
SCHOOL DEVELOPMENT PLANNING AS PREDICTOR OF STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ILORIN METROPOLIS, NIGERIA

BY

Shittu Afeez Adeshina¹

Department of Educational Studies and Management, University of Benin, Benin City, Nigeria

Email: shisay4life2010@gmail.com

Medupin Abiodun Johnson²

Department of Educational Management and Counselling, Al-Hikmah University, Kwara State

Email: wealth.suitee@gmail.com

&

Oladejobi Janet Oluwakemi³

Department of Educational Management, University of Ilorin, Ilorin

Email: oladejobijanet@gmail.com

Abstract

School development planning plays important role towards attainment of educational goals. This study was conducted to investigate school development planning as predictor of students' academic performance in public secondary schools in Ilorin Metropolis, Nigeria. It adopted descriptive survey of correlational type. Two hundred respondents were used for the study. School Development Planning Questionnaire and Students' Academic Performance Proforma (SAPP) were used for data collection. A research question was raised and answered to guide the conduct of the study. Four research hypotheses were formulated and tested using inferential statistics of Pearson product moment correlation statistic at 0.05 level of significance. Findings showed that financial resources planning, physical facilities planning and human resources planning had significant relationship with students' academic performance in public secondary schools Ilorin Metropolis, Nigeria. Based on the findings, it was recommended among others that government should endeavor to improve on funds allocation for the procurement of teaching resources. This will go a long way to improve the quality of education and ensure that enough teaching resources are provided in schools. Professional development programmes should be organized for teachers through human resources planning in order to increase their knowledge and provide adequately for teachers motivational factors

Keywords: School development planning, Financial resources planning, Physical facilities planning and Human resources planning

Introduction

Education is the primary agent of transformation towards sustainable development. It increases people's capacities to transform their visions for society into reality. School development planning can best be understood within the framework of the school as a system in which change of any part affects all the other parts (Haynes, Emmons, Gebreyesus and Ben-Avie, 2006). School development planning is a systematic, collaborative and inclusive, ongoing and

progressive process undertaken by the school to promote whole school effectiveness, school improvement, quality enhancement, staff development, partnerships, effective resource deployment, change management and the furtherance of aims and priorities of the national education system. School development planning is undertaken to give direction to the work of the whole school in order to ensure that learners receive quality education in terms of both their holistic development and their academic achievement (Max, 2010).

Every school is unique; the operation of the planning process will vary considerably from school to school. The school development planning process is flexible. It is not a set of rules to be followed blindly but a framework for collaborative creativity. According to Pashiardis (2000), in schools, the school heads can be thought of as a project manager, one expected to plan, implement, manage, maintain and evaluate the entire education system like physical facilities, human resource, students, financial inputs and the curriculum development. The school heads are responsible for school development planning. Effective development planning influences the success of a school, and therefore there is need for adequate preparation of school heads in development planning.

Bryson (1995) identified several benefits such as the promotion of strategic thought and action. Strategic thought is based upon data gathered about the institution. Systematic information gathering will result as a benefit of planning, improved decision-making, and improved organizational responsiveness and improved performance. Members of the institution will respond positively to an administration that works toward resolution of the issues facing it. As a result of this, there has been a lot of concern for Nigerian educational system due to the fact that most of the most of the public secondary schools are not well planned and structured towards attainment of educational goals. Public secondary schools are not well located, schools are not provided with necessary resources such as financial resources, human resources, material resources among other resources that can improve effective teaching and learning process in schools. That is why most of public secondary school students are denied quality of education.

Literature Review

Concept of School Development Planning

School development planning can best be understood within the framework of the school as a system in which change of any part affects all the other parts (Haynes, Emmons, Gebreyesus and Ben-Avie, 2006). School development planning is a systematic, collaborative and inclusive, ongoing and progressive process undertaken by the school to promote whole school effectiveness, school improvement, quality enhancement, staff development, partnerships, effective resource deployment, change management and the furtherance of aims and priorities of the national education system (SDPI, 1999). School development planning is undertaken to give direction to the work of the whole school in order to ensure that learners receive quality education in terms of both their holistic development and their academic achievement through competent and qualified teachers. In essence, school development planning entails the school's analysis of its development needs, prioritization and planning for addressing such needs and developing an SDP to address those identified development needs. As a result of this, the school development planning process comprises a framework in the form of a planning cycle revolving around a central core, namely, the school's mission, vision and fundamental aims, and the

planning cycle itself comprising the school review, design, implementation and evaluation thereof (SDPI, 2003).

School development planning lies on the cost of educational programmes and project is an essential element in educational planning. The procedure is to obtain statistical information about the present cost of education and the information should cover all aspects of primary, secondary and higher education with particular reference to personnel, facility and equipment (Bonbi, 2011). Human resource systematically forecasts an organization's future supply of, and demand for employees (Goetz, 2009). Also, Ogbaodo (2014) considered school facilities as synonymous with educational facilities which includes buildings such as classrooms, assembly halls, libraries, laboratories, workshop and instructional, materials that promote students' academic achievement.

Students' Academic Performance

In educational institutions, success is measured by academic performance, or how well a student meets standards set out by the institution itself. Performance is very important in human life and every society has its own goals and aspiration. Students' success or failure in the school therefore presents a relatively defined criterion of performances. Educational institutions are the areas in which all students are compared to compete. Performance refers to the attainment of the students in the classroom activities, as well as the extra curriculum activities in the school. Campbell and Muijis (2004) defined performance as the knowledge obtained and skills developed in the school, which is often depicted by test scores, that is, the mark awarded by the teacher to each student. On the other hand, academic performance is the students' accomplishment in terms of grades obtained in a given test. Academic performance is often determined by the individual scores in relation to a given standards or sometimes in relation to the performance of other students in class test or examinations (Campbell and Muijis, 2004).

Purpose of the Study

1. To establish the relationship between financial resources planning and students' academic performance in public secondary schools in Ilorin Metropolis.
2. To find out the relationship between physical facilities planning and students' academic performance in public secondary schools in Ilorin Metropolis.
3. To determine the relationship between human resources planning and students' academic performance in public secondary schools in Ilorin Metropolis.

Research Question

1. What is the level of school development planning in public secondary schools in Ilorin Metropolis, Nigeria?

Research Hypotheses

- H₀₁:** There is no significant relationship between school development planning and students' academic performance in public secondary schools in Ilorin Metropolis.
- H₀₂:** There is no significant relationship between financial resources planning and students' academic performance in public secondary schools in Ilorin Metropolis.
- H₀₃:** There is no significant relationship between physical facilities planning and students' academic performance in public secondary schools in Ilorin Metropolis.

Ho₄: There is no significant relationship between human resources planning and students' academic performance in public secondary schools in Ilorin Metropolis.

Methodology

The research design adopted for this study was descriptive survey of correlational type. This was because, it sought to establish the relationship between school development planning and students' academic performance. The population of this study comprised 300 teachers in Ilorin Metropolis. Multi-stage sampling techniques were used for the study. At the stage 1, simple random sampling technique was used to select 20 public secondary schools in Ilorin metropolis. At the stage 2, stratified random sampling technique was used to stratify the teachers based on gender and qualifications. At the stage 3, purposive random sampling technique was used to select 10 respondents from each school. Thus, 200 respondents were used for the study.

Two instruments were used for the study. They were "School Development Planning Questionnaire" (SDPQ) and "Students' Academic Performance Proforma (SAPP)". The SDPQ was validated by the two experts and the coefficient (r) of 0.68 was obtained showing that the research instrument was reliable using Cronbach Alpha. The copies of SDPQ were administered to the teachers in the selected public secondary schools in Ilorin Metropolis while SAPP was used to collect WAEC results for three years (2015-2017). The research question raised for the study was answered using descriptive statistics of frequency counts and percentages while the formulated research hypotheses were tested using inferential statistics of Pearson product moment correlation statistic at 0.05 level of significance. The PPMC was used in order to determine the relationship between the two variables.

Results

Research Question 1: What is the level of school development planning in public secondary schools in Ilorin Metropolis, Nigeria?

Table 1:

Level of School Development Planning in Public Secondary Schools in Ilorin Metropolis

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
| High | 10 | 5.0 |
| Moderate | 34 | 17.0 |
| Low | 156 | 78.0 |
| Total | 200 | 100.0 |

Table 1 shows the analysis of the responses given by the respondents on the level of school development planning in public secondary schools in Ilorin Metropolis, Nigeria. Ten of the total respondents representing 5% agreed that the level of school development planning in public secondary schools in Ilorin Metropolis was high, 17% agreed that it was moderate while the remaining 78% agreed that it was low. This implies that the respondents with 78% constituted the majority of respondents that agreed that the level of level of school development planning in public secondary schools in Ilorin Metropolis was low.

Ho₁: There is no significant relationship between school development planning and students' academic performance in public secondary schools in Ilorin Metropolis

Table 2

School Development Planning and Students' Academic Performance

| Variables | N | Mean | SD | Df | Calculated r-value | p-value | Decision |
|--------------------------------------|-----|-------|------|-----|-----------------------|---------|----------------|
| School Dev. Planning | 200 | 3.20 | 1.55 | 198 | .302 | 0.02 | Ho Rejected |
| Students' Academic Performance | 200 | 10.55 | 2.45 | | | | |

Table 2 shows that the p-value of 0.02 is less than 0.05 level of significance for 198 degrees of freedom. Thus, the null hypothesis which states that there is no significant relationship between school development planning and students' academic performance in public secondary schools in Ilorin Metropolis was rejected. Therefore, there was significant relationship between school development planning and students' academic performance in public secondary schools in Ilorin Metropolis. This implies that effective school development planning enhances students' academic performance in public secondary schools.

Ho₂: There is no significant relationship between financial resources planning and students' academic performance in public secondary schools in Ilorin Metropolis

Table 3

Financial Resources Planning and Students' Academic Performance

| Variables | N | Mean | SD | Df | Calculated r-value | p-value | Decision |
|--------------------------------------|-----|-------|------|-----|-----------------------|---------|-----------------------------|
| Financial Resources Planning | 200 | 4.43 | 1.52 | 198 | .302 | 0.00 | Ho ₂ Rejected |
| Students' Academic Performance | 200 | 10.55 | 2.45 | | | | |

Table 3 shows that the p-value of 0.00 is less than 0.05 level of significance for 198 degrees of freedom. Thus, the null hypothesis which states that there is no significant relationship between financial resources planning and students' academic performance in public secondary schools in Ilorin Metropolis was rejected. Therefore, there was significant relationship between financial resources planning and students' academic performance in public secondary schools in Ilorin

Metropolis. This implies that financial resources planning influences students' academic performance in public secondary schools.

Ho₃: There is no significant relationship between physical facilities planning and students' academic performance in public secondary schools in Ilorin Metropolis.

Table 4
Physical Facilities Planning and Students' Academic Performance

| Variables | N | Mean | SD | Df | Calculated r-value | p-value | Decision |
|--------------------------------------|-----|-------|------|-----|-----------------------|---------|-----------------------------|
| Physical Facilities Planning | 200 | 4.06 | 1.05 | 198 | .218 | 0.01 | Ho ₃ Rejected |
| Students' Academic Performance | 200 | 10.55 | 2.45 | | | | |

Table 4 shows that the p-value of 0.01 is less than 0.05 level of significance for 198 degrees of freedom. Thus, the null hypothesis was rejected. Therefore, there was significant relationship between physical facilities planning and students' academic performance in public secondary schools in Ilorin Metropolis. This implies that providing physical facilities planning at appropriate time improves students' academic performance.

Ho₄: There is no significant relationship between human resources planning and students' academic performance in public secondary schools in Ilorin Metropolis.

Table 5
Human Resources Planning and Students' Academic Performance

| Variables | N | Mean | SD | Df | Calculated r-value | p-value | Decision |
|--------------------------------------|-----|-------|------|-----|-----------------------|---------|-----------------------------|
| Human Resources Planning | 200 | 8.89 | 1.72 | 198 | .411 | 0.00 | Ho ₄ Rejected |
| Students' Academic Performance | 200 | 10.55 | 2.45 | | | | |

Table 5 shows that the p-value of 0.00 is less than 0.05 level of significance for 198 degrees of freedom. Thus, the null hypothesis which states that there is no significant relationship between human resources planning and students' academic performance in public secondary schools in Ilorin Metropolis was rejected. Therefore, there was significant relationship between human

resources planning and students' academic performance in public secondary schools in Ilorin Metropolis. . This implies that human resources planning has good impact on students' academic performance.

Discussion

The hypothesis one indicated that there was significant relationship between school development planning and students' academic performance in public secondary schools. This finding is in line with the findings of SDPI (1999) who concluded that school development planning is a systematic, collaborative and inclusive, ongoing and progressive process undertaken by the school to promote whole school effectiveness, school improvement, quality enhancement, staff development, partnerships, effective resource deployment, change management and the furtherance of aims and priorities of the national education system.

The hypothesis two revealed that there was significant relationship between financial resources planning and students' academic performance in public secondary schools. Olembo (1992) found that the complex work of school heads is categorized into the following areas: planning, staffing, organizing and controlling, co-ordination, influencing and motivating, consulting and communicating, financing, and evaluating for effective execution of school tasks requires that head teachers be adequately trained in order to accomplish the set goals of educational system. Bonbi (2011) confirmed that effective school development planning lies on the financial resources for the attainment of educational goals.

The hypothesis three indicated that there was significant relationship between physical facilities planning and students' academic performance in public secondary schools. Jaiyeoba and Atanda (2003) revealed that a school with adequate classrooms and facilities such as chairs, lockers, libraries, textbooks, laboratories, workshop will be comfortable for pupils/students to learn and improve teaching and learning process. Ogbodo (2014) considered school facilities as synonymous with educational facilities which includes buildings such as classrooms, assembly halls, libraries, laboratories, workshop and instructional, materials that promote students' academic achievement.

The hypothesis four revealed that significant relationship existed between human resources planning and students' academic performance in public secondary schools, Broadhead and Cuckle (2002) concluded that school development planning ensure that learners receive quality education in terms of both their holistic development and improve on the academic achievement through competent and qualified teachers. Goetz (2009) confirmed that human resource systematically forecasts an organization's future supply of, and demand for in order to attain the organizational goals.

Conclusion

This study has shown that school development planning has a positive and significant relationship with students' academic performance in public secondary schools Metropolis, Nigeria. This implies that school development planning in terms of financial resources planning, physical facilities planning and human resources planning will go a long way in improving educational standard as well as and students' academic performance in public secondary schools in Ilorin Metropolis.

Recommendations

The following recommendations were put forward among others that:

1. Government should endeavor to improve on funds allocation for the procurement of teaching resources. This will go a long way to improve the quality of education and ensure that enough teaching resources are provided in schools.
2. Professional development programmes should be organized for teachers through human resources planning in order to increase their knowledge and provide adequately for teachers motivational factors
3. Government should provide adequate infrastructure and physical facilities to make learning profitable and thereby encourage students in the classroom.
4. Team of school development planning should be formed by the state government that will involve the educational stakeholders such as school heads, teachers, parents as well as community members.
5. The policy of students/teacher ratio should be highly implemented so that the large enrolment of school children could be in line with high supply of teachers.

References

- Bonbi E. R. (2011). Primary school management and the national policy on education implementation focus. *British Educational Research Journal*, 17,(2), 203-217
- Broadhead, P. and Cuckle, P. (2002). Starting with learning: new approaches to development and improvement planning in primary schools. *Research Papers in Education*, 17,(2)305-322.
- Bryson, J. M. (1995). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*. San Francisco: Jossey-Bass Publishers.
- Campbell, J., Kyriakides, L., Muijs, D and Robinson, W. (2004). *Assessing Teachers Job Effectiveness: Developing a Differentiated Model*. London and New York: Routledge Falmer.
- Goetz, B. E. (1999). *Management planning and control*. New York: McGraw Hill Book Company
- Haynes, N.M., Emmons, C.L., Gebreyesus, S., and Ben-Avie, M. (2006). *The school development program evaluation process*. [Online] Available url:[http://info.med.yale.edu/comer/downloads/rallying-chapter 6.pdf](http://info.med.yale.edu/comer/downloads/rallying-chapter%206.pdf).
- Jaiyeoba, A. O., and Atanda, A. I. (2003). *Community participation in the provision of facilities in secondary schools in Nigeria*. Being a paper presented at the Conference of the Nigeria Association for Educational Administration and Planning (NAEAP). University of Ibadan, Ibadan. 29th—31st October.
- Max, F. T. (2010). *Education Sector Development Program Implementation Manual*. Addis Ababa, EMPDA
- Ogbodo, C. M. (2014). *Managing Educational facilities in Peretomode V. G. F. Introduction to Educational Planning and Supervision*. Lagos, Joja Educational Resources and Publishing Limited.
- Olembo, J. O., Wanga, P. E., and Karagu, N. M. (1992). *Management of Education*. Nairobi: Educational Research and Publications.

- Pashiardis, P. (2000). Environmental scanning in educational organizations: uses, approaches, sources and methodohhalogies. *The International Journal of Educational Management*, 10(3), 5-9.
- SDPI. (1999). *School development planning: An introduction for second level schools*. Government of Ireland: Education and Science.
- SDPI. (2003). *The process of school development planning*. [Online] Available url: http://www.sdpi.ie/blue_book/new_Process_of_SDP.html.