



Principals' operational planning and teachers' job performance in public senior secondary schools in Rivers State, Nigeria

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Abstract

This study investigated the prediction between principals' operational planning and teachers' job performance in public senior secondary schools in Rivers State. The study was guided by two research questions and two hypotheses. This study adopted correlational research design. The population of this study consisted of 888 principals and vice principals in 296 public senior secondary schools in Rivers State. The sample for the study was 399 respondents. The instruments for the study were two self-developed questionnaire titled "Principals' Operational Planning Questionnaire (POPQ)" and "Teachers' Job Performance Scale (TPS)". The instruments were validated, and the reliability coefficient values of .82 and .88 were obtained using the Cronbach Alpha Method. The research questions were answered using the Simple Regression statistics while the hypotheses were tested using T-test with Simple Regression at 0.05 level of significance. Findings of the study revealed that enrolment planning and timetabling significantly predicts teachers' job performance in public senior secondary schools in Rivers State. The study recommended that Government should ensure that educational policies are properly adhered to by school administrators and education stakeholders. Also, facilities should be put in place for proper students' enrolment and School administrators should review timetable loads so that adequate and manageable loads would be carried by teachers in secondary schools. By so doing, it improves teachers' job performance.

Keywords: Principals', operational, planning, teachers', job, performance

Introduction

The importance of education as a machinery for total emancipation and development cannot be quantified and no other concept, tool or agency has been adjudged to possess such ability aside the education machinery. The success of every society is to a large extent dependent on the quality of her education system, and the quality of the education system is largely dependent on the quality of its teachers. That is to say, any nation that wants to attain social, economic and political development must as a matter of importance plan and fund her education system in order to make the education system responsive to the needs of the society. When education responds to the needs of the society, then such education system is proven to be functional, and with a functional education system poverty will be reduced to the barest minimum and economic prosperity will sprout in such a society. The above statement is true based on observable experiences that when a country experiences economic prosperity it results to concomitant positive changes in the social and political institutions of the society. This is the Power of Education.

At this point it is very important to reemphasize the fact that the formal education is the pinnacle of education, and this type of education is well structured or patterned and that gives us the concept of educational structure. According to Asodike (2015)^[6], the structure of an educational system is the division of the educational system into various levels with a specific number of years for each segment as well as the ages of the students to be admitted into a particular level. Therefore, we have the education system divided into primary, secondary and tertiary levels. It is worthy to note that irrespective of the educational level, all educational intercourse is carried out in institutions called School.

However, for the purpose of this study, secondary education will be our area of focus, and this level of education is carried out in secondary schools. The secondary school

serves as a channel through which the society gets her young ones transformed into useful citizens capable of contributing meaningfully to the growth and development of the society. This level of education prepares the individual for higher education in a tertiary institution of learning, as successful students after completing this level of education can actually seek admission into a higher institution of learning. According to the Federal Republic of Nigeria (2014)^[10], in her National Policy on Education, the broad goals of the secondary education are:

- a. To equip the individual for effective living and contribution to societal development.
- b. To prepare the individual for tertiary education.

From the foregoing, it is very obvious that after secondary school education an individual should possess necessary functional skills with which to cater for himself and contribute effectively to communal development as a result of the structure of the secondary school curriculum which embodies pre-vocational and vocational subjects. Obviously, the above broad goals of the secondary school system cannot be achieved without the key players of every educational system, the Teachers.

Planning of operational activities has been known to enhance organizational performance as it defines tasks, assigns functions, clarify roles, reduces conflicts through timetabling, minimize waste of financial resources, ensures effective budgeting and provides a platform for performance evaluation (Dike & Agabi, 2021)^[8]. This is equally true of the school system where the school administrator carries out operational planning activities which include inter alia; students enrolment planning, teacher job assignment, timetabling, school budgeting and so on. The planning of the above stated operational activities by the school administrator is very essential for enhancing teacher

performance and general school system efficiency and effectiveness.

Enrolment planning which is the process through which students are offered admission into the various classes in the school system must be well planned for the realization of school goals and objectives. This planning process takes into consideration the teacher-student ratio, the quality and adequacy of physical facilities as well as school financial resources. The above is true as the teacher cannot achieve instructional effectiveness and greater teacher job performance in a crowded classroom with insufficient seats and desks coupled with dilapidated facilities. Therefore, the administrator should see to it that students' enrolment planning adhere to the teacher-student ratio as stated in Federal Republic of Nigeria (2014) ^[10]. Goldring and Carter (2017) ^[12] states that enrolment planning and teacher performance are important aspects of educational institutions' functioning. Effective enrolment planning ensures that schools have the right number of students to maintain optimal class sizes and utilize resources efficiently. Teacher performance evaluation, on the other hand, is crucial for assessing educators' effectiveness in the classroom and providing feedback for professional development.

Olawuyi, Olanrewaju and Adegoke (2011) ^[20] study revealed that parents, school, students, economic and political factors play major roles in the poor state of enrolment and retention in schools in Irepodun, Kwara State. This assertion agrees with the findings of the present study. Nenbee and Igbogiji (2021) ^[15] revealed the poor state of classrooms, poor teacher – pupil ratio, unstable macroeconomic environment, dearth of instructional materials and more. Similarly, Nwingi and Muthaa (2015) ^[17] revealed that high enrolment trends in primary schools led to overworking the staff members, inadequate teaching and learning facilities, poor sanitation facilities and inadequate classroom. The increased enrolment impacted to a great extent on the quality of learning in public primary schools. This outcome concurs with the present study and implies that when parents, amount of resources, facilities and classrooms available are factored in before enrolment of students, it will enhance the effectiveness of teachers' job performance.

Timetabling and teacher performance are crucial aspects of effective school management. The efficient allocation of resources, including time and personnel, can greatly impact the quality of education provided (Fimiani, Russo & Salzano, 2021) ^[11]. Timetabling refers to the process of scheduling classes, subjects, and activities within a school or educational institution. It involves assigning teachers, students, and classrooms to specific time slots to ensure an organized and balanced curriculum delivery. Timetabling plays a vital role in optimizing the use of available resources and enhancing the overall efficiency of the educational system (Cho & Kim, 2021).

Timetabling can significantly impact teacher performance and job satisfaction, ultimately influencing student outcomes. When teachers are assigned to subjects or classes that align with their expertise and preferences, they are more likely to be engaged, motivated, and effective in their instructional practices. Conversely, poor timetabling that disregards teacher preferences or expertise can lead to increased stress, decreased job satisfaction, and reduced instructional effectiveness (Williams, Chapman & Perry, 2022) ^[21].

Larabi – Marie – Sainto, Jan, Al-matouq and Alabduhadi (2021) ^[13] revealed a high prediction performance reaching 92% when predicting students' GPA based on absences and the factors related to timetabling design. High prediction performance reaching 87% was also obtained when predicting student absences based on the three timetable factors. This agrees with the findings of the study. Etor and Anam (2019) ^[9] revealed that time management correlates positively and significantly with teachers' job performance. This is related to present study findings, because timetabling planning is a function of time management, implying that when school time table is properly planned and followed, it will not only enhance the process of time management among teachers but, will increase their job performance.

A similar research was carried out by Altunova and Kalman (2020) ^[5] revealed in their study that organizational, managerial and systemic factors had both negative and positive influences on teacher performance. This can possibly be attributed to adequate/ inadequate time table planning, which can influence negatively or positively. Okeke, Emunemu and Emunemu (2016) ^[19] study revealed that class size and timetable loads had significant positive contributions to teachers' job performance. The implication is that when the school time table is not properly planned as to enable teachers plan their schedule, it becomes burdensome.

The importance of the teacher in the school system cannot be over-emphasized as the teacher is the key factor in the education industry. The teachers are responsible for molding the students from a crude state to a refined state by exposing them to worthwhile knowledge, attitudes, beliefs and skills acceptable in the society. The teacher is a source of positive motivation, encouragement, facilitations, interpreter and implementer of the curriculum (Obasi, 2020) ^[18]. Societal goals and objectives are compressed in the phenomenon known as 'curriculum' which the students are exposed to in order to supply the society with trained and qualified manpower who will engender societal development and peaceful co-existence in the society.

The job performance of the teacher does not revolve on classroom instructions alone, but it covers all activities and input of the teacher towards educational goal attainment. In line with the above, Limon and Sezgin-Nartgun (2020) ^[14] assert that teachers' job performance is multidimensional. Adeyemi (2008) ^[2] in Adeniran (2018) ^[1] states that the various dimensions to teachers' job performance include the following; lesson planning, lesson delivery, students' evaluation, extra-curricular activities, effective monitoring and inspection, good leadership, commitment, motivation and discipline. In concordance with above, Ali and Haider (2017) ^[4] elucidate that teachers' job performance also covers the teachers' instructional, professional and personal qualities which are all essential for quality job performance in the school system.

However, Mehmood, Qasim and Azam (2013) in Akintoye (2019) ^[3] made emphasis on certain functions which must not be relegated when enumerating functions that constitute teachers' job performance, and these functions include; effective classroom management, ability to consider individual differences amongst the students, effective teaching styles or methods, ability to find solutions to the problems and challenges of the students and being able to serve as a good motivation to the students. In additions, the teachers are expected to build and maintain a healthy

relationship with their colleagues, parents or guardian of their students and with members of the host community where the school is situated as the kind of relationship existing between the teachers and the above categories of persons has a direct bearing on the job performance of the teachers.

In line with the above, it becomes very conspicuous that planning of school operational activities navigates the interactions and utilization of all school resources and as such is the bedrock upon which greater teacher performance could be attained.

Statement of the Problem

Today, many stakeholders in education decry the appalling state of secondary schools which have been characterized by abnormalities in enrolment planning as most public schools in Rivers State are overcrowded leading to poor teaching climate and classroom performance of teachers. Teachers are often assigned subjects that do not correspond to their areas of specialization, a practice which lowers teachers’ performance and institutional effectiveness, and this is brought to the fore by poor job assignment planning. The above scenario is worsened by the high level of nonchalance exhibited by teachers as a result of poor allocation of periods to certain critical subjects on the timetable as this make some teachers not to meet up covering their scheme of work for the term as a result of ineffective timetable planning. Financial recklessness and gross misappropriation due to poor financial planning or school budgeting have become a cankerworm in most public schools in Rivers State as many schools lack basic instructional materials which teachers need for enhancing instructional effectiveness. More so, teachers are hardly provided with internally or externally organized seminars, symposia and workshops for teachers’ professional development. From the foregoing, it is apparent that teachers’ job performance is adjudged to be poor and this is observed to be as a result of principals’ inability to carry out effective operational planning. Therefore, it is against this background that the researcher is bothered if principals carry out effective operational planning, and if at all there is a linkage between principals’ operational planning and teachers’ job performance in public senior secondary schools in Rivers State.

Aim and Objectives of the Study

The aim of the study was to investigate the extent principals’ operational planning predicts teachers’ job performance in public senior secondary schools in Rivers State. Specifically, the objectives were to;

1. Determine the extent enrolment planning predicts teachers’ job performance in public senior secondary schools in Rivers State.
2. Investigate the extent timetabling predicts teacher’s job performance in public senior secondary schools in Rivers State.

Research Questions

The following research questions guided the study:

1. To what extent does enrolment planning predict teachers’ job performance in public senior secondary schools in Rivers State?
2. To what extent does timetabling predict teachers ‘job performance in public secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested in the study:

1. Enrolment planning does not significantly predict teachers’ job performance in public senior secondary schools in Rivers State.

Timetabling does not significantly predict teachers’ job performance in public senior secondary schools in Rivers State.

Methodology

The correlational research design was adopted for this study. The population of this study consisted of 888 principals and vice principals in 296 public senior secondary schools in Rivers State (Rivers State Senior Secondary Schools Board, 2022). The sample of this study consisted of 399 principals and vice principals in 296 public senior secondary schools in Rivers State. The proportional stratified sampling technique was adopted for the study. Two self-structured questionnaire were used for data collection. The questionnaires were titled “Principals’ Operational Planning Questionnaire (POPQ)’and ‘Teachers’ Job Performance Scale (TPS)”. The questionnaires were divided into two sections: A and B. Section A sought relevant information from the independent variable while section B was on the dependent variable. Responses to the questionnaire items were weighted using the 4points modified Likert scale as follows: Very High Extent (VHE) = 4points, High Extent (HE) = 3points, Moderate Extent (ME) = 2points, and Low Extent (LE) = 1point.

The content and face validity of the instruments were determined by two research supervisors and one other lecturer in Test and Measurement in the Department of Educational Psychology, Guidance and Counselling. Cronbach method was used to determine the reliability coefficient values of .82 and .88. Out of 399 questionnaire administered, 385 were properly filled and retrieved which represented 96.5% success. The research questions 1 - 2 were answered using simple regression while hypotheses 1 - 2 were tested using t-test associated with simple regression at 0.05 level of significance.

Results and Discussion

Research Question One: To what extent does enrolment planning predict teachers’ job performance in public senior secondary schools in Rivers State?

Table 1: Simple Regression Analysis on the extent enrolment planning predicts teachers’ job performance in public senior secondary schools in Rivers State

Model	R	R Square	Adjusted R Square	Remarks
1	.884 ^a	.799	.798	79.9% Prediction

Table 1 revealed that the enrolment planning predicted teachers’ job performance in public senior secondary schools by 0.799. This means that (.799*100) 79.9% change in teachers’ job performance in public senior secondary schools can be explained by enrolment planning, while 20.1% was accounted by other variables not considered in this study.

Research Question Two: To what extent does timetabling predict teachers’ job performance in public senior secondary schools in Rivers State?

Table 2: Simple Regression Analysis on the extent time tabling predicts teachers’ job performance in public senior secondary schools in Rivers State

Model	R	R Square	Adjusted R Square	Remarks
1	.894 ^a	.782	.781	78.2% Prediction

Table 2 revealed that the enrolment planning predicted teachers’ job performance in public senior secondary schools by 0.782. This means that (.782*100) 78.2% change

Table 3: T-test associated with simple regression on the extent enrolment planning predicts teachers’ job performance in public senior secondary schools in Rivers State

Model	Unstandardized Coefficients		Standardized df1 df2 Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	2.263	.834	1 384	2.715	.007
	Enrolment Planning	.937	.028	.894	33.641	.000

Table 3 revealed that enrolment planning predicted teachers’ job performance in public senior secondary schools in Rivers State by 0.894. The t-test value 33.641 associated with simple regression was statistically significant at 0.000 when subjected to 0.05 alpha level of significance. By implication, the null hypothesis was rejected. Therefore,

in teachers’ job performance in public senior secondary schools can be explained by timetabling, while 21.8% was accounted by other variables not considered in this study.

Test of Hypotheses

Ho1: Enrolment planning does not significantly predict teachers’ job performance in public senior secondary schools in Rivers State.

enrolment planning significantly predicts teachers’ job performance in public senior secondary schools in Rivers State.

Ho2: Timetabling does not significantly predict teachers’ job performance in public senior secondary schools in Rivers State.

Table 4: T-test associated with simple regression on the extent timetabling predicts teachers’ job performance in public senior secondary schools in Rivers State

Model	Unstandardized Coefficients		Standardized df1 Coefficients	Df 2 t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	2.565	.868	1	384 2.956	.003
	Timetabling Planning	.922	.029	.884	31.965	.000

Table 4 revealed that timetabling planning predicted teachers’ job performance in public senior secondary schools in Rivers State by 0.884. The t-test value 31.965 associated with simple regression was statistically significant at 0.000 when subjected to 0.05 alpha level of significance. By implication, the null hypothesis was rejected. Therefore, timetabling significantly predicts teachers’ job performance in public senior secondary schools in Rivers State.

the poor state of enrolment and retention in schools in Irepodun, Kwara State. This assertion agrees with the findings of the present study.

Nenbee and Igbogiji (2021) ^[15] investigated the effect of primary school enrolment and public education spending on Nigeria’s economic growth using the Autoregressive Distributed Lag Model (ARDL) for the period 1987 and 2017. Their findings could be attributed to the poor state of classrooms, poor teacher – pupil ratio, unstable macroeconomic environment, dearth of instructional materials and more. This is in line with the findings of the present study.

Similarly, Nwungi and Muthaa (2015) ^[17] carried out a study on Impact of Enrolment on the Quality of Learning in Primary Schools in Imenti Central District, Kenya. The study sought to determine the impact of enrolment on the quality of learning in primary schools in Imenti Central District. The study revealed that high enrolment trends in primary schools led to overworking the staff members, inadequate teaching and learning facilities, poor sanitation facilities and inadequate classroom. The increased enrolment impacted to a great extent on the quality of learning in public primary schools. This outcome concurs with the present study and implies that when parents, amount of resources, facilities and classrooms available are factored in before enrolment of students, it will enhance the effectiveness of teachers’ job performance.

Discussion of Findings

Enrolment planning and teachers’ job performance

From the study, 79.9% change in teachers’ job performance in public senior secondary schools can be explained by enrolment planning, while 20.1% was accounted by other variables not considered in this study, also there is a significant prediction between enrolment planning and teachers’ job performance in public senior secondary schools in Rivers State. The respondents agreed that students should be enrolled according to classroom capacity, enroll students according to education policy, enroll them based on age, maintain teachers – students’ ratio of 1:40, carry out enrolment forecast, consider instructional facilities during enrolment planning, involve teachers, parents and guardians in enrolment planning, plan enrolment prior to school resumption and carry out an evaluation of enrolment activities. Olawuyi, Olanrewaju and Adegoke (2011) ^[20], carried out a study on ‘factors affecting secondary school students’ enrolment and retention in schools in Irepodun, Kwara State, Nigeria.’ The study adopted a descriptive survey design, and two research questions guided the study. Findings from the study revealed that parents, school, students, economic and political factors play major roles in

Timetable planning and teachers’ job performance

From the study, 78.2% change in teachers’ job performance in public senior secondary schools can be explained by timetabling; while 21.8% was accounted by other variables not considered in this study, also there is a significant

prediction between timetabling planning and effective teachers' job performance in public senior secondary schools in Rivers State. The respondents agreed that for effective timetabling planning, they draw up academic calendar for the term ahead of resumption, develop timetable for all school subjects before resumption, involve subject teachers during timetabling, allocate time for extracurricular activities, draw up the teacher free period timetable, provision for break period in the timetable, consider the various parts of the school curriculum during timetabling and carry out on appraisal of the timetabling outcome. Larabi – Marie – Saino, Jan, Al-matouq and Alabduhadi (2021) ^[13], carried out an empirical study on the impact of timetable on students' absences and performance. The results revealed a high prediction performance reaching 92% when predicting students' GPA based on absences and the factors related to timetabling design. High prediction performance reaching 87% was also obtained when predicting student absences based on the three timetable factors. This agrees with the findings of the study.

Etor and Anam (2019) ^[9] did a study on 'Time Management and Teachers' Job Performance in Public Secondary Schools in Calabar Education Zone, Cross River State'. The study revealed that time management correlates positively and significantly with teachers' job performance. This is related to present study findings, because timetabling planning is a function of time management, implying that when school time table is properly planned and followed, it will not only enhance the process of time management among teachers but, will increase their job performance.

A similar research was carried out by Altunova and Kalman (2020) ^[5] on "Factors Affecting Classroom Teachers' Job Performance: A Qualitative-Dominant Analysis with Q-Sorting" It was revealed in their study that organizational, managerial and systemic factors had both negative and positive influences on teacher performance. This can possibly be attributed to adequate/ inadequate time table planning, which can influence negatively or positively. Okeke, Emunemu and Emunemu (2016) ^[19], did a study on Class Size and Timetable Load as Determinants of Teachers' Job Performance in Public Secondary schools in Lagos State, Nigeria. It was revealed that class size and timetable loads had significant positive contributions to teachers' job performance. The implication is that when the school time table is not properly planned as to enable teachers plan their schedule, it becomes burdensome.

Conclusion

Based on the findings of the study it is concluded that enrolment planning and timetabling significantly predict teachers' job performance in public senior secondary schools in Rivers State.

Recommendations

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

1. Government should ensure that educational policies are properly adhered to by school administrators and education stakeholders. Also, facilities should be put in place for proper students' enrolment
2. School administrators should review timetable loads so that adequate and manageable loads would be carried by teachers in secondary schools. By so doing, it improves teachers' job performance.

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