



LANGUAGE VARIATIONS AND THEIR INFLUENCE ON COMMUNICATION AND PERFORMANCE IN LAGOS SECONDARY SCHOOLS

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Abstract: The study examined the influence of language diversity on organizational communication and effectiveness in secondary schools in Lagos State, Nigeria. The study was guided by two research questions and two hypotheses. The correlational research method was used in the study. The population for the study comprised 19,978 public secondary school teachers in Lagos State for the 2023/2024 session. The sample size for this study comprised 672 teachers selected from public secondary schools in Lagos State using stratified random sampling technique. Questionnaire was used for data collection. The questionnaire was duly validated by three experts had a reliability coefficient of 0.77. Data obtained with the aid of the questionnaire were analysed using Pearson correlation. The results revealed: a significant negative relationship between language diversity among staff and students in secondary schools in Lagos State and organizational communication; a significant negative relationship between language diversity among staff and students in secondary schools in Lagos State and organizational effectiveness. Based on these findings, it was concluded that increased language diversity among staff and students can hinder effective communication, leading to challenges in collaboration, understanding, and the overall functioning of educational institutions. It was therefore, recommended amongst others that secondary schools should establish language support initiatives, such as language workshops or tutoring programs, aimed at enhancing the language proficiency of both staff and students.

Keywords: Language Diversity, Organizational Communication, Organizational Effectiveness, Secondary Schools

Introduction

Nigeria is home to over 500 languages, making it one of the most linguistically diverse countries in the world. The three major languages—Hausa, Igbo, and Yoruba—are spoken alongside numerous other indigenous languages and dialects. In Lagos State, Yoruba is predominantly spoken, but English serves as the official language of instruction in schools (Ethnologue, 2021). The coexistence of multiple languages could lead to both opportunities and challenges in communication within educational settings. Language diversity could enrich the

learning environment by fostering cultural exchange and inclusivity; however, it can also create barriers to effective communication among students, teachers, and administrators.

Organizational communication refers to the ways in which information flows within an organization and how it influences organizational culture and effectiveness. According to Adebayo

(2020), effective organizational communication is essential for achieving goals, fostering collaboration, and enhancing employee satisfaction. In the context of secondary schools, effective communication among teachers, students, and administrators is vital for creating a conducive learning environment. Language diversity could complicate these communication processes, as individuals may have varying levels of proficiency in the dominant language of instruction (English) and may prefer to communicate in their native languages.

The influence of language diversity on communication in educational settings has been the subject of various studies. Research indicates that language barriers can hinder effective communication between teachers and students, leading to misunderstandings and reduced academic performance (García & Wei, 2021). In Lagos State, where students may come from different linguistic backgrounds, the challenge of ensuring that all students understand the language of instruction is paramount. Teachers may need to employ various strategies to accommodate students' linguistic needs, such as code-switching or using visual aids. Moreover, language diversity could influence peer interactions among students. Studies have shown that students who share a common language are more likely to form social bonds and collaborate effectively (González, 2018). In contrast, students who are not proficient in the dominant language may feel isolated or marginalized, which can negatively impact their academic engagement and overall school experience. Therefore, understanding the dynamics of language diversity is essential for fostering an inclusive and effective organizational environment in secondary schools.

Organizational effectiveness in secondary schools refers to the ability of the institution to achieve its educational goals and objectives. This effectiveness is influenced by various factors, including leadership, communication, and the overall school climate. Effective communication is a critical component of organizational effectiveness, as it facilitates collaboration, decisionmaking, and conflict resolution (Leithwood & Jantzi, 2020). In linguistically diverse settings, the ability to communicate effectively across language barriers is essential for promoting a positive school climate and enhancing student outcomes. Research has shown that schools with strong communication practices tend to have higher levels of student achievement and satisfaction (Harris & Spillane, 2018). Conversely, schools that struggle with communication may experience challenges such as low morale among staff, high turnover rates, and decreased student performance. In Lagos State, where language diversity is prevalent, the ability of school leaders to navigate these communication challenges is crucial for fostering organizational effectiveness.

Language diversity could be a factor influencing organizational communication and effectiveness, particularly in multicultural settings such as secondary schools in Lagos State, Nigeria. As a melting pot of various ethnic groups and languages, Lagos presents a unique context for examining how language diversity impacts communication processes within educational institutions. Effective communication is crucial for fostering collaboration, enhancing teaching and learning, and promoting a positive school climate (Meyer, 2020). However, language barriers can lead to misunderstandings, reduced participation, and decreased overall effectiveness in organizational settings.

Research indicates that language diversity can both enrich and complicate communication within organizations. On one hand, it can enhance creativity and innovation by bringing together diverse perspectives. On the other hand, it can create challenges in information dissemination and interpersonal relationships among staff and students (Baker, 2020). In the context of secondary schools, where teachers and students may speak different languages, the implications of language diversity are particularly pronounced. Effective communication is

essential for instructional clarity, student engagement, and the establishment of a cohesive school community. Moreover, the role of language in shaping organizational culture cannot be overlooked. Language serves as a tool for identity formation and social integration, influencing how individuals perceive their roles within the school. In Lagos State, where English is the official language but numerous indigenous languages are spoken, the interplay between these languages can affect the dynamics of communication and collaboration among educators and students (Adeyemi, 2023). Understanding these dynamics is critical for developing strategies that promote effective communication and enhance organizational effectiveness in secondary schools.

Recent studies have highlighted the need for educational leaders to be aware of the linguistic diversity within their institutions and to implement inclusive communication practices that accommodate this diversity (Ojo & Adebayo, 2021). By fostering an environment that values linguistic diversity, schools can improve stakeholder engagement, enhance academic performance, and create a more inclusive educational experience for all students. In summary, the influence of language diversity on organizational communication and effectiveness in secondary schools in Lagos State is a multifaceted issue that warrants further investigation. This study aims to explore these dynamics, providing insights that can inform policy and practice in the educational sector in Lagos State.

Statement of the Problem

In the context of secondary education in Lagos State, Nigeria, the increasing language diversity among students and staff presents significant challenges and opportunities for organizational communication and overall effectiveness within schools. With over 500 indigenous languages spoken across the country, coupled with the prevalence of English as the official language, the linguistic landscape in secondary schools is complex and multifaceted. This diversity could lead to misunderstandings, misinterpretations, and barriers to effective communication among educators, students, and administrative staff, potentially impacting the quality of education and student outcomes.

Despite the recognition of language as a critical factor in educational settings, there is a paucity of empirical research examining how language diversity influences organizational communication processes and effectiveness in secondary schools in Lagos State. Existing studies have primarily focused on language acquisition and pedagogical strategies, neglecting the broader implications of linguistic diversity on school culture, collaboration, and decision-making. Consequently, there is a pressing need to investigate how varying language proficiencies and preferences affect interpersonal interactions, information dissemination, and the overall organizational climate within these educational institutions. This study aims to fill this gap by exploring the influence of language diversity on organizational communication and effectiveness in secondary schools in Lagos State.

Purpose of the Study

The purpose of the study was to investigate the influence of language diversity on organizational communication and effectiveness in secondary schools in Lagos State. Specifically, the study determined:

1. the relationship between language diversity among staff and students in secondary schools in Lagos State affect and organizational communication;
2. the relationship between language diversity among staff and students in secondary schools in Lagos State affect and organizational effectiveness;

Research Questions

The was guided by the following research questions:

1. What is the relationship between language diversity among staff and students in secondary schools in Lagos State affect and organizational communication?
2. What is the relationship between language diversity among staff and students in secondary schools in Lagos State affect and organizational effectiveness?

Hypotheses

Two hypotheses guided the study:

1. There is no significant relationship between language diversity among staff and students in secondary schools in Lagos State and organizational communication.
2. There is no significant relationship between language diversity among staff and students in secondary schools in Lagos State affect and organizational effectiveness.

Review of Related Literature

The study is hinged on social identity theory. Social Identity Theory (SIT) was developed by Henri Tajfel and his colleagues in the 1970s. The theory posits that individuals derive a sense of self from their membership in social groups, which can include categories such as nationality, ethnicity, and language. Tajfel's research focused on how group membership influences intergroup behavior, including discrimination and favoritism. The theory suggests that individuals categorize themselves and others into groups, leading to in-group (us) and out-group (them) dynamics. This categorization can significantly affect communication patterns, relationships, and overall effectiveness within organizations. SIT is built on three main components: **Social Categorization:** Individuals classify themselves and others into various social groups, which helps simplify the social world. **Social Identification:** Individuals adopt the identity of the group they categorize themselves into, which influences their behavior and attitudes. **Social Comparison:** Individuals compare their in-group with out-groups, often leading to a preference for their own group, which can result in bias and conflict.

The influence of language diversity on organizational communication and effectiveness in secondary schools in Lagos State can be understood through the lens of Social Identity Theory. Language is a critical component of social identity, and in a linguistically diverse environment like Lagos, where multiple languages coexist, the implications for communication and organizational effectiveness are profound. In a secondary school setting, students and staff may identify with specific linguistic groups. This identification can foster a sense of belonging among members of the same language group, enhancing group cohesion. However, it may also lead to exclusion or marginalization of those who speak different languages, affecting communication and collaboration. Language diversity can create in-group and out-group dynamics within schools. For instance, students who speak the dominant language may form a cohesive group, while those who speak minority languages may feel isolated. This division can hinder effective communication and collaboration, ultimately impacting the school's overall effectiveness. Effective communication is essential for organizational success. Language barriers can lead to misunderstandings, misinterpretations, and conflicts among students and staff. By understanding the social identity dynamics at play, school administrators can implement strategies to promote inclusivity and effective communication across diverse linguistic groups. Recognizing the role of language in shaping social identity can help educators develop programs that celebrate linguistic diversity, fostering an inclusive environment that values all languages. This can enhance students' sense of belonging and improve overall school effectiveness.

Several studies have been carried out on language diversity, organizational communication and effectiveness, some of which are reviewed as follow. Baker (2020) examined how multilingual environments in secondary schools affect communication among staff and students in the United Kingdom. It found that language diversity can enhance collaborative practices but also presents challenges in ensuring all voices are heard. Kirkpatrick and Liddicoat (2018) comparative study investigated the relationship between language diversity and educational outcomes in secondary schools in Southeast Asia. It concluded that effective communication strategies that embrace language diversity led to improved academic performance. Meyer and Heller (2021) research focused on how school leaders navigate language diversity in their communication practices in Germany. It found that effective leadership in multilingual settings requires sensitivity to language issues, which can significantly impact

organizational effectiveness. O'Reilly and Parker (2020) identified the barriers posed by language diversity in secondary education and their implications for communication and learning in Ireland. It concluded that addressing these barriers is crucial for fostering an inclusive school environment. Perez and Torres (2022) investigated how multilingualism among teachers affects collaboration and communication in Mexico. The findings indicated that language diversity can foster innovative teaching practices when teachers engage in open communication. Sanchez (2019) qualitative study examined the effects of language diversity on school climate in the United States. It revealed that a positive school climate is associated with inclusive communication practices that respect and celebrate linguistic diversity.

Conversely, Brewster et al. (2020) examined how language diversity within multinational corporations can lead to communication barriers that hinder effective collaboration. The researchers found that employees who spoke different languages experienced misunderstandings and misinterpretations, which negatively impacted team cohesion and overall organizational effectiveness. Similarly, Garcia and Wei (2021) empirical study focused on the impact of language diversity on team performance in a global organization. The findings indicated that teams with high language diversity faced significant challenges in communication, leading to decreased performance and lower overall effectiveness. The study highlighted the importance of a common language for enhancing team dynamics. Kumar and Singh (2022) explored the relationship between language diversity and employee engagement in organizations. The authors found that high levels of language diversity were associated with lower employee engagement due to communication difficulties and feelings of exclusion among non-native speakers. This disengagement ultimately affected organizational effectiveness. Meyer and Kearney (2023) investigated how language diversity affects organizational culture and communication. The results indicated that organizations with significant language diversity struggled to maintain a cohesive culture, leading to fragmented communication and reduced effectiveness. The authors argued that a shared language is crucial for fostering a strong organizational culture.

Evidences from the reviewed literature showed that studies have been carried out on the influence of language diversity on organizational communication and effectiveness. However, these studies were carried out outside Lagos State and the findings of these studies were contradictory with some reporting positive relationship, while others reported negative relationship. This created a gap in knowledge that necessitated this study.

Research Method

The correlational research method was used in the study, which is suitable for investigating the associations between several independent variable(s) (language diversity) and dependent variables (organizational communication and effectiveness). When patterns and relationships can be found without manipulating the variables, correlational research method are especially helpful (Field, 2018). The population for the study comprised 19,978 public secondary school teachers in Lagos State for the 2023/2024 session. The sample size for this study comprised 672 teachers selected from public secondary schools in Lagos State using stratified random sampling technique. A stratified random sampling technique was employed to ensure representation across different language backgrounds, and demographic characteristics.

A structured questionnaire was developed for data collection, comprising three sections: (a) demographic information, (b) language diversity assessment, and (c) organizational communication and effectiveness metrics. The language diversity section included items measuring the number of languages spoken within the school community, while the communication and effectiveness section utilized a Likert scale to assess perceptions of communication clarity, and overall effectiveness. The questionnaire was duly validated by the judgement of three experts in the Department of Educational Management and Foundations, Delta State University, Abraka. Adjustments were made on the final version of the instrument based on the feedback of the experts. The reliability

of the instrument was established through pilot testing. The questionnaire was pilot-tested with a small group of teachers, precisely 35 teachers in Ogun State, to ensure clarity and reliability. The responses of the 35 teachers were scored and analysed using Cronbach alpha which yielded a reliability coefficient of 0.77. Regarding the study itself, the researcher, with the assistance of three research assistants, gathered data by giving structured questionnaires to a sample of 672 teachers in secondary schools in Lagos State. Pearson correlation was used to assess the responses from the teachers who were sampled. **Result**

Answering Research Questions

What is the relationship between language diversity among staff and students in secondary schools in Lagos State and organizational communication?

Table 1: Correlation of Language Diversity and Organizational Communication

Variables	N	r	r ²	r ² %	Decision
Language diversity	672	-0.595	0.354	35.4	Negative Correlation
Organizational communication	672				

Table 1 shows that the correlation coefficient (r) between language diversity among staff and students in secondary schools in Lagos State and organizational communication is -0.595, with a coefficient of determination (r²) of 0.354. The negative sign indicates that as language diversity increases among staff and students, effective communication tends to become less positive or more negative. A coefficient of determination of 0.354 implies that language diversity contributed 35.4 percent to organizational communication. This implies a strong negative relationship between language diversity among staff and students in secondary schools in Lagos State and organizational communication.

There is no significant relationship between language diversity among staff and students in secondary schools in Lagos State affect and organizational communication.

Table 2: Correlation of Language Diversity and Organization Communication

Variables	N	r-cal.	Sig. (2-tailed)	Decision
Language diversity	672	-0.595	0.000	HO ₁ is significant
Organizational communication	672			

Table 2 shows a significant negative correlation between language diversity and organizational communication, $r = -0.595$, $P(0.000) < 0.05$. Thus, the null hypothesis is rejected. Therefore, significant negative relationship exists between language diversity among staff and students in secondary schools in Lagos State and organizational communication.

What is the relationship between language diversity among staff and students in secondary schools in Lagos State affect and organizational effectiveness?

Table 3: Correlation of Language Diversity and Organizational Effectiveness

Variables	N	r	r ²	r ² %	Decision
Language diversity	672	-0.683	0.466	46.6	Negative Correlation
Organizational effectiveness	672				

Table 3 shows that the correlation coefficient (r) between language diversity among staff and students in secondary schools in Lagos State and organizational effectiveness is -0.683, with a coefficient of determination (r²) of 0.466. The negative sign indicates that as language diversity increases among staff and students, organizational effectiveness tends to become less positive or more negative. A coefficient of determination of 0.466 implies that language diversity contributed 46.6 percent to organizational effectiveness. This implies a

strong negative relationship between language diversity among staff and students in secondary schools in Lagos State and organizational effectiveness.

There is no significant relationship between language diversity among staff and students in secondary schools in Lagos State affect and organizational effectiveness.

Table 4: Correlation of Language Diversity and Organizational Effectiveness

Variables	N	r-cal	Sig. (2-tailed)	Decision
Language diversity	698	-0.683	0.000	HO ₂ is significant
<u>Organizational effectiveness</u>	<u>698</u>			

Table 4 shows a significant negative correlation between language diversity and organizational effectiveness, $r = -0.683$, $P(0.000) < 0.05$. Thus, the null hypothesis is rejected. Therefore, there is a significant negative relationship between language diversity among staff and students in secondary schools in Lagos State and organizational effectiveness.

Discussion

The study revealed a significant negative relationship between language diversity among staff and students in secondary schools in Lagos State and organizational communication. This observation could be explained by several factors. Language diversity can lead to misunderstandings and misinterpretations among staff and students. When individuals speak different languages, the likelihood of effective communication decreases, which can hinder the flow of information. Again, effective collaboration often relies on clear communication. Language barriers can create challenges in teamwork, leading to reduced collaboration among staff and students, which is essential for a cohesive educational environment. Furthermore, individuals may experience increased cognitive load when trying to communicate in a non-native language. This can lead to frustration and disengagement, further complicating communication efforts. School leaders may struggle to communicate effectively with a linguistically diverse staff and student body, leading to a lack of clarity in directives and expectations, which can negatively impact organizational communication. This finding lends credence to that of Meyer and Kearney (2023) who reported that organizations with significant language diversity struggled to maintain a cohesive culture, leading to fragmented communication and reduced effectiveness. The authors argued that a shared language is crucial for fostering a strong organizational culture. This finding further confirms that of Brewster et al. (2020) who reported that employees who spoke different languages experienced misunderstandings and misinterpretations, which negatively impacted team cohesion and overall organizational effectiveness.

The study further revealed that there is a significant negative relationship between language diversity among staff and students in secondary schools in Lagos State and organizational effectiveness. This could be explained by the fact that a diverse linguistic environment can lead to fragmentation within the school community. When staff and students cannot communicate effectively, it can result in a lack of unity and shared goals, which are critical for organizational effectiveness. In addition, language diversity can affect teaching and learning processes. If students struggle to understand the language of instruction, their academic performance may suffer, which can impact the overall effectiveness of the school. This finding corroborates that of Kumar and Singh (2022) who reported that high levels of language diversity were associated with lower employee engagement due to communication difficulties and feelings of exclusion among nonnative speakers. This disengagement ultimately affected organizational effectiveness. This finding further concurs with that of Garcia and Wei (2021) who reported that teams with high language diversity faced significant challenges in communication, leading to decreased performance and lower overall effectiveness. The study highlighted the importance of a common language for enhancing team dynamics.

Conclusion

The findings of this study underscore the critical impact of language diversity on organizational communication and overall effectiveness within secondary schools in Lagos State. The significant negative relationships identified suggest that increased language diversity among staff and students can hinder effective communication, leading to challenges in collaboration, understanding, and the overall functioning of educational institutions. This communication barrier not only affects interpersonal relationships but also impedes the collective ability of the school to achieve its educational objectives. Consequently, the implications of these findings are profound, highlighting the need for strategic interventions to enhance communication and foster a more cohesive educational environment. Addressing the challenges posed by language diversity is essential for improving organizational effectiveness and ensuring that all stakeholders can contribute meaningfully to the educational process.

Recommendations

1. Secondary schools should establish language support initiatives, such as language workshops or tutoring programs, aimed at enhancing the language proficiency of both staff and students.
2. Secondary schools should develop and implement a common language policy that designates a primary language for official communication within the institution.
3. Schools should organize regular cultural exchange programmes and team-building activities that celebrate linguistic and cultural diversity.

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