

# Influence of Instructional Planning on Teachers' Performance in Secondary Schools in Sokoto State, Nigeria

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**Abstract:** The study investigated the influence of instructional Planning on teachers' performance in secondary schools of Sokoto Metropolis. The specific objectives that guided the study were; to determine the influence of Instructional planning on teachers' performance in secondary schools; the study was basically based on cross sectional survey that employed quantitative method. The total number of population under study was 150. 100 questionnaires were administered to the respondents but 86 questionnaires were returned hence considered for data presentation and analysis with response rate of 85.5%. The sampling techniques were simple random sampling. Data was collected through questionnaires which were based on three likert scale of 1 for Disagree, 2 for Undecided and 3 for Agree. The data collected was analyzed using frequencies and percentages (univariate statistics), Pearson correlation coefficient (bivariate statistics) and regression analysis. The study found a positive and significant influence of planning on teachers' performance (sig 0.000); In conclusion, there was a statistical significant influence between planning and teachers' performance.

**Keywords:** - Instructional Planning and Teachers Performances.

## I. INTRODUCTION

Most of the Countries in the world including Africa, Faces universal challenges in Instructional Planning on how to effectively utilize Instructional Planning in to practice for enhancing performance both in teaching and learning processes (Adeyemo, 2018). In their study described management "as the achievement of goals by engaging in the four major functions of planning, organizing, leading and controlling." Performance is the process of integration of all processes within a school in order to achieve continuous improvement, in cost, quality, function and delivery of teaching and learning services for learners' satisfaction.

In Nigeria, Secondary Schools performance entails teaching with consistency, commitment, dedication, and honesty to obtain good results from the learners (Ministry of Basic Education Sokoto, 2019). Therefore, the situation may result in falling down of educational standard if Instructional Planning Doesn't put in Effect in our Class Rooms in Sokoto State.

## Statement of the Problems

Instructional Planning and Teacher performance is a continuous process for identifying, evaluating and developing the work performance of teachers, so that the goals and objectives of the Schools are achieved. Education and Manpower Bureau (E.M.B, 2013) Performance of teachers is perceived to be effective when teachers are effectively practicing their duties and responsibilities, like being punctual to schools, presenting the instructional plan on time, adequate assessment and evaluating students.

Unfortunately the performance of teachers remains inadequate. It is manifested in delay in presenting lesson plan, poor time management, late coming to school and irregular evaluation and assessment of students' academic exercises (Sokoto educational officer report 2017) It's clearly shows that, in Sokoto, assembly used to exceed the time limited allocated for other activities which yield to low performance of teachers.

## Objectives of the studies

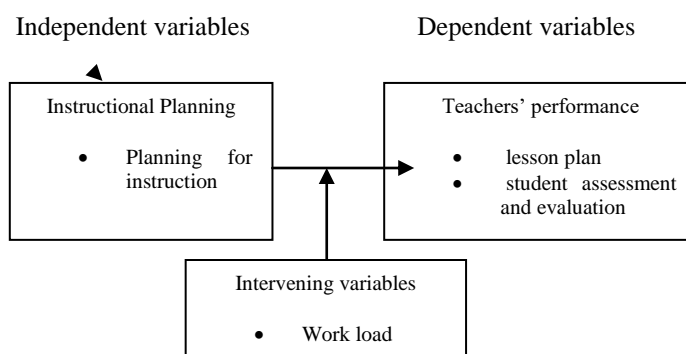
- I. To determine the influence of planning on teachers' performance in secondary schools, Sokoto State

## Research Questions

- i. What is the influence of planning on teachers' performance in secondary schools, Sokoto State?

## Conceptual Framework

This ascertained the relationship between the independent and dependent variables, as shown here below:



Source: Schermahorn (2015). Identified management function as modified by the researchers (2020)

Figure 1.0 the conceptual frame showed the relationship between Instructional Planning and teachers' performance, it's observed that the independent variable which was planning While dependents' variables which were teachers' performance are conceptualized in two aspects also, these include; lesson plan and student assessment. The framework intervening variable; namely: work load is competing with the independent variables (Instructional Planning). It's anticipated that when Instructional Planning are properly programmed and managed, there will be positivity in lesson plan preparation, Assessment and evaluation of students, the outcomes would be excellent in teacher performance. For instant; preparation of lesson plan in advance by the tutors, the content to be thought will be interesting and attractive. Effective planning would enhance clear explanations and provides a bigger range of resources suitable to the needs and wants of learners or students. Therefore, teachers need to be aliquant in making prudent utilization of time and resources in discharging their academic activities ranging from the punctuality and respecting Time as resources. The intervening variables which consist of work load, has a positive or negative influence over teachers' performance.

Therefore, to avoid work load School Management Should ensure equity and equality in Subjects Allocations to the Subject Masters to avoid too much discomfort in Instructions and Delivery.

## II. METHODOLOGY

### *Research Design*

(Amin, 2005). Cross-sectional survey design collect data about preferences, attitudes, practices and concern of people from the sample of a population at a particular time. The results are therefore, extrapolated to represent the entire population. The design was used by the researcher to gather data from a sample of teachers.

### *Population of the Study*

The population of this study covered (3) three secondary schools which were found in Sokoto Metropolis. The population consisted (150) Teachers. This selection was made expecting that, they possess an idea of instructional Planning on teachers' performance in secondary schools in the Sokoto Metropolis.

### *Sample Size*

A sample of the study consisted of all the three secondary schools these were: Sultan Bello Secondary School, Government Day Secondary Schools Arkilla and Government Day Secondary School More. The sample size of the study was determined based on Morgan & kreycie (1970). Teachers were (100)

Table 1.1 Population, sample size and sample Technique

Category of participant.	Population	Sample size	Sample techniques
Teachers	150	100	Simple random sampling
Total	150	100	

Source: field study (2020)

### *Data Collection Instrument and Method*

Closed ended Questionnaires were used to gather information from the selected sample of Schools which helped the researchers analyze the data and made generalizations.

### *Validity and Reliability of the Research Instrument*

*Validity* The validity of the research instrument was determined by the research experts. A sample of the instrument was shown to the research experts for professional corrections and comments which were incorporated into the final draft of the instrument to ensure that it had both face and content validity.

The content validity index (CVI) was computed as below.

CVI =  $n/N$ ; where n is the number of items which was declared relevant; N is the total number of items in the instrument.

$$CVI = \frac{\text{Agreed items by judges as suitable}}{\text{Total number of items being judge}} = \frac{20}{25} = 0.8$$

### *Reliability*

Pilot test was conducted were 13 copies of questionnaires availed to teachers who are not part of the study, After the administering, the researchers divides the instrument into two equal halve of odd and even numbers this was correlated using Cronbach alpha in the SPSS soft ware version 20. The result was presented in tabular format.

Table 1.2: Reliability Statistics

Cronbach's Alpha	N of Items
0.9	25

Source: Result of Analysis (2020)

## III. DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

Data generated was in line with instructional Planning on teachers' performance in secondary Schools of Sokoto Metropolis. Descriptive statistics such as frequencies, percentages, Pearson Product Moment Correlation Co-efficient and regression were used to analyze data and the results are presented in Table form.

### *Presentation, interpretation, analysis and discussion of the results for the specific research objective and question*

This section is the presentation of the data that addressed the three research questions derived from the three corresponding

research objectives. The study was guided by the following specific objectives:

- i. To determine the influence of planning on teachers' performance in secondary schools, Sironko town council

Frequencies and percentages were used in data presentation and interpretation so as to establish how respondents rated themselves on study variables. In other words, data presentation and analysis enabled the researcher to bring out respondents' views and opinions on the study variables which were under investigation.

Pearson correlation co-efficient and regression analysis on the other hand were used to examine the influence of instructional Planning on teachers' performance in secondary schools.

*Research Question One: What is the influence of planning on teachers' performance in secondary schools, Sokoto metropolis?*

Research question one was meant to determine the influence of planning on teachers' performance in secondary schools, Sokoto Metropolis? The effect was determined by relating planning with teachers' performance.

Table 2.1: Teachers make use of appropriate content delivery in teaching and learning process

Response	Frequency	Percent (%)
Disagree	7	9.1
Undecided	3	3.9
Agree	76	87.0
Total	86	100.0

Source: Result of Analysis (2020)

The result above indicated that 7 (9.1%) of respondents disagreed, 3 (3.9%) were undecided, and 76 (87.0%) agreed with the statement that teachers make use of appropriate content delivery in teaching and learning process. This means that use of appropriate content delivery in teaching and learning is mostly likely to improve teachers' performance in terms satisfaction and delivery of lessons to students.

Table 2.2: Planning for lessons greatly influence degree of participation of students during lesson delivery

Response	Frequency	Percent (%)
Disagree	16	20.8
Undecided	5	6.5
Agree	65	72.7
Total	86	100.0

Source: Result of Analysis (2020)

The data shows teachers above average 65 (72.7%) agreed and another 16 (20.8%) disagreed while 5 (6.5%) were undecided with the assertion that that planning for lessons greatly influence degree of participation of students during lesson delivery. Therefore, effective teaching is built on the use of lesson plans which significantly influences

performance of teachers. This is because effective teaching is usually the outcome of thorough and effective planning and preparation on the part of the teacher where the teaching needs to be planned and organized.

Table 2.3: Teachers regularly assess and evaluate students in this school

Response	Frequency	Percent (%)
Disagree	7	7.8
Undecided	9	7.8
Agree	70	84.4
Total	86	100.0

Source: Result of Analysis (2020)

It was also found that most teachers in their respective schools regularly assess and evaluate their students and this was supported by 70 (84.4%). Interestingly 7 (7.8%) disagreed and 9 (7.8%) were undecided with the statement. This implied that there was regular student assessment in all the studied schools. The study established that students were assessed and evaluated in terms of daily exercises, homework, begin of term assessment, teacher made tests and above it all end of term examinations.

Table 2.4: I use schemes of work for the lessons to be taught

Response	Frequency	Percent (%)
Disagree	8	9.1
Undecided	5	3.9
Agree	73	87.0
Total	86	100.0

Source: Field Data (2020)

Table 2.5 shows that teachers use schemes of work for the lessons to be taught as this was supported by 73 (87.0%) of the respondents. Such findings suggested that teachers are committed to making active and effective schemes of work and therefore base on active teaching Methods or learning strategies that are specifically suitable for their subjects.

Table 2.5: Summary of Pearson Product Moment Correlation Co-efficient between planning and teachers' performance in secondary schools

		Instructional planning	Teachers' performance
Instructional planning	Pearson Correlation	1	0.681**
	Sig. (2-tailed)		0.000
	N	86	86
Teachers' performance	Pearson Correlation	0.681**	1
	Sig. (2-tailed)	0.000	
	N	86	86

Source: Result of Analysis (2020)

According to Table 2.5, the Pearson product moment correlation index obtained on the planning and teachers'

performance is  $r = 0.681^{**}$ . It is positive with  $\text{sig} = 0.000 < p = 0.05$ , implying that planning and teachers' performance were statistically and significantly related. This finding implied that the high perceptions of instructional planning resulted into improved teachers' performance in secondary schools, in Sokoto Metropolis as it positively improves lesson and content delivery.

Therefore, Related to This finding implied that Planning resulted into improved teachers' performance in Secondary schools, in Sokoto State, as it enhance the teacher to maintain a commitment to professional ethics, School mission and take responsibilities for, and participate in professional growth that result in enhancement of students learning.

Table 2.6: Model Summary Coefficients to determine the predictors of instructional Planning and teachers' performance in secondary schools, Sokoto Metropolis

Model	Unstandardized Coefficients		Standardize d Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant) Planning	0.486	.227		7.140	.000
	0.201	.161	.664	8.105	.000

Source: Result of Analysis (2020)

To find out how each of the variables contribute to the equation, the study established that planning where significant predictors of teachers' performance in Secondary Schools, (Beta 0.664, Sig=0.000,  $< p=0.05$ ). This showed that instructional planning had a significant influence on teachers' performance in secondary schools in Sokoto Metropolis.

#### IV. CONCLUSIONS

The researcher concludes that: instructional planning and teachers' performance were statistically and significantly related. The results indicated that finding implied instructional

planning resulted into improved teachers' performance in secondary schools, in Sokoto Metropolis as it positively improves lesson and content delivery.

#### V. RECOMMENDATIONS

In regard to findings and drawn conclusions, the following recommendations were made:

- I. Teachers should ensure that they adequately plan for lessons if they are to improve on their performance.
- II. Teachers should use lesson plans with clearly assigned activities and tasks as a way of assisting the students to engage in the learning activities.
- III. Shelving of Lesson plan by Teachers Should be avoided and be details to deliver comprehensive Lessons.

#### AREAS FOR FURTHER STUDY

The researchers recommended that, Similar Studies Needs to be conducted in other States in Nigeria to find out if Instructional Planning would significantly influence Teachers Performance in other Secondary Schools.

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