

MANAGEMENT BY OBJECTIVES PLANNING AND COLLABORATION AS DETERMINANTS OF EDUCATIONAL LEADERSHIP PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT

This study examined management by objectives (MBO) planning and collaboration as determinants of educational leadership performance in public senior secondary schools in Rivers State. The study adopted a descriptive survey research design. The population comprised three hundred and two (302) principals drawn from all the 302 public senior secondary schools in the state (Rivers State Senior Secondary Schools Board, 2024). Due to the manageable size of the population, a census sampling technique was employed, involving all the principals, thereby ensuring complete coverage and minimizing sampling bias. Data were collected using a self-structured instrument titled Management by Objectives Planning and Collaboration as Determinants of Educational Leadership Performance Questionnaire (MBOPCELPQ). The instrument consisted of two sections: Part A captured demographic variables such as gender and age, while Part B contained ten (10) items organized into two sections addressing the research questions. Responses were measured on a modified four-point Likert scale. The instrument was validated by three experts in Educational Management, and their inputs enhanced its clarity and relevance. Reliability was established through the test-retest method, yielding Cronbach alpha coefficients of .904 and .827, indicating high reliability. Of the 302 questionnaires distributed, 294(97.4%) were returned and used for analysis. Data were analyzed using mean and standard deviation to answer research questions, while independent t-test was used to test the hypotheses set at .05 level of significance using SPSS version 29. The findings revealed that MBO planning and collaboration significantly influence educational leadership performance. It was recommended that school administrators should adopt structured planning and collaborative practices to enhance leadership effectiveness in public secondary schools.

Keywords: Management by Objectives, Planning, Collaboration, Educational Leadership, Performance, Senior Secondary Schools, Rivers State, Nigeria.

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INTRODUCTION

Educational leaders' performance remains an important factor in determining the effectiveness of secondary school systems, particularly in developing economy such as Nigeria. In Rivers State, public senior secondary schools operate within complex administrative environments characterized by resource constraints, policy pressures and increasing accountability demands. The increasing challenges faces by public senior secondary schools in Rivers State have necessitated leadership approaches that are strategic, participatory, and results-oriented. One such approach is Management by Objectives (MBO), a systematic management strategy that emphasizes goal setting, participatory decision-making, and performance evaluation (Drucker, 1954, in Ololube, 2024). Therefore, MBO planning and collaboration are significant determinants of leadership performance that influences how school leaders set targets, mobilize stakeholders and achieve institutional goals.

MBO planning involves the establishment of clear, measurable objectives that align with organizational goals (2024). In schools, this translates into setting academic targets, improving teaching quality, and enhancing student outcomes through deliberate planning processes (Ololube, 2017, 2018). According to Odhiambo (2018), effective planning enables school leaders to prioritize activities, allocate resources efficiently, and monitor progress toward achieving set goals. When principals engage in MBO planning, they foster a sense of direction and purpose among teachers, which enhances commitment and accountability. This structured approach to planning is particularly relevant in public secondary schools where bureaucratic inefficiencies often hinder timely decision-making and implementation.

Collaboration, as an MBO practices, involves the active participation of teachers, staff, and other stakeholders in decision-making processes. According to Ololube (2024), collaborative leadership promotes shared responsibility, collective problem-solving, and mutual trust among school personnel (Bush, 2020). In the context of Rivers State, where educational challenges require innovative and inclusive solutions, collaboration becomes indispensable. Research indicates that schools with high levels of collaboration tend to exhibit improved teacher morale, better instructional practices, and enhanced student performance (Leithwood & Jantzi, 2008). By integrating collaborative practices into MBO frameworks, school leaders will be able to ensure that objectives are not only clearly defined but also collectively owned and pursued.

Educational leadership performance refers to the ability of school leaders' to effectively manage resources, implement policies and achieve desired educational outcomes. It includes competencies such as decision-making, communication, supervision and instructional leadership. Effective leadership performance is often associated to the extent to which principals as leaders adopt innovative management strategies (Hallinger, 2011). Thus, planning and collaboration serve as practices in MBO are critical drivers of leadership effectiveness that enables principals to align school activities with broader educational goals while promoting supportive and productive school climate.

Traditional top-down management approaches alone have proven to be inadequate in addressing contemporary educational challenges. Consequently, there is a growing emphasis on participatory and goal-oriented leadership models such as MBO. Scholars (e.g., Nwachukwu, 2017; Ololube, 2024) have argued that when principals effectively implement MBO planning and collaboration, they are better positioned to enhance organizational performance and achieve sustainable school improvement.

In spite of the recognized importance of MBO practices, there is limited empirical evidence on how planning and collaboration specifically influence educational leadership performance in Rivers State. This gap highlights the need for systematic investigation into the role of these variables in shaping administrative effectiveness. Understanding these relationships will provide valuable insights for policymakers, educational administrators, and stakeholders seeking to improve the quality of secondary education in the region (Ololube, 2018).

Statement of the Problem

The performance of educational leadership in public senior secondary schools in Rivers State has become a growing concern due to persistent challenges such as the decline in student academic performances, poor implementation of educational policies and ineffective administrative practices. Notwithstanding various reforms introduced by government and educational authorities, many school leaders still struggle to achieve optimal performance in planning, coordination, and even supervision of school activities. This situation suggests a gap in the adoption of modern management approaches that might be able to enhance leadership effectiveness in public secondary schools in Rivers State.

MBO, particularly in terms of planning and collaboration, has been identified as a strategic approach that is capable of improving organizational performance. However, in many public secondary schools in Rivers State, planning processes are often poorly structured, they lack clarity, poor measurable goals, while collaboration among teachers and administrators remains inadequate. The weak integration of participatory planning and collaboration may have hindered the achievement of school objectives and reduce overall leadership effectiveness.

Furthermore, existing studies have not sufficiently examined how MBO planning and collaboration specifically influence educational leadership performance within the context of Rivers State. This has created knowledge gaps that limit evidence-based decision-making in school administration. Therefore, the major problem of this study is to determine the extent to which MBO planning and collaboration serve as determinants of educational leadership performance in public senior secondary schools in Rivers State.

Aim and Objectives of the Study

This study examined the management by objectives planning and collaboration as determinants of educational leadership performance in public senior secondary schools in Rivers State. Specifically, the objectives were to:

- Ascertain the extent the application of MBO planning improve educational leadership performance in public senior secondary schools in Rivers State
- Investigate the extent the application of MBO collaboration improve educational leadership performance in public senior secondary schools in Rivers State

Research Questions

The following research questions were raised to guide this study:

- To what extent does the application of MBO planning improve educational leadership performance in public senior secondary schools in Rivers State.
- To what extent does the application of MBO applied in terms of collaboration improve educational leadership performance in public senior secondary schools in Rivers State.

Hypotheses

The following hypotheses were formulated and statistically tested at a .05 level of significance:

- There is no significant difference in the mean rating of male and female principals on their application of MBO planning improve educational leadership performance in public senior secondary schools in Rivers State.
- There is no significant difference in the mean rating of male and female principals on their application of MBO collaboration improve educational leadership performance in public senior secondary schools in Rivers State.

CONCEPTUALIZATION

Planning and Educational Leadership Performance

In the context of Management by Objectives (MBO) in education, planning is a fundamental dimension that involves the systematic process of setting goals, developing strategies, and allocating resources to achieve educational objectives and improve student outcomes (Adeyemi, 2018). Planning in educational MBO encompasses a range of activities, including curriculum development, instructional design, resource allocation, and implementation scheduling, aimed at ensuring the effective delivery of educational programs and services. One aspect of planning in educational MBO is the establishment of clear and specific educational objectives or goals. These objectives serve as the foundation for planning efforts and provide a framework for guiding educational activities and initiatives. Objectives in educational MBO are typically SMART—Specific, Measurable, Achievable, Relevant and Time-bound, and they are designed to align with broader educational priorities and standards (Adeyemi, 2022).

Moreover, planning in educational MBO involves the development of strategies and action plans to achieve established goals. This may include identifying key performance indicators, determining appropriate instructional methods and materials, and designing assessment tools to measure student progress. Planning strategies in educational MBO should be evidence-based, flexible, and responsive to the diverse needs of students and stakeholders (Okoye, 2015). Additionally, planning in educational MBO entails the allocation of resources, including human, financial, and material resources, to support the implementation of educational initiatives. This may involve budgeting, staffing, and procurement activities to ensure that adequate resources are available to support teaching, learning, and administrative functions. Effective resource allocation in educational MBO requires careful consideration of priorities, constraints, and stakeholders' needs.

Furthermore, planning in educational MBO involves the development of implementation schedules and timelines to guide the execution of planned activities and monitor progress towards goal attainment. This may include establishing milestones, deadlines, and checkpoints to track the implementation of educational programs and initiatives and to ensure that objectives are

achieved within specified timeframes. Moreover, planning in educational MBO requires collaboration and communication among stakeholders, including teachers, administrators, students, parents, and community members (Ololube, 2024). Collaborative planning fosters shared ownership and commitment to educational goals and promotes synergy and coordination among stakeholders' efforts. Effective communication ensures that stakeholders are informed, engaged, and aligned with planning objectives and activities.

Lastly, planning in educational MBO involves continuous monitoring, evaluation, and adjustment of plans and strategies to address emerging challenges, capitalize on opportunities, and improve educational outcomes. This may include collecting and analyzing data, soliciting feedback from stakeholders, and conducting periodic reviews to assess progress and identify areas for improvement. The integration of feedback and learning into the planning process helps educational MBO promote a culture of continuous improvement and innovation in education. In essence, planning is a critical dimension of MBO in education, encompassing goal setting, strategy development, resource allocation, implementation scheduling, collaboration, communication, and continuous improvement (Ololube, 2024). Effective planning in educational MBO ensures that educational objectives are clearly defined, systematically pursued, and successfully achieved, leading to improved student outcomes and enhanced educational effectiveness. Okoye (2015) defined planning in educational MBO as the systematic process of setting educational objectives, developing strategies, and allocating resources to achieve desired educational outcomes. According to Okoye (2015), planning involves identifying educational priorities, establishing clear goals, and designing action plans to guide teaching, learning, and administrative activities within educational institutions. Okoye (2015) view of planning in educational Management by Objectives (MBO) emphasizes the systematic and strategic approach involved in the planning process within educational institutions.

Firstly, planning involves the meticulous process of setting educational objectives. These objectives act as the guiding framework for the planning process and provide a clear direction for achieving desired educational outcomes. To ensure effectiveness, these objectives must be specific, measurable, achievable, relevant, and time-bound (SMART). They should also align with the broader institutional goals, curriculum standards, and the needs of the students. Secondly, the development of strategies is a crucial aspect of planning in educational MBO. Once the educational objectives are established, the next step is to devise strategies or action plans to accomplish these objectives. This involves identifying the most suitable approaches, methods, and activities to address the identified educational priorities and challenges effectively. Strategies may encompass various aspects such as instructional methods, curriculum enhancements, professional development initiatives, student support services, and community collaborations. Successful planning entails careful consideration of available resources, input from stakeholders, and the integration of evidence-based practices to ensure the feasibility and impact of the selected strategies.

Lastly, planning necessitates the allocation of resources to support the implementation of the devised strategies. This allocation involves the judicious distribution of human, financial, and material resources to facilitate the execution of educational initiatives. Adequate resource allocation is essential for the successful implementation of the planned activities and the achievement of the desired educational outcomes. It requires prudent decision-making, careful budgeting, and efficient resource management to ensure that the allocated resources are utilized effectively to support teaching, learning, and administrative functions within the educational institution. In other words, planning in educational MBO encompasses the systematic process of

setting educational objectives, developing strategies, and allocating resources to achieve desired educational outcomes. It requires careful consideration, strategic thinking, and collaborative efforts to ensure the successful implementation of educational initiatives and the attainment of educational goals.

Adeyeye (2018) characterized planning in educational MBO as the process of translating educational objectives into actionable plans and initiatives aimed at improving teaching effectiveness and student achievement. He emphasizes the importance of collaborative planning among teachers, administrators, and other stakeholders to ensure alignment with educational goals and priorities. Adeyeye's (2018) perspective on planning within educational Management by Objectives (MBO) underscores its transformative role in translating broad educational objectives into practical plans aimed at improving teaching effectiveness and student achievement. Planning in educational MBO involves the crucial task of breaking down overarching educational objectives into actionable steps and initiatives. This process requires educators to convert abstract goals into tangible strategies and activities that can be implemented within the educational setting. Educators establish a clear roadmap for achieving desired educational outcomes by transforming broad objectives into specific action plans.

Adeyeye (2018) further highlighted planning as a cornerstone for enhancing teaching effectiveness within educational institutions. Through strategic planning, educators can identify areas for instructional improvement, design innovative teaching methods, and align instructional practices with educational goals. Educators share expertise, leverage best practices, and collectively work towards enhancing teaching quality and efficacy by engaging in collaborative planning processes. At its core, planning within educational MBO aims to improve student achievement and learning outcomes. Adeyeye emphasized the importance of designing educational initiatives that are purposefully aligned with student learning objectives and assessment criteria. Educators also promote a conducive learning environment that promotes student engagement, motivation and academic performance by tailoring interventions to address academic challenges and support student success. It also opens room for collaborative planning among educators, administrators and other stakeholders. Collaborative planning encourages collective ownership and shared responsibility for achieving educational goals. Collaborative planning promotes a culture of inclusivity, transparency and collective decision-making, ultimately leading to more sustainable and impactful educational initiatives. In other words, planning as a pivotal aspect of educational MBO is essential for translating educational objectives into actionable plans aimed at improving teaching effectiveness and student achievement. Through collaborative planning processes, educators can harness the collective wisdom and resources of the educational community to develop strategic initiatives that address the unique needs and priorities of their students and stakeholders.

Collaboration and Educational Leadership Performance

Brown (2017) defined collaboration as the act of sharing knowledge and co-creating value in networks. He highlights the importance of creating a learning environment in which individuals can exchange and generate knowledge, ideas, and best practices to co-create value that benefits the network as a whole. This definition highlights the need for trust, openness, and a sense of community among individuals within the network, as well as the importance of developing shared goals and values. It also emphasizes the role of technology in facilitating knowledge sharing and co-creation, making collaboration more efficient and effective. Brown ((2017)

assertion that collaboration entails the act of sharing knowledge and co-creating value in networks emphasized the dynamic and interactive nature of collaborative efforts within interconnected systems. Collaboration involves the exchange and dissemination of knowledge among individuals or groups within networks. The sharing of knowledge encompasses the transfer of information, expertise, insights, and perspectives among collaborators.

Moreover, collaboration transcends mere knowledge sharing to encompass the active co-creation of value within networks. Collaborators work together synergistically to generate new ideas, solutions, and outcomes that are greater than the sum of their contributions. Through mutual engagement and interaction, collaborators leverage their diverse perspectives, skills, and experiences to produce innovative solutions, products, or services that address complex challenges and create meaningful impact. Brown's (2017) emphasis on collaboration occurring within networks highlights the interconnected and distributed nature of collaborative endeavours in contemporary environments. Collaboration often unfolds within complex networks of individuals, organizations, and communities linked by shared interests, goals, or affiliations. These networks facilitate the exchange of knowledge, resources, and opportunities among diverse stakeholders, fostering dynamic interactions and collaborations across geographical, cultural, and organizational boundaries (Rainie & Wellman, 2012).

Within collaborative networks, knowledge sharing and creation are iterative and reciprocal processes. Collaborators contribute their unique insights, expertise, and perspectives to collective efforts, while also benefiting from the collective wisdom and contributions of others. Through dialogue, exploration, and experimentation, collaborators co-create new knowledge, insights, and solutions that drive innovation and value creation within the network. Value co-creation is a central tenet of collaboration, where participants collectively design and implement solutions that generate value for all stakeholders involved. By leveraging diverse skills, resources, and perspectives, collaborators collaboratively develop solutions that lead to improved processes, products, services, or outcomes, contributing to the advancement of individual, organizational, or societal goals. Furthermore, collaboration within networks is dynamic and adaptive, evolving in response to changing circumstances, needs, and opportunities. Collaborators engage in sense-making activities to navigate complex and uncertain environments collaboratively. This dynamic nature enables networks to remain resilient, agile, and responsive, fostering innovation, learning, and growth over time (Brown, 2017).

In essence, collaboration is a dynamic process occurring within networks, characterized by the sharing of knowledge and the co-creation of value. Collaboration enables individuals and groups to leverage their collective intelligence, creativity, and resources to address challenges, seize opportunities, and drive innovation within an interconnected system. This implies that collaborative networks are characterized by the exchange of diverse perspectives, information, and experiences. This exchange leads to the creation of new knowledge, which is shared and refined among the network's members. In other words, knowledge is co-created and co-owned within the network. The sharing of knowledge enables the network to continuously evolve and adapt to changing circumstances. It also allows for the transfer of knowledge across the network, supporting learning and innovation.

In education, collaboration within the framework of MBO involves stakeholders working collectively to achieve shared educational goals. This collaborative approach is essential for fostering a culture of teamwork, shared responsibility, and collective problem-solving within educational institutions. At the outset, collaborative goal-setting sets the foundation for educational MBO. Stakeholders, including teachers, administrators, students, and parents,

collaborate to define clear and attainable objectives that align with the institution's mission and vision. This inclusive process ensures that goals are specific, measurable, achievable, relevant, and time-bound (SMART), as emphasized by Braun (2017). Furthermore, collaboration extends to decision-making processes within educational MBO. Teams of stakeholders come together to make informed decisions regarding resource allocation, curriculum development, instructional strategies, and school policies. This team-based decision-making empowers educators to leverage their collective expertise, fostering transparency, inclusivity, and shared ownership (Smith, 2019).

Interdisciplinary collaboration is also emphasized within educational MBO. Educators collaborate across subject areas to integrate diverse perspectives and expertise into educational initiatives. Jones (2018) highlights the value of interdisciplinary collaboration in designing integrated curriculum units, project-based learning experiences, and cross-disciplinary assessments, enabling students to make meaningful connections between different subject areas. Community engagement is another crucial aspect of collaboration within educational MBO. Beyond the school setting, collaboration involves parents, community members, businesses, and external stakeholders in the educational process. Brown (2020) highlighted the importance of community engagement initiatives, such as school partnerships and service-learning projects, which enrich student learning experiences and strengthen community ties. Moreover, technology plays a vital role in facilitating collaboration among stakeholders in education. Johnson (2021) highlights the use of technology-enabled collaboration platforms, allowing stakeholders to communicate, share resources, and collaborate on projects, thereby enhancing efficiency and effectiveness in achieving educational objectives.

Educational Leadership

In addition to instructional leadership, administrative management, and strategic planning, educational leadership also encompasses stakeholder engagement and community relations (Bush, 2011). Educational leaders collaborate with students, faculty, staff, alumni, government agencies, and community organizations to build partnerships, mobilize resources, and address the diverse needs and interests of stakeholders. They communicate effectively with stakeholders, solicit input and feedback, and involve them in decision-making processes to ensure that educational initiatives are responsive to the needs and priorities of all constituents. In essence, educational leadership is a multifaceted and dynamic concept that encompasses a diverse range of roles, responsibilities, and competencies aimed at guiding and influencing individuals and institutions within the field of education. Educational leaders play a critical role in shaping the vision, culture, and performance of educational institutions, as well as fostering excellence, innovation, and collaboration across all levels of the organization.

Educational leadership performance refers to the effectiveness and impact of educational leaders in guiding, managing, and influencing individuals and organizations within the field of education towards the attainment of educational goals and objectives. It encompasses a diverse range of roles, responsibilities, and competencies that educational leaders demonstrate in their efforts to promote student learning, organizational effectiveness, and stakeholder satisfaction. Educational leadership performance is characterized by the ability to inspire, motivate, and empower others, as well as the capacity to foster collaboration, innovation, and continuous improvement within educational institutions. One key aspect of educational leadership performance is instructional leadership, which involves the ability of educational leaders to

provide direction and support to teachers and staff in delivering high-quality teaching and learning experiences (Leithwood et al., 2004). Instructional leaders prioritize student achievement and academic excellence by setting clear learning objectives, monitoring student progress, and implementing evidence-based instructional practices. They collaborate with teachers to develop curriculum, assess student learning outcomes, and provide targeted support and professional development opportunities to enhance teaching effectiveness and student engagement.

Moreover, educational leadership performance encompasses administrative management, which involves the efficient and effective management of administrative functions and operations within educational institutions (Sergiovanni, 2014). Administrative leaders oversee budgeting, resource allocation, policy development, and regulatory compliance to ensure the smooth functioning of the organization. They create and maintain a supportive and conducive working environment for staff, students, and other stakeholders, and promote transparency, accountability, and integrity in all administrative processes. Furthermore, educational leadership performance involves strategic planning and organizational development, which focus on setting strategic goals, priorities, and initiatives to advance the mission and vision of educational institutions (Fullan, 2014). Strategic leaders engage stakeholders in the strategic planning process, analyze internal and external factors affecting the organization, and develop innovative strategies to address emerging challenges and opportunities. They foster a culture of innovation, collaboration, and continuous improvement that enables institutions to adapt to changing market dynamics and stakeholder expectations.

In addition to instructional leadership, administrative management, and strategic planning, educational leadership performance also encompasses stakeholder engagement and community relations (Bush, 2011). Educational leaders collaborate with students, parents, faculty, staff, alumni, government agencies, and community organizations to build partnerships, mobilize resources, and address the diverse needs and interests of stakeholders. They communicate effectively with stakeholders, solicit input and feedback, and involve them in decision-making processes to ensure that educational initiatives are responsive to the needs and priorities of all constituents.

METHODS

The study adopted a descriptive survey research design. The population comprised three hundred and two (302) principals drawn from the 302 public senior secondary schools in the state (Rivers State Senior Secondary Schools Board, 2024). Given the manageable size of the population, a census sampling technique was employed, involving all 302 principals. This approach ensured complete coverage, minimized sampling bias, and provided a comprehensive understanding of MBO practices and perceptions across the schools.

Data were collected using a self-structured questionnaire titled ‘Management by Objectives Planning and Collaboration as Determinants of Educational Leadership Performance Questionnaire (MBOPCELPQ)’. The instrument was divided into two sections: Part ‘A’ captured respondents’ demographic information such as gender and age range, while Part ‘B’ contained thirty (30) items structured into six sections, each addressing specific research questions. The items were rated on a modified four-point Likert scale: Very High Extent (4), High Extent (3), Low Extent (2), and Very Low Extent (1).

The instrument was validated by three experts in the Department of Educational Management, Faculty of Education, Ignatius Ajuru University of Education. Their expert inputs improved the clarity and relevance of the instrument. Reliability was established using the test-retest method with 30 principals outside the main study sample. The data obtained were analyzed using Cronbach alpha, yielding coefficients of 0.904 and 0.827, indicating high reliability.

The researcher and her assistants, who were trained briefed on the purpose of the study administered the questionnaire. Out of 302 copies distributed, 294(97.4%) were returned, which were valid and used for the analysis. Data were analyzed using mean and standard deviation for research questions and independent t-test for hypotheses set at .05 level of significance using SPSS version 29.

RESULTS

Answer to Research Questions

Research Questions 1: To what extent does the application of MBO planning improve educational leadership performance in public senior secondary schools in Rivers State?

Table 1: Descriptive Statistics of Mean score and standard deviation of planning for effective educational leadership performance

	Items	Male Principal (185)		Female Principal (106)		$\frac{X_1+X_2}{2}$	Decision
		X ₁	SD1	X ₂	SD2		
1	In your role as a teacher, do you feel that there is a clear and coherent plan for educational leadership in your educational institution?	3.2973	.69411	2.6038	.76444	2.95	High Extent
2	How well does the plan for educational leadership align with the overall vision and mission of your educational institution?	3.1892	.43225	1.8208	.82574	2.50	High Extent
3	To what extent are you involved in the planning process for educational leadership in your educational institution?	3.5135	.63510	1.5189	.60523	2.51	High Extent
4	Are you aware of the specific targets and milestones that are set for educational leadership performance in your educational institution?	3.5838	.57555	1.6604	.47583	2.62	High Extent
5	Have you personally been recognised or rewarded for being innovative in your approach to educational leadership?	3.3243	.67783	2.2830	.56492	2.80	High Extent
Grand mean						2.67	High Extent

Table 1 represents the accumulated sum from the respondents, indicating the mean score and standard deviation from the first research question which states “To what extent does Planning

enhance effective educational leadership performance in public senior secondary schools in Rivers State?” The result from the table illustrates that there is a high level of affirmation (where $x > 2.50$) as regards to the extent MBO applied in terms of planning enhances Effective Educational Leadership Performance in Public Senior Secondary Schools in Rivers State. The results from the Mean set affirm was also supported by the low disparity in response ($SD < 2.00$). The analysis also revealed a grand mean of 2.67. The implication of these responses is that the respondents agreed to a high extent that Management by Objectives [MBO] applied in terms of Planning enhance Effective Educational Leadership Performance in Public Senior Secondary Schools in Rivers State.

Research Questions 2: To what extent does the application of MBO applied in terms of collaboration improve educational leadership performance in public senior secondary schools in Rivers State?

Table 2: Descriptive Statistics of Mean score and standard deviation of collaboration for effective educational leadership performance

	Items	Male Principal (185)		Female Principal (106)		$\frac{X_1+X_2}{2}$	Decision
		X_1	SD1	X_2	SD2		
6	How well does your educational institution encourage collaboration and teamwork in educational leadership?	3.0162	.78350	2.1321	1.01489	2.57	High Extent
7	In your role as a teacher, do you feel that there are opportunities for you to collaborate with other educators on educational leadership initiatives?	2.9405	1.01174	2.0660	1.11500	2.50	High Extent
8	To what extent do you feel that there is a culture of collaboration and cooperation in your educational institution when it comes to educational leadership?	2.7622	1.21926	2.9623	1.27932	2.86	High Extent
9	Do you feel that there are effective mechanisms in place for coordinating and facilitating collaboration on educational leadership?	3.0811	.91421	2.3208	.84569	2.70	High Extent
10	Do you feel that there is sufficient time, money, and other resources available to support innovation in educational leadership?	2.8919	.89636	2.0755	.69963	2.58	High Extent
Grand mean						2.64	High Extent

Table 2 represents the accumulated sum from the respondents indicating the mean score and standard deviation from the first research question which states “To what extent does collaboration for effective educational leadership performance in public senior secondary schools in Rivers State?” The result from the table illustrates that there is a high level of affirmation (where $x > 2.50$) as regards to the extent MBO applied in terms of collaboration enhances effective educational leadership performance in public senior secondary schools in Rivers State. The results from the Mean set affirm was also supported by the low disparity in response (SD

<2.00). The analysis also revealed a grand mean of 2.64. The implication of these responses is that the respondents agreed to a high extent that MBO applied in terms of collaboration enhance effective educational leadership performance in public senior secondary schools in Rivers State.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean rating of male and female principals on their application of MBO planning improve educational leadership performance in public senior secondary schools in Rivers State.

Table 3: Summary of independent t-test analysis on the significance difference between the mean rating of male and female principals on the application of planning for effective educational leadership performance in public senior secondary schools in Rivers State

Respondents	N	Mean	SD.	Df.	t	Sig.	Decision
Male Principal	185	3.38	.34	289	42.92	.000	Significant
Female Principal	106	1.57	.33				

An independent sample t-test was conducted to compare the mean difference between the mean rating of male and female principals on the application of planning for effective educational leadership performance in public senior secondary schools in Rivers State. The result in Table 3 shows: $t = 42.92$, $df = 289$, $p = .000 < .05$. The result implies that there is a statistically significant difference between the mean ratings of male and female principals on the application of Management by Objectives (MBO) in terms of planning for effective educational leadership performance in public senior secondary schools in Rivers State. The p-value (.000) is less than the significance level (.05), indicating that the null hypothesis of no significant difference can be rejected. Therefore, it can be concluded that male and female principals have different perceptions or practices regarding the application of MBO in planning for effective educational leadership performance

Hypothesis 2: There is no significant difference in the mean rating of male and female principals on their application of MBO collaboration improve educational leadership performance in public senior secondary schools in Rivers State.

Table 4: Summary of independent t-test analysis on the significance difference between the mean rating of male and female principals on the application of Collaboration for effective educational leadership performance in public senior secondary schools in Rivers State

Respondents	N	Mean	SD.	Df	t	Sig.	Decision
Male Principal	185	2.93	.728	289	42.92	.000	Significant
Female Principal	106	2.11	.78				

An independent sample t-test was conducted to compare the mean difference between the mean rating of male and female principals on the application of collaboration for effective educational leadership performance in public senior secondary schools in Rivers State. The result in Table 4 shows: $t = 9.06$, $df = 289$, $p = .000 < .05$. The result implies that there is a statistically significant difference between the mean ratings of male and female principals on the application of MBO in

terms of collaboration for effective educational leadership performance in public senior secondary schools in Rivers State. The p-value (.000) is less than the significance level (.05), indicating that the null hypothesis of no significant difference can be rejected. Therefore, it can be concluded that male and female principals have different perceptions or practices regarding the application of MBO in collaboration for effective educational leadership performance.

DISCUSSION

Planning and Educational Leadership Performance

The first findings of this study revealed that planning enhances effective educational leadership performance in public senior secondary schools in Rivers State. Similarly, the findings also shows that there is significant difference between the mean rating of male and female principals on the application of Management by Objectives in terms of planning for the effective educational leadership performance in public senior secondary schools in Rivers State. This finding agrees with the study by Anthony (2020) on the impact of strategic planning on educational outcomes in the U.S. public education system. The study used a longitudinal mixed-methods approach to investigate the impact of strategic planning on educational outcomes. The quantitative portion of the study analyzed data from the Schools and Staffing Survey (SASS) and the Education Longitudinal Study of 2002 (ELS: 2002), two large-scale surveys that provide nationally representative data on public schools and their staff.

SASS is administered by the National Center for Education Statistics (NCES) every two years, and ELS: 2002 is a follow-up study to the National Education Longitudinal Study of 1988. The study found that schools that engage in strategic planning have higher levels of teacher job satisfaction and commitment, as well as lower teacher turnover rates. Additionally, schools with strategic plans had higher levels of student achievement in reading and mathematics, with stronger effects for low-income students and English language learners. These findings suggest that strategic planning can have a significant impact on educational outcomes, particularly for at-risk students. However, the study also found that the impact of planning on student achievement is mediated by the extent to which the plan is implemented and supported by school leadership.

This finding also validated the findings of Smith and Jones (2018) on the effective planning practices in elementary schools: A case study analysis. The qualitative data collection process involved semi-structured interviews with the school principal and a diverse set of teachers and staff members. The interviews were conducted in person and lasted between 30 and 60 minutes. They were audio-recorded and transcribed for analysis. The researchers used a thematic analysis approach to identify common themes across the interviews, as well as patterns of difference and similarities between the schools. The researchers also collected documents and artefacts related to the schools' planning processes, including mission statements, vision statements, strategic plans, and professional development materials. These documents were analyzed to gain a deeper understanding of the schools' planning practices and how they linked to their goals and values. The study's findings were also triangulated with district-level data on student achievement and school demographics to ensure a comprehensive understanding of the schools' contexts and performance. The use of multiple data sources and methods allowed the researchers to construct a rich and robust picture of the schools' planning practices. The study identified several key practices that the schools used to effectively plan for student achievement. These practices included setting specific, measurable goals; identifying resources and supports

needed to meet these goals; establishing accountability systems; and engaging in data-based decision-making.

Thus, this study provides valuable insights into the role of planning in improving student outcomes. The study found that there was a strong relationship between the planning processes implemented by schools and their student achievement levels. Schools that used a collaborative, equity-focused planning process had higher student achievement than schools that did not have a formalized planning process. The study also found that the level of involvement of school staff in the planning process was positively related to student achievement. Schools that involved staff members in the development and implementation of the planning process had higher student achievement than schools where the planning process was controlled by a small group of school leaders. The study concluded that school planning processes are an important factor in improving student achievement, particularly in high-poverty schools.

Collaboration and Educational Leadership Performance

The first findings of this study revealed that collaboration enhances Effective Educational Leadership Performance in Public Senior Secondary Schools in Rivers State. Similarly, the findings also shows that there is significant difference between the mean rating of male and female principals on the application of Management by Objectives in terms of collaboration for the effective educational leadership performance in public senior secondary schools in Rivers State. This finding agrees with the study by Similarly, Gore et al. (2018) on collaborative inquiry as professional development for educational leaders. The study used a qualitative case study approach to investigate the use of collaborative inquiry as a form of professional development for educational leaders. The case study involved five educational leaders from two different school districts who participated in a two-year professional development program. The study employed a mixed-methods approach, using interviews, observations, and document analysis to collect data. The findings of the study revealed that collaborative practices had a positive impact on student achievement. The data showed that schools that had implemented professional learning communities (PLCs), peer collaboration, and interdisciplinary teaming had higher student achievement, compared to schools that had not implemented these practices. The collaborative practices were found to improve instructional quality, increase teacher collaboration and engagement, and enhance teacher professional development. The study concluded that collaborative practices are essential for improving student achievement and should be a priority for schools.

This finding also collaborated with the findings of Johnson et al. (2019) on the influence of collaborative practices among teachers on student achievement was explored over three years. The study utilised a mixed-methods approach, data collection involved surveys, interviews, and student assessments across multiple schools, including elementary, middle, and high schools. Teachers and students participated as subjects, with surveys measuring teacher collaboration and perceptions of collaborative practices, interviews providing qualitative insights, and student assessments gauging academic achievement over the study duration. The findings of the study revealed that implementation of PLCs: Schools with established PLCs exhibited heightened levels of teacher collaboration, professional development, and instructional alignment. Participants reported increased collaboration, shared decision-making, and enhanced collective efficacy within PLCs, facilitating the exchange of ideas and resources among teachers. Schools encouraging peer collaboration experienced greater levels of instructional support, feedback, and

professional growth. Peer collaboration facilitated the sharing of expertise, lesson planning collaboration, and targeted support, contributing to a more supportive learning environment as well as institutions adopting interdisciplinary teaming structures demonstrated improved coordination, communication, and curriculum integration. Interdisciplinary teams allowed for collaboration on cross-curricular initiatives, project-based learning, and holistic assessment strategies.

CONCLUSION

This study examined management by objectives (MBO) using planning and collaboration as benchmarks to determine educational leadership performance in public senior secondary schools in Rivers State. The findings indicate that both structured/strategic planning and collaborative practices meaningfully influence the effectiveness of school leadership. The evidence from this study showed that principals who engaged in clear, goal-oriented MBO planning are better able to order tasks, allocate resources efficiently and monitor progress toward achieving institutional objectives. Similarly, school leaders that promote collaboration among teachers and staff encourage shared responsibility, enhanced communication and improved problem-solving, all of which contributes to higher level leadership performance.

The study underlined that educational leadership effectiveness in public secondary schools is not solely dependent on individual competence but also on the systematic implementation of participatory and results-oriented management practices. The integration of MBO planning with collaborative decision-making measures ensures that educational objectives are clearly defined, collectively owned and consistently pursued. These findings suggest that policymakers and educational leaders should provide training and support for principals in MBO techniques and collaborative leadership approaches. Such moves and resourcefulness are likely to enhance administrative efficiency, teacher commitment and student academic performances, and equally contributing to the overall effectiveness and quality improvement of secondary education in Rivers State.

Recommendations

From the findings of the study and conclusion drawn, the following recommendation are made:

- It is recommended there should be specialized training programs in Public Senior Secondary Schools in Rivers State focused on strategic planning skills for both male and female principals.
- Public Senior Secondary Schools in Rivers State should promote initiatives that enhance collaborative leadership practices among both male and female principals.

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