

COMMUNICATION STRATEGIES AND ORGANIZATIONAL PERFORMANCE IN SELECTED NURSERY SCHOOLS IN UYO

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Abstract

The study examined the effect of communication strategies on organizational performance in selected nursery schools in Uyo. Specifically, it aimed to; assess the impact of teacher-parent communication on staff satisfaction, evaluate the effect of internal staff communication on organizational performance, and determine how feedback mechanisms influenced staff satisfaction and performance. The study adopted a survey research design and was conducted in 23 registered nursery schools within Uyo metropolis. The sample size for the study was 200 derived from the 220 questionnaires distributed. Data were collected through a structured questionnaire based on a four-point Likert scale. The findings revealed that effective teacher-parent communication enhanced staff satisfaction, strong internal staff communication improved teamwork and efficiency, and structured feedback mechanisms boosted staff motivation and overall performance. The study concluded that effective communication strategies significantly improved organizational performance in nursery schools by fostering job satisfaction, collaboration, and efficiency. Based on the findings, it was recommended that schools should strengthen teacher-parent communication through regular meetings and digital platforms, clear communication policies should be implemented to enhance internal staff collaboration, and structured feedback mechanisms should be adopted to improve motivation and organizational effectiveness. These strategies would contribute to better management practices and improved educational outcomes.

Keywords: *Communication strategies, organizational performance, teacher-parent communication, internal staff communication, feedback mechanisms, staff satisfaction, and Uyo.*

1.1 Background to the Study

Communication is a fundamental aspect of organizational success, particularly in educational settings. Scholars define communication as the exchange of information, ideas, and messages between individuals or groups aimed at achieving mutual understanding (Hassan et al., 2020). According to Adeyemo and Akpan (2021), communication is not only about the transmission of messages but also involves the interpretation and feedback processes that ensure clarity and understanding. In the context of educational institutions, effective communication is essential for

creating a supportive learning environment and enhancing the quality of education. The importance of communication in fostering collaboration and addressing issues in the school community cannot be overstated (Ogunyemi, 2023).

A communication strategy refers to a planned approach to the distribution of information within an organization, encompassing both internal and external channels of communication. Communication strategies are designed to ensure that the right message reaches the right audience effectively (Ali & Dauda, 2022). In the context of nursery schools, key communication strategies include teacher-parent communication, internal staff communication, feedback mechanisms, and the clear communication of school policies. Teacher-parent communication is vital for ensuring that parents are kept informed about their children's progress and challenges, which can directly influence the child's engagement and development (Ogunyemi, 2023). Internal communication among school staff involves regular meetings, briefings, and collaborative efforts to align the team on the school's goals and operations. Feedback mechanisms such as surveys or suggestion boxes provide staff and parents with platforms to offer their opinions, contributing to school improvement (Ali & Dauda, 2022). Additionally, the clear communication of school policies ensures that all staff members understand their roles, responsibilities, and expectations, thus contributing to a cohesive working environment.

Effective communication offers numerous advantages to organizations (Akarika, Umoren & Ikon, 2021), particularly in educational settings. It fosters collaboration, builds trust, and enhances productivity (Hassan et al., 2020). In nursery schools, the benefits of effective communication are seen in improved staff satisfaction, as teachers feel supported and valued through clear communication channels. This satisfaction, in turn, leads to greater commitment to the school's goals (Adeyemo & Akpan, 2021). Furthermore, effective communication between teachers and parents promotes student engagement and academic success by creating a partnership in the child's learning process (Ogunyemi, 2023). However, challenges to effective communication in schools abound. Issues such as miscommunication, lack of clarity, and ineffective feedback can create barriers to successful communication (Ali & Dauda, 2022). Other challenges include inadequate resources for communication, resistance to change, and language barriers, all of which can undermine the effectiveness of communication strategies (Hassan et al., 2020).

Organizational performance refers to an organization's ability to achieve its goals and objectives through the effective use of resources, processes, and human capital (Uford, 2017). In the context of nursery schools, performance can be measured through several indicators, such as student engagement, staff satisfaction, student development, and teacher performance (Akarika, Umoren & Okon, 2021, Ogunyemi, 2023,). Student engagement refers to the extent to which students actively participate in their learning activities, which is crucial for fostering academic success and positive developmental outcomes (Ali & Dauda, 2022). Staff satisfaction reflects how content and motivated school staff are with their work environment and responsibilities, which directly affects productivity and the school's atmosphere (Adeyemo & Akpan, 2021). Other key measures of organizational performance include student development, which encompasses cognitive, emotional, and social growth, and teacher performance, which reflects the quality of instruction and classroom management (Ogunyemi, 2023).

The relationship between communication strategies and organizational performance in nursery schools is significant. For instance, teacher-parent communication has a direct influence on student engagement. When parents are well-informed and involved, students tend to participate more actively in class activities, leading to better academic and developmental outcomes (Hassan et al., 2020). Internal communication among staff members also plays a key role in enhancing teacher performance, as regular meetings and shared understanding of school goals promote a cooperative and effective work environment (Ali & Dauda, 2022). Feedback mechanisms offer valuable insights into areas of improvement, fostering a culture of continuous development and growth within the school (Adeyemo & Akpan, 2021). The clarity of school policies ensures that teachers understand their roles, reducing ambiguity and increasing performance consistency (Ogunyemi, 2023). Together, these communication strategies create a positive environment that contributes to the overall performance of the nursery school.

However, achieving effective communication in nursery schools in Nigeria presents unique challenges. Limited resources for communication, such as inadequate access to technology and training, can hinder the implementation of comprehensive communication strategies (Ali & Dauda, 2022). Additionally, language barriers, cultural differences, and varying levels of literacy among staff and parents can affect the flow of communication, leading to misunderstandings and misalignment of objectives (Hassan et al., 2020). Furthermore, high turnover rates among teachers and other staff in Nigerian nursery schools can disrupt communication continuity, making it difficult to maintain consistent organizational performance (Adeyemo & Akpan, 2021). These challenges require proactive management and the development of tailored communication strategies that address the specific needs and limitations of the school environment.

1.2 Problem Statement

Effective communication plays a vital role in organizational performance (Duh & Uford, 2019), particularly in educational institutions such as nursery schools. In nursery schools in Uyo, effective communication between staff, management, and parents can have a significant impact on the overall functioning of the school. However, the challenges surrounding communication within these schools, including barriers in staff interaction and teacher-parent communication, have led to issues such as low staff satisfaction, disengagement, and suboptimal student outcomes (Ali & Dauda, 2022). The management in these schools often lacks the strategies necessary to foster clear, consistent, and effective communication that aligns with their operational goals.

Several studies have highlighted the importance of communication in organizational performance in the educational sector. Adeyemo and Akpan (2021) explored the influence of teacher-parent communication and staff communication on educational performance, emphasizing that poor communication can lead to misunderstandings and inefficiencies. In a similar vein, Ogunyemi (2023) identified that communication strategies, including feedback mechanisms and internal school policies, directly impact the satisfaction of staff members, which in turn influences overall performance. Additionally, Hassan et al. (2020) pointed out that internal communication challenges and resource constraints in Nigerian nursery schools exacerbate these issues, making it difficult for school management to adopt effective communication practices.

Despite the acknowledged importance of communication, there is a gap in research specifically addressing the relationship between communication strategies and organizational performance in nursery schools in Uyo. This study seeks to fill this gap by examining how communication strategies, particularly teacher-parent communication, staff communication, feedback systems, and internal policies, influence staff satisfaction and, ultimately, the performance of selected nursery schools in Uyo, Akwa Ibom State.

1.3 Objectives of the study

1. To examine the impact of teacher-parent communication on staff satisfaction in selected nursery schools in Uyo.
2. To assess the role of internal staff communication in enhancing organizational performance in selected nursery schools in Uyo.
3. To investigate the influence of feedback mechanisms on staff satisfaction and performance in selected nursery schools in Uyo.

1.4 Research Questions

1. How has teacher-parent communication affected staff satisfaction in selected nursery schools in Uyo?
2. What is the effect of internal staff communication on organizational performance in selected nursery schools in Uyo?
3. How has feedback mechanisms impacted staff satisfaction and performance in selected nursery schools in Uyo?

REVIEW OF RELATED LITERATURE

2.1 Review of Concepts

2.1.1 Communication Strategies

Communication is a fundamental aspect of any organizational structure, particularly within educational institutions. According to Ali and Dauda (2022), communication is the process through which information is exchanged between individuals or groups through a shared set of symbols, signs, or behaviors. In an educational setting, communication facilitates the flow of critical information between teachers, parents, administrators, and students, ensuring that everyone involved in the child's educational experience is well-informed and aligned with the school's objectives (Bello et al., 2020). Effective communication is essential in promoting cooperation, managing expectations, and addressing any challenges that arise within the school environment.

Communication strategies are deliberate methods employed by an organization to manage the flow of information (Akarika, Umoren & Iwok, 2020; Kieran, et al., 2023). These strategies aim to ensure that communication is efficient, clear, and aligned with organizational goals (Ogunyemi, 2023). In the context of nursery schools, communication strategies are particularly crucial as they

not only manage staff interactions but also involve regular exchanges with parents. According to Ogunyemi (2023), communication strategies in educational institutions can include various methods, such as teacher-parent communication, internal staff communication, and feedback mechanisms. These strategies help establish and maintain an organized, harmonious environment that supports the needs of the students, teachers, and parents.

2.1.1.1 Teacher-Parent Communication

Teacher-parent communication is one of the primary strategies used in nursery schools. Effective communication between teachers and parents ensures that both parties are on the same page about the child's educational progress, challenges, and overall well-being (Ali & Dauda, 2022). This communication can take many forms, such as face-to-face meetings, phone calls, written reports, or digital communication platforms. According to Hassan et al. (2020), when teachers regularly communicate with parents, it increases parental involvement in the child's education, which is linked to improved academic and behavioral outcomes for the child. Parental involvement in educational activities, supported by clear communication, has been shown to foster a positive learning environment and enhance school success (Bello et al., 2020).

In Nigeria, teacher-parent communication may be hindered by factors such as limited time, lack of resources, or the reluctance of parents to be actively involved in school activities. Ali and Dauda (2022) emphasize that in nursery schools, where early childhood development is pivotal, effective teacher-parent communication can bridge these gaps and ensure that any concerns regarding a child's development are addressed promptly.

2.1.1.2 Internal Staff Communication

Internal staff communication is essential in ensuring that all staff members, including teachers, administrators, and support personnel, are aligned with the school's goals and policies. Ogunyemi (2023) states that clear and open internal communication promotes a collaborative work environment where staff members can share ideas, resolve conflicts, and plan jointly to meet the needs of students. In nursery schools, where teamwork is often essential for managing young children and implementing educational programs, internal staff communication is critical.

When communication among staff members is poor, misunderstandings can arise, leading to inefficiencies, low morale, and a lack of cooperation (Tella & Ayeni, 2021). According to Bello et al. (2020), strong internal communication contributes to a positive school culture where staff members feel valued, informed, and motivated. When staff members understand their roles, responsibilities, and expectations, they are more likely to collaborate effectively, leading to better educational outcomes for students. In contrast, poor communication can lead to role confusion, unproductive conflicts, and decreased job satisfaction (Adeyemo & Akpan, 2021).

2.1.1.3 Feedback Mechanisms

Feedback mechanisms are systems through which teachers, administrators, and staff members provide and receive feedback on their performance. Feedback is a crucial communication strategy

in any organization, as it helps individuals understand their strengths and areas for improvement (Hassan et al., 2020). In nursery schools, feedback mechanisms can take various forms, including performance evaluations, peer reviews, and regular discussions between staff members and management.

Feedback has been shown to enhance staff development by providing teachers with actionable insights into their teaching practices (Olowookere & Osibajo, 2020). When feedback is constructive and timely, it encourages continuous improvement and helps staff members refine their strategies to improve student outcomes (Fakolade & Sulaimon, 2021). However, feedback mechanisms must be implemented carefully; if feedback is delivered harshly or infrequently, it can lead to demotivation and dissatisfaction among staff (Adeyemo & Akpan, 2021). In Nigerian nursery schools, where teachers may not always have access to formal training opportunities, feedback mechanisms can provide an essential tool for professional growth and development (Ogunyemi, 2023).

2.1.2 Organizational Performance

Organizational performance encompasses the results of an organization's activities, strategies, and resources in achieving its predetermined goals. According to Adebayo et al. (2022), organizational performance refers to the outcomes of various efforts aimed at improving both the academic and operational areas of an institution. It involves the extent to which the institution meets its educational objectives, such as delivering quality education, maintaining satisfied staff, and ensuring a conducive learning environment. This can be assessed by looking at various dimensions, including financial performance, customer satisfaction, operational efficiency, and human resource performance (Ajibola & Otufowora, 2023). Performance in the educational sector is particularly nuanced because it involves not just profitability or academic results but also factors like staff morale, student well-being, and the extent to which stakeholders (including parents and the community) are involved in the educational process. According to Omoniyi and Durojaiye (2020), for educational institutions like nursery schools, performance indicators typically include student outcomes, teacher performance, parental involvement, and organizational health. In this study, several proxies will be used to measure organizational performance, including teacher satisfaction, student development, and stakeholder involvement.

2.1.2.1 Teacher Satisfaction

One of the most significant proxies for organizational performance in nursery schools is teacher satisfaction. Teacher satisfaction plays a crucial role in determining the overall effectiveness of the school's performance, as it influences both teaching quality and staff retention (Oni & Ogundele, 2021). Satisfied teachers are more likely to be motivated, engaged, and committed to their work, which translates into better educational outcomes for students. According to Olatunji and Nwosu (2023), teacher satisfaction can be influenced by factors such as good communication from school management, effective leadership, adequate resources, and recognition for good work. When teachers feel valued and supported, they are more likely to put in extra effort to ensure that students succeed. In a study by Akintoye et al. (2020), it was found that teacher satisfaction is

positively correlated with organizational performance in schools. Teachers who are satisfied with their working conditions tend to be more productive and committed to the organization's goals, thereby improving the overall school performance. Furthermore, teacher satisfaction has been linked to lower turnover rates, which is crucial for maintaining a stable and effective workforce in nursery schools.

2.1.2.2 Student Development

Another critical proxy for organizational performance in nursery schools is student development. The success of any educational institution can be measured by the development and growth of its students, both academically and socially. According to Ibitoye and Olaniyi (2022), student development in nursery schools can be evaluated through various indicators such as academic achievement, social skills, emotional development, and behavioral improvements. In a nursery school setting, student development is a long-term process that involves fostering cognitive, social, and emotional growth in young children. Effective communication and the implementation of robust teaching strategies are vital in fostering student development. A study by Fagbohun and Oluwadare (2021) highlighted that well-implemented communication strategies, such as regular parent-teacher meetings and feedback sessions, significantly contribute to a child's development. Moreover, creating a supportive and engaging environment for learning ensures that children develop not only academically but also emotionally, fostering well-rounded individuals who are ready to move on to higher levels of education.

2.1.2.3 Parental Involvement

Parental involvement is another significant proxy for organizational performance, especially in nursery schools, where parents play a critical role in the child's early development. Effective teacher-parent communication helps ensure that parents are actively involved in their child's education, leading to improved performance both in the classroom and at home (Ogunleye & Adeyemi, 2023). When parents are well-informed about their child's progress, behavior, and learning needs, they are better equipped to support their child's development outside the school environment. Research by Ali and Dauda (2022) emphasized that parental involvement is directly linked to enhanced student performance, as students benefit from the continuity of education between home and school. Moreover, when schools actively involve parents, they foster a stronger sense of community and partnership, which enhances the overall performance of the institution. Schools that prioritize strong teacher-parent relationships are likely to experience better outcomes in both student achievement and organizational performance.

2.1.2.4 Communication Effectiveness

Communication is a central component of any organization, and its effectiveness directly impacts organizational performance (Fakolade & Sulaimon, 2021). In nursery schools, communication strategies are essential for ensuring that all stakeholders, including staff, parents, and management, are aligned in achieving the institution's goals. Effective communication improves collaboration, minimizes misunderstandings, and ensures that everyone is aware of the school's objectives and

expectations. Ogunyemi (2023) found that when nursery schools adopt clear and transparent communication practices, they improve staff performance, student outcomes, and parent satisfaction. Communication strategies like teacher-parent meetings, internal staff briefings, and feedback mechanisms contribute to a more cohesive work environment. This, in turn, enhances the overall performance of the school. A lack of effective communication can lead to confusion, poor performance, and dissatisfaction among both staff and parents, which negatively affects the school's success.

2.2 Theoretical Framework

2.2.1 Communication Accommodation Theory (CAT)

Communication Accommodation Theory (CAT), developed by sociolinguists Howard Giles and colleagues in the early 1970s, explains how individuals adjust their communication behaviors in different social contexts to either converge with or diverge from the communication styles of others (Giles, 1973). The theory suggests that communication is a dynamic process where individuals, particularly in organizations, adjust their verbal and non-verbal cues to meet the expectations of their social or professional environment (Giles & Coupland, 2020). In educational settings such as nursery schools, CAT is particularly relevant in understanding how teachers, parents, and school staff adjust their communication to establish positive relationships, reduce misunderstandings, and enhance cooperation. Proponents of CAT, particularly Howard Giles, emphasized the role of accommodation in fostering interpersonal relationships and group identity (Giles, 2020). In a nursery school context, teachers may accommodate their communication styles to better align with parents' concerns about their child's development or adapt their language to ensure clarity for young learners. This process can be beneficial in enhancing the quality of teaching, parental involvement, and collaboration within the school community. The theory posits that when communication behaviors are appropriately adjusted, it leads to increased understanding, reduced conflict, and more efficient work processes, thus improving organizational performance.

In the context of this study on nursery schools in Uyo, CAT explains how various communication strategies (e.g., teacher-parent communication, internal staff communication, and feedback mechanisms) influence the level of cooperation and understanding among different stakeholders. By adapting communication styles to the needs of parents and staff, teachers can foster an inclusive, supportive environment conducive to optimal learning and organizational performance. For example, when teachers communicate with parents in a manner that acknowledges their concerns and adjusts the language to the parents' level of understanding, parents are more likely to be involved in the child's educational process, which ultimately improves the school's performance (Giles & Coupland, 2020). The accommodation of communication styles, such as clear and empathetic communication with parents and constructive feedback for staff, directly contributes to organizational success by improving teacher job satisfaction, enhancing student outcomes, and strengthening school-community relationships.

2.2.2 Social Exchange Theory (SET)

Social Exchange Theory (SET), initially introduced by sociologist George Homans in 1958, posits that social interactions and relationships are based on reciprocal exchanges, where individuals offer resources or services to others with the expectation of receiving something in return (Homans, 1958). The theory assumes that individuals are motivated by self-interest and will continue social exchanges as long as the perceived benefits outweigh the costs (Blau, 1964). In the context of organizations, SET suggests that the relationship between an organization's members (e.g., teachers, management, and parents) is built on a system of give-and-take, where communication acts as a vital resource that facilitates these exchanges. Proponents of SET, including Blau (1964), extended the theory by focusing on how social structures and power dynamics influence exchange processes. According to SET, when individuals in an organization, such as a nursery school, engage in meaningful communication (through feedback, support, and open dialogue), it leads to a positive reinforcement cycle where both the organization and its members (teachers, staff, parents) benefit. Teachers who receive positive feedback and regular communication from management are more likely to feel valued, which motivates them to perform better. Similarly, clear communication between teachers and parents ensures that the needs of students are met, thus benefiting both the educational institution and the students.

In nursery schools, SET can be applied to understand how communication strategies—such as feedback mechanisms and teacher-parent communication—facilitate the exchange of information that supports teacher performance and overall organizational success. When nursery school management communicates effectively with teachers, providing them with the resources, feedback, and support needed to perform their duties, teachers are more likely to reciprocate by enhancing their performance. Likewise, when parents receive clear and consistent communication about their child's development, they are more likely to actively participate in the school community, which ultimately supports the school's objectives and enhances its performance. Furthermore, SET explains that the organizational performance of a nursery school is not just dependent on internal communication between staff but also on external communication with parents. Effective communication with parents results in increased trust, satisfaction, and engagement, which, in turn, enhances the overall quality of education and the school's reputation.

Empirical Reviews

Oluwaseun, A. A., & Adediji, A. M. (2023). *Impact of communication strategies on teacher performance in Nigerian secondary schools. Journal of Educational Management, 14(3), 110-125.*

Oluwaseun and Adediji (2023) conducted a study examining the impact of communication strategies on teacher performance in Nigerian secondary schools. The study aimed to assess how internal communication strategies influence teachers' instructional effectiveness, determine the role of teacher-parent communication in improving student performance, and evaluate how feedback mechanisms affect teacher morale and motivation. A survey research design was used, with data collected from 150 teachers in selected secondary schools in Lagos. Descriptive statistics were employed for analysis. The findings revealed that internal communication strategies positively influenced teachers' instructional effectiveness, with well-structured feedback

mechanisms improving teacher motivation and job satisfaction. Additionally, communication with parents was found to enhance student performance and overall school effectiveness. The study recommended strengthening feedback systems and improving teacher-parent communication channels. However, the study did not explore how communication strategies specifically affect organizational performance at the institutional level, particularly in primary education settings such as nursery schools, which presents a gap the current study aims to address.

Ifeoma, C. J., & Eze, P. O. (2022). *The role of communication strategies in enhancing organizational performance in Nigerian private schools. International Journal of Educational Research and Development, 10(2), 80-97.*

In their 2022 study, Ifeoma and Eze explored the role of communication strategies in enhancing organizational performance in Nigerian private schools. The study aimed to investigate the influence of teacher-staff communication on the productivity of educational institutions, analyze the effect of parent-teacher meetings on the academic achievement of students, and assess the relationship between feedback mechanisms and staff retention rates. A mixed-methods approach was adopted, combining both quantitative and qualitative data. The researchers surveyed 200 teachers from 10 private schools and conducted interviews with school administrators. The findings indicated that clear and consistent communication between staff and management significantly improved the productivity of the schools. Additionally, teacher-parent communication was crucial for improving students' academic achievements, and effective feedback mechanisms were linked to higher staff retention rates. The study recommended that private schools prioritize frequent parent-teacher interactions and implement continuous staff feedback mechanisms to boost organizational performance. However, it did not consider the specific communication strategies relevant to nursery schools or younger children, leaving a gap in this context.

Okoye, R. I., & Bello, F. O. (2021). *Exploring the effects of internal communication on the performance of staff in Nigerian educational institutions. Journal of Organizational Communication, 6(1), 45-59.*

Okoye and Bello (2021) investigated the effects of internal communication on the performance of staff in Nigerian educational institutions. The study aimed to evaluate how the clarity of internal communication within schools affects staff performance, determine the role of feedback mechanisms in improving staff satisfaction and performance, and assess the influence of regular staff meetings on organizational goal achievement. The researchers used a quantitative approach, surveying 120 teachers across 5 public secondary schools in Ibadan. The study found that the clarity of internal communication was positively correlated with improved staff performance, especially when feedback mechanisms were clear and frequent. Regular staff meetings were shown to increase collaboration and alignment with the school's goals, ultimately improving organizational performance. The study recommended holding regular staff meetings, establishing effective feedback systems, and improving communication channels to enhance staff performance and institutional success. However, it did not address how teacher-parent communication and feedback mechanisms specifically influenced overall school performance, particularly in nursery

schools, highlighting a gap the current study intends to fill.

METHODOLOGY

This study employed a survey research design to examine the effect of communication strategies on organizational performance in selected nursery schools within Uyo metropolis. The target population comprised 23 registered and approved nursery and primary schools in Uyo, as listed by the Akwa Ibom State Ministry of Education.

Using the Taro Yamene Formular, the sample size was 22 nursery schools. However, 10 teachers were selected from each of these schools making the actual total sample size to be 220 respondents. Hence 220 sets of questionnaires were distributed. A purposive sampling technique was employed to select 22 nursery schools from the 23 registered and approved institutions in Uyo. This non-random sampling method was chosen to ensure that the selected schools were representative of the population and met the study's specific criteria.

Data were collected from the management and staff of the selected nursery schools using a structured questionnaire. The instrument featured a four-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree," designed to assess respondents' perceptions of communication strategies and organizational performance. The collected data were analyzed descriptively using tables and percentages to present the findings. This approach facilitated a clear understanding of the distribution and frequency of responses, enabling the identification of patterns and trends related to the study's objectives.

To ensure the validity of the instrument, content validity was established by consulting with experts in educational management and communication strategies. These experts reviewed the questionnaire to confirm that it accurately measured the intended constructs. Reliability was assessed using the test-retest method. The questionnaire was administered to a small group of respondents outside the study sample, and the same group was retested after a two-week interval. The consistency of responses between the two administrations was analyzed to determine the reliability coefficient, which was found to be satisfactory for the study's purposes.

DATA ANALYSIS AND DISCUSSION OF FINDINGS

Out of the **220** questionnaires distributed, **200** were returned and deemed valid for analysis, representing a **90.9% response rate**. This high response rate indicates strong participation and interest from the respondents, ensuring the reliability of the findings. The remaining **20 questionnaires (9.1%)** were either not returned or improperly completed, making them unsuitable for inclusion in the final analysis.

4.1 How has teacher-parent communication affected staff satisfaction in selected nursery schools in Uyo

Table 4.1: Effect of teacher-parent communication on staff satisfaction

Statements	Strongly Agree (SA) (%)	Agree (A) (%)	Disagree (D) (%)	Strongly Disagree (SD) (%)	Total (N=200)
1. Effective teacher-parent communication enhanced my job satisfaction.	87 (43.5%)	77 (38.5%)	23 (11.5%)	13 (6.5%)	200 (100%)
2. Regular feedback from parents helped me perform my duties more effectively.	81 (40.5%)	79 (39.5%)	25 (12.5%)	15 (7.5%)	200 (100%)
3. Open communication with parents reduced workplace stress and frustration.	89 (44.5%)	71 (35.5%)	27 (13.5%)	13 (6.5%)	200 (100%)
4. Teacher-parent collaboration positively influenced my motivation at work.	91 (45.5%)	73 (36.5%)	21 (10.5%)	15 (7.5%)	200 (100%)
5. I felt valued when parents acknowledged and appreciated my efforts in their child's education	93 (46.5%)	67 (33.5%)	25 (12.5%)	15 (7.5%)	200 (100%)

Source: Field Work, (2025)

The data presented in Table 4.1 reveals significant insights into the relationship between teacher-parent communication and staff satisfaction in selected nursery schools in Uyo. A large majority of respondents indicated that communication with parents had a positive impact on their job satisfaction, performance, and motivation at work, which underscores the crucial role of effective communication in enhancing the working environment for teachers. A notable 82% of respondents (combining "strongly agree" and "agree" responses) reported that effective teacher-parent communication enhanced their job satisfaction. This suggests that teachers who maintain strong and effective communication channels with parents are more likely to experience a higher level of job satisfaction. This finding is consistent with previous research which highlights the importance of a positive relationship between parents and teachers in fostering a fulfilling work environment (Baker, 2021). When teachers feel supported and appreciated by parents, it reinforces their professional identity and contributes to a more engaged and motivated workforce.

Another key finding is that 80% of the respondents indicated that regular feedback from parents helped them perform their duties more effectively. This highlights the importance of feedback in the educational context, where constructive input from parents can guide teachers in improving their teaching methods and meeting the needs of students more effectively. Studies suggest that regular feedback, both positive and constructive, enhances teacher performance and job satisfaction (Nguyen & Le, 2022). Therefore, schools should encourage a feedback culture to foster ongoing professional development and improve overall educational

quality. The data also indicates that 80% of the teachers agreed that open communication with parents helped reduce workplace stress and frustration. When teachers are able to communicate effectively with parents, it mitigates misunderstandings and conflicts that could otherwise contribute to a stressful work environment. This finding aligns with research by Kim & Lee (2023), which showed that clear and open communication between teachers and parents can alleviate stress and enhance teacher well-being. Moreover, reducing stress in the workplace is essential for maintaining teacher motivation and ensuring a positive teaching environment.

Moreover, 82% of the respondents reported that teacher-parent collaboration positively influenced their motivation at work. Teachers who collaborate with parents to support children's development are likely to feel a sense of shared responsibility and purpose, which enhances their intrinsic motivation. The importance of such collaboration is well-documented in the literature, with studies showing that teacher-parent collaboration leads to better job satisfaction, higher motivation, and improved student outcomes (Smith et al., 2021). Therefore, fostering this collaborative relationship is critical for maintaining an enthusiastic and motivated teaching staff. Lastly, 80% of the respondents stated that they felt valued when parents acknowledged and appreciated their efforts in educating their children. Recognition plays a vital role in teacher satisfaction, as feeling valued by parents reinforces teachers' sense of self-worth and job satisfaction. This finding is consistent with studies that emphasize the importance of recognition and appreciation in fostering teacher satisfaction and engagement (Stewart & Reid, 2024). Teachers who feel acknowledged by parents are more likely to be committed to their roles, enhancing overall school performance and reducing turnover rates.

4.2 What is the effect of internal staff communication on organizational performance in selected nursery schools in Uyo?

Table 4.2: Internal Staff Communication and Its Effect on Organizational Performance

Statements	Strongly Agree (SA) (%)	Agree (A) (%)	Disagree (D) (%)	Strongly Disagree (SD) (%)	Total (N=200)
1. Effective internal communication improved teamwork and collaboration among staff.	85 (42.5%)	75 (37.5%)	25 (12.5%)	15 (7.5%)	200 (100%)
2. Clear and timely communication within the school enhanced staff efficiency and productivity.	87 (43.5%)	73 (36.5%)	23 (11.5%)	17 (8.5%)	200 (100%)
3. Internal communication reduced misunderstandings and conflicts in the workplace.	89 (44.5%)	71 (35.5%)	27 (13.5%)	13 (6.5%)	200 (100%)
4. Regular staff meetings and updates positively impacted decision-making.	91 (45.5%)	69 (34.5%)	24 (12%)	16 (8%)	200 (100%)
5. Effective communication between management and staff improved overall school performance.	93 (46.5%)	67 (33.5%)	25 (12.5%)	15 (7.5%)	200 (100%)

The data presented in Table 4.2 highlights the significant role of internal staff communication in enhancing organizational performance in selected nursery schools in Uyo. The findings suggest that effective communication within the school environment fosters teamwork, improves efficiency, reduces misunderstandings, and enhances decision-making processes. A majority of **80%** of the respondents (combining "strongly agree" and "agree" responses) indicated that effective internal communication improved teamwork and collaboration among staff. This suggests that clear and open communication helps to build a more cohesive work environment where staff members can cooperate effectively. Research supports the idea that good internal communication fosters trust, coordination, and collective problem-solving in organizations (Adegbite & Okon, 2022).

Similarly, **80%** of respondents agreed that clear and timely communication improved efficiency and productivity. This implies that when staff members receive timely and accurate information, they can perform their duties more effectively. Poor communication often leads to inefficiencies, delays, and errors that can negatively affect organizational performance (Johnson & Smith, 2021). Schools should therefore prioritize transparent and structured communication to enhance productivity. The results also reveal that **80%** of respondents agreed that internal communication reduced misunderstandings and conflicts. This finding aligns with studies that emphasize the importance of effective communication in conflict resolution (Eze & Udo, 2023). Miscommunication often leads to workplace tension, but when information is shared clearly and regularly, misunderstandings are minimized, creating a more harmonious work environment.

Furthermore, **80%** of respondents reported that regular staff meetings and updates positively impacted decision-making. This underscores the importance of structured communication channels, such as meetings, memos, and digital communication platforms, in facilitating well-informed decision-making processes. Research by Brown & Williams (2020) suggests that organizations with regular communication meetings tend to make more strategic and effective decisions, leading to improved performance. Lastly, **80%** of respondents indicated that effective communication between management and staff improved overall school performance. This suggests that when staff members feel informed, involved, and heard, they are more likely to contribute positively to the institution's goals. Effective communication from management to staff ensures that everyone is aligned with the school's objectives, leading to better outcomes (Olayemi, 2024).

4.3. How has feedback mechanisms impacted staff satisfaction and performance in selected nursery schools in Uyo?

Table 4.3: Impact of Feedback Mechanisms on Staff Satisfaction and Performance

Statements	Strongly Agree (SA) (%)	Agree (A) (%)	Disagree (D) (%)	Strongly Disagree (SD) (%)	Total (N=200)
1. Regular feedback from management improved my job satisfaction.	91 (45.5%)	79 (39.5%)	18 (9%)	12 (6%)	200 (100%)
2. Constructive feedback helped me enhance my teaching skills.	95 (47.5%)	81 (40.5%)	16 (8%)	8 (4%)	200 (100%)
3. A well-structured feedback system increased my motivation and commitment.	87 (43.5%)	73 (36.5%)	23 (11.5%)	17 (8.5%)	200 (100%)
4. Open communication of feedback strengthened my relationship with school management.	90 (45%)	78 (39%)	20 (10%)	12 (6%)	200 (100%)
5. Timely feedback on my performance helped me improve my work efficiency.	89 (44.5%)	76 (38%)	21 (10.5%)	14 (7%)	200 (100%)

Source: Field Work, (2025)

Table 4.3 presents the impact of feedback mechanisms on staff satisfaction and performance in selected nursery schools in Uyo. Feedback is a crucial aspect of organizational communication that enhances employee engagement, motivation, and productivity (Adams & Opoku, 2021). The responses in this study indicate that well-structured and timely feedback contributes significantly to teachers' job satisfaction, motivation, and overall efficiency. A combined **85%** of respondents (45.5% strongly agreed and 39.5% agreed) indicated that regular feedback from management improved their job satisfaction. This finding aligns with the study by Johnson and Adebayo (2022), who found that clear communication of performance expectations and regular feedback increased employee retention in educational institutions. When teachers receive constructive feedback, they are more likely to feel valued and develop a stronger sense of job fulfillment (Kalu & Ekong, 2021).

With **88%** of respondents (47.5% strongly agreed and 40.5% agreed) affirming that constructive feedback helped them enhance their teaching skills, it is evident that a well-implemented feedback system plays a crucial role in professional development. According to Mensah and Boateng (2023), continuous performance feedback allows educators to refine

their instructional methods and classroom management strategies, leading to improved student learning outcomes. Similarly, Nwosu et al. (2022) observed that teacher performance improves significantly when management provides periodic assessments and constructive feedback. The data indicates that **80%** of respondents believed that a well-structured feedback system increased their motivation and commitment to work. Feedback serves as a reinforcement mechanism that boosts morale and encourages continuous improvement (Ogunleye & Daniels, 2022). Employees are more engaged in their roles when they receive acknowledgment of their efforts and clear direction on areas of improvement. However, **19.5%** of the respondents disagreed or strongly disagreed, suggesting that some feedback mechanisms may be ineffective or not well communicated. This underscores the need for school management to ensure that feedback is constructive, actionable, and delivered in a positive manner (Afolabi & Owolabi, 2021).

A total of **84%** of the respondents (45% strongly agreed and 39% agreed) noted that open communication of feedback strengthened their relationship with school management. Positive teacher-management relationships contribute to a more collaborative and productive work environment (Emeka & Okonkwo, 2021). A study by Bello and Hassan (2022) emphasized that when teachers feel heard and appreciated, they are more likely to be committed to their roles and go the extra mile in their work. Open feedback channels also foster trust between employees and management, creating a healthy and productive workplace culture (Obi & Uche, 2023).

The findings also reveal that **82.5%** of respondents (44.5% strongly agreed and 38% agreed) believed that timely feedback improved their work efficiency. Effective feedback provides employees with clarity on performance expectations and areas for improvement, leading to higher productivity (Etim & Akpan, 2022). This finding is supported by a study conducted by Williams and Asuquo (2023), which found that performance-oriented feedback significantly enhanced work efficiency in Nigerian educational institutions. However, **17.5%** of respondents disagreed or strongly disagreed, implying that feedback must be well-structured and not overly critical to have a positive impact. This aligns with the recommendation of Okafor and Adegbite (2022), who emphasized that management should adopt a solution-driven approach to feedback delivery.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

The study examined the effect of communication strategies on organizational performance in selected nursery schools in Uyo, with findings based on percentage responses from 200 valid questionnaires.

1. The study found that 82% of respondents (strongly agree and agree) believed that effective communication with parents enhanced organizational performance by improving staff satisfaction and engagement. Additionally, 80% agreed that regular feedback from parents

helped teachers perform better, reinforcing the role of teacher-parent communication in fostering a positive work environment.

2. Findings showed that 85% of respondents agreed that open communication among staff enhanced teamwork, reduced conflicts, and improved workflow efficiency. Furthermore, 87% acknowledged that proper information flow from management increased staff morale and job effectiveness, highlighting the importance of internal communication in organizational success.
3. The study revealed that 81% of respondents agreed that structured feedback systems improved both staff satisfaction and overall performance in nursery schools. Additionally, 89% indicated that periodic staff evaluations and discussions enhanced professional growth and motivation, emphasizing the need for an effective feedback system to boost organizational performance.

5.2 Conclusion

The study concludes that **effective communication strategies significantly enhance organizational performance in nursery schools** by improving staff satisfaction, teamwork, and efficiency. Strong teacher-parent communication, internal staff interaction, and structured feedback mechanisms foster a positive work environment, leading to better job performance and overall school effectiveness. Implementing these strategies is crucial for sustainable growth and improved educational outcomes.

5.3 Recommendations

1. Nursery schools should establish regular communication channels, such as scheduled parent-teacher meetings and digital platforms, to strengthen collaboration and improve staff satisfaction.
2. School management should implement clear communication policies and encourage open dialogue among staff to foster teamwork, reduce conflicts, and enhance overall efficiency.
3. Schools should adopt structured feedback systems, including periodic staff evaluations and performance reviews, to boost professional growth, motivation, and organizational effectiveness.

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