

Management Principles as a Function of School Productivity: A Comparative Analysis of Public and Private Secondary Schools in the South West Region of Cameroon

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Abstract

This study investigates principals' management principles and its effect on the productivity of secondary schools in the South West region of Cameroon. It investigated a comparative analysis of productivity in public and private schools with respect to planning and communication as construct of management principles. Questionnaire and interview guide were used to gather data from 295 teachers and 20 principals respectively using stratified, proportionate and simple random sampling techniques. The qualitative data were analyzed using thematic content analysis while the quantitative data were analyzed using descriptive (frequency count, percentages and multiple responses set) and inferential statistics (Paired Samples T-Test and Pearson test). Findings revealed that, communication and planning principles had a positive and significant effect on school productivity. However, while the practice is more in the private schools, the impact on productivity is higher in the public than private secondary schools. The study concluded that, effective planning and communication strategies are relevant for improving the productivity of secondary schools. They provide opportunity for optimal allocation and utilization of scarce resources in education for optimal outcome.

Keywords: Management principles, productivity, secondary education

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1. Introduction

It is common to judge schools based on their performance especially at the national examination. Whether this performance is good or bad, the credit or blame is attributed to the teacher. Yes, teachers are at the centre of quality education that determines the productivity of every educational institution, but attention should also be given to their leaders who make policies and decisions that affect their effective functioning. The management structure of secondary education in Cameroon consists of a minister of secondary education, regional delegates, divisional delegates, principals, vice principals, discipline masters, bursar, teachers, parent teacher associations (PTA) and other educational professionals working together to enrich and enhance education (Mbua, 2002). Although the school is managed by all these aforementioned managers, the principal is at the centre of school management because they are involved in the day-to-day activities of the school while the other administrators deal with periodic interactions with members of the school community. As such, they greatly determine school productivity. In this regard, the management principles used by the school principal greatly determine school productivity.

One of the functions of a principal is administration since he or she is in charge of the implementation of educational laws and policies. In carrying out the administrative functions, they also have management roles. Management involves the pursuit of organizational goals effectively and efficiently by integrating the work of people through planning, organizing, leading and controlling the organization resources (Kinicki & Williams, 2008). But the principles used by managers will enable them to attain these management goals. In Cameroon as in many other developing countries, school management has become a major area of concern with respect to the massive expansion of this sector in recent years (Fafunwa & Aisiku, 2022). There are three sectors of education in Cameroon: Primary, Secondary and Higher education. Secondary education occupies a central position in both private and public schools: while it admits graduates from primary education; it prepares students for admission into higher educational institutions which build skills for the economy. The effective management of human, material and financial resources is therefore relevant to attain higher school productivity.

Considering the role education plays both for the state and individuals, management of public and private schools stand as an important aspect for analysis. Education is a top priority in every nation and is expected to be highly productive with the help of school managers. However, it is observed that the productivity of schools drops with time. This can be attributed to the way in which schools are managed in Cameroon especially the fact that management in public compared to private schools is always different and that principals are not formally trained. Principalship in public secondary schools in Cameroon is gotten through Ministerial appointments following decree No. 80/293 of 25th July 1980 and in private schools is mostly by ownership or friendship (Mbua, 2003). This disparity poses a big difference in the management of public and private schools as

principals of both school types are not trained in the same way to acquire similar management skills which threatens productivity.

The government spends huge amounts of resources in running schools and pay teachers of public secondary schools including subventions to privately owned secondary schools. For example, secondary school has the highest budget compared to the budget allocated to primary and higher education in 2021 (Ministry of Finance, 2021). They also organize workshops, seminars and conferences for principals and teachers for public schools which sometimes include the provide schools in an effort to improve on productivity. In all these, if schools perform poorly which is seen in repetition, dropout, poor grades, it is a wastage of scarce national resources. Also, repetition has the possibility of dropout which may lead to social ills like stealing and early pregnancy. However, it is observed that students from private schools who have approximately 80% of their teachers not trained performed better than students from public schools who have approximately 80% of their teachers formally trained. Many factors may be attributed to this variation in performance. But this study sets out to investigate whether management principles of principals who are the head of secondary schools determines school productivity and whether the variation in productivity between private and public schools is a function of the management principles used. This is guided by the following objectives:

1. To examine the extent to which communication affects school productivity in public and private secondary schools.
2. To investigate how planning affects school productivity in public and private secondary schools.

Based on the research objectives, the following hypotheses are tested:

1. **Ha1:** planning does not significantly affect school productivity in public secondary schools compared to private secondary schools.
2. **Ha2:** communication does not significantly affect school productivity in public secondary schools in the same way as in private secondary schools.

The need for this area of study has become increasingly apparent as the problems of school management comes up day after day. The study area, the South West region is one of the regions affected by the ongoing Anglophone crisis in Cameroon. Coupled with the challenges of the COVID-19 pandemic, management of secondary schools which is the largest industry in Cameroon has become complex. The need for better ways of managing schools has become urgent and relevant for optimal productivity. Findings from this study provides vital insights that bridge the gap in our knowledge of school management and how it affects school productivity in public comparably to private secondary schools in the South West Region of Cameroon.

2. Literature Review

School management involves the application of the process of planning, organizing, coordinating, controlling, supervising and evaluating human and material resources with the explicit purpose of achieving educational goals and objectives (Akpan, 2016). School management and school productivity cannot go on smoothly without the effective use of communication since communication has a great value for humans and education deals with human beings. Communication involves an interactive process between at least two people, the transmitter and the receiver. This interactive process indicates that communication is a dynamic and constantly changing process. Through communication we change the content of words and messages (McCroskey et al., 2006). Interaction between the involved reference groups is a necessary component for a modern school to overcome its problems and operate with total quality (Brinia, 2016).

Communication is a relevant fact of human life. Every human being has a message to convey to one another irrespective of the place and the situation. As in all dimensions of social life, in educational organizations, good communication is crucial. For an active, qualified and productive education, effective communication skills are needed among public and private school managers and teachers, both in the school environment and outside the school. Nwosu (2017) explains that effective communication in schools enhances the productivity of schools as top administrators communicate relevant information to teachers and down to students effectively. This supports the findings of Ghadaireh (2020) that effective communication among secondary school principals and teachers in Jarash supports effective meeting and high teachers' performance. Therefore, effective communication is a driving force for effective functioning of schools (Brinia et al., 2022). Ayeni and Akinola (2020) also express worry on the inadequacy of communication approaches which is affecting the productivity of secondary schools in Nigeria. They found a significant relationship between principals' communication strategy and teachers' productivity. However, poor internet connection, delay in information processing which often cause delay in decision-making process, and lack of modern communication facilities to enhance teachers' productivity were the major constraints to effective communication. This supports the findings of Etomes and Molua (2019) who found a positive relationship between principals' communication strategies and teachers' productivity in secondary schools in Cameroon.

Planning is a major aspect of management that enhance school productivity. For education to play its key role on the transformation of a nation, it needs to be adequately and effectively planned because a faulty

educational planning can jeopardize a country's development for decades (Akpan, 2018). Therefore, the importance of educational planning cannot be overemphasized. Gulzar (2015) defined educational planning as “the process of making arrangements or preparations to facilitate the training, instruction or study that leads to the acquisition of knowledge and skills”. This definition supports the work of Boyitie (2021) who found a positive and significant relationship between effective planning and academic performance of secondary school students in Nigeria. Effective planning fosters, improves, smoothens and has a positive relationship with teaching and learning (ibid). Ayeni (2022) also found a positive significant relationship between teachers’ instructional planning and instructional task performance and students’ academic performance. Teachers demonstrated high performance in the preparation of lesson notes, content knowledge, classroom management and record-keeping while the least performed tasks included the use of instructional materials, learners’ assessment, performance feedback and review of academic activities (ibid).

3. Research Methodology

Research design: The study adopted an exploratory survey research design of mixed method approach. This process was aided by a questionnaire and an interview guide with the intention to enable the researcher exploits participants’ opinions/views on the variables under investigation in greater detail.

Population and sample: The population of the study constituted of teachers and principals of 20 Public and Private Secondary Schools in the Southwest Region of Cameroon. In the 20 schools, there were 20 principals and a total of 1,311 teachers. Based on this, the sample size of the study consisted of all the 20 principals and 299 teachers. However, four questionnaires were rejected with incomplete responses. This brings the number of teachers sampled to 295. The sample size for teachers was estimated using the Krejcie and Morgan table (1970). The stratified, proportionate and simple random sampling techniques were used for the study to enable the researcher sample the opinions of the respondents. The stratified sampling technique was used in grouping the schools in different stratum that is; Public and Private. Thereafter, the simple random sampling technique was used in selecting the number of schools required for each stratum.

Instrumentation: Questionnaire and interview guide were the instruments adopted for the study. The questionnaires were constructed for teachers. Each of the variables had 6 six (06) closed ended questions rated using the four-point likert scale (Strongly Agree, Agree, Disagree and Strongly Disagree) and one open-ended question. On the other hand, the interview guide was designed for the principals which consisted of four open ended questions, each targeting the four objectives of the study. Probing was used to get in-depth information from the participants. The reliability of the instrument (questionnaire) was measured using the Cronbach Alpha Test and the coefficient value stood at 0.824 which was above the recommended threshold of 0.7.

Empirical strategy: Finally, the data (quantitative) were analysed using both descriptive and inferential statistical tools. The descriptive statistical tools used were frequency count, percentages, mean and standard deviation and SPSS 25. While the inferential statistical tool used is the Paired Sample T-Test and the Pearson test. This was used in testing the hypotheses of the study. On the other hand, the qualitative data were analysed using the thematic content analysis approach.

Ethical consideration: Participants’ consent was solicited before participation. Each participant clearly read the consent form and agreed to participate in the survey. Participants were not pressured to participate against their will. Participants were given at least a week and at most two weeks to respond to the survey. This gave ample time to read the information sheet and consent form and make their decision whether to participate or not. Anonymity of participants was ensured as names and personal characteristics of participants were excluded in the presentation of results. In addition, a letter of authorization was given by the University of Buea research unit where the researcher is attached to, to carry out this research project. This guaranteed access to public and private higher education institutions.

4. Findings

4.1. Planning and school productivity in secondary schools

This section presents teachers’ and principals’ opinion on the effect of planning on school productivity. Using a four-point likert scale, the findings were collapsed to show this effect. It also presented a comparative analysis of private and public schools on the effect of planning on school productivity. This is seen table 1.

Table 1: Teachers' opinion on school planning

Statements	Stretched			Collapsed		
	Strongly Agree	Agree	Disagree	Strongly Disagree	SA/A	D/SD
Planning in my school enables stakeholders to be involved in decision-making which determines the effectiveness of decisions taken to reach school goals.	191 (64.7%)	74 (25.1%)	11 (3.7%)	19 (6.4%)	265 (89.8%)	30 (10.2%)
My principal usually involves stakeholders in school planning in order to improve teacher competence.	55 (18.6%)	177 (60.0%)	24 (8.1%)	39 (13.2%)	232 (78.6%)	63 (21.4%)
Planning eliminates imbalance and waste in my school which reduces school dropout.	60 (20.3%)	182 (61.7%)	46 (15.6%)	7 (2.4%)	242 (82.0%)	53 (18%)
My principal plans the school in a way that makes provision for quality education and enable students to acquire the required skills.	71 (24.1%)	149 (50.5%)	64 (21.7%)	11 (3.7%)	220 (74.6%)	75 (25.4%)
Effective planning in my school reduces the cost of education thus reducing school dropout.	70 (23.7%)	142 (48.1%)	69 (23.4%)	14 (4.7%)	212 (71.9%)	83 (28.1%)
Planning in my school gives directives for future plans of the school which determines the quality of certificates students will acquire.	94 (31.9%)	132 (44.7%)	52 (17.6%)	17 (5.8%)	226 (76.6%)	69 (23.4%)
Multiple Response Set (MRS)	541 (30.6%)	856 (48.4%)	266 (15.0%)	105 (5.9%)	1397 (79.0%)	371 (21.0%)

The overall findings revealed that 79.0%(n=1,397) of the teachers indicated that activities in their schools are well planned which improved the productivity of the school. Most of the teachers (n=232) are involved in planning which improves on their competence. This involvement enables teachers (n=265) to participate in decision making which determines decision taking to reach school goals. As such, this reduces wastage of school resources which has a positive impact on school dropout (n=242). Teachers (n=226) also affirmed that planning gives direction for future planning of school activities which determines school quality.

This finding corroborates teachers' responses in the open-ended questions where they (n=231) reported that effective planning leads to wise spending of school resources. For example, a participant indicated the following: "Planning helps school managers to know how much to invest in students". Another participant indicated that: "Planning enables the school leader knows what is needed to invest in human capital, that is, it creates an environment for school leaders to know what is needed to invest in human capital". As such, effective planning improves on students' performance because students' results are better each year. As reported by a teacher: "effective planning promotes better results in public examinations". Another teacher reported that: "Effective planning enables resources to be effectively used. Thus, resulting to better performance of teachers and students mostly envisaged in the results of public examinations". Teachers are happy to participate in decision making, especially those that concerns them. As such, they effectively take part in its implementation and attainment. This leads to improve in output of the school.

However, though teachers in both public and private schools acknowledged that they are involved in planning and planning determines the productivity of the school, there is a variation in their practice. This is shown in table 2.

Table 2: Comparing teachers' opinion on planning by school type

School type	Statistics	Planning		Total
		Adequate	Inadequate	
Public	N	102	31	133
	%	76.7%	23.3%	
Private	N	132	30	162
	%	81.4%	18.6%	
Total	N	234	61	295

Chi-Square test=1.02, df=1, P=0.312

Comparing school planning by school type, findings showed that the percentage of teachers in Private

schools 81.4% that perceived their school planning as adequate slightly outweigh the percentage of teachers in public schools 76.7% that indicated that their school planning is adequate.

Principals' Opinion

The responses of principals corroborate that of teachers. They see effective planning as relevant in improving school productivity. This is shown in table 3.

Table 3: Principals' opinion on the relevance of planning to their school

Themes	School type	
	Public school	Private school
Guide the school in the running of its activities	"The running of the school largely depends on planning". "It leads to proper effective management of the school". "Planning leads to effective and proper use of school budget and avoid mismanagement".	Guide the school in the attainment of its goals and objectives Effective school management Avoid mismanagement of finances Motivation of staff
Avoid mismanagement of finances	"Planning reduces mismanagement". "It makes control easy for auditors". "School planning aid the school in the running of the school budget by repositioning the thoughts of each and every one".	"It helps the school to stay focus on it goals and objectives". "Planning enables effective and efficient use of resources". "Planning is used as means of measuring school performance". "It improves and facilitates communication and management of the school". "Helps in the strategic planning of finances". "Helps to compare budgets cost to standard cost". "It leads to proper allocation of budget into different departments". "Planning acts as a motivational tool to staff and students".

Findings showed that principals from both school types perceived planning as relevant. However, while the principals in public schools said planning guide the school in the running of its activities and also help in avoiding financial mismanagement, principals in private schools added that planning act as a motivation to their staff and students and also guide the school in the attainment of its goals and objectives.

Correlation Analysis

Table 4: Relationship between planning and school productivity

School type	Variables	Paired Samples T test statistics					
		Mean	N	Std. Deviation	Std. Error Mean	Correlation	P-value
Private	Planning	19.0083	162	3.10889	.20068	.387	.001
	School productivity	50.3382	20	2.73714	.17668		
Public	Planning	17.8763	133	2.34827	.17218	.356	.003
	School productivity	68.5494	10	5.08158	.37260		

**** Correlation is significant at the 0.01 level (2-tailed).**

***Explanatory power the relationship 39.8%**

Statistically, there was a significant difference in the school productivity in public and private schools based on planning ($P < 0.05$). In other words, planning significantly affect school productivity in both school types. Based on mean differences by school type, findings show that the mean score for planning in private schools is 19.0083; slightly higher than that for public schools 17.8763 but, in terms of school productivity, public schools had a higher mean score (68.5494) than private schools (50.3382). Also, the correlation values between planning and school productivity for public schools is ($R = 0.356$, $P = 0.003$, $far < 0.05$) and that for private school is ($R = 0.387$, $P = 0.001$, $far < 0.05$). The positive sign of the relationship implies that the productivity in both schools is more likely to increase when school activities are well planned and this relationship is supported with an explanatory power of 39.8%. Therefore, the null hypothesis that states that planning does not significantly affect school productivity in public secondary schools as compared to private secondary schools was rejects.

4.2. Communication and school productivity of secondary schools

This section presents teachers' and principals' opinion on the effect of communication on school productivity. using a four-point likert scale, the findings were collapsed to show this effect. It also presented a comparative analysis of private and public schools on the effect of communication on school productivity including statistical analysis. This starts with table 5.

Table 5: Teachers' opinion on communication in their school

Statements	Stretched				Collapsed	
	Strongly Agree	Agree	Disagree	Strongly Disagree	SA/A	D/SD
Principals choose a suitable form of communication that passes information easily to subordinates in order to enhance teacher competence.	173 (58.1%)	90 (30.2%)	32 (10.7%)	3 (1.0%)	263 (88.3%)	35 (11.7%)
I always listen closely to the information the principal is passing on so I can effectively implement it and bring positive feedback.	58 (19.5%)	181 (60.7%)	53 (17.8%)	6 (2.0%)	239 (80.2%)	59 (19.8%)
The principal integrates information in a way that will make employees identify and feel vital to the organization which motivates them to teach students effectively so they will acquire.	69 (23.2%)	142 (47.7%)	69 (23.2%)	18 (6.0%)	211 (70.8%)	87 (29.2%)
My principal takes feedback of every information given to ensure students have acquired the necessary skills.	53 (17.8%)	140 (47.0%)	92 (30.9%)	13 (4.4%)	193 (64.8%)	105 (35.2%)
The principal regulates information before disseminating to his subordinates in order to ensure the right information is passed on to students.	86 (28.9%)	119 (39.9%)	64 (21.5%)	29 (9.7%)	205 (68.8%)	93 (31.2%)
The principal passes information in a persuasive way that will make the teaching and non-teaching staffs to easily accept and implement it.	72 (24.2%)	150 (50.3%)	52 (17.4%)	24 (8.1%)	222 (74.5%)	76 (25.5%)
Multiple Response Set (MRS)	511 (28.6%)	822 (46.0%)	362 (20.2%)	93 (5.2%)	1333 (74.6%)	455 (25.4%)

Findings revealed that most of the teachers (74.9%) agreed that principals' communication strategy has a positive effect on their productivity. For example, most of the teachers (n=263) agreed that the principal used suitable means of communication that enhances teachers' output. This makes teachers (n=239) to be always well informed which fosters effective implementation of decision and prompt feedback. This fosters a sense of belongingness as teachers (n=211) always feel important and motivated which positively affects teaching. Teachers (n=205) also agreed that the principal regulates information before dissemination which facilitates effective collaboration.

These findings support the open-ended responses of teachers as a majority of them (n=156) reported that effective communication enhances collaboration amongst colleagues, including the administration. One of the teachers' indicated that: *"Communication helps teachers share ideas and enhances cooperation among teachers. This fosters good relationship that improved on the quality of school output."*. Another teacher indicated that: *"communication enhances cooperation among teachers in reaching a common goal"*. This serves a strong motivation to teachers which encourages commitment to the attainment of individual and organizational goals and objectives. This creates a conducive school climate; teachers feel comfortable working with one another and the administration. As indicated by a teacher: *"effective communication aids in making the school climate conducive for every teacher"*. This does not only improve on the school climate, but also improve on the existing skills of teachers since collaboration provides room for teachers to learn from each other. One of the teachers emphasized that: *"through effective communication, teachers learn from one another which obviously improve on their skills, especially pedagogic skills"*.

While it is evident from the findings that effective communication strategies improve on the productivity of the school, the extent of practice and impact differ with school type (private and public schools). Table 6 presents the statistical analysis of the effect of the principals' communication strategies on school productivity

by school type.

Table 6: Comparing teachers’ opinion on communication strategies in public and private secondary schools

School type	Statistics	Communication		Total
		Effective	Ineffective	
Public	N	96	40	136
	%	70.3%	29.4%	
Private	N	126	36	162
	%	77.8%	22.2%	
Total	N	222	76	298

Chi-Square test=2.01, df=1, P=0.156

Comparing communication by school type, findings showed that communication in private schools was more effective compared to that in public schools. 70.3% of the teachers in public schools indicated that communication is effective whereas 77.8% of the teachers in private schools were of the opinion that communication is effective.

Principals’ opinion

Just like teachers, principals acknowledged that effective communication has a positive impact on the productivity of the school. However, the impact varies with respect to public and private schools. This is depicted in the table 7.

Table 7: Principals’ opinion on how effective communication affects school functioning

		School type	
Public school Themes	Quotations	Private school Themes	Quotations
Result to effective students’ participation in school activities	“It helps the students to involve in all the school programs”.	Motivation of teachers	“Facilitate motivation”. “Improves communication and motivation of teachers”.
Improve on students’ commitment to studies	“It makes the students understand”	Improve coordination	“Improve coordination”. “It facilitates information flow”. “It helps in effective coordination and planning”.
Improve on students’ conduct	“It makes the students to be responsible on campus”. “It promotes discipline in the school”. “Enhance discipline”.	Conflict resolution	“Conflict resolution”.
Promote transparency	“It’s implemented transparency in the school”.	Improve students’ conduct	on “Discipline of students”.
Ease running of school activities	“It leads to smooth running of the school activities” “Easy completion of task”.	Effective complaint students ‘problems	of “It provides opportunity for students to lay complaints on the ills of teachers”. “It provides avenue for whistle blowing”. “It allows students to freely discuss with the vice principal on problems they are facing in their studies”.

Findings showed that in both school types, the principals interviewed perceived effective communication as relevant in the running of the day-to-day activities of their respective schools. The principals from public schools said that effective communication led to effective students’ participation in school activities, improve on students’ commitment to study, improve on students’ conduct, promote transparency and it ease the running of school activities.

Also, from the perspective of principals in Private schools, they said effective communication led to teachers’ motivation, improve coordination of school activities, ease conflict resolution among teachers, improve on students’ conduct and it also empower the students to effectively discuss their academic problems to the vice principal.

4.3. Correlational analysis

Table 8: Relationship between communication strategies and school productivity

School type	Variables	Paired Samples T test statistics				Correlation	P-value
		Mean	N	Std. Deviation	Std. Error Mean		
Private	Communication	21.7061	162	3.59236	.22951	.451	.001
	School productivity	50.2892	10	2.77019	.17698		
Public	Communication	19.2826	136	2.37853	.17535	.489	.001
	School productivity	68.5850	10	5.09768	.37581		

** Correlation is significant at the 0.01 level (2-tailed).

*Explanatory power the relationship =41.6%

Statistically, there was a significant difference in the school productivity in public and private schools based on communication ($P < 0.05$). In other words, communication significantly affects school productivity in both school types. Based on mean differences by school type, findings show that the mean score for communication in private schools is 21.7061; slightly higher than that for public schools 19.2826 but, in terms of school productivity, public schools had a higher mean score (68.5850) than private schools (50.2892). Also, the correlation values between communication and school productivity for public schools is ($R = 0.489$, $P = 0.001$, $far < 0.05$) and that for private school is ($R = 0.451$, $P = 0.001$, $far < 0.05$). The positive sign of the relationship implies that the productivity in both schools is more likely to increase when communication is effective in both school types and this relationship is supported with an explanatory power of 41.6%. Therefore, the hypothesis that states that communication does not significantly affects school productivity in public secondary schools compared to private secondary schools was rejected.

4.4. Discussion of Findings

This study investigated the management principles that principals can use to enhance the productivity of secondary schools in Cameroon. Two major management principles, that is, planning and communication were examined with focus on teachers and principals' opinion on the extent of use and outcome with respect to school productivity. Findings revealed that planning and communication principles greatly determined school productivity, but this vary with respect to school type, that is private and public secondary schools. The statistical analysis revealed that communication principles, when implemented effectively has more impact on school productivity than planning strategy with a higher productivity in public than private secondary schools. In addition, findings revealed that planning has more impact on the productivity of public secondary schools than private secondary schools. However, the practice of planning and communication strategies is more in the private schools than the public schools. This implies principals needs to improve on their communication and planning strategies to improve on school productivity.

The absence of effective communication hinders cooperation among teachers which result to low teachers' motivation, encouragement, poor school climate which end up negatively affecting school productivity. The finding of this study is correlated with that of Nwosu (2017) who found out that principals' communication strategies have a significant effect on teachers' work performance. Therefore, principals should enforce new and good strategies of communication each time depending on the nature of the information. This is also in line with the Scientific Management Theory by Frederick Taylor (1911) whose main objective is to improve economic efficiency especially labour productivity. According to Taylor, the ways to improve school productivity by managers is to study the way work is being done by identifying a more effective approach (Wright and Noe, 1996) and effective communication within the school setting is one of the approaches which if every principal makes effective use of, the productivity of the school is more likely to increase because of its multiple effects.

One of the roles of communication in the study is to provide information to the members in the school organization and the purpose of this information is to enable them do their work. Communication enables the management to make itself understood clearly throughout the organization or institution. Therefore, it is clear that without effective communication, many teachers will not do their job effectively. Another role of communication revealed in this study is the command and regulative role which comprise of a whole network of manuals, policies, orders, instruction and directions. Thus, without effective communication within the school setting, many teachers will not know exactly what is expected of them. Furthermore, another role of communication is the persuasive role which states that principals need to persuade their employees (teachers) to do certain things. According to Okumbe (1998) communication directs the behaviour of the people in the organization and helps in providing the drive among workers to productivity and greater satisfaction. Okumbe (Ibid) added that communication is also seen as facilitating release of emotions in that it provides a release for

the emotional expression of feelings and fulfilment of social needs. Lastly Okumbe (Ibid) added that communication is seen as facilitating decision-making. It provides the decision makers access to information, which helps them reach conclusions. Thus, these are clear indications that when communication is not effective as in the case with some schools, the entire school is more likely to be negatively affected. This is so because among the principals interviewed in the context of our study, they said that effective communication led to effective students' participation in school activities, improve on students' commitment to studies, improve on students' conduct, promote transparency, ease the running of school activities, lead to teachers' motivation, improve coordination of school activities and ease conflict resolution among teachers.

Just like communication, planning enable the school to spend its resources wisely by helping school managers to know how much to invest in students. Also, effective planning enables principals to know a proxy of the budget to invest in human capital which determines the level at which school train students. it helps the principals not only to be able to effectively manage the financial resources, but the human and material resources. This results to better performance of teachers and students whose performance are major indicators of school productivity, mostly evaluated using the results of public examinations. Planning guides the school in the running of its activities, help in avoiding financial mismanagement, act as a motivation to staff and students and also guide the school in the attainment of its goals and objectives. These findings tied with that of Alawamleh, Bdah & Alahmad (2013) who found out that school planning has a significant effect on the quality of school programmes.

All over the world, education is regarded as the key to the development of every nation. It is the tool for a country's political, economic, social and technological development. For a school to achieve its stated goals by playing its key role of a nation, it needs to be adequately and efficiently planned because a faulty school planning can jeopardize a country's development. Planning does not only take place at the national level, the institutions like Private as well as public schools do internal school planning and, according to Akpan (2018), school planning helps in identifying school goals and objectives, helps in effective distribution of scarce resources, it aids decision making in school, enhances optional utilization of resources and so eliminates imbalance and waste which sustain quality education. Therefore, it is imperative that principals at their own level should endeavour that the activities of their schools are well planned while advocating for effective school planning at the external level. This will reduce wastage of scarce resources devoted in the production of education goods.

5. Conclusion and Recommendations

With our rapid changing world, effective planning and regular and effective communication is relevant to attain the goals and objectives of every organization. Involving people in decision making enables them to work towards its attainment which improves on the outcome. The study concluded that, effective planning and communication strategies are relevant in improving the productivity of secondary schools. They are relevant in optimal allocation and utilization of scarce resources in education for optimal outcome. However, individual knowledge and skills are relevant for effective participation in the planning process and a unanimous decision should be implemented for effective participation. School principals are therefore recommended to ensure that the decisions taken in school are effective and involve all stakeholders who will be involved in the implementation. School principals should also endeavour to make policies that will encourage teachers to engage in school activities, improve professionalism, helps the school and its administration to easily take decisions and specify all that is expected of the students, teachers and other stakeholders in order to attain high productivity. In addition, principals and other stakeholders should plan school activities in a way that mismanagement will be reduced and control will be easy for auditors. This will guide the school in the attainment of school goals and objectives and most importantly make the schools productive. Principals should also ensure that there is effective communication ranging from top to bottom whereby administrators communicate effectively with teachers, teachers communicate effectively among themselves and with students and students also communicate effectively with teachers, vice principals and discipline masters, provides opportunity for students to lay complaints on the ills of teachers, allow students to freely discuss with the vice principal and other stake holders on problems they are facing in their studies.

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