

# Impacts of school heads collaboration management communication skills on primary school teachers productivity in delta state

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## Abstract

This research looked into job productivity of primary school teachers in public schools as well as the collaboration and management skills of the school heads. This expos-facto study design uses the relational method. The study's population numbered 18134 (eighteen thousand, one hundred and thirty-four), with 10,86 primary school heads and 17,048 teachers spread across the three senatorial districts and 25 local government areas in Delta State. The sample for this study was made up of 392 school heads and 723 instructors totaling 1115, but 1076 questionnaires were returned and used. The multi-stage sampling process was used. The research employed two self-developed questionnaires titled "Questionnaire on School-Head Collaboration Management Communication Skills (QSHCMCS) and Questionnaire on Public Primary School Teachers' Job Productivity" (QPPSTJP). The instrument's face and content validity were determined by expert judgment. The split-half approach to reliability establishment was used to assess the instrument's dependability with the Pearson Product Moment Correlation Statistics, the data from each group were combined and correlated to produce a coefficient of 0.77. The Spearman-Brown Prophecy Formula was then used to step it up to 0.87, which indicated a high-reliability index. The analysis of research questions 1 and 2 were conducted using mean and standard deviation and research 3 was conducted using the Pearson Product Moment Correlation Coefficient of determinations, while the inferential statistics of Pearson Product Moment correlation statistics was utilized to test the hypothesis at the 0.05 level of significance. The data analysis yielded the following conclusions; there was a substantial association between the indicators of school leaders' usage of collaborative management communication skills and the productivity of public primary school teachers in Delta State and the subject-matter knowledge, well-prepared lesson notes, appropriate use of teaching methods, satisfactory use of instructional learning materials, well-organized class lessons, effective use of questioning techniques, and well-presented lessons, are the areas in which Delta State's public primary school teachers excel in productivity among others. The recommendations are; school managers and administrators should consistently use the collaboration communication management skills, and participate in training and development programs on the principles and applications of collaboration management communication skills, which should be coordinated by the ministry of education and school owners among others.

**Keywords:** School Heads, Collaboration Management, Communication Skills, and Teachers Productivity

## Introduction

Collaboration is a critical job skill that is required to activate and improve employee productivity within the organization as well as to collaboratively accomplish and achieve the plans, goals, and objectives of the latter.

Collaboration and the quantity and caliber of productivity at work are directly related, as evidenced by a number of causes and factors. Collaboration is seen by some researchers as one of the primary driving forces for increasing organizational productivity, so it's critical to understand how it affects productivity,

according to Jones, Richard, Paul, Sloane, and Peter (2007). In educational institutions, various committees are utilized to collaborate for a shared goal. However, due to the behavior of certain team members, the majority of committee members seldom engage completely in the work of the committee, and the leader hardly ever helps some other members. Collaboration issues arise not only between committee members but also between teachers themselves. Effective collaboration-related behaviors and ideas, however, can boost teachers' job productivity and improve their capacity for handling unexpected and urgent challenges at work as well as resolution of conflicts.

Collaboration is a concept that organizations that maximize success embrace. The foundation of problem solving and teamwork is the sense of mutual respect, trust, and maturity. There are a variety of concepts that may spring to mind when thinking about collaboration management in an organization. A group or team is made up of individuals who complement one another's skills and who are dedicated to a shared objective, performance standards, and methodology for which they hold each other accountable. Because of the duties that members of a group perform, a group typically perceives itself as a social entity that is interdependent. Their tasks impact others, i.e., the students and/or teachers, and they are integrated into one or more broader social systems, like the school. One thing that sets these group projects apart from others is their mutual dependence, which is also their key component. The main purpose of the members' interactions is to exchange knowledge, best practices, and viewpoints as well as to make decisions that will improve each person's performance inside the school.

**Communication:** Informal or formal, written or spoken, vertical or horizontal, communication is the movement of information within an organization and is essential to its efficient operation. In an organization, having well-

defined channels of communication between managers and staff enables them to work together to avoid conflicts and address problems as they come up. Effective managers establish strong relationships with their staff, which facilitates the attainment of the organization's goals and objectives. It can ascertain how effectively knowledge is dispersed within a team, guaranteeing that the unit functions as a single workplace. An organization's success is largely dependent on how well a manager interacts with the other members of his or her team. This includes how well tasks and activities can be completed and how well-defined produces can be followed.

The use of communication running a school improve the means of gathering, storing, retrieving and processing information, improvement and facilitation of collective decision making assist in delegating authority, facilitation of feedback mechanism in administration, assist in lecturing/teaching and learning, improve human relations, removal of communication barriers, promotes the tone of the school by reducing crises, protection of important document and data, leads to students' higher knowledge acquisition, convey ideas clearly with confidence, making the school administration line to be concise and adaptable, help in construction and presentation of ideas, reasonably, and logically for easy analysis, other involve comprehension, and interpretation of other peoples' argument, having good sense of audience awareness, help school personnel to interpret and accept criticism or conflicting but superior views/ideas Anho (2011:99-108).

### Statement of the problem

Primary education is considered the cornerstone of education since secondary and tertiary education are typically built upon it. As such, the success or failure of the education system as a whole depends on primary education. Since the goal of primary education is to provide students with the knowledge, skills, and attitude they need to survive, adapt to their changing

environment, and have the foundational knowledge needed for further education, a weak foundation at the primary school level could prevent such an individual from experiencing development and self-actualization.

Both teachers and school administrators must be cooperative and committed to their work in order for primary education to meet these anticipated objectives. When compared to previous generations, teachers in primary schools today appear to be less cooperative, committed, uninterested, and uninvolved in the process of making decisions and carrying them out. This is likewise the opinion expressed by Akpaku (2018), who claims that since most teachers do not delegate responsibilities, participate in co-curricular activities, and do not want to be reprimanded, these teachers feel excluded from the administrative structure. The aforementioned observations and remarks suggest that there may not be a friendly human relationship between school administrators and teachers, which results in a lack of sound communication between the two groups even though the administrators complain that teachers deliberately exhibit unchallenging behaviors. Teachers' claim that administrators are to blame for their problems and that they fail to discuss issue with them. They also complain that they are not involved in the administration of the schools. Drawing the conclusion that school heads lack the necessary competence and skills e.g. quality communication for collaboration management is a reasonable conclusion from the information provided above.

Observations also indicate that certain school administrators have turned to intimidating their teachers, which has led to extremely bad relationships which hinders collaboration. Collaboration management works because of people relationships, increasing enforced democratization of administrative consultation, participation in group decision making, delegation of tasks and responsibilities, and open communication, among other things, open

communication foster an environment that is favorable to effective management and instruction. Therefore, the problem statement is presented as a question, asking whether or not collaboration management communication skills abilities are related to primary school teachers' job productivity in Delta State.

## Review of Related Literature

### Theoretical Framework

The foundation of this study is the Human Relations Theory, developed by Elton Mayo and Mary Parker Follet in 1950. This theory states that the creation and upkeep of a dynamic and harmonious human relationship is the primary challenge facing any enterprise or organization, including local and federal governments, businesses, and educational systems. This is relevant to the current study, which focuses on the collaboration management communication skills and job productivity of public primary school teachers in Delta State. For educators and school administrators, the democratic principle is the overarching human relations theory. When it comes to interacting with teachers both individually and collectively, democracy is essentially concerned with open communication which human relations. The head of the school is best positioned to provide guidance to all employees (teachers) regarding the application of democratic experiences and procedures involving engaging in open communication with all in the setting.

As a result, a teacher is viewed, recognized, and referred to as an embodiment of knowledge, a guardian, a character molder, a mentor, an implementer of decisions, a collaborator, a role model, a trusted educator and a good communicator; Anho (2022). A teacher is that professionally trained personnel making abundant, but relevant use of instructional materials assisting in making and implementing decisions, and mentoring other teachers who are within or below his rank.

### School Heads' Collaboration Management Communication Skills and Teachers' Job Productivity

Harrison (2005) defined communication as a process that involves the exchange of thoughts, feelings, and information as well as persuading others to do or not do something. According to Salazar (2008), high impact leaders design procedures that encourage two-way communication as opposed to channels that only allow information to flow in one direction. According to Ezedum and Odigbo (2011), communication is the culmination of an individual's actions intended to foster understanding in the minds of others. According to the researcher, communication is exchanging ideas, emotions, and information between two or more people.

Conversely, Weick (2007) and Jones, Watson, Garner, and Gallois (2014) saw communication as an essential organizing process. Communication-related problems have been acknowledged for organizing processes, just as the human behavior perspective has been crucial in the environment to emphasize cooperation, participation, satisfaction, and interpersonal relationships among workers. Theorists stressed interactive communication among employees to improve mutual trust, including both formal and informal communication, since effective communication was a cornerstone of the human behavior perspective. This viewpoint has shaped communication theorists' theoretical frameworks and given rise to an idea about communication as an organizing principle of human interaction. Interpersonal communication, for instance, is the foundation of the organization, according to Weick (2007) cited in Anho (2011), because it establishes the structures that influence other communication-related activities and the people who carry them out. These structures include hierarchical levels, shared responsibilities, exchangeable goods, and negotiable dependencies. Jones and George (2009) also recognized communication as "a fundamental component of the continuous organizing process that generates, replicates, and modifies social structures. As a process of organization, communication is not only a

management tool but also a vital component that influences management.

An information flow to and from administrators and other management staff members is the single most important component of successful management, according to Vogt and Murrell (2000) cited in Okorugbo (2014 a&b), who also discussed the value of communication skills to team/collaboration management and how it improves teachers' job performance. A greater willingness to adapt is correlated with open communication. It affects how the community and the school interact as well. Any kind of organization that supports the pursuit of an activity in full accordance with the society in which it operates must start work based on a predetermined plan and a carefully thought-out management strategy. This is because management is an essential component of the way organizational and social systems function, particularly in the modern era, which is characterized by the complexity of technological and informational products growing daily, radical social structure transformations, economic trends toward globalization, and, most importantly, organizational changes to the product.

To make it understandable to coordinate business activities, make decisions and carry them out, conclude partnerships and cooperation agreements, etc., a manager (the head of a school) in charge of carrying out the functions of management will therefore always use the processes of communication. In management terms, communication is the process that informs and directs people to produce optimal outcomes. According to Beanie and Ellis (2014), effective sound communication entails not only organizing your ideas and making them easily understandable, but also expressing them in a way that will grab the other person's attention.

Interaction amongst members of the working community is made possible through communication. Building bridges across the organization's members should start with the

manager, through deliberate and skillful communication. Activities within the organization flow smoothly thanks to communication. When starting a communication process, a competent manager will use communication to deliver messages precisely as well as to get the desired response. Each of these components serves as the foundation for communication processes, which enable employees to build the kind of interpersonal relationships that underpin effective management practices on the inside as well as the outside of a company.

Communication, as a management tool, aims to establish good interpersonal relationships, is non-confrontational, and aimed at the achievement of common goals: to increase the level of skills, to mobilize employees on the path of changing goals, and to exploit the evolution of forms of production to the fullest extent possible. According to Burnside-Lawry (2011) in Okorugbo et al., (2024), management communication must consider a variety of factors:

- A clear and exact articulation of the message that may be simply and completely comprehended.
- Message delivery is rapid.
- Ensure communication is fluent and reversible.
- Use a common language between transmitter and receiver
- Simplify communication channels
- Ensure flexibility and adaptation of the communication system to suit any circumstance.

Only effective communication can ensure the successful completion of these requirements, which are required for conducting tool organization. Communication management is a type of interpersonal leadership, a tool with which the manager can exercise specific powers: forecasting, training, organization, coordination, control, and evaluation.

- Furthermore, managerial communication has a threefold purpose:
- Interpersonal role: managers serve as organizational leaders, communicating with peers, subordinates, and customers both within and outside the organization. According to specialized research, managers spend around 45% of their time speaking with colleagues at the same organizational level, 45% communicating with employees inside their business, and just 10% communicating with superiors.
- Managers played an informational role, gathering information from colleagues, subordinates, and other connections in order to stay up to date on anything that would influence their job and responsibilities. Also, they in turn, spread, and supply crucial information.
- Managers make decisions and implement new initiatives, allocating resources to individuals and work divisions inside the business.

Some judgments are decided in secret, although they are based on previously published facts. Analyzing the three functions yields a consistent result: the significance of communication in the organization, without which things may not function. Lack of communication might impede the company's ability to achieve its goals. Employees are the most essential resource of the business, and the method in which they are actively involved in achieving the strategic objectives of the firm for which they work is critical to getting the expected performance of senior management (Kandlousi et al. 2010).

In their writings on communication in general, Anho (2011), Omoregie (2018), Egunyenga (2000), and Anho (2017) identified the functions of communication in an institution or in schools,

- Creates job satisfaction: organizations that encourage the distribution of information between seniors and subordinates, as well as between employees from the same departments; good feedback brings only benefits,

motivates employees to work harder, and makes them feel valuable to the company; open communication prevents conflicts from arising and speeds up their resolution. When a problem is addressed via communication, employees gain mutual respect, which leads to professional and personal growth.

- Uses resources more effectively: when difficulties, crises, and disputes happen in a company, owing to a lack of communication among employees, needless delays in the daily routine occur; this results in a resource leak and a decrease in total production.
- Increases productivity; effective communication in the workplace is critical to the organization's success or failure; managers must define and thoroughly explain the objectives to be achieved, as well as communicate to employees the responsibilities and duties that must be met; if the line ahead is clear, employees will know exactly what they must do and how to focus on it, resulting in increased productivity.

Mbiti (2010) noted that communication is the lifeblood of any organization, focusing on the relationship between academic staff job performance and communication. Without effective communication, no institution is able to meet the needs of its citizens. Information must flow from the institutional management to the staff and students, according to Wilbar(2015). The head of department must receive a briefing from the management of the institution before informing other staff and students of the news. However, management should exercise caution when using communication to promote open lines of communication between the community and the school, foster strong bonds between parents and teachers through periodic meetings, and strengthen the parent-teacher connection. Theorists of scientific management placed a strong focus on the flow of

communication from superiors to subordinates because they saw it as an instrument of organizational design that facilitates and operates task completion Shockley-Zalabak. (2006). Similar to this, Taylor's scientific management was run by a distinct division of labor and a clear chain of command. Work standards and standard measurement served as the foundation for the development of these two principles. According to him, rules, regulations, and the chain of command can all be made more effective and efficient by using communication as a tool.

One-way communication has a flaw, according to Clampitt (2011), cited in Achebe (2023), who stated that just because someone sends a message well doesn't mean it will be understood as intended. All participants in the process initiate and receive messages in a two-way communication. By lessening the significant differences between information or ideas that are received and those that are intended, two-way communication can enhance the communication process. According to Blase and Blasé (2014), academic staff, students, and the institution community as a whole may become irate, resentful, or uncomfortable due to poor or ineffective communication from institutional management. Increased lecturers' annoyance, frustration, and sense of futility as well as a lack of trust in the institution-can result from institutional management's dishonesty and actions that academic staff perceived as unfair. Kirkpatrick and Locke (2006) discovered that performance quantity or quality was unaffected by communication style. Task satisfaction, task clarity, and intellectual stimulation were the three attitude and perception variables that were found to be significantly correlated with leaders' communication skills. Compared to all other components, attitudes had a stronger correlation with vision.

Al-Hajar (2016) looked into how well principal-teacher communication affected teachers' job satisfaction in the United Arab Emirates and offered recommendations for how to make the process better in cycle 1 schools in Al Am city. It

provided answers to queries regarding the communication styles of principals, teacher satisfaction, the best principal-teacher interactions that resulted in high teacher job satisfaction, and disparities in communication between principals and teachers based on the gender of the principal. In order to accomplish the objectives of this study, 196 teacher participants—three men and five women from eight distinct cycle 1 government schools in the Al Am Educational Zone of the principals' Emirate of Abu Dhabi were made available. A five-point Likert scale questionnaire (from Never to Always) was used in a quantitative methodology.

The results of the study indicate that there is a strong correlation between teachers' job satisfaction and principal-teacher communication practices. Additionally, the communication styles of male and female principals differed from teachers' satisfaction. New perspectives in the context of the United Arab Emirates are offered by teachers' suggestions for enhancing principal-teacher communication in a way that boosts their job satisfaction. This study on school heads' collaboration management skills and public primary school teachers' job productivity in Delta State, Nigeria, is related to Al-Hajar's (2016) research on the impact of school principals' communication on teachers' job satisfaction in the United Arab Emirates because both are relational studies, and the literature review was also related.

Federico (2016) used a sample of 307 respondents to investigate the relationship between organizational communication satisfaction and organizational commitment in three Guatemalan organizations. The study's objectives were met by employing four research questions. Three surveys were used to get the data: the C. w. The Mowday, Porter, and Steers (1979) Organizational Commitment Questionnaire (OCQ), the Cook & Wall (1980) Organizational Commitment Instrument (OCI), and the Downs (1990) Communication Audit

Questionnaire (CAQ) were utilized in the data analysis. Multiple regressions were also employed. The first was that employees' organizational commitment and communication satisfaction were clearly positively correlated, according to the findings. In addition, compared to the staff members of the other two organizations (a hospital and a food factory), school teachers expressed a marked increase in satisfaction with the communication practices and commitment to their organization. Subordinates expressed lower levels of satisfaction with overall communication practices compared to supervisors. Fourth, workers who had worked for their companies longer exhibited a noticeably higher level of commitment.

### Indices of Collaboration Management Skills

Organizations, including educational institutions, employ various collaborative management abilities. Collaboration, in its essence and purpose, includes activities such as teamwork, collective decision-making, executing joint or shared programs, and managing the functional relationship between managers and subordinates. Ralaey (2021) explains that collaboration management skills entail utilizing all elements of administration in policy formulation, review, decision-making, problem-solving, and implementation. Brighouse and Tomlinson (1991), as cited in Dos and Savas (2015:2), detail some characteristics that contribute to a school's high productivity, including:

- 1) All levels of leadership should be strong, purposeful, and multi-style adoptive.
- 2) Organization and management: a flat, straightforward structure
- 3) All employees participate in a collective self-evaluation that results in the creation of new procedures
- 4) Systematic staff development that takes into account both individual and group needs

- 5) Uplift ethos is fostered by an environment that is upbeat both aurally and visually, encourages positive behavior, and sets high standards.
- 6) Curriculum and pedagogy, as well as teachers' creative debates, are all part of teaching and learning.
- 7) Parental participation: parents working together to improve education.

The total planning, organization, and use of resources to best achieve the schools' objective—which encompasses the political, social, cultural, educational, and economic functions—as known as school productivity (Sobandi, 2016:3). School productivity has been found to be influenced by several identifiable factors, including the effectiveness of the teaching-learning process, teacher competency, school organization culture, school climate, school finance, principal leadership, and school committees (Sobandi and Saud 2016).

### Research Questions

The following inquiries served as the research's compass.

- 1) What is the link between school heads' collaboration management communication skills and public primary school teachers' productivity in Delta State?
- 2) What are the indices of public primary school teachers' productivity in Delta State?
- 3) What is the association between school heads use of collaboration management communication skills and public primary school teachers' productivity in Delta State?

### Hypothesis

The following hypothesis was created to guide the study:

There is no significant association between school heads collaboration management

communication skills and public primary school teachers' productivity in Delta State

### Methodology

This research looked into job productivity of primary school teachers in public schools as well as the collaboration and management skills of the school heads. There were one research question posed, along with one formulation and test of hypothesis. This expos-facto study design uses the relational method to enable the researcher to collect data through questionnaires and analyze the collected data using descriptive statistics for variable comparisons. As of December 2021, the Ministry of Primary Education, Asaba, reported that the study's population numbered 18134 (eighteen thousand, one hundred and thirty-four), with 10,86 primary school heads and 17,048 teachers spread across the three senatorial districts and 25 local government areas in Delta State.

The sample for this study was made up of 392 school heads and 723 instructors from public primary schools in Delta State, totalling 1115, but 1076 questionnaires were returned and used. The multi-stage sampling process was used, which included purposive sampling, stratified sampling, and simple random sample procedures at different phases. The research employed two self-developed questionnaires titled "Questionnaire on School-Head Collaboration Management Communication Skills (QSHCMCS) and Questionnaire on Public Primary School Teachers' Job Productivity" (QPPSTJP).

The instrument's face and content validity were determined by expert judgment. The split-half approach to reliability establishment was used to assess the instrument's dependability. Respondents who were randomly chosen from nine (9) public primary schools in the Delta States and who were not included in the sample and sampled areas of the study were given thirty copies (30) of the draft questionnaire. Their answers were tallied and divided into even and odd numbers in equal halves. Using the Pearson Product Moment Correlation Statistics, the data from each group were combined and correlated



to produce a coefficient of 0.77. The Spearman-Brown Prophecy Formula was then used to step it up to 0.87, which indicated a high-reliability index.

The analysis of research questions 1 and 2 were conducted using mean and standard deviation and research 3 was conducted using the Pearson Product Moment Correlation Coefficient of determinations, while the inferential statistics of Pearson Product

Moment correlation statistics were utilized to test hypotheses at the 0.05 level of significance.

## Analysis

### Research Question 1

What are the indicators of the link of school heads use of collaboration management communication skills and public primary school teachers' productivity in Delta State?

**Table 1: Analysis of mean scores and standard deviation on the indicators of the link of school heads use of collaboration management communication skills and public primary school teachers' productivity in Delta State**

| S/N | E  | Mean                             | SD          | Remarks |
|-----|--|----------------------------------|-------------|---------|
|     | <b>ITEMS Communication Skills</b>  |                                  |             |         |
|     |  | <b>N = 1076</b>                  |             |         |
| 1   | Encourages flow of information in school organization                    | 2.80                             | 0.75        | Agreed  |
| 2   | Leads to mutual respect  | 3.00                             | 0.81        | Agreed  |
| 3   | Reduction of major disparity between information received and intended   | 3.05                             | 0.82        | Agreed  |
| 4   | Reduction of anger, resentfulness  | 3.06                             | 0.80        | Agreed  |
| 5   | Elimination of suspicion   | 3.00                             | 0.79        | Agreed  |
| 6   | Building trust among management and staff in the institution             | 2.82                             | 0.80        | Agreed  |
| 7   | Aid performance of functions   | 2.80                             | 0.77        | Agreed  |
| 8   | Elimination of wastages due to overload or breakdown of messages         | 2.82                             | 0.75        | Agreed  |
| 9   | Creates good connection and interaction gap between management and staff | 3.00                             | 0.80        | Agreed  |
| 10  | Influence good working relationship                                      | 3.05                             | 0.82        | Agreed  |
| 11  | Ensures good coordination  | 3.10                             | 0.83        | Agreed  |
| 12  | Enhancement of institutional/school outcomes                             | 3.02                             | 0.81        | Agreed  |
| 13  | Influence on the perceptions/options about persons in the institution    | 3.08                             | 0.81        | Agreed  |
| 14  | Encourages understanding of rules, regulations, policies and procedures  | 3.06                             | 0.79        | Agreed  |
| 15  | Facilitate task completion   | 2.57                             | 0.80        | Agreed  |
| 16  | Leads to the effectiveness of the chain of command                       | 3.50                             | 0.85        | Agreed  |
| 17  | Enhances good rapport between management and staff                       | 2.80                             | 0.77        | Agreed  |
| 18  | Allows employees/teachers to express their feelings                      | 3.35                             | 0.85        | Agreed  |
| 19  | Create avenues of resolution of conflicts                                | 3.65                             | 0.79        | Agreed  |
| 20  | Refines direction for individual teacher                                 | 2.70                             | 0.86        | Agreed  |
| 21  | It serves a motivational function to management and teachers             | 2.75                             | 0.82        | Agreed  |
| 22  | Encourages achievement in subordinates                                   | 2.85                             | 0.97        | Agreed  |
| 23  | It provides necessary information for decision-making                    | 2.80                             | 0.82        | Agreed  |
| 24  | To employees/teachers' job satisfaction                                  | 3.00                             | 0.80        | Agreed  |
| 25  | Leads to employers/management and employee/teachers' job satisfaction    | 2.85                             | 0.81        | Agreed  |
|     | <b>Average Mean</b>  | <b>2.98</b>                      | <b>0.81</b> | Agreed  |
|     | <b>Criterion Mean = 2.50</b>   | <b>Source: Field Work, 2024.</b> |             |         |

The table demonstrates that all the items exceed the 2.50 acceptance criterion threshold, with a mean average of 2.98 also surpassing this benchmark. As a result, these elements collectively depict the link between school heads in Delta State utilizing collaboration management, communication skills in their roles and the productivity of their teaching staff. These elements encompass facilitating information flow within the school, fostering mutual respect, minimizing substantial

disparities between received and intended information, reducing feelings of anger and resentment, eradicating suspicion, constructing trust between management and staff, aiding task accomplishment, reducing waste stemming from overload or message failure, promoting interaction and connection between management and staff, enhancing the overall working relationship, boosting institutional outcomes, influencing perceptions and choices about individuals in the institution, encouraging

understanding of guidelines, rules, policies, and procedures, and assisting with task completion.

### Research Question 2

What are the indices of public primary school teachers' productivity in Delta State?

**Table 2: Analysis of mean scores and standard deviation on the indices of public primary school teachers' productivity in Delta State**

| S/N               | Items   | N = 1076 | Mean        | SD          | Remarks       |
|-------------------|---|----------|-------------|-------------|---------------|
| 1                 | Quality knowledge and use of principles/concepts of teaching    |          | 3.65        | 0.79        | Agreed        |
| 2                 | Good lesson note preparation                                    |          | 2.70        | 0.86        | Agreed        |
| 3                 | Quality knowledge of subject matter                             |          | 2.75        | 0.82        | Agreed        |
| 4                 | Appropriate use of teaching methods                             |          | 2.85        | 0.97        | Agreed        |
| 5                 | Satisfactory use of instructional learning materials            |          | 2.80        | 0.82        | Agreed        |
| 6                 | Good knowledge of improvisation                                 |          | 3.00        | 0.80        | Agreed        |
| 7                 | Well organized class lessons                                    |          | 2.85        | 0.81        | Agreed        |
| 8                 | Using good questioning skills                                   |          | 2.80        | 0.75        | Agreed        |
| 9                 | Quality knowledge and use of stimulation-variations in teaching |          | 3.00        | 0.81        | Agreed        |
| 10                | Appropriate attainment of curricular objectives                 |          | 3.05        | 0.82        | Agreed        |
| 11                | Good lesson presentation  |          | 3.08        | 0.81        | Agreed        |
| 12                | Appropriate use of evaluation skills                            |          | 3.06        | 0.79        | Agreed        |
| 13                | Quality checking and marking of notes                           |          | 2.57        | 0.80        | Agreed        |
| 14                | Quality time management   |          | 3.50        | 0.85        | Agreed        |
| 15                | Giving individual attention to pupils                           |          | 2.80        | 0.77        | Agreed        |
| 16                | Quality teachers – pupils' rapport                              |          | 3.35        | 0.85        | Agreed        |
| 17                | Noting individuals' differences of pupils while teaching        |          | 2.82        | 0.75        | Agreed        |
| 18                | Timely coverage of scheme                                       |          | 3.00        | 0.80        | Agreed        |
| 19                | Creates conducive teaching-learning climate                     |          | 3.05        | 0.82        | Agreed        |
| 20                | Quality pupil's performance output                              |          | 3.10        | 0.83        | Agreed        |
| <b>Grand Mean</b> |   |          | <b>2.51</b> | <b>0.82</b> | <b>Agreed</b> |

**Criterion Mean = 2.50**      **Source: Field Work, 2024.**

The data analysis from research question 2 on the indices of public primary school teachers' productivity in Delta State is presented in Table 2, along with the mean scores and standard deviation. The average mean score of 2.51 is also within the criteria acceptance mean score, and the mean scores for all the items are above the accepted criterion bench mark of 2.50, according to the table. All of the items and statements are therefore regarded as indicators of the productivity of public primary school teachers in Delta State. These include, but are not limited to, sound understanding of the principles and concepts of teaching, well-prepared lesson notes, subject-matter

expertise, appropriate use of teaching techniques, effective use of instructional learning materials, proficiency with improvisation, well-organized class lessons, effective use of questioning techniques, appropriate achievement of curriculum objectives, well-presented lessons, and appropriate use of evaluation techniques.

### Research Question 3

What is the association between school heads use of collaboration management communication skills and public primary school teachers' productivity in Delta State?

**Table 3: Correlation coefficient of determination of the association between school heads use of collaboration management communication skills and public primary school teachers' productivity in Delta State**

| Variable  | N    | Mean  | SD   | r    | r <sup>2</sup> | r <sup>2</sup> % | Decision              |
|---|------|-------|------|------|----------------|------------------|-----------------------|
| School heads use of collaboration management communication skills | 1076 | 13.90 | 1.63 | .093 | 9.3            | 9%               | Positive relationship |
| Public primary school teachers' productivity                      |      | 59.98 | 8.03 |      |                |                  |                       |

Source: Field Survey, 2024.

Table 3 displays the correlation coefficient of determination between the productivity of public primary school teachers (N = 1076, mean = 59.98, standard deviation = 8.03) and the use of collaboration management communication skills by school heads (N = 1076, mean = 13.90, standard deviation = 1.63). The r<sup>2</sup> value is 9.3, and the r<sup>2</sup> is 9%, indicating that the use of collaboration management communication skills by school heads contributes 9.3% variance to the productivity of public primary school

teachers. The findings suggest a positive linear association between the productivity of public primary school teachers and the use of collaboration management communication skills by school heads.

#### Hypothesis

There is no significant link between school heads collaboration management communication skill and public primary school teachers' productivity in Delta State.

**Table 4: Analysis of Pearson Product Moment Correlation Coefficient 'r' of the school heads management communication skills and public primary school teachers' productivity in Delta State**

| Variable  | N    | $\bar{X}$ | SD   | Df   | r-cal | r-crit | Level of significance | Decision  |
|---|------|-----------|------|------|-------|--------|-----------------------|---|
| school heads use of collaboration management communication skills | 1076 | 17.36     | 3.94 | 1074 | 0.305 | 0.062  | 0.05                  | Positive significant Relationship, reject Ho <sup>8</sup> |
| public primary school teachers' productivity                      |      | 15.30     | 3.52 |      |       |        |                       |   |

Table 4 shows an examination of the Pearson Product Moment Correlation Coefficient 'r' of school heads' usage of cooperation, management, and communication skills and primary school teachers' productivity in Delta State. The table shows available collaboration management skills used by school heads with mean = 17.36 and SD = 3.94, and public primary school teachers productivity; mean 15.30 and SD = 3.52 with degree of freedom = 1074, calculated

r-value = 0.305, and critical r-value = 0.062 at 0.05 level of significance.

**Decision:** Because the computed r-value of 0.305 is larger than the r-critical value of 0.062, it indicates a positive significant link, and hence the hypothesis that there was no relationship is rejected.

#### Discussion Of Findings

### Indicators of school heads use of collaboration management skills in public primary schools in Delta State

The results of the research question 1 analysis, which are presented in Table 1, on the indicators of school heads' use of collaboration management communication skills in public primary schools in Delta State, include the following: the ability to deal with unforeseen and urgent obstacles at work; the achievement of optimal management/teaching levels; everyone's active participation in school activities; the adoption of the best course of action in management; the avoidance and elimination of talking wrong steps/decisions; the avoidance and elimination of wastages; the development of teachers' concentration skills; the growth of their passion for teaching; the development of their problem-solving abilities; the growth of their cordial relationships with students, staff, and management; the development of teachers' confidence; and more. This supports the research findings of Anho (2022), which found that several of the aforementioned indicators, such as teachers adhering to the curriculum as prescribed, having strong subject-matter knowledge, being regular and punctual for class, presenting lessons well, maintaining order in the classroom, and providing constructive feedback, were indices of the use of collaboration in school administration on teachers' job performance.

Okorugbo et al. (2024b) are supported by the conclusion in assessing the pedagogical performance (productivity) of teachers, which includes reaching the highest standard of management/teaching, having everyone actively participate in school activities, selecting the best management course of action, avoiding and getting rid of poor decisions, and avoiding and getting rid of waste. Table 1 presents the findings of the analysis conducted to test Hypothesis 2, which examined the relationship between the productivity of public primary school teachers in Delta State and the indicators of school principals' use of collaboration management skills. It was discovered that this

relationship was positively significant. This outcome supports the findings of Egbueze (2019), who stated that secondary school teachers' productivity was influenced by a number of factors, including the interpersonal relationships and collaborative team management techniques used by principals. In a similar vein, Okorugbo et al. (2024) concur with this assertion. Collaboration, according to, fosters the organic exchange of constructive criticism and viewpoints, which are subsequently pertinent to educators' educational performance and enhance workers' abilities and output.

### Indices of public primary school teachers' productivity in Delta State

Table 2 presents the results of an analysis of research question 2 regarding the indices of productivity for public primary school teachers in Delta State. The indices of productivity for public primary school teachers in Delta State include the following: excellent subject-matter knowledge, well-prepared lesson notes, appropriate use of teaching methods, satisfactory use of instructional learning materials, good improvisational skills, well-organized lesson plans, effective use of questioning techniques, appropriate achievement of curriculum objectives, well-presented lessons, and appropriate use of evaluation skills, among other things.

This result validates the findings of Okorugbo et al. (2024a) and (2024b), Adepoju (2016), Okotu (2019), and Anho (2022), who in different ways described and talked about the aforementioned teacher performance indices that come from using collaborative, team, supportive, or group settings as variables of overall quality management skills on the effectiveness of teachers, pedagogical output, or productivity.

### School heads' collaboration management communication skills and public primary school teachers' productivity in Delta State

In response to the analysis of research question 3 presented on Table 3, it was determined that

the following factors indicate the collaboration, management, communication skills, and productivity of public primary school teachers in Delta State: promotes information flow within the school; fosters mutual respect; reduces major disparities between information received and intended; lessens anger and resentment; eliminates suspicion; builds trust between the institution's staff and management; helps the staff perform its functions; eliminates waste caused by overload or miscommunication; fosters good relationships between management and staff; influences good working relationships; ensures good coordination; enhances institutional/school outcomes; influences staff perceptions and choices regarding individuals in the institution; and so on.

This result is consistent with the findings of Anho (2011), Wilbar (2015), Anho (2017), Omoregie (2018), and Egunyenga (2000), who identified the aforementioned diverse indicators of communication in administration and management in organizations/schools separately but relatively.

The result which emanated from the test of the only hypothesis on the significant link between school heads collaboration management communication skill and public primary school teachers' productivity in Delta State indicates a positive substantial association. The results corroborate Okorugbo et al.'s research (2024) which found that teachers' pedagogical output is influenced by school principals' use of effective, open communication and feedback mechanisms as a whole. A positive and statistically significant relationship was found between the collaboration, management, and communication skills of school heads and the productivity of public primary school teachers in Delta State. This result is also consistent with Al-Hajar's (2016) study, which found a strong correlation between principal communication strategies and teachers' job satisfaction, effectiveness, and productivity.

The data analysis yielded the following conclusions.

- 1) There was a substantial association between the indicators of school leaders' usage of collaborative management communication skills and the productivity of public primary school teachers in Delta State.
- 2) The subject-matter knowledge, well-prepared lesson notes, appropriate use of teaching methods, satisfactory use of instructional learning materials, well-organized class lessons, effective use of questioning techniques, appropriate achievement of curriculum objectives, well-presented lessons are just a few of the areas in which Delta State's public primary school teachers excel in productivity.
- 3) The following are some markers of the relationship between the productivity of public primary school teachers in Delta State and the use of collaboration management communication skills by school heads: building trust between management and staff within the institution; promoting the flow of information within the school; fostering mutual respect; reducing major disparities between information received and intended; reducing anger and resentment; eliminating suspicion; assisting in the performance of institutional functions; eliminating waste resulting from overload or message breakdown; and creating a positive relationship between management and staff.

### Summary of Findings

- 4) There was a substantial association between school heads' cooperation, administration, and communication skills, and public primary school teachers' productivity in Delta State.
- 5) Public primary school teachers' productivity in Delta State was significantly correlated with school heads' use of collaboration management communication techniques.

### Conclusion

Collaboration management communication skills entail school principals working with teachers, utilizing efficient communication skills as a team to achieve common goals. Therefore, cooperation is a vital professional ability that is required to jointly accomplish and reach the vision, goals, strategies, and objectives of an organization/school in order to activate and boost the productivity of the workers (teachers), effective communication is an example of collaborative management skills that, when implemented successfully, thought to influence teachers' commitment, participation, performance, and productivity in their teaching tasks.

### Recommendations

The recommendations that follow are based on the different findings.

- 1) To achieve high quality management, administration, and teacher productivity, school managers and administrators should consistently use the collaboration communication management skills.
- 2) Teachers and school administrators should participate in training and development programs on the principles and applications of collaboration management communication skills, which should be coordinated by the ministry of education and school owners.

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### Conflict of Interest

There are no conflict of interest whatsoever in this research.

### Ethical Issues

Ethical issues were considered while carrying out this research, responses were kept strictly confidential and no names of respondents or schools were indicated.

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