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EFFECTIVE INFORMATION DISSEMINATION AND COMMUNICATION FOR SUSTAINABLE QUALITY SERVICE DELIVERY

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ABSTRACT

The study examined the importance of effective information dissemination and communication for sustainable quality service delivery in Rivers State of Nigeria. Two (2) Research Questions and two (2) Hypotheses were answered and tested in the study respectively. The design of the study was the analytic descriptive survey, with the population as 286 Principals and 8452 Teachers in the public Senior Secondary Schools in Rivers State. Taro yamen formula was used to determine a minimum sample size of 549 (167 Principals and 382 Teachers) participants using the proportionate stratified random sampling technique. The instrument titled ‘Effective Ways principals disseminate information for sustainable quality service delivery’ (WEIDCSQSD), designed by the researcher in the modified 4-point Likert scale model. A reliability index of 0.85 was obtained using the Cronbach Alpha method. Mean and standard deviations were used in answering the research questions while Z-test was used in testing the hypotheses at 0.05 level of significance. The result of the study showed that effective information dissemination is through information flows from top to bottom, ability to use cellular phones, SMS, face to face method and E-mail and that effective communication can be attained through exchange of ideas, effectively managing staff meetings, ability to understand messages clearly and ability to communicate weekly goals clearly. The study also established significant differences between the mean ratings of Principals and Teachers on the ways of effective information dissemination for sustainable quality service delivery in Public Senior Secondary Schools in Rivers State. Based on the foregoing, it was concluded that continuous training is needed for principals to be able to effectively disseminate information and communicate be interpersonal. Recommendations made are that seamless information delivery channels should be explored to enhance the total administrative information dissemination skills to position the schools in the context of 21st Century information age.

Keywords: Information, Dissemination, Information Dissemination, Communication, Effective Communication, Effective and Sustainable service delivery.

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INTRODUCTION

Education is a tool for national progress and development. No nation or people can sustain its development without quality information. For organizations to survive, there need quality information to maintain a competitive edge. Educational organizations require information to transform knowledge to tangible assets. Thus, information refers to knowledge presented as data in its raw form, to be processed and applicably harnessed for the attainment of the laudable goals of education. When information is transformed to useful knowledge, institutions of learning improve their services and develop innovative techniques leading to sustainable quality service delivery.

According to the dictionary of management (2014), information is knowledge organized in a specified procedure of language or data elements in a medium of communication. To this end, information is the content of the vehicle while communication is the vehicle that conveys the information from a sender (encoder) to a receiver (decoder) in a form that is easy to read and understand. Creating a knowledge-based community entails that school manager's consistency render expert services by disseminating valuable and timely information to teachers in order to eliminate barriers and communicate ways to get the job done more effectively. A shared sense of purpose is needed to ensure, management and subordinates improve the quality of school life that encourages and enables the students, teachers and managers to achieve the corporate goals and increase value to stakeholders.

BACKGROUND

Information plays a key role in knowledge expansion and development. Information is data that has a particular meaning within a specific context. Dissemination on the other hand means to spread extensively and make available. Thus, information dissemination means spreading knowledge to individuals and groups within the organization. The term information refers to the process of gaining, storing and exchanging knowledge in order to produce facts and evidence (Reynolds, 2010). In everyday school life, educational organizations need information in the form of data showing students 'performance in both internal and external examination to measure performance, motivate staff and evaluate operational delivery.

Re-inventing information as the major capital of the school organization, demands remarkable changes that must be incorporated into its operational processes, hierarchical structure, work teams design and facts generating analysis (Kaplan and Norton, 2004). The school organization is a living organism that relies on information and communication mechanism for its feedback and sustenance. The growing need for global citizenship calls for effective information dissemination that involves concise, clear and understandable materials that serves as useful knowledge to assist the classroom teacher solve every day teaching and learning challenges.

There is the general thesis that knowledge is power. But knowledge becomes power, only when it has been put to productive use. The planning, improvement, organization, structuring and transmission of sets of language and symbols which when properly received and interpreted provide knowledge and influence employee behavior and give room for intellectual capacity building of the value of the added knowledge, helps to resolves teaching and learning problems (Temitope, Ahmad & Olanrewaju, 2018). Knowledge is an intangible resource sealed in the human mind. The rapid changes in the educational institutions calls for school managers to

recognize the value of this information know how, communicate and interpret them to the teachers in order to build effective learning systems.

Access to information by most institutions is a fundamental obstacle to development, which calls for appropriate consideration to the development of information management systems to fast track the delivery of quality information and timely access to knowledge(Shonbe,2017). Thus, it is essential that the school managers show commitment and alignment to the transformation process. As information providers, they must take appropriate measures to disseminate relevant information using the 21st century communication techniques.

Communication is the process by which information is transferred from one end to another using a wide range of mediums such as electronic, paper and voice as well as signs and gestures which has to do with any act or process that entails the process of exchanging messages and interaction between a speaker or sender and his audience or receiver based on mutually reasonable codes(Onye,2014). The school is the center for knowledge production. This knowledge is transferred as information to students, teachers and the society at large with the administrator as the expert coordinator of its operations. Though saddled with enormous responsibility which ranges from administrative, managerial and supervisory. It is the duty of school administrator to ensure everyone is personally involved in the interaction and dialogue with key internal and external stakeholders in order to present ideas, articulate the rationale for sustaining quality service delivery and implore questions for clarification and suggestions for improvement.

This means that administrative process revolves around gaining information and communicating it to the teachers in order to achieve educational goals (Ejimaji and Ahiawe, 2011). The huge success recorded by the digital age is as a result of the pool of information at its disposal and the various channels of communication created to transfer this information to its teeming population. Hence, Educational managers must strive consistently to continue to be focus on and improve operational excellence.

In the classroom situation, the process of knowledge transmission is expected to take the center stage by giving out facts and sharing experiences with students by the teacher (Nwogu, 2007). Achieving quality is important. But sustaining quality in service delivery is a key factor to students' academic achievement. This implies that effective information dissemination and communication is a crucial part in managing teachers in order to identify specific needs for information for both school organization and work teams so as to build internal processes that enhance improvement in individual teacher and create opportunities for personal and corporate transformation.

Effective Information Dissemination for Sustainable Quality Service Delivery

Effective information dissemination is the transmission of relevant messages in the form of data, ideas, opinions, gestures and attitude from a sender to a receiver showing or stating the facts and objectives of the information The typical educational institution is a knowledge –based organization where applying technology to the flow of information has the intent of ordering it in the best way (Hartzell, 2014). Through organized methods and feedback using modern channels to transfer knowledge from management to subordinates and to students, will help the school organization to achieve its goals. Effective information dissemination means making phone calls, visiting physical libraries and corresponding by both pre-electronic and electronic mails

(McLeod, 2012). For information to be disseminated effectively in the 21st century, requires the use of both print materials and electronic mediums.

Information professionals also make use of mobile telephony systems, Short Service Messages and electronic- mails to connect, collaborate and build platforms for effective dissemination of information (Shonbe, 2017). With the use of technology mediums, school administrators are able to effectively disseminate information within the school organization. School records such as attendance register, log book, visitors book, staff and student's personal files and students report sheets can also serve as important documents through which information of students and teacher's activities can be derived (Abah, Nwapi & Nwachukwu, 2018). Information is needed to carry out managerial functions in a simple way to achieve stated goals. Decisional information flows from higher to lower levels and information about performance from lower to higher levels (Nwafor, 2010). The amount of information has increased greatly over the years, thus causing an information explosion.

As advanced technology becomes more and more prevalent, school managers must be adept at ensuring that information flows from the head to the subordinates for informed decision making. Engaging intensely in analysis and diagnosis, that is in information is critical to data generation (Drucker, 2000). Displaying relevant information and data to staff will guide current organizational practices, priorities and help to analyze the results to determine success and common trends. Information dissemination involves hard work, a sense of timing and a capacity to keep things in perspective (Landfield, 2009). Hence, success in information dissemination is synonymous with the achievement of educational goals. As an intentional act, information is carefully planned, timed and written to create understanding in the mind of the receiver.

With the rapid changes in today's school environment, managers and teachers must have remained continued learners to keep pace with the global knowledge-based society. Effectiveness in disseminating information is a critical part in managing teachers because it provides opportunities for collaboration and knowledge sharing (Temitope, Ahmad & Olanrewaju, 2018). This will give room for discussion with staff members and involve them in work allocation exercises. Information dissemination is undertaken to educate, explain or promote a concept, process or principle to guide worker's behavior (Chatfield, 2012). The school Organization have goals and those within it possess and utilize critical knowledge to achieve them. They design and assess their individual abilities to support the growth of the organization.

Therefore, the organizations must treat information as major resource that must be planned, organized, managed and disseminated effectively for quality service (Hagg & Cummings, 2014). The goal of the school is quality service delivery. But beyond that outlook, school managers are motivated to provide timely professional support and available information to recognize and reward individual teachers who make efforts to improve their interdepartmental co-operation. Effective Information dissemination is the organization of data into useful form that relates to definition, description or perspective that answers the question, what, who, where and how (Viscusi & Aldy, 2014). The challenge is not the quantity of information, but the quality. It becomes necessary for school managers to determine which information is needed for sustainable quality service delivery. Obtaining this information requires that managers get information from superiors and subordinates and to make personal judgements. This implies that as school leaders, they must devise effective means to disseminate information and create ways to exploit and convert available data in order to communicate expert knowledge to teachers and assist them carry out their duties effectively.

Effective Communication for Sustainable Quality Delivery

The process of communication is vital to any organization. Communication therefore is the transfer of thought from one individual to the other. Communication is a technique that aids the effective expression of ideas in speech and technology in the form of print or telecommunication (Onyeike, 2013). Communication is the articulation of messages from one individual to the other using voice or technology to receive and interpret the message. How the communicator formulates and sends the message gives rise to whether the message is effective or not.

Effective communication means strategically addressing opportunities and needs so that the organization can achieve its goal (Locker, 2003). To this end, new opportunities are created and developed to seek advancement in the school organization.

Communication is a social process that involves people interacting and cooperating, whether face to face or online (West and Turner, 2010). Everyday school organization requires that people exchange knowledge, ideas, discuss ways to make work more creative and to work corporately together to achieve the common goal. Thus, the need for quality interactions between management and subordinates.

Communication works in two directions, it goes upwards when management gives instructions to the staff and goes downwards when subordinates give information and reports as to how far the instructions have been carried out (Obasi & Chux-Nyeche, 2014). The implication of this is that information is a two-way thing. School administrators communicate instructions to teachers and teachers also response by carrying out those instructions and report back to the administrator. Thus, the first requisite for effective communication is the organization of thoughts. The second is the ability to listen and assimilate cautiously.

Communication will keep employees well informed, give a high productivity rate and discourages the spread of misinformation (Munshi & Sharma, 2014). When there is breakdown in communication, it affects the organization negatively. Staff morale will be low, as such causes a decrease in output. Grapevine informants will cease the opportunity to misinform other staff thereby misleading everyone in the school organization.

The differences in the purposes of communication, the types of people sending the message and the types of people receiving the message has the potential of making the message meaningful or effective (Ikoro, 2010). Integrity of personality is an important factor to consider in school communication. Those with questionable character, the sender's skills and even the understanding of the receiver are a crucial factor to effective communication. Although communication applies in all phases of managing people, it is particularly important in performing administrative tasks. The purpose of communication in the school organization is to influence change. Effective communication is a composite of three composite criteria such as the quality of the message and its presentations, the achievement of the desired results and time perspective (Abraham, 2013). The credibility of a message sets the tone for assessing the face validity of the message to determine whether the message is genuine or not. Clarity, consistency, timing and its ability to achieve its purpose makes for effective communication.

The best way to communicate with the workforce is to apply the four learning styles such as the theorists-those who prefer facts and details, the organizers-the problem solvers, the innovators-barnstormers and the humanitarians-those who love cooperative learning (Liff, 2007), Given the fact that people learn differently, school managers must learn to communicate with teachers differently. Understanding the different way to communicate with individual teachers is a step in the right direction.

Effective communication is the process of sending a message in such a way that the message received is as close in meaning as possible to the message intended (Griffin, 2011). The reason why there is a breakdown in communication between the administrator and teachers is due to misunderstanding of sent materials. Messages must be stated clearly and objective clearly spelt out for purposes of clarity. Communication is essential in the school because it organizes human and other resources in the most effective and efficient way in order to select, develop, manage and appraise members in the organization (Ejimaji & Ahiawe, 2011). When school goals achieved, it radiates a corporate culture of success, which will stimulate commitment that will improve performance.

The communication channels in an organization can be determined by plotting the flow of information over a period of time to show how some communication follow a regular and continuous pattern (Nwafor, 2010). Sometimes, communication is distorted for various obvious reasons. But it is the duty of the school administrators to ensure that there is regular communication in the school organization. It is through communication that the school organization becomes an open system, interacting with its environment. Effective Communication refers to the transfer of information from a sender to a receiver with the information being understood by the receiver (Weirich, Cannice & Koontz, 2011). Sharing information is between persons or groups. Some are oral, some are written and others use information technology. The school administrator ought to know how best to send messages to achieve the purpose of the message to ensure their effective delivery and results.

Effective communication makes school life easy, because when communication among workers fails, their capacity for cooperation and productive effort also fails (Ikoro, 2014). This is true in the sense that a poorly designed organizational structure may not clearly communicate organizational visions and goals. How well a leader performs depends on the effectiveness of his communication (Murray, 2014). The structure of a message can create understanding or confusion. Good communication does not happen by chance, it is built. Thus, school managers must create collaborative workforce that propels interaction.

For communication to be effective, it must undergo four stages such as communication as a process, as system as both interactional and transactional and intentional and unintentional which must be present in the form of symbols to make meaningful connections (Seiler and Beall 2010). Effective communication is not about mere transferring information to the teachers, but it requires body language, signs and symbols to create an environment of openness and trust.

When school managers engage teachers using symbols to communicate with a level of understanding, it builds trust and gives assurance of the work. When the idea of connecting computer servers was possible, people set out to do things that have millennium driven civilization through communicating with each other (Chatfield, 2012). In the teaching and learning process, communication is key to quality delivery.

Electronic mails, short service messages(SMS), modern cellular phones are currently the most common means of electronic communication that makes information accessible to all and provides faster and speedier communication tools of transmitting messages (Munshi and Sharma, 2014). The means of sending messages should match the importance attached to the message. Workplace communication is about providing information to staff about something and staff then demonstrate their understanding to the satisfaction of the person providing the information or message (kehoe & Godden, 2010). When teachers are effectively informed, it will make them be knowledgeable with details about areas that need improvements. It will also prevent them from making further errors in the discharge of their duties.

THEORETICAL BACKGROUND

This study is hinged on the theory of distribution of access to information propounded by Freeze, (1971). The theory states that information should be made available to all employees that need such information so as to keep them relevant and on track with recent developments. He noted that when people are not informed about current happenings as it relates to their performance, work environment and the expectations required from them, they tend to perform below standard. This in turn leads to their deformity in knowledge as they are not aware of current happenings. The implication of this theory to this study is that, school managers should constantly and regularly disseminate relevant information to teachers as this will go a long way to motivate them to give their best efforts, boosts their sense of belongingness and help them perform their duties effectively. The theory points out that many techniques, policies and programs should be developed to ensure that the principal-teacher encoder-decoder relationship is sustained and effectively managed for sustainable service delivery in secondary schools.

Statement of the Problem

Secondary Schools as the second stage of education is fundamental to the development of relevant knowledge that prepares youths for useful living. The achievement of this goal lies within the walls of the school organization through effective knowledge transfer and verbal communication. Yet, it appears, some principals are still having a tough time connecting with their teachers in such a manner that enhances sustainable quality service delivery. The breakdown in effective communication between these two key players has led to the poor academic performance of the students as it appears they not yet fully equipped with 21st century skills and knowledge. The researcher became bothered these important school resources as information and communication that are poorly utilized to inform current changes in the teaching and learning process with a view to cause monumental improvements in students' academic achievement. It is based on these reasons that the researcher was motivated to examine effective information dissemination and communication for sustainable quality service delivery in senior secondary schools in Rivers State.

Purpose of the Study

The study examined the importance of effective information dissemination and communication for sustainable quality service delivery in secondary schools in Rivers State. Specifically, the study sought to:

- Identify the ways principals disseminate information to teachers for sustainable quality service delivery in senior secondary schools in Rivers State.
- Examine the ways principals communicate with teachers for sustainable quality service delivery in senior secondary schools in Rivers State.

Research Questions

The following research questions were answered in the study:

- In what ways do principals effectively disseminate information to teachers for sustainable quality delivery?
- In what ways do principals effectively communicate with teachers for sustainable quality delivery in Secondary schools in Rivers State?

Hypotheses

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

- There is no significant difference between the mean ratings of Principals and Teachers on ways school managers effectively disseminate information for sustainable quality service delivery in Public Senior Secondary Schools in Rivers State.
- There is no significant difference between the mean ratings of Principals and Teachers on ways school managers effectively communicate with teachers for sustainable quality service delivery in Public Senior Secondary Schools in Rivers State.

METHODS

The design for the study was the analytical descriptive survey, with the population of all the 286 Principals in the 23 local government and 8452 Teachers in the public Senior Secondary Schools in Rivers State. The public senior secondary schools have 286 principals and 8452 teachers, who acted as participants in the study, from which 549 (167 Principals and 382 Teachers) participants were drawn using the proportionate stratified random sampling technique. The instrument of the study was a validated 10-item instrument titled ‘Ways for Effective Information

Dissemination and Communication for Sustainable Quality Service Delivery’ (*WEIDCSQSD*), designed by the researcher in the modified 4-points Likert scale model, with a reliability index of 0.85 obtained using the Cronbach Alpha method. Mean and standard deviations were used in answering the research questions while Z-test was used in testing the hypotheses at 0.05 level of significance.

RESULT

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

Table 1: Mean and standard deviation of the mean ratings of Principals and Teachers on ways school managers effectively disseminate information for sustainable quality service delivery in Public Senior Secondary Schools in Rivers State.

| | | MEAN RESPONSES | | | | | |
|-----|--|--------------------|-----------------|-------------|-----------------|------|----------|
| S/N | ITEMS | \bar{X}_1 (mean) | SD ₁ | \bar{X}_2 | SD ₂ | XX | Remarks |
| 1 | Information flows from the top to bottom | 3.75 | 0.43 | 3.6 | 0.51 | 3.68 | Agreed |
| 2 | Lead efforts on IT to decide how to use information most effectively | 2.3 | 0.84 | 2.1 | 0.94 | 2.2 | Disagree |
| 3 | Ability to use quality information to | 3.9 | 0.3 | 3.5 | 0.5 | 3.7 | Agreed |

| | | | | | | | |
|------------------------------|--|------|-------------|------|------|-------------|---------------|
| 4 | carry out managerial function Ability to use phones, Short Service Messages (SMS) E-mail to transfer information. | 3.4 | 0.73 | 3.1 | 0.77 | 3.25 | Agreed |
| 5 | Can transform useful information to decision | 3.8 | 0.4 | 3.35 | 0.48 | 3.58 | Agreed |
| Criterion Mean X=2.50 | | 3.43 | 0.54 | 3.13 | 0.64 | 3.28 | Agreed |

Legend

\bar{x}_1 =Mean: Principal
 SD_1 = Standard Deviation 1
 \bar{x}_2 = Mean: Teachers
 SD_2 = Standard Deviation 2
 \bar{xx} = Weighted Mean

Scale

1.00—2.49= Disagree
2.50---4.00= Agree

Data on Table 1 show that 4 out of the 5 items had mean sets above the criterion mean of 2.5 and were therefore adjudged as the ways school managers will effectively disseminate information for sustainable quality services delivery in Public Senior Secondary Schools in Rivers State. In summary, with an aggregate mean set of 3.28 above the criterion mean of 2.50, Principals and Teachers, agreed that information flows from the top to bottom, lead efforts on IT to decide how to use information most effectively, Ability to use cellular phones, Short Service Messages (SMS), E-mail to share information, ability to use quality information to carry out managerial function and timely information that leads to decision making should be managed for sustainable quality service delivery in Public Senior Secondary Schools in Rivers State.

Research Question 2: In what ways do principals effectively communicate with teachers for sustainable quality service delivery in Public Senior Secondary Schools in Rivers State?

Table 2: Mean and standard deviation of the mean ratings of Principals and Teachers on ways school managers effectively communicate with teachers for sustainable quality service delivery in Public Senior Schools in Rivers State

| MEAN RESPONSES | | | | | | | |
|------------------------------|--|-------------|-------------|-------------|--------|-------------|---------------|
| S/N | ITEMS | \bar{X}_1 | SD_1 | \bar{X}_2 | SD_2 | XX | Remarks |
| 6 | Ability to effectively manage Staff meetings to achieve purpose | 3.8 | 0.32 | 3.65 | 0.48 | 3.73 | Agreed |
| 7 | Ability to exchange ideas with staff to sustain quality | 3.7 | 0.46 | 3.5 | 0.5 | 3.6 | Agreed |
| 8 | Have a good understanding of communication process Ability to communicate face to face, online | 3.9 | 0.3 | 3.4 | 0.49 | 3.65 | Agreed |
| 9 | Always communicates clearly | 3.55 | 0.59 | 3.25 | 0.43 | 3.4 | Agreed |
| 10 | Weekly goals. | 3.7 | 0.46 | 3.4 | 0.49 | 3.55 | Agreed |
| Criterion Mean X=2.50 | | 3.73 | 0.43 | 3.44 | 0.48 | 3.59 | Agreed |

Data on Table 2 show that all the five items (6-10) had mean sets above the criterion mean of 2.5 and were therefore adjudged as the ways school managers will effectively communicate with teachers for sustainable quality service delivery in Public Senior Secondary Schools in Rivers

State. The study established significant difference between the mean ratings of Principals and Teachers on the ways school managers effectively communicate with teachers as, ability to effectively manage Staff meetings to achieve purpose, be able to exchange ideas with staff, understands fully the communication process, communicates face to face and online and communicates clearly weekly goals for sustainable quality service delivery.

Hypothesis One: There is no significant difference between the mean ratings of Principals and Teachers in ways school managers effectively disseminate information for sustainable quality service delivery in Rivers State Public Senior Secondary Schools.

Table 3: Summary of Z-test analysis of the mean ratings of Principals and Teachers on ways principals effectively disseminate information for sustainable quality service delivery in Public Senior Secondary Schools in Rivers State

| Subjects | N | \bar{x} | SD | z-Observed | z-Critical | df | Remarks |
|-----------|-----|-----------|------|------------|------------|-----|-------------------------|
| Principal | 167 | 3.28 | 0.59 | 5.65 | 1.96 | 547 | Significant (Reject) |
| Teachers | 382 | | | | | | |

Legend

N= Number of Subjects

z-obs=z-observed

\bar{x} =Mean

z-Crit=z-Critical value

SD= Standard Deviation

df= Degree of Freedom

Data on Table 3 show summaries of scores, mean, standard deviation and Z-test of difference between Principals and Teachers on the ways school principals effectively disseminate information to teachers for sustainable quality service delivery in Public Senior Secondary Schools in Rivers State. The Z-test value calculated and used in testing the hypothesis which stood at 5.65 while the critical Z-value stood at 1.96 using 547 degrees of freedom at 0.05 level of significance.

At 0.05 level of significance and 547 degree of freedom, the calculated Z value of 547 is greater than the Z-critical value of 1.96. Hence there is a significant difference between the respondents. Consequently, the researcher rejected the hypothesis in favor of the alternative that there is a significant difference between the Mean ratings of Principals and Teachers on the ways school principals effectively disseminate information for sustainable quality service delivery in Public Senior Secondary Schools in Rivers State.

Hypothesis Two: There is no significant difference between the mean ratings of Principals and Teachers in ways school managers effectively communicate with teachers for sustainable quality service delivery in public Senior Secondary Schools in Rivers State.

Table 4: Summary of Z-test analysis of the mean ratings of Principals and Teachers on ways school managers effectively communicate with teachers for sustainable quality service delivery Senior Secondary Schools in Rivers State.

| Subjects | N | \bar{X} | SD | z-Observed | z-Critical | df | Remarks |
|------------|-----|-----------|------|------------|------------|-----|-------------------------|
| Principals | 167 | 3.59 | 0.46 | 7.01 | 1.96 | 547 | Significant (Reject) |
| Teachers | 382 | | | | | | |

Legend

N= Number of Subjects

z-obs=z-observed

 \bar{x} =Mean

z-Crit=z-Critical value

SD= Standard Deviation

df= Degree of Freedom

Data on Table 4 show summaries of scores, mean, standard deviation and Z test of difference between Principals and Teachers on the ways school managers effectively communicate with teachers for sustainable quality service delivery in Rivers State Public Senior Secondary Schools. The Z-test value calculated and used in testing the hypothesis stood at 7.01 while the critical Z-value stood at 1.96 using 547 degrees of freedom at 0.05 level of significance. At 0.05 level of significance and 547 degree of freedom, the calculated Z-value of 7.01 is greater than the Z-critical value of 1.96. Hence, there is a significant difference between the respondents. Consequently, the researcher rejected the hypothesis in favor of the alternative that there is a significant difference between the mean ratings of Principals and Teachers on the ways school managers effectively communicate with teachers for sustainable quality service delivery in senior secondary schools Rivers State.

DISCUSSION**Effective Information Dissemination**

The study revealed that effective information dissemination should be managed so that information can flow from the top to bottom. This is in line with the position of Nwafor (2010), Obasi and Chux-Nyeche (2014), and Hinajosa and Cleveland (2017) who agreed that decisional information flows is from higher to lower levels and also important to maintain profits and performance within the organization. When information flows from the principal to the teachers, it makes more meaning and can achieve its purpose because such information is viewed as authentic and will be treated with utmost seriousness. This also supports the view of Shonbe (2017) who agreed that effective dissemination of information is through the use of cellular phones, Short Service Messages (SMS) and electronic mails. These social networks and platforms are more appropriate for use in the school organization as there have a wider coverage as most teachers are connected to these platforms. Also, they are faster and safer. This also agrees with the assertion of Temitope, Ahmad and Olanrewaju (2018) who maintained that effective information dissemination can be achieved through the ability to use quality information to carry out managerial functions. Opportunities for interpersonal relationship and improvement. The use of quality information to carry out managerial functions supports organizational cooperation. This will increase the knowledge of the school manager of happenings around the school environment and provide facts as raw materials for teacher job performance. This is also in line with Landfried (2009) who stated that success with information is success with goals. This implies that school principals can achieve success if they make judicious use of internal data as basis for decisions.

The null hypothesis that states that there is no significant difference between the mean ratings of principals and Teachers on ways school managers effectively disseminate information to teachers for sustainable quality service delivery in Public Senior Secondary Schools in Rivers State was rejected. This is in agreement with Hagg and Cummings (2014) who noted that organizations must treat information as a major resource that must be arranged, ordered, managed and disseminated effectively to improve the educational process and sustain standards.

The implication of these findings is that when principals manage the flow of information in the school effectively, it will create a common understanding between management and employees which will go a long way to build a united workforce. Thus, the means of sending messages should be equal to the importance attached to the message. This is in agreement with Munshi and Sharma (2014) who asserted that seriousness should be added to messages by the various ways there are disseminated.

Effective Communication for Sustainable Quality Service Delivery

The second finding of the study revealed that the ways principals and teachers can communicate effectively is through effective management of teachers during staff meetings. This is in line with Ejima and Ahiawe (2011) who maintained that effective communication is through social interactions between people. Communication is effective when it is through the use of non-verbal signs to accompany spoken word. This relates to the position of Seiler and Beall (2005) who viewed effective communication as creating meaningful interactions through human symbols embedded in the process, systems and interactions that take place between people in organizations. Communication is a social process that involves relating with people either physically or through the online community. This also supports the position of west and turner (2010) who believed that communication is a social process that requires people to cooperate and interact either face to face or online. Effective communication is a tool for sustainable quality service delivery only if communication can be treated as an educational resource.

The null hypothesis that states that there is no significant difference between the mean ratings of principals and Teachers on ways school managers effectively communicate with teachers for sustainable quality service delivery in Public Senior Secondary Schools in Rivers State was rejected. This is in line with Griffin (2011) who noted that effective communication is the process of sending a message in such a way that the message received conveys the very meaning intended by the sender (Griffin, 2011). The reason why there is a breakdown in communication between the administrators and teachers is due to misunderstanding of sent materials. When messages are clearly stated, there will be understood clearly to give room for quality interactions in the school organization.

CONCLUSION

Based on the findings of the study, it is concluded that effective information and dissemination strategies of 21st century be adopted by school principals and teachers for sustainable quality service delivery.

Recommendations

Based on the conclusion of the study, the following recommendations are presented for possible action:

- To ensure the effectiveness of information dissemination as a management function, administrators should be consistent and regular in transmitting information by being equipped with necessary skills to use cellular phones, Short Service Messages and E-Mails to share information with teacher's.

- To be able to exchange ideas with staff in a manner that creates understanding in the communication process.

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