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PRINCIPALS' PLANNING SKILLS AND TEACHERS TASK PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

This study investigated principals' planning skills and teachers' task performance in secondary schools in Anambra State. One research question guided the study and one hypothesis was tested at the 0.05 level of significance. From a population of 5512 respondents, consisting of 263 Principals and 5,249 teachers in all the State government owned secondary schools in the six education zones of the State, a sample of 350 respondents was drawn using a multistage sampling procedure. Two researchers developed questionnaires titled Principals' Planning Skills Questionnaire" (PPSQ) and Teachers' Task Performance Questionnaire" (TTPQ) were used for data collection. Both questionnaires were structured on a four-point response scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), weighted 4, 3, 2 and 1 respectively. The instruments were validated by three experts. The internal consistency of the questionnaires was determined using Cronbach's Alpha method and reliability coefficients of 0.80 and 0.70 were obtained for PPSQ and TTPQ respectively. Pearson's Product Moment Correlation was used to answer the research question while p-value was used to determine the significance of the correlation at 0.05 level of significance. The findings of the study revealed that there is a very high positive and significant relationship between principals' planning skills and teachers' task performance in secondary schools. Based on the findings it was recommended that the Ministry of Education and other agencies controlling secondary education in the state should encourage and motivate principals who consistently exhibit great planning skills in their schools as this will go a long way in encouraging other principals to improve on their planning skills.

Keywords: Planning, Planning skills, task performance, teachers task performance.

Introduction

Planning is the first thing one does before embarking on any project. It is an activity that is concerned with the future but draws inference from the past and present. Planning is a very important administrative element in any organization. It is one of the components of the administrative processes that no administrator can do without especially in decision making and implementation. School administrators need to always plan for activities and programmes of the school ahead of time. Due to rapid growth in the population of those that require education and constant changes in

the education system, there is need for the educational administrators to plan in order to effectively manage available resources in their schools.

Planning according to Megbu (2005) is an attempt to raise the rationality of decision making, carefully specifying objectives and systematically shifting alternative policy instruments so as to find the optimal means of achieving the objectives. This shows that planning is not a spontaneous action but a carefully organized, prepared and channeled towards achieving an objective.
Educational planning is the process of consciously and systematically developing a course of future action that will control the process of educational growth in such a way that the identified goals are achieved with the most possible level of efficiency. This task calls for creativity, innovativeness and imaginative thought on the part of the planner because he has not only to understand the present and future needs, but also to consider the factors and limitations in the present and decide how best to influence the future in order to achieve the goals. Educational planning in the perspective of Ogundele (2002) is a continuous process of providing information to decision makers on how well the education system is accomplishing its goals and how the cost effectiveness of such accomplishment can be improved.

In the secondary schools, Ukeje, Akabogu and Ndu (1992) expressed that the task of planning rests on the principals. Since the Nigerian secondary school system is passing through rapid changes in values, technology and policies that demand rapid changes in education, principals should be skilful in their planning activities so as to provide the type of manpower that can respond to these changes in order to realize the educational objectives. Principals by virtue of their positions are educational statesmen and chief executives, the quality of their planning skills determines to a large extent the success or failure of teachers in carrying out their tasks.

Mgbere and Andrew cited in Thompson, Unachukwu, Obiekwe and Amaonye (2022) defined teacher task performance as the sum total of a teacher's execution of assigned tasks. The success and quality of the school organization is closely tied to the job performance of each teacher and this success is greatly dependent on the quality of the teachers and their performance level in terms of professional qualification, teaching experience, knowledge of subject matter and quality of students produced which is (output). Earlier author Kahler (2006) elaborated that teacher's task performance include aspects of curriculum delivery (teachers are expected to plan, implement and evaluate their lessons); participation in extra-curricular activities (being in school on time for morning assembly, participation in sports, disciplining students, rendering of support services by teachers among others) and professional development (taking part in professional organizational life, reading professional write-ups, attending professional lectures aimed at staff training)

and all other activities that continuously enhance the teachers' task performance.

Principals with good planning skills will enhance teachers' task performance which would produce students of higher academic performance. However, the researchers have observed the existence of management problems such as low teacher morale, low teacher motivation by principals, poor attitude to work, lack of interest in teaching as well as poor instructional planning and delivery in secondary some schools in Anambra State. This situation appears to be the reason for the backdrop in teachers' task performance as there are cases of poor teaching and learning process and poor teaching and learning outcome in public secondary schools in the state. This shortfall in teacher task performance may be attributed to the shortfall in principals' planning skills. This therefore made it imperative to determine the relationship between principals' planning skills and teachers' task performance in public secondary schools in Anambra State.

Statement of the Problem

There is increasing display of public dissatisfaction and resentment over the appalling state of moral ineptitude and poor academic performance that have characterized most secondary schools in recent times. This situation also appears to be evident in Anambra State, where cases of students' absenteeism, lackadaisical attitude and examination malpractices have become almost a common phenomenon. Consequently, the researchers have encountered students complaining about teachers activities in the school especially issues that are related to teaching ineffectiveness, such as poor performance of their duties, as some of them are not punctual to work (some teachers show laissez faire attitude to work by coming very late to school and leaving before school dismissal), absenteeism from school, exhibition of poor classroom management, lack of discipline and sometimes incompetency in pedagogical skills. These issues have been very controversial as they generate argument between teachers and parents. One therefore begins to wonder if these situations are attributable to principals' planning skills in secondary schools in Anambra State. This is the basis of this study and forms the problem which is also posed as a question: what is the relationship between principals' planning skills and teachers' task performance in public secondary schools in Anambra State?

Method

A correlational survey research design was adopted for the study which was carried out in public secondary schools in Anambra State. One research question guided the study and one hypothesis was tested at the 0.05 level of significance. From a population of 5512 respondents, consisting of 263 Principals and 5,249 teachers in all the State government owned secondary schools in the six education zones of the State, a sample of 350 respondents was drawn using a multistage sampling procedure. Two researchers developed questionnaires titled Principals' Planning Skills Questionnaire"

(PPSQ) and Teachers' Task Performance Questionnaire" (TTPQ) were used for data collection. Both questionnaires were structured on a four-point response scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), weighted 4, 3, 2 and 1 respectively. The instruments were validated by three experts. The internal consistency of the instruments was determined using Cronbach's Alpha method and reliability coefficients of 0.80 and 0.70 were obtained for PPSQ and TTPQ respectively. Pearson's Product Moment Correlation was used to answer the research question while p-value was used to determine the significance of the correlation at 0.05 level of significance.

Research Question

What is the relationship between principals' planning skills and teachers' task performance in secondary schools?

Null hypothesis

There is no significant relationship between principals' planning skills and teachers' task performance in secondary schools

Results

Table 1: Pearson r on the relationship between principals' planning skills and teachers' task performance in secondary schools in Anambra State

Source of Variation	N	r	Remark
Principals' Planning Skills Teachers Task Performance	355	0.85	Very High Positive Relationship

Table 1 shows that the Pearson's r=0.85, indicating that there is a very high positive relationship between principals' planning skills and teachers' task performance in secondary schools.

Table 2: Test of Significance of Pearson Correlation between principals' planning skills and teachers' task performance in secondary schools in Anambra State

Source of Variation	N	r	p-value	Remark
Principals' Planning Skills Teachers Task Performance	335	0.85	0.00	Sig

Analysis in Table 2 shows that there is a significant positive correlation between principals' planning skills and teachers' task performance in secondary schools in Anambra State. The calculated r (0.85) had P.value <0.05. The null hypothesis was therefore rejected.

Discussion of Result

The main aim of this study is to explore the relationship between principals planning skills and teachers task performance in secondary schools. From the analyses of data obtained and summarized in tables 1 and 2, it was observed that there is a high positive relationship between principals planning skills and teachers' task performance thus, principals are encouraged to develop an internal staff organization with clear lines of authority and responsibility. He should allow teachers to participate in the activities that concern them because participation makes one to have a sense of belonging and be committed to his job.

This finding of this study is in line with Manafa (2019) who emphasized that effective planning practices has positive influence on secondary school administration in Anambra State by encouraging good planning on record keeping, periodic workshops and conferences in schools, good preparation of budget, quality teaching because of good teaching plan, causes adequate facilities and instructional materials and leads to good classroom supervision and overall teacher task performance. The finding of this study is also in conformity with Olibie (2013) an Ikediugwu and Chukwumah (2015) who noted that the probably reason for poor infrastructure, inadequate staffing, inadequate funding and poor teacher task performance owing to various training limitations could be adduced to poor strategic planning skills of the principals who have not dutifully planned strategically to put things in place. Therefore, poor planning breeds mismanagement and poor performance of staff in the school. Principals therefore should try as much as possible to see that effective and proper planning is carried out in their schools in order to improve teachers' task performance.

Conclusion

The study concluded that the there is a very high positive relationship between principals planning skills and teachers' task performance. This suggest that the principals as school leaders are expected to continue improving in their planning skills to ensure effective teachers' task performance and management of human and material resources in their strive to meet the competing demands of school administration which are germane for continuous improvement and achievement of the set goals in secondary schools.

Recommendation

The following recommendations are made for improvement.

1. The Ministry of Education and other agencies controlling secondary education in the state should encourage and motivate principals who consistently exhibit great planning skills in their schools. This will go a long way in encouraging other principals to improve on their planning skills.
2. The state government and agencies in charge of education such as the Ministry of Education and Post primary School Service Commission (PPSSC) should organize regular

training and development programes in form of seminars and workshops for principals on the need for them to improve their planning skills so as to foster a good relationship with their teachers.

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