, M. (1985). *How to Manage by Objectives*: A short course for managers. John Widely and Sons, Inc, United States of America.

Peretomode, V.F. (1991). *Educational Administration: Applied concepts and Theoretical Perspectives*. Lagos, Joja Educational Research and Publishers Limited.

Popham, J.W. (1986). Educational Statistics: Uses and Interpretation. New York: Harper and Row Publisher.

Roger, B. (1994). *Management*. Pitman Publishing Co, 128 Long Acre, London, ECH GAN.

Saiwa, C. (1988). *Adjournal of Communication*: Issue 5, English Department, Ahmadu Bello University and Warren T.

Shannon, C.E. (1970). *Mathematical Theory of Communication*, Illinois University Press.

Smithson, S. and Whitehead, J. (1990). Business Communication a Handbook for Financial Trainees, Corner Publication, London.

Stoner, T. and James, A.F. (1978). *Management*. New Jersey: Englewood Cliffs, Prentice-Hall.

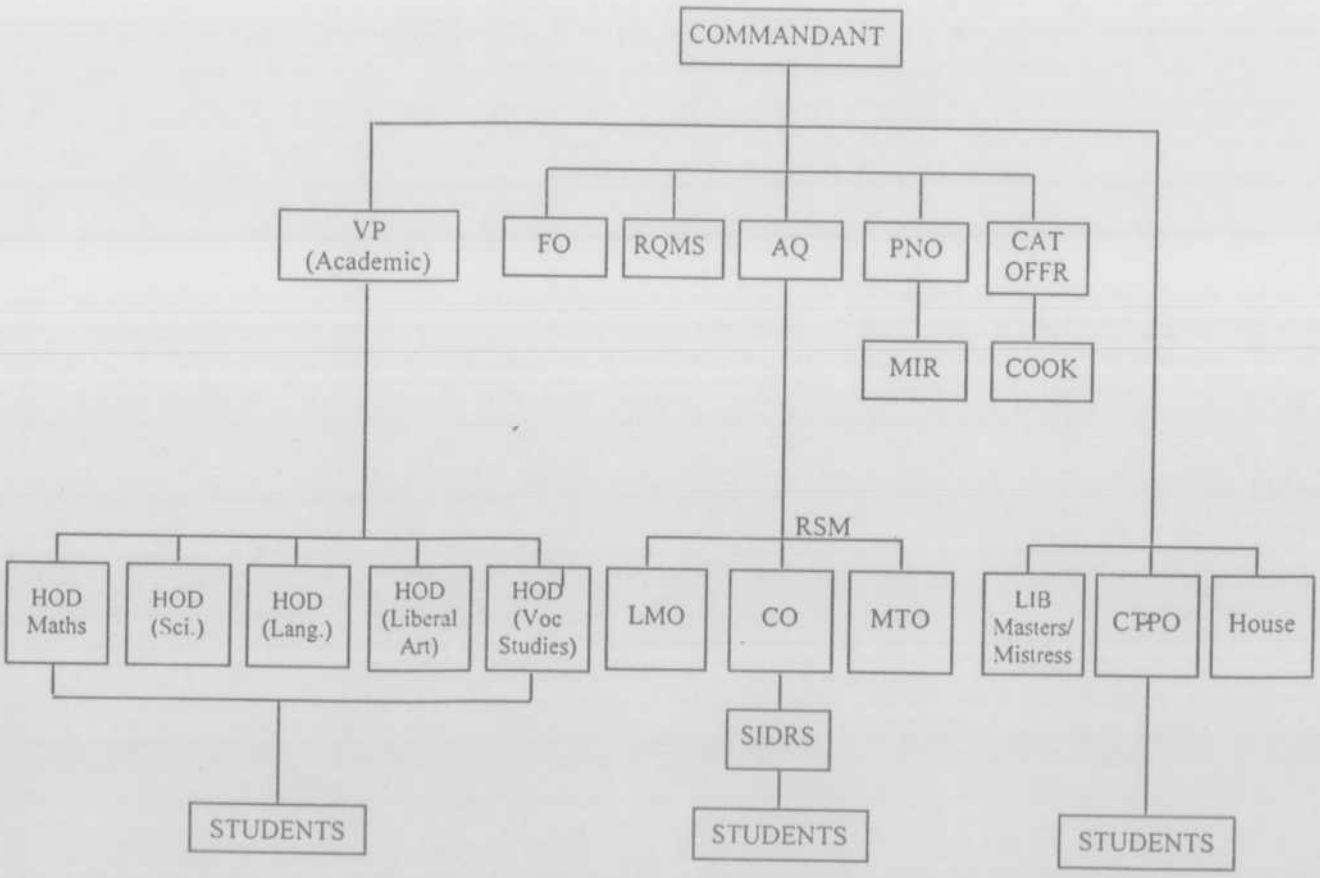
Szilagyi, J. and Andrew, D. (1981). *Management and Performance*: California: Good Year Publishing Company Inc.

Ubeku, A.A. (1979). *Personnel Management in Nigeria,* Benin City: Ethiope Publishing Company.

Woolcott, L.A. and Unum, W.R. (1977). *Communication for Business and Secretarial Students.* London: Macmillan Press Limited.

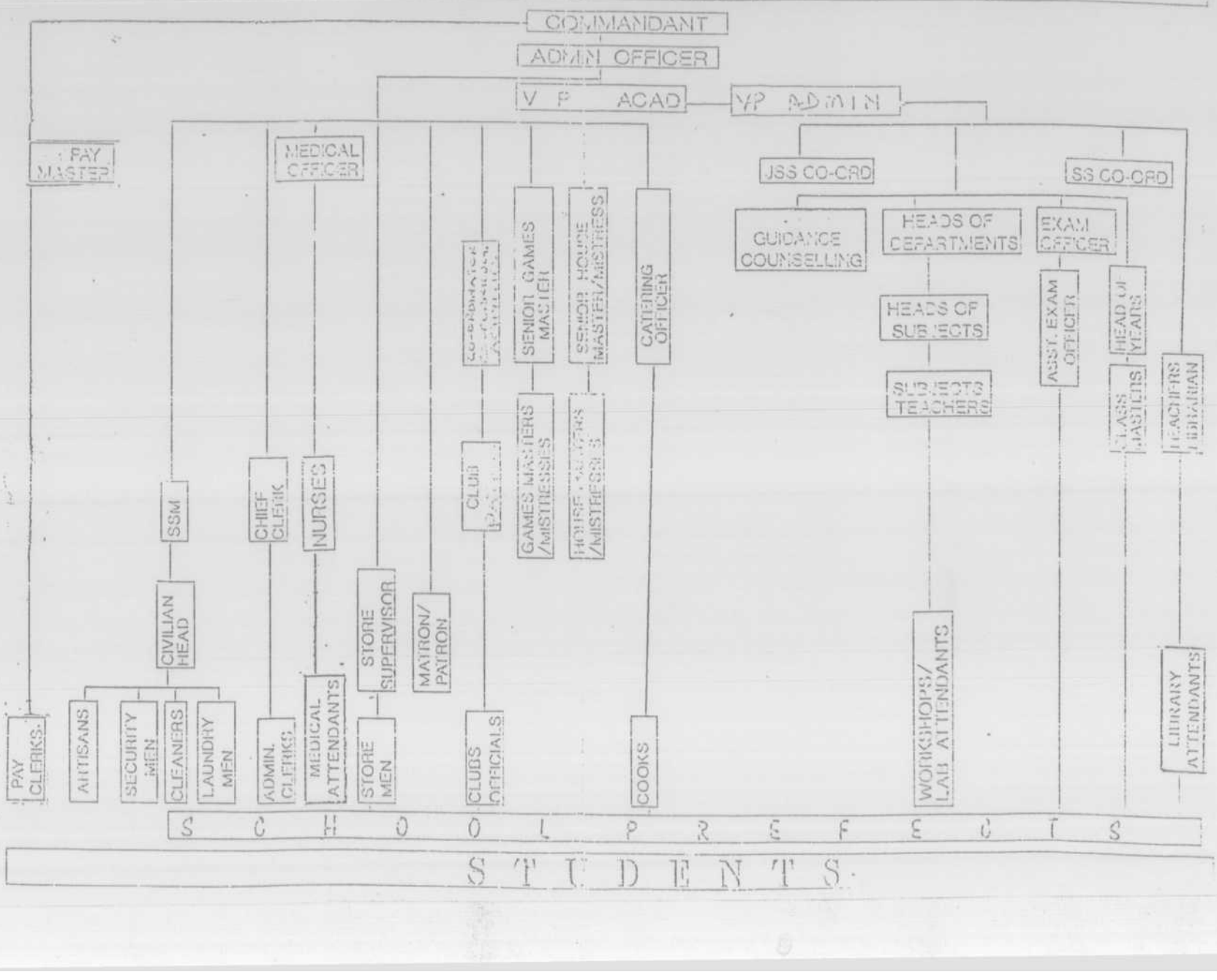
APPENDIX I

THE ORGANISATIONAL CHART OF CSSI AND CDSSI



APPENDIX – II

AIR FORCE COMPREHENSIVE SCHOOL, IYANA-OFFA, IBADAN.
ORGANIZATIONAL - CHART.



APPENDIX III

TABLE I

Table for Determining Sample Size from a Given Population

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	65	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

NOTE.—*N* is population size.
S is sample size.

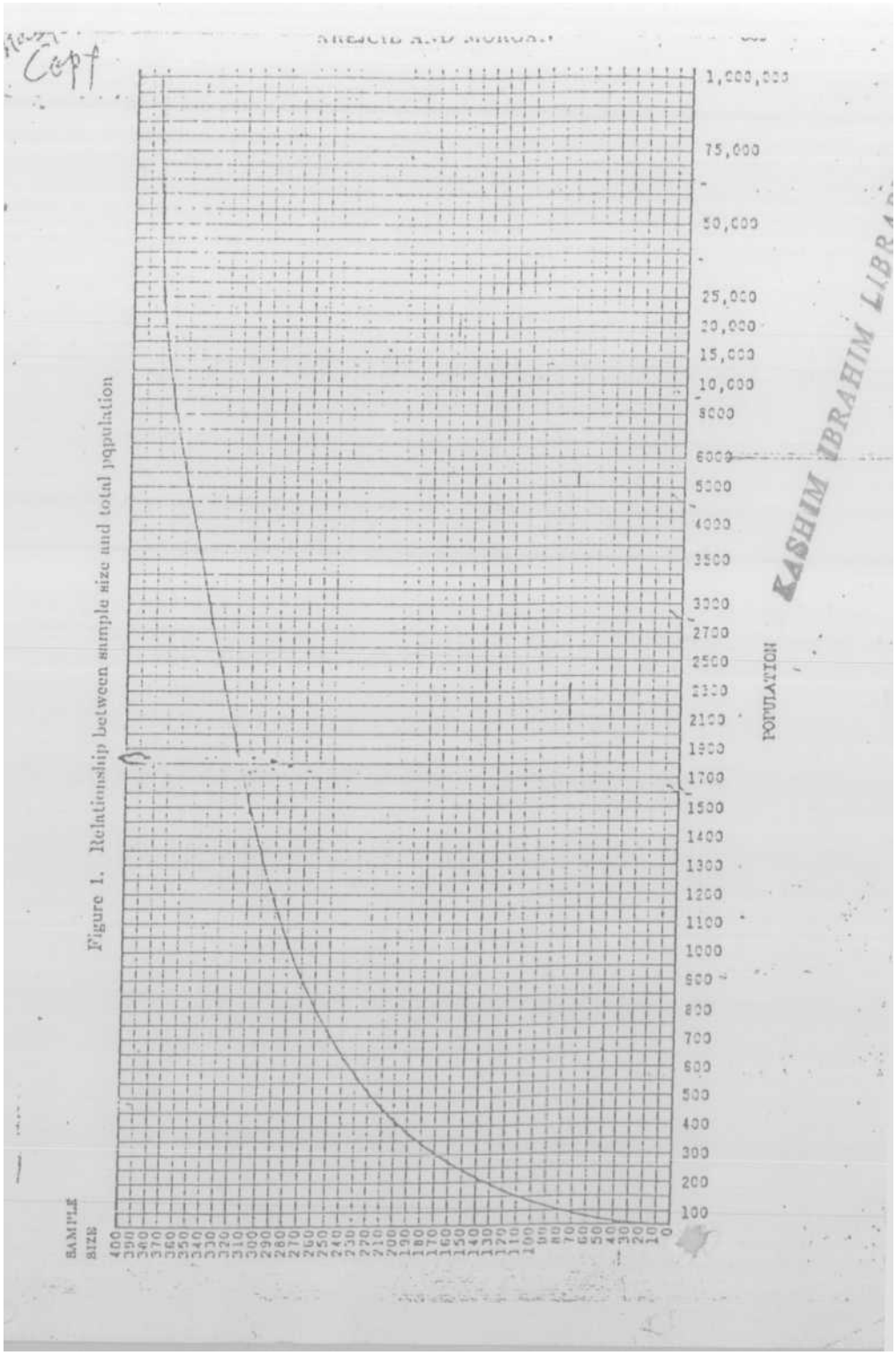


Figure 1. Relationship between sample size and total population

KASHIM IBRAHIM LIBRARY

APPENDIX IV

A QUESTIONNAIRE ON COMMUNICATION SYSTEM AND DECISION-MAKING PROCESS IN MILITARY SECONDARY SCHOOLS IN OYO STATE

Department of Education
Faculty of Education
Ahmadu Bello University
Zaria.

Dear Respondent,

The questionnaire is a tool for collecting data on communication system and decision-making process in military secondary schools in Oyo State. Consequently, your sincere and objective responses to the statement in all the section of this questionnaire are solicited.

Do not write your name on the copy given to you because anonymity is preferred. All information provided or supplied will be held confidential.

Thanks.

Mrs. T.O. Ajimati.

APPENDIX V

INSTRUCTION

Mark X in the space or column, which bear the option that best expresses or represents your views on each statement. Do not mark more than one X in any one statement except where otherwise stated.

SECTION A: BIODATA OF RESPONDENTS

1. Name of your school——— _____

2. Gender: (a) Male ☐ (b) Female ☐

3. Profession:

   a. Soldier ☐

   b. Air Force-man ☐

   c. Civilian Teacher ☐

   d. Student ☐

4. Rank:

   a. Commissioned officer ☐

   b. Non-commissioned officer ☐

   c. Master Grade II (Degree) Teacher ☐

   d. Master Grade III (NCE) Teacher ☐

5. Academic Qualification:

   a. NCE ☐

   b. HND ☐

   c. B.Sc/B.A./B.Ed (Please delete accordingly) ☐

   d. M.Ed. ☐

   e. Ph.D. ☐

   f. Others _____ _____

SECTION B: CHANNELS OF COMMUNICATION USED

INSTRUCTIONS: Mark X in the column, which best represents your view on each statement. A = Agree; U = Undecided; and D = Disagree.

	3	2	1
	A	U	D
6. In the military secondary schools:			
a. Information flows from the top to the bottom			
b. Information flows from bottom to the top			
c. Communication is always in writing through memos			
d. Communication is done verbally in most cases			
e. A combination of written and verbal means of communication is used			
f. Official protocol or bureaucracy is strictly followed on urgent matters			
g. Official protocol or bureaucracy is flexible especially on the urgent matters			
7. There is a hierarchy of information flow:			
a. From staff to staff (military)			
b. From military to civilian staff			
c. From staff students to vice-versa			
d. From students to students (senior to junior)			

SECTION C: DECISION-MAKING PROCESS

INSTRUCTION: NI = Not involved, U = Undecided; I = Involved

	3	2	1
	NI	U	I
8. How would you rate the involvement of the following in decision making on rules?			
a. The commandant			
b. The Administrative officer			
c. The top military officer (Directors)			
d. Every commissioned officer in the school			
e. All ranks and files of the military			
f. All the civilians committee members in the schools			
g. All members of the board comprising the military and civilian			

Day-to-Day Administration

	3	2	1
	NI	U	I
9. How would you rate the involvement of the following in taking decision on crucial matters in the school?			
a. The commandant			
b. The Administrative officer			
c. Only the military (individuals)			
d. Both military and civilian based on merit			
e. A committee comprising only the military appointed by the management			
f. A committee comprising military and civilian staff and students appointed by the commandant			
g. A committee of elected members who represent various segments of the schools			

Appointments and Recruitment of Staff

	3	2	1
	I	U	NI
10. How would you rate the degree of involvement of the following in appointments and recruitment?			
a. The Directorate only			
b. Federal Ministry of Defence			
c. The Commandants			
d. Hand-picked military officers			
e. Hand-picked military and civilian officers			
f. A committee comprising only the military			
g. A committee comprising both the military and civilians			

Promotion and Discipline

	3	2	1
	NI	U	I
11. To what extent are the following involved in promotion and discipline?			
a. A board comprising only the top military officers			
b. A board made up of both the top military and civilians officers			
c. A committee made up of top military officers			
d. A committee made up of top military and civilian officers			
e. The military secondary schools themselves			
f. The Federal Ministry of Defence only			

Admission

	3	2	1
	I	U	NI
12. To what extent are the following involved in admission of students?			
a. The Directorate of Education			
b. The Commandant			
c. The commandant and other hand-picked officers			
d. A special board meant for admission purposes			

SECTION D: EFFECTIVENESS OF COMMUNICATION AMONG STAFF AND STUDENTS

INSTRUCTIONS: NE = Not effective, U = Undecided, E = Effective.

	3	2	1
	E	U	NE
13. How would you rate the effectiveness in communication between the following?			
a. Military and military (senior cadre)			
b. Military and military (senior vs. junior)			
c. Military and civilian (junior vs. junior)			
d. Military and civilian (senior vs. senior)			
e. Military and civilian (senior vs. junior)			
f. Military and civilian (soldiers vs. students)			
g. Civilian and civilian (senior vs. junior)			
h. Civilian and civilian (staff vs. students)			
i. Civilian and civilian (students vs. students)			

Mode

	3	2	1
	E	U	NE
14. How would you rate the effectiveness of the mode of communication used in the military secondary school?			
a. Electronic means (e.g. phone, etc.)			
b. Typed messages (hand delivered)			
c. Hand-written messages (hand delivered)			
d. Verbal messages			
e. Non-verbal messages (sign language)			
f. Mail delivered			

SECTION E: EFFECTIVENESS OF DECISION-MAKING PROCESS IN THE MILITARY SECONDARY SCHOOLS

INSTRUCTIONS: NE = Not Effective; U = Undecided; and E = Effective. Mark X in the column, which best represents your views on each statement.

	3	2	1
	E	U	NE
15. How would you rate the effectiveness of decision-making process in the military secondary schools?			
a. The soldiers			
b. The civilian staff			
c. The students			

SECTION F: INFLUENCE OF THE THREE BIODATA ON EFFECTIVE COMMUNICATION

	3	2	1
	E	U	NE
16. How would you rate the influence of biodata on effective communication in the military secondary schools?			
a. Rank			
b. Academic qualifications			
c. Profession (military or civilian)			

SECTION G: INFLUENCE OF THE THREE BIODATA ON EFFECTIVE DECISION-MAKING

	3	2	1
	A	U	D
17. How would you rate the influence of biodata on effective communication in the military secondary schools?			
a. Rank			
b. Academic qualification			
c. Profession (military or civilian)			

SECTION H: RELATIONSHIP

instruction: Mark x in the column which best represents your views on each statement: A = Agree, U = Undecided, D – Disagree.

	3	2	1
	A	U	D
18. To what extent are the communication systems used related to the decision-making in the military secondary schools?			
a. There is a strong relationship between communication systems used and decision-making.			
b. There is a weak relationship between communication systems used and decision-making.			
c. There is no relationship between communication systems used and decision-making.			

APPENDIX VI

AHMADU BELLO UNIVERSITY, ZARIA

FACULTY OF EDUCATION
Department of Education

SOLE ADMINISTRATOR: Maj. Gen. M. Kontagora (Rtd.) B.Eng (ABU), USAWC, Psc, Fss, FNSE
HEAD OF DEPARTMENT: Prof. M.J. Shuaibu B.Sc. (Ed) (ABU), M.Ed (Alberta) Ph.D (ABU), FSTAN, LUPEN

Your Ref:

Our Ref:

Faculty of Education,
Ahmadu Bello University,
Zaria.

Date:_____

_____

_____

_____

_____

Dear Sir/Madam,

I am M.Ed. student of Educational Administration and Planning of the above address. I am carrying out an investigation on: *Communication System and Decision-Making Process in Military Secondary Schools in Oyo State*".

Your school has been selected as a sample for this investigation and you will be helping the researcher immensely by answering the questions in the questionnaire precisely, promptly and appropriately.

Please, be as frank as possible when answering the questions.

Information supplied will be treated in strict confidence and will be used only for the purpose of this study.

Thanks for your cooperation and assistance.

Yours faithfully,

_____ _____

Dr. (Mrs.) R.B. Ayanniyi Ajimati, T.O. (Mrs.)