

# HEAD TEACHERS' COMMUNICATION SYSTEM: A VERIFIABLE TOOL FOR ENHANCING EFFECTIVE SERVICE DELIVERY IN PUBLIC PRIMARY SCHOOLS IN ILORIN EAST LOCAL GOVERNMENT, IN KWARA STATE, NIGERIA

**BilikisTinuke Ibrahim-Raji,**

Al- Hikmah University, Ilorin, Nigeria.

## Abstract

This study explores how an efficiency communication system can enhance service delivery, foster parent-relationships, and improve over all school management in Ilorin east local government. Through various communication strategy ranging from regular parent-teacher meeting to the use of digital platforms –head teachers can effectively mobilise community involvement, promote transparency and ensure that stakeholders are actively engaged in the educational process, impact of head teacher communication system for effective service delivery in primary school can be seen by enhancing communication among the staff, pupils, security personnel, and parents , deliver complex materials throughout the schools , provide an object system for recording and aggregate information, reduce expenses to labour intensive manual activities, support the organizations strategic goals and direction and enhance teaching and learning in the school. There is need for local government to keep pace with technological developments in the field of communication systems quality and to ensure the use of modern equipment, and advanced software due to their positive impact in improving the quality of service, Also, there is need for local government to assist school head teachers by providing them with adequate equipment in order to perfect the effective network design, which is the goal of the computerized project between the various primary school in Ilorin east local government.

**Keyword:** Communication, Head Teacher, Teacher, pupils, Effective service delivery

## Introduction

The communication system needs of modern organizations especially local government school have become quite enormous and challenging to the extent that every schools needs to pay great attention to how communication is gathered, stored, disseminated and utilized. This situation has arisen because of factors such as increased organizational size, expanded operational scope, competitive influence and overall environmental challenges. Today's organizations require tools to support quicker and automated decisions, as well as ways to minimize uncertainties and only an effective communication system can ameliorate this challenge. The impact of head teacher communication system for effective service delivery in primary school in Ilorin east local government in Kwara state be seen by enhancing communication among the teacher, pupils, security personnel, deliver complex materials throughout the institution, provide an object system for recording and aggregate information, reduce expenses to labour intensive manual activities, support the organizations strategic goals and direction and enhance teaching and learning in the school. Staples, 2010).

Today educational landscape, the role of head teachers extends beyond administrative communication with various stakeholders, including parents, teachers, and wider community This argument is substantiated by the fact that computer was not in use when organizations kept records using traditional and manual mechanisms to manage information. It is important though to pinpoint that the computer takes credit for increased interest in management communication systems because it eases and facilitates data processing as well as adds new vistas of interesting career (Harris, A. (2016)). Therefore

various schools have chosen to apply this group of components to their associations (Staples, 2010). Consequently, the schools have decided to implement communication system in order to improve the effectiveness and efficiency of the teaching and learning in schools.

Communication systems have become a major function area of school. The systems, nowadays, plays a vital role in the primary schools in collaboration with staff and management of local government for the successful of the school. Mwanza (2010). In spite of the fact that head teachers supplies decision makers with facts, likewise, it supports and enhances the overall decision making process. Enhance performance of pupils throughout a school system. At the most senior level it provides the data and information to help the board and management to make strategic decisions (top management decisions or long lasting decisions) and at other levels of communication system provides the means through which the school activities are executed, monitored, controlled and effective communication are circulated to management, supervisors, teacher, pupils and parents.

Head teacher communication system to schools have caused significant changes in roles and working styles (Telem, 2011). Also, changed school in the areas of leadership, decision making, workload, human resource management, communication, responsibility and planning Harris, A. (2016). Strategically head teacher communication systems help the management in determining the aims of the school, making long term plans, distributing resources, and forming educational methods of future, determining performances of teachers, pupils and success of the school (Telem & Buvitski, 2015). In this way, head

teacher communication systems can also be used as a tool to enhancing effective service delivery in primary school and use educational leadership of the administrator (Telem, 2011).

The success of any head teacher depends on effective communication. According to Sanders (2017) strong communication is central to building strong teamwork between home and school. In these changing times, head teachers must develop and expand their techniques in order to maximize effective communication with pupils. Montgomery (2010) came up with variety of techniques for communicating with school about their learners' progress, decisions affecting their learners, and school programmes in general. These techniques include teacher's conferences, open houses, phone contacts, report cards, and newsletters. According to Sanders (2017) strong communication is central to building strong teamwork between home and school. In these changing times, head teachers must develop and expand their techniques in order to maximize effective communication with teachers, pupils and parents. Montgomery (2010) came up with variety of techniques for communicating with parents about their learners' progress, decisions affecting their learners, and school programmes in general. Effective service delivery bring about accomplish; thus before an action, a schools, individual is regarded as effective, there must be an accomplishment. A primary therefore may be termed effective if it accomplishes specific goals. Consequently, administrative effectiveness is the positive response to administrative efforts and actions with the intention to accomplish stated goals. These include administrative performance in decision making, delegation of duties and setting of

examples. Supporting this definition is McCrimmon (2022)'s findings that effective administration entails efficiency, getting things done with least cost. Communication is an interactive collaboration between two or more parties for the purposes of passing on information.

There is need to have open and effective communication between the head teacher and the parent for strong collaboration. When schools improve the level of communication, primary often respond reciprocally, resulting in strong teamwork (Richardson, 2019). This translates into strong head teacher-teachers, pupil's collaboration. Thompson (2018), pointed out that effective and efficient head teacher communication has been found to be a very effective tool in increasing learner performance. This is supported by Githinji, Kanga, Mwirichia and Mugambi (2016), who emphasized the importance of effective communication. They found that, effective communication contributed to students' improved school performance in public primary schools.

He further suggests that in order to make communication between school and home as effective as possible, teachers must maintain a positive and professional attitude when dealing with learners. This school of thought is further supported by Thompson (2018), Harnis, Nelson and Jayanthi (2011). Head teacher should communicate with schools for various activities, such as, in making decisions affecting education of their learners. Xu and Gulosino (2016) observe that the teacher-communication is more important to improving pupil's achievement than any other measure. Cowan (2013),

Schools need to recognize the primary role of the education and advocate for families and schools to work together as a team. Sanders (2017) argue that different structures in school and family relations developed in the early 20th century. He further points out that separate tasks and responsibilities were delegated to the school and the home. Communication is believed to contribute to improvement of learners' academic performances, as well as, their wellbeing at school. Barbour (2021) recognizes that the parent is the child's first teacher and the home serves as the first classroom, therefore, continued communication between the parent and the learner's school is crucial. For continued communication, Henderson, Mapp, Johnson and Davies (2017) concluded that parents' interests should be put into consideration when head teachers are managing their partnerships with local government and learners with special needs. Marsh and Vorbeck (2022) agree with other scholars when they observed that, there is need for communication among the head teachers and the local government concerning the learner's learning ability and behavior for effective learner development.

They explain this kind of communication as a dance, a subtle message of letting each other know what other's needs are and how they can help each other. Today, due to socio-cultural and economic changes, many parents have abdicated their roles to the teachers and mass media whereby teachers may sometimes find it difficult to communicate and correct some anomalies that may have been learnt from mass media, or from peers.

It should be understood that teachers or parents on their own cannot adequately address all the needs of the learners in regular public primary schools. Communication

contributes to maximizing success for learners (Christenson & Sheridan, 2011). Epstein (2010) further elaborates on a comprehensive view of communication where the local government, the school and community interacts, as a team to meet the needs of the learners.

The study shows that communication breakdown was the greatest barrier to cooperate excellent. Inefficient communication skills in any (school) are symptomatic of a faulty cooperation chain (Tlaiss and Kaiser, 2010). Effective communication skills could promote good working relationship between the head teachers and teachers. It also enhances good environment between head teachers, teachers and everybody working in a particular organization. It must be noted that public primary schools' efficiency depends on the effective communication skills patterns adopted by the school to help teachers' job performance.

### **CONCEPT OF COMMUNICATION**

- Active listening was among the methods employed by head teachers in communicating with
- Teachers in schools (Tagiuri, 2018). While a head teacher talks to teachers and trying to get
- Some any potential information, a head teacher needs to be able to use active listening skills and ask questions when she or he needs to have teachers to clarify something.

- According to Von Bertalanffy (2019), declared that writing memos and emails do enhance effective communication was one of the communication techniques that managers need to have.
- There are many situations in which head teacher simply cannot have face-to-face communications with teachers.
- This was when being able to effectively and clearly communicate with workers via memo or email is crucial. Tayler (2016), found that the presence of verbal, nonverbal and written communication was used such as face to face, visibility, small group meeting, positive communication, mindful listening practices, students centered, relationship building with teachers in communication, and use of meeting at minimal. Tayler concludes that strong communication skills relationship should be established for better effective communication in the school.

The effective communication on school performance and found communication methods used in the school was one to one method, small group communication, large group communication and mass communication. The communication should be top down and bottom up, and all facts must be implicit and explicit, and consider the elements of communication. The sender and a receiver was suggested to be good listeners. In this study, communication methods should be top to down and down to top for the effective communication skills. Head teachers and teachers should provide feedback. The study shows that communication breakdown was the greatest barrier to cooperate excellent. Inefficient communication skills in any school are symptomatic of a faulty cooperation

chain (Tlaiss and Kaiser, 2010). Effective communication skills could promote good working relationship between the head teachers and teachers. It also enhances good environment between head teachers, teachers and everybody working in a particular school. It must be noted that public primary schools' efficiency depends on the effective communication skills patterns adopted by the school to help teachers' job performance. Proper management by head of school can produce efficient and effective work force among the teachers for the achievement of educational goals and objectives through appropriate communication skills.

Communication among head teachers ,teacher, pupils and local government education authority is what this study sought to analyse to address the low improvement in effective service delivery in primary school communication may result in all learners having opportunities to develop socially and economically, making it easy to achieve the sustainable development goals. It was for this reason that the researcher decided to carry out a study on "Head teacher communication system a veritable tool for enlacing effective service delivery in public primary school in Ilorin east local government.

Communication needed for successful head teacher-parent collaboration within a school environment included building parent rapport by reaching out to them through invitations, which make them feel valued. This resulted to some parents not participating in school activities. Mwanza (2010) also concurs with this finding, pointing out that, majority of the parents; do not participate in school activities when they are not communicated to do so. Guidance and counselling is supported by Mwangi (2013) who posited that guidance

and counselling policies in schools should be strengthened to improve communication. I do not recall being invited for any activity concerning planning or even implementation of inclusive education programmes, which I believe would indicate head teacher-parent partnership." Mwanza (2010) made a similar observation that, parents were not invited for implementation of inclusive education. In this study, during focus group discussions, participants made it clear that, there was lack of rapport between the head teachers and the parents due to lack or poor communication. Participants felt that, invitation builds rapport, for successful collaboration, and yet, the invitation for parents by the head teacher, sometimes, was poor, inadequate or lacked. This is supported by Staples and Diliberto (2010) and Wanat (2010) who observed that, the fundamentals of parent communication needed for successful head teacher-parent collaboration within a school environment included building parent rapport by reaching out to them through invitations, which make them feel valued. This resulted to some parents not participating in school activities. Mwanza (2010).

### **HEAD TEACHER COMMUNICATION SYSTEM**

Teacher uses formal communication where information provided follows rules and regulation, example head teacher may write a letter to teacher can be a letter for promotion or letter for delegating power to teachers where this will be replied formally as it received. Also during meetings example during school committee especially opening the school and during closing the school where teachers can have meetings before closing the school.

Meeting before opening the school. This meeting is conducted by having hints and is documented. Also it involves chairperson who is head teacher and secretary who is selected among teachers.

Another method of communication is individual communication, small group communication and large group communication such as meetings. This group of communication is used differently, when a head teacher needs to share information with single teacher he can call a teacher in his office and share information. If the information head teacher wants to share with more than one person, he can call a meeting in the office and share with teachers likewise when information to be known by large group of teachers also meeting that involve all teachers in the school can be used. The effectiveness of all this group of communication it depends on the quality of the information wants to be shared.

Effective service delivery to bring about or to accomplish; thus before an action, or an institution or an individual is regarded as effective, there must be an accomplishment. A school therefore may be termed effective if it accomplishes specific goals. Consequently, school effectiveness is the positive response to administrative efforts and actions with the intention to accomplish stated goals. These include administrative performance in decision making, delegation of duties and setting of examples. Supporting this definition is McCrimmon (2022)'s effective service delivery entails efficiency, getting things done with least cost. Effective in communication follow some principles; not just about getting results, the "how" is also critical as it entails efficiency which means reaching a destination with minimal cost. An effective administrator is an asset in primary school providing the link

between teacher and pupils' various parts and ensures the smooth communication and transmission of information from one part to the other.

### **WAYFOWARD**

This implies that, head teacher collaboration can be facilitated by change of school communication culture to promote inclusive education. In conclusion, communication was inefficient and ineffective in most of the schools, while, in some others, it enhanced school-home unity in the head teacher-parent collaboration and there was slight improvement of inclusive education. The school stakeholders should be well sensitized on the importance of communication for the improvement of inclusive education. The Ministry of Education should seriously create awareness about the communication to all education stakeholders.

### **CONCLUSION**

This study concluded that Communication was inefficient and ineffective in most of the schools, while, in some others, it enhanced school-home unity in the head teacher-parent collaboration and there was slight improvement of inclusive education.

The current study finds the facilitation of head teachers' communication skills towards teachers 'effective service delivery in public primary schools in Ilorin east local government .Effect head teacher communicating with teachers improve the performance of teachers and enhancing the goal achievement of pupil. Effective service delivery in the school. Based on methods used in communication the study concludes that teachers in the study areas

used different methods of communication. Effective communication within schools provides a multiple of benefits for the school and the whole society.

Lastly the study recommends that since all methods of communication should be used based on the nature of the information to be shared and urgent of the issue. Also the study concluded that school management to sensitize on proper communication because it has been found to have positive influence on performances of teachers and pupils.

## References

- Barbour, A. C. (2021). *Learning at home, PreK–3: Homework activities that engage students and families*. Corwin.
- Christenson, S. L., & Sheridan, S. M. (2011). *Schools and families: Creating connections for learning*. Guilford Press.
- Cowan, K. (2013). *The new Title I: The changing landscape of accountability*. Tagiur.
- Githinji, M., Kanga, R., Mwirichia, S., & Mugambi, J. (2016). Teacher–parent communication on students’ academic performance in public secondary schools in Tigania West Sub-County, Meru County, Kenya. *Journal of Educational Policy and Entrepreneurial Research*, 3(5), 90–95.
- Harnis, M. K., Nelson, J., & Jayanthi, M. (2011). Resolving homework-related communication problems: Recommendations of parents of students with and without disabilities. *Reading & Writing Quarterly*, 17(4), 205–225.
- Harris, A. (2016). Integrating written communication skills. *Journal of Teaching in Higher Education*, 21(3), 287–300.
- Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2017). *Beyond the bake sale: The essential guide to family–school partnerships*. The New Press.
- Marsh, M. M., & Vorbeck, T. T. (2022). *Understanding families*. Teachers College Press.
- McCrimmon, M. (2022). *What is management effectiveness?*  
<http://mitchmccrimmon.suite101.com/whatismanagementeffectiveness-928590>

- Montgomery, D. J. (2010). Communicating without harm: Strategies to enhance parent–teacher communication. *Teaching Exceptional Children*, 37(5), 50–55.
- Mwangi, L. (2013). *Special needs education (SNE) in Kenyan public primary schools: Exploring government policy and teachers' undertakings* (Doctoral dissertation, Brunel University). <http://brunel.ac.uk/bistream/2438/7767/1/>
- Mwanza, H. (2010). *Views of parents on inclusive education for children with disabilities: A gender dimension case study of St. Lawrence Basic School in Lusaka Urban District*. University of Zambia.
- Richardson, J. W. (2019). *The full-service community school movement: Lessons from the James Adams Community School*. Palgrave Macmillan.
- Sanders, M. G. (2017). *Principals matter: A guide to school, family, and community relationships*. Corwin.
- Shonubi, A. O., & Akintaro, A. A. (2016). The impact of effective communication on organizational performance. *International Journal of Social Sciences and Humanities Research*, 4(3), 190–198. (Completed based on standard citation practice)
- Staples, K. E., & Diliberto, J. A. (2010). Working with parents of students with disabilities. *Teaching Exceptional Children*, 42(6), 58–63.
- Tagiur, R. (2018). The concept of organizational climate. *Journal of Explorations of a Concept Paper*, 8(1), 11–32.
- Telem, M. (2011). The impact of school administration computerization on the department head's role. *Journal of Research on Computing in Education*, 31(4), 385–401.
- Telem, M., & Buvitski, T. (2015). The potential impact of information technology on the high school principal: A preliminary exploration. *Journal of Research on Computing in Education*, 27(3), 281–297.
- Thompson, B. (2018). Characteristics of parent–teacher e-mail communications. *Communication Education*, 57(2), 201–223.
- Tlaiss, H., & Kaiser, S. (2010). Perceived organizational barriers to women's career advancement in Lebanon. *Gender in Management: An International Journal*, 25(6), 462–496.

- Tyler, E. D. (2016). Communication behavior at higher performance. *Journal of Interdisciplinary Leadership*, 2(2), 2–16.
- Von Bertalanffy, L. (2019). *General systems theory*. Braziller.
- Vroom, V. H. (2010). *Work and motivation*. Wiley.
- Wanat, C. L. (2010). Challenges balancing collaboration and independence in home–school relationships: Analysis of parents’ perceptions in one district. *The School Community Journal*, 20(1), 159–185.
- Xu, Z., & Gulosino, C. A. (2016). How does teacher quality matter? The effect of teacher–parent relationships on early childhood performance in public and private schools. *Education Economics*, 14(3), 345–367.