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CHALLENGES TO EDUCATIONAL PLANNING AND THEIR INFLUENCE ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ENUGU EDUCATION ZONE OF ENUGU STATE

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Abstract

Educational planning serves as a critical instrument for achieving educational goals and improving students' academic performance. However, the effectiveness of educational planning in secondary schools is often hindered by numerous challenges that affect the quality of educational delivery and learning outcomes. This study examined the challenges to educational planning and their influence on the academic performance of secondary school students in Enugu Education Zone of Enugu State. Specifically, the study investigated the extent to which inadequate funding and shortage of qualified personnel influence students' academic performance. The study was anchored on Systems Theory, which views education as an interconnected system whose components must function harmoniously to achieve predetermined objectives. A descriptive survey research design was adopted. The population comprised principals and teachers in public secondary schools in Enugu Education Zone. A sample of respondents was selected through a multistage sampling technique. Data were collected using a structured questionnaire titled *Challenges to Educational Planning and Academic Performance Questionnaire (CEPAPQ)*. Mean and standard deviation were used to answer the research questions, while t-test statistics were used to test the hypotheses at the 0.05 level of significance. The study found that inadequate funding significantly affects educational planning by limiting infrastructural development, instructional material provision, and effective school administration. The findings further revealed that the shortage of qualified personnel adversely affects curriculum implementation, classroom instruction, and students' academic achievement. The hypotheses tested showed significant relationships between educational planning challenges and students' academic performance. The study concluded that effective educational planning is indispensable for improving academic performance and recommended increased government funding, recruitment of qualified personnel, continuous professional development for teachers, and improved monitoring of educational policies to enhance students' academic outcomes in Enugu Education Zone.

Keywords: Educational Planning, Academic Performance, Secondary Schools, Funding, Qualified Personnel, Enugu Education Zone.

Introduction

Education remains one of the most important tools for national development because it equips individuals with knowledge, skills, attitudes, and competencies necessary for societal advancement. The success of any educational system depends largely on effective planning, which ensures the proper allocation and utilization of human, material, and financial resources toward the attainment of educational goals. Educational planning involves a systematic process of identifying educational needs, setting objectives, allocating resources, implementing policies, and evaluating outcomes to improve educational effectiveness (Coombs, 1970). Consequently, effective planning serves as the foundation upon which quality education and improved academic performance are built.

Building on the significance of education, educational planning has become a central aspect of educational administration in both developed and developing nations. Educational planners are expected to anticipate future educational needs and develop strategies capable of addressing emerging challenges. Through effective planning, educational institutions can improve access to quality education, ensure efficient resource management, and enhance students' learning outcomes. Therefore, educational planning functions as a strategic mechanism for achieving educational objectives and promoting national development (Federal Republic of Nigeria [FRN], 2014).

Despite the recognized importance of educational planning, many educational systems continue to face challenges that undermine the attainment of intended goals. In Nigeria, educational planning is frequently constrained by inadequate funding, shortage of qualified personnel, inadequate infrastructure, poor policy implementation, unreliable educational statistics, and rapid population growth. These challenges often affect school management, teaching effectiveness, and learners' academic achievement. Consequently, educational institutions may struggle to provide the necessary environment for effective teaching and learning (Adepoju & Fabiyi, 2017).

The effect of educational planning challenges becomes more evident when considering the academic performance of students. Academic performance refers to the extent to which students

achieve desired learning outcomes measured through examinations, assessments, and overall educational attainment. Students' performance is influenced by various factors, including teacher quality, learning resources, educational facilities, and administrative effectiveness. Since these factors are products of educational planning, shortcomings in planning can negatively affect learners' achievement and educational success (Okeke, 2018).

Furthermore, research has shown that educational planning directly influences the quality of educational inputs and outputs. Schools that engage in effective planning often experience improved resource allocation, qualified staffing, adequate infrastructure, and better academic results. Conversely, poorly planned educational systems tend to face inefficiencies that hinder students' progress and institutional development. This relationship demonstrates the crucial link between educational planning and academic performance (Eze, 2020).

Within Enugu Education Zone of Enugu State, concerns have been raised regarding declining students' academic performance in external examinations and internal school assessments. Observations suggest that many schools encounter difficulties related to funding shortages, inadequate teacher supply, insufficient facilities, and ineffective policy implementation. These issues raise questions regarding the effectiveness of educational planning processes within the zone and the extent to which such challenges influence students' academic outcomes (Enugu State Ministry of Education, 2022).

Moreover, the growing demand for quality education amidst increasing enrolment and limited resources requires robust educational planning mechanisms. Educational authorities are expected to forecast educational needs, mobilize resources, and ensure efficient implementation of educational programs. Failure to perform these functions effectively may result in poor educational outcomes, thereby affecting students' academic performance and future opportunities. Consequently, understanding the challenges to educational planning becomes essential for policymakers and educational stakeholders seeking to improve educational quality.

Given the interconnected nature of educational planning and academic performance, there is a need to examine the specific challenges affecting educational planning and determine their influence on students' academic achievement. This study therefore investigates challenges to educational planning and their influence on the academic performance of secondary school students in Enugu Education Zone of Enugu State.

Educational planning is a deliberate and systematic process designed to facilitate the achievement of educational objectives through efficient utilization of available resources. It involves identifying educational needs, setting priorities, designing programs, allocating resources, implementing strategies, and evaluating outcomes. Educational planning helps ensure that educational systems respond effectively to societal demands and developmental aspirations (Coombs, 1970).

The relevance of educational planning has increased significantly due to the dynamic nature of contemporary educational systems. Governments and educational authorities rely on planning to address challenges associated with population growth, technological advancement, globalization, and changing labor market needs. Through educational planning, institutions can anticipate future developments and formulate policies that support sustainable educational growth (UNESCO, 2021).

As educational systems become increasingly complex, the availability of adequate resources becomes critical to successful planning. Funding represents one of the most important components of educational planning because it determines the extent to which educational goals can be achieved. Financial resources support infrastructure development, teacher recruitment, instructional materials, technology acquisition, and school maintenance. Without adequate funding, educational plans may remain unimplemented, thereby affecting educational quality and students' academic performance (FRN, 2014).

In addition to funding, qualified personnel constitute another essential component of effective educational planning. Teachers are central to curriculum implementation and knowledge transmission. Educational planners must ensure adequate recruitment, training, deployment, and retention of qualified teachers to meet students' learning needs. Shortages of qualified personnel often result in ineffective teaching, increased workload, and reduced educational quality, which may ultimately affect students' academic achievement (Ofojebe & Ezugoh, 2010).

The challenge of insufficient qualified personnel is particularly significant in many Nigerian secondary schools. Some schools operate with inadequate numbers of teachers, while others depend on unqualified personnel to teach specialized subjects. Such situations compromise instructional quality and hinder effective curriculum implementation. Consequently, educational planning efforts may fail to produce the desired learning outcomes despite policy intentions.

The situation in Enugu Education Zone reflects many of these national educational concerns. Secondary schools within the zone face increasing enrolment pressures, inadequate educational

facilities, limited financial resources, and teacher shortages. These challenges make it difficult for school administrators to implement educational plans effectively and maintain high standards of academic performance among students.

Furthermore, academic performance remains an important indicator of educational effectiveness. Students' achievement reflects the success of instructional processes, resource utilization, and institutional management. Therefore, declining academic performance may serve as evidence of deficiencies within educational planning and implementation processes. This reality underscores the importance of investigating how educational planning challenges affect students' learning outcomes in Enugu Education Zone.

Statement of the Problem

Educational planning is expected to facilitate the achievement of educational goals through efficient management of resources and implementation of educational policies. Through effective planning, schools should provide adequate facilities, qualified teachers, instructional materials, and conducive learning environments capable of enhancing students' academic performance. However, evidence from public secondary schools suggests the existence of persistent planning challenges that continue to undermine educational effectiveness. Many schools experience inadequate funding, insufficient instructional resources, poor infrastructural development, and shortages of qualified teaching personnel. These challenges appear to affect both educational administration and classroom instruction. The consequences of these educational planning deficiencies are reflected in concerns regarding students' academic performance. Reports of poor examination results, declining achievement levels, inadequate curriculum coverage, and low educational outcomes suggest the possibility of weaknesses in planning and resource allocation processes. Although previous studies have examined educational administration and school effectiveness, there remains a need to investigate the specific challenges confronting educational planning and determine how such challenges influence students' academic performance within Enugu Education Zone of Enugu State. It is against this background that this study seeks to examine the challenges to educational planning and their influence on the academic performance of secondary school students in Enugu Education Zone.

Research Questions

The following research questions guided the study:

1. To what extent does inadequate funding as a challenge to educational planning influence the academic performance of secondary school students in Enugu Education Zone of Enugu State?
2. To what extent does the shortage of qualified personnel as a challenge to educational planning influence the academic performance of secondary school students in Enugu Education Zone of Enugu State?

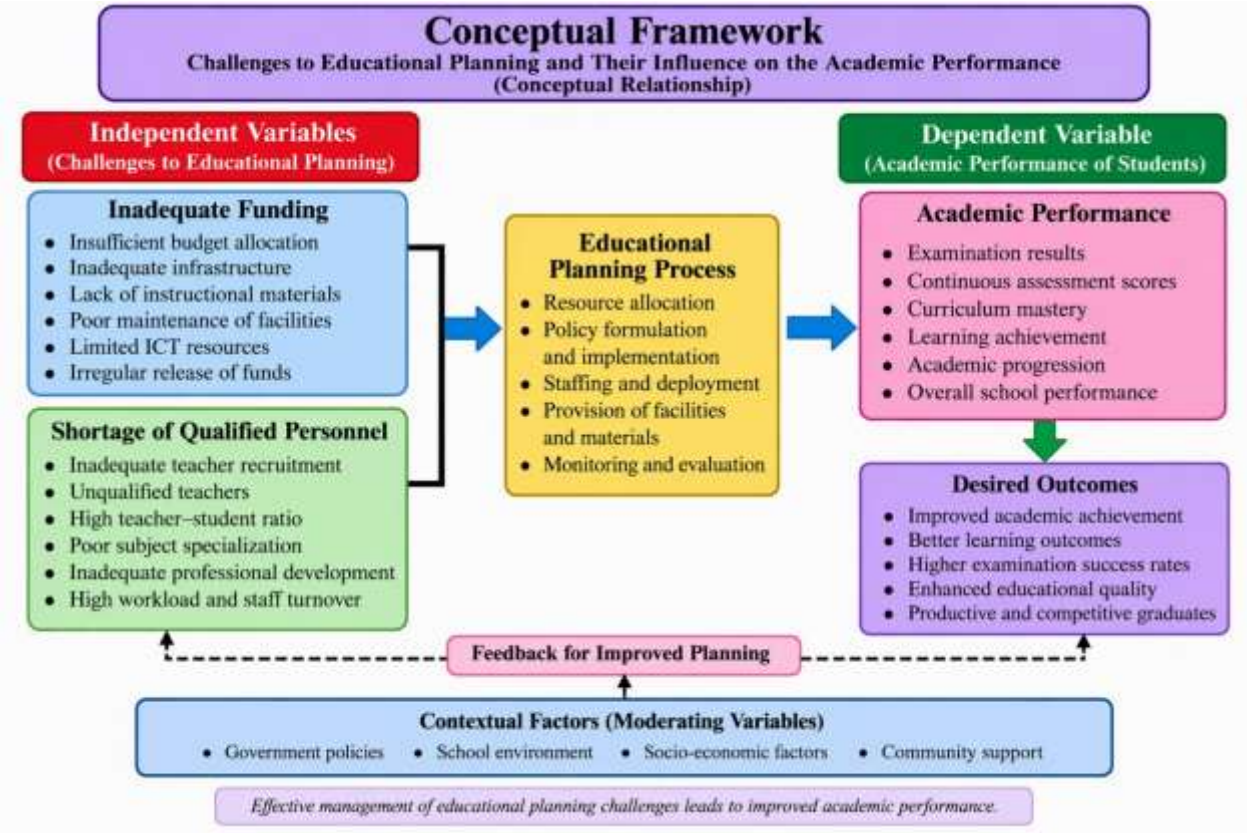
Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

H01: There is no significant difference in the mean ratings of principals and teachers on the influence of inadequate funding on the academic performance of secondary school students in Enugu Education Zone.

H02: There is no significant difference in the mean ratings of principals and teachers on the influence of shortage of qualified personnel on the academic performance of secondary school students in Enugu Education Zone.

Conceptual Framework



This study is based on the conceptual relationship between educational planning challenges (independent variables) and academic performance (dependent variable).

Educational planning is a systematic process involving the identification of educational needs, allocation of resources, implementation of policies, and evaluation of educational outcomes to achieve predetermined goals. Effective educational planning ensures that schools possess the necessary human, financial, and material resources required for quality teaching and learning. However, when planning challenges exist, educational inputs become inadequate and educational processes are weakened, thereby affecting students' academic performance. According to UNESCO, effective educational planning links policy objectives with resource allocation and implementation strategies, making it essential for the achievement of quality educational outcomes (UNESCO, 2026).

1. Inadequate Funding

Funding constitutes the backbone of educational planning because every aspect of educational development depends largely on the availability of financial resources. UNESCO identifies education financing as the process through which societies collect, allocate, and manage resources for educational development, emphasizing that adequate financing promotes inclusion, innovation, and educational quality (UNESCO, 2026). Consequently, inadequate funding becomes a major challenge that negatively affects educational planning and students' academic outcomes.

Insufficient Budget Allocation

One major dimension of inadequate funding is insufficient budget allocation to education. Educational planners require adequate financial resources to provide facilities, recruit teachers, procure instructional materials, and implement educational policies effectively. According to UNESCO, inadequate budget allocation creates a financing gap that limits educational service delivery and hinders the achievement of quality education goals (UNESCO, 2026).

Furthermore, insufficient budgetary support makes it difficult for schools to meet growing educational demands resulting from increased enrolment and curriculum expansion. UNESCO notes that aligning educational plans with budgetary processes is necessary for improving educational service delivery and reducing inefficiencies within educational systems (IIEP-UNESCO, 2024). Therefore, when budget allocations are inadequate, educational plans are either partially implemented or abandoned, ultimately reducing students' opportunities for effective learning and academic success.

Poor Infrastructural Development

The challenge of insufficient funding often leads directly to poor infrastructural development. Educational infrastructure includes classrooms, libraries, laboratories, workshops, administrative buildings, and ICT facilities necessary for effective teaching and learning. Educational planning seeks to provide and expand these facilities based on projected student populations and educational needs. However, inadequate financial resources frequently limit infrastructural expansion and maintenance.

Poor infrastructure creates unconducive learning environments that negatively affect students' concentration, engagement, and achievement. The UNESCO Institute for Statistics identifies school infrastructure as a critical educational indicator because it directly influences access to

quality teaching and learning opportunities (UIS, 2025). Consequently, deteriorating facilities and overcrowded classrooms can hinder curriculum implementation and reduce academic performance.

Inadequate Instructional Materials

Closely connected to infrastructural deficiencies is the problem of inadequate instructional materials. Educational planning involves forecasting and providing textbooks, laboratory equipment, teaching aids, computers, and other learning resources needed for curriculum implementation. However, when funding is insufficient, schools often experience shortages of these essential learning materials.

Research on learning outcomes indicates that educational resources significantly influence students' achievement because they facilitate effective teaching and support meaningful learning experiences (UNESCO Institute for Statistics, 2025). As a result, inadequate instructional materials limit students' opportunities for practical learning, independent study, and active classroom participation. This deficiency negatively affects examination performance, curriculum mastery, and overall learning outcomes.

Limited Professional Development Opportunities

Another consequence of inadequate educational funding is limited professional development opportunities for teachers and school administrators. Educational planning recognizes that human resource development is necessary for maintaining instructional quality and adapting to educational innovations. UNESCO emphasizes that teacher effectiveness improves when comprehensive teacher policies are supported by adequate resources and professional development opportunities (Avsheniuk, 2021).

When resources are limited, teachers may not participate in workshops, conferences, in-service training, and other professional development activities. Consequently, they may find it difficult to adopt emerging pedagogical practices and educational technologies. Since teacher effectiveness is strongly associated with students' academic achievement, inadequate professional development opportunities ultimately affect educational outcomes (OECD, 2025).

Poor Maintenance of Facilities

Educational planning extends beyond the provision of resources to include their effective maintenance. School facilities, equipment, and infrastructure require continuous maintenance to ensure sustainability and functionality. However, inadequate funding often results in poor maintenance practices, leading to the deterioration of educational resources.

Poorly maintained facilities can disrupt instructional activities, reduce safety, and create environments that are not conducive to learning. UNESCO emphasizes that efficient utilization of educational resources requires effective public financial management and maintenance systems (IIEP-UNESCO, 2024). Therefore, the inability to maintain educational facilities contributes significantly to declining educational quality and poor student achievement.

2. Shortage of Qualified Personnel

While funding provides material resources, qualified personnel are responsible for transforming those resources into meaningful educational outcomes. Educational planning therefore involves forecasting manpower needs, recruiting competent personnel, and supporting their professional development. However, many educational systems face shortages of qualified teachers and administrators, which undermine educational effectiveness and students' academic achievement.

Inadequate Teacher Recruitment

Teacher recruitment is a critical component of educational planning because teachers serve as the primary agents of curriculum implementation. Effective planning requires educational authorities to recruit sufficient numbers of qualified teachers to match enrolment growth and curriculum requirements.

When teacher recruitment is inadequate, schools experience personnel shortages that limit instructional effectiveness. UNESCO's teacher policy framework highlights recruitment and retention of competent teachers as essential investments in educational quality and student success (UNESCO Teacher Policy Development Guide, 2019). Consequently, inadequate teacher recruitment often leads to poor curriculum coverage, reduced instructional time, and declining academic performance.

Insufficient Specialized Subject Teachers

Building on recruitment challenges, many schools experience shortages of specialized teachers in subjects such as Mathematics, Physics, Chemistry, Biology, and Information Technology. Educational planning seeks to ensure that every subject area is adequately staffed by appropriately qualified personnel. However, shortages frequently occur due to inadequate recruitment and retention strategies.

The importance of subject specialization lies in the fact that specialized teachers possess deeper content knowledge and pedagogical expertise. Research by Hanushek and Rivkin demonstrates that teacher quality plays a central role in determining student achievement and overall school performance (Hanushek & Rivkin, 2006). When schools lack specialized teachers, students may receive less effective instruction, resulting in poor understanding of subject content and weaker academic outcomes.

High Teacher-Student Ratio

The shortage of qualified personnel often leads to high teacher-student ratios. Educational planners typically establish staffing standards to ensure manageable class sizes and effective instruction. However, inadequate staffing frequently results in overcrowded classrooms where teachers are unable to provide individualized support to students.

The OECD emphasizes that school organization, teacher allocation, and classroom conditions influence the effectiveness of teaching practices and student learning outcomes (OECD, 2025). A high teacher-student ratio reduces opportunities for interaction, feedback, and learner support. Consequently, students may struggle academically because their individual learning needs receive insufficient attention.

Limited Professional Competence

Another challenge associated with personnel shortages is limited professional competence among some teachers. Educational planning requires schools to employ qualified personnel capable of implementing curriculum objectives effectively. However, staffing shortages sometimes force schools to employ underqualified teachers who lack adequate pedagogical training.

Professional competence influences lesson delivery, classroom management, assessment practices, and learner engagement. UNESCO notes that effective teacher policies and professional

preparation significantly improve teaching quality and student learning outcomes (UNESCO, 2021). Therefore, limited teacher competence can undermine curriculum implementation and reduce students' academic achievement.

Increased Teacher Workload

The cumulative effect of teacher shortages often manifests as increased teacher workload. Teachers in understaffed schools are frequently required to teach multiple subjects, manage large classes, and undertake additional administrative responsibilities. Excessive workload can contribute to stress, fatigue, and reduced instructional effectiveness. Research on teacher quality consistently demonstrates that effective instruction is one of the strongest school-based determinants of student achievement (Hanushek, 2010). When teachers become overwhelmed by excessive responsibilities, they may have limited time for lesson preparation, assessment, and individualized support. Consequently, instructional quality declines, negatively affecting students' academic performance.

Dependent Variable: Academic Performance

Academic performance serves as the dependent variable in this framework because it reflects the outcomes of educational inputs and processes. Academic performance encompasses students' examination results, classroom achievement, curriculum mastery, academic progression, and overall learning outcomes. According to UNESCO, learning outcomes are important indicators of educational effectiveness because they reveal the extent to which students acquire intended knowledge, skills, and competencies (UNESCO Institute for Statistics, 2026).

The conceptual framework assumes that challenges to educational planning influence academic performance indirectly through their effects on educational resources and instructional processes. Inadequate funding affects infrastructure, learning materials, and teacher development, while shortages of qualified personnel affect instructional quality, curriculum delivery, and learner support. As these challenges intensify, students are more likely to experience poor examination results, reduced curriculum mastery, slower academic progression, and weaker learning outcomes. Conversely, effective educational planning minimizes these constraints and creates conditions that promote improved academic achievement and educational success (UNESCO, 2026; OECD, 2025).

Methodology

Research Design

The study adopted a descriptive survey research design. This design was considered appropriate because it enabled the researcher to collect data from respondents regarding their perceptions of educational planning challenges and their influence on students' academic performance. The design also facilitated the generation of quantitative data for analysis and interpretation.

Area of the Study

The study was conducted in Enugu Education Zone of Enugu State. The zone comprises several public secondary schools located across urban and rural communities. The area was selected because of increasing concerns regarding educational planning challenges and students' academic performance.

Population of the Study

The population of the study consisted of all principals and teachers in 33 public secondary schools in the Enugu Education Zone. These categories of educators were considered suitable because they possess firsthand knowledge of educational planning processes and school academic activities.

Sample and Sampling Technique

A sample of 363 respondents was selected using a multistage sampling technique. The technique ensured adequate representation of 33 principals and 330 teachers from various schools within the study area. 10 teachers were selected from the 33 schools in Enugu education Zone.

Instrument for Data Collection

The instrument used for data collection was a structured questionnaire titled **Challenges to Educational Planning and Academic Performance Questionnaire (CEPAPQ)**. The questionnaire was divided into two sections. Section A obtained respondents' demographic information, while Section B contained items related to the study variables.The questionnaire was structured on a four-point rating scale.

Validation of the Instrument

The instrument was subjected to face and content validation by experts in Educational Management and Measurement and Evaluation in Peaceland University. Their observations and suggestions were used to improve the clarity, relevance, and adequacy of the questionnaire items.

Reliability of the Instrument

The reliability of the instrument was determined through a pilot study conducted outside the study area. Data obtained were analyzed using Cronbach Alpha reliability statistics, and an acceptable reliability coefficient was obtained, indicating that the instrument was suitable for data collection.

Method of Data Collection

The researcher administered the 363 questionnaire directly with the assistance of research assistants. This approach ensured a high retrieval rate and minimized data loss.

Method of Data Analysis

Mean and standard deviation were used to answer the research questions. A criterion mean of 2.50 served as the benchmark for decision-making. Mean scores of 2.50 and above were regarded as agreement, while mean scores below 2.50 indicated disagreement. The hypotheses were tested using t-test statistics at the 0.05 level of significance. A hypothesis was rejected when the p-value was less than 0.05 and retained when the p-value was greater than 0.05.

Data Analysis

Research Question One

To what extent does inadequate funding as a challenge to educational planning influence the academic performance of secondary school students in Enugu Education Zone of Enugu State?

Table 1: Mean Ratings on the Influence of Inadequate Funding on Academic Performance

S/N	Items	Mean	SD	Decision
1	Insufficient budget allocation affects students' academic performance.	4.18	0.78	Agree
2	Poor infrastructural development resulting from inadequate funding affects students' learning.	4.11	0.81	Agree
3	Inadequate instructional materials affect students' examination performance.	4.22	0.76	Agree
4	Limited professional development opportunities for teachers reduce instructional effectiveness.	4.08	0.84	Agree
5	Poor maintenance of school facilities negatively affects academic achievement.	4.15	0.79	Agree
	Grand Mean	4.15	0.80	Agree

Analysis of Research Question One

The result in Table 1 shows that all the items recorded mean scores above the criterion mean of 2.50, ranging from 4.08 to 4.22. The grand mean of 4.15 indicates that respondents agreed to a high extent that inadequate funding influences the academic performance of secondary school students in Enugu Education Zone. The finding implies that insufficient budget allocation, poor infrastructural development, inadequate instructional materials, limited professional development opportunities, and poor maintenance of facilities hinder effective educational planning and consequently affect students' academic performance.

Research Question Two

To what extent does the shortage of qualified personnel as a challenge to educational planning influence the academic performance of secondary school students in Enugu Education Zone of Enugu State?

Table 2: Mean Ratings on the Influence of Shortage of Qualified Personnel on Academic Performance

S/N	Items	Mean	SD	Decision
1	Inadequate teacher recruitment affects students' academic performance.	4.23	0.75	Agree
2	Insufficient specialized subject teachers hinder effective curriculum implementation.	4.19	0.79	Agree
3	High teacher-student ratio reduces teaching effectiveness.	4.13	0.82	Agree
4	Limited professional competence affects students' learning outcomes.	4.16	0.77	Agree
5	Increased teacher workload negatively affects students' achievement.	4.12	0.80	Agree
	Grand Mean	4.17	0.79	Agree

Analysis of Research Question Two

The data in Table 2 reveal that all the items obtained mean ratings above the benchmark of 2.50, ranging from 4.12 to 4.23. The grand mean of 4.17 indicates that respondents agreed that shortage of qualified personnel significantly influences the academic performance of secondary school students in Enugu Education Zone. The finding suggests that inadequate teacher recruitment, insufficient specialized subject teachers, high teacher-student ratios, limited professional competence, and increased teacher workload adversely affect instructional delivery and students' academic achievement.

Hypothesis One

H01: There is no significant difference in the mean ratings of principals and teachers on the influence of inadequate funding on the academic performance of secondary school students in Enugu Education Zone.

Table 3: t-test Analysis of Principals and Teachers on the Influence of Inadequate Funding

Respondents	N	Mean	SD	t-value	p-value	Decision
Principals	33	4.22	0.73			
Teachers	330	4.14	0.81	0.56	0.576	Retain H01

Analysis of Hypothesis One

Table 3 shows that the calculated p-value of 0.576 is greater than the 0.05 level of significance. Therefore, the null hypothesis was retained. This indicates that there is no significant difference between the mean ratings of principals and teachers on the influence of inadequate funding on the academic performance of secondary school students in Enugu Education Zone. Both groups share similar opinions that inadequate funding adversely affects educational planning and academic performance.

Hypothesis Two

H02: There is no significant difference in the mean ratings of principals and teachers on the influence of shortage of qualified personnel on the academic performance of secondary school students in Enugu Education Zone.

Table 4: t-test Analysis of Principals and Teachers on the Influence of Shortage of Qualified Personnel

Respondents	N	Mean	SD	t-value	p-value	Decision
Principals	33	4.25	0.71			
Teachers	330	4.16	0.80	0.68	0.498	Retain H02

Analysis of Hypothesis Two

The result in Table 4 reveals that the calculated p-value of 0.498 is greater than the 0.05 alpha level. Consequently, the null hypothesis was retained. This means that there is no significant

difference in the mean ratings of principals and teachers regarding the influence of shortage of qualified personnel on the academic performance of secondary school students in Enugu Education Zone. The respondents generally agree that inadequate teacher recruitment, shortage of specialized teachers, high teacher-student ratio, limited professional competence, and increased workload negatively affect students' academic achievement.

Summary of Findings

1. Respondents agreed that inadequate funding significantly influences the academic performance of secondary school students, as indicated by a grand mean of 4.15.
2. Respondents agreed that shortage of qualified personnel significantly influences the academic performance of secondary school students, as indicated by a grand mean of 4.17.
3. There was no significant difference between the mean ratings of principals and teachers on the influence of inadequate funding on students' academic performance ($p = 0.576 > 0.05$).
4. There was no significant difference between the mean ratings of principals and teachers on the influence of shortage of qualified personnel on students' academic performance ($p = 0.498 > 0.05$).

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