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EXPLORING THE INTERPLAY BETWEEN PRINCIPALS' PLANNING AND TEACHERS' PERFORMANCE IN MISSIONARY SECONDARY SCHOOLS IN PLATEAU STATE, NIGERIA

By

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ABSTRACT

Effective school leadership is crucial for effective teachers' performance and student success in missionary secondary schools. The study explores the relationship between principals' administrative planning function and teachers' job performance in missionary secondary schools in Plateau State, Nigeria. A cross-sectional survey design was used to collect data from principals and teachers across various missionary schools. The study examines 165 registered missionary secondary schools in Plateau State, Nigeria, including principals and teachers. The sample size includes 30 principals and 660 teachers from 30 schools across five missionary blocks. The study uses two questionnaires, Principals' Administrative Function Questionnaire (PAFQ) and Teachers' Job Performance Questionnaire (TJPQ), to measure principals' and teachers' performance in planning and teaching activities. Both instruments were reviewed by experts and tested for reliability using a pilot test with 42 teachers. The study uses descriptive statistics and inferential statistics to analyze the data, with a decision rule based on a p-value of less than 0.05. The results showed that principals perform planning activities to a high extent, while teachers perform teaching activities to a very high extent. A significant positive correlation was identified between principal's planning and teacher's job performance. The findings align with previous research, but limitations in self-reported data suggest the need for more objective assessment methods. Recommendations include ongoing training programs for principals on effective planning strategies and teacher training programmes focused on enhancing teaching practices. The findings can inform policy decisions and training programmes to improve school administration and enhance student learning outcomes.

Keywords: Teachers' Performance, Principal's Planning, Teaching Activities

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INTRODUCTION

The school principal plays a crucial role in secondary schools, serving as the primary leader, supervisor, master planner, and coordinator of the school environment. In missionary schools, the principal is often seen as a motivator, disciplinarian, spiritual director, or leader, managing various school affairs and resources (Danian, 2022). Administratively, the principal is seen as the executive head, making decisions, planning, and implementing policies or programs. These functions make the principal a good planner, supervisor, dynamic leader, passionate motivator, and great decision maker, enhancing teachers' job performance (Ochoche, 2021). However, some principals in missionary schools in Plateau State have fallen short of their administrative functions, making the school environment unconducive for optimal teacher performance.

Planning according to Danian (2022) is essential for school principals to take due steps for the successful execution of the school's functions from time to time. It involves choosing the best option out of various alternatives, objectives, processes, policies, and programs to achieve a set goal. Planning helps maintain managerial effectiveness by serving as guides for future activities. It can be defined as the act of making arrangements on how to attain a definite goal that is specific, measurable, achievable, relevant, and time-bound (SMART). Stakeholders in education are always curious about the job performance of school teachers and demand a high measure of loyalty, patriotism, dedication, hard work, and commitment from them. Teachers are described as people who are directly engaged in guiding, facilitating, and instructing the group of learners, which turns them into someone that has significant change in behavior. Teachers are also referred to all persons in school who are responsible for instruction of pupils or students in curriculum.

Teachers' job performance is defined as duties performed by teachers at a particular period in the school system that are channeled towards achieving educational goals. This implies that teachers can combine relevant inputs for the enhancement of teaching and learning processes. Akpa (2022) argues that teachers' job performance can be inferred from the positive changes that occur in students' performance after a period of instruction in a manner consistent with the goals of instruction. Ajelabi (2022) opines that teachers' job performance is a judicious devotion and dedication to the achievement of standards within and outside the school setting.

Studies were conducted on principals’ planning and teachers’ job performance such as that which was conducted by Innocent (2021) which focuses on the impact of effective planning on teaching and learning among secondary school students in the Ethiope West Local Government Area, Delta State. The study, which included 300 secondary school teachers, found a significant relationship between effective planning and academic performance. The researchers recommend that effective planning should be practiced to improve teaching and learning in these schools. Another study was also carried out by Nwankwo and Edeani (2023) which also investigates the impact of principals' management practices on teachers' job performance in secondary schools in the Enugu Education Zone. The study involved 183 teachers, with a sample size of 183. The questionnaire was validated by three experts and had a reliability index of 0.79. The study found that principals' planning practices significantly impact teachers' job performance by optimizing resource allocation, inspiring more work, establishing a foundation for teamwork, giving an organization direction, focusing on objectives, and stimulating creativity. Syahripin, Wijaya, and Nahar (2021) examine the

planning management of school principals at Karya Bersama Halimbe Junior High School, Aek Natas District, North Labuhanbatu Regency, focusing on increasing teacher work productivity. The research used qualitative methods, including observation, interviews, and documentation. The findings revealed the findings as follows: the principal plans activities to increase discipline, with meetings attended by all teachers for ideas exchange; the principal's planning process involves meetings, planning activities, and evaluations. Kanyip and Ogon (2022) investigate the relationship between the Principal's Administrative Roles and Teachers' Job Effectiveness in Public Secondary Schools in Akwa Ibom State. The study used a quantitative research design and the Correlation Survey Method to gather data from a sample of 320 teachers from a population of 6,978. The research found that poor administrative roles in teaching, planning, motivation, and evaluation led to absenteeism, laziness, and other issues that hindered teachers' performance.

Statement of the Problem

Over the past few years, there has been a growing concern and public outcry about the poor job performance of teachers and subpar administrative functions of principals in missionary secondary schools in Plateau State. These issues include attrition, lateness to school, frequent conflicts, absenteeism, inadequate coverage of the scheme of work, indiscipline, gross misconduct, truancy among students, inadequate and damaged physical facilities, examination malpractices, poor performances in internal and external examinations, shortage of funds, unprecedented high fee-charges, and high students to teachers' ratio. The administrative functions of principals have been neglected, leading to compromised strategic planning, compromised supervision of teachers, overlooked evaluation of teachers, jeopardized quality leadership, and neglected communication with teachers. This results in teachers and students being left to chance without proper administration, with teachers not being motivated to carry out their jobs with joy and relaxed mind.

Statistics show that the percentage of successful candidates who sat for the West African Senior School Certificate Examination (WASSCE) and scored five credits and above including Mathematics and English are very low in Missionary Secondary Schools in Plateau State, with the best achievement of less than 50% in 2021.Despite efforts by religious leaders and other relevant agencies to provide standard school facilities, funds, leadership, and teachers' training through seminars and workshops, the plethora of problems still bedeviling mission schools and acting as impediments to the attainment of educational goals. If these administrative dysfunctionalities are not properly addressed by the religious bodies, it will lead to a fallen standard or total collapse of education in missionary secondary schools in Plateau State. Against this background, the study examine principals' administrative function of planning and teachers' job performance in Missionary Secondary Schools in Plateau State, Nigeria

Objectives of the Study

The aim of this study is to examine principals' administrative function of planning and teachers' job performance in Missionary Secondary Schools in Plateau State, Nigeria. Specifically, the objectives are to:

1. Examine the extent to which principals perform function of planning in missionary secondary schools in Plateau State, Nigeria**.**

2. Find out the extent to which teachers perform teaching activities in missionary secondary schools in Plateau State, Nigeria.
3. To find out the relationship between principals' administrative function of planning and teachers' teaching activities job performance in missionary secondary schools in Plateau State, Nigeria.

Research Questions

1. What is the extent to which principals perform function of planning in missionary secondary schools in Plateau State, Nigeria?
2. What is the extent to which teachers perform teaching activities in missionary secondary schools in Plateau State, Nigeria?
3. What is the relationship between principals' administrative function of planning and teachers' teaching activities job performance in missionary secondary schools in Plateau State, Nigeria?

Hypothesis

1. There is no significant relationship between principals' administrative function of planning and teachers' teaching activities job performance in missionary secondary schools in Plateau State, Nigeria.

METHODOLOGY

Research Design

The study adopted a cross-sectional survey research design to collect data from a diverse population, including missionary schools in Plateau State. Ochoche (2021) views cross-sectional survey research design as a means of collecting information from a population that is diverse in nature. This design allows for a single sample to be analyzed to generalize findings to the entire population. The study will focus on Catholic, Christian Council of Nigeria, TECAN/ECWA, Pentecostal, and African Instituted Churches' secondary schools, as well as principals and teachers who differ in faith-denominations. Additionally, there will be diversities in urban or rural missionary schools, single gender or mixed schools, and boarding or day missionary secondary schools in Plateau State. The aim is to understand the unique characteristics of the population and inform future research.

Population and Sample

The study aims to examine the population of 165 registered missionary secondary schools in all five missionary blocks, including 165 principals and 4,125 teachers across 17 Local Government Areas of Plateau State, Nigeria. The respondents, principals and teachers, are considered for their direct involvement and responsibilities in teaching activities in missionary secondary schools. The population is heterogeneous due to their different characteristics such as faith denomination and professional qualifications.

The sample size of the study will consist of 30 missionary secondary schools in all five missionary blocks, comprising 30 principals and 660 teachers from the sampled schools. This represents 16% of the population, which is established through sampling fraction and corroborated by Asika (2022). The missionary blocks include Catholic schools with 8

principals and 200 teachers, Christian Council of Nigeria schools with 7 principals and 160 teachers, Tecan/Ecwa schools with 6 principals and 140 teachers, Pentecostal schools with 5 principals and 100 teachers, and African Instituted Churches Schools with 4 principals and 60 teachers respectively.

A multi-stage sampling technique was employed to select the sample of the study, as the population differs based on senatorial zones, Local Government Areas, missionary school blocks, principals, and teachers. This is done to ensure adequate representation of missionary schools with principals and teachers in each senatorial zone in Plateau State. The first stage involves 50% of the 17 local government areas being stratified into three senatorial zones: Plateau North, Plateau Central, and Plateau South. Simple random sampling was used to select the nine local government areas, which was allocated to Plateau North, Plateau Central, and Plateau South. The sample of LGAs drawn from each zone was determined using the sampling fraction of 0.529. In the second stage, simple random sampling was used to select 30 missionary secondary schools from the five mission blocks, using the lucky-dip method of simple random sampling technique. Serial numbers of the elements in the sampling frame will be recorded on pieces of paper, folded, and mixed thoroughly for representatives of all the missionary schools to pick at once without replacement. This technique gives all schools and respondents equal chance of being selected to avoid the bias effect on the reliability of the study. The sample size of the teachers is 660, which means 16% of the population of the 4125 teachers.

Table 1
Population and Sample of the Study

S/N	Missionary Schools	No of schools	Population of principals	Sample of Principals	Population of Teachers	Sample of Teachers
1.	Catholic schools	50	50	8	1,200	200
2.	Christian Council of Nigeria Schools	40	40	7	1000	160
3.	Tecan/Ecwa schools	35	35	6	875	140
4	Pentecostal schools	25	25	5	625	100
5	African Instituted Churches Schools	15	15	4	375	60
	TOTAL	**165**	**165**	**30**	**4,125**	**660**

Source: Plateau State Ministry of Education, (2022)

Instruments:

- **Principals' Administrative Function Questionnaire (PAFQ):** This 5-item questionnaire, adapted from Akpa (2022), measures principals' performance in planning. It uses a 5-point Likert scale for responses.
- **Teachers' Job Performance Questionnaire (TJPQ):** This researcher-developed 5-item instrument assesses teachers' performance in teaching activities. Similar to the PAFQ, it employs a 5-point Likert scale.

Validity and Reliability:

- **Content and face validity:** Both instruments was reviewed by four experts (three from Educational Management and one from Research & Measurement) to ensure they capture the relevant information and are clear to respondents.
- **Reliability:** A pilot test using 42 teachers (not part of the main study sample) was conducted for each instrument. Cronbach's Alpha was used to assess internal consistency, with a coefficient of 0.77 indicating suitability.

Data Collection Procedure:

1. **Permission:** The researcher will obtain permission from the Department Head (Educational Foundations) and principals of selected schools to conduct the study.
2. **Research Assistants:** Three research assistants (B.Ed./B.Sc./B.A. or M.Ed./M.Sc. degrees) will be trained on administering the questionnaires and data retrieval.
3. **Administration:**

✓ **PAFQ:** Administered to teachers with assistance from research assistants. Teachers will have 24 hours to complete it.

✓ **TJPQ:** Administered to principals in person by research assistants under the researcher's guidance (face-to-face method) to ensure high return rate.

4. **Scoring:** Both instruments were scored based on a 5-point Likert scale (VHE = 5, HE = 4, ME = 3, LE = 2, VLE = 1) with adjustments for negative items.

Data Analysis:

- **Descriptive Statistics:** Frequency counts, percentages, means, and standard deviations will be used to analyze the research questions.
- **Inferential Statistics:** Pearson Product Moment Correlation will test the hypotheses at a 0.05 significance level, examining relationships between variables.

Decision Rule: A p-value less than 0.05 was used in rejecting the null hypothesis (relationship exists), while a p-value greater than 0.05 signifies retaining the null hypothesis (no relationship).

Criterion Mean: Scores below 3.0 (average of the Likert scale) will be considered weak and potentially excluded, while scores of 3.0 and above will be deemed strong enough for consideration.

RESULTS

Research Question One

To what extent do principals perform the function of planning in missionary secondary schools in Plateau State, Nigeria?

Table 2
Responses on the extent to which Principals Perform the Function of Planning in Missionary Secondary Schools

S/N	Statements	VHE	HE	ME	LE	VLE	N	Mean	Std.	Decision
1	Making budget plans for efficient teachers' job performance	21	18	2	1	-	42	4.36	.906	High extent
2	setting-up different committees to organise good activities that will enhance teachers' job performance	12	17	6	5	2	42	3.74	1.211	High extent
3	Forecasting the activities of the school that will enhance teachers' job performance.	15	16	8	2	1	42	3.98	1.070	High extent
4	Making projection of school enrolment to enhance teachers' job performance.	5	11	13	5	8	42	2.98	1.334	Moderate extent
5	Making budget plans for efficient teachers' job performance	25	11	4	1	1	42	4.33	1.097	High extent
	Grand Mean							**3.88**		High extent

Table 2 presents the result on the extent principals perform the function of planning in missionary secondary schools in Plateau State, Nigeria. From the result, the mean scores of items 1, 2, 3 and 5 range from 3.74 to 4.36, indicating that teachers agree to those statement which states that principals are good at making budget plans, sets-up different committees to organise good activities, skillful in forecasting the activities of the schools, projection of school enrolment and making budget plan for efficient teachers job performance. Only item 4 has mean score of 2.98, indicating that principals make projection of school enrolment to enhance teachers' job performance to a moderate extent. Since the grand mean is 3.88, this

means that the extent to which principals perform the function of planning in missionary secondary schools in Plateau State is to a high extent.

Research Question two

To what extent do teachers perform teaching activities in missionary secondary schools in Plateau State Nigeria?

Table 2
Extent Teachers Perform Teaching Activities in Missionary Secondary Schools

S/N	Statements	VHE	HE	ME	LE	VLE	N	Mean	Std.	Decision
1	Teachers have mastery of their subjects	4	-	-	-	-	4	5.00	.00	VHE
2	Teachers are so reluctant to write lesson plan.	3	-	-	1	-	4	4.25	1.50	HE
3	Always in school to perform their job	4	-	-	-	-	4	5.00	.00	VHE
4	Being encouraged to use different methods of lesson delivery.	4	-	-	-	-	4	5.00	.00	VHE
5	Teacher are committed to performing their jobs always	3	-	-	1	-	4	4.25	1.50	HE
	Grand Mean							4.7		VHE

Table 2 shows the result on the extent to which teachers perform teaching activities in missionary secondary schools in Plateau State. The mean scores of items 1, 2, 3, 4 and 5 range from 4.25 to 5.00, the deviations of the scores from the mean scores range from 0.000 to 1.50. This is an indication that teachers have mastery of subjects, always in school to perform their Job, so reluctant to write lesson plan, use different methods to teach and that teachers are so committed to the job of teaching. Since the grand mean is 4.7, it means that teachers perform teaching activities in missionary secondary schools in Plateau State to a very high extent.

Test of Hypothesis
Hypothesis One
There is no significant relationship between principals' administrative function of planning and teachers' teaching activities job performance in missionary secondary schools in Plateau State, Nigeria.

Table 3
Relationship between Principals' Administrative Function of Planning and Teachers' Job Performance

Variable	N	x̄	SD	Df	R	p value	Decision
Administrative Function of Planning	42	19.79	3.07				
				44	.878	0.000	Significant
Teachers' Job Performance	4	19.25	1.71				

P < 0.05

Table 3 presents the result on relationship between principals' administrative function of planning and teachers' teaching activities job performance in missionary secondary schools in Plateau State, Nigeria. The mean score for principals' administrative function of planning is 19.79 with a standard deviation of 3.07, while teachers' job performance has a mean score of 19.25 and standard deviation of 1.71 with a correlation coefficient of 0.878. The result yielded r(44) = .878 , P < 0.05, showing a strong positive relationship between the two variables. Since the P-value of 0.003 is less than 0.05 level of significance, the null hypothesis was rejected. It was concluded that there is a significant relationship between principals' administrative function of planning and teachers' job performance in missionary secondary in Plateau State.

Summary of Findings

1. The result on the extent principals perform the function of planning in missionary secondary schools in Plateau State revealed that principals are good at planning activities to enhance teachers' job performance to a high extent.
2. The result on the extent to which teachers perform teaching activities in missionary secondary schools in Plateau State revealed that teachers perform teaching activities in missionary secondary schools in Plateau State to a high extent, Nigeria.
3. That there is a significant relationship between principals' administrative function of planning and teachers' teaching activities aspect of job performance in missionary secondary schools in Plateau State.

Discussion

The study reveals a positive correlation between principal planning and teacher performance in Nigerian missionary secondary schools. The positive association between principal planning and teacher performance aligns with previous research (e.g., Innocent, 2021; Nwankwo & Edeani, 2023; Syahripin, Wijaya, & Nahar, 2021). Akpa (2022) and Kanyip and Ogon (2022) also found their study that there was a significant relationship between principals' planning role and teachers' job performance in public senior secondary schools, which is in line with the finding of this study as well. It suggests that effective planning by principals provides teachers with clear direction, promotes resource allocation, and fosters a collaborative environment. Further research could explore the specific aspects of principal planning that significantly influence teachers' performance. However, the study relies on self-reported data from principals and teachers, which may be subject to bias. Future research

could incorporate observations of principal planning activities and classroom teaching practices for a more objective assessment.

Conclusion

The study concludes that there is strong positive correlation between principals' administrative planning function and teachers' job performance in missionary secondary schools in Plateau State, Nigeria. Principals perform planning activities to enhance teachers' job performance, and teachers perform teaching activities to a high extent. A statistically significant relationship exists between principals' planning and teachers' job performance. This highlights the importance of effective planning in fostering a positive environment for teachers' job performance. Future research could incorporate objective measures like observing planning processes and classroom practices. Recommendations include implementing ongoing training programs for principals and providing training opportunities for teachers to enhance teaching practices and overall job performance.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. School administrators and policymakers should ensure ongoing training programs for principals that focus on effective planning strategies.
2. Teachers should be trained o effective teaching practices in order to improve the teachers job performance.

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