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INNOVATIVE MANAGEMENT STRATEGIES AS CORRELATE OF TEACHERS' JOB EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN CALABAR MUNICIPALITY, CROSS RIVER STATE, NIGERIA, CROSS RIVER STATE, NIGERIA

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ABSTRACT

Innovative management strategies are essential in today's educational landscape as they drive improvements in productivity, engagement, and adaptability among teachers and staff. By fostering creativity, encouraging collaboration, and streamlining processes, these strategies help create a dynamic work environment that motivates educators to perform at their best. Premised on this, a study was conducted to investigate innovative management strategies as correlate of teachers' job effectiveness in public secondary schools in Calabar Municipality, Cross River State, Nigeria. It specifically examined the relationship between strategic planning, digital communication strategy, and teachers' job effectiveness. Two null hypotheses were formulated accordingly to guide the study. The design adopted for the study was correlational survey research design. The population of this study comprised 750 teachers in all the 16 public secondary schools in Calabar Municipality, Cross River State. Simple random technique was used to select respondents for the study. The sample was 176 teachers representing 25% of the population. The instrument used for data collection was a 24-items questionnaire designed by the researcher on a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), titled: "Innovative Management Strategies and Teachers' Job Effectiveness Questionnaire (IMSTJEQ)." It was validated by research experts in Educational Management, Test and Measurement department, university of Calabar. The null hypotheses were tested at .05 level of significance using Pearson Product Moment Correlation Analysis. Findings of the study revealed that: strategic planning and digital communication have a statistically significant positive relationship with teachers' job effectiveness. Based on the findings of this study, it was concluded that innovative management strategies have a statistically significant relationship with teachers' job effectiveness in public secondary schools in Calabar Municipality, Cross River State, Nigeria. It was concluded that innovative management strategies play a crucial role in enhancing teachers' overall performance in public secondary schools. This study highlights the significance of adopting such strategies in public schools within Calabar

Municipality, Cross River State, Nigeria, as they not only boost teachers' engagement and commitment but also foster a more efficient and collaborative educational environment. Therefore, integrating these practices is essential to optimize teachers' job effectiveness in the region. Based on these findings, it is recommended that educational administrators prioritize developing and implementing comprehensive strategic planning frameworks in public secondary schools. This should involve regular assessments of school goals, resource allocation, and establishing clear objectives that enhance teachers' job effectiveness. Additionally, workshops and training on strategic planning should be organized to equip school leaders with the necessary skills and knowledge.

Keywords: Innovative Management Strategies, Strategic Planning, Digital Communication, Teachers' Job Effectiveness, Secondary Schools.

Introduction

Secondary education has played a significant role in promoting national development in Nigeria, and teachers' job effectiveness is essential to achieving this goal. Teachers are crucial in shaping the educational environment, influencing student learning outcomes, school culture, and overall academic success. Therefore, enhancing teachers' skills, motivation, and access to resources is vital for reaching educational objectives. The effectiveness of the educational system relies heavily on active, resourceful, and competent teachers, who serve as the essential human resources necessary for the successful functioning of secondary education in Nigeria (Usha, 2013; Obona & Etete, 2019).

In this context, teachers' effectiveness refers to the degree to which teachers successfully fulfill their responsibilities and contribute positively to the educational growth of their students. According to Awofala (2012), Khan (2015), and Magno (2012), effectiveness encompasses teachers' competence, personal attributes, and behaviors that enable students to achieve the desired learning outcomes. Similarly, Basavanthappa (2014) describes teachers' job effectiveness as their ability to enhance students' learning, measured by students' improvements on standardized achievement tests. Various factors may influence teachers' job effectiveness, including motivation, principals' leadership style, working environment, availability of infrastructure, workload, instructional materials, remuneration, and occupational stress. Additional factors include intelligence, attitude towards teaching, experience, academic qualifications, personality, and mental health (Raghu, 2004).

Indicators of effective teaching include student learning outcomes, classroom management, instructional strategies, communication skills, adaptability, assessment and feedback, commitment to equity, professional development, relationship building, and reflective practice. According to Basavanthappa (2014), effective teachers are those who achieve set goals whether established by

themselves or by authorities such as Ministries of Education, legislators, government officials, or school administrators. To meet these goals, teachers must possess the necessary knowledge and skills and be able to apply them effectively. An effective teacher not only delivers the curriculum thoroughly and efficiently but also fosters the holistic development of students. Teacher effectiveness from the view of Strong, Ward and Grant (2011) include these four dimensions: instructional effectiveness, uses of assessment for student learning, positive learning environment, and personal quality of the teacher.

Based on the indices of job effectiveness discussed above, a significant concern among parents and educational stakeholders over the past decade has been the decline in teacher effectiveness. This concern is underscored by frequent complaints from stakeholders about the deteriorating state of secondary education in Nigeria. Examples include low student performance in external exams, high rates of examination malpractice, and negative attitudes among teachers, such as absenteeism, neglect of duties, and inappropriate conduct (Fasasi & Oyeniran, 2014; Matthew, 2013). Fehintola (2015) also noted that students' exam results often fall short of expectations, despite investments from both the government and parents. This issue is evident in public secondary schools in Obubra Local Government Area of Cross River State, where Obona et al. (2024) observed that many teachers, particularly in public schools, demonstrate unprofessional attitudes toward their duties, students, and the profession, creating a barrier to achieving quality teaching and learning.

The researchers noted that many teachers fail to complete the syllabus before exams, often due to prioritizing personal business over teaching. Many teachers reportedly only attend school when they anticipate visits from external supervisors. Students frequently complain that teachers do not spend adequate time engaging with them. This lack of job effectiveness among teachers may contribute to students' loss of interest in education, leading some to drop out or engage in truancy. It may also be a major factor in poor academic performance, increased incidents of examination malpractice, and rampant behavioral issues among students. Studies have linked these problems to poor teacher-student relationships, unfavorable working conditions, inadequate school resources, low salaries, low social status of teachers, insufficient remuneration, and lack of supervision (Mduma & Mkulu, 2021; Chidi, Lucky & Ikechukwu, 2019). Given these issues, the researcher was motivated to explore innovative management strategies as a possible solution. Innovative management seeks to create a collaborative work environment, offer professional development opportunities, introduce new teaching methods, and support teacher autonomy. Obona et al. (2024) define innovative

administrative strategies as new initiatives, practices adopted by school principals to ensure efficient school management and administration. This study, however, proposed that innovative management strategies such as strategic planning and digital communication may enhance teachers' effectiveness.

Strategic planning and teachers' job effectiveness

Strategic planning involves directing resources and assigning responsibilities to achieve targets and facilitate smooth teaching and learning activities (Obona et al., 2024). School administrators who are innovative generate new ideas to meet teachers' needs, boost morale, and achieve educational goals. Strategic employee planning is essential in the school system, where teachers play a central role in achieving educational goals. According to Toorani (2012), strategic planning should be integrated into daily school objectives to ensure the institution reaches its mission and objectives effectively. Akpan (2016) highlights strategic planning as a process of preparing for the future by defining institutional strategies, while Mahsood (2013) suggests that strategic planning indicates the vitality and prosperity of an institution. This planning supports employee engagement in school operations, enhancing both management quality and institutional focus (Ben & Dinah, 2021).

Research consistently shows that strategic planning positively impacts job effectiveness and performance. For instance, a study by Obona et al. (2024) on public universities in Nigeria found that strategic planning significantly relates to instructional supervision and quality assurance, highlighting the need for ongoing professional development and constructive feedback. Using a correlational research design with a sample of 169 university heads, the study showed that effective planning could promote quality assurance and recommended robust instructional supervision for sustainable development in university administration. Another study by Hanif and Widiawati (2020) examined how strategic planning can improve the quality of educators by analyzing internal and external school conditions. This qualitative study, conducted in a vocational school in West Java, identified strategic issues that could strengthen teaching quality, such as professional development, continuous education, and teacher certification programs. Ben and Dinah (2021) explored succession and strategic employee planning as predictors of teachers' job commitment in secondary schools in Bayelsa State, Nigeria. Their correlation survey of 490 participants revealed a strong positive relationship between succession planning and teacher commitment, while strategic employee planning showed a weaker relationship.

Digital communication and teachers' job effectiveness

Digital communication involves advanced methods like teleconferencing, video conferencing, and email to facilitate change in educational management. This technology has significantly altered

workplace dynamics, especially between leaders and followers, a growing research focus. Effective communication is essential for employee engagement, with digital communication focusing on exchanging information through digital channels. Otieno (2013) studied the impact of digital communication channels used by head-teachers on job satisfaction in Kenyan primary schools. Using a descriptive design with stratified sampling and questionnaires, the study found that electronic media positively influenced job satisfaction. Sarayani et al (2014) examined the relationship between ICT and organizational commitment among hospital nurses, using a correlation descriptive method with a random sample of 117 nurses. Data collected through Likert-scale questionnaires showed a positive correlation between ICT and commitment.

Budiarti (2019) conducted a study to evaluate the impact of digital communication strategies on the quality of vocational school graduates in Bandung, West Java. Using a survey method and a sample of 200 respondents from 50 vocational schools, the study analyzed data through linear regression, finding that digital communication positively enhanced graduate skills like associating, questioning, observing, experimenting, and networking. Similarly, Abraham, Dzakpasu, and Amenyedzi (2019) studied the ICT proficiency of principals and its effect on tutors' willingness to adopt technology in Ghana's Volta and Greater Accra regions. The descriptive survey sampled 10 principals and 195 tutors, using SPSS for data analysis. Results indicated that high ICT proficiency among principals encouraged ICT adoption in teaching. Similarly, Obona et al. (2024), which highlighted a significant positive relationship between innovative strategies and teachers' job commitment, confirming that these strategies are statistically linked to job commitment among teachers in the area

This work reviewed various conceptual and empirical literature related to the sub-variables of the study topic, highlighting the instruments and data collection methods used by other researchers. It noted that previous studies have established a connection between innovative management strategies and teachers' job effectiveness, which aligns with the current study's focus. Despite the existing research, gaps remain, particularly as many studies were conducted outside the target area, such as in Anambra, Bayelsa, Akwa-Ibom, and Rivers State, as well as in countries like Kenya. These findings may not be fully applicable to the secondary education context in Cross River State, especially in Calabar Municipality. Consequently, the present study aims to investigate the relationship between innovative management strategies and teachers' job effectiveness specifically within public secondary schools in Calabar Municipality, addressing the identified gaps and contributing new insights to the field.

Statement of the Problem

The effectiveness of teachers in secondary education is crucial, as it significantly

impacts students' academic success, personal development, and future opportunities. A teacher who is effective actively engages and motivates students, cultivates a positive and inclusive learning atmosphere, accommodates diverse learning needs, and consistently reflects on and enhances their teaching methods to promote student growth and development. Unfortunately, there have been ongoing concerns from parents and stakeholders regarding the declining state of secondary education. Issues such as teachers' lack of commitment, including frequent absenteeism, inappropriate behavior toward students, unsatisfactory student performance in both internal and external examinations, and a high incidence of examination malpractice have been observed by the researchers. In response to these challenges, various initiatives have been implemented by the government to enhance teachers' job effectiveness. These initiatives include arrangement for teachers' in-service training, seminars, workshops, conferences, and symposia focused on educational improvement. Additionally, regular salary payments and the renovation and provision of school facilities have been established. However, these measures have not sufficiently resolved the issues within the study area.

The lack of significant improvement in teachers' job effectiveness indicates a need for further intellectual engagement in this area, which underscores the importance of this study. Therefore, this research aims to role of innovative management strategies. This leads to the central question of the study: What is the relationship between innovative management strategies and teachers' job effectiveness in public secondary schools in Calabar Municipality, Cross River State, Nigeria? The researchers' quest to answer this question has prompted the undertaking of this study.

Purpose of the study

The study investigated innovative management strategies as correlate of teachers' job effectiveness in public secondary schools in Calabar Municipality, Cross River State, Nigeria. Specifically, this study sought to examine the relationship between:

1. Strategic planning and teachers' job effectiveness in public secondary schools in Calabar Municipality, Cross River State, Nigeria.
2. Digital communication and teachers' job effectiveness in public secondary schools in Calabar Municipality, Cross River State, Nigeria.

Statement of hypotheses

The study was guided by the following null hypotheses:

1. There is no significant relationship between strategic planning and teachers' job effectiveness in public secondary schools in Calabar Municipality, Cross River State, Nigeria.
2. Digital communication does not have any significant relationship with teachers' job effectiveness in public secondary schools in

Calabar Municipality, Cross River State, Nigeria.

Significance of the study

The findings of this study may be significant to a variety of stakeholders, including principals, teachers, students, policymakers, and education authorities.

For principals, the study highlights the various challenges they face in managing their schools. The results can encourage them to embrace innovative practices and implement the recommended strategies to achieve their objectives. Additionally, the study can assist principals in discovering creative solutions to meet the needs and well-being of their teachers, ultimately enhancing teacher dedication and productivity. It can also provide guidance for principals to develop a work schedule that incorporates regular and unannounced classroom visits, allowing them to observe teaching and learning activities and offer constructive feedback.

The findings can help teachers assess their commitment levels and make necessary adjustments to align with the school's vision and mission. Furthermore, this study can serve as a valuable reference for students involved in similar future research. The insights from this study can be beneficial for policymakers as well, as they highlight the key factors contributing to low job commitment among teachers. This information can guide the development of strategies aimed at improving job effectiveness in secondary schools. Finally, the study serves as a reminder to education authorities about the importance of providing adequate financial, human, and material resources. Such support is essential for enabling principals to enhance teachers' job effectiveness, ultimately leading to improved educational outcomes.

Research methodology

Design

The study adopted correlational research design. The design involves collecting data to determine whether a relationship exists between two or more variables. Thus, in this study, correlational research design was useful because the researcher investigated innovative management strategies as correlate of teachers' job effectiveness in public secondary schools in Calabar Municipality, Cross River State, Nigeria.

Area of the study

The area of the study is Calabar municipality, which is one of the 18 local government areas in Cross River State, Nigeria. Calabar municipality has an area of 142 square kilometers and a population of 179,392 at the 2006 census. The area lies between latitude 040 , 150 , and 50 N and longitude 8 0 , 250 E. The municipality is bounded by Odukpani Local Government Area in the North. In the East by the great Kwa River. It is southern shores are bounded by the Calabar River and Calabar South Local Government Area. Calabar municipality is the capital city of Cross River State. There are ten wards in the Local Government. By

virtue of its location along the waterfront, the Efiks embraced western culture. Efik language is the main language of the people. Their major occupation is business, public service and farming. Some of the traditional delicacies common among the people are vegetable soup (Ukang ikong), afang soup, draw soup, and rapped Water yam (Ekpangnkukwo). The people are very friendly hospitable.

This study location was considered suitable because the declining productivity among teachers has been one of the most disturbing issues that have bothered parents and stakeholders in the area. Also, many teachers in the area seem not satisfied in their jobs and this tends to weaken their performance. Thus, it raised the desire for the study to equip educational administrators with innovative strategies for managing the teachers that will enhance their job effectiveness in secondary schools in the local government area.

Population and sampling

The population of this study comprised 750 teachers in all the 18 public secondary schools in Calabar Municipality, Cross River State (Planning Research and Statistics Department: Secondary Education Board, Calabar 2024).

Simple random was used to select respondents for the study through the "Hat and Drawn" method. 25% of teachers were randomly selected from the population for the study. To achieve this, the researcher visited each of the schools in the local government area, sought the permission of the principals, then grouped the teachers into male and female. Pieces of papers were prepared with the words "'YES" and "NO" written on them. Each of the paper was properly folded and put into a container and thoroughly mixed up. The teachers were then asked to dip their hand into the container and pick one paper ball. At the end of the exercise, all those that picked "YES" were used as sample for the study while those that picked "NO" were dropped. Finally, a total of 176 teachers which represented 25% of the total population of teachers were selected for the study. The 176 teachers selected were used as sample for the study

Instrumentation

The instrument used for data collection was a 24 items questionnaire titled "Innovative management strategies and teachers' job effectiveness Questionnaire (IMSTJEQ)". A questionnaire letter preceded the main questionnaire. The letter explained the need for the study, its relevance to the respondents, and a promise that the study will not affect them in any way as it was mainly for academic purpose. The instrument has three sections: Section 'A' was designed to collect respondents' demographic data (gender, age, marital status, and educational qualification). Section 'B' contained 16 items that measured the sub-variables of "Principals' Innovative Management Strategies" (strategic planning and digital communication). Section 'C' consisted of 8-items designed to measure Teachers Job Effectiveness. The instrument was designed on a four-point Likert scale of Strongly Agree (SA),

Agree (A), Disagree (D) and Strongly Disagree (SD).

Validity

Before administering the questionnaires to the respondents, the items were submitted to three experts in the department of Educational Management, and in Measurement and Evaluation, faculty of Educational Foundation Studies, University of Calabar for modification. At the end, out of 30 items designed for the study, 6 were dropped and 24 items were modified and, used for the study.

Procedure for data collection

An instrument titled: Innovative Management Strategies and Teachers' Job effectiveness Questionnaire (IMSTJEQ), was used for data collection. The researcher recruited 10 research assistants for the exercise. The research assistants were first trained to understand the research objectives and how to administer the questionnaires to the respondents. Also, due permission was obtained from each of the principals. Thereafter, the respondents were informed of the exercise and need to provide unbiased responses to the items. They were equally assured that all information obtained will be used strictly for the research, and shall be treated with confidentiality. The questionnaires were administered to the respondents by the researcher supported by the research assistants. While teachers were used to access the innovative strategies of the principals, the researcher selected 174 senior secondary school students through purposive sampling technique to access the teachers' job effectiveness. The entire exercise was completed in three two weeks.

Procedure for data preparation

First, the researcher sorted out the collected questionnaire to ensure that all the items have been well responded to by the respondents. Next, the items were organized in the order of the variables they were designed to measure. Positively worded items were scored as follows: Strongly Agree (SA) = 4point, Agree (A) = 3points, Disagree (D) = 2points and Strongly Disagree (SD) =1point. But for all the negatively worded items, the pattern was reversed. The scores of respondents on the respective sub-scales were summed and transferred to appropriate statistical packages for analysis.

Procedure for data analysis

Data analysis was done base on the null hypotheses that guided the study. Pearson Product Moment Correlation analysis was used respectively to test each of the hypotheses. The entire hypotheses were tested at a .05 level of significance and results presented in tables.

Presentation of results

Hypothesis one: There is no significant relationship between strategic planning and teachers' job effectiveness in public secondary schools in Calabar Municipality, Cross River State, Nigeria.

The two variables in this hypothesis are strategic planning and teachers' job effectiveness. Pearson Product Moment

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Correlation was used to test the hypothesis and the result of the analysis is presented in Table 1. Table 1 showed the correlation coefficients between strategic planning and teachers' job effectiveness. The correlation coefficients was statistically significant for teachers' job effectiveness (r = .61, p<.05). Since p(.000) is less than p(.05), hypothesis one is rejected in terms of teachers' job effectiveness. The result of the analysis implied that there was a statistically significant positive relationship between strategic planning and teachers' job effectiveness in public secondary schools in Calabar Municipality, Cross River State, Nigeria.

TABLE 1: Summary of correlation between management of strategic planning and teachers' job effectiveness in public secondary schools in Calabar Municipality, Cross River State, Nigeria; (N=176)

Variables	$\bar{X}$	S.D	R	Sig.
Strategic planning	19.76	3.25		
Teachers' job effectiveness	20.49	3.07	.61*	.000

*Significant at p<.05 df=174

Hypothesis two: Digital communication does not have any significant relationship with teachers' job effectiveness in public secondary schools in Calabar Municipality, Cross River State, Nigeria.

Pearson Product Moment Correlation was used to test the hypothesis and the result of the analysis is presented in Table 2. Table 2 showed the correlation coefficients between digital communication and teachers' job effectiveness. The correlation coefficient was statistically significant for teachers' job effectiveness (r = .64, p<.05). Since p(.000) is less than p(.05), hypothesis one is rejected in terms of teachers' job effectiveness. The result of the analysis implied that there was a statistically significant positive relationship between digital communication and teachers' job effectiveness in public secondary schools in Calabar municipality, Cross River State, Nigeria.

TABLE 2: Summary of correlation between digital communication and teachers' job effectiveness in public secondary schools in Calabar municipality, Cross River State, Nigeria; (N=176)

Variables	$\bar{X}$	S.D	R	Sig.
Digital communication	19.23	3.35		
Teachers' job effectiveness	20.49	3.07	.64*	.000

*Significant at p<.05 df=174

Discussion of findings

The result of hypothesis one indicated that strategic planning has a statistically significant positive relationship with teachers' job effectiveness in public secondary schools in Calabar Municipality, Cross River State, Nigeria. This result is not surprising because strategic planning enables teachers to align their instructional goals with overarching educational objectives. This alignment helps teachers identify their strengths, proactively tackle challenges, and optimize classroom resources for greater effectiveness. Furthermore, strategic planning supports ongoing professional development, keeping teachers informed about emerging educational trends and allowing them to refine their teaching methods accordingly. The implication is that a well-structured strategic plan empowers teachers to manage the complexities of the educational landscape, creating a more effective and adaptable teaching environment. Consequently, improvements in strategic planning are likely to enhance teachers' job effectiveness, and vice versa.

The findings of this study align with those of Obona et al. (2024), who discovered a significant relationship between strategic planning and instructional supervision, emphasizing the importance of continuous professional development and constructive feedback. Similarly, Hanif and Widiawati (2020) examined strategic planning as a means to enhance the quality of educators and educational personnel, considering both internal and external factors affecting schools. Their results identified strategic initiatives that school administrators can implement to empower teachers and achieve educational goals, including ongoing professional development programs, opportunities for continuing education, high-achieving school-level teacher initiatives, support for teacher certifications, and the organization of seminars and workshops. This relationship reinforces the perspective of Toorani (2012), who argued that strategic planning is vital for the school system and should be integrated into daily performance objectives. Additionally, it supports the claims made by Ben and Dinah (2021) that strategic planning ensures employees are actively engaged in the organization's activities and contributing to its success.

The findings from hypothesis two revealed a statistically significant positive relationship between digital communication and teachers' job effectiveness in public secondary schools in Calabar Municipality, Cross River State, Nigeria. This correlation arises from school administrators fostering efficient and streamlined channels for sharing information and promoting collaboration. By utilizing platforms such as emails, messaging applications, and online forums, principals can deliver timely updates regarding school policies,

curriculum adjustments, and administrative issues, ensuring that teachers remain informed and aligned with the school's objectives.

Moreover, digital communication facilitates prompt feedback, enabling principals to recognize teachers' achievements, address concerns swiftly, and maintain open lines of communication. The use of digital tools also allows principals to distribute relevant resources, share best practices, and present professional development opportunities, thereby encouraging a culture of continuous learning and growth among the teaching staff. Consequently, the principal's ability to effectively utilize digital communication platforms plays a crucial role in fostering a well-informed, engaged, and collaborative teaching community in secondary schools. This indicates that enhancements in digital communication are likely to lead to improvements in teachers' job effectiveness and vice versa.

The findings of this study align with those of Otieno (2013), who reported that electronic media positively impacted job satisfaction. Similarly, the research conducted by Sarayani, Mirinejad, and Keivani (2014) examined the connection between information and communication technology (ICT) and organizational commitment among hospital nurses, utilizing a correlational descriptive research design. Their results indicated a correlation between ICT and organizational commitment. This aligns with the findings of Obona et al. (2024), which highlighted a significant positive relationship between innovative strategies and teachers' job commitment, confirming that these strategies are statistically linked to job commitment among teachers in the area. Furthermore, the study by Okon, Ekaette, and Ameh (2015) explored the relationship between ICT utilization and principals' administrative effectiveness in public secondary schools in Akwa Ibom State, Nigeria, revealing a significant connection between ICT usage in communication and principals' administrative effectiveness.

Conclusion

The findings of this study led to the conclusion that strategic planning and digital communication strategy have statistically significant relationship with teachers' job effectiveness. Specifically, it was concluded that these innovative management strategies play a crucial role in enhancing the overall performance of teachers in public secondary schools. The study underscores the importance of adopting such strategies in public secondary schools in Calabar Municipality, Cross River State, Nigeria, as they not only improve teachers' engagement and commitment but also contribute to creating a more efficient and collaborative educational environment. Therefore, it is evident that the integration of innovative management practices is essential for optimizing teachers' job effectiveness in the region.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

1. Educational administrators should prioritize the development and implementation of comprehensive strategic planning frameworks within public secondary schools. This includes regular assessments of school goals, resource allocation, and the establishment of clear objectives that align with improving teachers' job effectiveness. Workshops and training sessions on effective strategic planning should be organized to equip school leaders with the necessary skills and knowledge.
2. Schools should invest in modern digital communication tools and platforms to facilitate effective information sharing and collaboration among teachers and administrators. Providing training for teachers on how to effectively use these tools will enhance their ability to stay informed about school policies, share best practices, and receive timely feedback. This could lead to increased engagement and job satisfaction among educators.
3. It is essential to establish ongoing professional development programs that focus on enhancing teachers' skills in both strategic planning and digital communication. These programs should be tailored to address the specific needs of teachers and incorporate innovative teaching methods and technology integration.

Contribution to knowledge

This study contributes to the existing body of knowledge by highlighting the critical role of strategic planning and digital communication strategies in enhancing teachers' job effectiveness in public secondary schools in Calabar Municipality, Cross River State, Nigeria. By establishing a statistically significant relationship between these innovative management approaches and teachers job effectiveness, the findings underscore the necessity for educational administrators to adopt systematic planning processes and effective communication tools to foster an engaging and supportive work environment. This research not only provides empirical evidence that can inform policy decisions and administrative practices but also encourages further exploration into how these strategies can be tailored to meet the unique challenges faced by educators in diverse contexts. Ultimately, this study lays the groundwork for future investigations aimed at improving educational outcomes through strategic management practices.

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