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INTERNAL COMMUNICATION STRATEGIES AND ADMINISTRATIVE EFFECTIVENESS OF HEADS OF DEPARTMENTS IN UNIVERSITIES IN KWARA STATE

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ABSTRACT

The position of the Head of Department in any organization involves a lot of administrative responsibilities and commitments in which the HOD is expected to produce positive outcome, as it goes a long way to determine his overall effectiveness. More often than not people tend to look at the impact of ones task on another, such as trying to discover the effects of HODs' attitude on the lecturers performance and neglecting an aspect that is equally important, which is, investigating HODs' attitude or his job performance and the effect it has on his own effectiveness as he discharges his responsibilities, that is why this study investigated HODs' internal communication strategies and administrative effectiveness in Universities in Kwara State. This study adopts a descriptive research type. A total number of 200 respondents which comprises of HODs and lectures were used. The quantitative data was collected using questionnaires' titled Internal Communication Questionnaire (ICQ) and administrative effectiveness questionnaire (AEQ) for the study. Reliability analysis was carried out using Cronbach Alpha. The reliability co-efficient was 0.96, the following statistical tools: descriptive statistics, Pearson Product Moment correlation and SPSS were used to analyze the data.The result among others showed that: the HOD's internal communication strategy in Universities in Kwara state are of moderate efficiency. Therefore, the study concluded that for the Administrators to be efficient and effective in discharging their duties improvement in their communication skill especially within the department is of paramount importance. Based on the findings of the study it recommends that HOD's should adopt a better communication strategy, should also increase the involvement of the subordinates in making decisions in order to increase their commitment as this will in turn increase the efficiency and the effectiveness of the HOD.

Keywords: Administrative Effectiveness, Communication process and work effectiveness, Information Distribution, Internal Communication Strategies.

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Introduction

An organization without a good communication network stands to be ineffective in every ramification, communication is the fiber, the main source of organizational effectiveness. One of the major challenges that could be hindering effective communication within an institution is how to create an efficient and effective communication system to increase productivity. As a medium of interaction, people tend to pass messages and vital information across to one another. A powerful communication network boost the efficiency of workers in an organization and efficiency goes hand in hand with effectiveness. The researcher discovered that more often than not that lack of good communication network hinders the Administrators' effectiveness such as the HOD's in educational institutions. The HODs delay vital information that mar the progress of the department. The Head of the Department do not always pass the right information timely, such as, who does what and who goes where etc. Lecturers and teachers found themselves at cross-roads as to what to do and the right time to do such and this delays decision –making which automatically leads to failure in task accomplishment. There were situations where the HOD had failed to designate duties properly due to bleach in communication process , this had led to lapses and problems which affects students negatively. Therefore, it is expected that Administrators must use the most effective and efficient communication method for dissemination of information and to the right quarters so that the goals of education might be achieved. Good communication sees to it that information is sent out at the right time and with good communication gadgets the sent information gets to its designation. The information when received should be acted upon timely to ensure timely decision making. In this way, one can say that there is efficiency and effectiveness in an organization since all it takes most times to build an effective profitable organization is quick decision making and prompt action. That, should be the magic communication performs in any organization.

Internal Communication Strategies

Internal communication has to do with the flow of messages, signs, symbols, individual to individual interaction within an institution or organization. This communication must be meaningful to facilitate the achievement of the purpose in which such messages are sent.

Communication is vital to the success of an institution such as school. Internal communication of members as part of the institution can take place across all levels and organizational units of an institution. Internal communication is the kind of communication that instigates cordial relationship among workers in an institution as it allows concerned without getting interrupted in any form. Taking a department in an institution for example, if the head of department does not communicate adequately with his subordinates, a gap in communication may arise which may consequently result in grave consequences. To avoid such situation, there is need for the Head of department to be apt and timely in getting information across to staffs in good time for their administrative

effectiveness. Effective Communication strategies are crucial for building trust, resolving conflicts and fostering a positive school culture Hoy & Miskel (2013). Some of the examples of internal communication include; vertical, horizontal, formal, and informal communications (study.com)

Vertical communication happens within the formal organizational hierarchical structure. Information may start at the top and be transmitted down at each level of the hierarchy until it researches the bottom level. Responses are communicated back up the chain of communication, in reverse order until it researches the top level.

Horizontal communication occurs when the transmission of information is between people within the same level of the institutional hierarchy. Sometimes these types of communication are referred as lateral communication.

Formal communications: Is any institutional communication that uses the institutions formally – recognized channels of communication. Examples of this include formal institutional meetings, presentations, workshops, memos and reports.

Informal communication: This is the casual, unofficial form of communication wherein the information is exchanged spontaneously between two or more persons without conforming to the prescribed official norms, rules processes, system, formalities and chain of command. This kind of communication is not advisable in institutional departments or units since it can disrupt the main organizational communication set up and information will be distorted. Heads of Department should rather use formal way of communication for administrative effectiveness.

An effective administrator is a great asset to any institution. He/ she provides the link between the institutions and various departments and see to it that smooth flow of information from one part of the institution to another is achieved. In a situation where there is no effective administration the institution will not run smoothly.

An administrator is a person who is responsible for carrying out the administration of an institution, business or organization, it is a person who dispenses or administers a designated function. An administrator is a person in position of authority, who manages peoples, practices and policies.

Administrators are expected to provide direction to their subordinates and control the flow of work and also make sure that information is conveyed timely to the appropriate quarters to ensure effectiveness in the system.

Effectiveness according to Paisey (2003) is the inter-dependent relationship that exists between purpose, effort and accomplishment. It translates into judgment, ratings or measurements Ogbudinkpa (2017), it is all about comparing achievement and aims or to evaluate performance and objective of an institution in relation to quality, quantity, equity and individual administrator's self-evaluation on a continued basis in order to keep pace with the effectiveness

According to Yalokwu (2002); communication is the effective transmission of common understanding among people through speaking writing or the other

methods. He asserts that unless there is a perfect understanding results from transmission of verbal or non verbal symbols; otherwise communication has not taken place. According to Egbe (2002) an administrative organization cannot work properly without an efficient and effective system of communication. Communication process is the means and stages of communication Udeze (2005). According to Yalokwu (2002) communication process involves four elements; namely; sender; message; channel and receiver. The elements in communication process determines the effectiveness of communication. A problem in any of these elements can lead to communication ineffectiveness. Oboegbulem and Onwura (2011) stated that effective communication occurs when the sender and receiver of a message have same understanding of the content of the message. In other words; there must be a relationship between the sender and the receiver of the message through appropriate channels that will cause the person to respond. Therefore; improper use of internal communication skills among administrators pose a serious negative affect in institutions management which could lead to educational goals misplacement and creates impediment in teaching and learning processes Okezue (2001) noted that communication gap results in misunderstanding rumor; and counter-rumor; mistrust in school administration; lack of unity of purpose and suspiciousness among staff; which resulted in lack of commitment by the staff; lower standard of education; wastage in school management; slow moral; frustration among staff and indiscipline among staff and students. Therefore, internal communication according to Trench (2017) is the function responsible for effective communication among participants within an organization. The role of the internal communicator is to identify the behaviour required of the staff and then consider what emotional and informational needs will help the staff adopt the desired behaviour (Ruck 2015). This study sought to explore how various internal communication strategies in terms of knowledge/commitment, information accessibility, understanding/involvement and communication process influence the effectiveness of the HOD's in their institutions. According Ajayi (2007), administrators who successfully manage resources, personnel, and communications strategy are able to enhance academic performance and ensure the smooth running of the institution.

Knowledge and Commitment: there is a strong relationship between knowledge management and organizational commitment, knowledge practices should be able to boost commitment to work and this in turns impact positively administrative effectiveness, Vires et all (2006) opines that commitment can mediate the connectivity of knowledge and effectivenees.

Information Accessibility: Information Accessibility is a critical predition of administrative effectiveness which significantly influeunces decision making, efficiency and overall organizational performance. The advent of information and communication technology has intensified this relationship by offering new tools for rapid information access and dissemination,

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according to Santos et all, 2023, there may be challenges in implementation of these technologies.

Understanding and Involvement: Internal communication strategy is helpful in bridging the gap between receiving an information and acting on it by way of improving the understanding of the message sent by the HOD's in an institution. In this case the staff members understand the message and they get involved because the message is understood, In other words, understanding and involvement have moved from passive concepts to actively requiring a higher performance from all the actors.

Communication Process: the communication process in internal communication has transitioned from what it used to be (simple top-down broadcast) to a more evolving, changing and more integrated system of understanding. It encompasses message sending but has brought about a central or coordinated system that is in conformity with strategy, culture and individual action through hybriding and global labour force.

These strategies when properly implemented, not only contribute to the administrators effectiveness but will also promote institutional stability and growth.

Administrative Effectiveness

Administrative effectiveness in educational system is seen as the quality of decision-making and the success of policy implementation, strategies, programs designed by the school management. Administrative effectiveness is judged by the extent to which group accomplishes its primary task; that is; the quality and efficiency of personnel who perform the functions necessary for the fulfilment of the stated goals and objectives of the primary task. In Nigerian Universities the role of administrators is central to creating a conducive learning environment that fosters harmony, understanding and commitment which leads to the achievement of pre-determined goals. Adegun (2002) observed that administrative ineffectiveness among school administrators is a factor inhibiting attainment of school goals; supporting this observation is Timilehin (2010) who opined that school administrators must motivate staff to use their creativity and initiative as necessary inputs; towards the accomplishment of school goals in this input; effective institution administrators are liked and respected; rather than feared. They communicate; care for students and staff and are willing to impose punishment if necessary. Jenkins (2010) posited; that the work of school administrators is complex and demanding; they should know and understand the schools; and communicate exert leadership to achieve positive educational outcomes and continue to develop and grow in their professional expertise.

A good administrator must have knowledge of how students learn; how the staff work and how his behavior affects both, and therefore exert leadership and management actions necessary to support students learning; staff performance which in turn results in administrative effectiveness. Similarly; Egwuast (2005) argued that leaders who communicate effectively with their staff and students and also maintain cordial

relationship with them may achieve much in terms of staff and student's performance. Momoh and Osagibare (2015) carried out a research to investigate principals administrative effectiveness in the implementation of quality assurance standards in public secondary schools in Edo states Nigeria, and found that principals administrative effectiveness was high in the implementation of quality assurance in Edo and Delta states. Also Manafa (2020) worked on Principals' Managerial skills and Administrative effectiveness in public secondary schools in Anambra State, Nigeria and found that supervision, organization skill and communication had a significant relationship with the Principals' Administrative effectiveness. In the same vein Umar (2019) carried out a research on Principals' Administrative strategies for school Effectiveness in secondary schools in Yobe State, the findings revealed that instructional supervision by principals were not carried out fairly; principals' leadership styles were more of autocratic and laissez-faire which could affect the school effectiveness among others. The effectiveness of HOD's in the Universities in Nigeria particularly in Kwara State could be closely tied to the effectiveness of the internal communication strategies used by them. This study also sought to look at how various internal communication strategies in terms of knowledge/commitment, information accessibility, understanding/involvement and communication process vis –a vis Human/staff relationship, Quality of work output and Effectiveness on the job influence the effectiveness of the HOD's in their institutions.

Human/ Staff Relationship: this is seen as the fundamental or basic social unit of administrative effectiveness. It goes beyond traditional management employee threshold to concentrate on human relationship management (HRM) which postulates that organizational success is dependent on the might of social bonds and the psychological well-being of the workforce, (Sarimah et all, 2024).

Quality of Work Output:. According to Isaac-Philip and Mohammed (2024) quality of work output is one of the key dimensions for administrative effectiveness that transforms the act of completing just a task to adding core values. It simply allows administrative effectiveness to be measured in a precise, accurate and work outcome results on organizational overall mission.

Effectiveness on the Job: this refers to the degree to which an employee or an administrator successfully accomplishes their primary tasks and contributes to the achievement of the organizational goals using the available resources. In the confines of administrative effectiveness it has to do with the practical execution phase of a strategy, (Otamiri, 2021).

Statement of the Problem

The researcher has observed that there are lots of distortions in communication within academic institutions which have not being adequately handled. This is more reason educational administrators must design effective communication system that will enable and facilitate effective administration which will lead to the achievement of educational objectives. In internal communication, different units,

departments are expected to develop a system that will carry every member of the department along in situations where prompt action is needed to be taken and prompt and accurate information is needed to facilitate the whole process. Unfortunately, Heads of units and Heads of departments in various institutions are lacking in this regard. More often than not adequate information is not passed across to the receiver timely and in the most effective way, example, is when an information is coming from the HOD to a Course lecturer regarding a particular course, if the information is not delivered properly there may be gap in communication. A good command of administrative activities involves integration of various mechanisms geared towards achieving institutional goals. Okoroafor (2025) observed that effective administration has to do with the degree to which it realizes its goals. The formal channels of communication are often neglected and this lead to gap in communication to the overall detriment of the students who are at the receiving end.

Administrative effectiveness, entails that the administrators should closely work with the subordinates and give out information they are to work with timely and they will respond timely and their response is sent back to the administrator as an evidence that his message have gotten to the right destination and the information is understood. Unfortunately, this is not always the case. Ngerem and Okonkwo (2017) contended that administrative effectiveness is the positive response to administrative efforts and actions with the intention to accomplish stated goals. Many other researchers have worked on different aspects of Communications and Administrative effectiveness as it concerns the institutions, teachers and students but this present researcher delved into the aspect of the Internal communication as it influences the effectiveness of HOD's on their job in the Universities in Kwara State, Nigeria. And this is the gap this researcher bridged in this study.

Purpose of the Study

The main purpose of this study is to investigate the relationship between internal communication and administrative effectiveness in universities in Kwara state.

The study was intended to achieve the following specific purposes:

i. To investigate the level of administrative effectiveness in Universities in Kwara State.
ii. To determine the efficiency of the HOD's internal communication strategy in the universities in terms of knowledge/commitment, information accessibility, understanding/involvement and communication process in Kwara State
iii. To determine the effectiveness of the HOD's internal communication strategy in the universities in terms of knowledge/commitment, information accessibility, understanding/involvement and communication process in Kwara State
iv. To determine the relationship between internal communication

and administrative effectiveness in Universities in Kwara State.

Research Questions

The following research questions were raised to guide the study:

1. What is the level of administrative effectiveness in the Universities in Kwara state?
2. How efficient are the HOD's internal communication strategy in the universities in terms of knowledge/commitment, information accessibility, understanding/involvement and communication process in Kwara State?
3. How effective are the HOD's internal communication strategy in the universities in terms of knowledge/commitment, information accessibility, understanding/involvement and communication process in Kwara State?
4. What is the relationship between Internal Communication strategies and Administrative Effectiveness in the Universities in Kwara State

Hypotheses

The main hypotheses formulated for this study: There is no significant relationship between internal communication and administrative effectiveness in universities in Kwara State.

Other Hypotheses

Ho_1: There is no significant relationship between knowledge and commitment and administrative effectiveness in Universities in Kwara state.

Ho_2: There is no significant relationship between information accessibility and administrative effectiveness in universities in Kwara state.

Ho_3: There is no significant relationship between understanding and involvement and administrative effectiveness in the university in Kwara state.

Ho4: There is no significant relationship between communication process and Administrative Effectiveness in universities in Kwara State.

H05: There is no significant relationship between the efficiency/effectiveness of internal communication strategies and Administrative Effectiveness in the universities in Kwara State.

Scope of the Study

This study examined the relationship between HODs' internal communication strategies and administrative effectiveness in universities in Kwara state. Internal communication strategy which is the independent variable, was measured using, Knowledge and Commitment, Information Accessibility, Understanding and Involvement and Communication Process. The dependent variable which is administrative effectiveness was measured using Human/staff relationship, Quality of work output and Effectiveness on the job.

For the purpose of this study, three Universities were selected in Kwara state, these are; University of Ilorin, Kwara State University and Al-hikmah University. Questionnaire was used to collect relevant information from heads of departments and lecturers.

Methodology

The research design employed for this study was descriptive survey research design of correlational type. The population for this

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study comprised all the HOD'S and Lecturers in universities in Kwara State. A sample of 50 Lecturers and 150 HOD'S were selected to participate in the study. Purposive sampling technique was used to select 3 out of 6 universities in Kwara state, while simple random sampling technique was used to select the lecturers and HOD's for the study. Two instruments were adopted for this study to elicit information from the participants. They were 'internal communication strategy questionnaire (ICSQ) and Administrative effectiveness questionnaire (AEQ). Reliability analysis was done using Cronbach Alpha, the reliability coefficient stood at 0.96. Descriptive Statistics, Pearson Product Moment correlation and SPSS were used to analyse the data.

Research question one: What is the level of administrative effectiveness in the Universities in Kwara state?

Results

Research question one: What is the level of administrative effectiveness in the Universities in Kwara state?

Table 1 : What is the level of administrative effectiveness in the Universities in Kwara state?

S/N	Items	Poor	Fair	Good	Excellent
	Human/Staff Relationship				
1.	Welcomes ideas from staff to improve efficiency	17(8.5)	49(24.5)	65(32.5)	69(34.5)
2.	Communicates and allow adequate flow in the organization	13(6.5)	41(20.5)	87(43.5)	59(29.5)
3.	Exhibit a good level of interpersonal skills	11(5.5)	50(25.0)	64(32.0)	75(37.5)
4.	Tactful in dealing with students, staff, visitors, subordinates	13(6.5)	27(13.5)	80(40.0)	80(40.0)
5.	Earns great respects of fellow staff	14(7.0)	36(18.0)	77(38.5)	73(36.5)
6.	Demonstrates a good working relationship with his/her peers in the organization	17(8.5)	40(20.0)	80(40.0)	63(31.5)
7.	Effective in dealing with people at all times	13(6.5)	43(21.5)	75(37.5)	69(34.5)
	Quality of Work Output				
8.	Maintain high standard on the job	12(6.0)	57(28.5)	61(30.5)	70(35.0)
9.	Exhibit a virtually prior proof work	20(10.0)	33(16.5)	102(51.0)	45(22.5)
10.	Carryout uneven performance	32(16.0)	58(29.0)	71(35.5)	39(19.5)
	Effectiveness on the Job				
11.	Possess the ability to set effective goals, plan ahead and establish principles	15(7.5)	34(17.0)	88(44.0)	63(31.5)
12.	Have ability to analysis and write office/ job reports	2(1.0)	62(31.0)	78(39.0)	58(29.0)
13.	Exhibit a good level of communication skills (written and oral)	14(7.0)	36(18.0)	83(41.5)	67(33.5)
14.	Have the ability to attend promptly to students' requests/ problems	5(2.5)	39(19.5)	89(44.5)	67(33.5)
15.	Possess the ability to make effective use of ICT facilities for solving students' academic problems	14(7.0)	25(12.5)	84(42.0)	77(38.5)

16.	Have the ability to make effective use of time	5(2.5)	45(22.5)	92(46.0)	58(29.5)
17.	Fulfills assigned responsibilities timely	12(6.0)	46(23.0)	75(37.5)	67(33.5)
18.	Works effectively with colleagues, staff and students	7(3.5)	52(26.0)	93(46.5)	48(24.0)
19.	Demonstrates mastery/ proficiency on his/her job	12(6.0)	42(21.0)	75(37.5)	71(35.5)
20.	Makes contribution which improves the internal operations of the colleague	7(3.5)	43(21.5)	95(47.5)	55(27.5)
21.	Improves the internal communication network among colleagues which aids work efficiency	7(3.5)	54(27.0)	64(32.0)	75(37.5)

Based on the human /staff relationships of the administrators, over 70% of the respondents rated the effectiveness as Good to Excellent Administrators are tactful in dealing with staff, students, and visitors (80% Good/Excellent), exhibit interpersonal skills (69.5%), and welcome staff ideas for efficiency (67%). On the quality of work output, respondents indicated that administrators maintained high standards on the job as Good/Excellent at 65.5%. Carrying out uneven performance was rated nearly 45% indicating Poor/Fair, signifying inconsistency in output. Also, proofing administrators pay attention to detail in their work show moderate strength, with over 70% rating performance positively. Most of the administrators are rated Good/Excellent in planning, goal setting, ICT usage, communication, and time management. More so, attending to student problems promptly (78%), effective use of ICT (80.5%), and job mastery (73%). However, there were areas needing improvement. These include report writing and analysis skills (32%) rated as Poor/Fair, and internal communication networks were about 30% showing weaknesses. Hence, the administrators are seen as largely effective in their roles, with strong relational and technical competence, but with visible weaknesses in consistency, report writing, and internal coordination.

Research question two: How efficient/effective are the HOD's internal communication strategy in the universities in terms of knowledge/commitment, information accessibility, understanding/involvement and communication process in Kwara State?

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Table 2: Summary of the efficient/effective of the HOD's internal communication strategy in the universities in terms of knowledge/commitment, information accessibility, understanding/involvement and communication process in Kwara State

S/N	KNOWLEDGE AND COMMITMENT	YES	NO
1	Do you feel good coming to work every morning	186(93.0)	14(7.0)
2	Does your head of department inspire you	133(66.5)	67(33.5)
3	Do the days you aspire to come to work out- number the days you do not	176(88.0)	24(12.0)
4	Do you feel proud telling people where you work	146(73.0)	54(27.0)
5	Do you have the tools to enable you to do your job effectively	167(83.5)	33(16.5)
6	Do you have the opportunity to contribute to the decision that affects you	143(71.5)	57(28.5)
7	Do you understand how your role contributes to achieving departmental outcomes	168(84.0)	32(16.0)
	INFORMATION ACCESSIBILITY		
8	Do you trust the information you receive	165(82.5)	35(17.5)
9	Do you feel valued for the work you do	156(78.0)	44(22.0)
10	Do you get adequate and timely information from your HOD	146(73.0)	54(27.0)
11	How much effort does your HOD put in to keep you informed	170(85.0)	30(15.0)
12	Does your team assist you to complete your work	156(78.0)	44(22.0)
13	Do you rate your knowledge of the organization goal high	158(79.0)	42(21.0)
14	Do you care about the future of your department	137(68.5)	63(31.5)
	UNDERSTANDING AND INVOLVEMENT		
15	Do you feel like the HOD listens to your concerns	137(68.5)	63(31.5)
16	Do you prefer to get your information through team meetings	124(62.0)	76(38.0)
17	Would you rather like to receive information through E-mail	116(58.0)	84(42.0)
	COMMUNICATION PROCESS		
18	Do information through E-mail feel most effective to you	138(69.0)	62(31.0)
19	Do your HOD have openness to new communication channels	155(77.5)	45(22.5)
20	Do you prefer staff meetings to voice out your thoughts	150(75.0)	50(25.0)
21	Does your HOD relate important information that concerns you effectively	144(72.0)	56(28.0)
22	Does the HOD gives timely information to beat deadlines	145(72.5)	55(27.5)
23	Does new information get quickly to staff members	147(73.5)	53(26.5)
24	Does the HOD communicates new initiatives effectively and timely	129(64.5)	71(35.5)
25	Do you access vital information easily	138(69.0)	62(31.0)
26	Does the HOD have adequate understanding and involvement in new activities	146(73.0)	54(27.0)

The majority of staff express satisfaction in the knowledge and commitment of the HOD's internal communication strategy. 93% feel good about coming to work, 88% report looking forward to work more often than not, and 84% understand how their roles contribute to outcomes. 83.5% affirm having the tools needed for effective work. Also,

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weaker areas include inspiration from HODs (only 66.5% positive) and involvement in decision-making (71.5%), suggesting moderate gaps in motivational leadership and participatory management. On the information accessibility, a high performance is seen in trust (82.5%), valuing staff contributions (78%), and timely information from HODs (73%). About 85% agreed their HOD makes effort to keep them informed. Also, caring about departmental future (68.5%) indicated the lowest in this category, signifying some disconnect between staff aspirations and departmental vision. Furthermore, only 68.5% feel their concerns are listened to, while 31.5% disagree. On the preferred communication channels, 62% chose team meetings, while 58% chose email. 72–77.5% respondents agreed HODs share information timely, are open to new channels, and hold effective meetings.

Research question three: What is the relationship between Internal Communication strategies and Administrative Effectiveness in the Universities in Kwara State

Table 3: Relationship between Internal Communication strategies and Administrative Effectiveness in the Universities in Kwara State

	Mean	SD	Pearson Correlation (r)	Sig. 2-tailed	Remark
Internal Communication strategies	45.38	4.93			
			0.663	0.000	Significant
Administrative Effectiveness	62.56	11.79			

Hypotheses

H_{01}: There is no significant relationship between knowledge/commitment and administrative effectiveness in Universities in Kwara state.

Table 4: Relationship between knowledge/commitment and administrative effectiveness in Universities in Kwara state.

	Mean	SD	Pearson Correlation (r)	Sig. 2-tailed	Remark
Knowledge/Commitment	12.59	1.44			
			0.663	0.000	Significant
Administrative Effectiveness	62.56	11.79			

$p<0.05$

Table 4 revealed that r = 0.663, p-value = 0.0005<0.05. This shows that there is a significant relationship between knowledge/commitment and administrative effectiveness in Universities in Kwara state. This implies that there is a high level of commitment and good knowledge of the job

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description, administrative effectiveness on the other hand is highly improved.

H_{02}: There is no significant relationship between information accessibility and administrative effectiveness in universities in Kwara state.

Table 5: Relationship between information accessibility and administrative effectiveness in Universities in Kwara state.

	Mean	SD	Pearson Correlation (r)	Sig. 2-tailed	Remark
Information Accessibility	12.44	1.59	0.659	0.000	Significant
Administrative Effectiveness	62.56	11.79			

p<0.05

Table 5 revealed that r = 0.659, p-value = 0.0005<0.05. This shows that there is a significant relationship between information accessibility and administrative effectiveness in Universities in Kwara state. This implies that keeping the staff members informed increases administrative effectiveness.

H_{03}: There is no significant relationship between understanding/involvement and administrative effectiveness in the university in Kwara state.

Table 6: Relationship between understanding/involvement and administrative effectiveness in Universities in Kwara state.

	Mean	SD	Pearson Correlation (r)	Sig. 2-tailed	Remark
Understanding/Involvement	4.89	0.82	0.339	0.000	Significant
Administrative Effectiveness	62.56	11.79			

p<0.05

Table 6 revealed that r = 0.339, p-value = 0.0005<0.05. The results indicates that the relationship between understanding/involvement and administrative effectiveness in Universities in Kwara state is significant though moderate. This implies that as mutual understanding increases, administrative effectiveness increases and vice versa.

H_{04}: There is no significant relationship between communication process and Administrative Effectiveness in universities in Kwara State.

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Table 7: Relationship between communication process and administrative effectiveness in Universities in Kwara state.

	Mean	SD	Pearson Correlation (r)	Sig. 2-tailed	Remark
Communication Process	15.46	1.93			
			0.508	0.000	Significant
Administrative Effectiveness	62.56	11.79			

p<0.05

Table 7 revealed that r = 0.508, p-value = 0.0005<0.05. The results indicates that the relationship between communication process and administrative effectiveness in Universities in Kwara state is highly significant. This means that administrative effectiveness increases when there is no communication gap. It signifies a direct relationship between communication process and administrative effectiveness.

Discussion of Findings

The analysis on the level of administrative effectiveness in the Universities in Kwara State revealed in table one that among the strategies examined, administrators are tactful in dealing with staff, students and visitors over (70%) as well as effective use of ICT (80.5%) and also in the areas of solving student's problems promptly (80%) and job mastery. This finding suggest that administrators are largely effective in their roles with strong relational and technical competence, this finding is in line with findings of Manafa (2020) who found that supervision. Organization skill and communication skill had a significant relationship with Principals administrative effectiveness. Also in agreement is the findings of Momoh and Osagibare (2015) who discovered that, principals' administrative effectiveness was high in the implementation of quality assurance standard in public schools. Also in support is Egwuast (2005) who purported that leaders who communicate effectively with their staff and students and also maintain a cordial relationship achieve more in terms of job performance and student's academic performance. This explains the moderate achievement of HOD's in their roles.

Findings in table two revealed that the majority of staff expressed satisfaction in the knowledge and commitment of the HOD's internal communication strategy (93%), the staff feel good coming to work (88%) and always look forward to coming to work (84%) The weaker areas such as the inspiration by the HOD's and involvement in decision making suggest moderate gap in motivational leadership and participatory management. This shows that HODs need improvement in their weak areas in other to have a higher level of effectiveness in their jobs and improve the performances of other players in the field, this finding is in line with the findings of Umar (2019) who found that the principals supervision was not fairly done due to autocracy and laissez-faire leadership style of the administrators. This points to the fact that leaders should allow their subordinates to participate in decision making especially in issues that concern them. Also, this finding is supported by Timilehim (2010) who observed that

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administrators must motivate staff to use their creativities and initiatives as necessary inputs toward achieving the organizational goals. It implies that administrators must have the knowledge of how his behavior affects both the students and staff and also the effect on his own growth and professional development.

Table three shows the examination of the relationship between internal communication strategy and administrative effectiveness in the institutions under study which revealed a correlation coefficient of r=0.663 with p-value of 0.000. Since the p-value is less than 0,05, the relationship is statistically significant. This indicates that there is a significant relationship between internal communication strategy and administrative effectiveness in the sampled institutions. This implies that internal communication strategies used by the HODs increases their job effectiveness, and supporting this is the observation of Okoroafor (2025) that effective administration is a prerequisite for goal achievement. Also, this finding is supported by Trench (2017) who noted that internal communication is a function responsible for effectiveness among participants on their jobs

Tables four –seven revealed a significant relation between all internal communication strategies and administrative effectiveness of HODs in the sampled institutions, this implies that every aspect of internal communication is necessary to improve the administrators' effectiveness especially the HODs in universities in Kwara State. The 21st century HODs are to increase their effectiveness and efficiency by obtaining adequate knowledge needed for effective and timely dissemination of information, just as Umar (2019) rightly noted in his findings that leadership styles of administrators impact their performance on the job.

Conclusion

This study based on the findings concludes that the HOD's effectiveness on their jobs is a function of the internal communication strategies perfectly used by themselves to achieve the already determined goals because there is a significant relationship between internal communication strategy and administrators' effectiveness in the universities in Kwara State.

Recommendations

Based on the findings the researcher recommends that:

1. The HODs should improve on weak areas in internal communication such as report writing and analysis skill as well as improving on internal coordination and communication networks so as help in accurate dissemination of information.
2. The HODs must use the most preferred channel of communication to make sure messages are received and actions taken
3. The administrators should have the knowledge of internal communication strategies in other to boost their effectiveness the more.

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