

# SCHOOL PLANNING STRATEGIES AND TEACHERS' PRODUCTIVITY IN PUBLIC SECONDARY SCHOOLS IN CROSS RIVER STATE, NIGERIA

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## ARTICLE INFO

**Article No.:** 0354

**Accepted Date:** 07/04/2026

**Published Date:** 30/05/2026

**Type:** Research

## ABSTRACT

The study determined the extent to which School planning strategies predict teachers' productivity in public secondary schools in Cross River State. Two objectives were raised while two null hypotheses were formulated to guide the study. The population of the study comprised 4,876 teachers in the three Education Zones of Cross River State public secondary schools in Calabar Education Zone. The sample size was 370 teachers. Two sets of researcher's developed instruments titled "School Planning Strategies Questionnaire (SPSQ) and Teachers' productivity Questionnaire (TPQ)" were used for data collection. The instruments were validated by two experts from the Department of Educational Management and one expert from Department of Measurement and Evaluation, all from the Faculty of Educational Foundation Studies. The inter-item reliability method was used to determine the internal consistency of the instruments which yielded a reliability coefficient of 0.82 and 0.91 respectively. The research questions and hypotheses were answered and tested using Simple Linear Regression Analysis and Multiple Linear Regression Analysis at 0.05 level of significance. The findings of the study revealed that school planning strategies such as; reciprocal engagement and effective communication jointly predict teacher' productivity in Public Secondary Schools in Cross River State, Nigeria. It was recommended amongst others that; Since reciprocal engagement and effective communication jointly predicted teachers' productivity significantly, school administrators should combine both strategies through regular meetings, feedback systems and participatory leadership practices to improve teachers' productivity

**Keywords:** Planning strategies, productivity, secondary schools, reciprocal engagement and Effective communication.

## Introduction

Globally, education remains the bedrock for national development. As such, any nation that fails to design and implement effective plans towards developing a being that is skilled, adaptable and filled with the capacity of engaging and navigating future challenges may not level up with other countries, in terms of global competitiveness. Productive economies are assumed to be birthed by educated and skilled human population who are being transformed cognitively, emotionally, socially and practically. This is because, the only key that unlocks potentials and build more prosperous, equitable and sustainable future is 'education'. Education is the most preventive medicine for the mind that builds mental resilience thereby helping students to think and solve practical problems.

Secondary education serves as a bridge between primary education and higher education or professional life. The foundation laid at this level of education becomes critical for strategic and sustainable development. It is this level of education that determines the academic and occupational career of the students. It is on the basis of this understanding that the Federal Republic of Nigeria (2014) articulates the broad aims of secondary education to include; preparation of student for useful living in the society and preparation for higher education.

However, the aim of secondary education may not be successfully achieved without productive teachers. Teachers are the pivots of every educational system, and the success of any educational programme rest upon them as they help in translating educational policies. Teachers' productivity refers to the effectiveness with which a professional teacher manages time, resources, and efforts to achieve desired learning outcomes for learners. It is the teacher's ability to deliver engaging lessons, assesses students' progress, adapts to diverse learning needs, and maintain a positive and conducive learning environment. It appears to the researchers that teachers' productivity may be related to teachers' effectiveness which could be seen in the aspect of teachers performing their duties with minimal supervision and an uncompromising standard. Just as medical doctors think and adapt to manage unexpected health issues or complications during emergencies, productive teachers also adjust quickly thereby, maintaining control and ensuring that teaching and learning continues without disruption.

Productivity amongst teachers could be seen in their ability to manage crisis and build positive classroom culture. Productive teachers are the most valuable assets that upholds the sustainability of the education system. However, this study focuses on school planning strategies as one of the factors that influence teachers' productivity. Planning for education encompasses a wide range of experts in defining and projecting future demands and developing strategies to harness and mobilize the 4Ms (Man, material, money and machines) towards achieving its pre-set goals and objectives. Productivity is a crucial element in school success as it directly influences the effectiveness of teaching, the quality of students' learning, and the efficient use of educational resources.

Despite efforts to improve secondary school effectiveness towards the attainment of secondary school goals, the problem of teacher's unproductivity still persists as noticeable by stakeholders in education. Teacher unproductivity is a significant issue within many educational systems, and its underlying causes may be tied to the inadequacies in school planning strategies. Teacher productivity, which directly impacts student outcomes and overall school performance, involves a range of factors such as lesson delivery, classroom management, engagement with students, and professional growth. However, when schools fail to implement effective planning strategies, teachers often face increased challenges that hinder their ability to perform optimally.

A major factor contributing to teacher unproductivity may be lack of alignment between school planning efforts and the actual needs of teachers. This is because planning

provides the foundation for which effectiveness and efficiency operate. School administrators often fail to exhibit adequate planning strategies needed for the allocation of resources, the scheduling of professional development programs, and the design of curricula that support diverse teaching methods. Teachers in such environments are left to manage heavy workloads, ill-equipped classrooms, and a lack of targeted support. This misalignment can lead to feelings of frustration, inefficiency, and inadequacy among teachers, resulting in disengagement from their roles and a decline in their teaching effectiveness.

Furthermore, without a clear and appropriate school planning strategies, teachers may struggle with unclear performance expectations, lack of motivation, and a limited sense of professional growth, leading to lower levels of commitment and overall productivity which not only affects classroom dynamics and student performance, but also contributes to higher teacher turnover and dissatisfaction. The problem persists because school planning often overlooks the essential components needed to create a conducive work environment for teachers. According to Davis (2023), educational planning is a process through which scarce resources should be allocated as efficiently as possible to better respond to specific academic needs in the country. This means that planning is a well thought process of deciding and looking at the future needs thereby determining the course of action to be adopted towards achievement of educational pre-set goals. School planning strategies refers to the approaches adopted by the school heads to plan, organize, and implement initiatives for academic success, resource allocation and long-term growth. In the context of this work, the planning strategies are reciprocal engagement and effective communication.

Reciprocal engagement in school planning connotes a two-way communication process where all stakeholders in education actively participates in decision making and positively contribute to the development of education matters. Reciprocal engagement is a collaborative planning strategy that encourages active participation, shared responsibility, mutual trust, and open communication among principals, teachers, students, parents, and other stakeholders in the achievement of school goals. Through reciprocal engagement, school administrators involve teachers and relevant stakeholders in decision-making, problem-solving, and school improvement processes, thereby promoting teachers' commitment, motivation, productivity, and organizational effectiveness. Reciprocal engagement also strengthens teamwork, participatory leadership, and school-community relationships, which contribute significantly to improved educational outcomes and institutional harmony. Supporting this view, Madukwe, Obioma, Obona and Akwu (2024) posited that participatory leadership behaviour enhances goal attainment and administrative effectiveness in public secondary schools. Therefore, reciprocal engagement remains an important school planning strategy for improving teachers' productivity and sustainable educational development.

Effective communication in school planning strategies on the other hand, refers to the administrative and managerial process through which school leaders clearly transmit policies, goals, instructions and feedback to teachers and other stakeholders for the effective coordination and implementation of school programmes. Sagrim et al (2026) averred that communication supports not only the transmission of information but also the creation of trust, collaboration, and alignment between employees and management. This means that effective communication as an aspect of planning strategies enhances collaboration, participatory decision-making, supervision and organizational efficiency. This is done in order to promote teachers' productivity and goal attainment in schools. Effective communication may help educational planners maintain positive relational intelligence thereby reducing tension and ensure smooth administration within the school environment. Moreso, effective communication connotes the ability to clearly express one's thoughts, ideas, and feelings in the way that others understand while listening attentively to also grasp

what others says in return. Communication effectiveness is often assessed via clarity, openness, feedback, channel richness, and frequency. Organizational performance is measured using productivity, service quality, innovation, and goal achievement (Fajarica et al., 2022; Forje et al., 2022). This study seeks to examine how school planning strategies such as reciprocal engagement and effective communication directly contribute to teacher productivity in public secondary schools in Cross River State and to explore potential interventions that can enhance teachers' productivity in their roles.

## **Literature Review**

### **Theoretical framework**

#### **Human Relations Theory by Elton Mayo (1933)**

The Human Relations Theory was originally developed by Elton Mayo in 1933 following the Hawthorne experiments conducted at the Western Electric Company in Chicago. The theory emerged as a reaction against the Classical Management Theory, which emphasized rigid supervision, division of labour and financial incentives as the major determinants of workers' productivity. Elton Mayo introduced the idea that workers are social beings whose productivity depends largely on interpersonal relationships, participation, motivation, communication and a sense of belonging within the organization. The originality of the theory lies in its emphasis on human relations and social interaction as essential factors in improving organizational effectiveness and productivity. The relevance of the theory to the present study is that it explains how reciprocal engagement and effective communication can enhance teachers' productivity in public secondary schools. The theory emphasizes that teachers become more committed and productive when they are involved in decision-making processes, recognized by school administrators and allowed to participate actively in school planning activities. Effective communication also promotes mutual understanding, cooperation and healthy interpersonal relationships among school stakeholders, thereby improving teachers' morale and productivity.

#### **Systems Theory by Ludwig von Bertalanffy (1968)**

The Systems Theory was originally propounded by Ludwig von Bertalanffy in 1968. The theory originated from the biological sciences before it was later applied to organizational and management studies. Systems Theory views an organization as a unified whole made up of interconnected and interdependent parts working together to achieve common goals. The originality of the theory is based on its holistic approach, which stresses that the effectiveness of an organization depends on the interaction, coordination and cooperation among its various components. The theory further explains that no part of an organization operates independently because a change in one part affects the entire system. The relevance of the theory to the present study lies in its explanation that schools function as systems made up of administrators, teachers, students, parents and the community who must work together for educational goals to be achieved. Reciprocal engagement encourages collaboration and participation among these stakeholders, while effective communication facilitates the smooth flow of information, coordination and implementation of school plans and policies. The theory therefore explains that teachers' productivity can be improved when there is effective interaction, cooperation and communication among all parts of the school system.

### **Empirical Review**

Ademola and Chika (2024) explores the reciprocal role of parental engagement in improving academic outcomes for secondary school students in Lagos State, Nigeria. The research examines how various parental involvement strategies such as attending parent-teacher meetings, assisting with homework, and fostering a learning environment at home affect student performance in core subjects. Given the increasing emphasis on family-school partnerships in Nigerian education. The study's population consists of secondary school

students in Lagos State, with a sample size of 500 students across 10 schools (5 public, 5 private). A stratified sampling method was used to ensure that various socio-economic backgrounds and educational contexts were represented. Data collection methods included surveys for parents and students, as well as semi-structured interviews with school administrators and teachers. Student academic performance data was also collected from official school records to assess the impact of parental involvement. Data analysis was conducted using descriptive statistics and regression analysis to determine the correlation between parental involvement and student academic achievement. The findings show that parental engagement, particularly in homework support and communication with teachers, significantly correlates with improved student grades, especially in mathematics and English. The study concludes that fostering a more engaged parental presence in Nigerian secondary schools could enhance overall educational outcomes. However, this study differs in the design, the study area, population and sample, but related in the method of data analysis.

Okoro and Okojie (2025) examined how community involvement in education affects student engagement and success. As part of an effort to address educational disparities in rural areas, the research evaluates community-driven initiatives, such as mentorship programs, local resource contributions, and involvement in school governance, in fostering an environment conducive to student achievement. The study uses a sample of 15 rural schools in Edo State, Nigeria, with a total of 600 students. A combination of purposive and random sampling techniques was used to select schools and participants. Data collection included a mix of quantitative surveys for students and teachers, alongside qualitative focus group discussions with community members and school administrators. The survey focused on student engagement, attendance rates, and academic achievement, while focus groups explored community perceptions of their role in education. Data analysis was carried out using thematic analysis for qualitative data and ANOVA (Analysis of Variance) for quantitative data to assess the impact of community involvement. The results indicate a positive correlation between community-school partnerships and improved student engagement, especially in subjects such as science and social studies. Students from schools with active community participation exhibited higher motivation, better attendance, and improved academic performance, especially in rural regions with limited governmental resources. The study differs in the design, the study area, population and sample and also the method of data analysis.

Olumide and Bello (2026) conducted a study to investigate the relationship of reciprocal engagement between teachers and students in Nigerian public secondary schools and its effect on academic and behavioral outcomes. The research focuses on the dynamics of teacher responsiveness to students' needs, the fostering of supportive classroom climates, and how such teacher-student interactions impact student academic performance and behavior, especially in large classroom settings typical of Nigerian schools. The sample comprises 10 public secondary schools in Abuja, Nigeria, with a focus on 500 students from various socio-economic backgrounds. Stratified random sampling was employed to ensure adequate representation of different genders, academic disciplines, and class levels. The data collection methods included teacher and student questionnaires, classroom observations, and student performance records over a 12-month period. Data analysis utilized mixed methods, incorporating both quantitative analysis (e.g., correlation coefficients and regression models) and qualitative thematic analysis. The results revealed that teacher-student reciprocal engagement, characterized by high levels of emotional support, individualized feedback, and proactive communication, significantly enhances student academic performance, particularly in English, mathematics, and science subjects. Furthermore, schools with higher levels of reciprocal engagement report fewer behavioral issues, with

students displaying more positive classroom behaviors and greater academic motivation. This study differs in the methodologies and data analysis

Nwosu (2017) carried out a study to find out the extent to which principals' communication strategies contributes to teachers' work performance in secondary schools. The target population comprised of all teachers in public secondary schools in Ikenne Local Government Area of Ogun State. A self-administered questionnaire tagged “Principal's Communication Strategies and Teachers' Job Performance (CSTJPQ)” was used to collect data from a randomly selected 191 teachers. Descriptive analysis and inferential statistics (Multiple Regression Analysis and Pearson's Product Moment Correlation Coefficient) was used to analyse the information generated from the questionnaire. The result shows that 24.7% of the variability observed in the teachers' job performance was accounted for by the principals' communication strategies.

Malama (2021) carried out a study to determine the importance of effective communication as well as the impact of a positive school climate. The objectives of this research are to investigate principals' communication skills and their effect in shaping school climate. A sample of 321 teachers of secondary schools in Greece was selected using proportionate stratified random sampling technique. Communication skills were assessed by a section of Multifactor Leadership Questionnaire when School Climate evaluated by a new questionnaire structured for this study and tested for its reliability and its validity. Descriptive statistics and Pearson correlation were used to check the two hypotheses of the study. The results revealed that principals in Greek schools, in Secondary education, have “a lot of” communication skills and that skills have significant, moderate positive correlation with school climate. Findings could be used in principal's training programs to practice effective communication techniques. This study aligns with the present study but differ in the design, the study area, population and sample including the method of data analysis.

Shalle *et al.* (2018) studied the communication style and practices of school principals and their effect on school climate. The sample consisted of twenty-five elementary school principals and one hundred sixty-five teachers. The results revealed that the commonly used communication style was the assertive style. Additionally, the frequent pedagogical meetings are the common practices used by the principals. Under these conditions, the school climate was physically, socially and academically favorable. Teachers work in a secure and collaborative environment and harmonious relationships between teachers and principals improve school performance.

### **Purpose of the Study**

The purpose of the study was to:

- i. determine the extent to which reciprocal engagement predict teachers' productivity in public secondary schools in Cross River State.
- ii. determine the extent to which effective communication predict teachers' productivity in Public secondary schools in Cross River State.
- iii. determine the extent to which reciprocal engagement and effective communication jointly predict teachers' productivity in Public secondary schools in Cross River State.

### **Research Hypotheses**

The following null hypotheses were formulated to guide this study and will be tested at 0.05 level of significance:

H<sub>01</sub>: Reciprocal engagement does not significantly predict teachers' productivity in Public secondary schools in Cross River State

H<sub>02</sub>: Effective Communication does not significantly predict teachers' productivity in Public secondary schools in Cross River State

H<sub>03</sub>: Reciprocal engagement and effective communication are not joint significant predictors of teachers' productivity in Public secondary schools in Cross River State

### **Research Methodology**

The study adopted the correlational research design. According to Beck (2014), correlational research design describes the relationship among variables rather than to infer cause. The study was carried out in Cross River State, Nigeria. The population of the study consisted of 4,876 teachers distributed across the three education zones of Cross River State. The sample of this study comprised 370 (7%) teachers representing the entire population. A multi-stage sampling technique was adopted for the study. In the first stage, Cross River State was stratified into its three Education Zones. In the second stage, simple random sampling technique was used to select schools from each zone to ensure equal representation. In the third stage, proportionate sampling technique was used in selecting 112 schools out of 160 schools representing 70% of the school population.

The rationale for this was based on Krejcie and Morgan (1970) who posited that, a small proportion of sample could be used when the population is larger and a larger sample in small population. To draw the sample, simple random sampling technique was used to select sample schools and sample teachers using balloting method of pick and drop. This was to give every member equal opportunity to be selected. Moreover, the researcher developed instruments entitled "School Planning Strategies Questionnaire (SPSQ)" and "Teachers' Productivity Questionnaire (TPQ)" were used for data collection. SPSQ comprised 30 items while TPQ comprised 20 items. All items on both instruments were rated by the teachers on four points rating scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D). The instruments were scored as follows: SA - 4 points, A - 3 points, SD - 2 points, D - 1 point for positively worded items. These two instruments were given to three educational experts for face and content validation. Two experts were from the Educational Management, and one expert from the department of measurement and evaluation all from the Faculty of Educational Foundation Studies, University of Calabar, Calabar.

To ensure that the School Planning Strategies Questionnaire (SPSQ) and Teachers' productivity Questionnaire (TPQ) are reliable, they were subjected to test of internal consistency. By this method of reliability, the instruments were administered to 30 teachers in the three Education Zones of Cross River State who were not part of the sample. Data collected was analysed using Cronbach's Alpha Coefficient Analysis. The reliability coefficients of 0.82 and 0.91 were obtained for SPSQ and TPQ respectively which were considered high enough to ascertain the reliability of the instruments.

The researcher with the help of four research assistants visited the sampled schools and obtained permission from the authorities of different schools to carry out the research. The instruments were then administered on the respondents by the researcher with the help of two research assistants who were properly briefed and instructed on how to distribute the instruments and guide the respondents. Moreover, Simple Linear Regression Analysis and Multiple Regression Analysis were used to answer research questions and analyse data respectively. The coefficient *r*-value was used to answer the research questions and to test the null hypotheses at .05 level of significance. In answering the research questions, any coefficient of *r* between  $\pm 1$  was used to show the strength of relationship between school planning strategies and teachers' productivity. While testing the null hypotheses, the *p*-value was compared with the Alpha level of 0.05 level of significance. If the *p*-value is greater than the Alpha level, the null hypotheses was retained and if the *p*-value was less than the Alpha level of .05, the null hypotheses was retained.

**Research Question One:**

To what extent does reciprocal engagement predict Teachers' Productivity in Public Secondary Schools in Cross River State?

**Table 1: Simple Linear Regression Analysis of the extent to which Reciprocal Engagement predicts Teachers' Productivity in Public Secondary Schools in Cross River State.**

| Variable              | R    | R <sup>2</sup> | Extent of Prediction | Remark |
|-----------------------|------|----------------|----------------------|--------|
| Reciprocal Engagement | .567 | .321           | 32.1%                | low    |

Teachers' Productivity

Result in Table 1 shows the R for the strength of the relationship and R square for the determination of the extent to which reciprocal engagement predicts teachers' Productivity in Public Secondary Schools in Cross River State. the R-value of .567 indicates a low extent of relationship between the two variables. The calculated R square of .321 which is the coefficient of determination indicates that only 32.1% of teachers' productivity is predicted or determined by reciprocal engagement. This means that the extent to which reciprocal engagement predicts teachers' teachers' Productivity in Public Secondary Schools in Cross River State is low.

**Research Question Two:**

To what extent does effective communication predict Teachers' Productivity in Public Secondary Schools in Cross River State?

**Table 2: Simple Linear Regression Analysis of The Extent to Which Effective Communication Predicts Teachers' Productivity in Public Secondary Schools in Cross River State.**

| Variable                | R    | R <sup>2</sup> | Extent of Prediction | Remark |
|-------------------------|------|----------------|----------------------|--------|
| Effective Communication | .163 | .026           | 2.6%                 | low    |

Teachers' Productivity

Result in Table 2 shows the R for the strength of the relationship and R square for the determination of the extent to which effective communication predicts teachers' Productivity in Public Secondary Schools in Cross River State. the R-value of .163 indicates a low extent of relationship between the two variables. The calculated R square of .026 which is the coefficient of determination indicates that only 2.6% of teachers' productivity is predicted or determined by reciprocal engagement. This means that the extent to which effective communication predicts teachers' teachers' Productivity in Public Secondary Schools in Cross River State is low.

**Research Question Three:**

To what extent does reciprocal engagement and effective communication jointly predict teachers' Productivity in Public Secondary Schools in Cross River State?

**Table 3: Multiple Regression Analysis of the extent to which reciprocal engagement and Effective Communication jointly predict Teachers' Productivity in Public Secondary Schools in Cross River State.**

| Variable                   | R    | R Square | Extent of Prediction | Remark |
|----------------------------|------|----------|----------------------|--------|
| School planning Strategies | .433 | .188     | 18.8%                | Weak   |
| Teachers' Productivity     |      |          |                      |        |

Result in Table 3 shows the R for the strength of the relationship and R square for the determination of the extent to which reciprocal engagement and effective communication jointly predict teachers' productivity in public Secondary Schools in Cross River State. the R-value of .433 indicates a weak extent to which reciprocal engagement and effective communication jointly predict teachers' productivity. The calculated R square of .188 which is the coefficient of determination indicates that only 18.8% of teachers' productivity is predicted or determined by reciprocal engagement. This means that the extent to which reciprocal engagement and effective communication jointly predict teachers' productivity in Public Secondary Schools in Cross River State is weak.

**Null Hypothesis One**

Reciprocal engagement does not significantly predict teachers' productivity in public secondary schools in Cross River State.

**Table 4: Simple linear regression analysis for the prediction of reciprocal engagement and teachers' productivity in public secondary schools in Cross River State.**

(N=369)

| Source of Variation | Sum of squares | df  | Mean square | F-cal   | Decision @ P<.05 |
|---------------------|----------------|-----|-------------|---------|------------------|
| Regression          | 9786.568       | 1   | 7986.568    | 173.967 | .000             |
| Residual            | 20701.908      | 368 | 56.255      |         |                  |
| Total               | 30488.476      | 369 |             |         |                  |

**\* Significant at .05**

Table 4 contains the analysis to null hypothesis one, which states that; reciprocal engagement does not significantly predict teachers' productivity in public secondary schools in Cross River State. Table 4 revealed the calculated F-value of 173.967 at a degree of freedom of 1. With this result, the null hypothesis one was rejected, because based on the result in the table (< 0.05) shows that reciprocal engagement significantly predicts teachers' productivity in public secondary schools in Cross River State.

### Null Hypothesis Two

Effective communication does not significantly predict teachers' productivity in public secondary schools in Cross River State.

**Table 5:** Simple linear regression analysis for the prediction of effective communication and teachers' productivity in public secondary schools in Cross River State. (N=369)

| Source of Variation | Sum of squares | df  | Mean square | F-cal | Decision @ P<.05 |
|---------------------|----------------|-----|-------------|-------|------------------|
| Regression          | 805.981        | 1   | 805.981     | 9.992 | .002             |
| Residual            | 29682.495      | 368 | 80.659      |       |                  |
| Total               | 30488.476      | 369 |             |       |                  |

### \* Significant at .05

Table 5 contains the analysis to null hypothesis one, which states that; effective communication does not significantly predict teachers' productivity in public secondary schools in Cross River State. Table 5 revealed the calculated F-value of 9.992 at a degree of freedom of 1. With this result, the null hypothesis one was rejected, because, based on the result in the table ( $< 0.05$ ) shows that effective communication significantly predicts teachers' productivity in public secondary schools in Cross River State.

### Null Hypothesis Three

Reciprocal engagement and effective communication are joint significant predictors of teachers' productivity in public secondary schools in Cross River State, Nigeria.

**Table 6: Multiple Regression Results of the extent to which Reciprocal Engagement and Effective Communication jointly predict Teachers' Productivity in public secondary schools in Cross River State.**

| Variables               | Unstandardize Coefficients |          | Standard Coefficients |         | p-value |
|-------------------------|----------------------------|----------|-----------------------|---------|---------|
|                         | B                          | Std. Err | Beta                  | t-value |         |
| (Constant)              | 43.649                     | 3.383    |                       | 12.904  | 0.000   |
| Reciprocal Engagement   | 2.175                      | .170     | .555                  | 12.805  | 0.000   |
| Effective Communication | .115                       | .054     | .079                  | 2.124   | 0.034   |

a. Dependent Variable: Teachers' productivity

### \*Significant, $p < 0.05$

Data in table 6 presents the multiple regression analysis of the individual and joint prediction of reciprocal engagement and effective communication on teachers' productivity in public secondary schools. The result revealed that reciprocal engagement significantly predicts teachers' productivity ( $\beta = .555$ ,  $t = 12.805$ ,  $p < 0.05$ ). This implies that reciprocal engagement significantly predicts teachers' productivity. In other words, an increase in

reciprocal engagement among teachers and administrators leads to a corresponding increase in teachers' productivity. Reciprocal engagement made the strongest contribution to teachers' productivity among the predictor variables.

The result further revealed that effective communication significantly predicts teachers' productivity ( $\beta = .079$ ,  $t = 2.124$ ,  $p = 0.034$ ). Since the p-value is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that effective communication significantly predicts teachers' productivity in public secondary schools. Although, its contribution is weaker compared to reciprocal engagement.

The constant value of 43.649 indicates the baseline level of teachers' productivity when reciprocal engagement and effective communication are held constant. Overall, the findings indicate that reciprocal engagement and effective communication jointly contribute significantly to teachers' productivity in public secondary schools.

### **Findings of the Study**

The findings of this study shows that:

- i. There is a weak prediction of reciprocal engagement on teachers' productivity.
- ii. There is a low prediction of effective communication on teachers' productivity.
- iii. Reciprocal Engagement and effective communication are joint predictors of teachers' productivity.

### **Discussion of Findings**

The result of hypothesis one revealed that reciprocal engagement significantly predicts teachers' productivity in public secondary schools in Cross River State. This finding implies that reciprocal engagement enhances teachers' productivity through active participation, collaboration and mutual support among teachers, school administrators, students and parents. Teachers who are involved in school activities and decision-making processes tend to feel valued, motivated and committed to achieving educational goals, thereby improving their work performance. The finding agrees with the studies of Ademola and Chika (2024), Okoro and Okojie (2025), and Olumide and Bello (2026), which reported that stakeholder involvement and reciprocal interaction positively influence academic achievement, teacher effectiveness and school performance. The finding is in line with Mayo (1933), who emphasized that workers become more productive when they are recognized, involved and allowed to participate actively in organizational activities. It also supports Bertalanffy (1968), who explained that schools function effectively when different stakeholders cooperate and interact harmoniously toward the achievement of common goals.

The result of hypothesis two showed that effective communication significantly predicts teachers' productivity in public secondary schools in Cross River State. This finding suggests that effective communication improves teachers' productivity by enhancing understanding, cooperation, coordination and the smooth flow of information within the school system. Clear and timely communication enables teachers to understand school policies, instructional expectations and organizational goals, thereby improving their commitment and job performance. The finding is consistent with the studies of Nwosu (2017), Malama (2021), and Shalle et al. (2018), which revealed that effective communication contributes significantly to teachers' work performance, positive school climate and improved school effectiveness. The finding further supports Mayo (1933), who stressed the importance of communication and interpersonal relationships in promoting workers' morale and productivity. Similarly, the finding aligns with Bertalanffy (1968), who explained that communication serves as the link that coordinates the activities of different units within the school system, thereby promoting cooperation and effective functioning.

The result of hypothesis three revealed that reciprocal engagement and effective communication jointly predict teachers' productivity in public secondary schools in Cross River State. Although reciprocal engagement showed a stronger predictive power than

effective communication, the combined prediction of both variables was statistically significant in improving teachers' productivity. Moreover, teachers perform better when school administrators encourage participation, collaboration and open communication simultaneously. The joint contribution of the two variables suggests that effective school functioning depends on the interaction between stakeholder involvement and proper communication channels. The finding strongly validates Mayo (1933), who maintained that productivity improves when employees experience participation, motivation, recognition and effective communication within the organization. The finding also reinforces Bertalanffy (1968), who viewed the school as an interconnected system where cooperation, interaction and coordination among stakeholders are necessary for achieving organizational goals. Therefore, reciprocal engagement and effective communication collectively create a supportive school environment that enhances teachers' commitment, effectiveness and productivity.

### **Conclusion**

On the basis of the findings, the study concluded that school planning strategies significantly predict teachers' productivity in public secondary schools in Cross River State, although the predictive strength of the variables differed. The findings revealed that reciprocal engagement had a weak but significant predictive power on teachers' productivity, accounting for 32.1% ( $R^2 = 0.321$ ) of the variance in teachers' productivity, while 67.9% of the variance remained unexplained by the variable and could be attributed to other factors not included in the study. This implies that reciprocal engagement between school administrators and teachers contributes positively to teachers' effectiveness, participation in decision-making and commitment to school goals, but its influence is not sufficiently strong to independently explain teachers' productivity.

Moreover, effective communication alone had a negligible predictive power on teachers' productivity, accounting for only 2.6% ( $R^2 = 0.026$ ) of the variance, leaving 97.4% unexplained by the variable. This suggests that although effective communication contributes positively to teachers' productivity, its independent influence is relatively minimal. However, in the joint regression model, reciprocal engagement and effective communication remained statistically significant predictors of teachers' productivity ( $p = 0.034$ ), indicating that the combined effect of the two school planning strategies contributes meaningfully to improving teachers' productivity in public secondary schools. However, while reciprocal engagement and effective communication individually have limited predictive capacities, their combined influence is important for enhancing teachers' productivity and achieving educational goals.

### **Recommendations**

Based on the findings of the study, the following were recommended:

- i. Since reciprocal engagement explained only 32.1% of the variance in teachers' productivity, school administrators should also focus on other factors such as teachers' motivation, welfare and working conditions to improve productivity.
- ii. Since effective communication independently explained only 2.6% of the variance in teachers' productivity, administrators should emphasize participatory interaction and collaborative decision-making rather than relying mainly on one-way communication.
- iii. Since reciprocal engagement and effective communication jointly predicted teachers' productivity significantly, school administrators should combine both strategies through regular meetings, feedback systems and participatory leadership practices to improve teachers' productivity.

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